



**The Ohio Articulation and Transfer Network (OATN)  
Business Cluster Faculty Panel Meeting**

Tuesday, February 7, 2017

10:00 am to 3:30 pm

The Fawcett Center at The Ohio State University  
Columbus, Ohio

**Present:** David McLeod, Zubair Mohamed, Cindy Nauer, Fred Aikens, Meg Clark, John Hale, Oya Tukel, Carmen Daniels, Jack Cooley, Pamela Grant, Terry Calvert, Shirley Moore, Cindy McQuade, Elizabeth Sinclair, Bev Reed, Connie Golden, Maria McConnell, Mike White, Byron Finch, Lynn Jones, Lisa Becher, Chris Moberg, Ann Theis, Cara Rex, Janice Johnson, Ned Young, Gayle Mackay, Dan Fuline, Amy Drongowski, Randy Smith, Peter Ward, Elliot Bendoly, Susan Hanlon, Jason Winters, Jackie Flom, Brenda Kornmiller, Thomas Traynor, William Vendemia, Laura Rittner, and Ralph Katerberg

**Guest Presenters:** Mary Ellen Mazey, Marcia Ballinger, and John Fink

**ODHE/OATN Staff:** Paula Compton, Hideo Tsuchida, Jessi Spencer, Katie Dean, and Colin Lee

### **I. Welcome & Introductions**

Dr. Paula Compton, Associate Vice Chancellor, welcomed all attendees to the meeting, and attendees introduced themselves. Dr. Dan Fuline, Stark State College, and Dr. Thomas Traynor, Wright State University, were introduced as the faculty leads.

### **II. Meeting Objectives**

Dr. Compton reviewed the following meeting objectives:

- Engage in discussion to determine the best approach for developing Ohio Guaranteed Transfer Pathways
- Gain an understanding of the goal of the initiative
- Gain an understanding of the process, essential elements, and the faculties' role in development
- Learn about best practices and success stories of transfer at the national and local levels
- Confirm that the appropriate individuals are representing their institutions

### **III. Development of Guaranteed Transfer Pathways**

Dr. Compton reviewed Section 3333.16(C) of the Ohio Revised Code which states that "not later than December 1, 2018, the chancellor shall develop a process to ensure that associate degrees offered at a public institution of higher education will be transferred and applied to a bachelor degree program in an equivalent field at any other state institution of higher education without unnecessary duplication or institutional barriers. The policies and procedures shall ensure that each transferred associate

degree applies to the student's degree objective in the same manner as equivalent coursework completed by the student at the receiving institution.” The Ohio Department of Higher Education (ODHE) initiated the Ohio Guaranteed Transfer Pathways initiative as a response to this legislation. Dr. Compton explained that both a steering committee and a transfer practices advisory committee, with representatives from Ohio’s public institutions, have been created to assist in the development and/or implementation of the Ohio Guaranteed Transfer Pathways. Dr. Compton elaborated on the role of the present faculty and explained that they have been selected for their skill and academic knowledge of their institution’s business programs.

Dr. Compton explained that the Ohio Mathematics Initiative (OMI) developed its processes by focusing on learning outcomes, not courses, which provided flexibility to faculty members. Dr. Compton encouraged the present faculty to follow this precedent and introduced Dr. Jim Fowler, The Ohio State University, to further explain the OMI. Dr. Fowler explained that the OMI began when faculty throughout the state voiced concerns about high numbers of students in remediation courses. OMI faculty focused on learning outcomes and developed pathways more aligned with students’ needs and skills necessary for success in their majors. Dr. Fowler presented the three pathways developed by OMI faculty: 1. STEM Preparatory, 2. Statistics, and 3. Quantitative Reasoning. He responded to questions to further explain the pathways.. Dr. Fowler described the disconnect between STEM preparatory math courses and their lack of applicability to students in non-STEM disciplines. The developed quantitative reasoning pathway focuses on quantitative models, data analysis, and real-world application skills. Several business cluster faculty members voiced approval of the shift toward more applicable math courses and the use of active learning instructional techniques.

#### **IV. Steering Committee Chair Call-In**

Dr. Mary Ellen Mazey, Bowling Green State University, and Dr. Marcia Ballinger, Lorain County Community College, co-chairs of the Ohio Guaranteed Transfer Pathways Steering Committee, called in to thank the faculty panel for their efforts. Dr. Ballinger said that the present faculty members are vital to the success of the initiative and that Ohio’s community colleges fully support Ohio’s Guaranteed Transfer Pathways. Dr. Mazey echoed this sentiment for Ohio’s universities.

#### **V. Research on Ohio’s Regional Transfer and Common Courses in Business Cluster**

Dr. Compton shared findings on Ohio’s transfer students which showed that graduation rates of students transferring from a two-year to a four-year institution are higher when students transfer to an institution in the same region and that Ohio had over 37,000 transfer students in 2015. Ms. Katie Dean, Administrator for the Ohio Guaranteed Transfer Pathways, shared how research on common courses among various business related majors was performed.

