

**AGENDA**  
**The Ohio Articulation and Transfer Network (OATN)**  
**Ohio Guaranteed Transfer Pathways Steering Committee Meeting**

Tuesday, November 17, 2020  
10:00 AM-1:00 PM

**Present:** Andrew Martin, Brian Boyd, Howard Dewald, Joe Whitehead, Kevin Ball, Marcia Ballinger, Laura Rittner, Martin Maliwesky, Randy Smith, Sarah Parker-Clever, Cynthia Spiers, Tammy Kahrig, Terry Filicko, Cindy McQuade, Kathleen Cleary, Lada Gibson-Shreve, Robbin Hoopes

**ODHE Staff:** Brendan Busse, Holly Hall, Candice Grant, Paula Compton, Jessi Spencer, Stephanie Davidson, Mitchell Wilson

**I. Welcome and Introductions**

President Marcia Ballinger and Dr. Randy Smith introduced themselves and invited meeting participants to introduce themselves.

**II. Approval of (11.19.19) Minutes**

President Ballinger called for a motion to approve the November 19, 2019 meeting minutes. Dr. Howard Dewald seconded the motion. All meeting attendees approved the minutes, with no members opposing the motion.

**III. OGTP Updates**

Dr. Candice Grant and Ms. Holly Hall provided updates on faculty panel pathway development, including providing details on three different models that applied associate degree pathways might follow.

- **Applied Business**

Due to the diversity in applied degrees in business, the panel proposed creating an advising guide for students. The panel prioritized helping students decide which type of business they want to pursue, such as the AS/AA or applied degrees. A flowchart was developed as an infographic to assist students. Completed pathways are scheduled for review every 3 years, so the AA/AS business pathway is up for review this spring.

- **Engineering**

This would be an associate of science pathway. It is currently under review by the panel. One of the co-leads from The University of Toledo came up with the draft proposal. The Engineering OGTP is proposing the use of selected Engineering Technology TAG courses that are not mathematics-based. This would be broken down into specific majors, accepting courses from manufacturing, CAD, and engineering material courses. The attendees shared no concerns for this pathway.

- **Engineering Technology**

Pathways in the areas of Mechanical Engineering Technology and Electrical Engineering Technology received permission from the chancellor to move into implementation. These pathways include a smaller portion of general education coursework since they are applied degrees. They include pre-major/beginning major courses with statewide guarantees (TAGs) and then additional technical electives, which vary by program, that will be evaluated and transferred at the receiving institution.

- **Health Information Management (HIM)**

Only 3 institutions have bachelor's degree programs in HIM, so this was a small panel committee and is currently reviewing the pathway. It was decided that the degree must be from a CAHIM-accredited program and students must be a RHIT or have passed the examination within 6 months of graduation. There were 18-21 credits hours of general education and 23-25 credit hours of TAG

courses. Space was also allowed to accept up to 8 credit hours in coding, type of coding varies by institutions. There are 14-21 credit hours of remaining coursework for associate degrees, which also varies from institution to institution.

- **Exercise Science/OT/PT/Health Sciences**

The panel met last week to begin work on pathways in this cluster area. There are two follow-up panel meetings scheduled in December, one to focus on Exercise Science and the other on OTA/PTA programs and general Health Sciences programs. The Exercise Science meeting will continue to develop the pathway that was drafted during the initial meeting and discuss the possibility of creating TAG courses for Exercise Science. OTA/PTA programs do not have much flexibility in their curriculum and do not have an equivalent bachelor's degree program, so that follow-up meeting will discuss the possibility of developing an advising guide (similar to the approach taken for Applied Business) as well as an AS Health Sciences pathway for pre-health professionals.

- **Nursing**

Both of the OGTP panel leads as well as the CTAG panel lead worked to finalize a draft of this proposal and sent it to the OGTP panel for feedback. This pathway would apply to transfer students from public institutions of higher education who have earned an associate degree in nursing and an active registered nurse license and would like to transfer into a Bachelor of Science in nursing program. Admission is not guaranteed. Nursing programs vary across the state in how they group content (standalone versus integrated), so the pathway proposes awarding at least 6 credit hours in fulfillment of the OTM Natural Sciences requirement for integrated curricular content. Standalone courses will be transferred as usual. Nursing technical coursework should be awarded at least 30 hours of credit. This adds up to about 54 credit hours.

