**Metropolitan State University/Inver Hills Community College:
Building Effective Baccalaureate Degree Options at IHCC**

Luoma Leadership Academy Action Project Five

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Statement of the Problem

Inver Hills Community College and Metropolitan State University want to effectively market the opportunity for students to complete a Metro State baccalaureate degree at IHCC and to recruit students into this program. Luoma Action Project participation is invited to provide creative assistance and leadership in this regard, specifically:

1. To focus on recruitment and marketing of the program.
   - What degree completion options are offered by the competing private institutions?
   - Can we do dual admissions? (U of Minnesota has dual admissions; could that be a model for MnSCU institutions?)
   - How best to market?
   - How best to recruit?
2. Can we identify perceived barriers (for the institutions or the students), and develop a plan to overcome those barriers?

Existing 2+2 Degree Completion Programs (Dara Hagen, Century College)

Introduction

In order for our Action Learning Project team to give recommendations to the sponsor institutions (Metro State and IHCC) for this project, one of the early steps identified was to research the following: a) existing program collaborations between the two institutions and b) existing 2+2 programs within the MnSCU system.

The following is research of existing programs between two-year and four-year institutions within the MnSCU system for bachelor's degree completion on two-year college campuses.

Research

First, several programs were identified. Programs were then researched via web, written material and through communication with contacts for each program. Attached (Attachment #1) is a summary of the highlighted programs that were researched.

Second, a MnSCU system-wide report was compiled in August 2009 of survey results from existing programs between two-year and four-year institutions. This report was made available to our team by the project sponsors during our second scheduled meeting, and after initial research was completed by the team. The sponsors have seen and read this report and the best practices based on the survey results. Please see attachments (Attachment #2) for a copy of the best practices document.

Recommendations

Several of the findings in our research parallel the best practices found through the MnSCU survey. Common themes include:

- *Seamless Process*
  All of student applications, records, payment and campus services need to provide a seamless transition for students who continue for their 3rd and 4th year to obtain a bachelor's degree on their home campus.

- *True Partnership*

  There needs to be an equal commitment between the two institutions for a 2+2 program to be successful. This means that there is a clear internal/external communication system, marketing plan and identified target market, fiscal planning and responsibility on behalf of both parties, sharing of resources, space, materials and faculty/staff. There needs to be an active presence of the four year institution on the partnering two-year campus.

- *Timely and Savvy Program Offerings*

  The partnership needs to identify what programs of study will be offered through the 2+2 program. This process will take into consideration market trends, current collaborations between the institutions and student demand (new/existing). Another consideration should be resources (operational cost of program, space/equipment/materials, faculty).

Please see the following attachments #1 and #2, as well as the last section of the report for additional considerations and recommendations for the next phase of the project.

Attachment #1: Existing Programs between 2-year and 4-year institutions for bachelor's completion on the 2-year college campus

1. Anoka Ramsey Community College partnership with St. Cloud State University

    a. "Bringing Together Two Colleges on One Campus"

        i. A.A. to B.S. completion at ARCC – Coon Rapids campus

        ii. B.S. / B.E.S. in Community Psychology

        iii. B.S. in Chemical Dependency

        iv. Special Education undergraduate degree and graduate licensure courses also offered at ARCC – Coon Rapids campus

            1. However, some night class offerings alternate by semester between the SCSU and ARCC campuses

        v. SCSU also offers graduate and certificate program offerings at ARCC

        vi. Also have a "vice versa" type program = ARCC Connection Program

        vii. Students who do not qualify for admission to SCSU can apply for this program under "Elective Studies". They then take classes taught by ARCC faculty on the SCSU campus

2. Century College partnerships with MSU-Moorhead and Metro State

    a. 2+2 Special Education Program for B.S. (MSU-Moorhead)

    b. Satellite R.N. Bachelor's completion program (Metro State)

3. Hennepin Technical College (Eden Prairie Campus) partnership with MSU-Moorhead

    a. 2+2 Program Partnership for Operations Management Program (also see North Hennepin Community College)

