Winona State University and Southeast Technical College Transfer Collaboration
Luoma Leadership Academy
Action Learning Project: Project #7

Contents

Executive Summary

In July 2011, as part of an action learning leadership project, a group of Minnesota State Colleges and Universities (MnSCU) leaders were charged to review the transfer process between Minnesota State College - Southeast Technical College (SE-TECH), a two-year college, and Winona State University (WSU), a four-year university. The team was comprised of leaders from across the MnSCU system and each brought a unique perspective from the following departments they represent: MnSCU system office, general education faculty, student services and academic administration from both two year and four year institutions; MNSCU was broadly and well-represented on this team project.

The timeliness of this project is fortuitous from a national, state, and system perspective. Nationally, the transfer rate between two-year and four-year institutions hovers around 29% (Forbus, Newbold, and Mehta, 2011, p. 36). In a study completed by Washington State Board for Community and Technical Colleges (2012) the success and access of post-secondary education is sighted as major impediment to developing a competitive workforce. In addition, there are several studies and initiatives that are studying and looking for ways to improve student's transfer success (Horn and Radwin, 2012 and Handel, 2011). From a system perspective, this project directly relates to Strategic Direction 1, goal 1.4 "Support students to reach their educational goals with a focus on graduation and transfer" (Minnesota State Colleges and Universities Strategic Plan 2010-2014).

Both schools indicated that the relationship between the two institutions was positive and flourishing and reiterated that this project was based on improving joint initiatives and shared projects already in place to support both SE-TECH and WSU students. At the crux of the issue was the anecdotal report that students transferring from SE-TECH to WSU were experiencing difficulty in articulating and transferring course work in order to continue with their educational goals. The sponsors wanted this project to assist them in identifying potential transfer students, help the two schools work closer in communicating with transfer students, and put in place a system that adequately and effectively advised students who planned to transfer to WSU.

After initial conversations with the Executive Sponsors and supporting staff, the team chose to gather information from students. The team developed two student surveys, data was analyzed and reviewed for insights and possible trends that would assist SE-TECH and WSU in developing a transfer process that was student friendly. A literature review regarding transfer and articulation was reviewed in order to identify data

driven best practices. In addition, both institutions provided previously collected data that provided a descriptive background for understanding the student experience. After reviewing the data, the project team then set about finding recommendations to support both SE-TECH and WSU students' experiences.

The project identified strengths, obstacles, and opportunities for growth that have informed the team's four recommendations. The four recommendations are:

- Establish clear articulations agreements and/or transfer guides for smoother transfer process. Along with this recommendation the two institutions were encouraged to develop program specific transfer guides that would replace the vague individualized studies articulation.

- Revise the orientation process to identify, track and advise transfer students early. This recommendation also included a suggestion to create an online registration/orientation process that could better identify and track students who indicate that they are interested in transfer.

- Implement a pathway model, similar to the Pathway to Purple model used between Rochester Community and Technical College and Winona State University. This model establishes a transfer presence that students can access regardless of when they determine that transfer to WSU is beneficial to their educational plan.

- Identify a communication process for students who self-identify as interested in transfer after the initial semester at SE-TECH.

- Establish a visible public relationship in the Winona Community between the two institutions. Educate the community about the positive relationship between the institutions and the increased educational opportunities it provides.

The following report identifies the project scope, the survey methodology and results, strengths, obstacles, opportunities, and finally the four recommendations. The project team believes that the findings and recommendations of this initiative can be used to further identify ways that foster transfer success for all MnSCU students.

Finally, the project team would like to thank both Minnesota State College - Southeast Technical and Winona State University for their willingness to let us examine the transfer issues on their campuses. The group found that the project leaders, staff, and other administrators at both institutions were cooperative and

willing to share practices which led to the development of the recommendations that supported SE-TECH and WSU's wish to build on their strong partnership and enhance their shared student's educational experiences. Rochester Community and Technical College also shared research and data that supported our efforts. Without this support, our efforts would not have been as successful. We greatly appreciate having this opportunity to explore this timely issue and recognize the opportunity for SE-TECH and WSU to lead the system in exploring ways to meet our student's needs.

Introduction and Charge

Purpose

Provide recommendations and guidance to Minnesota State College - Southeast Technical College (SE-TECH) and Winona State University (WSU to identify, advise and track students who come to SE-TECH with the intent of transferring to WSU; including methods for developing an effective system to achieve this goal. The report includes recommendations to facilitate credit transfers and major selection between SE-TECH and WSU. Within the report we have included recommendations that will help students' transfers between the two institutions and also measure student satisfaction with advising, ease of transfer and/or their overall educational experience.

Project:

Winona State University (WSU) and Minnesota College - Southeast Technical College (SE-TECH) are continuing to look at new ways to enhance student transfer. Great programs are already in place between the two colleges for upward mobility; however, an increasing number of students are enrolling at Southeast Technical with the intention of transferring to Winona State University without completing a certificate program, diploma or degree. A major obstacle is identifying these students early and advising them on the best path to a degree at WSU or any other University. Many of these students are in the Liberal Arts program at SE-TECH and may not have self-identified as interested in transferring. Transfer students are one of the fastest growing populations at SE-TECH; how do we identify and advise these students early so they can make better decisions regarding credit transfer, degree selection and/or college choice?

Executive Sponsors:
Nate Emerson, Vice President of Students, Minnesota State College, Southeast Technical
Connie Gores, Vice President of Student Life and Development, Winona State University

Team Advisors:
Carl Stange, Director of Admissions, Winona State University
Jo Poncelet, Dean of Liberal Arts, Minnesota State College, Southeast Technical
Becky Alsop, Professor of Biology, Minnesota State College, Southeast Technical

Members:
Tom Boylan, Special Project Manager/Retention Specialist, Metropolitan State University
Paula Hoffman, Interim Dean of Student Affairs, Pine Technical College
Denise Kirkeby, System Director Financial Reporting, MnSCU System Office
Liz Sabel, Assistant Director, New Student Programs, Normandale Community College
Katie Svoboda, Director of Orientation and Student Engagement, Century College
Terrence Wilcox, Biology Faculty/Bridges Program Coordinator Lake Superior College

History/Background Information

The team met with Nate Emerson, Vice President Student Affairs at Minnesota State College - Southeast Technical College (SE-TECH) on July 20, 2011. Nate shared his vision of this project and indicated that he wanted the group to approach this project from the student perspective, and to focus on improvements in regards to students transferring to Winona State University (WSU.) As part of the initial discussion, the idea that student post-secondary experience, and gained savviness, may influence the transfer success of students was discussed. The group wondered how some students identified the importance of obtaining transfer advice from WSU faculty prior to enrolling at or while attending SE-TECH versus relying on SE-TECH advising and if there was a difference in success rates. Nate emphasized that he wanted the team to build on the strong, positive relationships between SE-TECH and WSU. The team decided to schedule a meeting with both project sponsors (SE-TECH and WSU) as a critical first step in our research.

