

Successful Transfer of Credit

Report to the Legislature

Minnesota State Colleges and Universities
February 15, 2013



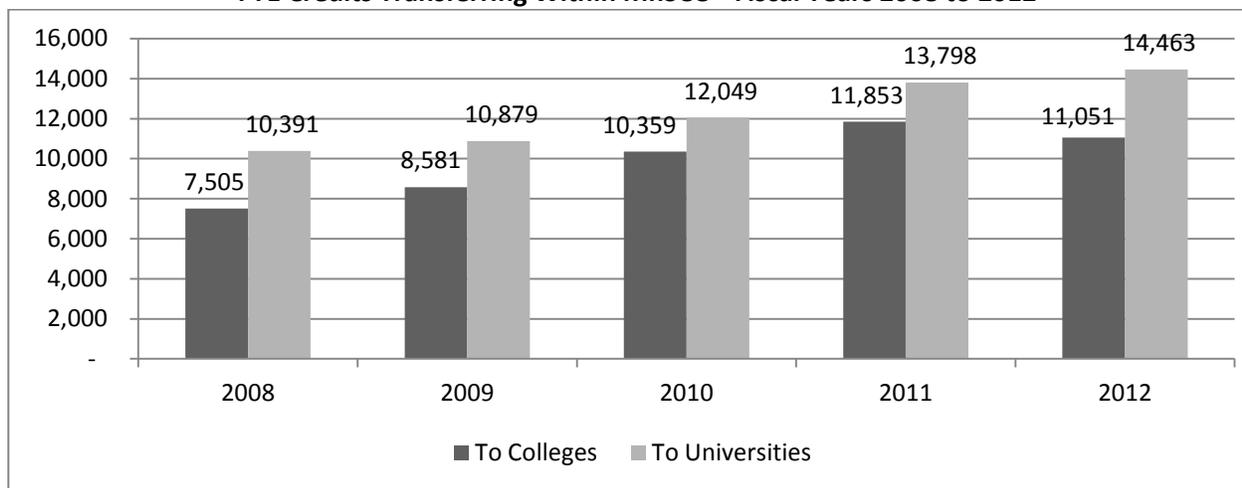
Minnesota
STATE COLLEGES
& UNIVERSITIES

EXECUTIVE SUMMARY

This year's Report to the Legislature on Successful Transfer of Credit summarizes the continuing progress of the Minnesota State Colleges and Universities in improving credit transfer procedures and communication throughout the system.

1. The legislature requested that a study be made of effective mechanisms for transfer in other states. The 2011-2012 study found that MnSCU had implemented almost all of the best practices identified in the literature. MnSCU is committed to ongoing review of other states' transfer policies and practices. The 2012-13 study highlighted major initiatives in Ohio and California, where transfer guarantees are being offered beyond the core general education curriculum. Consideration of such options will be a central part of the system's 2013-14 agenda.
2. A study conducted by the MnSCU Office of Internal Auditing found that 91% of credits transfer accurately into state colleges and universities. A student survey also identified process and communication improvements to improve students' satisfaction with transfer, and MnSCU is implementing each of them employing a continuous improvement process. One measure of success is the total absence of transfer inquiries or appeals at the system level in 2012. Over five years, 2007-2011, 17 inquiries or appeals had been submitted.
3. The Smart Transfer Plan was designed in 2011 to address the 9% of transfer inaccuracies identified by the Internal Auditor's study as well as other issues raised by students. The 2011 Plan has been fully implemented, and a 2012 revision distributed. The Smart Transfer Plan has 1) dramatically improved the accessibility of course equivalency information for transfer planning; 2) significantly improved the transfer information available on college and university websites; and 3) improved the understanding of transfer among staff, faculty and administrators through increased training opportunities.
4. Articulation agreements provide clarity about how specific career programs transfer, and how specific already-approved courses transfer. New statewide agreements for health sciences, engineering and nursing were finalized in 2012.
5. Successful credit transfer remains a major priority for the Chancellor and the Board of Trustees and is tracked by a transfer measure on the Accountability Dashboard as well as by annual reports on transfer.

FYE Credits Transferring Within MnSCU - Fiscal Years 2008 to 2012



INTRODUCTION

This annual report is submitted to the Minnesota State Legislature pursuant to Minnesota Session Laws 2010, Chapter 364 Section 38 (d) and summarizes the activities of the Minnesota State Colleges and Universities toward achieving its credit transfer goals and the results of those activities.

Prior reports have been submitted to the legislature on February 1, 2011 and February 1, 2012. The 2011 report included information on the new **Smart Transfer Plan**, designed to improve credit transfer procedures and communication throughout the MnSCU system.

Legislation passed in 2011 (Laws 2011, Chapter 5, Section 14) additionally provides:

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

Accordingly, the 2012 report summarized progress on implementation of the Smart Transfer Plan and provided data on the numbers of students transferring within the system and the credits they transferred, for fiscal years 2008 through 2011. The report also reviewed promising practices in student transfer and articulation across the country.

The current report details further progress in systemwide implementation of the Smart Transfer Plan as well as continued significant growth in the number of credits successfully transferred within the Minnesota State Colleges and Universities.

MnSCU IS A NATIONAL LEADER IN BEST PRACTICES

A growing body of research literature since 2000 has identified policies and best practices for student transfer. Studies published by the Western Interstate Commission on Higher Education and Hezel Associates in 2010 (funded by the Lumina Foundation), by the Education Commission of the States in 2010, and by the Center for the Study of Community Colleges in 2011, are in agreement on what colleges and universities can do to promote effective transfer and articulation.