4. Normandale Community College partnership with MSU-Mankato

    a. Elementary Education B.S.T. – K-6 and middle school licensure

        i. 128 credits for degree, 63-64 program credits

        ii. Teacher Education Training Academy

      1. Partnership between Normandale & MSU-Mankato, but also grant funded from National Science Foundation

      2. Programs in elementary education and special education

5. North Hennepin Community College partnership with MSU-Moorhead
   a. 2+2 Program for Operations Management Program
      i. MSUM accepts up to 80 credits, leaving 48 credit hours to complete for a 4-year B.S. accredited degree
      ii. The 48 hours consists of 8 core classes and 1 internship, courses taken at NHCC campus, Brooklyn Park

6. Ridgewater College (Willmar Campus) partnership with St. Cloud State University
   a. Criminal Justice Studies Program
      i. Earn bachelor's degree via on-site, online and ITV technology at Willmar campus

Summary of Findings from Existing Programs:

Determining what areas of study will have the 2+2 option

- Importance of viability of program (program cost, existing or new program, job market/demand, etc.) and identifying target market (current students, new students, certain demographic, etc.)
- Identifying best practices with existing programs and collaborations
- Resources: faculty, space/materials, budget/funding

Commitment / Partnership

- Are both institutions equally committed to the program and its success?
- Will the four year institution have a consistent presence on the two-year campus?
- Does each campus have the adequate resources to support the program?
- What system of communication is in place to ensure best service to students in a cohesive delivery format?

- In addition to an internal system, an external communication/marketing strategy is essential

Seamless Process

- This was identified by current programs as one of the greatest needs for program success
- Students need to feel that the process for them as a student is seamless. Thus, admissions, financial aid, records, etc. need to provide a seamless process for the student as they transition from their two-year program to the four-year program at the same campus
- In addition; student fees, books, campus services, etc. also need to be considered when discussing a seamless process

Attachment #2: Collaborations between Two year and Four Year Institutions Best Practices

Course Offerings

How are the upper division course offerings on the two year campuses communicated to students? Are class schedules posted on both websites

- **Common Practices:** Students have to go to university website although most colleges provided a link. Only one college (NHCC) has university courses on its class schedule.
- **Other Practices:** Of 18 campuses responding, 7 indicated the visits by university faculty/advisors were a common practice. With only one exception, 17 noted that classes are visible only on the provider website site; this is the most common practice. Printed materials are also provided by many of the university programs. College faculty are sometimes another source of information about university programs that are offered at the college site. One college indicated that students receive e-mails.
- **Issues:** How to publicize a program that is limited in size and selective (MSU,M elem ed cohort) raises important considerations. Different programs within the same university may publicize offerings differently.

Registration

How do students actually register for the classes? Are they connected directly to the University website from the two year website?

- **Common Practices:** In most cases the students have to go to the university website to register; the exception is MSUM and its local "seamless" partner colleges
- **Other Practices:** It appears that the practice of having a link on the two-year college site to the university occurs about half the time.
- **Issues:** "Seamless" registration would be a huge benefit to these students.

Student Fees

What student fees are charged? Do you charge the fees for the university even though the student may never step foot on your campus? Do you have another process for determination of the fees students will pay?

- **Common Practices:** There are no common practices with regard to student fees.
- **Other Practices:** Some college students pay university fees while others do not. The amount and type of fees paid varies. Some charge fees for onsite services even though the student does not come on the university campus; others do not.
- **Issues:** It appears that this is an area with no common (or even mostly common, practices) Consideration might be given to identifying some similar (if not the same) practices.

Financial Aid

How is financial aid communicated to the student? What processes do you utilize for this? What process do you use to hold classes if you have a student that is taking courses at other campuses, but financial aid checks (which are coming from the university) are not released until after payment is due?

- Financial aid information is given at either orientation for new students at the four year universities or through information sessions offered by the four year universities on the two year campuses. Most also had information on the university websites.
- Most universities also offer consortium agreements for students that would be taking additional classes at the two year institution. This helps to keep the students from being dropped for non-payment. One 4 year university did not offer this option to students.
- **Issues:** If students are taking classes at the two year institution, but are a primary 4 year institution student, the majority will not defer payment. This causes extra out of pocket expenses for the student to set up a payment plan to hold classes until Financial aid is disbursed from the 4 year.

Textbooks

How are textbooks ordered for the university classes? Do you utilize the two year bookstore for this? How do the students obtain their books?

