PURPOSE of the Academic Planning and Collaboration (APC) team was to develop a collaborative and coordinated academic planning process that advances affordability, transferability, and access to our programs and services across the state. The original suggested recommendations were:

1. Develop a comprehensive academic planning process that aligns our course and program offerings and support services to student demand and to regional and state workforce needs.
2. Advance student success by expanding access to our academic programs and courses through flexible scheduling and course delivery models that promote a deeper collaboration among our colleges and universities.
3. Integrate and coordinate our facilities and technology planning to enhance students’ educational experience.
4. Increase attention to professional development and engage our faculty in on-going disciplinary and interdisciplinary collaborations to strengthen the transferability and quality of program offerings.
5. Accelerate the development of partnerships with secondary schools to provide opportunities for college-ready students to take college-level courses tuition free while in high school, making higher education more affordable and accessible.

The APC team was unable to research or review these recommendations from the original workgroups.

Academic Planning and Collaboration Value Proposition:
The only thing that matters is student success.

APC Work in 2014-2015 as part of Charting the Future
The Minnesota Legislature required that a Charting the Future team be assigned to develop a plan to implement multi-campus articulation agreements that permit students who transfer with associate degrees (associate in arts (AA), associate in science (AS), and associate in fine arts (AFA)) to complete a baccalaureate degree minus 60 credits at a system university. The report was due to the Minnesota Legislature by March 15, 2015. The Academic Planning and Collaboration Team began their work in September 2014 to develop the Transfer Pathways for Baccalaureate Completion implementation plan. The plan was delivered to both the House and Senate in March 2015. Implementation of the plan will begin fall 2015. (Full report is attached as Appendix A)

APC suggestions for the ongoing process related to academic planning and collaboration
From the feedback received from multiple venues as the APC team prepared the legislative report, the following were themes for the next phase of research and implementation.
## Academic Planning

<table>
<thead>
<tr>
<th>APC Recommendation</th>
<th>Reason why suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find ways for institutions to help each other to share processes in academic planning. Specifically: create a repository with access to academic plans and key contacts from around the system.</td>
<td>Gallery walk comments and team discussion identified this as a way to save time and effort by sharing what worked and didn’t work. This helps to address recommendations 1 and 2.</td>
</tr>
<tr>
<td>All new programs should be created with transfer pathways (to all universities) included: Comparable program pathways. If there is a graduate degree, this should be included in the pathway.</td>
<td>The team felt this would help to address the suggested recommendations 1, 2, and 4, and would support long term sustainability of the transfer pathways. This was also suggested as a best practice from other state systems.</td>
</tr>
<tr>
<td>Integrate facility and technology plans with academic planning. Specifically, there needs to be conversation about the cost of facilities use between institutions, presence of private institutions on Minnesota State Colleges and Universities (MnSCU) campuses, and consistency in support across MnSCU.</td>
<td>The team felt this was critical in the implementation of the transfer pathways and long term sustainability of our institutions. It also helps to address recommendation 1 and 3.</td>
</tr>
<tr>
<td>Formative and summative evaluation must be an integral component of all academic planning and transfer endeavors.</td>
<td>From team conversations, best practices from the other state systems researched, and normal continuous quality improvement processes, this must be a standard in all academic planning and collaboration activities. (Recommendations 1, 2, and 3)</td>
</tr>
<tr>
<td>Student services need to be integrated with academic planning and collaborative initiatives.</td>
<td>From team conversations, gallery walk feedback, state system feedback, and MnSCU institutions feedback, this must be a regular habit in order for the pathways and collaborations to be successful. This addresses recommendations 1, 2, and 4.</td>
</tr>
<tr>
<td>Common technology resources/degree path tool such as Agilegrad that can show the student the complete pathway, and when classes will be offered.</td>
<td>Recommendations 1 and 3.</td>
</tr>
</tbody>
</table>

## Transfer

<table>
<thead>
<tr>
<th>APC Recommendation</th>
<th>Reason why suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance mutual respect (for faculty, programs, and students) across institutions and sectors, using the transfer pathways team (TPT) model.</td>
<td>This was echoed from all constituencies in the Gallery Walk comments. This supports recommendations 1, 2, 4, and 5.</td>
</tr>
<tr>
<td>Use the TPT model to collaboratively create transfer models that best serve students across 2 year and 4 year programs.</td>
<td>The team felt this would help to address the suggested recommendations 1, 2, and 4, and would support long term sustainability of the transfer pathways. This was also suggested as a best practice from other state systems.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Review and analyze the Minnesota Transfer Curriculum (MnTC) and determine its role in the new transfer pathways process.</td>
<td>Comments from the Gallery Walk feedback, team conversations, and reviewing the research from the other state systems suggest this.</td>
</tr>
<tr>
<td>All forms of credit for prior learning (AP, IB, CLEP, PSEO, military, ACE, etc.) should be reviewed when pathways are formed for inclusion.</td>
<td>Comments from the Gallery Walk feedback, team conversations, and reviewing the research from the other state systems suggest this. The APC team supports the work of the CCCPL team.</td>
</tr>
<tr>
<td>Common course numbers</td>
<td>The team does not support this suggestion as it does not address the equivalencies issue or the quality issue.</td>
</tr>
<tr>
<td>A one-stop website for all information related to transfer should be developed, including access to DARS which should include the complete pathway, not just the current degree the student is working towards</td>
<td>Comments from the Gallery Walk feedback, team conversations, and reviewing the research from the other state systems suggest this. (Recommendations 1 and 2)</td>
</tr>
<tr>
<td>Other transfer ideas included AAS to BAS opportunities, developmental course transfer, transfer agreements with neighboring states, and honors transfer.</td>
<td>The APC team supports these suggestions as future work for the system.</td>
</tr>
</tbody>
</table>

### Funding

<table>
<thead>
<tr>
<th>APC Recommendation</th>
<th>Reason why suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore extramural funding to address new program development, high impact practices, and other academic planning needs including the transfer pathways and emerging modalities like competency based transfer.</td>
<td>In light of the legislature funding decreases and the need to hold tuition in check, it is imperative that outside resources be identified to support the changes.</td>
</tr>
</tbody>
</table>