Hezel Associates (2010) reported on U.S. transfer and articulation and provided a comprehensive taxonomy of what they described as promising practices in statewide transfer and articulation systems. The taxonomy consists of five broad sets of policies and practices: Statewide Collaboration, Communication of Policies, Academic Policies, Use of Data, and Additional Promising Practices. The following paragraphs discuss the promising practices listed by Hezel Associates, and provide an indication of the extent to which these policies and practices are in place within the Minnesota State Colleges and Universities system. **This discussion is summarized in Table 1** on pages 14-15.

1. Statewide Collaboration

Statewide Collaboration is described as having two key components. The first is ***a statewide, standing committee focusing on multi-institution transfer and articulation***. This committee may propose policies, review their effectiveness, monitor statewide data on transfer, and other tasks.

- ✓ The Hezel report cited MnSCU's Transfer Oversight Committee as being a notable example of this type of committee. Massachusetts and Rhode Island were mentioned as being among other states having effective statewide standing committees.

The second component of effective statewide collaboration cited in the report is ***the involvement of faculty in policy development and implementation***. The report notes that faculty buy-in is critical to effective implementation of transfer policy, and this is best achieved when faculty are involved in the development of these policies.

- ✓ The MnSCU system is notable because faculty are included in both the Transfer Oversight Committee and the Academic and Student Affairs Policy Council, which is the body that reviews all systemwide academic and student affairs policy proposals and recommends all new policies and policy amendments. At the campus level, faculty are similarly involved in review and development of academic policies.

2 . Communication of Policies

Communication of Policies is key to having effective transfer and articulation. Students must have accurate information about the transferability of courses, and advisors must have accurate information about transfer regulations, course equivalencies, and other aspects of transfer. The establishment of ***a state-level office or official whose sole or primary purpose is to facilitate a statewide approach to transfer and articulation*** is noted as a promising practice to achieve effective communication. Alabama, Florida, and Mississippi are among the states that have such an office or official.

- ✓ Within MnSCU, the Office of Transfer and Collaboration is responsible for assisting colleges and universities in achieving their goals for effective transfer, and engages in a number of other activities noted below. This Office is also charged with responsibility for assuring full implementation of the Smart Transfer Plan.

Designation of campus or state-level personnel as contact persons for transfer and articulation is an important component for effective communication of policies.

- ✓ Within MnSCU, at the system level, the System Director for Transfer and Collaboration heads the Office of Transfer and Collaboration and is the primary contact person for all aspects of transfer. The System Director maintains communication with a statewide network of campus Transfer Specialists, at least one at each college and university, who are responsible for implementing policies and practices related to transfer at their respective campuses and ensuring that students and advisors are provided appropriate information. Ohio, Nevada, and New York have similar designations of personnel at the campus level.

Policies may also be effectively communicated by ***maintaining a presence at fairs, summits, conferences, and meetings to communicate with students and their families about transfer and articulation***.

- ✓ Within MnSCU, at the campus level this function is generally filled by the Transfer Specialists, who may be part of a college or university presence at College Fairs. At the System level, individuals with knowledge of transfer represent the system at the annual National College Fair held in Minneapolis. Beyond this, the Office of Transfer and Collaboration convenes a number of meetings annually to provide training and

workshops for Transfer Specialists, advisors, and others to ensure that they are being provided the latest information on transfer.

Effective communication may be enhanced by ***building a strong presence for articulation and transfer on the web.***

- ✓ MnSCU has been a leader in this area, having been one of the first states to establish a web portal for transfer, MnTransfer.org. On this system portal, system-level information about transfer is available for both students and educators. Educators have access to all policies and documents related to transfer. Students are provided tools for transfer planning, including links to the system's web-based course equivalency tool, u.select. In addition, Board policy and the Smart Transfer Plan include requirements that colleges and universities place prominent links to transfer information for students on the home page of their websites.

Finally, the Hezel Associates report suggests that communication may be improved by including ***student feedback in articulation and transfer policies and practices.***

- ✓ Again, MnSCU provides a model for other states, as students are included as full members of both the Transfer Oversight Committee and the Academic and Student Affairs Policy Council, so that student input into transfer policies and practices is provided at the very highest levels. The System also partnered with the student associations in conducting a survey of student satisfaction with transfer that led to the development of a number of policy revisions aimed at improving the transfer experience for our students. Both Minnesota State College Student Association and Minnesota State University Student Association play leadership roles in informing the system about student needs relative to planning and ensuring effective transfer.

3. Academic Policies

Academic Policies that promote effective statewide transfer have been adopted in a number of states. ***Statewide articulation agreements between program majors*** have been implemented in Alabama, Colorado, and New Mexico.

- ✓ MnSCU has begun the development of similar articulation agreements with the recent adoption of a statewide articulation agreement for a broad field major in Health Sciences, and in 2012, in Engineering. A revised statewide articulation agreement in Nursing was also approved in 2012. The statewide agreements are a significant improvement over individual college-to-university agreements because they allow a student who completes the program at a community college to transfer to any state university included in the agreement, rather than be limited to the single partner in the individual articulation agreement.

Common General Education core requirements provide a way for community college students to meet the general education requirements of a university and be granted credit for having completed them as a package upon transfer, with or without a completed associate's degree.

- ✓ The Minnesota Transfer Curriculum was one of the early examples of such a common general education core program. Other versions have been developed in Arkansas, Oregon, and Utah.

In 2012, the Office of Transfer and Collaboration conducted a review of the Minnesota Transfer Curriculum at each college and university to ensure that courses meet the criteria for inclusion. A report of each review was shared with the college or university with a request for response, and changes have been completed accordingly. In addition, the systemwide Transfer Oversight Committee has begun a process to review new courses proposed for inclusion in the Minnesota Transfer Curriculum.

