

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

February 2017

Minnesota State

University of Minnesota

For further information or additional copies, contact:

**Office of Government Relations
University of Minnesota
612-626-9234
www.umn.edu/govrel**

or

**Minnesota State
651-201-1800
1-888-MINNESOTA STATE4U
www.MinnState.edu/media/publications/**

Contents

Executive Summary	1
I. Introduction	2
II. Collaborative Programs and Services	4
Academic Program Partnerships	
Minnesota Cooperative Admissions Program (MnCAP)	
Rochester Partnership	
Center for Allied Health Programs and HealthForce Minnesota	
University of Minnesota Extension	
Library and Information Technology	
eLearning	
Other Collaborative Initiatives	
III. Program Duplication	14
IV. Credit Transfer	16
Policies and Practices	
Cooperative Transfer Programs	
V. College Readiness and Under-Prepared Students	19
P-20 Education Partnership	
Postsecondary Enrollment Options (PSEO)	
College Preparation	
College Readiness Research	
VI. Conclusion	24
Appendix: Collaborative Academic Programs	25

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

Executive Summary

The 2017 Postsecondary Planning Report is the eighth report produced jointly by Minnesota State and the University of Minnesota, as required by the Minnesota Session Laws 2003, Regular Session, Chapter 133, Article 1, Section 7.

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

Collaborative Programs

- During the past 16 years, the number of formal academic collaborations and partnerships between the University of Minnesota and Minnesota State has grown from 60 to over 170 programs and services.
- Increasingly sophisticated library and information technology resources are jointly available to University of Minnesota and Minnesota State students and citizens throughout the state; these joint resources are heavily used for learning and research.

Program Duplication

- There is very little duplication of programs in the metropolitan area between the University of Minnesota and the Minnesota State. Among the 1,800+ degree programs available at the University of Minnesota–Twin Cities and metropolitan-area offerings of Minnesota State, only 48 are similar enough in content to be considered duplicative, and most of these are in high-demand fields.
- Both systems monitor and evaluate their own programs for possible duplication and overlap.

Credit Transfer

- Effective credit transfer policies are a central component of the cooperation and collaboration between Minnesota State and the University of Minnesota.
- The two systems have established and improved cooperative inter-system transfer programs, including articulated transfer standards, the Minnesota Transfer Curriculum, and electronic transfer data software systems.
- All institutions in the Metro Alliance of Minnesota State and the University of Minnesota offer all or part of the Minnesota Transfer Curriculum.
- The two systems have worked together to make “reverse transfer” opportunities available for students whose associate degrees can be completed after transfer.

College Readiness and Under-Prepared Students

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

I. INTRODUCTION

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

The 2017 report responds to the topics requested by the Minnesota Legislature and reflects the extensive and ongoing collaboration between the two systems providing public higher education in Minnesota. While individual cooperative initiatives have been in operation for decades, the higher education systems (and other primary stakeholders) have solidified their commitment to develop and coordinate joint postsecondary programs for the metropolitan area through formal agreements.

The 2017 report was produced cooperatively by an inter-system working group comprising 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 Minnesota State.

Mission Differentiation

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

Subdivision 1. Statement of missions. The legislature recognizes each type of public postsecondary institution to have a distinctive mission within the overall provision of public higher education in the state and a responsibility to cooperate with each other. These missions are as follows:

- (1) the technical colleges shall offer vocational training and education to prepare students for skilled occupations that do not require a baccalaureate degree;*
- (2) the community colleges shall offer lower division instruction in academic programs, occupational programs in which all credits earned will be accepted for transfer to a baccalaureate degree in the same field of study, and remedial studies, for students transferring to baccalaureate institutions and for those seeking associate degrees;*
- (3) consolidated community technical colleges shall offer the same types of instruction, programs, certificates, diplomas, and degrees as the technical colleges and community colleges offer;*
- (4) the state universities shall offer undergraduate and graduate instruction through the master's degree, including specialist certificates, in the liberal arts and sciences and professional education; and*
- (5) the University of Minnesota shall offer undergraduate, graduate, and professional instruction through the doctoral degree, and shall be the primary state supported academic agency for research and extension services.*

Collaboration History

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

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

II. COLLABORATIVE PROGRAMS AND SERVICES

Minnesota State and the University of Minnesota share an obligation to increase options for Minnesota citizens who desire postsecondary education and seek lifelong learning opportunities. The two systems are committed to supporting collaborative efforts to respond to the changing needs of metropolitan-area students, and to have a measurable impact on the outcomes of underserved students who wish to pursue various paths to postsecondary.

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

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

- Academic Program Partnerships
- Minnesota Cooperative Admissions Program (MnCAP)
- Rochester Partnership
- Center for Allied Health Programs and HealthForce Minnesota
- University of Minnesota Extension
- Library and Information Technology Resources
- eLearning Initiatives
- Other Collaborative Initiatives

Academic Program Partnerships

During the past 16 years the number of formal academic collaborations and partnerships between the University of Minnesota and the colleges and universities of Minnesota State has grown from 60 to over 170 academic programs and services, including collaborative activities to share resources, knowledge, and strategies for advancing higher education across Minnesota.

Collaborative undergraduate programs between the University of Minnesota and Minnesota State are known as “2+2” agreements. These agreements allow students enrolled in one system to apply approved coursework toward completion of a degree at an institution in the other system. Applied baccalaureate programs allow students to build focused University of Minnesota baccalaureate programs based on approved community college coursework. In addition, collaboration between the two systems allows students to complete a limited number of University of Minnesota graduate and professional programs while in residence at colleges and universities in Minnesota State. Collaborative programs between the two systems are listed in Appendix A.

Minnesota Cooperative Admissions Program (MnCAP)

MnCAP is a cooperative arrangement between the University of Minnesota–Twin Cities that provides access to the University of Minnesota for students wishing to transfer from one of the participating metro-area community colleges. MnCAP began as a pilot program in 2000 with three Metro Alliance community colleges and the University’s College of Liberal Arts. Since its inception, MnCAP has grown to include the seven metropolitan area community colleges (Anoka-Ramsey Community College, Century College, Inver Hills Community College, Minneapolis Community & Technical College, Normandale Community College, North Hennepin Community College, Saint Paul College) and six undergraduate colleges at the University of Minnesota–Twin Cities.

Students enrolled in MnCAP are guaranteed transfer admission to one of the participating University of Minnesota colleges and majors when they meet certain conditions. Students enrolling in this program work closely with dedicated staff at the community colleges and the University of Minnesota Office of Admissions to define the specific conditions for transfer.

Rochester Partnership

In 2006, the University of Minnesota–Rochester (UMR) became the fifth campus of the University system. As a campus, UMR is charged with providing high-quality academic, research, and public engagement programs emphasizing health sciences and related fields. UMR is focused on serving the economic and educational needs of southeastern Minnesota through complementary and cost-effective public and private partnerships across the region and state.

UCR Partners: The center known as University Center Rochester (UCR) was formally dissolved in 2015; however, the partnership with Rochester Community and Technical College (RCTC) and Winona State University (WSU) is still active. UMR continues to work with RCTC and WSU on education and community engagement. The UMR chancellor meets with RCTC and WSU leaders throughout the year to discuss educational planning and campus development and to explore opportunities to serve the region. UMR has a focused educational structure designed to not duplicate programs currently available and for which regional demand is satisfied.

UMR delivers a collaborative undergraduate degree program, the Bachelor of Science in Health Professions (BSHP), with the Mayo School of Health Sciences. This program creates pathways to licensures and certifications in specific health care professions. Students can prepare for admissions to the program at UMR or select Minnesota State colleges and universities.

