Baccalaureate Degree Transfer Pathways:

Report to the Legislature

Academic and Student Affairs

March 15, 2016

Minnesota
STATE COLLEGES
& UNIVERSITIES

Executive Summary

During the 2014 Minnesota legislative session, the Legislature directed the Minnesota State Colleges and Universities to develop a plan to address certain transfer problems through the implementation of multi-campus articulation agreements that would permit students who transfer with associate degrees associate in arts, associate in science, and associate in fine arts to complete baccalaureate degrees at the system's universities without accumulating excess course credits. The Legislature responded to MnSCU's March 2015 plan with session law requiring MnSCU to implement the transfer pathways and to report by March 15, 2016 the status of that implementation, including any deviations from the original plan.

2015 Session Laws Chapter 69--S.F. 5, Article 3, Sec. 21

Subd. 1. The Board of Trustees of the Minnesota State Colleges and Universities shall implement new transfer pathways for associate of arts degrees, associate of science degrees, and associate of fine arts degrees toward baccalaureate degree programs. The implementation must, to the greatest extent possible, be done in accordance with the implementation plan, including its timeline, developed pursuant to Laws 2014, chapter 312, article 1, section 12….

Subd. 3. By March 15, 2016, the board must report to the chairs and ranking minority members of the legislative committees with jurisdiction over higher education on the status of implementation of transfer pathways under subdivision 1 and any deviations from the implementation plan.

2014 Session Laws H.F. 3172, Chapter 312, Sec. 12

The Board of Trustees of the Minnesota State Colleges and Universities shall develop a plan to implement multi-campus articulation agreements that lead to baccalaureate degree completion upon earning the number of credits required for the degree minus 60 credits at a system university after transfer to the system university by a student with an associate in arts degree, associate of science degree, or an associate of fine arts (AFA) degree from a system college. The board shall assign the task of developing the plan to the appropriate committee formed under the board's "Charting the Future" initiative. The board shall report on this plan to the legislative committees with primary jurisdiction over higher education finance and policy by March 15, 2015.

This report describes timely progress to date in creating guaranteed pathways for baccalaureate completion. The Transfer Pathways to Baccalaureate Completion Plan of March 2015 provided sound and fairly comprehensive guidelines for the launch of this initiative, and the Transfer Pathways Coordinating Team charged with oversight of the project has been able to build upon the original plan's recommendations with a high degree of consensus. The team counts among its accomplishments after six months of work the following:

- Successfully and productively convened the recommended mix of faculty, staff, students, campus and system office administrators from around the system.

- Met approximately every three weeks in a central location.
- Identified and affirmed the first four disciplines and convened the four discipline Transfer Pathway Teams for an orientation meeting of approximately 100 individuals on December 11.
- Created a set of guidelines and background research, called a 'Transfer Pathway Team Toolkit,' for each of the four discipline groups, along with a set of key "guiding questions."
- Identified a need for liaisons between the coordinating team and the Transfer Pathway Teams, being met voluntarily by Transfer Pathways Coordinating Team members.
- Identified a need for conversation about revising the Minnesota Transfer Curriculum in conjunction with the transfer pathways work, and the system office has begun conversation with the University of Minnesota on this topic.
- Bargaining unit appointees to the Transfer Pathways Coordinating Team began communication with their respective bargaining units and campuses to explain the transfer pathways.
- Created a draft communications plan.
- Identified key talking points and a Frequently Asked Questions guide for use in familiarizing stakeholders throughout the system with the transfer pathways.
- Developed plans for statewide Discipline Stakeholder Meetings at a midpoint during the development of each pilot transfer pathway to engage and obtain input from as many affected faculty, staff, students, and administrators as possible.
- Learned that securing so many committee appointments from so many bargaining units presents a challenge, but one that all are committed to meeting because of the importance of this work.
- Held a successful kick-off meeting for Transfer Pathway Team members in December to provide them with a chance to meet, learn about the process, and discuss how they will begin.
- Provided liaison support for several meetings each held by the Transfer Pathway Teams between January and March, and for "discipline stakeholder meetings" open to all faculty, staff, and students to review first- draft pathways in March.

Elements and Status of the Implementation Plan

The specific elements of the Transfer Pathways to Baccalaureate Completion Plan are detailed below, and in each case where there is an update, it is provided at the end of the enumerated section in highlighted text.

