

**The Ohio Articulation and Transfer Network (OATN)
Ohio Guaranteed Transfer Pathways Meeting Minutes**

The Ohio State University
Fawcett Center (Monroe Room)
2400 Olentangy River Rd, Columbus, OH 43210
Wednesday, October 26, 2016
10:00 a.m. to 2:00 p.m.

Present: Marcia Ballinger, Mary Ellen Mazey, Jack Cooley, Randy Smith, Kevin Ball, Lada Gibson-Shreve, Howard Dewald, Mark Nutter, John Fischer, Steve Robinson, Gigi Escoe, Robbin Hoopes, Carl Bun, Dave Collins, Jack Hershey, Bruce Johnson, Cindy McQuade, Mike Snider, Laura Rittner

ODHE/OATN Staff: Stephanie Davidson, Paula Compton, Hideo Tsuchida, Shoumi Mustafa, Jessi Spencer, Katie Dean, Colin Lee, Mae Livingston, Pete Ross

Goal

To discuss the Ohio Guaranteed Transfer Pathways and to discuss potential issues and possible solutions to the policy

I. Welcome & Introductions

Dr. Mary Ellen Mazey, Bowling Green State University, and Dr. Marcia Ballinger, Lorain County Community College, welcomed the committee members to the meeting. Members introduced themselves and shared their goals for Guaranteed Transfer Pathways.

II. Background

Dr. Stephanie Davidson, Vice Chancellor of Academic Affairs, shared the background of completed work that is related to Guaranteed Transfer Pathways. Dr. Davidson praised Ohio's existing transfer system, but stated that Ohio still has ways to improve. Dr. Davidson mentioned that many students transferring from two-year institutions to four-year institutions may have to complete 70, 80 or 90 semester hours at the four-year institution instead of just the additional 60 semester hours that might be expected following a 60 credit associate degree. Dr. Davidson discussed the guiding legislation, Section 3333.16(C) of the Ohio Revised Code, passed in June 2015, which requires the ODHE to develop a process for transfer students to transfer their associate degree from two-year institutions to four-year institutions "without unnecessary duplication or institutional barriers" in an equivalent field. Dr. Davidson also discussed the research completed by the Ohio Department of Higher Education (ODHE) and the Ohio Articulation and Transfer Network (OATN) related to Ohio's transfer students, regional pathways, guaranteed transfer programs, and the policies of other states with 2+2 and/or statewide guaranteed programs. In addition, Dr. Davidson

added that the ODHE worked closely with Dr. Davis Jenkins, who has studied transfer extensively through his work at the Community College Research Center at Teacher's College, Columbia University. Dr. Davidson then summarized the basic proposed structure of Transfer Pathways: transfers whole programs and not individual courses (this is a shift from the way the way the current TAG is set up), focus on meta-majors/clusters and using TAG faculty review panels and faculty from the Ohio Mathematics Initiative. Dr. Mazey responded to Dr. Davidson with several foreseeable issues. Pathways may not be particularly useful to students with undecided majors as they may still take excess courses that are not applicable after transfer into a specific program. Ms. Laura Rittner, Ohio Association of Community Colleges, responded to Dr. Mazey and spoke to the importance of embedded pathways for majors and the need for meta-majors. Ms. Rittner argued that programs should be designed so that while a student may not know what their particular major will be, advisors should push students to at least select a meta-major, like business. The student can then choose more general courses at first before narrowing down to a specific major. Dr. Mazey also mentioned that four-year institutions need to offer more scholarships to community college students.

III. Development of Guaranteed Transfer Pathways

Dr. Paula Compton, Associate Vice Chancellor of Articulation and Transfer, discussed the selection process for the proposed clusters (meta-majors) that will be used for the development of Guaranteed Transfer Pathways. Dr. Compton stated that the majors are based on the current TAG discipline areas. The cluster categories, which are based on the OATN's research on other statewide guaranteed programs, include the following eight areas: Business; Social and Behavioral Sciences and Human Services; Education; STEM; Public Safety; Health Sciences; Industry/Manufacturing and Construction; and Arts, Humanities, Communications, History, and Design. Within each of these clusters are number of majors. Dr. Compton asked if there were any questions about the selection of these clusters and majors. Dr. Mazey mentioned how the absence of majors may not allow institutions to have pathways for the best programs. Dr. Compton responded that Guaranteed Transfer Pathways will always be evolving to include more programs similarly to TAGs and CTAGs which are continuously being added. Dr. Ballinger voiced concern over the absence of Information Technology and Dr. Jack Cooley, Columbus State Community College, echoed these concerns. Dr. Cooley mentioned that applied technical degrees may need to operate by a slightly different system than AA or AS degrees. Dr. Randy Smith, The Ohio State University, voiced several concerns. Dr. Smith spoke about the need to inform every department in the universities that will be affected by the initiative and that in the current proposed process of creating pathways, there is a lack of curricular authority among the TAG faculty. Dr. Carl Brun, Wright State University also questioned the best way to inform his university but agreed with Dr. Smith on the importance of keeping interested parties updated.

