BREAKOUT SESSION MINUTES

Session: Community Colleges and Branch Campus Relationships

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Highlights of the Presentation (See slides):

- Bumpers College - University of Arkansas has ~ 99 transfer (undergraduate) students
- Most transfers come from North West Arkansas Community College, Northeastern State,
  Connors State College, Crowder College
- Transfer scholarship for 3.5 GPA
- Written agreements with Richland College 2+2 horticulture), National Park Community College
  (Hospitality and Restaurant Management
- Additional agreements: Arkansas Consortium for Teaching Agriculture (ACTA): 14 institutions
- Benefits: Faculty working together, facilitating degree completion for students; use distance ed
  technology, course in a box, videos, etc.
- Challenges: Takes time to keep agreements up to date, communications needed, instructor
  level of training to teach the courses – are the courses equivalent?
    o Getting by-in from changing administrators;
    o feeder schools have open enrollment so admission standards may be inconsistent;
      students may not be ready to transfer; students do not always take enough courses or
      sequence of courses, i.e. chemistry two courses, biology two courses, etc. students who
      only take one problematic for advising;
    o Concerns about quality of instructors and advising issues;
    o Associate of Applied Sciences degree vs. Associate of Arts Degree – which degree is
      recognized as the viable degree for transfer??
    o Technical credits accepted by some not others
    o Two year institutions within the Colleges transfers as mostly credit only
- Strategies to make it work:
- Meet with advisers to ensure communications about courses and process;
- Hold a Community College Summit; dual advising system seemed great but did not work so well – one adviser in each department to work with transfer students (time and resources can be an issue)
- In Ohio, all extended campuses (regional, ATI) are transitioning students eligible to transfer OSU Columbus campus; Students not admitted to OSU may be given an option to one of the 4 regional campuses; community colleges are transfer students; Ohio uses "tags" to label curriculum
- FL – Common pre-requisite requirements for each major; these are subject to legislative audit, so now re-negotiate pre-requisites

- Are the outcomes/assessment basis used for evaluating transfer courses? Courses are not equivalent from all institutions and learning outcomes assessment would help but perceived as elite
- Nebraska: Achievement Centered Education (ACE) outcomes based to assess course achievement, see website at ace.unl.edu

- Legislative Issues
  - Laws to recognize common course equivalencies for transfer students
  - AR – Act 1014: Advising law – ensure that students can graduate on time with quality; However restricts Honors opportunities, Study Abroad, etc.
  - See NACADA Handout: Federal Regulation of Transfer Credit Evaluation
  - 2+2 includes university general education requirements completed at CC - courses meet the general education requirements at the 4 year in NC

- Summary
  - Dedicated staff member
  - Visit and know community colleges
  - Common numbering; core of courses