- The majority of the four year institutions offer their books online through their bookstore.
- Others have the two year bookstore order the books for the students; one institution allows the students to charge the books and are then billed with the tuition bill.
- **Issues:** Book charging when the student is on financial aid – usually a limited window and not able to do charges online.

Faculty

Do you utilize the two year faculty that meet the university requirements? How does the hiring process work? If you use the two year faculty is that part of their load, or above and beyond? How are they paid? How are they oriented to the two year campuses? Who is responsible for the Chemical Safety training and the Blood Borne Pathogen training? Do they have offices on the two year campuses? Who assigns them a phone, computer, classroom keys, internet access, photo identification, mailbox, email or other faculty items that on campus faculty have access to? How do you reach university faculty teaching on the two year campuses regarding campus closings or other emergencies?

- Two year faculty are used if they meet qualifications. They are either hired separately so this is outside their 2 year load OR they are hired as part of their load. Payment is done in two ways for those that it's part of their load:
  - 2 year pays full salary/benefits and are reimbursed by the 4 year institution OR
  - 2 year pays their part of the salary and the 4 year pays their load directly to the faculty
- Safety training varies from every semester required to non-existent. One university utilizes the on-line training module.

- Faculty also get a varied orientation to the two year campus. The happens either as just an info sheet on resources on the two year campus to a full orientation provided by the Dean of the area on the two year campus.
- Most do not have an office space on the two year campus, but have access to the internet.
- A few of the two year campuses host program coordinators with office space, access to computers, phone, etc.
- **Issues:** Consistent training for faculty on the two year campuses and what is the minimum that each faculty should have access to on the two year campuses (copying, contact in case of an emergency, etc.).

Supply Budget

Who orders supplies that are needed? How are the supplies maintained at the two year campuses? Who covers the budget for the supplies?

- If a university course, the university covers the cost or is billed and supplies are stored at the college. Either college faculty and or college lab assistants maintain the supplies. The university covers the cost unless there is a differential tuition in place.

Lab Set Up

Are two year paraprofessionals utilized for lab preparation and clean up? Do you hire additional personnel to do this on two year campuses?

- Where possible college lab assistants will prepare and clean up; if there are none, college faculty may help. In some cases, it is necessary for the university faculty to manage this piece.

Program Coordination

Are students advised from a distance or are they on college campuses?

What facilities/resources do they have access to on campuses?

- Students are advised using several methods including phone, email, or face to face.
- In some instances, university advisors are housed at college campuses, in others, advisors visit college campuses during certain events throughout the year, others use college faculty, advisors, or counselors.
- One college has a transfer center, others provide cubicles or office spaces and a phone and computer for advising purposes.

Duplicating

How is this set up? Do you utilize the two year campuses and pay them back for services? Do you send faculty to Kinko's or other copy places and use reimbursement? Other practices?

- While there is some slight variation in the ability for universities to do duplicating and/or printing on the 2-year campuses, generally the university is charged for the printing that occurs either in the central services operation or in the computer centers. Students who need to print documents also must pay for those documents. This practice seems like a reasonable "fee for service" arrangement.

Room Assignments/Rental

Are the universities charged to use the two year classroom space? If so, what are your common fees? How are the rooms communicated to the students? How do you set the calendar for off site classes? Do you follow the university calendar? If so, how do you deal with different holidays, start times, etc.? Is there one person on the two year campuses that coordinates all of this? If so, who and where are they located?

- The structure for room assignments and charging for those room assignments is literally across the board from no fee attached to the room rental all the way to $65 per hour for lecture rooms and $75 for computer rooms. In some cases, the

universities are "guaranteed" a certain number of rooms for access and beyond that a charge occurs for any additional classroom space. Usually the scheduling coordinator on the two year campus coordinates the room assignment for the university as well. Of great concern, is the lack of a common calendar across university/college academic year. One solution was to have the university align their calendar with that of the two year college.

Library Access

Do the university students have access to the library facilities at the two year campuses? If so, how do they get access? If not, where do they have access when needed?