### Evaluation and Assessment

<table>
<thead>
<tr>
<th>APC Recommendation</th>
<th>Reason why suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative and summative evaluation must be an integral component of all academic planning and transfer endeavors.</td>
<td>From team conversations, best practices from the other state systems researched, and normal continuous quality improvement processes, this must be a standard in all</td>
</tr>
</tbody>
</table>
Strongly encourage the use of all forms of assessment of prior learning (including IB, CLEP, AP), to help address questions related to clear identification of competencies. (Recommendations 1, 2, and 3)

The APC team strongly supports the Credit for Prior Learning team. The APC team research indicated that reviewing competencies of courses rather than actual content for transfer was seen as a best practice and provided better support for student success. (Recommendations 1, 2, and 5)

<table>
<thead>
<tr>
<th>Calendars and Schedules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APC Recommendation</strong></td>
</tr>
<tr>
<td>Find ways to better use calendars (align, create consistency) to assist students in program completion and academic success.</td>
</tr>
<tr>
<td>Find ways to use more flexible scheduling and course delivery models as well as deeper collaboration among colleges and universities to expand access for students. Specifically, start dates (multiple and continuous), length of semester (trimester model), common market passport, cohort models of varying types --- flexible delivery models.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication and Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APC Recommendation</strong></td>
</tr>
<tr>
<td>Training about transfer needs to be system-wide, broadly based (including Chairs), and held frequently.</td>
</tr>
<tr>
<td>Communication and promotion of flexible delivery models needs to be improved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policy and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APC Recommendation</strong></td>
</tr>
<tr>
<td>Analyze and develop models (including the Minnesota Transfer Curriculum) of emerging, new, and useful policies/practices for transfer.</td>
</tr>
</tbody>
</table>
Develop different ways of thinking about transfer policies that do not automatically default to “the way we have always done it”.

<table>
<thead>
<tr>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The APC team suggests the following be addressed as top priorities as the move to implementation begins.</td>
</tr>
<tr>
<td>- Merge all transfer resources into one website that is easy to navigate and user friendly.</td>
</tr>
<tr>
<td>- Begin the development of opportunities for the AAS programs to have a pathway to a BAS degree.</td>
</tr>
<tr>
<td>- Seek to find a common technology solution/degree path tool for the system, e.g. Agilegrad, that can include the complete pathway for students.</td>
</tr>
<tr>
<td>- Develop incentives for win-win solutions for collaborations and partnerships.</td>
</tr>
<tr>
<td>- Collate all of the resources needed for successful collaborations and make them easily accessible for all.</td>
</tr>
</tbody>
</table>

The APC team believes that in order for collaborations and partnerships to be successful that the following best practices should become routine practice.

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The APC team suggests that most of the original recommendations can be addressed by the implementation of the transfer pathways for baccalaureate completion. It is critical that the process can be expanded and sustained long term to fully support student success and develop the necessary relationships between faculty to maintain the quality and rigor of instruction across the system. The TPT model can easily be used to connect to the K-12 school systems as well.</td>
</tr>
</tbody>
</table>

The members of the APC are passionate about the work that was accomplished over the past six months and are willing to collectively or individually be part of the regional based teams. The APC team feels that their work should be shared with all regional teams and any system wide team that may come forward as “Charting the Future” moves into implementation.
Resources
Research materials are available at:
http://www.chartingthefuturemncsu.com/2015/03/resources-reviewed-academic-planning-collaboration-team/

Appendix A - “Transfer Pathways for Baccalaureate Completion” legislative plan
Appendix B - Academic Planning and Collaboration Resource List for Transfer Pathways for Baccalaureate Completion
Appendix C - Suggested Transfer Pathways Coordinating Team (TPCT) guidelines and timeframe
Appendix D – Transfers Pathways Team (TPT) questions to be considered
Appendix E – Gallery Walk feedback themes and questions
Appendix A

Transfer Pathways for Baccalaureate Completion

Legislative Report
Transfer Pathways for Baccalaureate Completion

Introduction and Charge

In 2014, more than 35,000 students transferred within and into Minnesota State Colleges and Universities (MnSCU). While traditional thinking about transfer involves a single sequence from a two-year college to a university, MnSCU regularly responds to the complex needs of students who often attend three or more institutions—some of them concurrently—as they complete degrees. Many MnSCU students attend part-time as working adults and struggle to balance their pursuit of higher education with very complex lives. During the 2014 Minnesota legislative session, transfer legislation was passed that focused on the costs, in excess credits and time, whenever transfer is inefficient for students who transfer to the state universities from the state colleges. The Minnesota Legislature required that the system report in March 2015 on a plan to implement multi-campus articulation agreements that permit students who transfer with associate degrees (associate in arts (AA), associate in science (AS), and associate in fine arts (AFA)) to complete a baccalaureate degree minus 60 credits at a system university. This report describes MnSCU’s plan to create guaranteed pathways for baccalaureate completion and to expand upon current pathways.

The legislative plan for these transfer pathways, it should be noted, will serve one segment of MnSCU students: those who transfer with completed AA, AS, and AFA degrees within MnSCU and meet defined academic requirements. In 2013, students who transferred from the system’s two-year colleges to the universities represented about one-third of all within-MnSCU transfers. They made up about one-fifth of all transfer students.

MnSCU is committed to providing students an extraordinary education and the highest-value, most affordable options. Transferability of courses is a key element in that value proposition.
Problem Statement:
Students transfer from the two-year colleges to the universities on a regular basis. Under the current structure of associate degrees developed for transfer, most students achieve successful baccalaureate outcomes, but some may run into obstacles. If they have, for instance, completed a general Associate of Arts degree, without advising input, they may end up being behind because they were unaware of pre-requisite courses they needed to take as part of the major they wanted to pursue. They may also have completed all of the lower-division general education courses in their first two years, while direct-entry students might be advised to take a couple of those courses in the upper-division.

The system currently relies upon a network of articulation agreements stipulating how courses in a given program at one college or university transfer to a related program at another college or university. The current agreements are bilateral, and may mean that after a student has completed an AA with emphasis, AS or an AFA degree, she or he may be limited to only a few, or even a single, university with which their two-year college has executed an articulation agreement.

Because articulation agreements are contracts prepared by faculty and administrators, students are often not aware of the agreements, even when they are expected to inform the university they are transferring under the agreement. The system’s Transferology system does provide students with a great deal of good information about how courses transfer to the state universities and to specific major programs, but too often students discover that there is considerable variation among the universities about which courses are accepted as equivalent, even within the “same” programs. In addition to Transferology, the system maintains a database of articulation agreements of which students may be unaware of where either of these is located and how to use them.