## **VI. Key Strategies and Practices for Successful Transfer (John Fink)**

Mr. John Fink, Community College Research Center at Teachers College, Columbia University, presented research via webinar about transfer data and best practices for ensuring successful transfer. Mr. Fink thanked the faculty panel members for their participation in a “forward thinking” policy. Mr. Fink shared data showing that among community college students indicating a desire to earn a baccalaureate degree, only 14% earned a bachelor’s degree within six years. Mr. Fink highlighted four barriers to successful transfer: 1. Lack of early momentum; 2. Students’ making progress, but not transferring; 3. Unclear transfer pathways; and 4. Transfer credit loss. Mr. Fink explained that transfer is more successful when institutions prioritize student transfer, create clear programmatic pathways, and provide student advising. Mr. Fink detailed major maps from Florida International University as a prototypical example of clear program pathways. He also emphasized that collaborative regional partnerships between two-year and four-year are vital to successful transfer.

## **VII. Small-Group Discussion**

Faculty members separated into small groups based on geographic region to discuss what a potential pathway would look like and any barriers to developing pathways. Faculty members generally agreed that the first two-years of education must consist of Ohio Transfer Module and Business TAG courses while avoiding unique upper division courses that will not transfer to four-year institutions.

In the Southwest regional discussion, Dr. Byron Finch, Miami University, expressed concerns over the uniqueness of core courses at four-year institutions and the difficulty of balancing uniqueness without sacrificing transferability. Dr. Finch discussed Miami’s Business Quotient which is an 8 credit hour set of courses that are taken concurrently and integrated through Miami’s business program. Other faculty members discussed the lack of priority that some four-year institutions place on transfer students and the rigorous requirements that some institutions require for transfer students. Ms. Meg Clark, Cincinnati State Technical and Community College, suggested that financial aid programs aimed at two-year students transferring to a four-year partner institution would foster successful transfer. Faculty members agreed that mathematics courses need to be geared towards business applications.

## **VIII. Large-Group Discussion**

The faculty panel rejoined as a single group and began discussions. Several members expressed the need to include Applied Associate degrees, in addition to the Associate of Arts and Associate of Science degrees in the development of Ohio Guaranteed Transfer Pathways. Representatives from two-year institutions argued that non-traditional students frequently need applied courses for their current careers and that the needs of non-traditional students must be incorporated into the Ohio Guaranteed Transfer Pathways. Dr. Compton addressed this concern by stating that



Associate of Arts and Associate of Science degrees will be the first paths to start with, and she understands the importance of including applied degrees in the future. Concerns over whether TAG courses are accepted by other institutions were raised by many attendees. Dr. Compton stressed that TAG courses must be accepted and applied by institutions and that transfer in Ohio is predicated on TAG compliance. Dr. Compton also suggested that the faculty may benefit from shifting their focus from courses to learning outcomes. Dr. Chris Moberg, Ohio University, mentioned that four-year institutions frequently innovate at the business core and that TAG courses may not appropriately align with these innovations. Dr. Moberg also voiced apprehension about sacrificing too much innovation and uniqueness at the four-year level for the pathways to function properly. Dr. Finch from Miami University discussed the possibility that accepting TAG courses as equivalent to business core innovations could put the transfer student at a disadvantage. Dr. Compton assured that Ohio cannot lose its creative program and suggested that faculty could focus on learning outcomes, instead of courses, to gain more flexibility in developing the pathways.

#### **IX. Reflection and Next Steps**

Dr. Compton asked the faculty if they believe they are the appropriate representatives to work on the Ohio Guaranteed Transfer Pathways and to contact her if a different faculty member will need to be involved in the future. Dr. Traynor emphasized the importance of balancing program uniqueness and student transferability. Dr. Randy Smith, The Ohio State University and a member of the Ohio Guaranteed Transfer Pathways Steering Committee, explained the origins of the initiative and its development. Dr. Smith explained that the majority of students study in eight cluster areas and transfer within their region. Dr. Smith mentioned that academic programs differ institutionally and constantly change. The Ohio Guaranteed Transfer Pathways differs from the OTM or TAG because it is at the program to program level and not course by course level. Dr. Smith emphasized that faculty members should update the provost's office and their individual academic units about the Ohio Guaranteed Transfer Pathways. Dr. Smith reiterated that the Ohio Guaranteed Transfer Pathways is a substantial policy shift that needs input from as many groups as possible. Dr. Traynor encouraged the attendees to work with faculty on their respective campus before the next cluster meeting. Dr. Smith mentioned that the ODHE would develop a one-page template for the individual institutions to complete to record/summarize their progress since the meeting, which will be compiled and shared with the Steering Committee in March.

#### **X. For the Good of the Order**

Dr. Compton thanked all attendees and adjourned the meeting.