Throughout the project, the team communicated with various campus personnel in order to gather information, to clarify concerns, and to review the process on both campuses. As part of the background research, WSU research identified that the percentage of SE-TECH students who were admitted and subsequently enrolled at WSU decreased significantly in 2010 (53%) and 2011 (59%) from the previous two years (2009 was 70% and 2008 was 69%).

In November, the team met with the two executive sponsors on the WSU campus. We provided an update on our progress and informed the sponsors of our plans and sought guidance on accessing student input about their transfer experiences. At the conclusion of this meeting the team developed and suggested the following list of actions:

- Develop a student survey that could be administered at both institutions.

- Explore the Pathway to Purple program between Rochester Community and Technical College and WSU as a possible model to help facilitate the transfer process.

- Nate identified the need to educate SE-TECH liberal arts faculty regarding all the possible transfer options.

- Connie was made aware of the limited number of formal articulation agreements between WSU and SE-TECH.

- Students may not be aware of or how to access the external student support services that WSU and SE-TECH share and make available to both SE-TECH and WSU students.

- Past surveys identified that more students from Wisconsin and Rochester successfully transferred to WSU than SE -TECH students

Methodology

For the purpose of this project, the team developed and administered two surveys aimed at measuring students' satisfaction. The first survey was given to students attending Minnesota State - Southeast Technical College (SE-TECH) who may or may not be planning on transferring to a four-year institution about their overall experience with advising at SE-TECH (refer to Appendix 1). The second survey was administered to students attending Winona State University (WSU) who transferred from SE-TECH about their experience with the transfer process and subsequent advising at WSU (refer to Appendix 2). Both surveys asked a series of questions regarding the student experience with advising and/or transferring and included some open ended questions for participants' to provide qualitative information.

Participants: A combined total of 142 undergraduate students from Southeast Technical College (n=56) and Winona State University (n=86) completed the survey which were administered during class time at Southeast Technical College or as part of Winona State's Assessment Day. No incentives, either extrinsic or intrinsic, were offered for partaking.

Results

The descriptive statistics from Survey 1: Southeast Tech is shown in Appendix 1A and those from Survey 2: Winona State is shown in Appendix 2A.

Minnesota State College - Southeast Technical College

The ten-question survey was administered to students who were currently enrolled in Career and Educational Planning, a Southeast Technical College course intended for students who plan to transfer to a four year university and have declared Individualized Studies as their major. The survey asked about their perception of the transfer resources available to students at the institution; looked at the visibility of WSU's admission representative; and solicited the students' thoughts and opinions on the transfer process. As indicated in Appendices 1 and 1A, the first question asked the students' about their plans to transfer to another college or university after attending SE-TECH. With an 85% affirmative response, the resulting responses depict students attending SE-TECH, enrolled in this specific program, may be preparing to transfer and continuing their education versus completing their Associates or Certificate as a terminal degree. Questions two and three also provide additional insight that the students are aware of their future goals and aspirations since over half of the respondents knew, or had an idea of where, they planned to transfer (n=29) and 85% planned on transferring into a specific program or major. While addressed in more detail in the discussion portion of this report, question four asked students to list their proposed major or program. These detailed responses are listed in the Appendix 1A and includes a variety of science, human services, and educational (among others) program pathways.

The students were asked to rank their level of satisfaction with the current advising process at SE-TECH. Fifty percent of the students were Satisfied or Very Satisfied with their experience, 38% rated the experience as Neutral, and 13% responded that they were dissatisfied with advising process. It is worth noting that no students involved in this study were Very Dissatisfied with the advising process. Following this question, students were asked which of six different resources they had used to assist them in their transfer decision. Students were allowed to indicate all the responses that applied to their experience. The responses most often cited were: *advisors or other staff member at their current institution* (SE-TECH) and *other people outside of the college or universities;* both were used by 41% of the students*.* Surprising, as students at SE-

TECH are advised by faculty, only 32% of students sought assistance from faculty at SE-TECH; however, 21% looked to faculty at their future institution for assistance in the transfer process. See the graph following WSU results on page, 9 for a comparison of the two advising sources.

Questions eight and nine dealt specifically with Winona State's presence on SE-TECH's campus. Question eight indicates that a WSU representative is available at New Student Orientation and asked if the student had accessed the representative in the past for those who planned on transferring to WSU. Of the respondents, only 15% had accessed the WSU representative with 44% having not and 41% were not planning on transferring to WSU. Results of question nine indicate that 94% of the respondents would visit a WSU representative at a later date, thus indicating that WSU could benefit from developing a plan to have a stronger and more frequent presence at the SE-TECH campus. This will be discussed further in the discussion and recommendations section.

The final question on this survey asked the students to give suggestions on how to improve the transfer process from SE-TECH to another college or university. These responses varied widely from "*none*" to "*I think the advisor should ask you right away if you plan on to transfer… rather than when you are about to start your 4th semester*"; all 23 responses can be seen in detail in Appendix 1C.
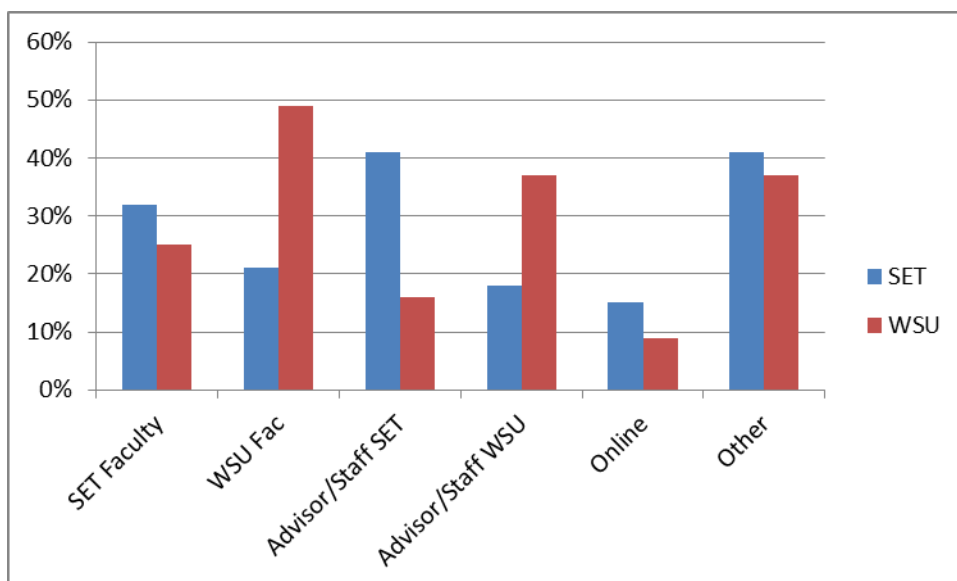
Winona State University

The Winona State survey was administered as part of WSU's Assessment Day. The ten-question instrument was sent to currently enrolled students who were identified as having transferred from Minnesota State - Southeast Technical College (SE-TECH) to Winona State University (WSU). The survey was aimed at finding out the opinions of students who had successfully completed the transfer process from SE-TECH to WSU. Please refer to Appendix 2 for full results.

