

January 2019

# Ohio TRANSFER TO DEGREE guarantee

News from the **Ohio Articulation & Transfer Network**

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## Special Features

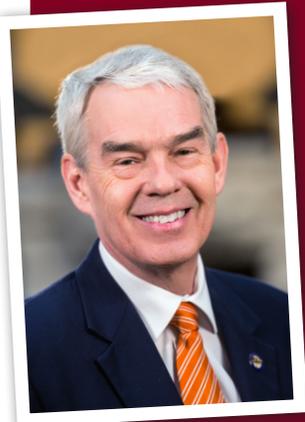
### General Education Discussion

For nearly two years, a steering committee appointed by the Ohio Department of Higher Education has led a consultative effort to identify broad standards for general education evident within Ohio, as well as to coordinate discussions of these standards both statewide and at the institutional level. Statewide conversations are occurring about whether new standards must be adopted for general education degree requirements in order to meet Ohio’s evolving higher education and workforce needs. The goal is a statement of principles to which all public institutions should affirm. Now all Ohio public colleges and universities

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## A Note from Paula

The Ohio Articulation and Transfer Network welcomes Randy Gardner as our new Chancellor of the Ohio Department of Higher Education, and Mike Duffey as Senior Vice Chancellor!



**Chancellor Gardner** was appointed the 10th Chancellor of the Ohio Department of Higher Education in January. He comes to ODHE after a 33-year career in the Ohio Legislature, where he had a 100 percent voting record – more than 10,430 consecutive votes!

Chancellor Gardner has been recognized as the General Assembly’s foremost policy leader in higher education. For the past eight years, he served as chairman of the Finance Higher Education Subcommittee, and held that post in both the House and the Senate.

**Senior Vice Chancellor Duffey** was also appointed in January. He most recently served eight years in the Ohio House of Representatives, where he chaired the Higher Education and Workforce committee, vice-chaired the legislature’s Joint

Committee on College Affordability and co-chaired the Ohio Tuition Trust Authority.

We are excited about working with both Chancellor Gardner and Senior Vice Chancellor Duffey to continue helping students with seamless transfer.

Here’s to a Happy 2019!



## Special Features (cont.)

are reflecting on the current draft, which proposes six principles for consideration.

### Proposed Principles of General Education in Ohio

1. Attentive to relevant HLC standards, each Ohio college and university will publish a straightforward, easily understood statement of institutional intent regarding the purposes, emphases, and structure of its general education program.
2. Committed to providing their students with knowledge and abilities *that may transcend the content of general education and of traditional disciplines*, Ohio colleges and universities will (a) confirm which knowledge areas their curriculum already addresses, (b) identify any gaps that may be significant in terms of the institution's mission and objectives, and (c) commit to addressing them.
3. Aware of documented expectations regarding proficiencies *beyond content knowledge* consistent with student success over the long term, Ohio colleges and universities will (a) confirm which capacities and characteristics their curriculum already addresses, (b) identify any significant gaps, and (c) commit to addressing them.
4. Focused on what students should learn rather than what should be taught, Ohio colleges and universities should consider pedagogical approaches not currently in use that might lead to significant gains in learning. They should implement those most consistent with their curricular objectives.
5. Acknowledging that effective advising is critical to student success, Ohio colleges and universities should enable and charge advisors (a) to undertake "intentional conversations" with all students concerning the ends and means of general education, (b) to guide students in "navigating" a curriculum that links general education and the major, and (c) to enable

students to understand both the value and the usefulness of the general education learning they are pursuing.

6. Continuity between general education and the major should be made explicit through clear links between specific priorities of general education and specific expectations of major programs. Effective general education programs, offered in collaboration with majors, should prepare students for further study. Effective majors should affirm and build on the preparation general education provides.

Institutions are asked to respond to the following five questions with respect to their discussions on campus.

### The Questions

- Which of the six principles are already in effect at your institution? Which, if adopted, are *most likely* to lead to meaningful improvement in your general education program? Which, if any, appear *unlikely* to lead to meaningful improvement in your general education program?
- What are the challenges that would have to be addressed if your institution were to embrace principles not already in effect? Explain, if you wish, the different challenges that particular principles might pose.
- Understanding that a brief list of principles necessarily must exclude many worthy proposals for the strengthening of general education, is there any principle conspicuous in its absence? Would the addition of this principle be essential to the credibility of the principles? (You may wish to consider the "additional priorities for consideration" that have emerged in the course of the discussion.)
- If your institution were to agree to pursue the six principles, how long would the process take? What kinds and degrees of flexibility from one institution to another would be acceptable?