RCTC delivers a variety of associate degrees (AS, AAS, AA) with many articulation agreements with Winona State through its Path to Purple programs. WSU delivers its doctoral nursing program, teacher licensure programs (undergraduate and graduate), business administration, accounting, computer science, and social work programs in Rochester. WSU has delivered educational opportunities, degree programs, and workforce development in Rochester since 1917, with renewed efforts underway to expand these efforts at the RCTC campus and in a new downtown location.

In addition to academic collaborations, UMR, RCTC, and WSU continue joint efforts in community outreach, marketing, and institutional research. Decisions on collaborative efforts are based on mutual

benefit, cost efficiencies, and impact on prospective or existing students. One example of a coordinated effort is the Rochester Area Math Science Partnership (RAMSP), which provides PK–12 teachers with the best available professional development opportunities in science and mathematics. The partnership includes: Mayo School; IBM-Rochester; Southeast Minnesota Cooperative, Workforce Development, Inc.; 11 southeastern Minnesota PK–12 school districts; and UMR, WSU, and RCTC.

Together, UMR, RCTC, and WSU actively participate in the community based advocacy group Greater Rochester Advocates for Universities and Colleges to promote innovative practices that leverage the resources of public higher education resources to best serve students, employers, and the community.

Center for Allied Health Programs and HealthForce Minnesota

Center for Allied Health Programs: The Academic Health Center (AHC) at the University of Minnesota developed the Center for Allied Health Programs in 2006 to address increasingly serious workforce shortages of allied health professionals in Minnesota. The Center was designed to increase workforce production in a financially sustainable model; coordinate the production of an allied health workforce with the Minnesota State system to avoid duplication and more efficiently deploy resources; collaborate with private health systems and leaders to educate students with current and specialized skills; and produce the next generation of allied health professions researchers and faculty members.

The goal of the model is to develop a platform that is flexible, meets learner and workforce needs, has multiple higher education and location access points, and is a collaboration of multiple private and public partners. The Center is developing signature academic partnerships with learners and communities, with health care and other industries, and with Minnesota State and other higher education institutions. For more information, see www.cahp.umn.edu.

HealthForce Minnesota: HealthForce Minnesota is a collaborative partnership of education, industry, and community organizations that was created to increase the number and expand the diversity of healthcare workers, to integrate health science education practice and research, and to build capacity for education and industry to collaborate to enhance patient care.

The University of Minnesota medical laboratory sciences program established academic affiliations with Minnesota State University, Mankato and St. Cloud State University to enable students to complete their professional year of courses through the University of Minnesota Medical Laboratory Sciences (MLS) program. Each year, between five and ten students from these Minnesota State schools complete the NAACLS-accredited U of M MLS program, but receive their degree from their Minnesota State home school. MLS faculty and staff have developed transfer guides that Minnesota State institutions use to assist students as they prepare for the MLS program and application process. For more information, see cahp.umn.edu/transfer-guides.

University of Minnesota medical laboratory sciences faculty and staff are also active participants in the HealthForce Minnesota Clinical Laboratory Work Group, operated out of Winona State University. Members throughout the state—including educators from the University of Minnesota, St. Cloud State University, Winona State University, Saint Paul College, North Hennepin Community College and

employees from Allina, Fairview, Children’s of Minnesota, and Regions Hospital/Health Partners—meet monthly to discuss issues that have an impact on workforce needs.

A **Clinical Laboratory Workforce Summit** was held in September 2015 to focus on clinical placement capacity. Planned by the HealthForce Minnesota Clinical Laboratory Workgroup, the summit featured faculty presentations and significant engagement from the University of Minnesota medical laboratory faculty. Another summit is now being planned for October 2017.

The Clinical Coordination Partnership (TCCP) was formed to enhance nursing workforce development in Minnesota and Wisconsin by developing collaborative partnerships among educational programs and their clinical partners with a goal to maximize clinical rotation sites through scheduling coordination, student onboarding standardization, and faculty development. TCCP consortium members include nursing programs at the University of Minnesota, Minnesota State, Minnesota private colleges, and colleges/universities in Wisconsin, North Dakota, and South Dakota. Clinical partners include Allina Health system, Children’s Hospitals and Clinics, Fairview Health System, Essentia Health, HCMC, North Memorial, Park Nicollet, Mayo Clinic and Health System, Gunderson Health System, HealthPartners, HealthEast Care System, and many others. TCCP now has 52 education partners and 78 clinical partners.

TCCP is now a self-sustained membership-funded entity within HealthForce Minnesota. Education and clinical partners pay a membership fee to support its staffing, maintenance, and continued development. The University of Minnesota and Minnesota State have representatives on TCCP’s Chair Committee, Advisory Committee, and Advanced Practice Practitioner Committee.

Other Collaborations: The Healthcare Education Industry Partnership (HEIP) Council has been in existence since 1998. It is staffed by HealthForce Minnesota and meets quarterly to discuss and plan for strategic workforce and education issues across the state. The University of Minnesota is an active member of this group.

In 2013, Minnesota State was charged with holding a **mental health** summit and developing a mental health workforce development plan for the state (SF 1236). A steering committee was formed and included several representatives from the University of Minnesota in fields including nursing, psychology, and psychiatry. This steering committee continues to meet to monitor and facilitate progress related to the recommendations.

In 2015, HealthForce MN revived the **Minnesota Simulation for Healthcare Education Partnerships** to promote simulation excellence by providing evidenced-based resources and support for educators. MnSHEP fosters academic/practice partnerships to promote research and provide collaborative learning opportunities in simulation. There are 300 members including industry partners, private and public colleges, and university educators. MnSHEP has an advisory board with representation from the University of Minnesota Nursing Program.

In October 2016, a jointly-planned **Healthcare Summit** was held at UMR. Planning was led by Minnesota State, HealthForce, and UMN administrators. The event featured presentations by UMR and WSU and included representatives from both systems who actively engaged in discussion about future collaboration.

Through **Middle School and High School Youth Outreach Programming**, UMR partnered and supported HealthForce Minnesota in its second annual Girls Scouts ConnectZ Scrubs Camp day on May 18, 2016 at the RCTC/WSU-R campus. Girls ConnectZ Day is a partnership between Girl Scouts of River Valley and HealthForce Minnesota. Through this partnership, middle and high school girls who are registered for their Girls ConnectZ program are offered opportunities to explore careers in healthcare on various college and university campuses. Participating girls are either students of color and/or eligible for free/reduced meals at their school in order to participate. UMR faculty and staff provided hands-on learning sessions for students attending this event.

U of M Duluth partnered with Fond du Lac Tribal and Community College to host the first high school Scrubs Camp in the Duluth/Cloquet region. UMD collaborated by hosting the students for a half-day onsite visit.

U of M Twin Cities partners with various Scrubs Camps sending their representatives to facilitate a variety of hands-on sessions in order to stimulate middle school and high school students' interest in pursuing a career in health care. They have sent representatives from STEM Cell Institute, Medical Devices Center, College of Veterinary Medicine, College of Pharmacy, and School of Dentistry.

Current discussions between HealthForce and UMR concern working collaboratively to create opportunities for underrepresented youth and to create a collaborative pipeline for our higher education programs in the southeast Minnesota region.

University of Minnesota Extension

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

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

Library and Information Technology

MnLINK: In 2002, the University of Minnesota and Minnesota State jointly implemented MnLINK, a partnership among academic, public, and K–12 libraries statewide, funded through Minnesota's Office of Higher Education. MnLINK enables access to library catalogs and the sharing of library resources throughout the state. Students and faculty have better access to the collections of both higher education systems using the online system. For more information: www.mnlink.org.