A. **Transfer Pathways Coordinating Team**
   a. The Transfer Pathways for Baccalaureate Completion Plan of March 2015 called for a launch in Fall 2015 with meetings of a coordinating team composed of faculty, staff, students, campus administrators and system office staff.

***STATUS**: The Transfer Pathways Coordinating Team was formed in September, 2015, and began meeting on October 10. The Transfer Pathways Coordinating Team has held nine extended meetings and reviewed and approved every significant element of the plan, while also identifying policy, procedural, and technological issues to be addressed for successful implementation. The team is co-chaired by a college faculty member and a university faculty member. See roster in Appendix A.*

B. Purpose and Goals

a. The plan aimed to create opportunities 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.
b. The plan called for the Transfer Pathways Coordinating Team and discipline-based Transfer Pathway Teams to facilitate communication and collaboration among faculty in the same discipline at all of the system's 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.
c. Students were to be the primary and fundamental focus of all transfer pathway planning processes, and maintaining a quality education was identified as the core of transfer pathways.
d. Pathways to baccalaureate degrees must be easy for students to follow.
e. The initiative was also intended to generate savings on many levels, including but not limited to cost to students, time to degree completion, and administrative overhead to maintain articulation agreements.
f. Additionally, the following significant benefits were anticipated: an increase in the 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; decreased diversity and decreased complexity in the lower-division curriculum; and stronger partnership between college and university faculty.
g. Transfer students who meet admission/program application requirements would be given the same opportunities/same consideration as direct entry students.

***STATUS**: These goals were affirmed by the Transfer Pathways Coordinating Team and discussed with all pilot Transfer Pathway Team members at their first meeting on December 11 at Metropolitan State University.*

C. **A Faculty-Led Process**

a. The plan required the Transfer Pathways Coordinating Team to assemble Transfer Pathway Teams that would meet as disciplinary groups to create transfer pathways for 25-30 of the system's most popular baccalaureate programs. Each Transfer Pathway Team was to have a majority of faculty members (12 out of 20), with two-year colleges and universities being equally represented. Each team was to be co-

chaired by a college faculty member and a university faculty member.

STATUS: *This structure has been approved and accepted, and the first four Transfer Pathway Teams have been constituted according to the plan's recommendations. See rosters in Appendix B. Twelve additional disciplines have been identified for fall 2016.*

D. Transfer Pathway Team Authority and Responsibility

a. The Transfer Pathway Teams would, according to the plan, create the pathways. It was recommended they 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 degrees in the discipline.
b. Transfer Pathway Teams were to have full autonomy to consider the full range of strategies/ideas to achieve the goals. Once the membership has been determined, the Transfer Pathway Teams were to be self-governed to meet the designated timelines agreed upon by the Transfer Pathways Coordination Team.
c. Transfer Pathway Teams were advised to seek college program advisory committee input where appropriate.
d. Transfer Pathway Teams were charged to report their work to the system's Academic Programs division.
e. The Transfer Pathway Teams are to determine what can be ensured for the students after the completion of the transfer pathways for the transfer of the full associate of arts, associate of science or associate of fine arts degree to the parallel baccalaureate degree.
f. Once the pathways are determined, the faculty at all colleges and universities are to 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.

STATUS: *The charge to the first four Transfer Pathway Teams granted them the authority described in the plan. Since no pathways have yet been finalized, no implementation work as described in items c-f above has occurred. See charge documents in Appendix C.*

E. Timeline

a. After a series of project launch meetings for planning purposes, implementation of the plan was to occur in six phases:
    i. Phase 1 in Spring 2016 was to be a pilot project in four disciplines, to be followed by
    ii. Phase 2, in Fall 2016, a first round of transfer pathway development in 10-12 target programs; and
    iii. Phase 3, in spring 2016 a second round of transfer pathway development in the remaining 11-13 target programs.
    iv. Phases 4 through 6, one-year each, starting in Fall 2016, Spring 2016, and Fall

2017, respectively, would see the newly designed transfer pathways fully implemented in Fall 2017, Spring 2018, and Fall 2018, after thorough review and approval by campus curriculum committees, inclusion in college and university catalogs, publication of transfer guides and degree maps, and promotion to students.

b. The Phase 1 pilot was recommended to include major programs of four distinct types: one major that reflects sequential (pre-requisite) courses (biology); a major that has program-specific accreditation requirements (business); a major that is in the performing arts (theatre); and one that draws very high enrollment among both transfer and direct-entry university students (psychology). The pilot should also include each degree type: associate in arts, associate in science, associate in fine arts.