- The use of online library access has eased the need for university students to have as much physical access to the two year libraries on the community and technical college campuses. Where it works best, however, is when university students may (with the proper ID card) use the library and its services on the campus where they are physically present. Some two year colleges limit "check out" privileges in that books and periodicals can only be used in the library. On some campuses, there is a financial exchange to support the university upper division holdings in the library so that students may have open access to all materials. The PALS system has also enhanced check out opportunities at some campuses.

Computer Lab Access

Do the university students have access to the computer lab facilities at the two year campuses? If so, how do they get access? If not, where do they have access when needed? (This would include internet access.)

- One of two practices was followed. Either no computer lab access or they had access to the computers. A few of the two year campuses require an id and password to access the computers so the four year students had to be entered into the system to gain access.
- Printing varied from free to charge as well as no access to printing.

- **Issues:** Consistent access. Accurate student lists if passwords needed. Fees to support the students having access.

Counseling and Advising

Do the students have access to the Counselors on the two year campuses in case of mental health needs or other issues that may arise? Who takes care of advising students for courses/program requirements/employment?

- All students have access to the four year counseling and advising which may be inconvenient for those on the two year campuses. Most two year campuses stated they could have access to counseling if an emergency arose.
- When there were program coordinators, they took care of the advising piece or the faculty – both the two year and four year worked together.
- **Issues:** A process for possible mental health issues.

Writing Centers and Math Resource Centers

Do students have access to all of the supports available to the two year students? If so, how are they given access? If not, where do they go to obtain the other services for these needs?

- The four year universities offer this, but it may be inconvenient for the students. Some had it available through online writing lab or Smarthinking. Access on the two year campuses was either as needed or not at all.
- **Issue:** Not sure if this is an issue or not to have it more readily available to students.

Printing

- *Do students pay for print as it's done on the two year campuses, or do you use another process? If you do something different, what is that process?*
- It appears as though folks may have interpreted the question differently: some 2-year colleges appear to have responded in regards to how their own students print, while others responded to how the university students print on the 2-year campus.
- **Summary:** For those campuses responding, there is a mix of practice. At about half of the respondents the college/university covers the cost of printing (in 1 instance, the college bills back the university). The other half of the colleges indicated that students pay for printing.

Fitness Centers

What types of resources are available to the university student on the two year campuses? Are they charged a fee? If so, whose fee?

- Many of the colleges do not have a fitness center. Of those that do, most limit access to enrolled 2-year students only. At a few of the 2-year colleges, university students are allowed access to the facilities.

Student Life

Are students eligible for inclusion in the campus student life activities? Are they charged a fee? If so, whose fee?

- At most of the 2-year colleges, the university students do not pay a student life fee to the 2-year college. At a few schools, the university students do pay the fee. At some of the schools, university students can participate in college activities. In at least 1 case, the university reimburses the college a flat fee to cover allow access to college activities.

Parking

Are students able to park on campus? Are they charged a fee? If so, whose fee? Do they have a parking permit?

- The most common and predominant approach to handling parking on Metro Alliance college campuses is that students do not pay directly to park.
- In three instances, all in central city locations, all students, regardless of home-campus affiliation, are expected to pay for parking: Minneapolis Community & Technical College; Saint Paul College; Metropolitan State University.
- **Other Practices:** In two instances, it appears that there is a per-student or per-credit-hour chargeback to the "home" university, to compensate the college for student parking.
- **Issues:** The major discrepancy in practice among Metro Alliance campuses is whether or not students must pay directly for parking, but students paying for parking at central city campuses is not an unusual practice.
- For the campuses that do not charge students for parking, a discussion point may be the desirability (or financial necessity) of including a parking chargeback in agreements governing university programs on college campuses.

Student Code of Conduct

Who is in charge of the violations of the Code of Conduct and whose Code of Conduct is enforced? Who does the student go to, to file a complaint? Whose Student Planner "rules"? Are the Student Planners available to the university students?

- Overwhelmingly, it is assumed that the primary student conduct jurisdiction is with the "home" university with which the student is enrolled for the classes they are attending on the college campus. There appears to be a reasonable working assumption that most conduct issues are likely to occur in the classroom.