Minitex Library Information Network (Minitex): Based within the University of Minnesota’s University Libraries, Minitex provides significant resource-sharing capabilities to some 1,500 libraries within the state. Minitex facilitates the delivery of books and journal articles to patrons statewide. The majority of Minnesota State requests (~50,000 annually) are filled from the collections of the University of Minnesota Libraries. Most requests for journal articles are scanned and electronically delivered to the desktops of students and faculty, sometimes within hours. Book loans are delivered overnight through the Minitex delivery system.

Minitex also licenses electronic content, often drawing on the base agreements for the University of Minnesota (notable collections in health sciences and scientific areas). Minnesota State faculty and students benefit by inclusion in these agreements, providing access to significant electronic content. For more information, see www.minitex.umn.edu.

Minnesota Digital Library (MDL): The Minnesota Digital Library is a collaborative undertaking initiated by the University of Minnesota and Minnesota State’s university libraries. MDL provides infrastructure and support for digitization of library, museum, and historical society collections. Administratively managed by Minitex, the MDL has digitized and delivered over 280,000 images, documents, and maps contributed by 181 cultural heritage institutions across Minnesota. MDL has further partnered with K–12 teachers to develop multimedia educational modules and programming based on these resources. For more information, see <http://reflections.mndigital.org>

In 2013, MDL was selected as a hub for the Digital Public Library of America (DPLA), a national network of state and regional digital libraries in the United States. The DPLA brings together digitized and born-digital content from across the country into a single access point for end users, and provides an open platform for developers. In addition to the cultural heritage organizations contributing content to MDL, additional organizations such as Minnesota Public Radio, Minnesota Historical Society, and Minneapolis Institute of Arts have contributed metadata via MDL to DPLA, enabling broad access to their digital resources. For more information, see <http://dp.la/>

Professional Development: The University of Minnesota Libraries and Minitex sponsor numerous professional development events for librarians and library staff in the state, including those from University of Minnesota and Minnesota State. Over 7,000 academics, librarians, and/or students attend a wide range of conferences as well as workshops targeted for individual institutions in Minnesota State.

eLearning

Minnesota Learning Commons (MnLC): The majority of Minnesota State/U of M eLearning collaboration occurs through the MnLC, a joint powers agreement between the University of Minnesota, Minnesota State, and the Minnesota Department of Education. MnLC’s mission focuses on supporting “public educators teaching in online, blended, and digital learning environments.” By identifying strategies where Minnesota’s public education sector can work on issues that could be better accomplished together than alone, the MnLC provides greater benefit, and better use of limited resources to lower costs and reach broader audiences. The MnLC website

(<https://cceevents.umn.edu/minnesota-learning-commons>) provides access to professional development and networking opportunities for faculty and instructional support staff.

Specific MnLC programs and services include:

- The **Minnesota eLearning Summit**, now in its fifteenth year, is a high-quality conference and networking venue for college, university, and K-12 educators and innovators in Minnesota who are committed to effective online and blended learning. In 2016, over 375 individuals registered for the Summit to participate in sessions from their colleagues and to hear keynoters Randy Bass (Georgetown University) and Marie Norman (University of Pittsburgh Medical Center). The 2017 eLearning Summit is scheduled for August 2-3 in the Twin Cities.
- **Quality Matters (QM):** QM is a national faculty-centered peer review process designed to certify the quality of online courses. Based on best practices and rigorous research, QM provides rubrics, national course certifications, and training to faculty who are teaching online or hybrid courses. This program is paid for and coordinated jointly by Minnesota State and the University of Minnesota. A Quality and Best Practices Special Interest Group (SIG) provides additional collaboration opportunities.
- **Online Accessibility** – This SIG provides members an opportunity to share updates, issues of concern, effective practices, professional development opportunities, and resource materials from SIG members. Minnesota State and the U of M are exploring possible opportunities for a joint professional development conference in the near future.
- **MnLC Special Interest Groups** – Additional groups include *Open Education Resources (OER)* that brings together those working on OER and affordable content solutions with the goal of sharing best practices and collaborative opportunities; *Digital Literacy* addressing critical competencies needed by 21st century learners; and *Innovation* including topics such as competency-based education, virtual reality/augmented reality, micro-credentialing, and learning analytics.
- **Federal Regulatory Compliance for Online Learning:** Minnesota State and the University of Minnesota Provost’s Office, through MnLC are working with the Minnesota Office of Higher Education in the State Authorization Reciprocity Agreement (SARA) to promote multi-state regulatory compliance with distance education regulations. By working jointly under SARA, both Minnesota State and the U of M have saved money and staff time. Currently all five University of Minnesota campuses and 24 of the Minnesota State colleges and universities have joined SARA.
- **Monthly Webinars for Joint Staff/Faculty Development** – Over the last year, the MnLC continued the monthly “Best of Summit” webinars on a wide variety of topics from UMTC’s “What Does Recent Pedagogical Research Tell Us About eLearning Good Practice?” to Minnesota State University Moorhead’s “10 Steps Closer to an Accessible Course.”
- **Annual Report of Public Online Learning in Minnesota** - The MnLC partners also collaborate on the annual report summarizing the state of online offerings in Minnesota’s public education institutions (higher ed and K-12).

In addition to the MnLC, the U of M and Minnesota State partner in these eLearning related areas:

- **The Minnesota Eligible Training Provider List** – Related to the new DEED database of the Career and Education Explorer Project, both the U of M and Minnesota State are working closely with DEED to provide non-credit and credit-based data feeds so that the WorkForce Centers will have the most comprehensive listings of credit-based and non-credit courses and programs and provide targeted educational opportunities for displaced workers.
- **Media Management System** – The University of Minnesota, Minnesota State, and Learning Network of Minnesota have a collaborative working agreement to provide shared media services statewide.

Learning Network of Minnesota: All Minnesota State and University of Minnesota institutions are members of one of the six Learning Network of Minnesota (LNM) regions. Developed as a result of Legislative action in 1993, the LNM supports core network and online learning services infrastructure across the state. These services include video conferencing, web conferencing, and streaming media and voice communications. In addition, the LNM funds network bandwidth to many campuses. Each region is governed by a board of directors including representatives from corresponding institutions. There is also a statewide Learning Network of Minnesota board of directors that has Minnesota State and University of Minnesota system and institutional representation. The Learning Network of Minnesota has partnered with the University of Minnesota and Minnesota State to implement a new cloud-based media streaming solution for institutions and faculty.

Other Collaborative Initiatives

Healthy Campus Initiative: Minnesota State and the University of Minnesota continue to work together to advance the goals of the Healthy Campus Initiative, developed by the University of Minnesota Boynton Health Service (BHS) in 2004 with initial funding from BlueCross and BlueShield of Minnesota and ClearWay Minnesota. As part of this collaboration, the University of Minnesota and Minnesota State together administer the College Student Health Survey, a comprehensive survey of undergraduate and graduate students across Minnesota. In 2013, 25 campuses participated in the survey and received extensive reports about the health status of their student population. The Minnesota State system office also funded an additional focus for this study that gathered data on the specific health-related issues of students who are veterans; a special veterans report was produced for each year the survey was conducted. In 2015, many of the Minnesota State institutions participated in the updated version of the College Student Health Survey. This collaboration between Minnesota State and BHS has led to the creation of new policies, programs, and services aimed at improving the health of students, staff, and faculty that are part of the Minnesota State and University of Minnesota systems.

