

**Ohio Board of Regents Special Meeting Minutes
Condition Report Subcommittee
Ohio Board of Regents
25 S. Front Street
Main Conference Room, 7th Floor
March 18, 2015**

I. Welcome and Call to Order

Chair Elizabeth P. Kessler called the March 18th, 2015, Ohio Board of Regents (BOR) Special Meeting of the Condition Report Subcommittee to order. She welcomed the members and staff to the meeting. Chair Kessler stated, "the record reflects that notice of this meeting was given in accordance with provisions of the Ohio Board of Regents' Ohio Administrative Code §3333-1-14, which rule itself was adopted in accordance with Section 121.22(F) of the Ohio Revised Code and of the State Administrative Procedure Act." She called the roll and those present were:

- Thomas M. Humphries
- Elizabeth P. Kessler

Chair Kessler declared there was a quorum of the Condition Report Subcommittee members present.

*Note: Virginia M. Lindseth planned to attend the meeting via video conference from Tri-C Corporate College. However, there were unforeseen technical difficulties; therefore she listened via tele-conference. There were no public participants at this site.

II. Approval of Minutes

Chair Kessler asked if there were any additions or corrections to the draft January 29, 2015, minutes. There being none, Chair Kessler made a motion to approve the January 29, 2015, minutes as drafted and the motion was seconded by Vice Chair Humphries. All Regents voted in favor of the motion approving the minutes as submitted from January 29, 2015.

III. Recap of the Last Meeting

Charles See, Assistant Deputy Chancellor for External Relations, BOR began by saying that the last subcommittee meeting for the 8th Condition Report encompassed having a guest speaker from the University of Toledo provide an overview of their adult education programs and activities. He said that today they will continue this by having two more speakers offer additional perspectives – one from a community college and one from an Ohio Technical Center (OTC). He said they also discussed the initiation of the survey at the last meeting. Since then they have received the results and they will provide an overview of these results.

Brett Visger, Associate Vice Chancellor for Institutional Collaboration and Completion, BOR added that they are very pleased to have two guest speakers with them today. He said as they received the survey results back they wanted to make sure that they presented the perspectives of both the community college and OTCs. He said they found that Great Oaks Career Campuses (Great Oaks) and Sinclair Community College (Sinclair) were both doing some very interesting things and invited them to speak before the subcommittee.

IV. Institution Presentation

Associate Vice Chancellor Visger introduced guest speakers Kathleen Cleary the Associate Provost of Sinclair and Carol Gittinger, Adult Workforce Development Director at Great Oaks. He said they both are highly respected in their individual fields.

Dr. Cleary started her presentation by saying that many of the best practices for Adult Learners are best practices for 'all learners'. She presented a PowerPoint presentation which can be found as Attachment #1.

Dr. Cleary's first slide she shared was the 'Big Room' at Sinclair which is the UD Arena. She said the picture gives the scale of Sinclair graduates as they had approximately 3,500 last year. She said Sinclair is an institution with approximately 40K individual students in any given academic year.

Dr. Cleary shared the best practices for serving adults and she said that many of these practices they are embracing at Sinclair. These best practices are: Outreach; Life and Career Planning; Financing; Assessment of Learning Outcomes (Prior Learning Assessment - (PLA)); Teaching - Learning Process; Student Support Systems; Technology; and Strategic Partnerships. Relating to financing she said they want to assist students with books, childcare and also steering them to the appropriate social services agencies that they may be eligible for. She said that Sinclair has had a big footprint in the Assessment of Learning Outcomes/ PLA area. She said the Teaching - Learning Process for adults is somewhat different from the 14year old dual enrolled or 18-year student. She said they are trying to develop a pedagogue that meets the 14year old's needs but is also flexible and geared towards the Adult Learner. She said they are moving towards a case management approach in the Student Support Systems area and she believes this is important for all students. She said both Technology and Strategic Partnerships are big parts of their work at Sinclair.

Dr. Cleary said that key concepts based on best practices were the following: One-stop office with wrap-around services for adults (provide a single point of contact pre-admission through graduation); Recognize and award credit through PLA for knowledge obtained from training and experience; Organizational structure that empowers staff to advocate for adults and effectively lobby for institutional change; Flexibly structured degree programs delivered online and in innovative formats that meet the needs of adults; and Provision of specific incentives are effective in recruiting and retaining nontraditional students (e.g. priority registration, deferred billing, free parking).

Relating to Life and Career Planning, Dr. Cleary said that they discovered early that students of all ages were floundering if they did not know what their career choice was. She said they developed Career Communities to assist with this issue. She said that this is the large groupings of career areas and at Sinclair they have five. These career areas are the following: Business; Creative Studies; Education, Liberal Arts and Social Sciences; Health Sciences; and STEM. She said that Information Technology is integrated within the other five areas. She said that this assists the Adult Learner because it creates a focused approach as they often do not have time to wonder through the curriculum. She said they are also trying to engage students with each other, faculty, staff, and employers in the big career area. This will help students understand all of the demands of a particular career choice.

Dr. Cleary said they are trying to clarify what resources are available to the adult student on their campus (veteran's services, childcare services, host of advising opportunities etc.). She said adults may not always get exposed to the wide array of services that they have available and many do not realize that they are eligible for benefits in the community. She said they communicate to students that accessing resources that are available to them will benefit the community in the long-term if they are a contributing member of the local economy to lessen the negative connotation associated with seeking assistance.

Dr. Cleary said that most importantly they are connecting students to one person. Every new student that enrolls at Sinclair is assigned an Academic Advisor that stays with them until they graduate. She said this is a drastic change for them from three years ago. She said they have accomplished the following with Career Community and Holistic Advising: All academic programs were assigned to a Career Community; All advisors are grouped by Career Community; 100% of Fall 2014 cohort assigned to an advisor who is an expert in their Career Community; 86% of Spring 2015 cohort met with an advisor. She said the next steps are the following: Phase in student assessment across four domains: Academic, Personal, Career, Financial; Pilot action plans based on

students' strengths and needs; and Connect students, faculty and staff to resources on campus and in community.

Dr. Cleary She said there are going to phase in student support using data to tier students according to need. She said this is going to be very important for Adult Learners because not every Adult Learner is the same. She gave some examples of the different needs of students in the areas of academics, personal, and career needs.

Dr. Cleary continued and began to discuss the PLA at Sinclair. She said that they have a very robust program and they want to make sure that Adult Learners get credit for what they already know. This program deals with both national standardized and military exams. She said they also do a large amount of individualized assessments. The Adult Learner has very unique skillsets that are not always easy to capture on a test. Dr. Cleary said that Sinclair has a very strong individualized assessment program that is very hands-on and portfolio based to compliment the exams.

Relating to Military Services, Dr. Cleary said that Sinclair has a Veterans' Affairs office. As the subcommittee members are aware, Wright Patterson Air Force Base (WPAFB) is in very close proximity to the campus so they serve a large number of veterans, both on Sinclair's campus and in their online program. She said they serve approximately 7,000 students online and many of these are military. She said Sinclair provides the following military services: Assisting in applications and educating on benefits for GI Bill education; Transition services (military vs. civilian life); Certifying students to receive GI Bill; Campus and community referrals; and Obtaining military transcripts. She said that Sinclair is House Bill 488 compliant.

Vice Chair Humphries asked if they conducted classes on the WPAFB. Dr. Cleary responded that they are on base in a very limited capacity. She said typically the students come to the Sinclair campus on take online classes. The online classes are really popular with the military because if they are transferred it does not interrupt their studies.

Dr. Cleary continued and discussed the Pathways to Completion (PTC). She said this is a holistic advising model that they believe is good for all students. She said that mature learners appreciate having the wrap-around case management approach. This tends to be the case especially for the more fragile students. She said they really try to connect students to support systems tailored to their specific needs. This program assists students with priority setting, developing and action plan, and overcoming barriers in order to become successful. She said the program has been in place for 7-8 years and the retention rate is 98% (79% year to year).

Assistant Deputy Chancellor See asked if Sinclair has had systematic conversations with other agencies to get their 'buy in' regarding student assistance. Dr. Cleary responded that they have at least an annual breakfast with these agencies. They discuss goals and are in the process of developing a system to share data with them without breaking privacy laws. They want the student to be able to understand why this data sharing is important and authorize the release.