***STATUS**. The original planned timeline and pilot disciplines were approved by the Transfer Pathways Coordinating Team, pending any need for revision after the first four pilot disciplines' development of transfer pathways in spring semester 2016. During the first phase pilots, the Transfer Pathways Coordinating Team will observe, evaluate, and make final recommendations on the timeline, phases, and content of the work. Phase 2 disciplines for Fall 2016 are also identified.*

F. The Transfer Pathways: Curriculum Framework

a. The plan said that transfer pathways 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.

b. The proposed degree structure for associate degree transfer pathways was as follows. The plan suggested a recommended common general education framework of multiple tiers of lower-division curriculum for all transfer pathways. This structure would be consistent with current board policy and could ensure: the completion of the MnTC (when possible); a common core across sub-fields within a discipline or multiple disciplines; common disciplinary specialization; and specific preparation for an upper-division major.

Proposed Model	Credit Range
Common set of general education/MnTC Goal Areas across the discipline	**30**
Broad Elective Courses/Additional MnTC Goals	**9-12**
Discipline Specific Courses/Major Courses	**9-16**
Remaining Credits*	**6-12**
Total Credits	**60**

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

STATUS: *The first four pilot Transfer Pathway Teams have been charged to work with the proposed framework and to identify any challenges, as well as recommendations for subsequent Transfer Pathway Teams in their curriculum development work.*

G. Transfer Pathways: Guarantees

a. The plan called for the Transfer Pathway Teams to create options for students to better plan and better prepare for transfer to state university majors. The Transfer Pathway Teams should 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 because studies show that these assist students in planning and preparing to enter the major. The plan said that the following pathway features, found in a number of other state systems' transfer degrees, should be strongly considered by the Transfer Pathway Team groups:
   i. Ensure that a student has fully met the lower-division general education and major discipline requirements for a MnSCU university. (This may not be possible for all degree pathways, but should be accomplished where it is possible).
   ii. Guarantee that a student has full junior status upon successful completion of the associate degree pathway.
   iii. 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.
   iv. Provide the opportunity for two-year college students to apply to a program 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.
   v. Guarantee, where capacity permits, that students who meet or exceed specific program requirements will be admitted to that program.
   vi. 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.

STATUS: *The Transfer Pathways Coordinating Team has advised the Transfer Pathway Teams to incorporate these features and guarantees into the pathways that they create.*

H. Scope

a. All MnSCU universities and eligible colleges (those who offer the associate in arts, associate in science or associate in fine arts would participate, according to the plan. Institutions would 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 or course offerings or that another degree pathway already exists for all two-year college students.

b. The plan called for the creation of 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.

c. Project implementation would begin with a review of the most popular programs of study 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).

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

STATUS: *The Transfer Pathways Coordinating Team has discussed and is in general agreement with the intended scope of the project—i.e., to include the programs that graduate the majority of the universities' baccalaureate students. In addition, the Transfer Pathways Coordinating Team wishes to carefully observe and discuss the relationship of the new transfer pathway degrees to existing associate degrees and their bilateral articulation agreements.*

I. Communications

a. The plan called for a fully integrated public relations, marketing, and internal communications plan to help ensure that stakeholders receive, understand and realize benefit from the transfer pathways.
   i. Identified stakeholders included existing MnSCU students, lapsed or stopped-out students; prospective students currently outside of MnSCU; faculty and staff; and the greater Minnesota citizenry whom we serve.
   ii. Goals of the communications plan included creating awareness of transfer pathways among all prospective transfer students in our own system, both upper division and lower division, active and lapsed, so they ask and learn about them.
   iii. In addition, the plan called for creating awareness of and interest in transfer pathways among prospective students who hadn't previously considered the MnSCU system as a solution they would invest in for their higher education, so they act to get more information about it.
   iv. The communications plan must also motivate faculty and staff to become knowledgeable about the transfer pathways so that they can enthusiastically inform students about them.
   v. Public communications about the pathways should shift public perception so that more Minnesotans see our system as collaboratively working to improve its efficiency and convenience while maintaining its quality and rigor.

b. Tactics identified in the plan delivering messages to stakeholders 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.