North Star STEM Alliance: The North Star STEM Alliance is a partnership of 14 higher education institutions, including the University of Minnesota and six Minnesota State colleges and universities, as well as the Science Museum of Minnesota, Minnesota High Tech Association, and the Minnesota Minority Education Partnership. Among the goals of the Alliance are to double the number of underrepresented students receiving bachelor's degrees in science, technology, engineering, and math among partner institutions in a five-year period and generally encourage greater diversity and inclusion on partner campuses. The North Star STEM Alliance supports these goals through community building conferences, peer-to-peer learning, undergraduate research opportunities, programs to help students

successfully bridge to college and university-level STEM programs, industry internships, professional development, and publicity of current research in STEM fields.

MCTC Student Health Clinic: The University of Minnesota Boynton Health Service has operated a Minneapolis Community and Technical College (MCTC) Student Health Clinic since November 2009. The clinic is operated under a Minnesota State service agreement, which was extended through an RFP process through fiscal year 2018. Funded through the MCTC Student Life Fee with in-kind support by MCTC administration for facilities, maintenance, and capital equipment, the MCTC Student Health Clinic provides primary care, mental health, and laboratory and radiology services during the academic year, with recent expansion for limited service during the summer. The clinic serves over 900 unique students per year and provides over 1,700 visits. Clinical and public health staff from Boynton Health Service are also engaged with MCTC staff to coordinate campus health and wellness initiatives.

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

A delegation—including faculty and administrators from the University of Minnesota School of Dentistry, dentistry practitioners, and representatives from Minnesota State—visited dental therapy programs in Canada, New Zealand, and England to gather information about best educational practices and how mid-level dental providers can be effectively deployed.

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

In 2006, Minnesota State approved a master of science degree in oral health practice, offered by Metropolitan State University. The program admits baccalaureate-prepared dental hygienists with significant clinical experience and prepares them to deliver a carefully designed scope of practice in a range of underserved settings. The practice model is team-centered and governed by detailed collaborative management agreements with practicing Minnesota dentists. These programs will help to provide professionals to work with underserved populations within Minnesota.

The University of Minnesota School of Dentistry and Minnesota State are partnering to develop a common practice model between the two institutions and for the State of Minnesota. Both programs will be focused on educating graduates to practice as an advanced dental therapist, which is the top of the legislatively approved practice model. The two systems are also collaborating on revising and enhancing their educational model to provide the most cost effective, trained practitioner with the best chance of long-term employment.

Minnesota State and University of Minnesota School of Dentistry are working with dental providers, health plans, and government agencies—including Department of Human Services, Minnesota Department of Health, Hennepin County—and other counties across the state to propose a first-in-the-

nation, outcomes-based public health payment system for oral health. This system is being proposed for consideration and funding in the next legislative session. This effort is part of ongoing leadership coordination between the oral health education programs and safety net providers in the state of Minnesota.

Hibbing Community College Dental Clinic: The Hibbing Community College Dental Clinic, a community-based dental clinic in Northeast Minnesota, is a partnership among the University of Minnesota School of Dentistry, Hibbing Community College, and the city of Hibbing. The clinic has significantly increased access to dental care for uninsured, underserved, and public program patients in the ten-county region of northeast Minnesota, while providing a critical outreach experience for dental and dental hygiene students. Since its opening in 2002, nearly 135,000 patient procedures have been provided and over 1,100 students have benefitted from the program.

Wellness Courses: Two online wellness courses developed by the University of Minnesota are taught on Minnesota State campuses. The one-credit courses are among several developed by the Rothenberger Institute in the University of Minnesota School of Public Health, which collaborates with Minnesota State on curriculum sharing, faculty development, and online course site development. The course “Alcohol and College Life” has been offered since 2006 at Inver Hills Community College. The course is also offered at Vermilion Community College and required of all Associate of Arts degree-seeking students. Inver Hills also offers the course “Sleep, Eat & Exercise.” Anoka Ramsey Community College offers a customized course combining lesson content from both programs and it also used as a required online textbook for a four-credit wellness course, “HPER 1120: Wellness for Life.”

III. PROGRAM DUPLICATION

There is limited duplication of academic programs offered in the Twin Cities metropolitan area (see Tables 1 and 2). The University offers no associate degrees in the metropolitan area, while Minnesota State offers three doctoral degrees and no first professional degrees in the metropolitan area. A comparison of baccalaureate and graduate programs offered by the University of Minnesota–Twin Cities, Metropolitan State University, and other state universities offering programs in the Twin Cities reveals an apparent overlap of 48 programs (out of a total of 116 baccalaureate, master’s and doctorate degree programs offered by state universities, and 440 similar degree programs at the University of Minnesota). However, the following must be considered in regard to instances of duplication:

- Overlap may be in name only, and not substantively duplicative program offerings;
- In areas such as business- and health-related fields, sufficient need exists in the metropolitan area for degrees to be offered by both systems; and
- The two systems serve different student populations both in selectivity and patterns of enrollment (full-time vs. part-time) that lead to variances in programs and types of delivery.

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

Table 1. Metropolitan-area degree programs at the University of Minnesota and Minnesota State, 2016.

Degree	UM	Minnesota State	Total	Duplicates
Diploma	0	185	185	0
Associate	0	403	403	0
Certificate*	256	483	739*	0
Baccalaureate	152	78	230	35
Master’s	185	35	220	10
Doctoral	103	3	106	3
First Professional	<u>5</u>	<u>0</u>	<u>5</u>	<u>0</u>
Total	701	1,187	1,888	48

Source: University of Minnesota; Minnesota State

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

Table 2. Metropolitan-area comparable programs at the University of Minnesota and Minnesota State, 2016.

2016 Baccalaureate Programs		2016 Master's Degree Programs
Accounting	Environmental Science	Alcohol and Drug Counseling
Alcohol and Drug Counseling	Ethnic Studies	Biology
Applied Mathematics	Exercise Science	Business Administration
Art/Studio Arts	Finance	Computer Science
Biology, B.A., B.S.	Gender Studies	Education Leadership
Business Administration	History	Engineering
Chemistry	Human Resources Management	Liberal Studies
Child Psychology	International Business/Commerce	Nursing
Clinical Lab Science	Management Information Systems	Psychology
Communication Studies	Marketing	Public Administration
Computer Science	Nursing	
Creative Writing	Operations Management	
Dental Hygiene	Organizational Administration	
Economics	Philosophy	
Elementary Education	Psychology	
Engineering	Social Work	
English	Theater	
English Education		
2016 Doctoral Programs		
Business Administration		
Nursing Practice		
Education Leadership		

Source: University of Minnesota; Minnesota State

Conclusion

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

IV. CREDIT TRANSFER REVIEW

Effective credit transfer policies are an essential component of collaboration between Minnesota State and the University of Minnesota. Both systems are committed to students graduating in a timely way and agree that transfer, by itself, should not delay graduation. In other words, transfer students should not be automatically disadvantaged in time-to-degree—recognizing, however, that successful transfer depends on careful planning and consultation with knowledgeable advisors.

Policies and Practices

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

- Transfer decisions are made on the basis of quality, comparability, and applicability of the learning experience to the student’s educational goals (Joint Statement on Transfer and Award of Credit, 2001). The Higher Learning Commission of the North Central Association of Colleges and Schools accredits the University of Minnesota and all of the Minnesota State campuses (Policy and Good Practice in the Award and Transfer of Credit, HLC, 1999). Transfer among the Minnesota State campuses and the University of Minnesota is grounded in this common regional accreditation.
- Students are given the benefit of the doubt, when possible, in transfer situations. Institutions consider whether or not coursework is comparable and whether courses to be transferred apply to the student’s selected program. Courses are evaluated by such factors as learning outcomes, course level, course syllabus or outline, and texts used.
- Institutions also consider the applicability of the coursework for meeting the requirements of degrees, diplomas, or certificates.