Dr. Cleary said they are really excited about a new program called Leveraging Information For Transformation (LIFT). She said LIFT will attempt to use predictive analytics and big data (i.e. Amazon) for student success through their educational journey. She said they are partnering with Civitas Learning in terms of the data analytics. She said that Sinclair will be predicting risks in the four domains: Academic, Personal, Career, and Financial and every day the data will be updated. The student behavior is the biggest predictor and they will be moving up and down the risk factors as they work their way through college.

Senior Vice Chancellor Cates asked about the four categories and wanted to know what an advisor would be doing with these. Dr. Cleary responded that an advisor is tiering a student (determining the student's risks in each category). She said by tiering the student in each of these areas the advisor can focus on the student that may need him/her the most on any given day.

Dr. Cleary said that Generation-1 through Generation- 4(G4) is the evolution of the student services that they have seen both nationally and at Sinclair. She said that G4 is comprised of integrated high-touch (one advisor responsible for each student), high-tech (utilizing big data to predict and track student success), and wrap-around services (being aware of students supports in addition to academics). She said to support the G4 model Sinclair partners within the community (such as the Bill and Melinda Gates Foundation, the Department of Transportation, the Department of Labor, and the U.S. Department of Education); redesigned their facilities; utilizes mentoring and advising; and uses innovative technology.

Dr. Cleary provided an overview of the Accelerate IT program. She said this is a flexibly structured degree program that is competency-based (students skip over what they already know to focus on what they do not know). She said these are online and self-paced classes. A new course begins every Monday and a student needs at least an 80% to demonstrate mastery. She said they have three Information Technology degrees, six certificates and thirty-five courses. She said that each student interacts with faculty members online and is assigned to an academic coach.

Chancellor Carey asked how the Accelerate IT works as it related to financial aid. Dr. Cleary responded that students are eligible for financial aid and they are working with the Federal Government to ensure they are compliant. Chancellor Carey asked that she follow up with Stephanie Davidson, Vice Chancellor of Academic Affairs as she is currently working on the 'competency-based' areas of the budget. He said this may be helpful in their efforts.

Dr. Cleary finalized by saying that in any given term roughly 25% or more of their students begin as Adult Learners (age 25 years-old or older). In terms of completion, she said that approximately 400-600 Sinclair students (age 25 years-old or older) complete their Associate Degree each year.

Vice Chair Humphries asked a question about the ratio students per advisor. Dr. Cleary responded they began their advising program by phasing in an advisor for every new student. Sinclair's goal is for every degree-seeking student to have an advisor (approximately 30K students). Vice Chair Humphries followed up with another question and asked about the size of the advising staff. Dr. Cleary responded that they have 36 full-time advisors on the Dayton campus. She said their goal is for the advisors to have approximately 400 students each on their caseload. She said they have a number of specialty programs, such as PTC that have faculty who have been trained to do academic advising as well.

*Secretary Lindseth posed a question about the training for the advisors. Dr. Cleary responded that they provide training on the academic programs. She said that each advisor is responsible for one Career Community (Meta Major) and they need to be able to advise students for any program within that area. They train them on curriculum, local jobs and the prerequisites for a program/career. They do this with face-to-face training and an online reference repository.

Carol Gittinger, Adult Workforce Development Director of Great Oaks, began her presentation by saying that she was presenting on behalf of Carrie Fife, President of the Post-Secondary Adult Career-Technical Education committee at the Ohio Association for Career and Technical Education who could not attend due to a sudden death in the family.

Ms. Gittinger said that the forty-nine OTCs work in close collaboration together as partners and this is very helpful. She said that they are a little more informal than community colleges and they serve a different type of student. She said that some of their students may have tried the community college setting and they either were not successful or were not sure what their career goals were. She said they currently offer about twelve Career Technical programs at Great Oaks and most of their programs are 900 hours.

Ms. Gittinger presented a PowerPoint presentation that is shared at their information sessions, which can be found as Attachment #2. She said that Great Oaks is a one of the largest public school systems in the country (they encompass thirty-six feeder schools) that has been providing career-technical education for youth and adults for forty years.

Ms. Gittinger said that Great Oaks' vision is the following: ensure the career and academic success of each individual learner; be vital to the educational and economic growth of their communities; and be recognized as the leader in career and technical education. Their mission is to provide quality and technical education programs and services. She said Great Oaks' values are the following: Honesty; Trust; Respect; Quality; and Equity.

Ms. Gittinger began to discuss Great Oaks' partnerships and said that they give life to their vision. She said there is a huge skills gap and this is getting bigger. She said that industry approaches Sinclair and they do not know where to get their workers. She said they have partnerships with affiliate schools; students and families; colleges; and businesses. The businesses' commitment is evidenced by the 1,000 business associates either serving on their advisory committees, acting as mentors, providing workplace experience and internships or employing their students. She said that the advisory committees meet three times a year to let them know what equipment and curriculum is needed.

Ms. Gittinger provided an overview of Great Oaks' Career Technical program offerings that were available to students. She provided an overview of the following programs: Auto Collision; Dental Assisting; Electro-Mechanical Maintenance Technology; Industrial Diesel Mechanics; Heating, Ventilating and Air Conditioning; Medical Office Specialist; Plumbing; Police Academy; and Welding. She said they are exploring the following new classes for the 2015-2016 Academic year: Automotive Service Technician; Heavy Equipment Operations; and Construction Technologies (which will give students a sample of Plumbing, Carpentry, and Electrical). She said most of the programs are 900 hours, which is 10 months full-time. She said that they require a 95% attendance rate and they have the opportunity for students to make-up days in cases of absence on normal attendance days.

Ms. Gittinger continued and said they work with their college partners such as Southern State Community College. She said the 900 hours of their program will get a student 'half-way' completion towards their Associates Degree and this partnership is a great way to encourage a student. She said the Ohio Transfer to Degree Guarantee allows students to earn college credit which is transferable to any Ohio public college or university with a similar program, just for successfully completing their Great Oaks program.

Relating to advising, Ms. Gittinger said that they work with Ohio Means Jobs and their ABLE Transitions Coordinators. She said that she believes in bringing the family into the Career Technical Centers because you have to have a 'family buy-in'. Because when the student is away from their family four nights a week there is time sacrificed away from them. She said in mid-October they have friends and family night where they have an open house centered on Halloween. They have an activity in each lab and each campus participates. This introduces students to Career Tech and instills a sense of pride.

Chair Kessler asked a question relating to the Ohio Transfer to Degree Guarantee and wanted to know how relevant this was to their students continuing on to pursue their four-year degree. Ms. Gittinger replied that she believes so. The Ohio Transfer to Degree Guarantee was just signed into law last year and they are still working out the parameters. She said there are some students in programs that may go forward with a degree more than others and they already have articulation agreements in place. Associate Vice Chancellor Visger added that there are two processes, the Career-Technical Assurance Guide (CTAG) which takes the block of the program and articulates it to specific courses. The challenge with this is because it is a specific block and credits are left behind. The other process, the One-Year Option takes the entire program and articulates it to a block of credits.

Ms. Gittinger said they have Financial Aid for Full-time programs. The most recent report to IPEDS was their retention rate was 86% and their graduation rate was 84% (this is not reporting the law and fire students). Great Oaks prepares both youth and adults for career pathways. Each year they serve 37,000 adults and 16,000 high school students. She said Great Oaks offers the following: A career in 10 months or less; High job placement rates; Small class size; Hands-on training; Training on the equipment they will use on the job; and Free Parking.

Chair Kessler asked about the Great Oaks range of cost of the Adult Workforce Development programs. Ms. Gittinger replied that the costs range from \$6,500 to \$10,500. She shared some student success stories and said they build confidence in students that they can succeed.

Chair Kessler followed up with another question and asked if individuals are able to obtain jobs in the field without the training that Great Oaks offers. Ms. Gittinger responded that most often individuals are not eligible for these jobs unless they receive this training. Associate Vice Chancellor Visger added that some of these fields require licensure. Ms. Gittinger said that all their programs are all attached to an industry recognized certificate.

Senior Vice Chancellor Cates asked how a student is matched up with a job at the end of their program. Ms. Gittinger replied that when a student is about 600 hours into the program they are eligible for a career development experience. This allows them to work in their field; receive an excused absence for the time missed; and make up class time. She said industry partners are asking them to work on soft skills the most and they are utilizing *Bring Your A Game To Work* by Eric Chester. She said they have developed some lessons that their instructors use every month in their classroom.