- **Institutional Templates**

There is an ongoing effort to finalize institutional templates. The process is a collaborative one between ODHE and each institution, so it can take time.

#### IV. **TAG/OGTP Collaboration**

Dr. Grant and Ms. Jessi Spencer discussed several changes being developed for the implementation policy, which asks institutions to act in good faith for any TAG/OGTP effective date gaps while institutions continue to work to get their courses approved. This is to prevent students from falling into the gap between the effective date of an OGTP and the approval of a TAG course. The group shared no concerns in changing the language of the implementation policy.

Ms. Spencer provided updates on TAG creation related to OGTP development. A TAG writing panel was created to write learning outcomes for a Genetics TAG course to be added to the Biology TAG. Learning outcomes have been developed and a draft has been sent for statewide endorsement. Another panel is drafting learning outcomes for a TAG course in Anatomy & Physiology. They are using national standards to create a year-long sequence since they found wide variance for single semester Anatomy and Physiology courses across the state. This will be out for endorsement by spring semester 2021. TAG coursework is in development for information technology, computer science, and information systems and will be out for endorsement in spring 2021. She also noted that the Engineering TAG panel is revising their TAG, which would be jointly proposed along with the Engineering OGTPs. New TAG courses in the areas of English and Philosophy have been endorsed and will be accepting submissions for the fall review cycle. These new TAG courses will be incorporated into the relevant OGTPs when they come up for their three-year review in Fall 2021.

#### V. **Ohio Mathematics Initiative (OMI) & OGTP**

Dr. Paula Compton and Dr. Grant discussed the development of new mathematics pathway courses for the OGTP created by the OMI. Members of the OMI have expressed concerns about the dissemination of

information and use of the new mathematics pathways, and they wanted this issue discussed with the Steering Committee. The OSU department of mathematics created a website for students to show their recommended mathematics course for their specific major, and they thought it might be helpful if all institutions made this information available in order to increase awareness around mathematics requirements.. Concerns were brought up regarding motivating and educating faculty rather than the students to improve integration of mathematics. Dr. Smith suggested to start asking representatives from the department to talk to upper-level university curriculum committees to get spread more information to institutions and faculty over the next couple of months. These math courses will also have been identified in a way that emphasizes logic and cost-effectiveness. Another issue was noted within advising staff not having the awareness of required mathematics course options.

#### **VI. Update on Tracking**

Dr. Compton and Mr. Mitch Wilson discussed ODHE's efforts to develop a tracking system through which research on the efficacy of the initiative can be conducted. Data that would need to be collected includes students who complete a bachelor's degree via a pathway area, students who complete an associate degree and an OGTP but do not complete the equivalent bachelor's degree, time to completion, credits to completion, etc. They also mentioned some of the challenges of gathering this data, such how this data could be collected and the difficulty of tracking students who may switch their major multiple times. Attendees proposed forming a working group with members from different departments such as Institutional Research, Registrar's Office, Admissions, and Advising that could assist in developing research questions and help create a plan for data collection. Attendees offered several nominations for members of this group.

#### **VII. Discussion: Supporting Institutions in Implementation**

Committee members were asked to consider and discuss the following questions:

- What is the level of awareness on your campus about OGTP?
- How is it being communicated to your students?
- Is the connection between the OMI-developed math pathways and the OGTP being made on your campus?
- What is the overall impression on campus about the OGTPs?

Based on the questions, members shared the following insight:

- Need to continue to work with faculty, advisors, and administrators to understand the OGTPs
- Concerns from faculty about the STEM OGTPs due to the sequence in which courses are laid out for the OGTPs (taking most, if not all, general education coursework in the first 60 hours of the program of study)
- Awareness of the OGTP varies by department or unit within an institution
- Request for a presentation or video that can be used to create consistent messaging across institutions (Dr. Compton noted that this potentially be addressed through the work being done to promote The Ohio Transfer Promise)
- One challenge is a lack of marketing materials
- Another challenge is the difficulty of navigating ODHE's website
- Some faculty are skeptical about the pathways, which is one reason why the data collection to evaluate effectiveness is so important

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

With no points to further discuss, the meeting was adjourned.