- Conduct problems outside the classroom involving university students on college campuses seem to be rare occurrences, but, if something were to happen, the assumption appears to be that host campus conduct policy is in effect.
- **Issues:** There is an implication in some of the responses that Conduct problems outside the classroom involving university students on host college campuses could be referred to the "home" campus. This might be a useful practice to discuss because it would emphasize that the universities take responsibility for the conduct of their students attending on college campuses.
- Until recently, Metropolitan State and MCTC had a special contract arrangement for the MCTC Conduct Officer to handle investigations of conduct problems involving Metropolitan State students. Contract relationships are another option that collaborating colleges and universities can have in mind to handle student conduct issues.

Student ID Cards

Are students required to have an identification badge/card? If so, whose?

- In all cases, respondents report that the "home" university has the responsibility to issue ID cards to its students, wherever they attend. It does not appear that there are any instances of university students being required to display their ID cards or wear identifying badges when they are on a host college campus.
- **Issue:** In one case (Normandale), a host college will issue ID cards to university students who are attending on-campus, to access specific services or resources. Like the parking chargeback idea, this is an option that could be explored, to handle access to services or resources to which university students would not ordinarily have access.

Last Date of Attendance for Financial Aid

What process is followed for the university faculty? Do the universities automatically drop the students who do not show the first week of classes?

- Universities generally follow the process that is used on their home campuses. Metro State, Bemidji, Mankato and Winona allow an instructor to determine if a student is automatically dropped for non-attendance during the first week.

Food Service

Are there any costs outside of students purchasing meals associated with food service?

- University students who attend classes at two-year college campuses purchase their own food from the campus food service. Bemidji makes special arrangements for catering services for start up and orientation functions.

Bus Passes

Are university students eligible for bus passes at reduced rates available to the two year students?

- Most colleges and universities stated that bus passes for university students are not available at reduced rates available to two year students. St. Paul College and MCTC allow university students to purchase bus passes at the lower rate that college students pay. Winona students at RCTC have access to the discount.

Classroom Technology

Do the university faculty have access to all of the technology available to the two year faculty? Does this require a special process? If so, what is that process?

- Theme: Access was available to teaching faculty. Names of the faculty were submitted to IT to create log ins as needed.
- Variations included charges for use of remotes; checking the remotes out for use; faculty had to request what they needed. Some campuses had to have each faculty re-instated each semester to get a new password for access. Training or guidelines were given to faculty for use. Some required agreements.

Special Equipment

If equipment is needed, do you have an agreement to "share" the equipment that's available on the two year campuses? If not, how do you handle obtaining, delivering, maintaining the additional equipment needed for the upper division courses?

- Most haven't needed this. If it was needed, one of three things happened: The University bought a new piece of equipment that housed at the two year campus; the university shipped/loaned the equipment to the two year for use; OR the equipment was purchased jointly with a shared cost and shared use.

Other Concerns and Suggestions for the Collaborations

Do you have any other areas that have not been included that have been issues that had to have been resolved? If so, please list and identify the procedure that you have developed to address the issue.

1. Where should faculty go for help with issues?
2. Students may have to follow two different policies and procedures if enrolled at the 2 year and 4 year.
3. Need to set up easier transfer for pre-requisites.
4. Student Services go away when they become a University student in some places.
5. Consistent links from the two year websites to the four year websites.
6. Marketing – who, how, shared costs, etc.
7. Need consistency in non-class days (example Veterans Day)
8. ADA accommodations clarification – who actually provides it?
9. Agreements – many sites have verbal agreements/or email agreements
10. Need a process for conflict resolution.

Marketing, Communication and Recruitment of Current and Prospective Bachelor's Degree Programs (Josephine Books, IHCC)

1. *Nick Lemmer's recommendations (IHCC Director of Marketing)*

    a. Undergraduate students need to receive information about the BS degree at different stages of their career. It is important to many groups, with the availability of a BS degree at the Community College level that they be allowed to continue their education on the campus at which they completed their first two years. In order to increase awareness of this educational opportunity, the availability of the BS degree program needs to be circulated among students in multiple formats. Director Lemmer has suggested that IHCC and Metro State focus on the ASAP students. Most of the students in this program are returning adults seriously committed to earning a BS degree. These students are often returning from the private work sector, and have some or no college experience. Because of their experiences outside of academia, this group is often more committed to their educational goals. They have made the conscious decision to return to college, unlike students who have never been out of school for more than a single summer break session. IHCC is aware that many of these students transfer to the University of Minnesota, St. Mary's, Concordia, or Bethel, because of the accelerated courses offered by these institutions. At IHCC, there have been numerous student inquiries about the settings one experiences in large universities. Students often feel alone and unsupported, usually because of the size of the institution. They would prefer to complete their studies in a smaller college where class sizes are smaller, and the faculty and staff are more approachable. Many students find that the internal support structure offered at IHCC is better equipped to help them complete what they have started.