STATUS: *The Transfer Pathways Coordinating Team has reviewed and endorsed these objectives, and agrees with the authors of the original plan that targeted and broad and frequent communication of the pathways is essential to their successful implementation and adoption. In addition, the Transfer Pathways Coordinating Team has identified a strong need to communicate with faculty and other stakeholders throughout the curriculum development process. The team has created listservs for interaction with faculty in each discipline, as well as a public website with current information and a collaboration website for the work of the Transfer Pathways Coordinating Team and all the Transfer Pathway Teams. Most importantly, team members have determined that the best way to engage and get feedback from the statewide community is to hold "Discipline Stakeholder Meetings" in March 2016, so that all interested parties can provide their ideas and suggestions in response to the first draft of each of the four transfer pathway curricula.*

J. Operational and Procedural Issues

a. The plan assigned to the Transfer Pathways Coordinating Team and the Transfer Pathway Teams the responsibility to identify and address procedural issues like the following:

i. The Transfer Pathways Coordinating Team and Transfer Pathway Teams must ensure that the receiving universities know when a student is transferring using a pathway.
ii. Evaluation tools and processes should be developed so that the pathways may be reviewed regularly to maintain or enhance quality and student success outcomes.
iii. The colleges' and universities' course equivalency system (Degree Audit Reports (DARS) system) must be regularly updated, and must support the inclusion of the Pathways.
iv. Updating of catalogs, websites, Transferology/DARS, transfer sheets, etc. should use normal timeframes.
v. Standard training tools should be developed for use by all campuses for advising staff and other constituents who may need training.
vi. The coordination team should review the current dispute resolution process/appeal process for students, colleges, and universities and adjust as needed.
vii. Regular MnSCU governance bodies should be responsible to ensure conflicts are resolved.
viii. Transfer Pathways should be incorporated into an easy to use and prominent website, including Transferology.

ix. Standing committees and technology groups should be responsible for coordination to ensure the sustainability of transfer pathways.
x. 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.
xi. Transfer Pathway Teams should be encouraged to identify additional ways to streamline transfer process.

***STATUS**. The Transfer Pathways Coordinating Team is continuing to meet during the spring semester to plan for these operational provisions and other academic considerations arising as the Transfer Pathway Teams do their curriculum planning work. A general sense conveyed in the group's fall meetings is that the changes to be achieved by the transfer pathways could be transformational in creating improved alignment between the two-year colleges and universities, and the work of that creation could be squandered if the operational and communication supports are not provided to ensure their success.*

K. Budget

a. The original plan noted that budget for ongoing Transfer Pathway Teams meetings and travel expenses, as well as any funding for advertising, was not included in the plan, although it provided an estimate of $500,000 for the three-year implementation, independent of media advertising and communication with the general Minnesota public.

***STATUS**. The Legislature provided $115,000 over the biennium 2015-2017 for the project. To date, approximately $13,400 has been spent on meeting and travel expenses for the Transfer Pathways Coordinating Team and Transfer Pathway Teams members.*

Summary

The Minnesota State Colleges and Universities remain enthusiastic about this 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. As the work begins, it is even more apparent than it was during the planning phase that this project will be challenging and require considerable investment of time and resources, but with the anticipation of significant outcomes. For example, the California "associate degrees for transfer" initiative, which served as a model for the MnSU Transfer Pathways, is now three years into full implementation, and each year the number of students taking these associate degrees has doubled, and now exceeds 22,000 degrees granted per year.

Our students' investment in their education is also an investment in the greater good of our state. As a system, we continue to invest in students in many ways, not least by creating the most effective and efficient transfer system possible.

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, and the transfer pathways are a new and powerful element in improving transfer.

