

The Ohio Articulation and Transfer Network (OATN)
Ohio Guaranteed Transfer Pathway Steering Committee Meeting
2400 Olentangy River Rd, Columbus, OH 43210
The Fawcett Center (Hancock Room)

Thursday May 17, 2018

10:00 am to 2:00 p.m.

Present: John Fischer, Robbin Hoopes, Terry Filicko, Jack Cooley, Bruce Johnson, Marcia Ballinger, Mike Snider, Laura Rittner, Randy Smith, Howard Dewald, Steve Robinson, Rick Kurtz, Marc Scott, Lada Gibson-Shreve, Mark Nutter, Thomas Sudkamp

ODHE/OATN Staff: Paula Compton, Candice Grant, Shoumi Mustafa, Katie Dean, Jessi Spencer

I. Welcome & Introductions

Dr. Marcia Ballinger, President of Lorain County Community College, and Dr. Rick Kurtz, President of Shawnee State University, welcomed meeting attendees and thanked all faculty panels for their work and asked attendees to introduce themselves. Afterwards, Dr. Ballinger underlined the importance of making recommendations at the meeting following the work that has already been completed.

II. General Update on Faculty Cluster Work

Dr. Candice Grant acknowledged and thanked the 316 faculty panel members from across the state working on panels and taking on leadership roles to work on this initiative. She also provided updates on the two new clusters: Public Safety and Health Sciences. Both clusters have templates that are out for a first round of campus feedback. Based upon initial feedback, there are certain challenges inherent in creating applied degree pathways that need to be addressed.

In the Education cluster, the second round of campus feedback is still being compiled. Though individuals are prepared to work together, there are still challenges to work through that are continuing to be worked on over the summer. The Engineering and Engineering Technology clusters are in preparation for endorsement, which is projected to be completed in fall 2018. The endorsement for the Math and Science cluster is nearly complete, with only a few institutional responses still missing. Social Work, Social and Behavioral Sciences, Fine Arts, and Humanities are all in the collaborative resolution stage. The feedback has indicated that there is misinformation circulating regarding TAGs, which can be remedied with institutional conversation, communication with individuals completing TAGs and pathways, as well as communicating the law behind TAGs and pathways. Dr. Grant stated that there is potential for Social and Behavioral Sciences, Humanities, and Fine Arts to be finalized following the meeting.

The Business cluster is in the implementation phase, with all institutions having submitted a response. 33 out of 36 institutions completed the template and are offering the business pathway. The final three are not currently going to offer the pathway.

Dr. Grant also added that more panels are being prepared to convene this fall in the area of Health Sciences (part II), which includes Health Information Management, Occupational Therapy (OT), Physical Therapy (PT), Exercise Science, and General Health Sciences. A call for additional nominations is in the works for those areas. In the Math and Science cluster, one of the largest unaddressed groups for transfer is Computer Science. After staff recommendations, Dr. Grant introduced plans to convene a specific Computer Science panel. She also added that other areas of interest in the state will be added to the pathways timeline. Dr. Grant reminded the committee that there is ongoing work on the applied associate Degree survey. Future work will include if and when a meeting is necessary regarding applied degrees and transfer of applied associate degrees into applied bachelor programs.

III. Discussion of Key Challenges

Dr. Paula Compton addressed the committee and explained that with the many initiatives that the State of Ohio has been committed to such as the Ohio Mathematics Initiative, Bridges to Success and Strong Start to Finish, the Ohio Guaranteed Transfer Pathways Initiative is a way to integrate these many initiatives, along with those of the Ohio Association of Community Colleges as well. Mathematics faculty have identified three main pathways: College Algebra, Statistics, and Quantitative Reasoning, and have also looked at additional specialized mathematics courses. With the OGTPs, the goal is to utilize this work and recommend a preferred mathematics pathway. However, institutions still may need more time to have campus discussions about the mathematics requirements.

An attendee inquired about how many universities have adopted and are offering quantitative reasoning. The concern being if students are sent to quantitative reasoning with no idea if it will transfer. Dr. Compton responded that though universities are working on quantitative reasoning courses, they have not all completely transitioned, and that it will take a couple of years to fully complete. She also explained that mathematics faculty have been reviewing courses on a rolling basis to get as many approved as possible.

Another attendee asked if preferred math pathways are in the works and how to receive institutional cooperation while still preserving the distinctiveness of programs. The committee agreed that the inclusion of a footnote describing the attributes and reasoning behind why a program cannot completely comply was appropriate to preserve institutional autonomy. The importance of finding balance between institutional autonomy and student transfer success was emphasized, stating that conversation must be encouraged so that progress can be made. It was also asked if policies and procedures will be reviewed after a set timeframe to track key components and progress. Other attendees concurred with this idea stating this is beneficial so that

stability and predictability can be instilled for universities and so that pathways do not become outdated and create roadblocks for institutions in the future.

The committee summarized the discussion by stating that in terms of the identification of mathematics pathways, panels have worked to find common ground while retaining recognition of institutional autonomy. Even with the implementation of a preferred math, balance between promoting student success and institutional autonomy is desired. The ultimate outcome includes as much commonality and iteration as possible. The committee also mentioned that with the current definition of compliance in the process of completion, approval issues with definition and parameters of compliance should be discussed at the July 2018 OATN Oversight Board Meeting.