Vice Chair Humphries asked about the funding process that was used to purchase equipment. Ms. Gittinger replied because they are a Career Technical campus they are in the 'high school arena'. The high school career technical program supplies the equipment and they pay their share for care and maintenance.

Vice Chair Humphries followed up with another question and asked if the type and quality of the equipment available to the student in the Career Technical Center compares to what is used in industry. Ms. Gittinger responded that they might not always have the latest and greatest but the industry partners do come in and offer training. She said the equipment compatibility has not been an issue. Associate Vice Chancellor Visger added that as it relates to equipment, Adult Career Technical Programs have some challenges with funding streams as the Ohio Revised Code is written.

Vice Chair Humphries continued and made comments about the state's position on 'right to work' and the building trades. He questioned the quality of training in ten months as compared to the journeyman programs that building trades have. He asked for Ms. Gittinger's thoughts on how this was viewed in her region of the state. Ms. Gittinger responded that she is involved with a construction and manufacturing council and they do not have an issue. They understand that this is a 'foot in the door' for most of these students.

V. Survey Results Presentation

Associate Vice Chancellor Visger provided an overview of the Surveys Results. He presented a PowerPoint presentation which can be found as Attachment #3. He said that they were going to discuss the following: Survey Purpose and Scope; Review of the Survey Participants; Results by Education Sector, Student Participation; General Observations; Sector Characteristics; Conclusions; and How the results will be used in the Report.

Associate Vice Chancellor Visger said they released the survey on February 9, 2015. He said that the goal was to try to get a baseline and determine a 'snapshot' of how things looked on the following: Adult Student Population; Adult Student Recruitment; Engagement, Admission and Placement Practices; Cost and Financial Aid; Instruction and Academic Support; and Persistence and Completion. He said that the survey participants were the following: 13 (of 14) Universities; 19 (of 23) Community Colleges; and 32 (of 49) OTCs.

Associate Vice Chancellor Visger said that the large range in data they received suggests that it is likely not accurate. They tried to ask clarifying questions and they still received a tremendous range of responses. He said the fact that they do not have this data point is a finding.

Associate Vice Chancellor Visger began to explain the Results by Education Sector. As it relates to University Results for the adult student population: All but three schools reported data in this area; Range as reported 2.4% to 85%; Some institutions have a specific definition of the term Adult Student (i.e.; The University of Akron has changed its definition of adult students as of fall 2014 to mean anyone who graduated from high school five or more years ago or anyone who has earned a GED); the graduate rates ranged from 0% to 70% (some reported their overall graduation and not just the graduate rate for their sub-population).

As it relates to Community College Results by Education Sector for the adult student population, Associate Vice Chancellor Visger said: All but two institutions reported information in this area; Population range reported 1% to 85%; and the graduate rates ranged from 2.6% to 73.3%.

Relating to the OTCs Results by Education Sector for the adult student population, Associate Vice Chancellor Visger said: 7 of the 34 respondents did not track this information; OTCs are smaller than other sectors, as a result the number of students in these programs were significantly lower; There were less dramatic fluctuations in the data regarding adult student populations in the OTC sector; and they have higher graduation rates.

Associate Vice Chancellor Visger said the Adult Student Population Conclusions are as follows: The data as reported is unreliable to make any generalizations; Some institutions reported not tracking these data points; It is clear that institutions interpreted the question in different ways leading to inconsistent reporting; Some institutions indicated that they could not respond because they were unclear about the question; and They will need an alternative strategy to get a reasonable baseline on the adult population as defined by the subcommittee.

Associate Vice Chancellor Visger continued and began to discuss general observations. He said there was a great deal of similarities the institutions had in terms of recruitment. These similarities were the following: using multiple methods to recruit adult students; using outreach communications and community based connections; having partnerships with other organizations to assist in recruiting; and there were a number of institutions that had special programs that were targeted to adult recruitment. Relating to OTCs, he said that this is a highly human endeavor and there tends to be more 'hand holding' through the entire process. He said the take-away was that institutions found that they needed to do more as it related to recruitment and that adults were more important.

As it related to Engagement and Admissions, Associate Vice Chancellor Visger said that a slight majority of institutions report having extended hours. However, he said that it would be interesting to do a 'deeper dive' to see what some of the 'extended hours' responses meant. He also said a number of institutions had adult centers that were targeted and placed for adults that were easier to get to (i.e. Bowling Green State University). He said that the overall take-away here was that institutions were trying to provide access. He said the institutions were also looking at connecting with students and reducing barriers. He said there is a national movement at community colleges that is attempting to help students to understand if there are other benefits that they might be eligible for to help them through their educational process.

Associate Vice Chancellor Visger said when asking about Cost and Attendance the vast majority of institutions reported having flexible payment options for adults. He said they posed the question about the percentage of students receiving financial aid (federal, state and institutional support). He said: universities reported that students received all three types of aid (Approximately 20-30% of institutional aid to adult students); community colleges reported federal, small amounts of state aid (i.e.; Choose Ohio First), and some institutional aid (in cases of levy institutions); and OTCs reported in most instances of students received no aid (a small percentage

received federal aid). He said again here, they have reason to question the accuracy of some of the data reflected.

As it relates to the Teaching and Learning data collected, Associate Vice Chancellor Visger said that the majority of colleges and universities were talking about how they were building their capacity for PLA (recognizing they can shorten the pathway by giving this credit to students). He said the PLA process is more challenging at the OTCs and few recognize doing it because their programs are shorter (a challenge with recognizing the experience of a student).

Associate Vice Chancellor Visger said that the majority of institutions reported offering block times of scheduling. This is about being predictive about scheduling (offering a set of coursework/ programs at nights, days or on the weekend). However, when institutions began to explain their answers he is not sure if the institution defined the block as the question was prescribed. He said a number of institutions reported online, blended, and hybrid learning opportunities as well.

Relating to Persistence and Completion, Associate Vice Chancellor Visger said that nearly all the institutions answered that they had systems that spoke to this. However, he said there were fewer explanations about how it was systemic.

Associate Vice Chancellor Visger said they found the following were the characteristics of: Universities: Many have dedicated offices to serving adult learners; Greater use of online and hybrid courses; More likely to have centers for teaching and learning for professional development for faculty to teach adult learners; and Some institutional financial aid available. He said the universities were the closest to systemic responses to adult learners. Community Colleges: Significant range of approach on serving adult students from dedicated offices with multiple staff to no explicit services; More likely to address placement and supports for developmental education; and Collaborations to address non-academic needs; Variability on faculty professional development. He said community colleges had a large amount of programs to engage students however it did not seem as if they had clear and specific strategies aimed at the adult population. He said they also had a lot of explicit external partnerships that served the student's other needs (transportation, mental health, etc.). OTCs: Majority of students fit adult definition; Highest completion rate; Most significantly smaller; Many have personalized supports; Virtually no institutional financial aid; More ABLE pathways; and Little to no online programming.

In Conclusion, Associate Vice Chancellor Visger said: They do not have a consensus on the definition of an Adult Learner; The approach to servicing adults at most institutions is not systemic; At most institutions services for adults are intertwined with services for traditional students; and There is not focused data collection on the adult populations.

Assistant Deputy Chancellor See said when they began receiving the data and looked at how some of the institutions defined Adult Learner they reached out nationally to see if they was a uniform definition of the term of an Adult Learner. What they found was that there was not a uniform definition. He said this is not a unique problem to get scope and definition around Adult Learners. He said they have more work to do to define their definition as they move forward.

Chair Kessler asked if they may need to define Adult Learner and define that as the best practice. She said that may challenge them as they draft the report as the data has not been collected around it. However, this may be one of their recommendations that there is now going to be a definition that institutions can work around in the State of Ohio. Assistant Deputy Chancellor See agreed and said that they may want to identify a target population and state that they know they are barriers across the State of Ohio. Associate Vice Chancellor Visger said that a vast amount of places do not collect Adult Learner data. Elizabeth Coulter, Communications Project Manager added that when responding to the survey some institutions did not agree with the age parameters that the BOR set. Institutions said they began their Adult Learners at the age of 25 vs. 21. Associate Vice Chancellor Visger said FAFSA has criteria and a definition of what an independent student is and he explained those.

Assistant Deputy Chancellor See said they will have to make a decision on what age is the 'cut off'. The report can include data for a certain subset and discuss the support base being directed towards the particular defined group but also to those students that may fit in the category.