APPENDIX A

Transfer Pathways Coordinating Team Roster

Transfer Pathways Coordinating Team		
Membership Groups	**Member Name**	**Email**
IFO/1	Maythee Kantar	kantar@ifo.org
IFO/2	Laurie Blunsom	blunsom@mnstate.edu
IFO/3	Gregg Marg	gregg.marg@mnsu.edu
IFO/4	Julie Maxson	julie.maxson@metrostate.edu
IFO/5	Louise Millis	lmillis@stcloudstate.edu
MAPE/1	Joshua Foss	Joshua.Foss@century.edu
MAPE/2	Laura Bebinger	Laura.Bebinger@saintpaul.edu
MAPE/3	Tamara Arnott	Tamara.arnott@so.mnscu.edu
MSCF/1	Kent Quamme	Kent.quamme@edmn.org
MSCF/2	Anne Byrd	Anne.byrd@normandale.edu
MSCF/3	Glenn Merrick	g.merrick@lsc.edu
MSCF/4	Eve Willadsen-Jensen	ewillads@nhcc.edu
MSCF/5	Darci Stanford	Darci.stanford@edmn.org
MSCSA/1	Kevin Parker	pres@mscsa.org
MSUAASF/1	Shirley Murray	Shirley.murray@mnsu.edu
MSUAASF/2	Ashley Schafer	adschafer@stcloudstate.edu
MSUAASF/3	Jolene Richardson	richarjo@mnstate.edu
MSUSA/1	Cara Luebke	statechair@msusa.org
Admin/1 College	Julie Guelich	Julie.guelich@normandale.edu
Admin/2 College	Don Carlson	dcarlson@fdltcc.edu
Admin/3 College	Chuck Paulson	chuck.paulson@minneapolis.edu
Admin/1 University	Charla Miertschin	cmiertschin@winona.edu
Admin/2 University	Brenda Flannery	Brenda.flannery@mnsu.edu
Admin/3 University	Mary Ward	mward@bemidjistate.edu
Academic & Student Affairs	Lynda Milne	Lynda.milne@so.mnscu.edu
Academic & Student Affairs	Jane Reinke	Jane.reinke@so.mnscu.edu
Academic & Student Affairs	Louise DiCesare	Louise.dicesare@so.mnscu.edu

APPENDIX B
Transfer Pathways Team Members

Transfer Pathways Teams Roster			
Membership Groups	**Discipline**	**Name**	**Institution**
IFO/1	Biology	Gehle Vaughn	Southwest Minnesota State University
IFO/2	Biology	Alison Mahoney	Minnesota State University, Mankato
IFO/3	Biology	Brian Wisenden	Minnesota State University Moorhead
IFO/4	Biology	John Schneider	Metropolitan State University
IFO/5	Biology	Andrew Arsham	Bemidji State University
IFO/6	Biology	Gregg Marg	Minnesota State University, Mankato
MAPE/1	Biology	Tammy Newcomb	Inver Hills Community College
MSCF/1	Biology	Elizabeth Mayers	Central Lakes College
MSCF/2	Biology	Glenn Merrick	Lake Superior College
MSCF/3	Biology	Jessica Daniels	Minnesota State Community and Technical College
MSCF/4	Biology	Jane Sprangers	Hennepin Technical College
MSCF/5	Biology	Sue Knoll	Riverland Community College
MSCF/6	Biology	Michael Klug	Minneapolis Community and Technical College
MSCSA/1	Biology	Corinne Salone	MSCSA
MSUAASF/1	Biology	Laura McCauley	Winona State University
Admin/1 College	Biology	Kristin Hageman	Century College
Admin/2 College	Biology	Linda Kingston	Saint Paul College
Admin/3 University	Biology	Colleen Greer	Bemidji State University
IFO/1	Business	Pat Borchert	Metropolitan State University
IFO/2	Business	Jennifer Dosch	Metropolitan State University
IFO/3	Business	Kevin Elliott	Minnesota State University, Mankato
IFO/4	Business	Gary Seiler	Metropolitan State University
IFO/5	Business	Kathy Schaefer	Southwest Minnesota State University
IFO/6	Business	Dean Frost	Bemidji State University
MAPE/2	Business	Deborah Norlin	Central Lakes College
MSCF/1	Business	Kent Quamme	Minnesota State Community and Technical College
MSCF/2	Business	Hamid Kazeroony	Inver Hills Community College
MSCF/3	Business	Mark Meuwissen	Alexandria Technical and Community College
MSCF/4	Business	Chuck Lyons	Hibbing Community College
MSCF/5	Business	Jill Holmes	Riverland Community College
MSCF/6	Business	Brady Prenzlow	North Hennepin Community College