The Hezel report notes that **Common Course Numbering** has been implemented in a number of states. However, the report cautions that common course numbering of lower-division courses can be quite difficult to implement, possibly referring to an earlier report by the American Association of State Colleges and Universities which stated that for two-year to four-year transfers, a common general education core is preferable to common course numbering because it is more flexible and much less complex.

- ✓ The public higher education systems in Minnesota have twice been required to report on the feasibility of implementing common course numbering, and both reports concluded that it would be complex, expensive, and not targeted at the issues that underlie the unsuccessful 9% of attempted credit transfer that is unsuccessful.

Finally, Hezel Associates note that several states have recently enacted **policies that guarantee admission to a state university for students who have completed an associate's degree**. These are generally states where the public universities have been forced to limit enrollments, a situation that does not exist within MnSCU. It should be noted that these policies do not usually guarantee admission to any specific campus, only to a public university within the state system.

4. Use of Data

The Use of Data to support transfer and articulation policy implementation is a relatively recent innovation in several states. **Assessment of transfer initiatives, including evaluation of transfer and articulation policies and transfer students' progress**, is essential in order to understand what is and what is not working.

- ✓ The MnSCU Office of Internal Auditing conducted such an assessment in 2010, and the results of this assessment have guided the development of the Smart Transfer Plan and recent enhancements of MnSCU transfer policies.

Assessing student success through quantitative measures of individual student-level indicators of performance is something that few states are able to do.

- ✓ The Integrated Statewide Record System used by MnSCU provides this ability, and this shared database of student records allowed the study conducted by the Office of Internal Auditing to proceed in such detail.

The report also urges **expansion of reporting of results of transfer and articulation assessments**.

- ✓ MnSCU reports a Transfer measure on the Board of Trustees' Accountability Dashboard website in order to provide a public indication of achievement and accountability related to transfer. In addition, the system has for a number of years produced Transfer Student Profile reports on the number of students who transfer within the system, the number of credits transferred, and measures of transfer student performance, persistence and graduation. A sample of recent data can be found in **Tables 2 and 3** on pages 16-19.

5. Additional Promising Practices

The Hezel Associates report notes several additional promising practices that do not fit easily within any of the other four categories. The development of *a transfer student bill of rights* may ease the uncertainty that students may experience as they attempt to navigate transferring from one institution to another. Florida and Colorado are mentioned as having such a covenant with students.

- ✓ Responding to a proposal from the statewide student associations, the Academic and Student Affairs Policy Council developed a new system policy on Transfer Rights and Responsibilities. The policy was approved in 2012 by the Board of Trustees, and clearly details both student and institutional rights and responsibilities relative to transfer.

Development and dissemination of statewide principles related to transfer and articulation can guide decision making on transfer and can support the development and implementation of effective transfer policies and practices.

- ✓ Within MnSCU, the Office of Transfer and Collaboration has developed systemwide principles and guidelines for transfer, and these resources are posted on the MnTransfer.org website.

The development of *alternate pathways for degree completion* provides options for students who may have transferred from a community college to a university prior to completing an associate's degree and who then drop out of the university without having completed the bachelor's degree. Nevada has developed a program called "reverse transfer" which allows a student in this situation to transfer credits earned at the university back to the community college, thereby completing the degree requirements for the associate's degree.

- ✓ In 2011 MnSCU began implementation of Graduate Minnesota, a project supported by a grant from the Lumina Foundation, in which students who have left college after earning a significant number of credits are encouraged to return to have their credits and related work experience evaluated to determine how many additional credits they need to earn a degree (or whether they have actually completed the requirements for a degree).
- ✓ In 2012, MnSCU was one of 12 state systems to receive another grant from the Lumina Foundation for Credit When It's Due, a project to encourage reverse transfer and completion of associate's degrees throughout the system. In reverse transfer, a student who enrolls at a university after attending a two-year college, but without having completed an associate's degree, can potentially transfer university credit back to the college to complete the associate's degree. All of the system college and universities are participating in this project. The project has a goal to award more than 3,500 new associate's degrees between 2013-2015.

There are a variety of promising practices for statewide transfer and articulation that have been implemented by different states across the country. Given the emphasis that has been placed on improving transfer by the Minnesota legislature, by the Board of Trustees, and by students, it should come as no surprise that most of these promising practices have also been implemented by the MnSCU system. An updated summary of these promising practices and how MnSCU is responding to these is provided as **Table 1** on pages 14-15.

In the spirit of continuous improvement, the system continues to explore additional ways to improve the transfer experience of our students. In 2013-14, the system's academic leadership and committees will review and discuss recently developed programs and policies in Ohio, California, Colorado and other states that guarantee transfer beyond the general education core.

IMPLEMENTATION OF THE SMART TRANSFER PLAN

The plan and subsequent policy actions by the MnSCU Board of Trustees required the publication of systemwide transfer information on the Internet and required each system college and university to post information necessary to determine the transferability of course credits, using a common template, on their institutional websites.

The report submitted to the Legislature in February of 2011 described the Smart Transfer Plan that was developed in order to respond to mandates to improve transfer. In 2012, the plan was reviewed and modified with further improvements. Chief Academic Officers, the Transfer Advisory Group, Transfer Oversight Committee, and transfer specialists all provided input to the revised [Smart Transfer Plan](#). The plan calls for implementation of policies and practices in five areas: Course Outlines, DARS and Course Equivalencies, Appeals, Compliance and Communication about Transfer, and Training.