    b. While the current student population should be informed and encouraged to continue their education at IHCC, many of these individuals have plans to transfer to specific colleges or universities, such as the University of

Minnesota or River Falls.   Nevertheless, IHCC could offer the program, while maintaining full awareness that many of the younger students directly out of high school may have plans to transfer elsewhere.

2. *Communication*

a. The Director of marketing suggested the Inver Hills host a kickoff event to inform students about the possibility of completing their BS degree at IHCC. They must also communicate to students and the public what the Bachelors degree program will entail. This event should take place immediately if this program is to be offered in the fall of 2010. IHCC should let students know by email, Google Search, open house, and orientation. Google Search is an effective and relatively inexpensive way to advertise new ideas.

b. Inver Hills currently circulates a publication in the community. This would provide the perfect advertising opportunity to inform the public about the new initiatives at the college.

c. It is essential that administrators train and inform all academic counselors on how the BS degree program will be implemented, and what their new roles within the program would necessitate. There should be an orientation held for all personnel, and additional support offered to individuals who are concerned about maintaining this knowledge. These orientation sessions can also be used as a forum to answer any questions or concerns the counseling office may have. This should be undertaken prior to any announcement to the students or to the public. By doing this, we can hopefully limit the confusion inevitable in the wake of such a transition. This way, the counseling office can serve as a useful tool to students seeking clarity regarding the program. Academic counselors and their training are vital steps in the first wave of preparation.

d. Inver Hills can make this transition easier by posting all information about the BS degree on a separate webpage, with a separate link in the main menu bar on every page. The web page would contain all pertinent

information on how to apply, and answers to commonly asked questions. A complete, concise web page will entice new and returning students.

e. Media sources should be invited to the college for the kickoff event, advertisements should be posted in local and widespread paper publications, and low cost television ads should be sought as outlets to expand this information.

3. *Counseling office recommendations*

a. The Academic counseling office has recommended that IHCC survey students to determine the number of people interested in finishing their bachelors' degree at Inver Hills. This could be done on campus or through classes. The survey should be conducted equally to include all the groups who currently attend Inver Hills; night class students, prospective students, day time students, and transferring students. The survey will have two main goals. First it will serve to determine the interest on the proposed degree. Second it will serve to create awareness about the BS degree among the current student population; another form of advertising.

b. Currently, IHCC has an agreement with Metropolitan State University regarding the Nursing program offered at that University. Academic counselors have expressed concerns regarding the difficulty they have encountered when attempting to access pertinent information regarding this specific program. In order to eliminate these stumbling blocks for future programs, the flow of information must be assisted by proper training, accurate documentation, and increased cooperation with Metropolitan State University and its departments.

c. Financial aid should also be localized in one place so that it is more accessible to students. Presently, it is problematic for students to access financial aid when it requires them to apply at multiple institutions.

4. *Student comments.*

a. Several students have been informed that IHCC is going to offer the BS degree on campus. Students have expressed the following concerns. They

want access to the information immediately because of the planning that would be necessary on their part. Also, they would want to know which bachelors' degrees would be available first, because there are a wide range of interests among the student population. Students find IHCC a welcoming and pleasant location to complete their studies and like the atmosphere of the institution and many students seemed eager for this option.

b. Students also expressed interest in receiving this information via mail, and have extended this recommendation to include the general public. There have been suggestions that a simple advertising postcard be used as an effective way to advertise the BS degree program.

At a Luoma Leadership Academy Action Project Five meeting, the administrators from IHCC and Metropolitan State University informed us that many course related to the completion of the BS degree in Nursing and Business are now in place and that classes will begin in the fall of 2010.