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## Special Features (cont.)

- With the understanding that this discussion should not be limited by any constraints arising from the current Ohio Transfer Module (OTM), please identify (a) characteristics of the current OTM you believe continue to serve Ohio well, (b) characteristics you believe may merit reconsideration and possible modification, and (c) any recommendations you would offer to inform work on the OTM.

Answers to the questions from each institution are due to ODHE by March 31, 2019.

If you believe a conversation with an ODHE consultant might be helpful to institutional discussions, contact Dr. Paul L. Gaston, Trustees Professor Emeritus at Kent State University. Dr. Gaston is the author of three current monographs on the strengthening of general education and a frequent consultant on general education nationally and internationally. You can contact him at [pgaston@kent.edu](mailto:pgaston@kent.edu).

## National Transfer Student Week

Each year during the third week of October, the National Institute for the Study of Transfer Students organizes and promotes National Transfer Student Week. Institutions around the country celebrate transfer students and the professionals who support them. The University of Cincinnati sent OATN details about its celebration this past October.

Between October 15 and October 19, 2018, the University of Cincinnati's Center for Pathways Advising and Student Success celebrated National Transfer Student Week. Each college received a packet of information to display in its office, including "We {heart} Transfer Bearcats" pins.

An exhibit, "[Transfer Lives Here](#)", was created to display transfer student stories, showcasing t-shirts submitted by current transfer students during this year's t-shirt swap. Each t-shirt represented a different journey and path to UC. A reception at the location of the display



Staff at the University of Cincinnati celebrate National Transfer Student Week

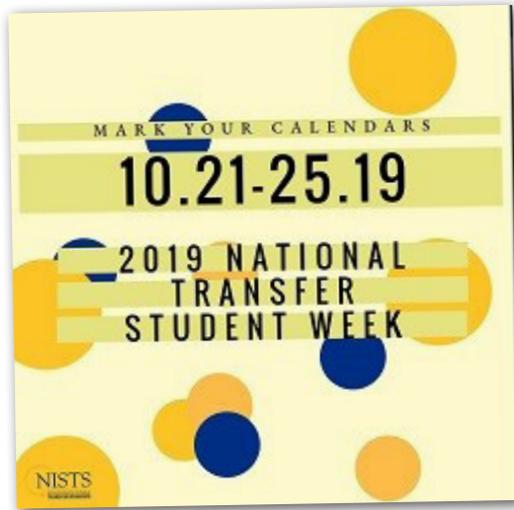


encouraged students, staff, and faculty to view the exhibit. UC shared statistics and figures to inform the campus community.

Additionally, the Pathways Office conducted a [Twitter campaign](#) displaying "Why I Transferred to UC" stories as well as highlighting the Transfer Ambassadors.

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## Special Features (cont.)



The five-day campaign garnered more than 16,000 impressions (views) on Twitter! The University's official twitter account ([@UofCincy](https://twitter.com/UofCincy)) as well as several colleges and offices on campus also sent out additional tweets.

The next National Transfer Student Week is October 21-25, 2019.

If your institution has items to share in an upcoming edition of the OATN Newsletter, please send information and materials to Michelle Blaney at [mblaney@highered.ohio.gov](mailto:mblaney@highered.ohio.gov) or Anne Skuce at [askuce@highered.ohio.gov](mailto:askuce@highered.ohio.gov).

## Progress Reports

### Ohio Guaranteed Transfer Pathways

The new Ohio Guaranteed Transfer Pathways (OGTP) website is now available at <https://www.ohiohighered.org/ogtp>. This website will serve as the official repository for all finalized OGTP. Currently, the website contains institution-specific pathway templates for business as well as all approved generic statewide pathways. Institution-specific pathway submissions in the cluster areas of social and behavioral sciences, arts and humanities, and mathematics and sciences are currently under review and will be posted as they are finalized.

### Ohio Mathematics Initiative

#### Symposium on Co-Requisite Approaches in Mathematics

The Ohio Mathematics Initiative Subgroup on New and Alternative Pathways (subgroup 1)

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## Progress Reports (cont.)

hosted a Symposium on Co-Requisite Approaches in Mathematics on Friday, October 26, 2018. More than 130 people attended representing more than 30 Ohio public colleges and universities.