If, after completing an AA with emphasis, AS, or AFA degree, a student chooses to attend a university with which there is no articulation agreement, courses are evaluated individually and may result in the student taking additional lower-division coursework to finish the baccalaureate degree. In some degree pathways, the major courses may not be available for the two-year college students to take during their sophomore year, which puts them behind the university’s direct-entry students. Students are not, therefore, consistently prepared to transfer to their major.

With hundreds of active articulation agreements available throughout the MnSCU system, the complexities of advising students are considerable. Added to those complexities are the low rates at which students seek guidance, a scarcity of degree maps, and a lack of multiple-semester class schedules, again meaning students can end up with extra requirements to complete their degrees.

This Transfer Pathways for Baccalaureate Completion plan is intended to result in a simpler set of pathways leading from associate degree programs at the two-year colleges to parallel baccalaureates at all MnSCU universities, eliminating the need for each institution to create and maintain multiple articulation agreements for each degree program. In any particular associate degree field (e.g., psychology or business), one defined pathway will suffice as accepted preparation for each baccalaureate degree in that field offered within the system. Information will be made available (through websites, transfer guides, degree pathway charts, degree maps, etc.) that is concise and easy to follow for both full-time and part-time students, and students will enter equally as prepared as the universities’ direct-entry students are for their major. The pathways for these three associate degrees will not address all of students’ challenges in transfer. The team has discussed, and may consider, additional areas for improvement, such as transfer between two-year colleges, transfer between four-year universities, and baccalaureate pathways for graduates with the Associate in Applied Science degree.
LIMITATIONS
The system currently awards an additional associate degree that was not included in this legislative mandate, and which is not a part of this report’s recommendations. The associate of applied science (AAS) is a degree not intended for transfer, but for preparing students for immediate employment in an occupation or range of occupations. Consideration of the subsequent transfer and baccalaureate needs of AAS graduates will be taken on as future work of this team.

Methodology
The team started by compiling data about MnSCU transfer and engaging in a background literature review, and then transitioned into examining multiple state systems with complex transfer systems. Quickly it became evident that there is great complexity and variability in regards to how a student could potentially move between multiple institutions within the MnSCU system. While this report addresses the legislation and outlines a plan for transfer pathways for baccalaureate completion, the team anticipates there are more components to improving transfer effectiveness, and those will necessitate further exploration and engagement as the work continues.

Common themes that were found in the team’s research on effective practices were the development of specific “transfer degrees”; clear and concise communication (e.g. websites, degree guides, etc.) so that students can understand how to plan for transfer; well-documented pathways through major programs to graduation; and strong advising as central to the success of pathways. The team identified states that appeared to have most effectively designed and implemented complex transfer plans. Representatives from California and Pennsylvania met with the team, and other first-hand accounts were provided about guaranteed-transfer programs in Kentucky, Washington, and Arizona.

ELEMENTS OF THE IMPLEMENTATION PLAN
Under this plan the two-year college and university faculty will come together to create transfer pathways. The process will facilitate communication and collaboration among faculty in the same discipline at different institutions to ensure that the transfer pathways align lower-division and upper-division curricula and enhance students’ ability to prepare for and complete baccalaureate degrees. This implementation plan offers the opportunity to streamline transfer for all students who intend to prepare for the bachelor’s degree by completing an associate degree at a two-year college.

The initiative will generate savings on many levels, including but not limited to cost to students, time to degree completion, and administrative overhead to maintain articulation agreements.

While this plan offers the potential for savings, there will be costs to develop and implement the plan. Based upon research of other statewide transfer improvement plans, the estimated cost to implement these recommendations is a minimum of $500,000. This estimate does not include training for advisors and degree audit report system (DARS) encoders, or for the possible need for additional advisors. The cost does include the implementation and an internal communication plan. Marketing and promotion of the pathways to external audiences, including potential students and their families, would require additional budget.

The anticipated benefits are an increased number of students completing associate degrees, which better prepare them for success as university students and result in higher rates of completion at the universities; improved transfer facilitation for students; and increased diversity and complexity in the lower-division curriculum, in partnership with faculty teaching the upper-division curriculum.
The specific elements of the Transfer Pathways to Baccalaureate Completion Plan are enumerated and discussed below.

1. Goals
   1.1. Students are the primary and fundamental focus of the planning process (see figure below)
   1.2. Maintaining a quality education for students is the core of the transfer pathways.
   1.3. Student success will be facilitated by the transfer pathways.
   1.4. Pathways to baccalaureate degrees are clear and easy for students to follow.
   1.5. Students can save money and reduce debt by eliminating the number of repeat classes required when they transfer and having a clear path to reach the baccalaureate degree.
   1.6. Students can complete degrees in a minimum timeframe (Two years for an associate degree and four years for a baccalaureate degree) but with the understanding part time completion is available
   1.7. Student will be able to enter the workforce sooner and with less debt.
   1.8. Transfer students who meet admission/program application requirements will be given the same opportunities/same consideration as direct entry students.
   1.9. The transfer process will be streamlined for the institutions and create clarity for students.
   1.10. The potential to positively impact enrollment and retention is strong.

2. Discipline-based Transfer Pathways Teams (TPT)
   The transfer pathways will be created by faculty, working within their discipline (or program cluster) and in consultation with staff and students on Transfer Pathways Teams (TPTs). Each transfer pathway will have a representative TPT. Membership selection will utilize current processes with appointments from the bargaining unit and student associations. A Transfer Pathway Coordination Team, described in Section 5.2 will provide oversight and organization for the TPTs.

   2.1 TPT Membership Composition
   The suggested membership is 14-20 members with one-third being university faculty, one-third being college faculty, and one-third being college and university staff who are integral in the transfer process (e.g. advisors, transfer specialists, registrars, financial aid staff); plus two students: one university and one college.
2.2 TPT Authority
The TPTs will create the pathways. It is recommended they will begin their work with a review of all of the current articulation agreements in the related fields of study and the individual university degree requirements for the degrees.

- TPTs will have full autonomy to consider the full range of strategies/ideas to achieve the goals.
- Once the membership has been determined, the TPTs will be self-governed to meet the designated timelines agreed upon by the Transfer Pathways Coordination Team.
- TPTs will seek college program advisory committee input where appropriate.
- TPT’s will report their work to the system’s Academic Programs division.
- Once the pathways are determined, the faculty at the colleges will consider how their current curriculum will fit into the new pathways. Campuses will utilize current curriculum review and approval processes to implement the new pathways.