Action Project Five

College to University Program Partnering Process (Tamara Arnott, Anoka Ramsey)

Partners define the program and execute "Joint Program"agreement. Copies are provided

to all partner coordinators, financial aid directors and records/registration staff members

at all partner institutions

Four Year & Two Year Institution	**Course of Study Defined:** Courses to be offered are listed by semester, identifying College or University, Course Number, Title and anticipated semester when it will be offered. This information is provided to the office of Records and Registration at four year no later than _____.
	Each college identifies appropriate personnel to enter these courses into the ISRS term schedule program <u>by the end of April</u> (for Summer and Fall term) and / or <u>November</u> (for Spring term). Courses will be posted on the four year website as "partnered courses" by the course owner.
	Aniticpated start and end dates of each course are provided to the Four Year Partner office of records and registration by the end of April for Summer and Fall classes and by the end of November for Spring classes annually.
Two Year Partner	**Create/Distribute Partnership Program Enrollment Form:** Students sign this form to opt <u>into</u> the Partnered Program. The form will state the following information: • Program description • Course List • Approximate completion time frame • Intention to opt into the joint admissions agreement • Acknowlegement of dates/timelines requried to participate • This form is due <u>no later than</u> the add / drop period for the Fall, Spring, or Summer term. • In order to be considered part of the partnered program, students must complete and submit to the Four Year Parnter Records and Registration department the following materials **by the last day of the add/drop period** (this includes <u>complete application, immunizations, transcripts, FAFSA</u>) **<u>Students who do not complete the form within the designated time period will not be able to enjoy the benefits of the joint agreement until the following smeester.</u>** Note: Students will be able to take classes, however, they will need to determine enrollment status and financial aid at each institution individually, as necessary to register for the courses.
Partnership	Students submit all required application materials to Four Year Partner no later than

Students	the add/drop period for the semester they wish to join the cohort.
	Students sign and submit the Partnered Program Enrollment form to opt <u>into</u> the program is due to Four Year Partner registrator no later than the last day of the add / drop period for the semester they intend to join the cohort.
	Students register for coursework through the Four Year Partner online schedule before the end of the add/drop period for that semester. Courses will be designated as Four Year or Two Year partnered courses.
FOUR YEAR PARTNER Records and Registration	Audit partnershp program student applications, and other materials for completeness.
	Sends letter confirming enrollment in the Partnered Program students.
	Sends a letter to students **outlining missing information by the end of the second week of class**. Students who do not respond with the requested <u>within one week</u> will not be accepted as a part of the Partnered Program until the following semester (assuming requested information is received by the end of the add/drop period of the following semester).

Review of Existing Articulation Agreements between
Inver Hills & Metropolitan State

Summary: I've made contact with a few people at both Inver Hills and Metropolitan State and both institutions had similar comments and/or challenges they face. Below are some of the initial findings.

- **Not enough recruiting efforts are being made**—could have to do with limited staffing resources. At both institutions, I found that there are **no standard advising methods** and students that apply for one of the many articulations agreements and **not necessarily coded in ISRS** and **tracking of these students is almost non-existent**.
  - o **In speaking with one academic advisor,** I found that she was the only person on campus that had the primary role of dealing with articulation agreements within her college. Her duties consisted of the following: 250-300 advisee load, managed 2 programs, wrote all articulation agreements within her college and handled all recruitment.

- **Articulation agreements and forms vary depending on area of study**—I could see an improvement by standardizing and using a template.
- **Forms on Inver Hills Web site were severely out-dated** and are were bad copies to begin with.
- **Students are confused and lac**k –
  - o What and how credits will transfer?
  - o What degree they will end up with and from whom?
  - o Not enough education on how the program can be adapted or tailored to each individual.
  - o Follow-up—fall through the cracks
- **Once the portion at Inver is complete** and student is ready to move on to Metro they are not welcomed in a way that compliments either institution. For example, at Metro a student is required to fill out an application (even though we've claimed there's joint admission) and then they are only given the standard 16 credits for GELS when the agreement stated up to 40 credits in transfer. This usually don't get straighten out until a student completes Perspectives or declares a major. This looks bad; causes a lot of angst for the student.
- **No statistics are kept** at either institution on retention and graduation rates for students that completed an articulation agreement.

In closing, it was stated that for articulation agreements to be successful we need to build on the **personal relationship** between institutions and the students. Create an

environment that's welcoming and nurturing. Too many students have fallen through the cracks after getting them admitted.