The basic principle is that “like transfers to like.” At the extreme end of the spectrum, courses in a technical program may not be appropriate for inclusion in a baccalaureate degree, even though the courses are offered by a regionally accredited school. The reverse is also the case—liberal arts coursework earned toward a baccalaureate degree may not be incorporated in technical programs if it is not required. This principle is important in ensuring that students who receive degrees, diplomas, and certificates from either system are doing so by completing coursework that is appropriate to their program or major, and ensures high quality education.

Cooperative Transfer Programs

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

Minnesota Transfer Curriculum (MnTC):

The Minnesota Transfer Curriculum Agreement, executed by both systems in 1994, continues to provide a framework within which each public institution in the state defines its lower-division general education requirements.

About 4,000 students each year transfer between the University of Minnesota and state colleges. Some students begin at a two-year college and transfer to the University of Minnesota to complete a baccalaureate degree, and some students who begin at the University of Minnesota decide to transfer to a Minnesota State college or university. Reasons for transfer include program offerings and economic, geographical, work- or family-related concerns. The Minnesota Transfer Curriculum provides a framework for all of these transfer patterns since students transfer in all directions.

Since 2014, registrars at Minnesota State institutions have had the ability to electronically and prominently annotate the transcripts of students who have completed the Minnesota Transfer Curriculum. This enhancement promotes timely degree completion and lessens the chance that students take additional, unnecessary courses after they transfer. The majority of students who transfer from Minnesota State to the U of M have completed the Minnesota Transfer Curriculum. Surveys of students who have transferred indicate satisfaction with transfer is highest when the entire MnTC is completed prior to transfer.

Conversations have begun between Minnesota State and the University of Minnesota to review the Minnesota Transfer Curriculum and make enhancements. Goal area and credit requirements will be reviewed.

Transfer Resources: The Minnesota Transfer website (www.mntransfer.org) provides comprehensive transfer information to students, parents, high school counselors, faculty and staff of Minnesota State, the University of Minnesota, and others about transfer among public and private colleges and universities. The website is a useful tool for potential students, enrolled students, and staff and faculty at the secondary and postsecondary levels. The site offers a directory of college and university transfer specialists as well as transfer action plans, accreditation information, transfer profiles, campus transfer websites, transfer guides, articulation agreements, details about the Minnesota Transfer Curriculum, and more. The site has received an average of 4,962 users each month and page views average 18,175 per month over the past year. MnTransfer.org is currently being redesigned to improve the information and online tools provided to assist students with transfer.

The MnTransfer.org site also houses information about Minnesota State, the University of Minnesota, and other private and out-of-state colleges and universities, as well as a description of the University of Minnesota liberal education requirements and University of Minnesota MnCAP program. The MnCAP program guarantees admission to select majors if criteria is met.

Transferology.com is a student-friendly online tool provided by CollegeSource, Inc. that enables students contemplating transfer to see how their coursework transfers to any institution within the Transferology network. Both the University of Minnesota and Minnesota State are members of the

network, which means that current and prospective students can see how their courses transfer into any program offered at either system's institutions.

Transferology runs on data tables built using CollegeSource's Degree Audit Reporting System (DARS) software to advise students about their progress toward program completion and to process transfer evaluations. DARS data tables are maintained by staff at Minnesota State and the University of Minnesota. The University of Minnesota has used DARS since 1989, while Minnesota State started systemwide implementation in 1999. For more information, see www.dars.mntransfer.org.

Transfer Specialists' Network: Every campus in both systems has designated transfer specialists who can answer students' questions specifically about transfer. These transfer specialists connect in various ways to discuss issues and resolve problems. An annual Transfer Specialist Conference hosted by Minnesota State is attended by over 120 transfer specialists from the University of Minnesota, Minnesota State, and private and out-of-state colleges and universities. Minnesota State also conducts an annual Transfer Orientation for new transfer specialists, as well as several regional transfer meetings to keep transfer specialists up-to-date. A DARS/Transferology conference is held annually, with DARS/Transferology training offered throughout the year. Transfer tips are sent to the group periodically, and two transfer listservs allow transfer specialists to ask questions and share transfer information. Because Minnesota State consists of both two- and four-year institutions, transfer groups meet regularly to support transfer. These groups include the Transfer Oversight Committee comprised of faculty, transfer specialists, administrators, students, and system office staff; and the Transfer Advisory Group comprised of transfer specialists.

Reverse Transfer: Minnesota State engages in a process to award associate of arts (AA) degrees through reverse transfer. Since students transfer to other colleges and universities without having completed the associate of arts degree, the reverse transfer process allows them to transfer courses back from their current institution and complete the AA degree at a prior college. As of June 2016, 1,998 AA degrees were awarded through this process to students who had transferred to Minnesota State universities and the University of Minnesota.

Electronic Transcripts: SPEEDE (Standardization of Postsecondary Education Electronic Data Exchange) and ExPRESS (Exchange of Permanent Records Electronically for Students and Schools) provide electronic exchange of official elementary, high school, and postsecondary student transcripts between and among the University of Minnesota and Minnesota State. Electronic transcript exchange among the colleges and universities of Minnesota State began fall 2009.

Conclusion

Transfer between the University of Minnesota and Minnesota State continues to be of importance to students of both systems, and ongoing improvements serve students ever better. The two systems continue to evaluate and manage transfer so that it meets student needs and supports program integrity.

V. COLLEGE READINESS AND UNDER-PREPARED STUDENTS

Minnesota State and the University of Minnesota continue to focus on the transition of students into postsecondary education. Initiatives include efforts to define college readiness in English, mathematics, the sciences, and other areas. The challenge of increasingly underprepared students requires all Minnesota educational partners to seek collaborative solutions to prepare high school graduates as well as many non-traditional learners for postsecondary learning.

P–20 Education Partnership

The University of Minnesota and Minnesota State are two of the founding members of the Minnesota P–20 Education Partnership, established in 2003 as the Minnesota P–16 Education Partnership. Now comprising 28 members, including four legislators, the partnership operates as a voluntary statewide collaboration focused on maximizing achievement of all students while promoting the efficient use of financial and human resources. The partnership is charged to develop policy and strategy recommendations that improve the quality of and access to education, improve college preparation and transitions, support teacher quality, and realign governance and administrative education structures.

In 2011, the Minnesota P–20 Education Partnership identified its agenda for the next 2–4 years with a singular focus on the achievement gap. The members believed that this was the most important educational issue facing the state for several reasons:

- Minnesota has one of the largest gaps in achievement between students of color/low-income students and their white middle- and upper-class peers.
- The demographic trends indicate all of the future growth in Minnesota’s population will be in communities of color.
- The economic vitality of the state depends on a highly educated and trained workforce: estimates are that by 2020, 74% of all jobs will require some postsecondary education.

The partnership reviewed best practices and transition issues from elementary to secondary education and from college to work and identified plans and strategies for reducing the achievement gap.

In 2013, the Minnesota Legislature passed “The World’s Best Workforce” legislation (Minn. Stat. § 120B.11), which required school districts to develop a plan to address five goals, including that all racial and economic achievement gaps between students are closed. While continuing its policy proposal development and advocacy for educational quality, the Minnesota P–20 Education Partnership aligned its work with this legislation by identifying support and direction for school districts to implement their “World’s Best Workforce” strategic plans.

In 2014, in response to legislation that was passed in the 2014 legislative session (Minn. Stat. § 127A.70), the Minnesota P–20 Education Partnership developed recommendations for a P–20 education system that increased students’ career and college readiness and opportunities for career pathways.