These areas were selected because they responded directly to recommendations made in a study of transfer within the system that was conducted by the Office of Internal Auditing during 2010. The Internal Auditor's report was quite revealing, because it demonstrated that 91% of the credits presented for transfer by students transferring within the system are accepted. About one third of the credit transfer problems experienced were related to acceptance of Minnesota Transfer Curriculum courses, while another one-third of the problems were related to the determination of course equivalencies. In addition, a survey conducted by the statewide student associations in cooperation with the system office found that almost 90% of students who appealed a transfer award determination had some or all of the contested credits accepted, but also noted that in many cases students were not aware of their right to submit an appeal.

- ✓ The Smart Transfer Plan therefore focuses very directly on these areas of the transfer process. For example, the **credit evaluation that students receive when they transfer now contains a message informing them of their right to appeal** if they disagree with any of the credit transfer decisions. Data will be collected in 2013 to determine if this information campaign has reduced contested transfer and appeals.

Course outlines were the major focus of attention during the first year of Smart Transfer Plan implementation. Changes to Board policy established course outlines as being the primary documentation of course content to be used in establishing the equivalency of courses to be transferred, and also established a common format to be used by all colleges and universities in the development of course outlines. This would eliminate the requirement that students track down professors to obtain the syllabus used in an individual course and subsequently finding that a professor's idiosyncratic syllabus did not contain all the information necessary to determine a course equivalency. The Smart Transfer Plan established a requirement that all colleges and universities post course outlines on their websites for all lower-division courses included in their Minnesota Transfer Curriculum no later than the end of fiscal year 2011, making them publically available for viewing by any interested parties.

- ✓ All institutions met this deadline. The plan calls for course outlines of all remaining courses to be

posted on institutional websites by the end of fiscal year 2013. Preliminary website reviews show that achievement of this objective is also substantially complete.

In the area of **DARS (the Degree Audit Reporting System) and Course Equivalencies**, the expectation of the Smart Transfer Plan was that every institution would complete the evaluation of all Minnesota Transfer Curriculum courses to determine equivalencies and encode those courses to display in u.select, the publicly-available course equivalency database which can be accessed through the MnTransfer.org website or directly. Colleges and universities have agreed to all aspects of the Smart Transfer Plan and are making significant progress on this goal. The system office continues to explore feasible ways to fully ensure compliance.

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

- ✓ The Degree Audit form generated by the ISRS system and provided to students has been modified so that it automatically prints a notification to students of their right to appeal the transferability or application of credits earned at previous institutions.
- ✓ A survey of institutional websites conducted in 2012 confirmed that all colleges and universities had posted information about transfer appeals on their websites, including information about the option to appeal at the system level. In addition, information about system-level appeal is now included on all appeal forms. These communication methods are proving successful. In 2012, there were no (0) transfer inquiries or appeals at the system level. Over five years, 2007-2011, seventeen (17) inquiries or appeals had been submitted.

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

- ✓ A survey conducted in 2012 by the Office of Transfer and Collaboration identified instances where college and university websites did not have accurate and consistent information about their Minnesota Transfer Curriculum courses. The results of this survey were provided to the individual colleges and universities with the expectation that corrections and changes be made. Campuses have been making those changes, along with additional communication improvements called for in the 2012 revision of the Smart Transfer Plan. Finally, college and university websites were reviewed and found to have transfer information prominently displayed on their home pages, or readily accessible from the home page.

Training of advisors and other staff involved in transfer is critical in order to make transfer and articulation as effective as possible. The Smart Transfer Plan requires that the Office of Transfer and Collaboration and the DARS/u.select unit in the system office will make training available so that every MnSCU staff member involved in transfer is able to attend at least one training session annually. Due to staff turnover and changes in technology and institutional curriculum, ongoing training is vital to this effort. The DARS/u.select team regularly provides training in large conference sessions, in smaller regional drop-in lab sessions, in training sessions for individual

campuses, and in regularly scheduled weekly open-lab sessions held in the system office. The Transfer and Collaboration staff also provided training including the large annual conference for Transfer Specialists, and a smaller orientation conference primarily for new Transfer Specialists. In addition, two to four regional conferences for Transfer Specialists and other staff involved in transfer are provided annually across the state, reducing the necessity for campus staff to travel to one central location for training.

- ✓ Providing training for college and university staff members remains a high priority activity for the system office.

In summary, the Smart Transfer Plan continues to be improved and full implementation is on track. Colleges and universities achieved the objectives called for in the original version of the plan and are now addressing new improvements in process and communication. System office staff continue to monitor college and university progress.

INCREASE IN TRANSFER STUDENTS AND THE TRANSFER OF CREDIT

Table 2 on pages 16-17 provides full detail on the **number of students transferring** to MnSCU colleges and universities, both from within the system as well as from institutions outside the system, for fiscal years 2008 through 2012. **Table 3** on pages 18-19 details the **full-year equivalent of credits transferred** during these years (one full-year equivalent represents 30 credits.)

The number of students transferring within the system increased steadily and significantly from 2008 through 2011, with a small drop in 2012 at two-year colleges (corresponding with an overall 4% drop in college enrollment during this same time period). The number of credits that students were able to transfer continued to grow on pace, providing evidence of successful achievement of this most important goal. **A summary of this data is provided in Chart 1 and Chart 2** on page 12.

- ✓ The number of students transferring to state colleges increased by 40.2% between 2008 and 2012, while the number of students transferring to state universities increased by about 26.4%. Over the same period, the number of credits transferred to state colleges increased by about 47% and the number of credits transferred to state universities increased by almost 40%. These increases in students and credits transferring within the system are illustrated in the following charts. Clearly, more students are transferring more often and with more credits within Minnesota State Colleges and Universities.