The event was a chance to learn and share how institutions are taking co-requisite strategies to a fuller scale for students to be successful in math and persist to a degree. The day started with a welcome and overview by Brett Visger, ODHE's associate vice chancellor of institutional collaboration. Visger described the three common models in place for mathematics co-requisites:

- Paired Course model: Provides support skills in a separate course aligned to the learning objectives of the gateway course. The separate course and the gateway course are paired together in the same semester.
- The 101 Plus model: Offers academic support as an extension of the gateway course.
- The Technology-mediated model: Requires students to complete online lab support.

The day continued with a panel on Curriculum and Degree Programs of Study. David Hare of Sinclair Community College, Peggy Kelly of Wright State University, Ricardo Moena of the University of Cincinnati, and Nick Shay of Central Ohio Technical College shared their experiences in developing and implementing curricula for co-requisite support. The presenters highlighted course success rates and instructional practices.

Lori Carlson of Youngstown State University, Heidi Loshbaugh, a consultant who formerly worked at the Community College of Denver, and Stephanie Sutton of Stark State College addressed challenges and solutions in course registration and transcribing. The

panelists highlighted creative ways of overcoming technical limitations and engaging stakeholders across the institution for successful implementation of co-requisite courses.

The final panel talked about advising processes and communication with students. Noel DeJarnette, Mandy Knight, and Deborah Smith shared the advising structures and communication examples from the University of Cincinnati, Marion Technical College, and San Jacinto College (Texas), respectively. The day concluded with additional time for institutions to meet as a team to identify next steps in advancing their implementation of co-requisite remediation.



Presentations from the symposium are available at <https://www.ohiohighered.org/B2S/co-requisite-remediation> under "Presentations and Conferences." The event was also part of the Bridges to Success initiative sponsored by the Helmsley Foundation.

### Ohio Mathematics Chairs/Leads Network Meeting

On November 2, 2018, the Ohio Mathematics Chairs/Leads Network met at The Ohio State University. At this statewide meeting, updates were provided on the Strong Start to Finish and Ohio Guaranteed Transfer Pathways initiatives. A representative from each of the subgroups provided an overview of current projects and progress for the five mathematics subgroups. The meeting also allowed attendees to discuss and identify goals for the next academic year, examine updates in Business Statistics and Introduction to Statistics courses, as well as revisit the importance of teaching and offering Quantitative Reasoning courses. The Ohio Mathematics Chairs/Leads Network will reassemble on April 26, 2019.

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## Progress Reports (cont.)

### Ohio Values Veterans

#### Translating Military Documents to Award Appropriate Academic Credit

Jared Shank presented a webinar through the Multi-State Collaborative on Military Credit on Sept 24, 2018, titled “Translating Military Documents to Award Appropriate Academic Credit.” A recording of this webinar is available at <https://youtu.be/69y005HnkG4>. The purpose was to give a foundational understanding of the Joint Service Transcript, the Community College of the Air Force transcript, the DD-214, and the DD-2586. This presentation served a national audience; however, the information presented would still be usable to academic advisors or other individuals who evaluate military coursework on their respective campuses in Ohio.

### Mini-Grant Updates

#### General Education

On November 16, 2018, ODHE hosted more than 100 individuals from Ohio’s public institutions for a “Military General Education Summit.” The purpose of the meeting was to showcase a few schools that were utilizing military credit or training to meet certain general education requirements. Justification for the award of credit as well as additional research with examples from other states were presented and discussed. Discussion included placing more emphasis on institutions to align military (MTAG) coursework to their own programs as well as a quick overview of military transcripts. The prior-learning assessment portfolio review rubric was distributed and discussed as a viable option to assist with the review of military training, experience, and coursework. The day ended with some opportunities for partnerships in which institutions can participate with the military, including the General Education Mobile program (CCAF), the Associate to Baccalaureate Cooperative, and bridge

#### New Military Transfer Assurance Guides (MTAGs) in Practical Nursing

Since the last newsletter, there is approval of new Military Transfer Assurance Guides (MTAGs) corresponding to the Practical Nursing Technology (LPN) CTAG. The US Army’s LPN program and the Air Force Medical Technician (five-skill level) Program are aligned to the CTPNNUR 001 Practical Nurse learning outcomes. More information and the announcement memos are available at <https://www.ohiohighered.org/transfer/military>. Both of those military programs are officially recognized by the Ohio Board of Nursing to allow the service member to sit for the Ohio LPN examination.

program options with the Medical Education and Training Campus. All information and presentations from this meeting are available at [https://www.ohiohighered.org/ohio\\_values\\_veterans/toolkit/awarding-credit](https://www.ohiohighered.org/ohio_values_veterans/toolkit/awarding-credit) with the hope that institutions can easily replicate some of the great work already done around the state.