To comply with WSU's Institutional Review Board, the first question explained the survey and allowed students the opportunity to opt out of taking it; three students stopped at that time. The next question asked if the student had transferred from SE-TECH since this was the primary focus of the study. The fifteen that identified as having received the survey in error (since they had not transferred from SE-TECH) were removed from the study. This left 68 students who completed the remaining eight questions.

To assist in the analysis of the data, the team was interested in knowing when the respondents had transferred to WSU. Over half of the students (58%) had transferred in the past year, with 11% having transferred just that semester (spring 2012).

Question four asked the students at what point they had decided that they would transfer to WSU. The results indicate that having WSU visible from the beginning of the student experience would be prudent since 39% of the respondents knew they were going to transfer to WSU before even enrolling at SE-TECH. However, 13% did not decide until after their first semester and almost half (48%) responded that they did not decide until two or three semesters after enrolling at SE-TECH; indicating that it would be beneficial for Southeast Tech students to have continuous availability and contact with the WSU transfer representative after the initial contact at new student orientation. This is also indicated by the results of question six which showed that 83% did not visit with WSU during SE-TECH's new student orientation program resulting in extra steps along their education journey toward WSU.

When rating the transfer advising process at SE-TECH in question five, 56% of respondents chose *helpful* or *somewhat helpful.* 27% reported a neutral response and only 17% chose *unhelpful.* Looking at these numbers, it is interesting to consider the tools students used for assistance in the transfer process. Almost half (49%) sought out advice from faculty at WSU while only 25% utilized faculty at SE-TECH. 37% talked to advisors and other WSU staff, as well as to other people outside of the college or university. Of the 57 responses to this question, only 16% looked to advisors and other staff at SE-TECH.

Comparison of Transfer Advising Sources from both surveys

The statement, "Southeast Technical College prepared me to transfer to Winona State University" 51% of the respondents indicated "yes"; 49% indicated "no". Detailed comments from some who responded "no" are available in Appendix 2. It is important to note that many of the students, though, were students had stopped out for a period of time but did utilize services from SE-TECH when they re-enrolled. The full list of responses can be seen in Appendix 2B. Question nine asked about the students' perception of the transfer process and had a positive connotation with 74% stating that they did not have any issues or problems transferring credits from SE-TECH to WSU. For the remaining 24%, there are detailed comments that can be seen in Appendix 2B.

The final question gave the respondents an opportunity to give suggestions on how to improve the process of transferring from SE-TECH to WSU. In total, 35 students provided a response (Appendix 2B).

Recommendations

From both surveys, the following strengths, obstacles, and opportunities were identified.

Strengths

The relationship between Winona State University and Southeast Technical College is both strong and positive and provides the potential needed to have successful outcomes based on our recommendations addressing the transfer challenge. Both SE-TECH and WSU are committed to improving the success of their student's transfer experience. The survey results also show some positive feedback from students who knew ahead of time they were planning to transfer to WSU.

For the students who had successfully transferred from SE-TECH to WSU, one of the primary strengths was that almost 75% of the respondents answered that they did not have issues or problems transferring credits. This gave our group some assurance that while there are kinks in the system, the transferability of credits is less problematic than other areas impacting transfer. Another strength, which may be an indicator of the positive relationship between the two institutions, was the number of students who sought assistance from faculty and/or staff at either SE-TECH or WSU while still attending SE-TECH. Looking at these numbers; we could infer that students are comfortable seeking assistance at both their current and future institution.

Obstacles

In the survey geared administered to the students who had already successfully completed the transfer process, 51% indicated that SE-TECH prepared them to transfer to WSU; 49% indicated they did not feel that

they had been prepared to transfer. Notably, there are many factors that could play into this response; for example, many of the respondents had taken time off between attending SE-TECH and enrolling at WSU and therefore did not go back to their former institution to seek assistance. Per our recommendations, it would be prudent to have transfer resources available throughout the students' path beginning with admission to the completed transfer process. To the question, "What suggestions do you have to improve the process for transferring from Southeast Technical College to Winona State University?" there were many suggestions requesting more resources to help students throughout the transfer process (see Appendices 1B and 2B).

Opportunities for Growth

The team's recommendations specifically identify action plans and suggestions for these two institutions, but we believe this will provide an a greater opportunity for the Minnesota State College and University system. Each recommendation is supported by the literature as a best practice.

Establish Articulation Agreements and Transfer Guides for a Smoother Transfer Process

After conducting an articulation agreement analysis between SE-TECH and WSU, it was discovered that SE-TECH has one formal agreement with WSU for Individualized Studies. In comparison, Rochester Community and Technical College (RCTC) has established 7 program specific agreements with WSU:

- Accounting, AS – Accounting BS*

- Alcohol and Drug Counseling, AS – Social Work BSW

- Bioinformatics Foundations AS – Computer Science BS

- Business Administration AS – Business Administration, BS**

- Computer Information Systems AS – Computer Science, BS

- Computer Science AS – Computer Science, BS

- Human Services Specialist AS – Social Work, BSW

- Nursing AS – Nursing, BS**

    *SE-TECH has this same AS degree at both of their campuses

    **SE-TECH has this same AS degree at one of their campuses.

This analysis provides insight that other MnSCU institutions have been successful in constructing formal articulation agreements, but the analysis also adds to our concerns about the inability of two-year institutions being able to form articulation agreements with larger institutions. After speaking with several staff

members at SE-TECH it was expressed that obtaining an articulation agreement with a MnSCU institution for the Early Childhood Education program was challenging. However, when SE-TECH approached the University of Wisconsin-River Falls the agreement was in place within six months. Pine Technical College also experienced the same difficulty obtaining an Early Childhood Education articulation agreement within MnSCU and instead sought out an agreement with UW-River Falls and UW-Stout.

It would appear that MnSCU is losing students due to the lack of standards in the process of forming articulation agreements within our own system. The staff at SE-TECH expressed extreme interest in establishing articulation agreements with WSU in both the Early Childhood Education and Criminal Justice programs. We recommend beginning the articulation agreement discussion by starting with these two programs.

Another recommendation is to create transfer guides for the Colleges and Universities that SE TECH students transfer to most frequently. The guides could assist faculty and advisors at both institutions in providing consistent transfer information. Examples of the transfer guides used by Century College for three different programs can be viewed in Appendix 3. The guides would improve the transfer process by clearly indicating which courses completed at Southeast Technical College will accepted at their next institution.

These recommendations are supported by the literature. Anderson, Sun and Alfonso (2006) suggest that formal articulations supports student transfer by solidifying the process or mechanics that ease student uncertainty (p. 1). Students also often see transfer from a horizontal (program to program) versus a vertical (two-year to four year academic skill development perspective). Individualized Studies, as a transfer placeholder, may be too broad for students to understand transfer options (p. 2-3).

Revise the Orientation Process to Better Identify, Track, and Advise Transfer Students

The current new student orientation process at SE-TECH requires all students to attend an on-campus session. Students are given an orientation packet after applying to the college or after completing their assessment tests. After investigating the orientation process our recommendations are listed below:

- Create an orientation website that would provide an overview of the process, SE-TECH expectations, and give specific information about what to bring, etc. Students would have an opportunity to understand the orientation process, know what to expect when they attend.