Chart 1. Students Transferring Within MnSCU – Fiscal Years 2008 to 2012

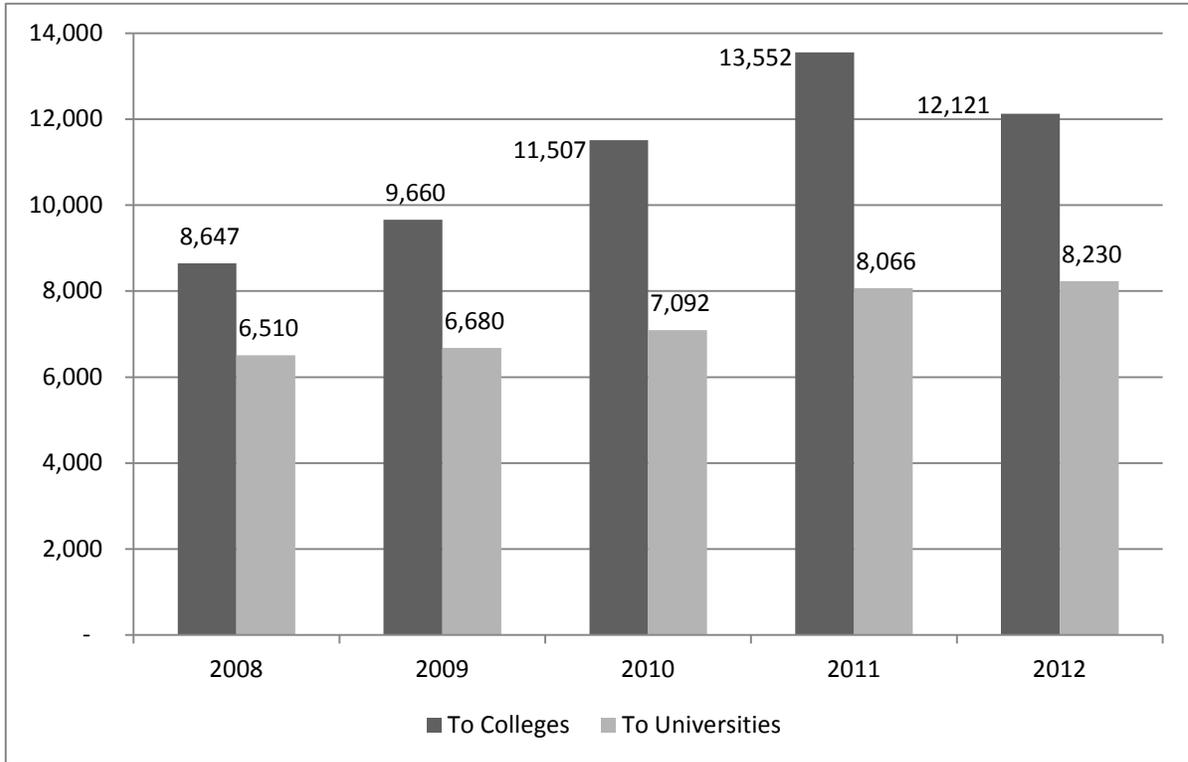
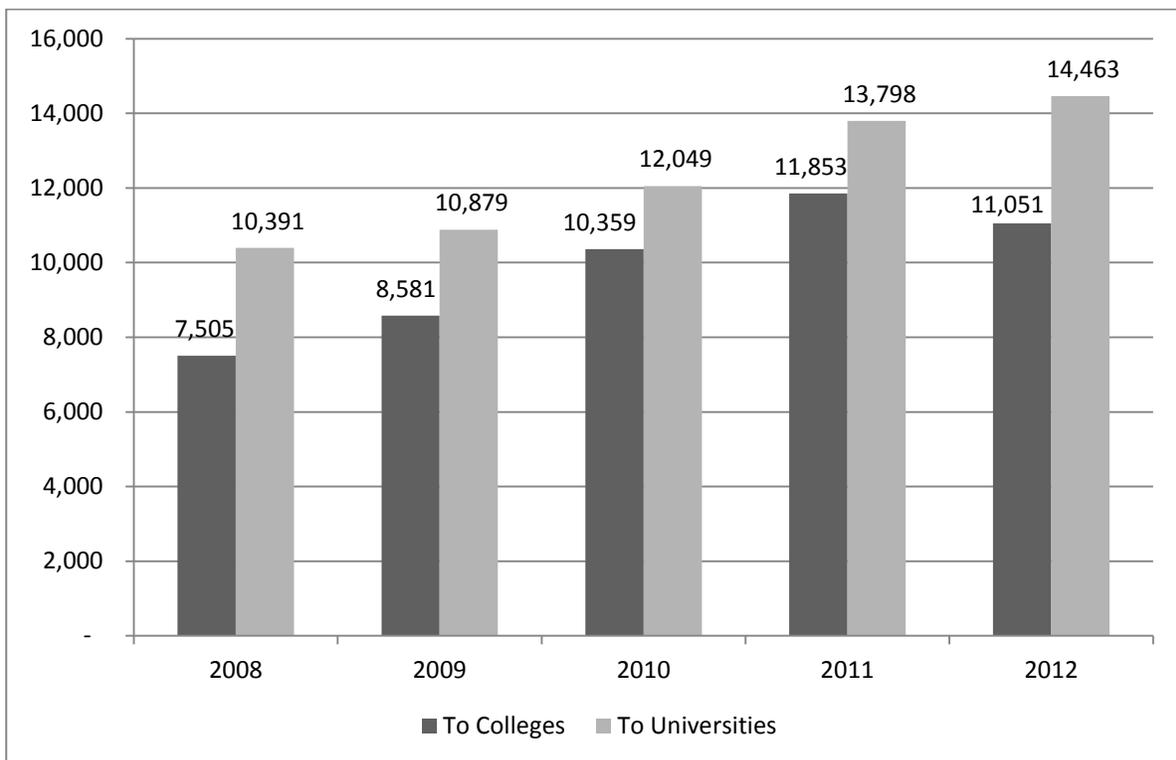


Chart 2. FYE Credits Transferring Within MnSCU - Fiscal Years 2008 to 2012



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

As previously noted, MnSCU's systemwide student database, ISRS, allows tracking of individual student performance, and historically, data indicate that transfer students complete baccalaureate degrees at higher rates than first-time university freshmen. In our 2014 report to the legislature, we will provide trend data on transfer students' credit accumulation, grades, persistence and graduation rates. Student success, of course, is the true test of the effectiveness of a system of transfer and articulation.