#### Nursing

On November 29, 2018, ODHE hosted approximately 30 individuals from public institution nursing programs along with representatives from the Ohio Board of Nursing to further discuss military “medic” training and how it could be utilized in nursing programs. Based on input from the spring 2018 meeting with this same group, several research topics were examined. These include a comparison of EMT, LPN, and RN curriculum to the Ohio Transfer Module, as well as comparing military “medic” training to the LPN and RN curriculum. This research identified

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## Progress Reports (cont.)

some promising options and ideas pertaining to some overlap with the Ohio Transfer Module. Conducting this research will assist veterans, and may lead to future pathway options for nursing programs. There was also a brief discussion about completion of the CCAF AAS degree (LPN program) in the Army's LPN program, and the Air Force's Medical Technicians program. These programs are now officially MTAGs and the announcement memos have been sent to institutions, but they can also be found at <https://www.ohiohighered.org/transfer/military>.

### Foreign Language

OATN is working with the Defense Language Institute – Foreign Language Center (DLI-FLC) to evaluate its basic language courses that overlap with Ohio's foreign language TAG courses. This work is currently under way with some of the TAG panel leads as well as the former commandant of the DLI-FLC, who is currently a Ph.D. candidate at Bowling Green State University.

## Transfer Assurance Guides (TAGs)

### Survey to Panel Leads for Updated Learning Outcomes

Learning outcomes for all TAG courses are reviewed every few years on a schedule based on feedback from panels. In December, panel leads for math, history, dance, civil/construction engineering technology, fire science, music, philosophy, and PR/advertising were asked to work with their panels to determine if their learning outcomes were current or if any of the associated course learning outcomes needed to be updated. Survey results will determine whether meetings with select panels to discuss potential updates may be forthcoming.

### Military Strategic Implementation Team

The Military Strategic Implementation Team (MSIT) met on November 1, 2018. Updates were provided regarding the three mini-grants from the Multi-State Collaborative on Military Credit (MCMC). There was a brief discussion about turnover among the HB488 single points of contact and if some type of standard training is needed for newly appointed individuals. Recent survey results were discussed regarding military credit transfer and how to empower institutions to do more. This again raised the issue of satisfactory academic progress (150% rule – maximum timeframe) and there was much discussion about whether this is a statewide issue or one that goes through institutional appeals. Lastly, there was discussion about the level of interest in pursuing potential articulation agreement-type work with the Defense Language Institute-Foreign Language Center full academic programs at the undergraduate level, as well as the Command and General Staff College at the Master/Doctoral level.

### Exploration of New TAGs

The English literature TAG panel is discussing the potential for new TAGs that will help support the work of the Ohio Guaranteed Transfer Pathways. Discussion started in November and continues as the panel and staff of ODHE work to research current offerings and alignment within the pathway.

### Upcoming TAG Submission Deadlines

There are a number of TAG course resubmissions from updated TAGs as well as submissions from a newly created TAG coming due over the next couple of years. The next submission deadline is March 1, 2019. For

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## Progress Reports (cont.)

your convenience, submission preparation templates are available on our website at [www.ohiohighered.org/transfer/tag/coursedescriptions](http://www.ohiohighered.org/transfer/tag/coursedescriptions).

Biology I (OSC003), Biology II (OSC004), General Chemistry I (OSC008), General Chemistry II (OSC009), and the full-year sequence of Organic Chemistry (OSC010) need to be resubmitted based on a schedule specific to those TAG areas. If your institution is scheduled for resubmission, we encourage you to start preparation with your faculty to meet the next deadline.

Questions regarding progress for the OTM/TAGs should be addressed to Michelle Blaney at 614.644.9601 or [mblaney@highered.ohio.gov](mailto:mblaney@highered.ohio.gov).