In 2015, the Minnesota P-20 Education Partnership continued to advance its work by also being responsive to 2015 legislation (Minn. Stat. § 135A.012), which identified a goal for postsecondary attainment for Minnesota residents. The legislation stated, “The number of Minnesota residents ages 25 to 44 years, who hold postsecondary degrees or certificates, should be increased to at least 70 percent by 2025.”

The P-20 Partnership has identified the postsecondary attainment goal as the primary work plan item for 2015-16, with the goals of: (a) informing the annual report on progress towards meeting or exceeding the goals by the Office of Higher Education, which was required to submit the first report by October 15, 2016; and (b) providing recommendations for funding and/or policy changes to the governor and the legislature for consideration at future legislative sessions.

The Partnership continues to be the sponsor and overseer of the Statewide Longitudinal Education Data System (SLEDS), which began in 2014 to link K–12 and higher education data for the first time (private college records are included, but private K–12 schools are not yet included). This tool greatly enhances the ability of policymakers to research factors in high school and postsecondary attainment. With data from early childhood through completion of postsecondary education and workforce entry, SLEDS provides data and feedback on how well Minnesota’s students are doing as they transition through the educational sectors and into the workplace. With a framework focused on pathways, progress, predictors, and performance, SLEDS provides information and analysis enabling policymakers and educators to make meaningful investments and policies. SLEDS will be a powerful tool in the quest to eliminate the achievement gap and increase the educational attainment of all Minnesotans. One of the first reports from SLEDS revealed that the number of students who take remedial or developmental courses in college is lower than previously believed, at 28% (the change is due primarily to the inclusion of the private colleges).

Postsecondary Enrollment Options (PSEO)

The Postsecondary Enrollment Options program, also known as PSEO, was created in 1985 to “promote rigorous educational pursuits and provide a wider variety of options for students.” Through PSEO, high school students receive high school and college/university credit for college or university courses that are completed through this program. Students can complete PSEO courses on a college or university campus taught by college or university faculty members and/or complete concurrent enrollment courses at the high school campus, taught by high school credentialed teachers that are mentored by college or university faculty members.

In the past few years, legislation has increased access to PSEO and concurrent enrollment among 9th and 10th grade students who meet eligibility requirements and afforded eligible 10th graders greater opportunities to participate in on-campus PSEO, specifically in career and technical education courses. In 2015, legislation was passed (Minn. Statute § 124D.09) that allowed for students participating in an early/middle college program at a state-approved secondary alternative learning program to have access to taking developmental education courses as PSEO students, in addition to college-level courses that are within a well-defined pathway to earn a postsecondary degree or credential. These initiatives promote college readiness and early college credit opportunities that can be a strategy to assist in accelerating time to postsecondary degree completion.

In 2015, legislation passed (Minn. Statute § 124D.09) also required concurrent enrollment programs across the state to meet the accreditation standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP) by 2020-2021 and for all concurrent enrollment programs to have local advisory boards. Additionally, concurrent enrollment programs must submit annual student survey results to the Minnesota Department of Education and Office of Higher Education for an annual legislative report. The legislature also allocated an additional two million dollars to school districts to support their participation in concurrent enrollment programs. These legislative requirements and funding support are encouraging the growth and sustainability of high-quality concurrent enrollment programs.

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

College Preparation

Starting in 1991 the University of Minnesota and Minnesota State admitted students to baccalaureate programs under a common set of preparation requirements. These included 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. This establishes a strong model for high school students and has increased preparation. The University of Minnesota Twin Cities campus added a fourth year of math for freshman admitted in fall 2015 and beyond, based on research that completion of four years of math enhances student success in college.

The new Statewide Longitudinal Education Data System ([SLEDS](#)) provides an easy way for Minnesota schools and parents to find information about the college-going preparation, enrollment, and graduation rates for students from Minnesota high schools. Both the University of Minnesota and the Minnesota State colleges contribute data directly to SLEDS and participate on the governance committees, greatly enhancing its viability and value.

An example of information available in SLEDS, and an important way students can become academically ready for college is to take rigorous, college-level courses in high school. Through the Minnesota Postsecondary Enrollment Program (PSEO), 11th and 12th grade high school students who meet certain eligibility requirements can enroll in college courses at campuses of the University of Minnesota and Minnesota State, including online courses. 10th graders can take career and technical education courses as well.

Both the University of Minnesota and Minnesota State offer concurrent enrollment courses which are designed by college professors, taught by high school teachers with the professors as coaches, and are

open to students in 9th through 12th grade, again with academic eligibility requirements. They are distinct from Advanced Placement and International Baccalaureate courses because instead of having to take a specialized exam which has the possibility of earning college credit for the student, students earn simultaneous college and high school credits by completing the course successfully.

A major challenge was created in late 2015 by the regional higher education accreditation organization. The Higher Learning Commission adopted a clarification to its Assumed Practices indicating it will be enforcing a longstanding expectation that faculty teaching general education courses hold a master's degree or higher in the discipline or subfield they teach. If the faculty member holds a master's degree in another discipline the faculty member must have complete a minimum of 18 graduate credit hours in the discipline or subfield in which they teach. HLC policy allows the institution to use 'tested experience' as an equivalent to the academic credentials. This new enforcement applies to high school teachers in concurrent enrollment courses. Many high school teachers have master's degrees but often in curriculum and instruction and not in the content area they teach. Both U of M and Minnesota State college staff have been evaluating teachers' graduate-level education and professional development, and identifying and developing discipline-specific graduate-level coursework that is accessible for teachers.

The University of Minnesota's College Readiness Consortium continues to support and expand use of a research based school-wide college readiness program for grades 6-12. Ramp-Up to Readiness™ is designed to increase the number of students who graduate high school with the knowledge, skills and habits needed to obtain a degree or credential in higher education. The program supports and goes beyond academic readiness to include career, financial, admissions and social emotional readiness. Ramp-Up was used by over 105 Minnesota secondary schools during 2015-16. This is one way schools have implemented the 2013 legislative requirement that all students begin personal postsecondary plans, including career exploration, no later than 9th grade and review them annually.

The University of Minnesota's College of Education and Human Development also offers the Minnesota Principals Academy, an executive development program to help school leaders prepare all students to obtain postsecondary degrees or credentials. Two cohorts are currently in process, one in Thief River Falls and one in the Twin Cities.

Because educational outcomes are highly influenced by factors outside of school, the University of Minnesota President Kaler has co-chaired the group Generation Next, the Minneapolis and Saint Paul collective impact initiative to increase student achievement from kindergarten readiness to college graduation. Chancellor Rosenstone is also a member of this group. Faculty and staff from both institutions have been active in developing goals and action plans, as well as implementing those plans, to increase educational outcomes including high school graduation and postsecondary attainment.

In addition, the University of Minnesota hosted the first statewide convening on Educational Equity in Action in June 2016. The 640 participants represented a wide range of education leaders (both in and out of school) from early childhood to higher education, as well as nonprofits, policymakers and community leaders. The convening included structured opportunities for participants to propose actions and consult with each other.

Many Minnesota State campuses have specific partnerships and programs with local high schools to increase college preparation for high school students. Such programs include administering the Accuplacer to high school students to determine college readiness benchmarks and providing targeted support in high school; delivering college preparatory courses at the high school; and offering college-readiness workshops or summer bridge programs. Some selected examples include:

- Century College and Saint Paul College administer the Accuplacer at many Saint Paul public schools and partners with specific high schools to offer interventions for high school students who need additional support.
- High school students enrolled in the Inver Prep program can complete college preparatory courses in English or mathematics that prepare them to participate in the Inver Hill Community College's InCollege concurrent enrollment program.
- At Hennepin Technical College, Minnesota West Community & Technical College, and Anoka-Ramsey Community College, students can take summer bridge programs that include developmental education courses to prepare them for college-level courses.
- Minnesota State University, Mankato offers the College Access Program (CAP) that provides a four-week summer residential program between high school and college and continues to support students during the regular school year.
- Minnesota State Community and Technical College's Center for College Readiness provides direct connections between college faculty and high school teachers and students to assess college readiness in writing, reading, and math. High school students are able to submit assignments, which are evaluated by college teachers, to gain information on their college preparedness.