Discussion of Conceptual Framework

Dr. Compton and Dr. Davidson began a discussion of the overall conceptual model of how Guaranteed Transfer Pathways could work. Dr. Compton mentioned that the pathways may begin in high school, the military, or any number of areas, and the model must be flexible enough to handle these different starting points. Dr. Davidson stated it may not be possible to eliminate duplication in every case, but the goal goal is to eliminate unnecessary duplication wherever possible. Dr. Michael Snider, Ohio Association of Community Colleges, argued that flexibility alleviates some of the pressure from advisors to know every detail and option for transfer and creates more responsibility for students so they research what they need to do to transfer. Dr. Cooley also wanted clarification that the pathways program would not force four-year institutions to change their programs but instead serves as a guide for students. Dr. Davidson replied that four-year institutions may discover that they could make changes to benefit transfer students by rearranging the order in which courses are taken. Dr. Compton also spoke of the ODHE's collaboration with Dr. Davis Jenkins at Community College Research Center Teachers College, Columbia University. Dr. Compton endorsed Dr. Jenkins' model for students to start with broad meta-majors and then select a particular major after roughly 30 semester hours. Dr. Davidson believes that this model is likely very similar to the natural progression of students at 4-year institutions. Dr. Mark Nutter, Washington State Community College, argued that TAG faculty members may not be the proper individuals to deal with pathways. Dr. Gigi Escoe said that undergraduate program directors will be more suited to address pathways as they have knowledge of entire programs and not just individual courses. Every committee member seconded this idea and Dr. Compton acknowledged the idea that the subsequent Cluster Faculty Panel meetings would be delayed by roughly one month to accommodate this change because the OATN will have to ask for institutional nominations.

IV. Approval Process

Dr. Compton discussed the Approval Process for Guaranteed Transfer Pathways and indicated that the process is still in draft form and is open to being amended. Dr. Compton mentioned that the endorsement survey will be distributed to every Ohio Public Institution to build a consensus and allow the participation of every institution. The Steering Committee will have final approval of the Guaranteed Transfer Pathways before it is submitted to the Oversight Board. Dr. Compton believes that this will help to quell concerns from institutions. Dr. Mazey believes that some Steering Committee members should act as liaisons between the faculty panels and the steering committee.

V. Dr. Davis Jenkins, Dr. John Fink, & the Transfer Playbook

Dr. Davis Jenkins and Dr. John Fink shared a presentation via webinar about transfer data and sound transfer practices. Dr. Jenkins stated only 1 in 5 of Ohio community

college students transfer out of the college with some sort of earned credential. Dr. Jenkins mentioned that many of the transfer students without a two-year degree never complete a bachelor's degree after transfer and end up with no post-secondary degree. Mr. John Fink discussed the Transfer Playbook by studying successful regional partnerships between two-year and four-year institutions.

Dr. Fink identified 4 characteristics:

- 1) The institution partnerships that prioritized transfer students and build an institutional culture that is geared toward transfers
- 2) Creating clear program pathways and consistent teaching practices (collaboration of instructors from two-year and four-year institutions)
- 3) Meeting regularly with students and providing information to students
- 4) Providing tailored student advising (financial planning, identify meta-majors/4-year destinations, dedicate more staff to transfer students, and more financial aid from four-year schools to transfer students from community colleges)

Dr. Jenkins stated that while a statewide policy is important, regional relationships will play a defining role in allowing more students to earn a bachelor's degree. Dr. Escoe asked what some examples of best practices are for transfers. Mr. Fink emphasized that orientation of transfer students be prioritized and that universities should move up orientation dates to allow transfer students the opportunity to acclimate themselves to a new university before classes begin. Dr. Jenkins added that community colleges must push students to pick majors as early as possible because it creates a higher likelihood of completing a four-year degree. Dr. Jenkins also said that Ohio's data tracking of student characteristics and transfer success needs to be improved, which will allow Ohio to develop better policies and remove barriers to graduation. Dr. Jenkins closed his presentation with two suggestions: Ohio needs to 1. Set goals and 2. Develop more regional partnerships.

VI. Ohio's 2-Year to 4-Year Transfer: Completion Rates & Regional Differences

Dr. Shoumi Mustafa, OATN, presented data on the success of transfer students and to see what influences transfer student success. Dr. Mustafa's research showed that roughly 49% of Ohio's two-year to four-year transfer students graduate in six years, that graduation rates are higher when a student transfers to a school in the same region, and that transfer students complete more credit hours than native students. Dr. Ballinger said that it is vital for the committee to use both Dr. Jenkins and Dr. Mustafa's research in the decision-making process.

VII. Future Meeting

Each member of the committee was given the opportunity to propose issues that should be addressed at future meetings. Dr. Smith stated that an updated timeline is needed for the process. Mr. Robbin Hoopes, Cincinnati State Technical and Community College, said regional benchmarks for Transfer Pathway success need to be created. Several committee members indicated that Dr. Jenkins should be involved in the process and that more of his research would be useful. The committee expressed desire for the next meeting to happen in February but it must occur after the first cluster meeting which some steering committee members will also attend.

VIII. For the Good of the Order

With no further business for discussion, Dr. Compton adjourned the meeting