- Create an online orientation reservation system and database that would allow students to reserve a place for specific date and time. This would also allow staff at SE-TECH to prepare for the number os students pre-registered and inquire about other information including if the student intends to transfer to a four year university at some point. Southeast Tech could begin to track and communicate with thouse students prior to the start of classes. Handel (2011) suggests that identifying and treating transfer students as a unique cohort from the two year to the four year institution contributes to the students' transfer success. Communication targeted towards transfer students allows for consistency of messages that educates students on transfer expectations.

- During the orientation process, promote the shared services between WSU and SE-TECH such as the library, health services, and the fitness center. Email communications sent to Winona State students about an event or resource should be sent to SE-TECH students. This would enhance the relationship and help SE-TECH students feel welcomed by the Winona campus. Several studies (Anderson, Sun, and Alfonso, 2006; Forbus, Newbold, and Mehta, 2011; and Lang, 2008) indicate that co-advising, co-enrollment, etc. is seen as best practices in facilitating transfer. Two-year and four-year presence on each campus is seen as a means to support transfer. This may be best illustrated by the WSU/RCTC partnership and Pathway to Purple model.

- Establish specific orientation sessions for students who intend to transfer to WSU or another college or University. New students could self-identify during the online reservation process or can be asked in person/over the phone if their intent is to transfer. Students who intend to transfer should be required to attend an orientation session designed to assist transfer students. This change would allow SE-TECH to customize the advising process and information that is shared with transfer students at orientation which will help with early identification (Handel, 2011).

Implement Pathway to Purple at Southeast Technical College

It is one of our recommendations that a model such as the RCTC/WSU "Path to Purple" program be established between SE-TECH and WSU. The Path to Purple model offers degree-completion programs and allows students to select from 12 baccalaureate degrees by transferring credits from RCTC to WSU. According to the RCTC to WSU Pipeline Report, (see supplemental documentation for the full report) Johnson, and Callahan (2012) indicate that 79.6 percent of all transfer students to Winona State – Rochester campus were RCTC students in fiscal year 2011. Twenty-one percent of Winona State – Winona transfer students

transferred from RCTC the same year. The data indicates significant success of the program and the transfer process.

Path to Purple is a RCTC/WSU student transfer program designed to describe the different ways RCTC students can earn a bachelor's degree from Winona State University (WSU). One of the goals of the program is to serve those students denied admissions to WSU; they can enroll in RCTC, improve their academic standing for acceptance to WSU. As part of the program students can enroll in one of RCTC's 12 "2 + 2" programs, complete their AA or AS degree and continue their education at Winona State University-Rochester Center or Winona campus. These programs are specifically articulated and designed for students to first complete a two-year degree at RCTC before transferring to WSU.

Students who choose one of these programs are encouraged to meet regularly with RCTC and WSU advisors. The advisors assist the students to read their DARS report to ensure accurate course selections for the transfer process to WSU. Creating a pathway program to facilitate the transfer process from SE-TECH to WSU makes good business sense and it will increase access and success for underserved students.

Create an on-going communication process with transfer students who identify late

After reviewing the WSU's survey, 13% of the student respondents stated that they made the decision to transfer after their first semester at SE-TECH. Additionally, 48% of students stated that they made the decision to transfer after 2-3+ semesters into their program pathway. This information identifies the need to not only create an enhanced orientation process to help better track and advise potential transfer students, but also brings to light the need to develop an on-going communication process with current students at SE-TECH. Since many students make the decision to transfer after attending several classes, it would be best to develop a process known to both staff and faculty. The Pathway to Purple model could be explored as an option for not only those who self-identify as transfer students early but also could contain a "fast tracked" component for students who make the decision later in their college career. Forbus, Newbold, and Mehta (2011) suggests that first generation college students are often "slow starters" (not sure they want to transfer to a university is desirable until after they experience success at a two-year institution) and may not have the academic language that facilitates successful transfer. In other words, these students may not have the skills to ask the advising questions needed for successful transfer until after they make progress along their educational pathway.

The survey conducted at SE-TECH also indicated that of the students planning to transfer to WSU only 17% took advantage of having a WSU representative available at orientation to talk through the transfer process. However, when asked if they would visit with the WSU representative if they came back at a later date, 94% of students replied yes. Having a transfer specialist available from WSU several times throughout the year to speak with students interested in transferring may also be an option to consider.

Conclusion

According to a report written by Callahan (2012) (see supplemental documentation for the full report) "Transfer students make up a significant segment at WSU undergraduate student body. One third of admitted degree-seeking undergraduates were transfer students in fiscal year 2011. Richard Kahlenberg, in a July 2011 report "*A Welcome Mat for Community College Transfer Students*" states "only about 10 percent of students who enter community colleges end up getting a bachelor's degree, even though surveys find that between 50 and 80 percent of incoming community college students have that goal.

Creating a strong partnership between the two campuses supports MnSCU Chancellor Steven Rosenstone's Workforce Assessment Initiative. He plans to partner with the Minnesota business community in workforce development to build a stronger state economy. In a Star Tribune article Rosenstone indicated that he will meet with each "region's business owners to describe their workforce needs in the next two to five years, and for educators and government officials to figure out how to prepare workers to meet them -- not sporadically or serendipitously, as too often happens now, but systematically….If we are going to meet the immediate skills gap that is clearly already here, and, in a long-term and sustainable way, align the graduates that we're already producing with the workforce needs of Minnesota, we need to do things differently," (Sturdevant, 2012). Along those same lines, in a news release (2012), Senator Amy Klobuchar, a proponent of technical schools believes technical schools have the ability to increase our state's competitive edge and the nation's economy. She is working on legislation that will increase partnerships between the business community and technical schools. The decision to create the pathway program will require increasing articulation agreements between the two and four year institutions, but in the end, will positively affect the local and state economy. Implementing the Path to Purple program at SE-TECH will align the region with these economic and workforce trends and plans.

In a report released by the Washington State Board for Community and Technical Colleges, *The Role of Community and Technical Colleges in Economic Development* (2012), the authors states "The college system will need to expand capacity in industries with supply/demand gaps, especially in the state's strategic industries. The economy can't grow without raising the knowledge and skill levels of all current and future workers. In fact, workforce development is a leading economic development strategy used successfully in other regions and countries. The college system will need to serve a greater share of the state's population to raise the knowledge and skill levels of its citizenry, with emphasis on underserved populations such as low-income adults and working adults. Colleges can improve retention and transition of students to meet the demands of the economy. We need to raise knowledge and skill levels more quickly with fewer leaks in the pipeline. The college system needs to develop more mechanisms for continuous knowledge and skill improvement, including education and training for people who are already working."

The team recognizes that this project provided SE-TECH and WSU with a slice of information that impacts their specific wish to build upon and facilitate transfer success. All of the literature cited reviewed stated that the transfer process is a complicated process which involves more than the acceptance of credit. The transfer issue is a system, state and national issue that will require system and culture changes. The team does believe that the timeliness of this project, the development of further research that supports the four recommendations, and the renewed focus on transfer initiatives, could provide insight that is useful as the system strives towards its strategic goals.