One partial measure of college readiness is ACT scores. The percentage of Minnesota high school graduates taking the ACT had steadily increased to 78% for the class of 2015, most of whom took the exam in 2014. In 2015 all Minnesota juniors were required to take the ACT, but the legislature rescinded that requirement for 2016. The percentage of students who reached all four ACT college ready benchmarks was 39% for the graduating class of 2015 (2016 reports are not out as of this writing), up from 36% in 2012.

Once in college, developmental and remedial courses help students develop basic academic skills needed for successful college-level study, generally in the areas of reading, writing, and mathematics. Developmental and remedial courses carry college credit for financial aid and athletic eligibility purposes, but they do not meet requirements for a diploma, certificate, or degree. The Minnesota State colleges have the mission of providing open-door access to higher education. Consequently, a number of students admitted to the two-year colleges are not fully ready for college-level courses. Some students take remedial courses because they have not taken the necessary coursework in high school. Other students who have taken the necessary courses may still need to take one or more remedial or developmental courses, based on their placement exam results. Many of these individuals have been out of high school for a number of years and have forgotten skills they once had mastered. The Minnesota State colleges have the most extensive array of developmental courses and academic support services.

Most higher education institutions in Minnesota also provide academic support programs that do not generate credit. Learning centers, supplemental instruction, tutoring, and advising programs are

examples of such academic support. Many students use these services, even if they do not need developmental courses.

College Readiness Research

Both systems have an extensive array of researchers developing new knowledge regarding effective instruction and preparation of students during their K-12 years, and remedial work in college. The SLEDS system provides new opportunities for research on student progress from early childhood into the workforce, including the high school to college transition. Over the last year researchers have been able to gain access to SLEDS data, under strict rules, for studies consistent with the SLEDS goals of identifying the most viable pathways for individuals in achieving successful outcomes in education and work, and informing decisions to support and improve education and workforce policy and practice.

IV. CONCLUSION

The 2017 postsecondary planning report reflects the long-term, ongoing, and effective working relationship between the two systems to develop and coordinate joint postsecondary programs in the Twin Cities and throughout Minnesota. In a period of substantial population growth and increased diversity in the metropolitan area, the two systems are aligned, each within their distinctive missions, to provide high-quality educational programs to citizens. Continued effective collaboration between Minnesota State and the University of Minnesota remains among the two systems' highest priorities.

Appendix – Collaborative Academic Programs

Collaborative academic programs and services between the University of Minnesota and Minnesota State allow students in residence at one system’s institutions to apply approved coursework toward completion of a degree at the other system and leverage resources and services across the two systems. The following tables list over 150 such collaborative programs.

Minnesota State Campus	University of Minnesota Campus and Degree
Alexandria Technical and Community College	Crookston – B.S., Accounting Crookston – B.S., Business Management Crookston – B.S., Marketing Crookston – B.M.M., Manufacturing Management
Anoka-Ramsey Community College	Crookston – B. S. in Accounting Crookston – B. S. in Business Management Crookston – B. S. in Marketing
Anoka Technical College	Crookston – B.S., Accounting Crookston – B.S., Golf and Turf Management Crookston – B.M.M., Manufacturing Management
Central Lakes Community College	Crookston – B.S., Natural Resources Crookston – B.S., Plant Industries Management - Horticulture Emphasis Duluth – B.S., Chemical Engineering Duluth – B.S., Electrical and Computer Engineering
Century College	Twin Cities – B.A.E.M., Aerospace Engineering Twin Cities – B.B.E., Bioproducts and Biosystems Engineering Twin Cities – B.Bm.E, Biomedical Engineering Twin Cities – B.Ch.E., Chemical Engineering Twin Cities – B.C.E., Civil Engineering Twin Cities – B.Comp.Eng., Computer Engineering Twin Cities – B.E.E., Electrical Engineering Twin Cities – B.Geo.E., Geological Engineering Twin Cities – M.E., Mechanical Engineering Twin Cities – B.Mat.S.E., Materials Science and Engineering Twin Cities – B.S., Environmental Horticulture
Dakota County Technical College	Crookston – B.M.M., Bachelor of Manufacturing Crookston – B.S., Business Management Crookston – B.S., Marketing
Hennepin Technical College	Crookston – B.S., Manufacturing Management
Hibbing Community College	Crookston – B.S., Business Management Crookston – B.M.M., Manufacturing Management
Inver Hills Community College	Twin Cities – B.S., Technology Education Twin Cities – B.A.Sc., Information Technology Infrastructure Twin Cities – B.S. Individualized Studies Program

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

Pine Technical College	Crookston – B.S., Accounting Crookston – B.S., Bachelor of Manufacturing Management Crookston – B.S., Business Management, Management Emphasis
Ridgewater Community College	Crookston – B.S., Applied Studies Crookston – B.S., Manufacturing Management
Rochester Community and Technical College	Crookston – B.S., Environmental Sciences Twin Cities – B.S., Aerospace Engineering Twin Cities – B.S., Biomedical Engineering Twin Cities – B.S., Biosystems and Agricultural Engineering Twin Cities – B.S., Chemical Engineering Twin Cities – B.S., Civil Engineering Twin Cities – B.S., Computer Engineering Twin Cities – B.S., Electrical Engineering Twin Cities – B.S., Geological Engineering Twin Cities – B.S., Material Science Engineering Twin Cities – B.S., Mechanical Engineering
St. Cloud Technical and Community College	Crookston – B.S., Accounting Crookston – B.S., Business Management
South Central College	Twin Cities – B.S., Aerospace Engineering Twin Cities – B.S., Biomedical Engineering Twin Cities – B.S., Bioproducts and Biosystems Engineering Twin Cities – B.S., Chemical Engineering Twin Cities – B.S., Civil Engineering Twin Cities – B.S., Computer Engineering Twin Cities – B.S., Electrical Engineering Twin Cities – B.S., Geoengineering Twin Cities – B.S., Material Science Engineering Twin Cities – B.S., Mechanical Engineering
Vermilion Community College	Crookston – B.S., Natural Resource Management Crookston – B.S., Water Resource Management Duluth – B.Acc., Accounting Duluth – B.S., Biochemistry/Molecular Biology Duluth – B.S., Biology Duluth – B.B.A., Business Administration Duluth – B.S., Cell Biology Duluth – B.S.Ch.E., Chemical Engineering Duluth – B.S., Chemistry Duluth – B.S., Computer Science Duluth – B.A., Criminology Duluth – B.A., Economics Duluth – B.S.E.C.E., Electrical or Computer Engineering Duluth – B.S., Geology Duluth – B.A., History Duluth – B.S.I.E., Industrial Engineering Duluth – B.S., Mathematics Duluth – B.A.S., Recreation Duluth – B.S., Physics Duluth – B.S., Statistics

Source – Minnesota State, University of Minnesota.