CONCLUSION

Effective and barrier-free transfer of credit remains a top priority for the Chancellor and the Board of Trustees. Elimination of barriers to transfer is a key objective in the system's Strategic Framework implementation plan, and presidential evaluations include transfer measures. The Vice Chancellor for Academic and Student Affairs continues to devote considerable time and effort to furthering the goals of successful articulation and credit transfer. Statewide governance bodies in Academic and Student Affairs have collaborated on continuous improvements to the Smart Transfer Plan. We expect to report to the legislature in 2014 that the augmented Smart Transfer Plan has been fully implemented, that credit transfer continues to increase and that student concerns regarding transfer have dramatically decreased.

Table 1

SUMMARY OF BEST PRACTICES IN TRANSFER AND MnSCU IMPLEMENTATION STATUS	
Best Practice	MnSCU Implementation of Best Practice
STATEWIDE COLLABORATION	
<ul style="list-style-type: none"> • Statewide standing committee focusing on multi-institution transfer and articulation • Involvement of faculty in policy development and implementation 	<ul style="list-style-type: none"> • Transfer Oversight Committee has responsibility for systemwide transfer issues; faculty are majority of membership. • Faculty are involved in policy development at the system level by membership on the ASA Policy Council and on the campuses through campus-specific committees.
COMMUNICATION OF POLICIES	
<ul style="list-style-type: none"> • State-level office or official responsible for facilitating transfer • Designation of campus or state-level personnel as transfer contacts • Maintaining a presence at conferences and meetings to communicate about transfer • A strong presence for transfer on the web • Include student feedback in transfer policies and practices 	<ul style="list-style-type: none"> • System Director for Transfer and Collaboration has responsibility for systemwide transfer issues. • Each campus has one or more Transfer Specialists who are the campus experts and contacts on transfer. A Transfer Advisory Group made up of transfer specialists informs statewide policy and practice, advises on training. • Transfer is an ongoing presence at all system-wide Academic and Student Affairs conferences for faculty, administrators and transfer specialists. • Smart Transfer Plan and Board policy require transfer information to be readily accessible on each college and university website. • Students are members of the ASA Policy Council, Academic Affairs Council and the Transfer Oversight Committee. Responses from a student association survey on transfer informed the development of the Smart Transfer Plan and revisions to Board policy on transfer.
ACADEMIC POLICIES	
<ul style="list-style-type: none"> • Statewide articulation agreements between program majors • Common General Education core requirements • Common Course numbering (in place in about 18 states) • Guaranteed admission to a state university for students with an associate's degree 	<ul style="list-style-type: none"> • Broad field majors in Health Sciences were approved in 2011, Engineering was approved in 2012. Statewide Nursing Articulation Agreement was renewed in 2012. • The Minnesota Transfer Curriculum was one of the early examples of a common core. • Common course numbering has been studied twice and not recommended due to cost, complexity and inapplicability. • Current Board policy on admission makes a separate guarantee unnecessary.

Table 1 (cont.)

SUMMARY OF BEST PRACTICES IN TRANSFER AND MnSCU IMPLEMENTATION STATUS	
Best Practice	MnSCU Implementation of Best Practice
USE OF DATA	
<ul style="list-style-type: none"> • Assessment of transfer initiatives • Assessment of transfer student success • Reporting results of transfer assessments 	<ul style="list-style-type: none"> • The Office of Internal Auditing conducted an assessment of transfer in 2010; its recommendations guided policy changes. • MnSCU’s student record system provides data for assessment of student academic success in terms of grades, retention and graduation rates, and credit accumulations. • Overall transfer assessment is reported as a dashboard on the Board’s Accountability website.
ADDITIONAL PROMISING PRACTICES	
<ul style="list-style-type: none"> • Transfer Student Bill of Rights • Statewide principles related to transfer • Alternate pathways for degree completion 	<ul style="list-style-type: none"> • The board approved in 2012 a new policy, 3.39 Transfer Rights and Responsibilities. • Board policy and procedure establishes systemwide principles and guidelines for transfer. • The Graduate Minnesota and Credit When It’s Due initiatives provides alternate pathways for degree completion.

**Table 2: Unduplicated Headcount of New Transfer Students
Minnesota State Colleges and Universities
Fiscal Years 2008 to 2012 Preliminary**