Semester Due and Submission Deadline*	OAN	Name	Special Notes
Spring 2019 (Mid-March 2019)	OSS050	Race and Ethnicity	
	OSC025	Physical Geology with Lab	
	OSC026	Historical Geology with Lab	
	OSC027	Mineralogy with Lab	
	OET022	Programmable Logic Controllers	<i>Institutions with previously approved CTAGs do not need to submit for this TAG approval.</i>
	OHL008	Introduction to Medical Laboratory Science	<i>The submissions are for learning outcome #17 only.</i>
Spring 2020 (Mid-March 2020)	OSS051	Introduction to Geographic Information Systems	
	OFL049	Beginning Ancient Greek Course I	
	OFL050	Beginning Ancient Greek Course II	
	OFL051	Intermediate Ancient Greek Course I	
	OFL052	Intermediate Ancient Greek Course II	
	OFL055	Beginning Latin Course I	
	OFL056	Beginning Latin Course II	
	OFL057	Intermediate Latin Course I	
OFL058	Intermediate Latin Course II		
Fall 2020 (Beginning of October 2020)	OBU013	Business Statistics	/

\*Please note that the semester due term is the expiration term for your currently approved courses under the former TAG course criteria.

### (CT)<sup>2</sup> Submission Resources

In anticipation of the spring review cycle (March 1 through April 8), OATN staff have developed a presentation to assist secondary institutions in the submission of courses and matches in the Course Equivalency Management System (CEMS). The presentation will provide an overview of the spring review cycle, CEMS user account requests, course/program submissions, and Certificates of Affirmation. The presentation will be available at <https://www.ohiohighered.org/transfer/ct2/basicinfo> on February 1, 2019. Please direct questions about CEMS or the review process to Shane DeGarmo, associate director for career-technical transfer initiatives, at 614-644-6767 or [sdegarmo@highered.ohio.gov](mailto:sdegarmo@highered.ohio.gov).

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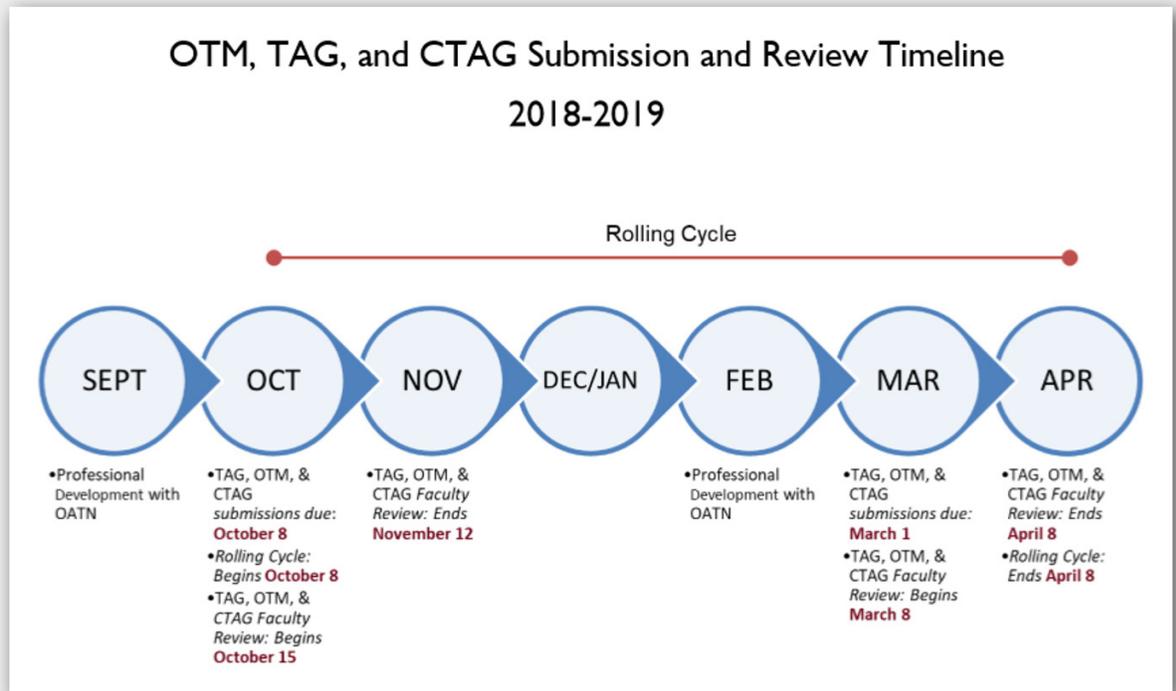
## Progress Reports (cont.)