IV. Lunch

V. Discussion of Key Challenges Continued

Those in attendance posed the question of whether General Education courses should be taken within the first two years, or throughout four years. It was underlined that in some cases, a student has not taken any courses in their major prior to graduating with their associate's degree. Dr. Thomas Sudkamp, described that major prerequisites push out other General Education courses and stated that they should ideally be taken over a four-year span. The attendees agreed that finding a balance between General Education courses and some major courses is needed.

It was discussed that ODHE has recently encountered institutional pushback in order to preserve program distinctiveness. Dr. Grant cited an example from Fine Arts in which an institution did not endorse a few templates citing that their program is nationally renowned. Attendees highlighted that there is a connection to the nature of admissions that may not be able to be centralized through pathways. Dr. Compton underlined the importance of defining what is distinctive so that efforts to become more standardized will not be diminished. Distinguishing between a structural impossibility is different than being a distinctive program due to how renowned it is. It was suggested to require an explanation as to why participation in the pathway is impossible. Dr. Grant read the legislation surrounding this policy to clarify whether institutions must participate. Dr. Compton highlighted that not only is student success a priority, but also educational access. She stated that perhaps access to other options could be a criteria to opt out of a pathway. Dr. Robbin Hoopes highlighted that there is a disproportionate impact on an equity level when the lack of coherence and autonomy exists. It was suggested that if an institution seeks an exemption, that they should then be required to explain what distinctiveness is present and why it is necessary, with a final signature from the Provost. This is so that the burden is on an institution to prove that an exemption is necessary. Dr. Compton responded that criteria could be formed in preparation for the implementation process. If the reasoning provided has an impact on the access in region, then it should not be approved. A committee member questioned if there is

another level of review once the provost signs off. Dr. Compton suggested that perhaps the Oversight Board or the Ohio Guaranteed Transfer Pathways Steering Committee could make a recommendation to the Chancellor.

Dr. Ballinger cited Lorain County Community College and University of Toledo as an example of institutions that create pathways for students to address issues of access and serve their communities. Dr. Compton explained that bilateral agreements can remain as long as they fit within the statewide agreement. She elaborated that these agreements could go further, as long as they avoid student confusion.

VI. Discussion of OGTP Implementation Policy

Dr. Marc Scott, representative from the Ohio Faculty Council, began the discussion by stating that there is not enough faculty discussion about pathways, and that there is a need for a policy statement to address this concern. Dr. Compton explained that there is already language around this issue created by Dr. Carl Brun and Dr. Randy Smith and that the committee should think about the implementation process timeline. Dr. Sudkamp suggested thinking of the OGTPs as statewide articulation agreements. He noted that at an institutional level, articulation agreements are developed between departments.

An attendee brought up concerns regarding program approval language in the policy. They stated that if a program was already approved, it should not need to be restructured due to the new pathways. Dr. Grant and Dr. Compton explained that if programs were already in compliance previously, they would not need to be restructured, but that they will have a more defined path.

An attendee mentioned issues around faculty involvement, communication, and shared governance within the pathway creation process. Dr. Compton highlighted the importance of faculty inclusion, especially in communication. Dr. Compton clarified the next steps in implementing the OGTP policy:

1. Add in philosophical underpinning as why we are driving this initiative (collective impact and vision)
 - a. *Work with Dr. Hoopes on a social justice/equity statement*
 - b. *Include language on the Governor's 2025 Attainment Goal statement*
 - c. *Add "duplication" in the distinctive program section*
2. *Add a section underlining the importance of communication with institutional faculty councils and senates*
3. *Use the language directly from the legislation to re-write the guidelines on exceptions for distinctive programs, and allow institutions the opportunity appeal on a case-by-case basis.*

4. Schedule Fall 2018 OGTP Steering Committee meeting
5. Policy finalization at Fall 2018 OGTP meeting
 - a. *With a note to call it “work guidelines” rather than “policy” to not dampen current enthusiasm*

VII. Transfer Pathways Research

Dr. Shoumi Mustafa presented the findings of his research on the mapping of pathways that lead from (two-year college) associate degrees to baccalaureate degrees in various disciplines. He presented the details of the specific pathways – from associate to baccalaureate – students commonly take for each of the 10 important clusters of associate degrees; the clusters are: Business, Social Work, Education, Engineering, Engineering Technology, Social & Behavioral Sciences, Arts and Humanities, Mathematics and Natural Sciences, Health Science, Public Safety & Services.

The research results help the implementation of the OGTP initiative and also serve as the pre-policy set of benchmark values. An auxiliary question answered by the research shows whether associate degrees in a given cluster generally lead to baccalaureate degrees in the same cluster. According to the results, a strong degree of correlation between the clusters at the associate and the baccalaureate degree levels for the more specialized disciplines such as Health, Social Work, Public Safety and Services, Education etc. However, the correlations are small for the general disciplines such as Arts and Humanities, and Social and Behavioral Sciences.

VIII. For the Good of the Order

There was a conversation about the design of the pathways in terms of timeframe. An attendee mentioned that not all students have completed their degrees because they would have had to take an excess number of credits. This means that students were transferring before completing their associate’s degree, with requirements that did not fit in with bachelor’s degrees. Dr. Compton stated a hope for clearer pathways in technical degrees and that this work is on ODHE’s radar. She also thanked OSU and the Fawcett Center for hosting the meeting location and event catering. With no additional feedback, the meeting was adjourned.