

## Minutes of the Meeting Held on November 12, 2004

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Meeting started at 12:30.

Attendance and membership list passed out.

**Members Present:** Robert Marcus, Kelly Phillips, E. Thomas Dowd, John Current, John Cuppoletti, Phyllis Bernt, Louis Wright, Ginny Hamilton, David Witt, Rudy Fenwick, Havey Wolff, Paul Sracic, Tom Shipka

**Excused:** Rodger Govea, Vijay Konagi, Hugh Bloemer

**Visitors:** Dick Arndt, Jamie Abel, Eric Almonte, Roderick Chu

**Legislative Committee.** Paul Sracic, YSU, as Chair. Comment from *Cuppoletti*: legislators interested in patents, teaching and service, not buildings. Faculty should tell the legislators that they are interested in teaching research and service and economic development. Students with degrees will drive the economic engine as the state moves from the rust belt to a knowledge economy. John Current, OSU, and Louis Wright, Ohio U, volunteered for the committee. A lively discussion of the legislature and upcoming funding challenges occurred.

**1:00-1:30 Dick Arndt. K-16 initiatives.** Dick said he is our best friend now. Transfer assurance guides. Articulation and advisor council. Dick has worked on this for 7 years. How to facilitate transfer. Continued at every meeting. Must be able to do it better. Have reviewed and visited many programs. Tried to bring all partners. Tried to find out how transfer is being done, and how articulation occurs. Do students get a fair and equitable deal? Transfer students look for best deal in terms of transfers. Students look for best deal. Ohio is an undereducated state. 300,000 short in degrees. Becoming like Alabama and Mississippi. Economic engine is education. Panel going on in agency with Gary Walters. How does education fit into the economic engine? While is capital and construction, it is also adding the intellectual power. How do we get more students in school and graduate them. The council has been talking about this for some time. House bill 95. How can we do a better job in helping students? One of the things that was found was that they go a different deal between schools or even within schools. It is an issue. Students need to take courses over again. Eight regional town meetings were held. Leading concern was paying twice for the same course, that there was inequity in transfer. All transferred, but nothing applied. Subsidized twice and paid twice for the same learning for the same person. HB 95 says that transfer will be transferred equitably. From there, the transfer council has the transfer assurance guides. (Two were handed out, aerospace agriculture, civil, mechanical, engineering transfer (TAG) and geology assurance guide (TAG)).

What is the logical generic course title sequence that helps the four year partners? Started with 8 disciplines. Thought it would be generic. Transfer module transfers. When they get into specific disciplines, they found that it did not fit. Went from 8 to 42 with 4 more on the desk. Geology is one of the pathways. The next step was how to guarantee that each of the courses has a set of outcomes. One course started with 4 pages of outcomes. Fine tuned and asked what the essential outcomes would be and what are other nice to know. Match 70% of the total, but faculty said that some concepts were essential. Physical geology. No essential concepts could be left out. Others in calculus, there are certain

things that must be taught. This allows the ability to show what is done in the class.

Where they first began, it was stated that it was controlling and made all courses look alike.

*John Cuppoletti:* Why would the 4 year colleges care?

*Dick Arndt:* Because we get their students.

*Dave Witt:* We would also like to have their freshmen also. Are we punishing ourselves by cooperating with them? It is as if we are penalizing ourselves.

*Dick Arndt:* Students leave, and 2 year schools act as a feeder. The other side is that when the student starts elsewhere and are successful, they are likely to be successful. More students coming in bring higher subsidy.

Don't know whether they break even or not.

*Dave Witt:* Issues are highly inter-related. I would like to work where there is more cooperation.

*John Current:* How many students transfer?

*John Cuppoletti:* Greater than 10% of our entering class this year at UC are transfer students.

Dick Arndt did not have the numbers. Students who transfer do not need as much remedial work.

*Phyllis Bernt:* This will help address the need to increase needed. Is this like the California system?

*Louis Wright:* It would be great if we can get the course levels up in the 2 years.

*Paul Sracic:* How does this work with the general education requirement?

*Dick Arndt:* Everyone has a transfer module. All courses evaluated by a faculty subcommittee.

If a student finishes within a transfer module. That is good to transfer and apply.

Tom Shipka asked whether there are any state numbers. Dick Arndt will send the transfer numbers.

Tom thought the numbers were in the 30-40% range. The numbers are significant and may be as high as 30%-40%. Dick Arndt will send us the numbers as soon as they are ready.

Tom Shipka asked whether life experiences and work will be factored. Dick Arndt said yes, and also that high school advanced standing would be also accepted.

Louis Wright asked how they will check down the road whether the learning outcomes were realistic. Would students fail the next course, and will there be checks and balances?

Dick Arndt suggested that they will try it and will see how it works. Outcomes will be put out, and they will ask whether there are courses that match.

You can ramp up your courses. The students deserve to pay once. They deserve an education. You may teach what you want to teach, but ramp it up if you want it to transfer.