Other Partnership or Collaborative Arrangements with the University of Minnesota

Minnesota State Campus	UM Campus	Collaborative Description
Anoka-Ramsey Community College	Twin Cities	Independent Research Summer Program (IRSP) is a multidisciplinary initiative that includes opportunities for research studies in molecular and cellular biology, genetics, developmental biology, and microbiology among other fields.
	Twin Cities	The Mathematics Departments at the two institutions are working on joint study of algebra instruction in community colleges.
	Twin Cities	The college's Chemistry department is collaborating with university's spectrometry lab on an NSF grant involving mass spectrometry, including opportunities for the college's students to use the lab.
Bemidji State University	Duluth	Sub-grant with UMD for the HCOP (Health Careers Opportunities program). Funds help recruit underrepresented students into medically related careers.
Century College	Twin Cities	The college's Dental Assisting program sends 15-20 students in the spring and summer to the U of M Dental School for internships in a learning institution; students complete a general rotation or a specialty rotation.
	Twin Cities	The college is partnering with the university on the SOCRATES grant project to support students in the design a small satellite that will be launched into low earth orbit and employ a gamma ray detector for global positioning, navigation, and control.
Dakota County Technical College	Twin Cities	Nanoscience Technology – AAS Capstone semester (shared facilities) and 2+2 option.
	Twin Cities	Dakota County Technical College president is on the UMore Park Advisory Council; administrative team participates in planning.
	Morris	The chancellor of UM Morris is a member of the executive steering committee on the College's Green Campus Initiative.
Itasca Community College	Twin Cities	Associate in science program agreements with dentistry, engineering, medicine, mortuary science, pharmacy, veterinary medicine. These agreements provide Itasca Community College students with equivalency tables of required prerequisites for entry into the majors at the University of Minnesota.
Inver Hills Community College	Twin Cities	Inver Hills Community College and the University of Minnesota offer the online/classroom course "Sleep, Eat, & Exercise," providing students with knowledge and skills they need to live a balanced life while in college.
Inver Hills Community College with Century College	Twin Cities	Research agreement with UM Institute on Community Integration for evaluation of Center of Excellence initiatives targeting underrepresented students; partnerships with Century College and eight school districts to operate a Minnesota State Access and Opportunity Center of Excellence
Lake Superior College	Duluth	ARCHES Program offered jointly by University of Minnesota Duluth (UMD) and Lake Superior College (LSC). The program allows students who apply to UMD but do not meet admission criteria to enroll in LSC courses on the UMD campus. LSC will provide the necessary coursework in one or two semesters on the UMD campus with the goal being for the student to meet UMD criteria and matriculate to UMD in a subsequent semester.

Minnesota State Community and Technical College	Twin Cities	Online College in the High School program
	Twin Cities	Area Health Education Center (AHEC) sponsored by the University of Minnesota, located at the Fergus Falls campus of Minnesota State Community and Technical College.
	Twin Cities	University of Minnesota family practice residents obtain clinical experience in sports medicine at the Minnesota State University, Mankato athletic training facility.
Minnesota State University, Mankato	Twin Cities	The two institutions, along with St. Cloud State University are Co-Affiliate Universities associated with Project Lead the Way.
	Twin Cities	Biological Sciences has developed an affiliation agreement with UM to provide the Medical laboratory science internship (14-15 month program/36 credits) for our bachelor's degree program in Medical Technology.
	Twin Cities	Mechanical and Civil Engineering faculty at MSU are working with UM researchers on collaborative research projects on behalf of the Minnesota Department of Transportation and the Local Road Research Board.
	Twin Cities	The two institutions are Information Technology Peers through the AASCB Affinity Group Technology in Business Schools Roundtable.
	Twin Cities	UM Family Practice residents participate, side-by-side, with Minnesota State Mankato Family Practice Nursing students in a joint simulation each semester.
Minnesota State University Moorhead	Twin Cities	University of Minnesota-Twin Cities, M.S. in social work at Minnesota State University Moorhead via online education.
Metropolitan State University	Twin Cities	Faculty and students from Metropolitan State University have full privileges to use the University of Minnesota Libraries.
	Twin Cities	The two institutions jointly offered a graduate course in Cybersecurity that was hosted at the University of Minnesota and taught by a Metro State faculty member.
	Twin Cities	The two institutions obtained a collaborative NSF grant, "Augmented Reality in Cybersecurity and Forensics Education" to support faculty and students in research on the usage of Google Glass and other glassware.
Northland Community and Technical College	Crookston	The two institutions are developing a 70-credit A.A.S degree in Dietetic Technology with UMC faculty being instrumental in the curriculum development for this program.
Normandale Community College	Twin Cities	The chair of the Normandale Philosophy Department is a Resident Fellow at the University's Center for Philosophy of Science which funds research activities in all areas of the history and the philosophy of science.
	Twin Cities	The Mathematics Departments of the two institutions have an agreement to place and mentor master's students who are interested in teaching at a community college.
	Twin Cities	The Infusing Africa into the Curriculum is funded by a U.S. Education Department grant and supports Normandale faculty in developing course content and projects to include perspectives on increasing African content at community colleges.
	Twin Cities	The Music Departments of the two institutions share faculty for several areas. The faculties and students also collaborate on concerts and joint performances.
	Twin Cities	University of Minnesota students enroll in three Normandale Dietetic courses that has been in place for the past five years

	Twin Cities	The faculties in the Anthropology Departments of Normandale and the University of Minnesota collaborate on events for anthropology students of both institutions.
Rochester Community and Technical College	Rochester	Shared facilities
	Rochester	RCTC offers specific general education, science and nursing assistant courses at the request of UM–Rochester.
	Rochester	The college shares facilities and land use with U of M Extension.
System Office	Crookston, Duluth, Twin Cities	The two systems established the MN Concurrent Enrollment Partnership (MnCEP) to work collaboratively to support high quality concurrent enrollment in Minnesota.
	Twin Cities	Minnesota State and the University hold seats on the Minnesota Science and Technology Authority Advisory Commission.
	University-wide	Periodic meetings and informal consultation between the Offices of General Counsel for the two organizations regarding legal issues arising in Minnesota and higher education.
	University-wide	Joint development of internet-based training package for all employees on security and data privacy issues, tailored to the unique needs of each organization.
	University-wide	Lake Superior College, Minnesota State University Moorhead, and Southwest Minnesota State University provide a veterans center for a Minnesota Department of Veterans Affairs employee to assist veterans at regional campuses including the University of Minnesota campuses at Duluth, Crookston, and Morris. The Twin Cities campus of the University of Minnesota provides a veterans' center that serves the needs of Twin Cities Minnesota State institutions.
	Twin Cities	Partnership with UM Hazardous Waste Management unit for Minnesota State campuses to get training, waste classification and packaging, and licensed shipping off-site of hazardous wastes from sources in laboratories and campus operations.
St. Cloud State University	Rochester Twin Cities	The institutions have a joint affiliation for their Medical Laboratory Sciences program. The agreement focuses on providing SCSU students with the opportunity to enroll in University of Minnesota courses, primarily at the Rochester campus and corresponding clinical opportunities.
	Twin Cities	The two institutions share anthropology faculty.
	University-wide	The SCSU School of Public Affairs Research Institute (SOPARI) works with the Extension Office (Mankato) in quantitative research used in economic impact studies and also with Extension researchers on an Economic Emergency Program for a St Cloud plant closing.
Southwest Minnesota State University	Twin Cities	Collaboration between Extension and the Minnesota Agricultural and Rural Leadership Program (MARL) to deliver leadership training through the SMSU Foundation.
Saint Paul College and Winona State University	Rochester	University of Minnesota and Winona State University have signed a memorandum of agreement to coordinate health education offerings in Rochester, initially in the lab sciences.
Winona State University and Rochester Community and Technical College	Rochester	The three institutions collaborate in community outreach, marketing, and institutional research. A notable example being the Rochester Area Math Science Partnership which provides professional development with PK–12 teachers through a partnership with industry, workforce agencies, and K-12 school districts.

Source – Minnesota State, University of Minnesota.