VI. Discussion of Condition Report Outline

Assistant Deputy Chancellor See began to discuss the Condition Report Outline. The Report Outline can be found as Attachment #4. He said the subcommittee members were given the outline in advance of the meeting and asked them to let him know if there were any concerns. He said this is how they believed the report will be laid out. He said they plan to have a significant draft started by April 13th (around the introduction and national scope).

VII. Next Steps

Chair Kessler asked if they had any reliable state or national data. Relating to national data, Assistant Deputy Chancellor See said that they are going to reach out to the reliable sources that are available to frame the conversation. He said that they had discussions with a national adult clearinghouse that looks at these issues. This organization has offered to appear before the board on April 13th to speak about the national perspective if the subcommittee is interested. Chair Kessler said that the subcommittee is definitely interested. Assistant Deputy Chancellor See said that he will extend the invitation to the organization.

* Secretary Lindseth asked what the expectations were as it related to a deeper dive on some of the areas and issues. Associate Vice Chancellor Visger explained that they wanted to have qualitative conversations with individuals so they were able to better understand what they intended by their responses on the survey in certain areas.

Vice Chair Humphries said that he finds it interesting that they do not have clear definition of terms and yet they are trying to write about and analyze it. He said that this causes him pause that they are 'trying to rearrange deck chairs when they do not know where the deck is'. Assistant Deputy Chancellor See replied that they are speaking about the scope and number of individuals they are dealing with – the numbers will change based upon their definition. He does not think the literature based around the support, recruitment, and working with the 'non-traditional' students will lose its relevance in the other areas. He agrees they need to define what population they are focusing on.

VIII. Adjournment

Chair Kessler asked if there were any further items to be brought before the subcommittee. There being none, Chair made a motion to adjourn the meeting and this motion was seconded by Vice Chair Humphries. All Regents voted in favor of the motion adjourning the meeting and Chair Kessler declared the meeting adjourned.



Ohio Board of Regents

5/26/15

Date

Ohio Board of Regents

Dr. Kathleen Cleary
Associate Provost for Student
Completion



March 18, 2015



Best Practices in Serving Adults

According to the Council for Adult and Experiential Learning (CAEL), the following eight principles are needed to effectively serve adults:

- Outreach
- Life and Career Planning
- Financing
- Assessment of Learning Outcomes (PLA)
- Teaching-Learning Process
- Student Support Systems
- Technology
- Strategic Partnerships

Key Concepts Based on Best Practices

- **One-stop office** with wrap-around services for adults (provide a **single point of contact** pre-admission through graduation)
- Recognize and **award credit** through **prior learning assessment** for knowledge obtained from training & experience
- Organizational structure that **empowers staff to advocate for adults** and effectively lobby for institutional change
- **Flexibly structured** degree programs **delivered online and in innovative formats** that meet the needs of adults
- Provision of specific **incentives** are effective in **recruiting and retaining** nontraditional students (e.g. priority registration, deferred billing, free parking)

Life and Career Planning

- Reinforce students' commitment to career and academic goals
- Engage students, faculty and employers in their career areas
- Increase students' understanding of the resources available at Sinclair
- Connect students to an advising specialist



Career Community Overview and Holistic Advising

Career Communities: AY 2016	
Business	Creative Studies
Education, Liberal Arts & Social Sciences	Health Sciences
STEM	

Fall 2014 over 2800 students participated in 55 Career Community events.

Career Community Overview and Holistic Advising

Accomplishments:

- All academic programs were assigned to a Career Community
- All advisors are grouped by Career Community
- 100% of C4C Fall 2014 cohort assigned to an advisor who is an expert in their career community
- 86% C4C Spring 2015 cohort met with an advisor

Next Steps:

- Phase in student assessment across four domains: Academic, Personal, Career, Financial
- Pilot action plans based on students' strengths and needs
- Connect students, faculty and staff to resources on campus and in community

Prior Learning Assessment (PLA)

Gaining College Credit for Learning through Experience

- **Prior learning** is a term used by educators to describe learning that a person acquires outside a traditional academic environment. This learning may have been acquired through work experience, employer training programs, independent study, non-credit courses, MOOCs, volunteer or community service, travel or non-college courses and seminars.
- **Prior learning assessment (PLA)** is the term used to describe the process by which an individual's experiential learning is assessed and evaluated for purposes of granting college credit, certification, or advanced standing toward further education or training

(CAEL, 2012 Competency-Based Degree Programs in the U.S.)



PLA: Four Approaches

- Nationally standardized exams in specified disciplines such as CLEP, AP, etc.
- Departmental Credit by Exam
- Evaluated non-college programs, e.g. military credit, ACE recommended
- Individualized assessments, e.g. portfolios, demonstrations, etc.

(CAEL, 2017)

Military Services

- Assisting in applications and educating on benefits for GI Bill education
- Transition Services – military vs. Civilian life
- Certifying students to receive GI Bill
- Campus and community referrals
- Obtaining military transcripts
- House Bill 488 Compliant
- Veterans Day events



Pathways to Completion



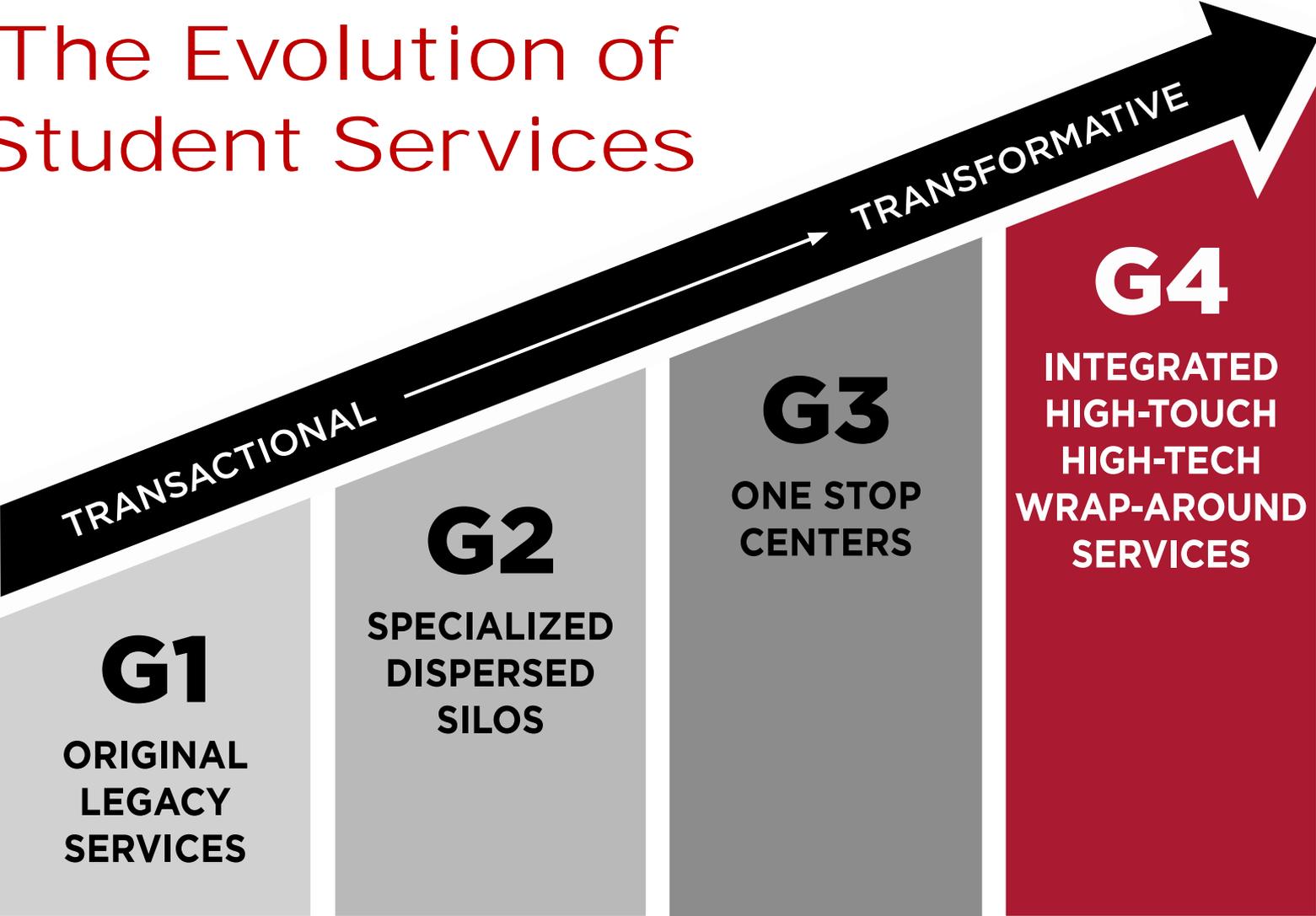
- A National Award Winning Holistic support model for academically at risk, economically challenged students.
- Connects students to support systems tailored to their specific needs
- Provides targeted, customized coaching to help students navigate the enrollment process, develop a plan of action, and overcome obstacles to their success
- Students who participate in the PTC program have a 98% term-to-term retention rate (28% higher than college average) and 79% year-to-year (40% higher than college average)

Use of Technology – LiFT!