Appendices

1 – SE-TECH. Survey

Southeast Technical College Survey Questions – Spring 2012

This survey is being administered as part of a Minnesota State College and Universities action research project. Your responses to the following questions will be collected anonymously. Thank you for your participation.

1. Is it likely that you will transfer to another college or university after attending Southeast Technical College?
    Yes   No

2. If yes, where do you plan to transfer? _____

3. Do you plan to transfer directly into a specific program or major?
    Yes   No

    If yes, what program/major: _____

4. How would you rate the current advising process at Southeast Technical College for transferring to another college or university? (Scale of 1 to 5).
    5 – Very satisfied
    4 – Satisfied
    3 – Neutral
    2 – Dissatisfied
    1 – Very dissatisfied

5. Have you used any additional tools to assist you in your transfer decision? (Circle all that apply)
    a. Faculty at your current institution?
    b. Faculty at your future institution?
    c. Advisors or other staff members at your current institution?
    d. Advisors or other staff members at your future institution?
    e. Online tools such as iSeek, uSelect or others?
    f. Other people outside of the college or universities?

6. Do you feel prepared to transfer to another college or university?
    Yes   No

7. Winona State University has a representative available at new student orientation. If you plan to transfer to Winona have you visited with them in the past?
    Yes   No

8. Would you visit with the Winona State University representative if they came back at a later date?
    Yes   No

9. What suggestions do you have to improve the process of transferring from Southeast Technical College to another college or university?

1A SE-TECH. Survey Results

Southeast Technical College Survey Results

Question 1. Is it likely that you will transfer to another college or university after attending Southeast Technical College?		
Yes	86%	
No	14%	
Question 2: Where do you plan to transfer:		
Winona State, WSU, Winona	36%	
Not sure	28%	
Other MnSCU University (Metro, Mankato, or other MnSCU university)	14%	
Private or for-profit or out of State	14%	
University of Minnesota	8%	
University of Wisconsin system	5%	
Some respondents gave more than one school as a possible transfer option.		
Question 3: Do you plan to transfer directly into a specific program or major		
Yes	87%	
No	13%	
Question 4: What program/major do you plan to transfer to?		
Criminal Justice	28%	
Liberal Arts: History, Art History, Psychology, Sociology	17%	
Computer Science, Sciences	17%	
Human Services, Social Work	14%	
Nursing/RN	7%	
Other: Business Administration, Oriental Medicine	7%	
Education (teaching, early childhood)	6%	
Some students indicated more than one program/major.		
Question 5: How would you rate the current advising process at Southeast Technical College for transferring to another college or university?		
1. Very Satisfied	25%	
2. Satisfied	25%	
3. Neutral	38%	
4. Dissatisfied	13%	
5. Very Dissatisfied	0%	
Question 6: Have you used any additional tools to assist you in your transfer decision? (Check all that apply)		
Faculty at your current institution	32%	
Faculty at your future institution	21%	
Advisors or other staff members at your current institution	41%	
Advisors or other staff members at your future institution	18%	
Online tools such as iSeek, uSelect, or others	15%	
Other people outside of the college or university	41%	
Question 7: Do you feel prepared to transfer to another college or university?		
Yes	68%	
No	33%	
Question 8: Winona State University has a representative available at new student orientation. If you plan to transfer to Winona have you visited with them in the past?		
Yes	15%	
No	44%	
Not transferring to WSU	41%	

9. Would you visit with the Winona State University representative if they came back at a later date?		
Yes	94%	
No	6%	
10. What suggestions do you have to improve the process of transferring from Southeast Technical College to another college or university?		
Please see the narrative comments in the Appendix 1B section		

NOTE – I cannot get the Appendix 1B to format correctly with the 1B survey Comments Text Responses as the Header 1 – Help? Liz fixed.

1B Survey Comments Text Response – Question 10

Offer more courses in MNTC Goal 4 each semester.

Unknown

None, my advisor is wonderful at answering questions, providing website links, and any other info I need.

Letting students know that there is someone they can talk to and get assistance from to complete the transfer process

None then I can think of at the moment, the career and education planning class gives a pretty good idea on what to expect by transferring out.

Not sure, I guess I'll cross that bridge when I get there.

I'm just starting out so my opportunity to use current services has been limited. I am enjoying the Career and Educational planning class that I have taken my first semester here. I think it will be helpful.

I haven't started yet, so not sure.

Grades

Only take classes that transfer, also check where you're planning to go there are many courses that don't transfer out of state

all credits transfer to the degree

Help me figure out which colleges have my program/major

i think that the adviser should ask you right away if you plan on to transfer right away, rather than when you are about to start your 4th semester.

increase the difficulty of classes

more individualized advisors and advisors who know the transfer curriculum

Having each course saying that it will or will not transfer to another MN College right in their description before adding the class

a more informed advisor would be appreciated.

I would like to see exactly what classes transfer and what don't. I don't think the schools co-operate well enough and instructors are a little more "if-y.." about helping us figure out, what is best. I am glad I took the Career Preference Class! That was very helpful!

Pamphlets maybe?

to clarify the difference between a transfer package and the actual Individualized studies degree right away

More cooperative partnership with administration for all local colleges and university for the students' knowledge

Make the process more known and easy

make it more clear with the courses that will transfer and will not transfer

Winona State University Survey Questions – Spring 2012

This survey is being administered as part of a Minnesota State College and Universities action research project. Your responses to the following questions will be collected anonymously. Thank you for your participation.

1. The following survey's results will be used confidentially. You may choose to discontinue without any form penalty from Winona State University or subsequent institutions.
   _____ Proceed _____ Stop

2. Did you transfer to Winona State University after attending Southeast Technical College?
   Yes   No

3. When did you transfer to Winona State University?
   ____Fall 2011   ____Spring 2011   ____Fall 2010   ___Other _____

4. When did you make the decision to transfer to Winona State University? (Please circle an option.)
   a. I knew that I was going to transfer to Winona State before even enrolling at Southeast Technical College.
   b. I made the decision to transfer after my first semester at Southeast Technical.
   c. I made the decision to transfer after 2-3+ semesters.

5. How would you rate the transfer advising process at Southeast Technical College?   (Scale of 1 to 4).
   4 – Very helpful
   3 – Somewhat helpful
   2 – Neutral
   1 – Not helpful

6. Winona State University had a representative available during Southeast Technical College's new student orientation. Did you visit with the representative about the transfer process?
   Yes   No

7. While at Southeast Technical College did you use any tools to assist you in the transfer process? (Circle all that apply)
   a. Faculty at Southeast Technical College?
   b. Faculty at Winona State University?
   c. Advisors or other staff members at Southeast Technical College?
   d. Advisors or other staff members at Winona State University?
   e. Online tools such as iSeek, uSelect or others?
   f. Other people outside of the college or universities?

8. Southeast Technical College prepared me to transfer to Winona State University?
   Yes   No
   If no, please explain:

9. Did you have any issues or problems with transferring your credits from Southeast Technical College to Winona State University?

