

Meeting with Metro State University Faculty (John Ivanauskas and Dee Dee Peaslee)

Ken Hess (Management)

Joe Rockers

Jean Cornish

Jenny Dodd (ACCT)

Key Points:

- ARCC does a good job of making students more aware of their options than other community colleges and encourages students who otherwise may not pursue higher education, yet college still can do more to encourage students to set higher educational goals.
- Need better distinction between the technical college and community college programs, specifically identify which are targeted towards employment and which are targeted towards transfer.
- ATC and ARCC should work together to develop pathways from technical coursework to baccalaureate transfer.
- Students are crying out for a checklist that tells them the most efficient and effective way to get through the program and this is what transfers. The more specifics we can give the students up front, the more marketable they will be when they finish.
- To prepare students to transfer, we need to communicate more to students about what they should expect in upper division courses.
- Explore additional opportunities for Metro State and ARCC to collaborate on baccalaureate programming.

1. How would you describe ARCC:

- Large, well-established, solid institution with a wide diversity of programs that provides access to higher education for students in the NW quadrant. Back when we started the advanced degree at ARCC, students always said, I never thought about doing a baccalaureate degree until my ARCC faculty encouraged me. ARCC encourages students who otherwise may not pursue higher education.
- Seems like ARCC does a good job of making students more aware of their options than other community colleges (Joe gets a lot of phone calls from ARCC students and they ask good questions). We (Metro) have a good relationship with ARCC which has helped to ease the way for transferring courses. For ARCC students, the idea of coming downtown or leaving Anoka county is a very big step for them.
- ARCC can do more to encourage students to set higher goals.
- Concerns with transferability of accounting courses from technical colleges. Students come with AAS in Accounting wanting to be CPA, but these courses do not prepare them at the same level. Needs to be more honesty regarding the limitations of the technical college business courses. Technical colleges advertise that credits will transfer, they may count at Metro, but they will not count towards the baccalaureate business degrees. For ARCC and ATC, courses meant to transfer to baccalaureate degrees should be under an ARCC umbrella for transferability. (Technical college students can transfer 16 credits as a package). ATC should look at developing more articulation agreements as they could transfer 40 credits. Technical colleges are a career destination; otherwise if they want a BA, they should attend ARCC. Need

better distinction between the technical college and community college accounting programs. The AAS degree generally does not work for us. Recommend that ATC and ARCC work together to develop pathway from AAS-AS to BAS (ie is there a certificate that could be added to the AAS to prepare for BAS), or catch students before they start - AAS is a terminal degree if you want a baccalaureate degree, need to look at AS degrees (with the exception of computer degrees).

- Business Communications course is highly valued, when ARCC students get to Metro they are excellent writers. It would be beneficial to get Bus 1104 cross-listed with English to get it included in the MnTC.
- In accounting in particular, the more we can do to build in partnerships to offer upper level accounting at CC, the better off students will be.

2. When you talk to students who have transferred from ARCC, what do they say?

- Overall when I compare ARCC transfer to other transfer students, they feel very positive about their education. The reputation is good. Still get students who say, I had a 4.0 at ARCC, now in your class I'm struggling. It would be helpful to communicate to students that they should be expecting increased challenges in upper division courses.

3. What can we do to better our product coming to you?

- In accounting, have ARCC students taking the Metro Intermediate Accounting courses prepare them better. In some ways I think ARCC is a little bit ahead with preparing students for upper division accounting courses - better preparation for math and upper level accounting. ARCC's business communication preparation is a strength. At Metro, 96% of our business students are transfer.
- Focus on the core strength of the foundation business courses (ie don't stray into teaching upper division courses). Instead of requiring Management Principles in AS in Business, require supervision (Metro does not teach supervision), this also maximizes credit transfer for students. Those students who have supervision first do better in Management Principles. Both AA and AS are workable to transfer to Metro for bachelors in business, as long as the student knows what they are doing (if they are going to SCSU AA is better because SCSU won't take marketing, management, those courses identified typically as upper level coursework).
- Look at possible partnerships with Metro for BSW, Chemical Dependency, Healthcare Management (online AA or AS would be ideal; continuing education for licensure); Metro developing a Bachelors degree in Healthcare Management but it will be run through the Nursing department.

7. Internships

- Metro has an Office of Internships - Metro will accept them as elective credits, but because 90+ % of Metro students are working full-time, they do not require an internship. For accounting, there is no room in the BAC for elective credits. Business Administration can fit it into their program. Financial Services industry expecting 50% turnover in the short term, Metro has a relationship with Travelers Insurance.

8. Priorities for the strategic planning:

- Truth in advertising, keep the students first for focusing key information; communication with students regarding what will and what will not transfer. "You have to tell my generation that we need to do this stuff." 15 minutes for all intro classes explaining all this; again in subsequent courses - clear, consistent information. Have to figure out what is the key information (what are the half dozen key points that all students need to know about transfer?)
- Focus on maintaining standards, but also do everything we can to make sure students achieve the standards. (Each semester advisors provide key points to be shared with students). At St. Thomas, sent out email to students telling them what their next course is (based on course plan and courses completed). Another alternative, your next 30 credits should include this...**Students are crying out for a checklist this is the most efficient and effective way to get through the program and this is what transfers. The more specifics we can give the students up front, the more marketable they will be when they finish.** Tell students, don't leave ARCC without something in your hand (certificate, diploma, certification of MnTC); Stackable credentials. To increase completion rate, communicate that courses taken individually 'get old' whereas if you have a degree completed it never ages out.