3. Transfer Pathway Framework

The transfer pathways for baccalaureate completion plan should be designed to permit students to complete associate degrees as provided for in current board policy, but using a basic common structure that permits students to transfer from any college using the pathway to any university offering a parallel baccalaureate degree.

3.1 Current degree structures per MnSCU Board policy 3.36 are as follows. (MnTC refers to the Minnesota Transfer Curriculum)

3.1.1. Associate of Arts

<table>
<thead>
<tr>
<th>Types of Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MnTC General Education 10 Goal Areas</td>
<td>40</td>
</tr>
<tr>
<td>Electives and other degree requirements</td>
<td>20</td>
</tr>
</tbody>
</table>

3.1.2. Associate of Science

<table>
<thead>
<tr>
<th>Types of Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MnTC General Education 6 Goal Areas</td>
<td>30</td>
</tr>
<tr>
<td>Electives and other degree requirements</td>
<td>30</td>
</tr>
</tbody>
</table>

3.1.3. Associate of Fine Arts

<table>
<thead>
<tr>
<th>Types of Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MnTC General Education 6 Goal Areas</td>
<td>Minimum of 24*</td>
</tr>
<tr>
<td>Electives and other degree requirements</td>
<td>Remaining credits to 60</td>
</tr>
</tbody>
</table>

* Music has a minimum of 30; Theatre has the full MnTC at 40 credits.

3.1.4. Baccalaureate Degrees

<table>
<thead>
<tr>
<th>Types of Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MnTC General Education 10 Goal Areas</td>
<td>Minimum of 40</td>
</tr>
</tbody>
</table>
3.2 Proposed degree structure for associate degree transfer pathways is as follows. The plan suggests a recommended common general education framework of multiple tiers of lower-division curriculum for the transfer pathways. This structure is consistent with current board policy; it can ensure the completion of the MnTC with a common core across sub-fields within a discipline or multiple disciplines; common disciplinary specialization; and specific preparation for an upper-division major.

<table>
<thead>
<tr>
<th>Proposed Model</th>
<th>Credit Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common set of general education/MnTC Goal Areas across the discipline</td>
<td>30</td>
</tr>
<tr>
<td>Broad Elective Courses/Additional MnTC Goals</td>
<td>9-12</td>
</tr>
<tr>
<td>Discipline Specific Courses/Major Courses</td>
<td>9-12</td>
</tr>
<tr>
<td>Remaining Credits*</td>
<td>6-12</td>
</tr>
<tr>
<td>Total Credits</td>
<td>60</td>
</tr>
</tbody>
</table>

*The remaining 6-12 credits gives room for flexibility in course credits (lab credits, variances, in courses between campuses, or other campus requirements.

3.3 TPT Responsibilities and Pathway Guarantees: The TPTs will determine what can be ensured for the students after the completion of the transfer pathways for the transfer of the full AA, AS, or AFA degree to the parallel baccalaureate degree. The TPTs will create options for students to better plan and better prepare for transfer to the university majors. The TPTs will ensure accessibility to programs for all qualified students. In addition, dual-admission options and strong 2+2 programs should be strongly considered for these degrees; studies show that these assist students in planning and preparing to enter the major. The team’s research found a number of common components in other state systems’ transfer degrees. These pathway features should be strongly considered by the TPT groups:

3.3.1. Ensure that a student has fully met all the lower-division general education requirements for a MnSCU university. (This may not be possible for all degree pathways, but should be accomplished where it is possible.)

3.3.2. Guarantee that a student has full junior status upon successful completion of the associate degree pathway.

3.3.3. Ensure that a student who has followed a transfer pathway and received its associate degree can complete the baccalaureate degree upon earning the number of credits required for the degree minus 60 credits.

3.3.4. Provide the opportunity for two-year college students to apply to programs at the same point in their academic progress as direct-entry students (assuming that pre-requisites have been completed). Students and advisors should be clearly informed about the difference between open and restricted-admission programs.

3.3.5. Guarantee, where capacity permits, that students who meet or exceed specific program requirements will be admitted to that program.

3.3.6. Ensure that the pathway will specify required experiential, clinical or applied learning experiences (e.g., undergraduate research), where applicable, as part of the degree pathway.
4. Scope

4.1 Institutional Participation
All MnSCU universities and eligible colleges (those who offer the AA, AS, or AFA degrees) will participate. Institutions will need to appeal to the Vice Chancellor for Academic and Student Affairs for an exemption. Possible reasons for an exemption would be that the pathways are out of the current scope of degree offerings or that another degree pathway already exists for all two-year college students.

4.2. Program Participation
The plan will create transfer pathways for about 25 to 30 of the most frequently enrolled baccalaureate programs. Currently, MnSCU universities grant about two-thirds of their collective bachelor’s degrees in 30 programs.

4.3 Project implementation will begin with a review of the most popular program of studies at the two year colleges; the most popular university degree programs and the most popular transfer programs (identified as those in which the content and competencies transfer to the junior level)

4.4. During the implementation phases of the project, the chief academic officer (CAO) or designee at each college and university will identify current degree programs that would align with the transfer pathways for baccalaureate completion degrees created or drafted by the TPTs.

5. Implementation
After a series of project launch meetings for planning purposes, implementation of the plan will occur in six phases: Phase 1 will be a pilot project, to be followed by Phase 2, a first round of transfer pathway development in 10-12 target programs; and Phase 3, a second round of transfer pathway development in the remaining 11-13 target programs. Phases 4 through 6 will see the newly designed transfer pathways fully implemented, through review and approval by campus curriculum committees, inclusion in college and university catalogs, publication of transfer guides and degree maps, and promotion to students.