Yes   No

If yes, please explain:

10. What suggestions do you have to improve the process of transferring from Southeast Technical College to Winona State University?

2A WSU Survey Results

WINONA STATE UNIVERSITY STUDENTS WHO TRANSFERRED FROM SOUTHEAST TECHNICAL COLLEGE

Question 1: The following survey's results will be used confidentially. You may choose to discontinue without any form penalty from Winona State University or subsequent institutions.	
Proceed	97%
Stop	3%
Question 2: Did you transfer to Winona State University after attending Southeast Technical College	
Yes	82%
No	18%
Question 3: When did you transfer to Winona State University?	
Fall 2011	28%
Spring 2011	12%
Fall 2010	18%
Other	See Appendix C
Question 4: When did you make the decision to transfer to Winona State University?	
I knew I was going to transfer to Winona State before enrolling at Southeast Technical College.	39%
I made the decision to transfer after my first semester at Southeast Technical	13%
I made the decision to transfer after 2-3+ semesters.	48%
Question 5: How would you rate the transfer advising process at Southeast Technical College?	
Helpful	30%
Somewhat Helpful	26%
Neutral	27%
Not Helpful	17%
Question 6: Winona State University had a representative available during Southeast Technical College's new student orientation. Did you visit with the representative about the transfer process?	
Yes	17%
No	83%
Question 7: While at Southeast Technical College did you use any tools to assist you in the transfer process? (Please check all that apply.)	
Faculty at Southeast Technical College	25%
Faculty at Winona State University	49%
Advisors or other staff members at Southeast Technical College	16%
Advisors or other staff members at Winona State University	37%
Online tools such as iSeek, uSelect or others	9%
Other people outside of the college or universities	37%
Question 8: Southeast Technical College prepared me to transfer to Winona State University	
Yes	51%
No	49%
Question 9:Why do you feel South Technical College didn't prepare you to transfer to Winona State University?	
Please see Appendix 2B for detailed comments	26 responses
Question 10: Did you have any issues or problems with transferring your credits from Southeast Technical College to Winona State University?	
Yes	26%
No	74%

Question 11. What issues or problems did you have transferring your credits from Southeast Technical College to Winona State University?	
Please see Appendix 2B for detailed comments	16 responses
Question 12: What suggestions do you have to improve the process of transferring from Southeast Technical College to Winona State University?	
None	6
N/A	2
Please see Appendix 2B for detailed comments	27 responses

2B WSU Survey Comments

APPENDIX 2B: Detailed Reponses from Winona State University Survey

Question 9: Why do you feel South Technical College didn't prepare you to transfer to Winona State University?

- I guess as a nontraditional student I felt that it was my responsibility to get everything transferred over and to do things on my own.
- I had already attended WSU and didn't need help figuring out the transfer process
- The college is very unorganized, i felt that i had to ask around a lot to get my answers.
- Their classes weren't as difficult as Winona State University.
- I figured everything out on my own.
- took classes there several years ago. Did not need their help.
- They didn't do anything. Nobody knew I wasn't coming back.
- I mainly spoke with WSU faculty and representatives during my transfer. Southeast was mainly only available to transfer my grades and records.
- I already graduated from the Tech college - so I didn't need any help.
- When I attended Southeast Tech they did not have these transfer programs in place. I received an accounting degree and was very disappointed to be required to re-take one of the most basic accounting classes - ACCT 220 because WSU would not accept the Southeast Tech's Computerized Accounting course. This class was the biggest waste of my time and money here at Winona State. I was able to test out of ACCT 211 and 212, all of the other classes I took here were beneficial but I feel that Southeast Tech's Computerized Accounting courses, since we have to take several, should count for something here at WSU.
- They didn't transfer my transcripts.
- My last semester at Southeast Tech was Spring 2008, so I did not contact them about transferring to WSU
- I graduated from MSC-ST in 2003.
- classes were way easier at tech college
- I think that they should tell people that if they want to go on and get a four year degree that almost none of the credits in your area of study will transfer. Had I known these three years ago, I would have gone here and not wasted two years of time and money taking classes that I have to retake and pay for again.
- no one there new the process they were very disorganized and barely could get us through the program much less helping get us to Winona state, that was on my own
- I went about the transfer process on my own. I didn't really seek out any help from Southeast Tech
- I did not ask them about transferring. I decided it on my own, so I disenrolled myself and took a semester off and transferred on my own, knowing that WSU was a better fit for me than Southeast Tech.
- No information given on classes to take to lessen the load prior to attending WSU.
- I chose to transfer after taking gen ads and then deciding on a major. At that point they said I would have to be put on waiting list for nursing, and by that time, have to take A&P over, grades were high enough to get into nursing program at WSU.
- WSU was offered more information.
- I knew I was going to attend Winona State University before I attended SE Tech. Because of that reason, I don't feel they prepared me because I did not really use the services offered to prepare me as I may have if I already didn't have a plan in place (before going to SE Tech).
- Classes could be a little more difficult at Southeast Technical.
- I was a student there over 20 years ago, came back to college late in life.
- I graduated Southeast Tech 4 years ago
- they didn't help me in any way I had to figure it all out on my own, it was more on WSU's end and I just had to map it out through them.

Question 11: What issues or problems did you have transferring your credits from Southeast Technical College to Winona State University?

- Two of my classes showed up as "Incomplete" when I received grades in it.
- Some credits don't count over here at WSU.
- Some were too old. Some I thought were said transfered and they didn't
- Some of my credits said they would transfer over, but apparently they do now.
- I had a grades get switched around with one of my two-credit courses and a three-credit course I was taking at the Tech college.
- 3 credits didn't transfer
- MSC-ST didn't send my transcripts. The clases transferred fine once the transcripts were sent, but it stopped me from getting my financial aid for several weeks.
- Not all my credits trasnferred and my major didn't accept many of the general ed courses such as math and english. So, now I feel that I am "wasting" $ to take these classes again.
- 16 out of 72 credits did no transfer
- Not all my credits transferred.
- There were issues with DARS converting some credits. This is still an issue with my humanities credits.
- Courses not transferring as the requirement I had hoped to cover. What was said on uSelect was not correct. Transfer admissions at WSU were hard to get a hold of.
- Originally told I only needed 12 upper level electives(including statistics) and nursing courses to graduate with a BSN. I completed upper level electives and then found out the following fall that I am required to achieve 10 more credits. Now I am in a rush to achieve these credits.
- Since only 16 SH of technical credits transfer, I found out after applying for graduation that i need 13 more credits to graduate. At MSC-ST, the LPN program transfers in as all technical classes so most of my "LPN NURSING" classes didn't even COUNT towards my nursing degree, depsite the articulation agreement with WSU. I was told my reps who went to southeast tech to talk about the completion RN program, as well as, by advisors that i would only need the 12 upper division credits and the core RN completion classes.
- My Anatomy and Physiology. I was told they weren't equivalent to the ones at Winona State. I took them both.
- I took a general, organic, biochemistry class at SE Tech that covered nearly identical material as the WSU chemistry 210 course. The GOB course from SE transfers as WSU chem 212 and these two courses are nothing alike, however, GOB and Chem 210 are nearly identical.