Conclusions (Zack Sullivan, IHCC)

1. **Scheduling**

   a. Effective scheduling collaboration is essential. This collaboration is facilitated, in part, through completion of the "Joint Program"agreement outlined in the previous section. Additionally, scheduling should take into consideration classroom space/availability and must meet the needs of working students by offering junior and senior-level bachelor's degree completion courses evenings and weekends. The use of cohort models and accelerated degree programs also merit consideration.

2. **Mutual benefit and true partnership**

   a. Both colleges should view prospective and on-going Metro State University bachelor's degree completion programs at IHCC as in their own long-term institutional benefit and reflect emerging student needs. Likewise, completion programs should have department buy-in at both institutions for long-term success. For a healthy partnership, these programs should not be viewed or interpreted as a service from one institution (or program) to another.

   b. Our review of existing 2+2 programs clearly illustrates that there must be equal commitment between the two institutions for such programs to be successful. This means that there is a clear internal/external communication system, marketing plan and identified target market, fiscal planning and responsibility (on behalf of both parties), sharing of resources, space, materials and faculty/staff. There needs to be an active presence of the four year institution on the partnering two-year campus.

3. **Student support**

   a. IHCC student support systems will require expansion to serve Metro students on the IHCC campus. This will require robust partnering between Metro and IHCC Student Advising, IT (computer labs), Library and other student support services. Intercampus training will be essential for support staff to serve the needs of bachelor's degree seeking students at IHCC.

4. **Seamless process**

   a. This is also facilitated by the "Joint Program Agreement." All participating student applications, records, payment and campus services must provide a seamless transition for students who continue on to their 3rd and 4th year to obtain a bachelor's degree on the IHCC campus.

   b. Financial aid should also be localized in one place to better serve student needs.

5. **Timely and savvy program offerings**

   a. The partnership must identify what programs of study will be offered through a methodical study of existing IHCC student transfer patterns. This process should take into consideration market trends, current collaborations between the institutions and student demand (existing and anticipated). Another consideration should be resources (operational cost of program, space/equipment/materials, and faculty).

6. **Comprehensive communication strategy necessary**

   a. Undergraduate students must be given this information at different levels

   b. Perhaps incorporate "kick off" event that can be used to communicate to students and the public what the bachelor's degree program will entail.

   c. Counseling and other advising staff must be well trained and informed in advance of new partnership programs.

Metropolitan State University and Inver Hill s Community College Partnership
Student Enrollment Form

Students sign this form to opt <u>into</u> the AS in _____ **to BS in** _____
Partnered Program.

Program Description:

This program allows students enrolled in the AS in _____ degree program at Inver Hills Community College to continue and complete the BS in _____ at Metropolitan State University <u>while taking classes on the Inver Hill Community College Campus</u>.

Course List:

Students will complete the following lower division courses at IHCC before enrolling at Metropolitan State University:

The follow Metropolitan State University courses will be offered on the Inver Hills Campus:

Fall 2010	Fall 2011
Spring 2011	Spring 2012

Timeline:

Students will be able to complete this program in 120 credits. Anticipated timeline to complete the entire program for a full time student is <u>four</u> years, part time students can expect to complete this program in <u>six</u> years.

I_____ **request to to opt into the joint AS in** _____ **to BS in** _____
program. I understand that
    Student Name

_____**at Metropolitan State University's Records and Registration office must receive**
 Staff Name, phone number & Email Address

the following documents by _____ **to be enrolled in this partnered program** _____
_____ **semester.**
        Last day of add/drop period

- **Metropolitan State University Admissions Application**
- **Immunization Record**
- **FASFA**
- **All high school and college/university transcripts**

_____
Student Signature   Date   Metropolitan State University Academic Advisor
          Date

This form is completed only one time and serves as a record of student intent for registration and financial aid purposes. **Students wishing to leave the program must notify** an <u>Academic Advisor</u> at Metropolitan State University. **<u>Students who do not complete the form within the designated time period will not be able to enjoy the benefits of the joint agreement until the following semester</u>. Note:** Students will be able to take classes, however, they will need to determine enrollment status and financial aid at each institution individually, as necessary to register for the courses.