Received by State Colleges							Change 2008-2012	
Sending Institution Type	2008	2009	2010	2011	2012	Number	Percent	
Community Colleges	2,262	2,359	2,843	3,350	2,956	694	30.7%	
Community and Technical Colleges	2,534	3,049	3,792	4,446	3,981	1,447	57.1%	
Technical Colleges	1,418	1,458	1,708	2,147	1,772	354	25.0%	
State Universities	2,433	2,794	3,164	3,609	3,412	979	40.2%	
Total Transfer Students from Within System	8,647	9,660	11,507	13,552	12,121	3,474	40.2%	
State College New Student Headcount	80,443	84,399	90,969	86,715	83,252	2,809	3.5%	
Transfer HC as % of New Student HC	10.7%	11.4%	12.6%	15.6%	14.6%	3.8%		
University of Minnesota	1,530	1,713	1,756	1,628	1,526	(4)	-0.3%	
Other Minnesota	1,809	2,451	2,932	2,768	2,510	701	38.8%	
Border States	2,577	2,666	2,800	2,670	2,549	(28)	-1.1%	
All Other	2,509	2,035	2,443	2,412	2,244	(265)	-10.6%	
Total Transfer Students from Outside System	8,425	8,865	9,931	9,478	8,829	404	4.8%	
Total Transfer Students	17,072	18,525	21,438	23,030	20,950	3,878	22.7%	
State College New Student Headcount	80,443	84,399	90,969	86,715	83,252	2,809	3.5%	
Transfer HC as % of New Student HC	21.2%	21.9%	23.6%	26.6%	25.2%	3.9%		
Received by State Universities							Change 2008-2012	
Sending Institution Type	2008	2009	2010	2011	2012	Number	Percent	
Community Colleges	2,040	2,156	2,278	2,531	2,473	433	21.2%	
Community and Technical Colleges	2,571	2,725	2,929	3,367	3,517	946	36.8%	
Technical Colleges	656	613	708	747	817	161	24.5%	
State Universities	1,243	1,186	1,177	1,421	1,423	180	14.5%	
Total Transfer Students from Within System	6,510	6,680	7,092	8,066	8,230	1,720	26.4%	
State University New Student Headcount	28,874	29,638	30,185	30,296	30,345	1,471	5.1%	
Transfer HC as % of New Student HC	22.5%	22.5%	23.5%	26.6%	27.1%	4.6%		
University of Minnesota	810	713	812	753	800	(10)	-1.2%	
Other Minnesota	832	1,171	1,216	1,232	1,170	338	40.6%	
Border States	1,654	1,581	1,606	1,491	1,503	(151)	-9.1%	
All Other	1,442	1,023	1,017	991	991	(451)	-31.3%	
Total Transfer Students from Outside System	4,738	4,488	4,651	4,467	4,464	(274)	-5.8%	
Total Transfer Students	11,248	11,168	11,743	12,533	12,694	1,446	12.9%	
State University New Student Headcount	28,874	29,638	30,185	30,296	30,345	1,471	5.1%	
Transfer HC as % of New Student HC	39.0%	37.7%	38.9%	41.4%	41.8%	2.9%		

**Table 2 (cont.): Unduplicated Headcount of New Transfer Students
Minnesota State Colleges and Universities
Fiscal Years 2008 to 2012 Preliminary**

Received into the System						Change 2008-2012	
Sending Institution Type	2008	2009	2010	2011	2012	Number	Percent
Community Colleges	4,302	4,515	5,121	5,881	5,429	1,127	26.2%
Community and Technical Colleges	5,105	5,774	6,721	7,813	7,498	2,393	46.9%
Technical Colleges	2,074	2,071	2,416	2,894	2,589	515	24.8%
State Universities	3,676	3,980	4,341	5,030	4,835	1,159	31.5%
Total Transfer Students from Within System	15,157	16,340	18,599	21,618	20,351	5,194	34.3%
System New Student Headcount	109,317	114,037	121,154	117,011	113,597	4,280	3.9%
Transfer HC as % of New Student HC	13.9%	14.3%	15.4%	18.5%	17.9%	4.0%	
University of Minnesota	2,340	2,426	2,568	2,381	2,326	(14)	-0.6%
Other Minnesota	2,641	3,622	4,148	4,000	3,680	1,039	39.3%
Border States	4,231	4,247	4,406	4,161	4,052	(179)	-4.2%
All Other	3,951	3,058	3,460	3,403	3,235	(716)	-18.1%
Total Transfer Students from Outside System	13,163	13,353	14,582	13,945	13,293	130	1.0%
Total Transfer Students	28,320	29,693	33,181	35,563	33,644	5,324	18.8%
System New Student Headcount	109,317	114,037	121,154	117,011	113,597	4,280	3.9%
Transfer HC as % of New Student HC	25.9%	26.0%	27.4%	30.4%	29.6%	3.7%	
Summary of Within System Transfer by Institution Type: Headcount						Change 2008-2012	
Transfer From To:	2008	2009	2010	2011	2012	Number	Percent
Colleges to Colleges	6,214	6,866	8,343	9,943	8,709	3,729	60.0%
Colleges to Universities	5,267	5,494	5,915	6,645	6,807	1,378	26.2%
Universities to Colleges	2,433	2,794	3,164	3,609	3,412	1,176	48.3%
Universities to Universities	1,243	1,186	1,177	1,421	1,423	178	14.3%
Total	15,157	16,340	18,599	21,618	20,351	6,461	42.6%
Summary of Within System Transfer by Institution Type: Percent Distribution							
Transfer From To:	2008	2009	2010	2011	2012		
Colleges to Colleges	41.0%	42.0%	44.9%	46.0%	42.8%		
Colleges to Universities	34.7%	33.6%	31.8%	30.7%	33.4%		
Universities to Colleges	16.1%	17.1%	17.0%	16.7%	16.8%		
Universities to Universities	8.2%	7.3%	6.3%	6.6%	7.0%		
Total	100.0%	100.0%	100.0%	100.0%	100.0%		

**Table 3: Full Year Equivalent of Credits Accepted in Transfer
Minnesota State Colleges and Universities
Fiscal Years 2008 to 2012 Preliminary**