Liz fixed formatting?

Question 12: What suggestions do you have to improve the process of transferring from Southeast Technical College to Winona State University?

- Many of the students who transfer from Southeast Technical College to WSU are usually nontraditional students so the whole process of transferring is very scary and overwhelming. I wish I would have had a "friend" to help me through the transfer process and to make sure that I was doing what I needed to do. One thing that I realized was that 17 credits at the tech school is equivalent to 12 credits at WSU Had I known this information prior to scheduling I would not have gotten a "W" on my transcript the first semester at WSU.
- Make a brochure of information you need to know when transferring while making it available to students.
- None
- None, it went very smoothly for me. I knew which classes would transfer because of the MN State Curriculum and I was fine with that.
- While at Southeast Tech. more access to WSU advisors. We had a student speaker one time explaining about x-ferring.
- Don't have admissions people tell you there is no chance of you getting into a program.
- As a non-traditional transfer student I was a bit overwhelmed by my DARS, the numbers of courses offered for each MN requirement, and the fact that I had no one to talk to about the classes I registered for. I chose 2 courses (one that I knew was required) and an elective that just about killed my GPA as I struggled to maintain a "D". I feel I could have been advised to take a course more fitting to my degree and about something I liked versus just picking something to put a check mark in a box.
- I felt that Winona state did a great job of handling the transfer process, its hard to say what the Tech could do.
- Everything was great no suggestions
- None, it was an easy process
- no suggestions
- None. It was very simple besides that small issue.
- I thought that WSU had a GREAT transfer student orientation. Southeast tech. could increase communication with advisors at WSU.
- Tell people who are looking to transfer that there is no such thing as an AA in Theatre. I was told I could get an AA in Theatre which is not the case.
- Allowing all the credits to transfer.
- It was all pretty straight-forward.
- none
- Send more WSU Representatives to Southeast Tech, I believe that there isn't enough push for people to further their education past vocational. Highly believe in pursuing further at WSU and possibly beyond.
- At the time (perhaps it still is this way) Southeast Tech was not accredited so in order to enter the RN-BSN program I had to take tests to prove I knew the information.
- educate the staff at southeast
- None
- Make it easier to get someone on the phone in WSU's transfer admissions office.
- With the course/general education classes, tell us what the tech course name is and what it will transfer to what name in WSU. I had taken some courses thinking that i would need them in WSU and found out that I didnt need them.
- More detail in what credits will transfer towards a bachelor's degree.
- Making sure students know which credits do transfer and which ones dont, so they arent taking classes that they can't apply towards graduation later on. Also making sure that someone is always around for answering questions, I made the choice on my own to transfer, I loved the faculty at Southeast Tech and actually learned better with the smaller class sizes, just didnt work out after I found out I would have to retake some classes.
- onsite counselours to answer questions.
- Wayyyy better & individualized advising. I hear nothing but HORRIBLE stories about advising at WSU and now I know why.
- I don't really have any suggestions except to emphasize to students what they need to transfer in courses and in any paperwork, etc. It makes it much easier.
- To have department heads more easily available to reach.
- If a student doesn't get as many credits as they expected to meet with a WSU admissions advisor to have them review the courses / credits.
- To make students more aware that the SE Tech classes are sometimes not prerequisites for the classes that they need for their major.
- Take a look at how these courses transfer. I realize that SE GOB course is only 4 credits and Chem 210 is 5 credits, but from my experience they cover exactly the same material.

MINNESOTA STATE UNIVERSITY, MANKATO

TRANSFER WITH AN AA DEGREE OR COMPLETED MINNESOTA TRANSFER CURRICULUM:
Students who have earned the Associate in Arts degree or the Minnesota Transfer Curriculum (MnTC) will be considered to have fulfilled Minnesota State Mankato's general education requirements. Please review the Minnesota State Mankato catalog, http://www.mnsu.edu/supersite/academics/bulletins/undergraduate or meet with a Century College counselor to see if there are any specific general education courses required for your chosen major or minor. Minnesota State Mankato course equivalency guides are available at https://mn.transfer.org/cas/

A CENTURY COLLEGE ASSOCIATE IN SCIENCE OR ASSOCIATE IN APPLIED SCIENCE DEGREE AND WITHOUT THE COMPLETED MnTC:
Additional general education requirements will need to be completed at Minnesota State Mankato. See description below for Minnesota State Mankato's requirements. Many of the career courses in these degrees are considered technical in nature by Minnesota State Mankato and will be limited in transfer to a maximum of 16 elective semester credits. You can check this website to see if there are any transfer articulation agreements in existence between Century College programs and Minnesota State University, Mankato http://www.mntransfer.org/students/plan/s_agreements.php?numResults=25&archive=false&from_inst=1&from_prog=&to_inst=30&to_prog=&Search=Search.

TRANSFER WITHOUT AN ASSOCIATE IN ARTS DEGREE OR THE COMPLETED MnTC:
Minnesota State Mankato's General Education Goals -- Select courses for each category from the corresponding goal on Century College's list of MnTC courses. This list is available in the Century College Counseling Center or on the Century College website at **www.century.edu/files/areasofstudy/guidesheets/aa.pdf** . If an entire goal has been completed at Century or another MnSCU institution, that goal is considered complete at Mankato.

Goal I: Communication – **A.** ENGL 1021 required
                         B. Speech and Oral Reasoning – one course
                         C. Two writing intensives (6 credits) - ENGL 1022 only pre-approved course

Goal II: Critical Thinking – Requires completion of the rest of the Liberal Education program. No specific course is required.

Goal III: Natural Science – two courses from two different disciplines, including 1 with lab

Goal IV: Mathematics/Logical Reasoning – one course (grade of C or higher required)

Goal V: History and the Social and Behavioral Sciences – two courses from two different disciplines

Goal VI: Humanities and the Arts – two courses from two different disciplines

Goal VII: Human Diversity in the United States – one course

Goal VIII: Global Perspective – one course

Goal IX: Ethical and Civic Responsibility – one course

Goal X: People and the Environment – one course
Courses may count in more than one category, but they only count once toward the 44 credit general education requirement. A maximum of two courses per discipline total will apply. In addition to categories 1-10, students need to complete 2-3 credits in Performance and Participation. The following Century College courses can be used to fulfill the Performance and Participation requirement: PE 1000-1075; MUSC 1000-1010, 1020, 2020, 2025;THTR 1010, 1031

ADMISSION REQUIREMENTS:

Transfer students who have completed at least 24 semester college level credits at a regionally accredited college or university with a 2.0 cumulative grade point average and have satisfactorily completed at least 67 percent of the credits attempted will generally be admitted to Minnesota State Mankato with advanced standing.

Transfer students who have fewer than 24 semester college level credits must also submit a final high school transcript. An ACT score may be required. Eligibility for admission will be based on high school and collegiate records. If the student has been out of high school more than 3 years and out of college more than one year, the ACT will not be required even if the student has fewer than 24 semester college level credits.