 **LiFT!** will leverage *data*, the *power of predictive analytics*, and *user friendly tools* to guide and support students through their educational journey by:

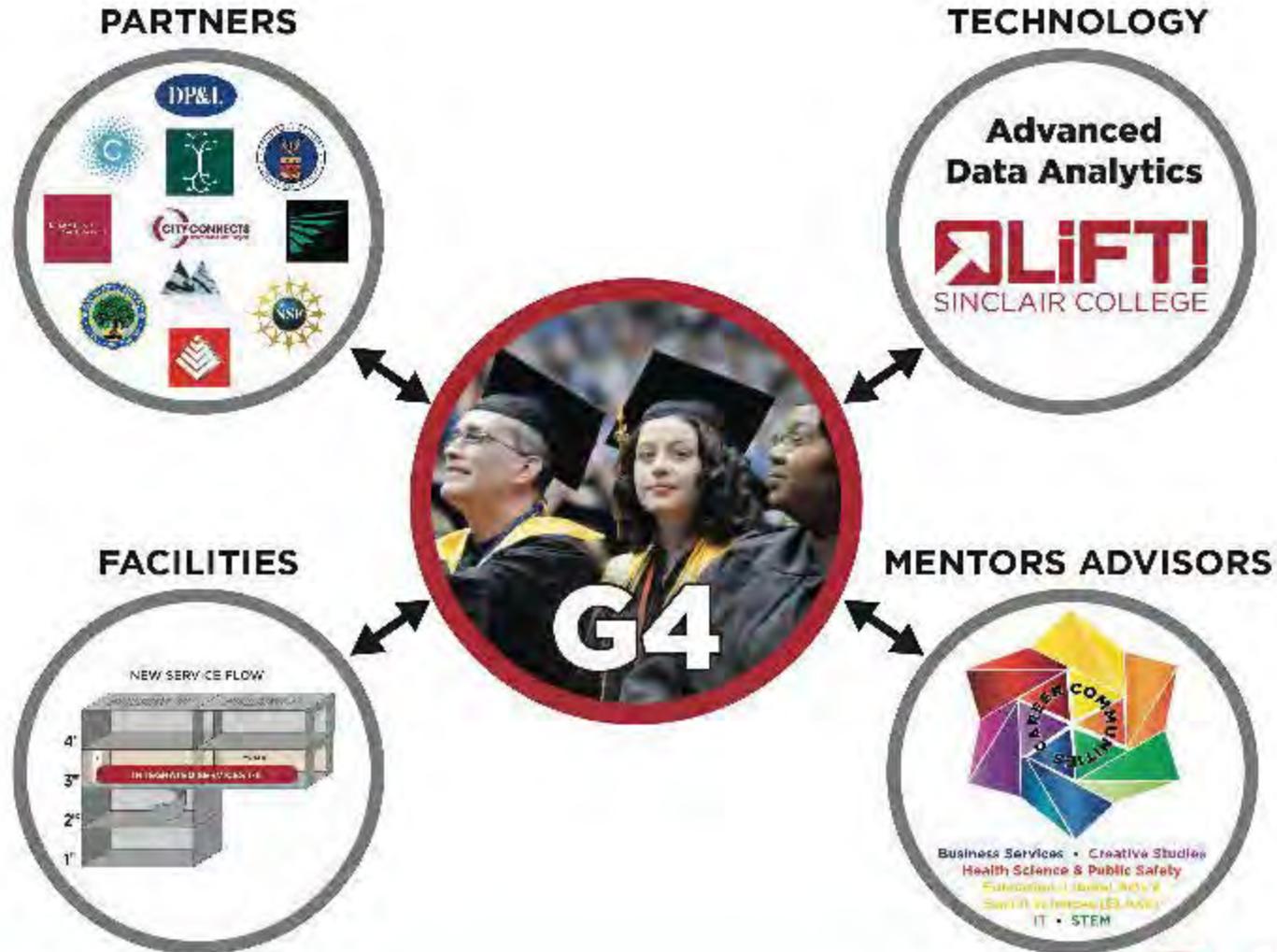
- Engaging advisors, faculty, and students in a robust set of online tools guiding students to completion
- Predicting success and risk for each and every student from entry to completion
- Tailoring suggested interventions to student's strengths and needs to reduce completion barriers
- Informing holistic advising best practices throughout North America to raise completion rates

