**Notes from Ohio Southwest Region Transfer Summit  
February 27, 2018**

**Call to Action: "Transition & Transformation: Fostering Student Success"** (Dr. Eileen Strempel, Senior Vice Provost, University of Cincinnati)

Improving Transfer Mindset:

* Equal rigors of curriculum (2-year/4-year)
* Restore public trust in Higher Education!
* Culture Change!
* Reject deficit-minded mentality
* Cross-institutional transfer friendly ecosystem

**Transfer-Related Tools and Statewide Initiatives** (Jared Shank, Director, Ohio Department of Higher Education)

* Overview of all Transfer initiatives happening now in Ohio (handout provided at the meeting)
* By 2025, 65% grad rates
* Credit When It’s Due (reverse transfer)
  + Q: Minimum number of credits to “claim” students?
  + A: No guidelines – Wild, Wild, West. Jared will take that to ODHE for consideration
  + UC and Miami regularly offer Reverse Transfer as requested, willing to collaborate more
* General education forum will occur April 2, 2018 in Columbus – UC, Miami and OSU seen as models for upcoming gen ed – and how OTM’s will align
* Ohio guaranteed transfer pathways (cluster areas)
  + In progress
  + Business approved and nearly complete.
  + 14 others will be sent for approval in March
* Math pathways are being clustered by major interest statewide
* 3+1 pathways – Identifying possible majors
* Transferology – most underused resource in Ohio (though some are using extensively – including UC/Miami)
  + Students can look up degree audits and run ‘what-if’ reports
  + New feature allows for a repository of Articulation Agreements

**University Admission Processes and General Education Requirements** (Miami University: Kathy Pruckno, Senior Associate Director, Admissions and Dr. Carolyn Haynes, Associate Provost; University of Cincinnati: Kaci Kortis, Assistant

Director, Center for Pathways Advising & Student Success and Dr. Gigi Escoe, Vice Provost for Undergraduate Affairs)

Barriers to transfer:

* Cost/scholarships/financial aid
* Competitive admissions
* Culture shift
* Large campus/class size
* Parking
* Bad timing
* Course applicability (students often transfer to UC with 2-years of credit that do not apply or align with their Baccalaureate goals)
* Time to [complete] degree
* General education core not met through OTM

**Community College & Regional Campus Highlights** (Cincinnati State Community and Technical College; Miami University Regionals; Sinclair Community College; Southern State Community College; UC Clermont College; UC Blue Ash College)

Barriers to transfer:

* Accurate advising/planning
* Tuition and fees
  + Break down the costs [instead of presenting the student with the total]
  + Scholarship opportunities
* Cost Cost Cost!
* Perception that classes won’t transfer
* Admissions requirements/process variance
* Perceptions of quality (four year reception can be mixed)
* Size of classes
* Cultural challenges
* Past performance (GPA impacts admissibility)
* Curricular alignment
* Catalog year
* Making connections
* Clear next steps (pathways)

**Barriers to Success** (Fishbowl Conversation)

* Math deficiencies [some students take the wrong math classes]
* Earlier identification of goals
* Articulation agreements: a blessing and a challenge (30% of students use)
  + Relationship maintenance [retain relationships that go beyond a piece of paper]; annual meeting/workshops
  + Substance (perception that they are only PR)
  + Program mapping/applicability
  + Shortest pathway, A to Z
* Mentality: Universities don’t “need” transfer
  + Need to walk the talk (create seamless transfer programs)
* Necessary change will be long to change the hearts and minds of university culture (faculty / departments)
* Data points for gaining university support
  + Talk numbers (declining high school grads)
  + Honest conversations: building/maintaining relationships
  + Incentivize departments to be transfer-friendly (Faculty co-meeting)
  + University resources from the top down
  + Senior institutions, invite program chairs to summit
* Clearinghouse for articulations (“what will you give me” – Transferology?)
* Identify alternate plans when primary plan is no longer viable
* Specialized advising/ethical advising (“bucket of change”- metaphor)
* Teaching grit/persistence (prepare students to overcome obstacles)
* Connect students to other students who’ve made it (peer ambassadors)

**Strategies for Success** (Tablework)

Four-year

* Must build mutual trust between 2/4 years.
* Advising on the students’ schedule [admission/advising tag-team]
* Recognize it’s not a competition: we’re in it because we care! It’s not a marketing ploy!
* [Identify] key responsive contacts
* Get better data on [retention]
  + Data on completion
  + Better tracking of progress
  + Identify other useful data
  + Clearer success markers
* Better hand-off (clearer communication)
  + How to get from point A to B
* Bachelor intentions
  + Database (student clubs)
* Applied degree vs transfer degree conversations
* Messaging/marketing endorsing the 4-yr/2-yr partnership

Regional

* We agree to share aggregated success data
* Explore creation of online module [/portal] [for] transfer students
  + Content: How to apply, scholarships, advising, etc. [link to the different 4-year institutions]
  + Incentive: financial (small scholarship, fee waiver)
  + Organize by Major cluster
  + Portal/collaboration name: SoRT (Southwest Ohio Regional Transfer Committee)
* Survey (regional)
* Developing collaborative partnerships (happy hour)
* Share outcomes and performance
* Best practice for online orientations

**Student Voices**

* Clear point of contact [at the different institutions]
* Debunk negative myths
* Practice compassionate advising
* Create real campus connections