APPLICATION DEADLINE:

Transfer students must have all application materials at MSM at least 5 days prior to the start of the semester they intend to begin at the University.

NOTES:

- For a Bachelor of Arts Degree (BA), 8 credits in a single foreign language are required in addition to the 40 credits in General Education with the Minnesota General Education Transfer Curriculum and AA degree.

- All Minnesota State Mankato undergraduate students must satisfy a Cultural Diversity requirement for graduation. Students must take at least (2) courses and a minimum of (6) credits from different disciplines from the list of courses designated as Cultural Diversity courses in the university catalog. Transfer students who have taken 33 to 63 credits will be granted up to 3 credits of this requirement while those with 64 or more credits or the AA degree already completed will be granted 6 credits and will have the entire requirement met.

  For a list of Minnesota State Mankato courses that fulfill this requirement please visit: http://www.mnsu.edu/supersite/academics/bulletins/general/2006-2007.pdf.

- Minnesota State Mankato accepts up to 16 semester credits of technical courses as electives.

- Transfer students from community colleges must earn a minimum of 40 semester credits of upper division (300-400 level) courses in order to meet Minnesota State Mankato's graduation requirements and at least 30 of those credits must be completed at Minnesota State Mankato (some Departments and Colleges may have more stringent residency requirements.)

Transfer Specialists:

Andrew Hlubek	Ramon Pinero
william.hlubek@mnsu.edu	ramon.pinero@mnsu.edu
1-507-389-5037	1-507-389-5036
1-800-722-0544	1-800-722-0544

GENERAL INFORMATION:
Consult the information in the file box labeled for this college in the Century College Counseling & Career Center W2400 and on the Century and Mankato websites. Please help us to stay current. If you receive different information from an advisor at this college, get the advisor's name and telephone number, the change in information and notify a Century College counselor at 651-779-3285. The above information is intended as a guide for program planning. Please contact the consultants listed periodically for changes and possible exceptions.

G.R. HERBERGER COLLEGE OF BUSINESS
Get ready to work.
Pre-Business Advising Center (320.308.3214)

Transfer Policies

All transfer students seeking a business degree from **St. Cloud State University** must consult with an advisor in the Pre-Business Advising Center *(320.308.3214)*, CH 229, to determine their status in the College. Special requirements that apply to transfer students can be located in the Undergraduate Catalog or on the St. Cloud State University website: http://bulletin.stcloudstate.edu/ugb/cob.asp.

Requirements for Admission to Major

1. Minimum GPA of 2.65 or higher [1]

2. 45 earned credits (transfer and/or SCSU credits)

3. Completion of the following: ACCT291, COB111[2], ENGL191, CMST192, MATH196[3]

4. Completion or enrollment of the following: ACCT292, IS242, BLAW235, CSCI/CNA169, ECON205, ECON206

The following courses transfer from Century College to St. Cloud State University

SCSU Course		CC Course
ACCT 291	**Need C- of better****	ACCT 2020
ACCT 292[4]		ACCT 2025
BLAW 235		BMGT 2051
CMST 192		COMM 1021 **OR** SPCH 1021
COB 111		N/A
CSCI/CNA 169	**Need C- of better****	CSCI 1020 **OR** CSCI 1000 & 1021
ECON 205		ECON 1021
ECON 206		ECON 1023
ENGL 191		ENGL 1021 & 1022 **OR** ENGL 1022
IS 242[5]	**Need C- of better**	MATH 1025

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[1] Transfer GPA can be used if all requirements are met prior to a GPA being established at SCSU.

[2] COB 111 is not required for transfer students who have transferred 20 or more credits.

[3]Advanced math courses will be accepted in lieu of MATH196. College Algebra will be accepted **ONLY** in transfer in lieu of MATH196.

[4] CC needs to send accounting course information to have equivalency extended beyond Fall 2010.

MATH 196   **Need C- of better****   MATH 1061 **OR** 1050

*2.40 GPA and 12 earned credits are required to register for the underlined courses at SCSU

**A grade of "C" or better is needed if the transfer course is <u>NOT</u> part of the sending school's MnTC or if the sending school does not follow the MnTC.

Upper division business core courses to be taken at St. Cloud State University (24 Credits)

IS 340, FIRE 371, MGMT 301, MGMT 383, MKTG 320, PHIL 484, Communication Requirement[6], MGMT 497

Additional credits required for each major:

Accounting: 36[7]	Information Systems: 36	Marketing: 27
Entrepreneurship: 30	International Business: 27 + Foreign Language	Real Estate: 33
Finance: 33	Management: 24[8]	

The U-select website provides up-to-date information on course equivalencies; please visit:

*http://**www.Uselectmn.org***

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[5] In transfer need a grade of B- or better if 3 credit class OR grade of C or better if 4 credit class.

[6] Contact College of Business advisor at SCSU for approved list of courses.

[7] Accounting majors must have "B" average in ACCT 291 and ACCT 292.

[8] The management major offers optional concentrations in Human Resources and Operations Management

St. Cloud State University

NOTE: INFORMATION IN THIS GUIDE IS SUBJECT TO CHANGE WITHOUT NOTICE
QUESTIONS: CONTACT ST. CLOUD STATE UNIVERSITY OFFICE OF ADMISSIONS 320.308.3981 OR 877.654.7278
Specific program requirements can be found in our Undergraduate Bulletin or by contacting the Academic Department directly.

*The **U-select** website provides up-to-date information on course equivalencies; please visit:*
http://**www.Uselectmn.org**
_____

_____General Education Requirements

Students who transfer after receiving the Associate of Arts Degree (AA) or the Minnesota Transfer Curriculum (MNTC) will have their general education requirements completed* when they transfer to St. Cloud State University. Students should consult with an advisor regarding the selection of other courses they plan to take.

*Students will still have to complete the 1 credit Physical Education course here at SCSU or take an equivalent course, **HLTH1030 & 1070 or PE160 or PE1070 at Century College.**

Admission Procedure for Transfer Students

To be considered for admission, transfer students must complete the following steps:

1. Complete an admission application
   - Apply online at www.stcloudstate.edu
   - contact us at 1-877-654-SCSU (7278) and we'll mail you an application
2. Submit a $20 non-refundable application fee.

We can electronically pull your transcripts from Century College and any other colleges/universities that are part of the MNSCU system. If you have attended colleges or universities outside of MNSCU, you must have official transcripts sent to our office.

Students are eligible for admission as transfer students if they have earned 12 or more college-level credits (excluding PSEO) at a regionally accredited college-level institution. Applicants should have a cumulative GPA of 2.0 or higher.

SCSU Graduation Requirements

You need a minimum of 120 semester credits to graduate with a Bachelor's Degree from St. Cloud State University.

- *30 semester credits must be completed in residence over the period of two semesters*
- *6 semester credits must be earned in residence during the semester immediately preceding graduation*
- *45 semester credits needed in the 300 & 400 division level*
- *2.0 GPA or higher overall in major and minor (some departments may SE-Tech. higher standards)*

_____
_____

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