The Evolution of Student Services



COMPLETION-FOCUSED • INNOVATIVE • STUDENT-CENTERED

G4

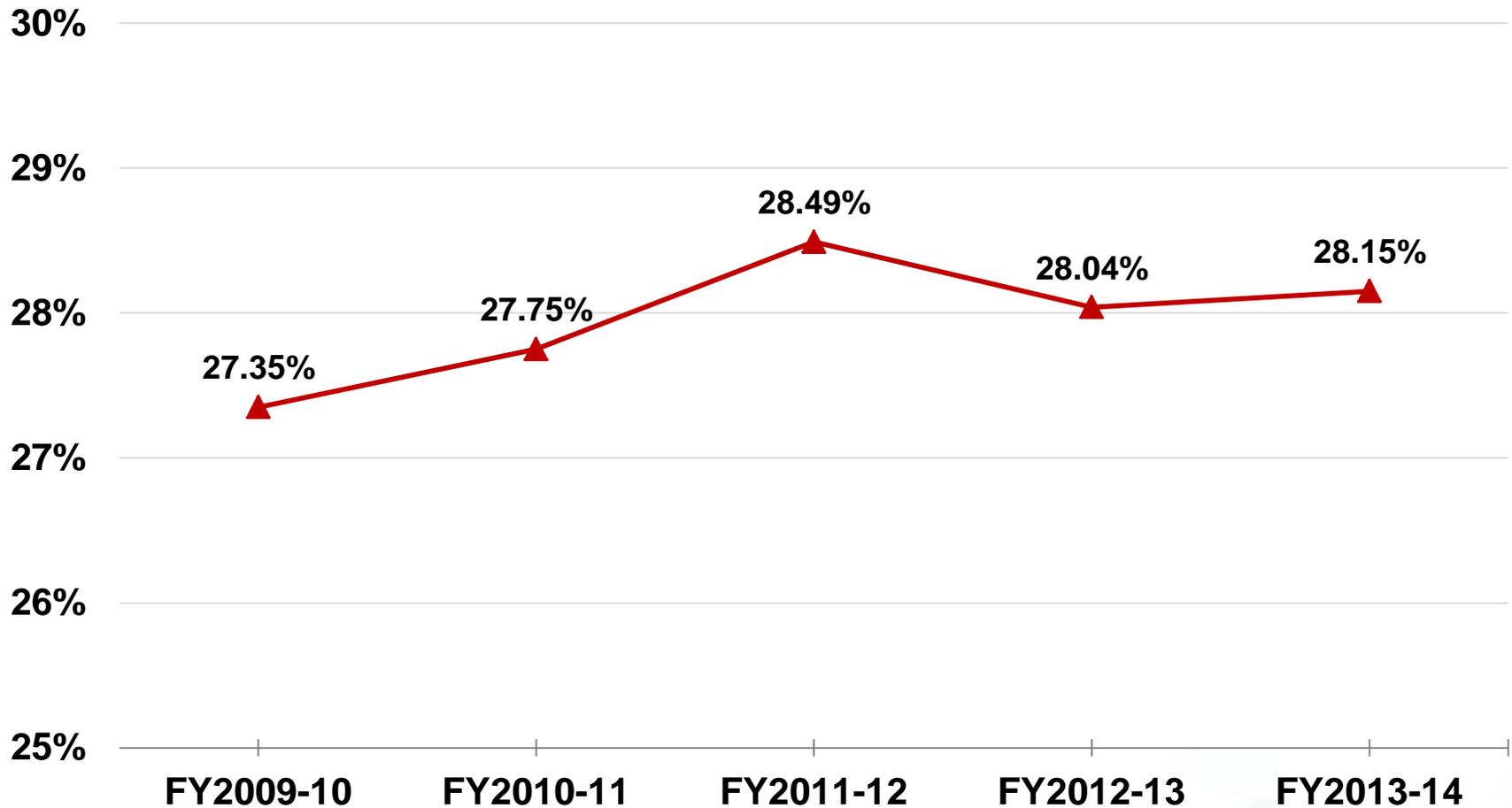


Accelerate IT

Flexibly Structured Degree Programs

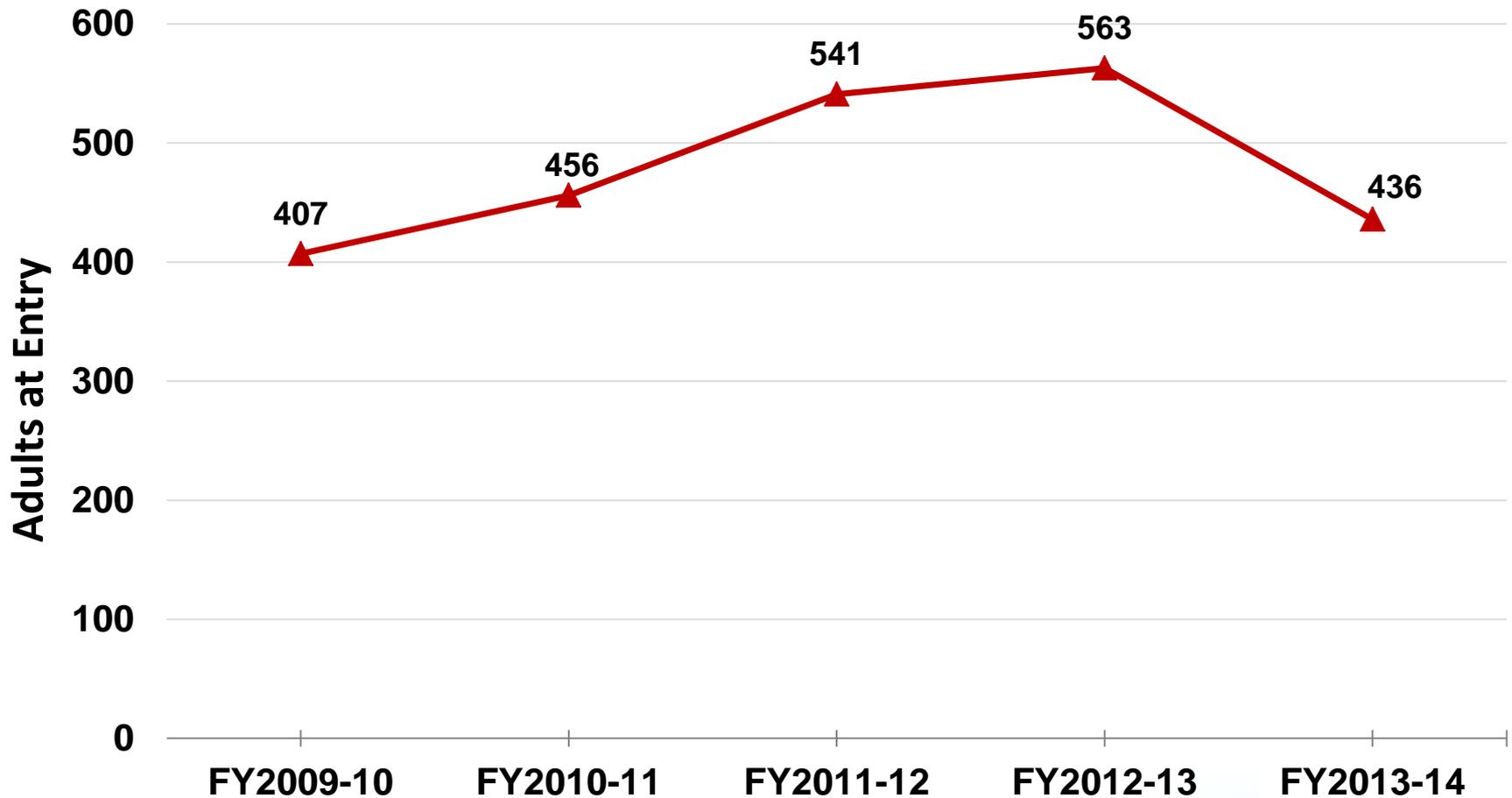
- **Competency based:** Students skip over what they already know and focus on what they do not know
- **Online self-paced rolling starts** for three Information Technology degrees, six certificates and 35 courses
- Integrate rolling starts into semester system
 - ✓ 12 Weekly Registration Sections start each Monday
- All students interact with faculty member in a single teaching shell
- Each student assigned an academic coach for holistic case management

Percentage of Enrolled Adult Entry Students



Adults at Entry is over age 25 during first term enrollment at Sinclair

Associate Degree Completion



Adults at Entry is over age 25 during first term enrollment at Sinclair

Questions?

Dr. Kathleen Cleary
kathleen.cleary@Sinclair.edu



Learning *works!*



Great Oaks™

CAREER CAMPUSES

Diamond • Laurel • Live • Scarlet

www.greatoaks.com



Great Oaks is a public school system – one of the largest in the country – serving our communities by providing career-technical education for youth and adults for 40 years.



GREAT OAKS' VISION

We will...

- Ensure the career and academic success of each individual learner
- Be vital to the educational and economic growth of our communities
- Be recognized as the leader in career and technical education



GREAT OAKS' MISSION

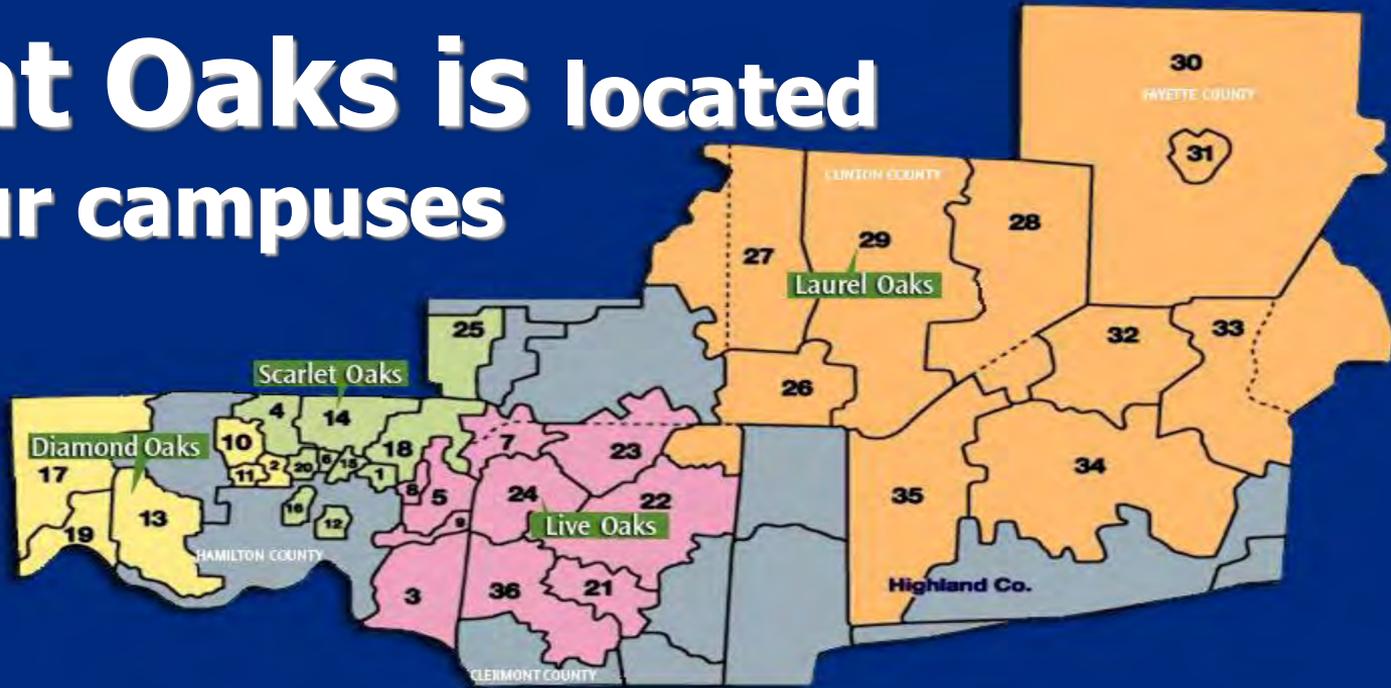
We will provide quality and technical education programs and services.