Membership Groups	Discipline	Name	Institution
MSCSA/2	Business	Scott Cowan	MSCSA
MSUAASF/2	Business	Linda Meidl	Minnesota State University, Mankato
Admin/1 College	Business	Don Carlson	Fond du Lac Tribal and Community College
Admin/2 College	Business	Sarah Carrico	Saint Paul College
Admin/3 University	Business	Brenda Flannery	Minnesota State University, Mankato
Admin/4 University	Business	Michelle Frenzel	Bemidji State University
IFO/1	Psychology	Emily Stark	Minnesota State University, Mankato
IFO/2	Psychology	Benjamin Anderson	Southwest Minnesota State University
IFO/3	Psychology	Olivia Melroe	Minnesota State University Moorhead
IFO/4	Psychology	John Johanson	Winona State University
IFO/5	Psychology	Joe Melcher	St. Cloud State University
IFO/6	Psychology	Laurie Desiderato	Bemidji State University
MAPE/4	Psychology	Stacy Tomhave	South Central College
MSCF/1	Psychology	Barb Houle	Riverland Community College
MSCF/2	Psychology	Jessie Breyer	Century College
MSCF/3	Psychology	David Lake	Normandale Community College
MSCF/4	Psychology	Saundra Welter Bacon	Dakota County Technical College
MSCF/5	Psychology	Lynn Coffey	Minneapolis Community and Technical College
MSCF/6	Psychology	Barb Curchack	Inver Hills Community College
MSCSA/4	Psychology	Vanessa Anderson	MSCSA
MSUAASF/4	Psychology	Melissa Iverson	Minnesota State University, Mankato
Admin/1 College	Psychology	Martha Kuehn	Central Lakes College
Admin/2 College	Psychology	Michael Kirch	Normandale Community College
Admin/3 University	Psychology	Jan Loft	Southwest Minnesota State University
Admin/4 University	Psychology	Amy Dunn	Metropolitan State University
IFO/1	Theater	Craig Ellingson	Minnesota State University Moorhead
IFO/2	Theater	Paul Hustoles	Minnesota State University, Mankato
IFO/3	Theater	Mike Lenz	Southwest Minnesota State University
IFO/4	Theater	Gail Smogard	Metropolitan State University
IFO/5	Theater	Brenda Wentworth	St. Cloud State University
MAPE/3	Theater	Amanda Mathews	Riverland Community College
MSCF/1	Theater	Anne Byrd	Normandale Community College
MSCF/2	Theater	Sean Byrd	Normandale Community College
MSCF/3	Theater	Michael Ricci	North Hennepin Community College
MSCF/4	Theater	Tom Burgess	Normandale Community College
MSCF/5	Theater	Scott Ford	Anoka-Ramsey Community College
MSCSA/3	Theater	Trustin Ziemer	MSCSA

Membership Groups	Discipline	Name	Institution
MSUAASF/3	Theater	Carol Cooley	St. Cloud State University
Admin/1 College	Theater	Alan Stage	Ridgewater College
Admin/2 College	Theater	Lisa Harris	Anoka-Ramsey Community College
Admin/3 University	Theater	Denise Gorsline	Minnesota State University Moorhead
Academic & Student Affairs		Lynda Milne	
Academic & Student Affairs		Jane Reinke	
Academic & Student Affairs		Louise DiCesare	
Administrative Staff Support		Margie Takash	

APPENDIX C
Transfer Pathways Team Charge Documents

Charge

A Transfer Pathway Team is a group of faculty, working within their discipline (or program cluster), and in consultation with staff and students, to create statewide discipline-specific pathways to baccalaureate degrees. Each transfer pathway will have a representative Transfer Pathway Team.

Transfer Pathway Team members are charged with developing a statewide pathway to baccalaureate degree that allows a student to transfer the full Associate of Arts, Associate of Science, or the Associate of Fine Arts degree in the Transfer Pathway Teams respective field of study into a parallel bachelor degree program offered at a MnSCU university.

Transfer Pathway Team members will work together to identify the competencies required for entry into the field of study at the junior-level. The resulting pathway will also build on the 24-40 OR 30 credit MnTC framework that is the basis of the MnSCU college credit transfer system.