### Join us!

A CEMS-focused 'Train the Trainer' live webinar is scheduled for Friday, February 1, 2019 at 12 p.m. The purpose is primarily for TAG, OTM, and CTAG coordinators to take an in-depth look at CEMS.

Topics of discussion include workflow, roles, queries, locked courses, and document management.

Time for individual questions about CEMS will be available during the webinar.



## Meetings of the Minds

### Ohio Articulation and Transfer Network Leadership Committees

#### OATN Oversight Board (September 20, 2018)

At the September 20 Oversight Board Meeting, Dr. Marcia Ballinger provided an overview on progress with the Ohio Guaranteed Transfer Pathways (OGTP) Implementation Policy. The OGTP steering committee came to consensus on the current implementation policy and moved it forward to the Oversight Board. Jared Shank described accomplishments of the proprietary stakeholders committee, which included a recommendation to update the articulation and transfer policy. Following those two updates, Dr. Paula Compton announced that more than 1,000 faculty members are currently involved in articulation and transfer panel work, applauding those institutions that have faculty members serving and providing

leadership to multiple panels. Mindy Aufderheide and Dave Podnar then presented on the history of Transferology, noting that Ohio has logged 52,702 students with three million equivalencies matched.

Dr. Stephanie Davidson led the next portion of the meeting and provided background on HB49. ODHE wrote a report on model three-plus-one programs. The results focused on bringing institutions together to learn how successful three-plus-one programs operate and to review various models. Following discussions, a report summarized results and defined three-plus-one programs. Dr. Davidson also explained that the report captured common characteristics of three-plus-one models.

Dr. Compton provided an update that five Ohio public

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## Meetings of the Minds (cont.)

institutions were pilots to discuss the proposed general education principles on their campuses while the Ohio Transfer Module (OTM) is reviewing general education principles and how they may or may not impact the OTM. After this discussion, Dr. Shoumi Mustafa presented research on graduation rates and characteristics of transfer students in Ohio. The meeting concluded with an update on the OATN operations budget.

### OATN Advisory Council (November 15, 2018)

Opening the meeting, Dr. Candice Grant provided an update on the progress of the OGTP and current implementation policy. The initiative is currently in 'Stage 4' with a focus on the development of pathways for Health Sciences and Computer and Information Technology. Discussions are ongoing concerning Public Safety, Nursing, Medical Laboratory, and Communication. Endorsement should be forthcoming in the areas of Engineering, Education, and Engineering Technology. Implementation is complete for Business, and all finalized institutional templates are posted on the new OGTP website. A way for institutions to track students who enter and complete the OGTP is being developed. Dr. Paula Compton asked that attendees send concerns and questions about the tracking system to herself or Dr. Grant. Utilizing these questions, Dr. Grant will be creating a "Frequently

Asked Questions" document to distribute.

Shelly Jackson, CollegeSource, and Kevin Sosa, OATN, presented the next portion of the meeting on Transferology. The Ohio Department of Higher Education covers Transferology's cost for public and private institutions. Ms. Jackson demonstrated functionality of the website while Mr. Sosa encouraged faculty at institutions of higher education to utilize the program.

Dr. Gigi Escoe, vice provost for undergraduate affairs at the University of Cincinnati, updated the council on the status of the general education discussion. She explained the general education principles must be faculty approved, student friendly, and content driven. Five institutions were in pilot discussions of the proposed general education principles and provided feedback. As a result, the principles will now be distributed to all institutions and invite endorsement in early 2019.

Next, Jared Shank, OATN, updated the council on the progress of transfer credit for proprietary institutions. He also provided an update on military credit. There are currently 168 unique military courses aligned to statewide transfer guarantees.

Dr. Shoumi Mustafa presented research results on transfer enrollment trends.

### Additional Meetings

#### OGTP Statewide Steering Committee Meeting (November 30, 2018)

The OGTP Steering Committee met on Friday, November 30. Committee members received updates on the initiative's progress, and they discussed a number of topics including the relationship between bilateral agreements and the OGTP, the development of OGTP for specialized academic areas, the process of applying for an exemption to offer an OGTP, and the tracking of student entry and completion of OGTP. The Steering Committee is co-chaired by Dr. Marcia Ballinger, president of Lorain County Community College, and Dr. Randy Smith, vice provost for academic programs at The Ohio State University.