Transfer will be on a statewide basis, but the transfer will be on a school by school basis.

Advisory notes will be added, and package deals will be put together. Engineering technology package will have a group of courses that will transfer.

What are advantages? For the student: Will help the students starting in the eighth grade what they need to get a college education. The two and four year colleges can then take this to the high schools. We can find a way to show a student and parent and a counselor what they will take in college, this is how they will do it. If they need calculus I, they should take four years of college. Students can find this on the web on CAS. Engineering for example was difficult. It will not be necessary to go to fail.

The advantage for the four years colleges is that the students will be better prepared to succeed.

Transfer credits will have prepared the students to at least the same level as yourselves. Remediation will go down, and retention will go up.

*Jamie Abel and Eric Almonte:* Communications staff at OBR. From Heidelberg College public relations. Maintains contact with many colleges. John Tafel asked to speak about the access efforts. Notes on meeting will be discussed. Student Access and Success Coordinating Council of Ohio. Staff is John Tafel. Jocelyn Frasier organizes the meetings.

Three meetings of SASCCO. [Http://www.Ohioaccess.org](http://www.Ohioaccess.org). To increase the number of students attending colleges in Ohio. There are a number of organizations working on access around the state. They are working to find holes in the efforts of others. Collaborations, statewide marketing plan, and to develop success measures. Louis Wright asked where funding would come from. There are no funds for marketing. No increase in funding for enrollment since 2000 have added two Bowling Greens without additional funds. No excess capacity in classrooms or dorms. SASCCO is looking into these issues. Student information portal. Sally Mae and Great Lakes Educational Services will fund it. A student hotline will be up. A one-stop phone call. One additional staff person has been hired. Financial aid office will be set up. Darrel Glenn will help us understand the issues in Ohio. Dolores Mize from Oklahoma has a public scholarship and adult literacy program. They have a marketing budget of \$1M per year for 5 years. The state legislature has pumped \$6 M per year, mostly for scholarships. A marketing plan is being developed. Rather than a shotgun approach, find out how to market access. What is being done to help people in need, and underserved populations. Will go six to nine months. There were a couple of presentations for Kentucky and Texas programs. Kentucky has an organized project – Go Higher. Gear up's program. Education pays was everywhere. The state of Kentucky had the Go Higher program. P&G's Tremor has connectors on the Internet. These are kids who connect with the rest of their friends. These people have buddy lists of more than 50 on their lists and they share. They have demonstrated some good results.

The student portal. Indiana has a portal that has been used since 1995. Their research showed that their hotline and their portal really helped. The hotline took pressure off of the families. The portal also helped. With the portal, you fill out one application, and you can fill out information as early as seventh grade, and when they are ready for college, it is nearly ready. U-Promise (any time you buy a product, it goes to the college fund). With these three programs, it has really helped. Our access product is of interest to them.

They are available to help us with our own recruitment. [Ealmonte@regents.state.oh.us](mailto:Ealmonte@regents.state.oh.us) and

[jabel@regents.state.oh.us](mailto:jabel@regents.state.oh.us).

*Phyllis Bernt:* Are there middle school outreach programs?

A copy of the capacity report will be sent to John Cuppoletti.

**J. Abel.** When J. Abel first came on board, he stopped at 28 different high schools. Then went all over state with Knowledge Economy Awareness program. Need more counseling at every level. Talk to parents about saving for college. Talk to kids in junior high to prepare them for high school. Need people at the high school level to help them prepare for college. Need people in the colleges to help them prepare for 4 year colleges. Also need to prepare the adult learners. We're about average in terms of high school going on to college. Some communities do a good job. Some communities do a poor job. There is a lot of denial that the manufacturing economy has died out. Must talk to Ohioans about the need for postsecondary education. The last presentation was out of Cincinnati. The anti-tobacco stuff has worked well. They have done well with the kids. A non-traditional communication venue to speak to the kids. 60 different self determining groups running their own initiatives. Rod Chu has been talking about the millennial generations. 4 major archetypes. The WWII generation. The group of 18-19 year olds may be the new great generation. The X generation was me-me-me. Ohio may have strength in the next generation. Ohio is good place to raise a family, have a good job, and to be stable.

*Robert Marcus.* Questioned view.

*J. Abel.* 9/11 may have triggered a new great generation. They talk about it being a coddled generation. Much directed by their parents into activities many nights of the week. Fitness and nutrition are important topics. May take the mantle and move on.

*Phyllis Bernt.* Are these a monolithic group? Maybe are not the same.

*J. Abel.* I have been all over and understand. The marketing triggers are all around. They have access to TV and Internet and libraries.

*Phyllis Bernt.* 85% of middle school have Internet at home. 95% somewhere. I don't know whether they all have the same motivations.

*Tom Dowd.* 30% in ten years. If the issue is 40 year olds. Given time, the problem will work itself out.

*J. Abel.* Everyone else is working hard. We stayed 39<sup>th</sup> even though everyone else did. Everyone else is going up. Must also figure out something for the 30 and 40 year olds.