The goal of the statewide pathways to baccalaureate degrees is not to create a common associate degree program or a bachelor degree program in the field of study. Rather, institutions will use the pathway to baccalaureate degree to ensure minimum competency requirements are met at the associate degree level and that students are academically prepared to transfer into the parallel bachelor degree program as juniors.

Members

Recognizing the importance of having faculty, administrators and staff from both two- and four-year institutions involved in the statewide pathways to baccalaureate degrees process, the Transfer Pathways Coordinating Team determined each Transfer Pathway Team shall include 20 members representative of the bargaining units and administration from across the community colleges and universities. In addition, a Transfer Pathways Coordinating Team member will act as a non-voting liaison:

- 6 Minnesota State College Faculty (MSCF) faculty from the discipline area
- 6 Inter Faculty Organization (IFO) faculty from the discipline area
- 6 administrators and staff
    - 2 transfer / advising staff (one MSUAASF, one MAPE)
    - 2 student affairs officers (one college, one university)
    - 2 academic deans (one college, one university)
- 2 Students (one college (MSCSA) and one university (MSUSA))

- 1 Transfer Pathways Coordinating Team liaison non-voting member(not from the discipline)

Member Criteria

Effective pathways to baccalaureate degrees are a combination of academic requirements, institutional policy and advising. For this reason, each Transfer Pathway Team shall consist of members with a collective knowledge and experience from the various academic, administrative and operational areas of higher education:

- Academics related to the Transfer Pathway Team field of study area(s)
- Curriculum development
- Transfer and articulation, such as transfer admissions, development of articulation agreements, determination of course equivalencies, etc.
- Advising (i.e. undergraduate student advising, transfer student advising, major-specific advising)
- Administration (i.e. institutional policies related to the major, transfer of credits, admissions, financial aid)
- Minnesota's current statewide transfer system, the Minnesota Transfer Curriculum (MnTC) and course approval process, curriculum committees, Transferology website, DARS, etc.

Only representatives from universities with degree programs and current faculty teaching at the colleges in the Transfer Pathway Team's field of study may serve as committee members.

Selection Process

Each of the bargaining units will determine its respective representation for each committee. The administrators will be solicited by the Vice Chancellor of Academic and Student Affairs.

The Transfer Pathways Coordinating Team liaison will be determined from within the Transfer Pathways Coordinating Team.

TRANSFER PATHWAY TEAM Leadership

Each Transfer Pathway Team will be led by faculty co-chairs, one from the university faculty and one from the college faculty. Each Transfer Pathway Team will be asked to elect co-chairs at its first meeting.

The Transfer Pathways Coordinating Team liaison will assist the co-chairs with agenda planning, meeting facilitation and serve as the liaison between the Transfer Pathway Team and the Transfer Pathways Coordinating Team.

Voting

Transfer Pathway Team members at the two- and four-year institutions are equal partners in developing the statewide pathways to baccalaureate degrees, and are expected to work toward consensus in crafting the pathways. In the case that a vote is called, all members have an equal vote, except the Transfer Pathways Coordinating Team representative who serves as a non-voting member. An exception would be in the likelihood that an appointed Transfer Pathway Team member is also the Transfer Pathways Coordinating Team liaison. In that case, the member would have equal voting rights. The final pathway must be reviewed within seven days of its presentation to the Transfer Pathway Team members. Approval will be deemed by a simple majority in a vote. In the case that a Transfer Pathway Team has uneven numbers of appointees of faculty, voting representation for each member will be equalized (e.g., 4 members would have 1.5 votes each as against 6 members). If the Transfer Pathway Team becomes deadlocked in its decision-making, the Transfer Pathways Coordinating Team will review and make a final decision. A minority report may be generated to assist the Transfer Pathways Coordinating Team in its decision-making process.

Deliverables

The Transfer Pathway Team is expected to develop a written pathway to baccalaureate degree that meets the above charge and receives Transfer Pathways Coordinating Team approval. The Transfer Pathway Team co-chairs must also submit interim reports to the Transfer Pathways Coordinating Team liaison by the first of each month, describing progress made, milestones achieved and next steps

Milestones

Each Transfer Pathway Team will be required to achieve the following milestones:

1. Affirm the Transfer Pathway Team co-chairs.
2. Develop a Transfer Pathway Team project timeline that works within the timeline outlined by the Transfer Pathways Coordinating Team and includes completion of project milestones and the final pathway to baccalaureate degree.
3. Develop a draft pathway to baccalaureate degree.
4. Obtain feedback from all relevant system constituents.
5. Develop a final pathway to baccalaureate degree.
6. Obtain approval of the pathway to baccalaureate degree from the full Transfer Pathways Coordinating Team.