#### Proprietary Transfer Stakeholders Committee Meetings (October 31, 2018 and November 28, 2018)

October and November were the last two meetings of the Proprietary Transfer Stakeholders Committee before the final report was submitted to the governor and legislature. The meetings involved discussion around transfer strategies and editing the final report. The final plan focused on three main strategies: 1) Better communication regarding existing approaches to awarding credit such

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## Meetings of the Minds (cont.)

as institutional evaluations, CLEP exams, PLA review methods, institutional challenge exams, and ACE recommendations; 2) The need to update state and institutional policies to reflect accurate information to facilitate credit transfer between the two sectors; and 3) Suggestions for future action. Those suggestions included a potential research study, funding for CLEP exams, and continued cross-sector meetings between the for-profit and public institutions.

### General Education Steering Committee Meeting (November 9, 2018)

Dr. Gigi Escoe opened the steering committee meeting. Each of the institutions participating in the pilot of the general education principles provided a report to the steering committee on the results and observations during their work. The institutions that participated in the pilot were Miami University, Columbus State Community College, Cuyahoga Community College, Ohio State University, and the University of Cincinnati. In the afternoon, Dr. Paul Gaston led a discussion on results of the pilot project and steps for conducting discussions of general education at all of Ohio's public colleges and universities in early 2019.

### Upcoming Meetings

- March 14 – OATN Oversight Board Meeting
- April 4 – OGTP Steering Committee Meeting
- April 11 – OATN Technology Steering Committee Meeting
- April 19 – Ohio Transfer Module Faculty Subcommittee Meeting
- April 26 – Ohio Mathematics Initiative Chairs/Leads Network Meeting

## Transfer Technology

### Statewide Guaranteed Credit Transfer & Transcript Exploration Project

A webinar was held on Friday, December 7 to determine the progress of the Statewide Guaranteed Credit Transfer (SGCT) project, which seeks to identify, codify, and report various statewide guaranteed credit across institutions of higher education. Institutions are working diligently to implement the 23 codes in time to begin reporting by the end of February 2019. The Transcription Exploration Project (TEP) continues with a pilot to test a proof of concept in placing the SGCT codes on an Articulation and Transfer Clearinghouse (ATC) transcript. Institutions participating in the pilot include Lorain County Community College, Cuyahoga Community College, Columbus State Community College, Shawnee State University, Rio Grande Community College, and Marion Technical College. Institutions will provide a

final report on their work by June 2019. A big thank you to all pilot institutions for their participation in the project.

### OATN Technology Steering Committee

The OATN Technology Steering Committee met on October 16 in Columbus to discuss technology initiatives, including the Statewide Guaranteed Credit Transfer Project (SGCT) and Transcript Exploration Project, Ohio Guaranteed Transfer Pathways initiative, CollegeSource's Transferology, and highlights by institutions on technology projects. Dr. Candice Grant, director of the Ohio Guaranteed Transfer Pathways (OGTP), provided an update on the initiative. Major updates include expected endorsements of Education,

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## Transfer Technology (cont.)

Engineering, and Engineering Technology pathways in fall 2018. An update on Transferology included the latest report of institutional participation, upcoming Ohio-specific webinars, and nationwide webinars sponsored by the National Institute for the Study of Transfer Students in collaboration with CollegeSource.

OATN also outlined upcoming technology projects for FY 2019. More updates will be provided at the spring meeting scheduled for April 11, 2019.

### Synergies and Career-Technical Articulation Verification Projects

The OATN is working on a couple additional projects seeking to automate and eliminate manual processes.

First, the Career-Technical Articulation Verification (CTAV) project is an effort that seeks to eliminate the use of a manual paper form-based process and replace it with one that leverages systems and automation to improve outcomes for students/applicants seeking to access earned career-technical credits from Ohio public colleges and universities.

Closely tied to the CTAV Project, the Synergies effort seeks to integrate select data from the Education Management Information System (EMIS) at the Ohio Department of Education with the Course Equivalency Management System (CEMS) at the Ohio Department of Higher Education. The project started in early December 2018 is expected to be finalized by the end of June 2019.