5.1 Phase 1 should begin with major programs of four distinct types: one major that reflects sequential (pre-requisite) courses; a major that has program-specific accreditation requirements; a major that is in the performing arts; and one that draws very high enrollment among both transfer and direct-entry university students. The pilot should also include each degree type: AA, AS, AFA. The team suggests the degrees in the grid below be looked at first for testing the feasibility of the processes.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Discipline</th>
<th>Reason for Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Psychology</td>
<td>Popular Major for both direct entry and transfer students</td>
</tr>
<tr>
<td>AS</td>
<td>Biology</td>
<td>Sequential Courses/Pre-requisites</td>
</tr>
<tr>
<td>AS</td>
<td>Business</td>
<td>Program accreditation requirements</td>
</tr>
<tr>
<td>AFA</td>
<td>Theatre</td>
<td>Performing art and has the complete MnTC</td>
</tr>
</tbody>
</table>

5.2 After the pilot, two cycles of transfer pathway development will result in twenty-five to thirty specific new multi campus transfer pathways designated by:

5.2.1. AA (Associate of Arts – Discipline Name)
5.2.2. AS (Associate of Science – Discipline Name)
5.2.3. AFA (Associate of Fine Arts – Discipline Name)

5.3 Transfer Pathway Coordination Team
The chancellor or a designee will be responsible for the formation of this team. The team will be charged to plan ways to familiarize the TPTs with the transfer degree goals, to determine common principles by which each TPT
will work, to develop a common consultation and communication plan for the work of TPTs, and to finalize
expectations about group process (conflict resolution, consensus, etc.), detailed timelines, assessment, and
other administrative guidance for the pathways’ development. The team will hold its meetings the semester
before the TPTs begin their work.

5.3.1. Representation on the Transfer Pathway Coordination Team will include faculty co-chairs,
individuals who work closely with transfer students, academic officers, deans from phase 1 disciplines,
students, and additional faculty representatives from each phase 1 discipline.

5.4 Timeline
The timeline for development and full implementation of the transfer pathways is depicted below in two charts
describing the work that is expected to last from fall 2015 to fall 2018.
### 5.5 Implementation Overview: Phases 1-6

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop the four initial transfer pathways</td>
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<tr>
<td></td>
<td>Identify the additional 20-25 pathways to be developed</td>
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<table>
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<tr>
<th>Phase 2</th>
<th>Fall 2016</th>
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<tr>
<td></td>
<td>Develop the next initial 10-12 transfer pathways</td>
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<tr>
<td></td>
<td>Implement campus curriculum change processes to adopt the four new pilot pathways</td>
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<td></td>
<td>Develop the next 11-13 transfer pathways</td>
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<tr>
<td></td>
<td>Phase 1 and 2 Campus curriculum changes in process</td>
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<td>Implement ongoing processes to maintain and expand the pathways</td>
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<tr>
<td></td>
<td>Full implementation of the Phase 1 pilot transfer pathways</td>
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<td></td>
<td>Phase 2 and 3 Campus curriculum changes in process</td>
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<th>Phase 5</th>
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<td>Phase 3 Campus curriculum changes in process</td>
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<th>Phase 6</th>
<th>Fall 2018</th>
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<td>Implement ongoing processes to maintain and expand the pathways</td>
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<tr>
<td></td>
<td>Full implementation of the Phase 3 pilot transfer pathways</td>
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5.6 Implementation Gantt Chart: Phases 1-6

<table>
<thead>
<tr>
<th>Phase</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
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<td>Plan</td>
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<tr>
<td>1</td>
<td></td>
<td>Develop four Initial Transfer Pathways</td>
<td></td>
<td>Identify next 20-25 Pathways to be developed</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Develop next 10-12 Transfer Pathways</td>
<td></td>
<td>Phase 1 campus curriculum changes in progress.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Develop next 11-13 Transfer Pathways</td>
<td></td>
<td>Phase 1 and 2 campus curriculum changes in progress.</td>
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<tr>
<td>4</td>
<td></td>
<td>Implement ongoing processes to maintain and expand the Pathways</td>
<td></td>
<td>Phase 2 and 3 Campus Curriculum Changes in Process</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Full implementation of the Phase 2 pilot Transfer Pathways</td>
<td></td>
<td>Phase 3 Campus Curriculum Changes in Process</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Full implementation of the Phase 3 pilot Transfer Pathways</td>
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</tbody>
</table>

6. Operational and Procedural Issues

6.1. Operational and procedural issues need to be identified and addressed by the Coordination Team and the TPTs to ensure that the receiving universities have the knowledge the student is transferring under these pathways.

6.2. Evaluation tools and processes should be developed so that the pathways may be reviewed regularly to maintain or enhance quality and student success outcomes.

6.3. Budget for ongoing TPTs meetings, travel expenses is not included in this plan.

6.4. The course system will be regularly updated

6.5. To most effectively and efficiently optimize faculty and staff

   6.5.1. College and university curriculum procedures will be followed

   6.5.2. Updating of catalogs, websites, Transferology/DARS, transfer sheets, etc. will use normal timeframes
6.5.3. TPTs must publish their work and notify all stakeholders
6.5.4. Standard training tools will be developed for use for all campuses for advising staff and other constituents who may need training.

6.6. The coordination team will review the current dispute resolution process/appeal process for students, colleges, and universities and adjust as needed.
6.6.1. Regular MnSCU governance bodies are responsible to ensure conflicts are resolved.
6.7. The Degree Audit Reports (DARS) system will be updated to support the inclusion of Pathways.
6.8. Transfer Pathways will be incorporated into an easy to use and prominent website including Transferology.
6.9. Standing committees and technology groups will be responsible for coordination to ensure the sustainability of transfer pathways.
6.10. Annually, the enrollment and graduation numbers for pathway degree transfers and cohort degree completion will be reviewed and reported to the campuses, student associations, and other system stakeholders.
6.11. TPTs are encouraged to identify additional ways to streamline transfer process.

7.0 Communications Plan

A fully-integrated public relations, marketing, and internal communications plan will help ensure that our stakeholders receive, understand and realize benefit from the transfer pathways.

7.1 Audiences – Audience Segments include: existing MnSCU students, lapsed or stopped-out students; prospective students currently outside of MnSCU; our faculty and staff; and the greater Minnesota citizenry whom we serve.

7.2 Goals – Respective stakeholders should be informed of this student-centric improvement through an integrated Communications Plan which would:

7.2.1 Create awareness of transfer pathways in the greatest number of students in our own system, both upper division and lower division, active and lapsed, so they ask and learn about them,
7.2.2 Create awareness of and interest in transfer pathways among the greater number of Minnesota prospective students who hadn’t previously considered our system as a solution they would invest in for their higher education, so they act to get more information about it,
7.2.3 Motivate our own employees to become aware of the transfer pathways so they embrace and enthusiastically support them,
7.2.4 Shift the public’s perception so they see our system is collaboratively working to improve its efficiency and convenience while maintaining its quality and rigor.