The Transfer Pathway Team co-chairs serving on the Transfer Pathway Team are responsible for submitting the above items to the Transfer Pathways Coordinating Team liaison by the deadline indicated. All final deliverables should be sent by the Transfer Pathways Coordinating Team liaison to the system office. Once approved, the system office will send out the pathway to all institutions to begin making the adjustments to their curriculum if needed.

Authority

The Transfer Pathway Teams 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. The Transfer Pathway Teams will:

- have full autonomy to consider the full range of strategies/ideas to achieve the goals;
- be self-governed to meet the designated timelines agreed upon by the Transfer Pathways Coordination Team;
- seek program advisory committee input where appropriate;
- report their work to the Transfer Pathways Coordinating Team for approval;
- submit regular interim progress reports;
- develop a written statewide pathway to baccalaureate degree that allows students to transfer the full Associate of Arts, Associate of Science or Associate of Fine Arts degree in the Transfer Pathway Team's respective field of study into a parallel bachelor program offered at any MnSCU university;
- identify the competencies required for entry into the field of study at the junior-level;
- develop a pathway to baccalaureate degree that builds on the MnTC framework. (24-40 credits?).

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.

Expectations

- Participate in Transfer Pathway Team discussions and work with fellow Transfer Pathway Team members to develop the final pathway to baccalaureate degree.
- Meet all deadlines established by the Transfer Pathway Team and the Transfer Pathways Coordinating Team.
- Vote on the pathway before it is submitted to the Transfer Pathways Coordinating Team or review.
- Communicate with the Transfer Pathways Coordinating Team liaison member frequently.
- Assist with all other tasks as agreed upon by the Transfer Pathway Team to make progress.
- Work with all members to build consensus in Team decisions and recommendations.
- Identify and pursue opportunities for collaborating in program offerings.
- Members who miss meetings are expected to review recordings and notes to be prepared for subsequent meetings.
- Members may attend meetings remotely via teleconference.
- Members who miss more than two meetings will be excused from the team.

Team Leaders

Co-chairs will be selected by the IFO and MSCF bargaining units, one from each unit for each Transfer Pathway Team.

The Transfer Pathway Team co-chairs are responsible for the following tasks:

- Organizing the Transfer Pathway Team
- Coordinating meetings
- Keeping Transfer Pathway Team members on task
- Submitting to the Transfer Pathways Coordinating Team liaison all required deliverables, including the monthly progress reports and final agreement.
- Identifying issues to be discussed by the Team, and will consult with the Transfer Pathways Coordinating Team liaison to identify resources needed.

Role of the TRANSFER PATHWAY COORDINATING TEAM Liaison

The Transfer Pathways Coordinating Team co-chairs will appoint a Transfer Pathways Coordinating Team representative to serve as a liaison on each Transfer Pathway Team who is not a faculty member or administrator with responsibilities in the discipline. Except for voting, the Transfer Pathways Coordinating Team liaison member is expected to assume the same role as the other Transfer Pathway Team members in addition to the following tasks:

- Serve as the Transfer Pathway Team's liaison with the Transfer Pathways Coordinating Team
- Help the Transfer Pathway Team with understanding current systems and other policies, procedures and processes for transfer
- Provide support to the Transfer Pathway Team co-chairs and assist with agenda planning, meeting facilitation and coordination of the Transfer Pathway Team and related pathway project.
- Submit the Transfer Pathway Team deliverables to the Transfer Pathways Coordinating Team on behalf of the Transfer Pathway Team by the deadline indicated.
- Be prepared to provide project update at the Transfer Pathways Coordinating Team meetings.



Minnesota
STATE COLLEGES
& UNIVERSITIES

30 7TH ST. E., SUITE 350
ST. PAUL, MN 55101-7804

Twin Cities: 651-201-1800
Toll free: 1-888-667-2848
www.mnscu.edu

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