## (CT)<sup>2</sup> Corner

### OCTANE Update

The (CT)<sup>2</sup> team at the Ohio Articulation and Transfer Network recently hosted six CTAG discipline-specific workshops around the state. These fall workshops were a part of the ongoing OCTANE Initiative and attended by postsecondary faculty in the following CTAG areas:

- Early Childhood Education
- Agriculture (all related CTAGs)
- Interactive Media and Visual Design and Imaging (combined)
- Hospitality, Tourism, and Culinary Arts
- Programming
- Supply Chain Management Technology

This year's goals had two primary areas of focus: clarification of data on compliance reports and increasing CTAG compliance through faculty

### CTAG Grade Policy Revision Policy

A new policy, approved in December 2018 by the chancellor and endorsed by the Oversight Board, no longer requires that a letter grade of "C" or better be reported for CTAN credit. The end-of-course exams taken by secondary students are used as a measure of student learning and a condition for earning credit. Since all of the exams with an aligned CTAN are developed using the college-level learning outcomes, they are a reliable indicator of student learning. The Ohio State University Center for Education and Training for Employment (CETE) leads the exam writing and validation process for the end-of-course exams. Students will still be required to earn a qualifying score on the end-of-course examinations and successfully complete the course.

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## (CT)<sup>2</sup> Corner (cont.)

participation at submission workshops. By increasing the number of postsecondary institutions participating in CTAGs, students have more options for transferring their career-technical coursework. While at the workshops, faculty had the opportunity to learn more about the CTAG creation process, including how the curriculum in the secondary classroom aligns to postsecondary learning outcomes.

Another important element included in the OCTANE initiative this year was the opportunity for faculty to create professional development opportunities. Interested parties learned more about available funding for approved professional development activities. OATN is currently in the process of reviewing and approving submissions. The institutions selected for the awards will host workshops, mini-conferences, and professional learning communities. Participants in many of the CTAG areas listed above are invited to attend, including secondary teachers and administrators, postsecondary faculty, and business and industry partners. You may visit the [OCTANE page](#) in the coming weeks to learn more.

## Staff Feature

### Farewell to Jamilah, Mark, and Katie

Last month, **Jamilah Jones Tucker**, director of career-technical initiatives, left the Ohio Department of Higher Education. During Jamilah's five years at the agency, she worked on many career-technical initiatives, which have benefited Ohio's students. She provided significant guidance to the CTAG initiative and was dedicated to career-technical education. Jamilah is now the Dean of Arts and Sciences at Marion Technical College.

*Then-Chancellor John Carey presents Jamilah Jones Tucker with a commendation for her years of service to the Ohio Department of Higher Education.*



Our colleague **Mark Cortez**, director of articulation and transfer policy, has accepted a position at The Ohio State University. In his new position, Mark will be the director of outreach and recruitment. During his time at the Ohio Articulation and Transfer Network, Mark was successful in assisting with the Proprietary Report on the Strategic Plan for the Transfer of Credit. He also was responsible for the Regional Transfer Partnerships through Best Practices workshops, worked on the Ohio Mathematics Initiative final report, and helped overhaul the submission timeline for statewide guaranteed course reviews.



*Once a Buckeye...always a Buckeye. Mark Cortez poses for a photo beside his seven-foot Ohio State University-themed Christmas tree.*

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## Staff Feature (cont.)

This month we are also saying farewell to another colleague, **Katie Dean**. Katie began at OATN as an intern; upon graduating from The Ohio State University



with her master's degree, she was hired as an administrator for the Ohio Guaranteed Transfer Pathways initiative (OGTP). Katie has been an integral part of the OGTP team for three years. She has coordinated meetings and communications with 15 OGTP faculty panels comprised of more than 300 faculty

members. She also has served as the keeper of the OGTP templates, a daunting task to say the least.

The OATN wishes Jamilah, Mark, and Katie all the best in their new endeavors.

## Welcome to Nicole Chain – New OATN Intern

**Nicole Chain** graduated from The Ohio State University in December 2018. While it took some time to choose the right major, her passion for mental health and curiosity about human behavior led her to study psychology. She served as a peer mentor in the College of Arts and Sciences Honors program, where she offered support and advice to first-year students during their transition to college.

Most recently, Nicole worked as an administrative assistant for OSU's Center for Cognitive and Brain Sciences in the Department of Psychology.

Nicole has applied to master's programs in higher education and student affairs for the fall of 2019.



She holds a particular interest in the social/emotional aspects of the college student experience and hopes to translate these interests into a career in academic advising, mental health awareness, sexual violence prevention, or student advocacy. Nicole is excited to apply the knowledge and skills she obtains through her experiences at OATN to her future endeavors in higher education.

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