GREAT OAKS' VALUES

- Honesty
- Trust
- Respect
- Quality
- Equity

Great Oaks is located on four campuses



Partnerships give life to our vision



Affiliate schools



Students & Families



Colleges



Business

Business Commitment

- **Over 1,000 business associates serve on advisory committees, act as mentors, provide workplace experience and internships and employ our students**
- **In a recent survey, 97% of employers said they would hire a Great Oaks graduate again**

Auto Collision

Scarlet Oaks Campus



- Learn auto body damage repair, metal & plastics finishing and painting
- OSHA certifications
- Eligible for ASE certifications
- NATEF Accredited



Dental Assisting

Scarlet Oaks Campus



- Learn chairside as you work with visiting dentists on adult students in other programs
- Learn CPR, first aid, oral hygiene and preventative maintenance techniques
- Learn waiting room procedures, telephone/appointment procedures
- Eligible to earn Radiographer license and are prepared to take state and national certification exams



Electro-Mechanical Maintenance Technology

Scarlet Oaks Campus

- Learn pneumatics, hydraulics and robotics
- Learn to use digital voltmeters, oscilloscopes and logic probes
- MSSC and OSHA Safety Certifications

Industrial Diesel Mechanics

Scarlet Oaks Campus

- Learn all aspects of a diesel engine for:
Trucks, construction equipment, aircraft, ships and trains
- Assemble, adjust & repair:
Engines, drive trains, hydraulics, electrical, cooling, steering, & more
- Eligible for ASE certifications





Heating, Ventilating & Air Conditioning

Diamond Oaks/Live Oaks Campuses

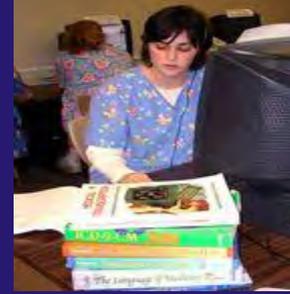
- Learn to install, maintain, and troubleshoot: forced air equipment, boilers, air conditioners, and heat pumps
- Accredited by the: Professional Air Conditioning, Heating, and Refrigeration Association
- Training provided for: US EPA section 608 Refrigerant Recovery certification, OSHA 10hr construction certification, AED certification, and CPR/AED first aid certification.



Medical Office Specialist

Scarlet Oaks Campus

- Learn to be a medical administrative assistant for a **doctor's office, medical facility or hospital**
- Principals of Accounting, Microsoft Office Word, Excel and spreadsheet applications



coding & billing certification exams

Plumbing

Scarlet Oaks Campus



- Learn residential and commercial plumbing, soldering, and blueprint reading with NCCER curriculum
- Bobcat, OSHA 10, & CPR/AED first aid certification
- Refrigerant Recovery certification
- Move to 2 years of a 4 year plumbing program





Police Academy

Public Safety Services/Scarlet Oaks Campus

- Learn patrol tactics, emergency vehicle operation, firearms, pursuit driving & traffic investigating
- First Aid, human relations, physical conditioning, subject control & civil disorders
- Students qualify to take the Ohio Peace Officers Training Commission



Welding

Scarlet Oaks/Diamond Oaks Campuses



- Learn MIG, TIG, Stick and Flux Core welding
- Eligible for the American Welding Society's Plate or Pipe certification exam
- OSHA 10 certification



Exploring New Classes for 2015-16 school year

- Automotive Service Technician
- Heavy Equipment Operations
- Construction Technologies



College Partner Programs

Aviation Maintenance & Power Plant Technician

- Two year associate degree program through Southern State Community College
- Maintaining, inspecting, troubleshooting & repairing aircraft, power plant systems & components
- Students qualify to take the Federal Aviation Administration (FAA) Air Frame & Power Plant written, oral & practical exams

Contact Southern State to enroll today!

(937) 393-3431



Ohio Transfer to Degree

The Ohio Transfer to Degree Guarantee allows students to earn college credit, transferable to any Ohio public college or university with a similar program, just for successfully completing their Great Oaks program!

transfercredit.ohio.gov



Start and End Dates of Full-time classes

All 900 hour programs:

August 12, 2015 – June 23, 2016

Police Academy:

January 2, 2015 – July 17, 2015

A half day program will be also beginning
in March 2015.

STNA/PCA

- 5-week State Tested Nursing/Patient Care Assistant
- 2-week State Tested Nursing Assistant
- 1-week Patient Care Assistant
- Classes held at Scarlet Oaks, Diamond Oaks and Health Professions A
- Call 513.961.4220

HEALTHCARE CERTIFICATE PROGRAMS

- EKG Technician
- Phlebotomy Technician
- Clinical Medical Assistant (CMA)
- Pharmacy Technician
- Call 513.771.8925

Financial Aid for Full-time Programs

Interested students can fill out a FAFSA to determine eligibility for financial aid.

Automotive Service Technician

Scarlet Oaks

- Learn to diagnose and repair in the automotive industry
- Prepare for ASE certification tests
- Gain knowledge of brakes, engine performance, electrical, and much more

Heavy Equipment Operations

Live Oaks

- Learn how to operate and maintain numerous pieces of equipment
- Earn NCCER certifications
- Interpret and understand soil types as it applies to civil drawings and site maps

Construction Technologies

Scarlet Oaks

- Learn carpentry, electrical, and plumbing skills as you earn NCCER credentials
- Earn CPR and OSHA certifications to enter the construction fields as they are on the rise

Retention and Graduation Rates

- The most recent report to IPEDS:
Retention: 86%
Graduation: 84%

We prepare both youth and adults for career pathways

Each year we serve 37,000 adults
and 16,000 high school students



Did you know that the
Craft Professional
Demand through
January 2016 predicts
the need for 242,876
Heavy Equipment
Operators in Ohio?



Great Oaks

Enrollment Process

- **Attend an Information Session**
- **Apply for FAFSA online for Financial Aid**
(August classes will use 2014 Tax Information)
- **Practice on Key Train (free tutorial)**
- **Take Work Keys test and reach benchmarks**
- **Sign Enrollment Agreement**
- **Complete Financial Aid**
- **Begin Class***

Great Oaks offers

- A career in 10 months or less
- High job placement rates
- Small class size
- Hands on training
- Train on the equipment you will use on the job
- Free Parking

**Less than a year
from start to
career!**

Did you know that the average wage in Ohio for a Maintenance and Repair Worker is \$17.29 and an Electro-Mechanical Technician is \$24.97?

**The US Bureau of Labor projects
that employment in Medical
Records and Health Information
Technology will increase by
14.6% from 2010- 2020 in the
state of Ohio.**

**The US Bureau of Labor projects
that employment as a Dental
Assistant will increase by 20.5%
from 2010- 2020 in the state of
Ohio.**

**The US Bureau of Labor projects
that employment in Heating,
Ventilating and Air Conditioning
will increase by 28.9% from
2010- 2020 in the state of Ohio.**

**The US Bureau of Labor projects
that employment in Bus and
Truck Mechanics and Diesel
Engine Specialist will increase
by 8.2% from 2010- 2020 in the
state of Ohio.**

**Overall, the number of jobs for Ohioans
is expected to increase by
approximately 455,000 jobs, an
increase of 8.3 percent**

Attachment #3

Adult Education Survey Results



Board of Regents
University System of Ohio

OhioHigherEd.org

The logo for OhioHigherEd.org, featuring a red circle with a white dot inside, followed by the text "OhioHigherEd.org" in a bold, sans-serif font.