7.3 Tactics – A fully integrated public relations, marketing and internal communications plan will help ensure our stakeholders receive, understand and act on our messages. Each of our stakeholders needs to receive messages in the most salient ways. Internal audiences, including existing students, may well be served by email, SharePoint, webinars, and live events. External audiences may well be best be served by landing pages that explain the benefit to them and provide access to the next step of more information or connection to a recruiter. Implied in this is the need for marketing tactics that drive traffic to those landing pages.
Summary

Now more than ever, completion of baccalaureate degrees is the key to economic well-being and social contribution. A recent Pew Research Center report (2014) illustrates the widening gap in economic prosperity between high school graduates and college graduates. The MnSCU system has the unique opportunity and responsibility to develop effective transfer pathways from community colleges to universities in order to increase the number of students who earn baccalaureate degrees. This will serve one-third of those transferring within MnSCU and open the door to more initiatives serving all students who transfer. Although the work involved in this project will be challenging and require an investment of time and resources, the outcomes anticipated are worthwhile. Benefits from the transfer pathways detailed in this plan include an increase in retention and completion rates for both associate and baccalaureate degrees, financial and time savings for students, and graduates who are better equipped for the future.

Our students’ investment in their education is also an investment in the greater good of our state. As a system, we need to continue to invest in creating the most effective and efficient transfer system possible.
APPENDIX

1 AA Definition: The associate of arts degree fulfills the lower division general education courses required for a liberal arts baccalaureate degree. The student takes a broad spectrum of courses covering all ten Minnesota Transfer Curriculum (MnTC) Goal areas (40 credits) and has elective credits available. The ten MnTC goal areas include:

GOAL AREA 1 COMMUNICATION: To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills are reinforced through multiple opportunities for interpersonal communication, public speaking and discussion.

GOAL AREA 2 CRITICAL THINKING: To develop thinkers who are able to unify factual, creative, rational and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

Goal Area 3: Natural Sciences: To improve students’ understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today’s scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students are encouraged to study both the biological and physical sciences.

Goal Area 4: Mathematical/Logical Reasoning: To increase students’ knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments and detect fallacious reasoning. Students will learn to apply mathematics, logic and/or statistics to help them make decisions in their lives and careers. Minnesota’s public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.

Goal Area 5: History and the Social and Behavioral Sciences: To improve students’ understanding of how historians and social and behavioral scientists discover, describe and explain the behaviors and interactions among individuals, groups, institutions, events and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Goal Area 6: Humanities and Fine Arts: To expand students’ knowledge of the human condition and human cultures, especially in relation to behavior, ideas and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy and the fine arts, students will engage in critical analysis, form aesthetic judgments and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Goal Area 7: Human Diversity: To increase students’ understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States’ historical and contemporary responses to group differences.

Goal Area 8: Global Perspective: To increase students’ understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Goal Area 9: Ethical and Civic Responsibility: To develop students’ capacity to identify, discuss and reflect upon the ethical dimensions of political, social and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others’ positions, be part of the free exchange of ideas and function as public-minded citizens.

Goal Area 10: People and the Environment: To improve students’ understanding of today’s complex environmental challenges. Students will examine the interrelatedness of human society and the natural environment. Knowledge
of both biophysical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

AS Degrees – The associate of science degree is discipline specific, more aligned with the traditional first two years of the baccalaureate degree in the scientific, technological, or other professional fields and requires an articulation agreement in place for transfer. The AS degree has a general education core of a minimum of 30 credits in six of the ten MnTC goal areas.

AFA Degrees – The associate of fine arts degree is discipline specific, more aligned with the traditional first two years of the baccalaureate degree and requires an articulation agreement in place for transfer. The AFA degree has a general education core of a minimum of 24 credits in six of the ten MnTC goal areas. Specific general education requirements have been adopted for art, music, and theatre arts.

2 The associate of applied science degree (AAS) was not included in the legislation so is not directly addressed in this plan. The AAS degree prepares students for employment in an occupation or range of occupations. It may be accepted in transfer to a related baccalaureate degree. The AAS degree has a general education core of a minimum of 15 credits selected from three of the ten MnTC goal areas. At least 30 of the credits must be in the academic program’s occupational or technical field. It is suggested that (a) different pathway(s) be investigated to support students for the transfer of this type of degree.

3 Degree maps are developed by the colleges and universities that provide a suggested course sequence so students can complete their degree in a timely manner. It represents when pre-requisite and sequential courses should be taken so the student can stay on track for degree completion. These are usually available on the college or university website if they exist.

This document is the result of the work of the following group of individuals:

Academic Planning and Collaboration Team and Guests

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\textsuperscript{b} Minnesota State College Faculty*  
\textsuperscript{c} Campus Subject Matter Expert  
\textsuperscript{d} Organizational Capability  
\textsuperscript{e} System Office Subject Matter Expert  
\textsuperscript{f} Inter Faculty Organization*  
\textsuperscript{g} Minnesota State University Student Association (MSUSA)  
\textsuperscript{h} Minnesota Association of Professional Employees  
\textsuperscript{i} President Team Member  
\textsuperscript{j} Convener  
\textsuperscript{k} Minnesota State University Association of Administrative and Service Faculty  
\textsuperscript{l} Middle Management Association  
\textsuperscript{m} American Federation of State, County, and Municipal Employees  
\textsuperscript{n} Transfer Oversight Committee
The following folks provide administrative assistance to the team members: Jacqueline Carroll, Bonnie Windschitl, Kelli Lyng, Kim Krueger, Margie Takash, Nancy Traen, Susan Platt
Appendix B

Academic Planning and Collaboration Resource List for Transfer Pathways for Baccalaureate Completion
Academic Planning and Collaboration Resource List for Transfer Pathways for Baccalaureate Completion

http://adegreewithaguarantee.com/ California State Universities and Community College transfer website

http://adegreewithaguarantee.com/AboutTheProgram/FrequentlyAskedQuestions.aspx FAQs for the California State Universities and Community College transfer agreement

Minnesota State Colleges and Universities System Program Inventory by CIP: Listing of associate AS, AFA, and AA degrees over 60 credits and bachelors degrees over 120
http://www.asa.mnscu.edu/academicprograms/inventory/index.html