Received by State Colleges						Change 2008-2012	
Sending Institution Type	2008	2009	2010	2011	2012	Number	Percent
Community Colleges	1,837	1,856	2,402	2,709	2,522	685	37.3%
Community and Technical Colleges	2,104	2,610	3,234	3,693	3,545	1,442	68.5%
Technical Colleges	1,214	1,278	1,462	1,700	1,469	256	21.1%
State Universities	2,351	2,837	3,261	3,751	3,514	1,163	49.5%
Total MNSCU	7,505	8,580	10,359	11,853	11,051	3,546	47.2%
State College New Student Headcount	84,654	87,797	97,550	99,103	95,547	10,893	12.9%
Transfer HC as % of New Student HC	8.9%	9.8%	10.6%	12.0%	11.6%	2.7%	
University of Minnesota	2,039	2,282	2,487	2,286	1,995	(45)	-2.2%
Other Minnesota	2,540	3,117	3,529	3,285	2,865	324	12.8%
Border States	2,898	3,146	3,251	3,099	2,792	(106)	-3.6%
All Other	2,843	2,574	2,973	2,872	2,567	(276)	-9.7%
Total Transfer Students from Outside System	10,321	11,119	12,240	11,542	10,219	(102)	-1.0%
Total Transfer Students	17,826	19,699	22,599	23,396	21,269	3,444	19.3%
State College New Student Headcount	84,654	87,797	97,550	99,103	95,547	10,893	12.9%
Transfer HC as % of New Student HC	12.2%	12.7%	12.5%	11.6%	10.7%	-1.5%	
Received by State Universities						Change 2008-2012	
Sending Institution Type	2008	2009	2010	2011	2012	Number	Percent
Community Colleges	3,395	3,628	4,106	4,636	4,704	1,309	38.6%
Community and Technical Colleges	4,457	4,706	5,215	6,048	6,343	1,886	42.3%
Technical Colleges	880	850	1,021	1,133	1,285	406	46.1%
State Universities	1,659	1,695	1,707	1,981	2,131	472	28.4%
Total MNSCU	10,391	10,879	12,049	13,798	14,462	4,072	39.2%
State U FYE	55,231	56,127	57,872	58,799	57,900	2,669	4.8%
Transfer FYE as % of Actual FYE	18.8%	19.4%	20.8%	23.5%	25.0%	6.2%	
University of Minnesota	1,418	1,238	1,428	1,374	1,422	4	0.3%
Other Minnesota	1,580	2,320	2,458	2,695	2,612	1,032	65.3%
Border States	2,672	2,495	2,660	2,675	2,660	(13)	-0.5%
All Other	2,874	2,022	2,122	2,074	2,181	(692)	-24.1%
Total Transfer Students from Outside System	8,544	8,076	8,668	8,818	8,875	332	3.9%
Total Transfer Students	18,934	18,955	20,717	22,616	23,338	4,403	23.3%
State U FYE	55,231	56,127	57,872	58,799	57,900	2,669	4.8%
Transfer FYE as % of Actual FYE	34.3%	33.8%	35.8%	38.5%	40.3%	6.0%	

**Table 3 (cont.): Full Year Equivalent of Credits Accepted in Transfer
Minnesota State Colleges and Universities
Fiscal Years 2008 to 2012 Preliminary**

Received into the System						Change 2008-2012	
Sending Institution Type	2008	2009	2010	2011	2012	Number	Percent
Community Colleges	5,232	5,484	6,508	7,345	7,226	1,994	38.1%
Community and Technical Colleges	6,561	7,316	8,450	9,741	9,888	3,327	50.7%
Technical Colleges	2,093	2,128	2,483	2,833	2,755	662	31.6%
State Universities	4,010	4,532	4,968	5,732	5,645	1,635	40.8%
Total MNSCU	17,896	19,459	22,408	25,652	25,513	7,617	42.6%
Total MNSCU FYE	139,885	143,924	155,422	157,902	153,447	13,562	9.7%
Transfer FYE as % of Actual FYE	12.8%	13.5%	14.4%	16.2%	16.6%	3.8%	
University of Minnesota	3,457	3,520	3,915	3,661	3,417	(40)	-1.2%
Other Minnesota	4,120	5,437	5,987	5,980	5,477	1,357	32.9%
Border States	5,570	5,641	5,911	5,774	5,452	(118)	-2.1%
All Other	5,717	4,597	5,095	4,946	4,748	(969)	-16.9%
Total Transfer Students from Outside System	18,864	19,195	20,908	20,361	19,094	229	1.2%
Total Transfer Students	36,760	38,654	43,316	46,012	44,607	7,847	21.3%
Total MNSCU FYE	139,885	143,924	155,422	157,902	153,447	13,562	9.7%
Transfer FYE as % of Actual FYE	26.3%	26.9%	27.9%	29.1%	29.1%	2.8%	
Summary of Within System Transfer by Institution Type						Change 2008-2012	
Sending Institution Type	2008	2009	2010	2011	2012	Number	Percent
Colleges to Colleges	5,154	5,744	7,098	8,102	7,537	2,383	46.2%
Colleges to Universities	8,732	9,184	10,342	11,817	12,332	3,600	41.2%
Universities to Colleges	2,351	2,837	3,261	3,751	3,514	1,163	49.5%
Universities to Universities	1,659	1,695	1,707	1,981	2,131	472	28.4%
Total	17,896	19,459	22,408	25,652	25,513	7,617	42.6%
Summary of Within System Transfer by Institution Type: Percent Distribution							
Transfer From To:	2008	2009	2010	2011	2012		
Colleges to Colleges	28.8%	29.5%	31.7%	31.6%	29.5%		
Colleges to Universities	48.8%	47.2%	46.2%	46.1%	48.3%		
Universities to Colleges	13.1%	14.6%	14.6%	14.6%	13.8%		
Universities to Universities	9.3%	8.7%	7.6%	7.7%	8.4%		
Total	100.0%	100.0%	100.0%	100.0%	100.0%		

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