*Paul Sracic.* How much data is available that people know how important higher education is?

*J. Abel.* Knowledge economy presentation talks about importance of higher education and income.

*Tom Shipka.* "Although Warren has retained a GM auto assembly plant at Lordstown, it employs about one-third of the workers compared to its original work force when the plant opened in the 60s, and this reduced work force turns out twice the number of cars per shift compared to the production rate in the initial plant. Shame on families in our area for not educating their children about the loss in manufacturing jobs in auto and steel over the past thirty years." Tom. Fee pattern in the state has

changed. What is your take?

*J. Abel.* Term limits have been an obstacle for educating the legislators. One way is to look for modest increases. Were asked to make a state share for instruction and student aid flat budget.

*Tom Shipka.* A large basis modeled on a merit rather than a move toward need.

*J. Abel.* Students that can afford to go with merit will go. Others with merit but without resources cannot go. Also those who have need and need further preparation should be supported and encouraged. They may get tuition (2 years) if they meet attendance and academic standards. This takes money. Will try for a pilot program.

J. Abel provided his business card. The information is given below:

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**Health Insurance and Retirement.** Category of Health Benefits and Retirement. STRS was under fire. There has been a revolution in health care. Tracking those trends across the state. Need to take a look at health care. Tom tried to clarify the original intent in the creation of this standing committee. I said that "This committee was created to address two issues: 1) evolving health care plans and costs at the public universities and medical schools, and 2) concerns about STRS member benefits and excessive administrative spending amid huge STRS asset losses. It may have been a mistake to charge this committee with both responsibilities. The name of the committee gives the impression, wrongly, that this committee is interested only in the health benefits which STRS provides to retirees." Robert Marcus will work with him on this duty.

*Rod Chu.* Marching ahead with the budget. Spark some thinking. Mentioned to all presidents. The dour news is that the penny sales tax may not be renewed. This gives a 5 billion dollar cut. 20-25% cut to higher education. John Husted is the new house speaker. John Husted says only students and their families care about higher education. The knowledge works poll said 800 pollees. Higher ed fell in dead last. Rod Chu says the public does not know that we are 40<sup>th</sup> in higher education. The political reality is that elected officials will not support higher ed in the short or intermediate time frame. The governor's higher education and economy report said to increase enrollment by 30%. There was a sentiment to increase money to education. Since then, Rod Chu and others stepped back and said I have been here for 7 years. How much longer for people to get it? Economy rides on higher ed. Leaders won't step up to the plate. We in higher education can do one thing. Simple conclusion. Higher education costs are based on number of students. When you look at the economy which is in death spiral. We will get worse and worse. What can I influence? Can't wait until January. It is based on the number of graduates. Not based on the number of credit hours. If you take a student to YSU and drops out, no additional income. It is when they graduate. When they get their diploma is when it matters. Higher ed can contribute to the state economy by taking one straightforward move. Increase the yield of students who get through. Number of graduates matters. Faculty know how to make this happen. Success challenge works.

Bowling Green has significantly increased the number of graduates. This is a major paradigm shift. This is not the basis of most higher education. Higher Ed has had this mission for eight hundred years. This sorting mission is not one we can afford in the state of Ohio. Without education, you do not have a economic or democratic/social future. Rod Chu has spoken briefly in group and individually. Unless we turn the economy and the state around, there will be a continued loss of education to the citizenry. Some may be able to retire before it comes about.

Access and success. What do we need to dramatically do to change our prospects for higher education?

Knowledge and skills. Rod Chu talks about knowledge and skill, attitudes and beliefs motivation and behavior as defining the people.

Students and parents want credentials and not the education.

Ultimately they leave the nest and find out what they need in the workplace.

*Robert Marcus.* Central State. \$6M subsidy and share of instruction. With less than 5,000, state will give supplement. Supplement is not for additional programs or add on programs. The BOT has asked to give a 15% cut in supplement. Article describing this was given out. Title VI says you cannot discriminate on basis of race, etc. Alabama, Mississippi had complied. Clarence Thomas turned it over to the Supreme Court. In 1998, there was a settlement. The University had a responsibility to adhere to 23 amendments of House Bill 215, which it has done They had to balance their budget and had to operate in the black. Their financial systems are stable. Two buildings since 1997 (both dorms), and these dorms were built by private dollars. College of education building is waiting. The agreement of 1998 was to settle the case of Department of Education versus state of Ohio. Under this agreement, the State must help make CSU attractive to students all over Ohio. The bottom line is the last line of the press release: The cut proposed by the Board of Regents is a step back from the 1998 agreement. Robert Marcus is asking for support to urge the State of Ohio to continue in the spirit of the 1998 agreement. CSU cannot raise tuition according to Robert Marcus because it would be counter productive. Want to help urge the state to honor their commitment. It would be good have President Garland, Esq. to visit.

Motion to adjourn 2:45 pm by John Current second by Tom Shipka. Unanimous.

[\*Return to Main Page\*](#)