Transfer Degrees-Other States: Data compiled by the system office transfer department

https://c-id.net/
https://c-id.net/degereview.html
California transfer degree website with resources for pathway teams

http://ccrc.tc.columbia.edu/publications/associate-degree-before-transfer.html Research by CCRC on earning an associate degree before transfer: “Should Community College Students Earn an Associate Degree Before Transferring to a Four-Year Institution?” Peter M. Crosta & Elizabeth Kopko, April 2014, CCRC Working Paper No.70


http://www.historians.org/teaching-and-learning/current-projects/tuning/history-discipline-core Information on how American Historical Association came together and aligned the curriculum through the four years of college

http://diverseeducation.com/article/12559/ “The Community College Transfer Problem” Ronald Roach. An article described as boosting student transfers from community colleges to four-year institutions is a matter of getting all the right policies and programs in place.

http://www.washingtoncouncil.org/ICRC%20Documents/THE%20ICRC%20HANDBOOK%20%202004%20%20Updated%20Nov%20%202014%20final.pdf ICRC Handbook, Chapter 6: CURRENT DTA ASSOCIATE DEGREE GUIDELINES 2013 (Approved August 2013—Effective January 2014, with a two-year grace period for students ending in January 2016) For the purpose of these Guidelines, the Direct Transfer Agreement (DTA) Associate degree (sometimes called the Associate in Arts, Associate in Arts and Sciences,
(etc.) is defined as that degree awarded by a community college to students who have completed a transfer curriculum. In order to fulfill most general education requirements for a baccalaureate degree.

“Summary of State Transfer Approaches” – A report gathered by the transfer group at the system office that delineated all of the state transfer agreements and links to the different state systems that had gone through this same process requested by the Minnesota State Legislature. Available on the Academic and Planning Blog at: http://www.chartingthefuturemnsccu.com/2015/03/resources-reviewed-academic-planning-collaboration-team/


http://www.calstate.edu/AcadAff/codedMemos/AA-2011-19.pdf Memorandum from the Chancellor of the California State University system regarding the Student Transfer Reform Achievement Act (SB 1440)


Transfer Model Curriculm (TMC) Overview, California, https://c-id.net/docs/General_TMC_Overview.pdf
TMC Resources: Guidelines, model templates, etc.

Interstate Transfer Agreement using outcomes:

Transferability of Postsecondary Credit Following Student Transfer or Coenrollment—Statistical Analysis Report. This is a 2014 statistical report from the US Department of Education’s National Center for Educational Statistics, and provides a lot of comparison data.

https://www.pacollegetransfer.com/
Pennsylvania transfer website.

sid=cc&utm_source=cc&utm_medium=en
Facilitating Community College transfer blog, Chronicle of Higher Education, June 3, 2011

http://blog.noellevitz.com/2014/04/24/latest-research-tells-us-serving-college-transfer-students/
Latest research on serving transfer students, Noel Levitz Blog, April 24, 2014


A Matter of Degrees, CCSSE report, 2014

http://chronicle.com/article/Uncluttering-the-Pathway-to/148849/
Uncluttering the pathway to diploma, Chronicle of Higher Education, September 18, 2014


What the latest research tells us about serving college transfer students, Mari Normyle, Noel Levitz Blog, April 24, 2014, http://blog.noellevitz.com/2014/04/24/latest-research-tells-us-serving-college-transfer-students/

https://www.mnsu.edu/registrar/commmark.html

Common Market information at the seven MnSCU Universities

Appendix C

Suggested Transfer Pathways
Coordinating Team (TPCT)
Guidelines and Timeframe
Transfer Pathways Coordination Team Suggested Guidelines (TPCT)

Transfer Pathways Coordination Team Make-Up
Faculty Co-Chairs – 1 University and 1 College
Transfer Persons – 1 University and 1 College
CAO
Dean
Students – 1 University and 1 College
4 College faculty – one from each of the first four disciplines to be developed
4 University faculty – one from each of the first four disciplines to be developed

Timeline:
Summer 2015
Team is pulled together
TPT Training materials developed
  Developing trust
  Consensus definitions
  Guiding questions (See APC team suggestions and resources)
Meeting dates set for fall
Set up sharepoint site to share materials and minutes

Fall 2015
Develop a common agreement of the goals of the Transfer Plan
Develop the guidelines for the TPTs
Develop a consultation and communication plan for the TPTs work
Develop group process expectations for TPTs, i.e. conflict resolution, consensus, etc.
Set deadlines for TPT work
Develop assessment plan
TPT membership is pulled together for Biology, Psychology, Business, and Theatre
Begin data collection and pull resources to provide to the TPTs to help guide their work
Develop the TPCT Charter and a draft charter for the TPTs
Draft an agreement template
Develop a resource packet including reimbursement forms, what can be reimbursed, lodging suggestions if needed, meeting sites contacts, webex connections, food ideas, etc.
Create sharepoint sites for the TPTs to use

Spring 2016
Implement first four TPTs
Monitor the progress of the TPTs, adapt process changes as needed.
Ensure the TPTs are following through with the consultation and communication plan.
Identify the next 12-15 pathways for phase two; pull the TPTs together for fall implementation
Develop a sustainable on-going process for review and update of pathways
Develop a sustainable framework for the TPCT to continue past the implementation stage if deemed appropriate.
Prepare plan to help TPTs take their work to the campus academic committees/councils
Update materials from review of the first TPTs feedback as needed.

Fall 2016
Implement the next 12-15 TPTs
Identify the next 12-15 pathways for phase three
Pull the TPTs together for spring implementation
Help original four TPTs take their work through the campus academic committees/councils as needed
Spring 2017
Continue the work and review of the processes
Update as needed.
Provide support to the campuses to implement the new pathways in fall 2017 as needed. (Possibly do a joint marketing blitz for all of the campuses involved)

**Overarching Goals to be shared with the TPTs**
The TPCT will have a common understanding of the goals of the transfer pathways to guide the work of the TPTs.

1. Students are the primary and fundamental focus of the planning process.
2. The core of the transfer pathways is to maintain a quality education.
3. Student success will be facilitated by the transfer pathways.
4. The pathways are clear and easy for students to follow.
5. Students can save money and reduce debt by not having to repeat courses after transfer.
6. Students can complete the degree within four years if they choose to attend fulltime. This implies that colleges and universities have course schedules that allow the students to take the courses when they should.
7. Students will be able to enter the workforce sooner and with less debt because of the ability of having courses available and not having to repeat courses.
8. Transfer students, who meet admission/program application requirements, will be given the same opportunities/same consideration as direct entry students. This means that transfer students have completed the same rigor of courses, been provided the same learning opportunities (e.g. undergraduate research, service learning) as the direct entry students during the first two years of their academic program.
9. The transfer process will be streamlined for the institutions and create clarity for the students.
10. The potential to positively impact enrollment and retention is strong. Recent research has shown that a student who completes an associate degree who is able to transfer the degree in its entirety and doesn’t have to “catch up” at the university is more likely to graduate from the university.

**Develop Principles/Framework to Guide the Work of the TPTs – How the TPTs should approach their work (See TPT questions and resources for additional materials)**

Suggested approach:
Provide direction for the TPTs to develop trust between the college and university faculty.
Each person is a valued member of the TPT team and therefore each voice shall be listened to, respected for their expertise, and have a common understanding acquired through respectful collegial dialogue.
Review current program requirements for each college and university for the like degrees and any associated degrees.
Review current articulation agreements.
Identify what may already exist that can be used as a model.
Determine how much flexibility can exist between programs and still maintain the quality and rigor.
Review the program as a whole, not necessarily course by course
Review the overall outcomes
Identify the core pieces that all students must know before they transfer

**Develop a Common Consultation and Communication Plan for Use of All TPTs**
How will each team obtain feedback on their work?
How will they get both faculty and staff input from outside of the TPT?
What is the expected timeline for feedback?
How will the feedback be collated and provided to the TPTs?
How will the TPTs share back with the groups what pieces were incorporated and why others may not have been incorporated?
How will the pathways be sent to the campus curriculum processes? When and how will the two year campuses determine if their current degrees fall into the pathway?
What are the expectations of each campus regarding making the changes required to be part of the pathway?
How will the final pathway be communicated to faculty, staff, and students?
How will advising folks be trained to provide consistency of information?
Where will the true source of information be maintained?

**Finalize Expectations Regarding Group Process**
Conflict resolution
Consensus
Timelines of the TPTs work
Assessment Plans
- Data to be collected
- Outcomes for each program
  - Two year
  - Four year

**Identify the Next Two Rounds of Degree Pathways**
12-15 next degrees for pathway development
Next 12-15 degrees for pathway development
See timeline above for details

**Develop a Sustainable Process for Ongoing Review and Update of the Pathways**
How long will the pathways be valid before they need to be reviewed once they are implemented?
Who will oversee this process and who will be involved in coming together to review them and update them? It is suggested that the TPTs be reconstituted as their programs become ready for review.
Appendix D

Transfer Pathways Team (TPT)
Questions to be Considered
Potential Questions for TPTs to Consider Based on the APC Feedback Process

- Are there discipline standards or known body of knowledge?
- How will CPL, AP, IB, PSEO, CLEP, ACE, military credits count as part of this pathway?
- What happens when a student only partially completes a degree pathway and transfers?
- Does co-enrollment make sense for the degree pathway?
- What are the Student Learning Outcomes (SLO) for each year? Are there any? Should there be to provide consistency, rigor, and quality?
- What specific learning experiences are typical for the first two years at the university? Are there undergraduate research opportunities required? Service learning? Other requirements that should be incorporated into the curriculum at the two year colleges?
- Should this pathway be the only one for this discipline area? Are there more than one two year degree that could funnel into the four year degree? Are there multiple four year degrees that this two year degree could funnel into?
- Are there inconsistencies of course equivalencies within the university’s colleges/schools that need to be addressed related to this pathway?
- How will different pre-requisites be handled? Is there enough wiggle room within the model guidelines to compensate for this in this degree pathway?
- What agreements already exist that would be good models to use for this pathway?
- How different are each of the degrees already offered at the institutions? What are the similarities?
- Do the pathways lead to “open” enrollment majors or to “limited” enrollment majors, i.e. ones that require an application process, rigid requirements to be accepted and limited numbers of positions available?
- Can a student proceed through the pathway on a part time basis?
- Are there specific faculty credentials required to teach at a specific level?
- Are there industry partners that need to be part of the conversation?
- Are there current partnerships within the discipline that this should be modeled upon? Do these partnerships cross state borders?

Resources for the TPT discussions:
- Current articulation agreements
- Degrees available in the discipline, both associate and bachelors
- Pathways already developed in other states, PA, CA, WA, AR, others
- Accreditation standards, if applicable
- Discipline specific body of knowledge/standards if available
- Current assessments available, national exams, Perkins pathways, etc.
- K-12 Perkins pathways information if applicable
- Industry standards is applicable
- Current equivalencies, including all CPL options
- Other items as deemed necessary
Appendix E

Gallery Walk Feedback Themes and Questions
Predominate Gallery Walk Feedback Ideas, Themes, and Questions

Communication and Training

- Two year and four years advising folks meet regularly
- Regularly meet with the university faculty whenever developing a new program. (A best practice and vice versa)
- The university faculty shared perspectives that the two year transfer students are not prepared for university work. Previous transfer data has shown that in many instances the two year transfer students actually do better than the direct entry students - GPA and graduation rates. How do we approach this mistrust?
- How can we ensure the rigor of the course work?

Technology

- Have a degree path tool consistent across MnSCU like Agilegrad which shows the complete degree path
- Course schedules reviewed for required course overlap and schedules available for one year +
- Good common online tools that can be used for students training and support
- How do we make the articulation agreements more readily accessible for students, faculty and staff?
- How can we get all of transfer information into one easy to use website?
- DARS show all of the equivalencies as well as the complete degree pathway

MnTC

- MnTC Review
- Should we approach the subject of having consistent MnTC goal area requirements?

Transfer

- Honors program transfer
- Developmental education transfer
- AAS credits
- Two year to two year transfer; four year to four year transfer; four year to two year transfer
- Common course numbers
- ND, SD, WI, IA transfer agreements
- U of M transfer; private institution transfers
- Will these pathways increase the floating student who’s looking for the easiest route through?

Other

- Capstone experiences of some sort for everyone.
- **Graduate Education:** Include as part of the pathway if available. Students need to know early on what the requirements are so they can fit them into their undergraduate programs. Students need to know this exists.