Adult Education Survey Results

- Today's Discussion
 - Survey Purpose and Scope
 - Review of Survey Participants
 - Results by Education Sector–Student Participation
 - General Observations
 - Sector Characteristics
 - Conclusions
 - How results will be used in the Report
 - Questions

Survey Purpose and Scope

- Survey Released On February 9, 2015
- Goal of the survey
 - Gather baseline information on:
 - Adult Student Population
 - Adult Student Recruitment
 - Engagement, Admission and Placement Practices
 - Cost and Financial Aid
 - Instruction and Academic Support
 - Persistence and Completion

Survey Participants

- Thirteen Universities
- Nineteen Community Colleges
- Thirty Two Technical Centers

Results by Education Sector

- University Results
 - Adult Student Population
 - All but three schools reported data in this area
 - Range as reported 2.4 percent to 85 percent
 - Large range suggests that questions were not interpreted the same
 - Some schools have specific definition of the term Adult Student
 - (the university of Akron has changed it definition of adult students as of fall 2014 to mean anyone who graduated from high school five or more years ago or anyone who has earned a GED)
- Graduation Rates
 - range 0% to 70%. Again suggesting a wide variance question interpretation

Results by Sector

- Community Colleges
 - Adult Student Population
 - All but two institutions reported information in this area
 - Population range reported 1% to 85%
 - Again indicating wide interpretation on what constitutes an adult learner
- Graduation Rates
 - 2.6% to 73.3%
 - The variance suggests possible imprecision in the question. (the 73% rate was based upon a student population of 3514 suggesting all students were considered for this response)

Results by Sector

- Ohio Technical Centers
- Adult population
 - Seven of the thirty four respondents did not track this information
 - OTCs are smaller than other sectors, as a result the number of students in these programs were significantly lower
 - There were less dramatic fluctuations in the data regarding adult student populations in the sector
 - There was still a wide range in the percentage of students fitting the category across the sector, however there appeared to be a consistency in the manner in which students were counted

Adult Student Population Conclusions

- The data as reported is unreliable
- Some institutions reported not tracking these data points
- It is clear that institution interpreted the question in different ways leading to inconsistent reporting
- Some institution indicated that they could not respond because they were unclear about the question
- We will need an alternative strategy to get a reasonable baseline on the adult population as defined by the committee.

General Observations

- **Recruitment**

- The majority of institutions across all sectors reported using multiple methods to recruit to adult students
- The majority reported having partnerships with other organizations to assist in recruiting. Some institutions utilize national organizations.(i.e. CAEL Council for Adult & Experiential Learning, some work with industry, others with community partners)
- The majority of institutions reported having unique recruitment practices targeted at adults
 - Recruitment back programs (some college)
 - Adult Extension Centers
 - Individualized appointments to assess adult needs
 - Dedicated Centers for Adults and veterans
 - After hours services

General Observations

- Recruitment continued
 - Some career centers recruit specifically around removing barriers of adults such as, assisting with prior default status, prior felonies, arranging childcare, and transportation options.
- Most institutions reported having plans to expand directed recruitment efforts to adults ideas included:
 - Expanded social media presence
 - Expanded partnership with business and industry
 - Data mining
 - Development of tuition wavier programs
 - Increase on-line presence
 - Expand flex scheduling.

General Observations

- Engagement & Admissions
 - A slight majority of institutions report having extended hours for offices and engaging in specific strategies to gage adult needs
 - The majority of career centers report having dedicated counselors who serve this purpose
 - There were a number of community colleges that did not provide this service, those that provide the service use multiple strategies such as, intake surveys, career coaching, dedicated centers for adults.
 - Examples from universities providing the service include success coaching, dedicated advisors, and dedicated centers for non-traditional students
 - About half of institutions have specific offices to address adult students
 - Most institutions describe general advising methods for adults including, face to face, on-line, video conferencing and via phone
 - Unique examples, pre-admissions counseling to assist with paperwork and financial aid.

General Observations

- Engagement and Admissions
 - Additional Strategies to Reduce Barriers
 - ACT/SAT scores not required
 - Career coaches
 - Taking counseling to the community
 - Social service agencies on campus
 - Flexible tuition for adult distance learners
 - Dedicated advising centers for men and women
 - Partnerships with community organization that offer assistance with gas cards, clothing and tuition assistance
 - About have the institutions offer skill refresher opportunities prior to taking placement test
 - The majority of institutions do not offer special times for Adult registration

General Observations

- **Cost & Attendance**

- The vast majority of institutions reported having flexible payment options for adults
- The majority of colleges and universities reported having scholarships targeted for adults, but most included that funds were available to all students.
- Only about half of OTC reported having scholarship funds available to adult students and percentage receiving support is small
- The vast majority of institutions report its students as receiving federal or state financial aid. OTC reported the most instances of students receiving no aid.
- Again, we have reason to question the accuracy of the students counted in some sectors.

General Observations

- Teaching and Learning
 - The majority of colleges and universities offer credit for prior learning assessment, much more prevalent at the community college level
 - The majority of OTCs do not address prior learning assessment.
 - The majority of institutions reported offering block times of coursework, but few indicated systems to offer these blocks. Some of the blocks extend to the weekend. Another example included summer blocks with 6,8 and 10 week offerings. Majority of OTCs offer courses in blocks
 - Evening and on-line classes are common to accommodate working schedules

General Observations

- Teaching and Learning-other accommodations
 - Several institutions offer numerous “blended” model class offerings whereby face-to face requirements are supplemented with on-line instructions
- Professional Development for Instructors
 - Quality and frequency varies
 - Most PD includes content covering “all” students
 - Very few examples targeting adults (Sinclair has a dedicated program)

General Observation

- Percentage of enrolled target population taking on-line coursework
 - The numbers are not reliable based upon the student population information reported
- Persistence and Completion
 - Institutions across all sectors report multiple academic support systems and non-academic support systems. No information on how prevalent these services are used.

General Observations

- There are very mixed results across sectors regarding Targeted Career Services Offices for Adults. About half of the institutions purport to offer career services targeted for adults. No information on effectiveness of the services or use.

University Characteristics

- Many have dedicated offices to serving adult learners
- Greater use of online/hybrid courses
- More likely to have centers for teaching and learning for professional development for faculty to teach adult learners
- Some institutional financial aid available

Community College Characteristics

- Significant range of approach on serving adult students from dedicated offices with multiple staff to no explicit services
- More likely to address placement and supports for developmental education
- Collaborations to address non-academic needs
- Variability on faculty professional development

Ohio Technical Center Characteristics

- Majority of students fit adult definition
- Highest completion rate
- Most significantly smaller
- Many have personalized supports
- Virtually no institutional financial aid
- More ABLE pathways
- Little to no online programming

Conclusions

- There is not a uniform consensus on the meaning of Adult Learner. We have more work to do.
- Most USO institutions have some academic infrastructure to support adult learners
- The approach to servicing adults at most institutions is not systemic
- At most institutions services for adults are intertwined with services for traditional students
- There is not focused data collection on adult populations, adult persistence or use of services dedicated for adult use
- There are some pockets of innovation in the system for serving adults.

Use of Results in the Report

- A portion of the report will focus on Ohio Institutions using the survey data
- Services identified will be compared against national practices
- Innovative Ohio practices will highlighted
- Improvement Metrics will be proposed
- Recommendations and next steps will identified

Questions?



Board of Regents
University System of Ohio

OhioHigherEd.org

The logo for OhioHigherEd.org, featuring a blue and red circular icon with a white dot inside, followed by the text "OhioHigherEd.org" in a bold, sans-serif font.

Outline Adult Conditions Report

1. Introduction & Completion Gap in Ohio (2-3 pages)
 - a. Role of adults in filling the gap
2. Definition of Issue (10-12 pages)
 - a. Definition of adult for conditions report
 - b. What does the national data show?
 - c. Key findings from national research
 - i. Linking postsecondary to workplace for adults
 - ii. How are adults different than traditional students? What does research show needs to be implemented specifically for adults to address the following:
 1. Recruitment
 2. Engagement, Admission, Placement and Enrollment
 3. Cost of Attendance
 4. Teaching and Learning for Adults
 5. Persistence and Completion
3. Adult Student Population in Ohio's Public Postsecondary (4-5 pages)
 - a. Describe the current state in Ohio
 - i. Universities
 - ii. Community colleges
 - iii. OTCs
 - iv. ABLE
 - b. Outcomes in Ohio
 - i. Universities
 - ii. Community colleges
 - iii. OTCs
 - iv. ABLE
4. Institutional approaches in Ohio (10-15 pages)
 - a. Recruitment
 - i. Description of current state in Ohio
 - ii. Best practice examples in Ohio & Nationally
 - b. Engagement, Admission, Placement and Enrollment
 - i. Description of current state in Ohio
 - ii. Best practice examples in Ohio & Nationally
 - c. Cost of Attendance
 - i. Description of current state in Ohio
 - ii. Best practice examples in Ohio & Nationally
 - d. Teaching and Learning for Adults
 - i. Description of current state in Ohio
 - ii. Best practice examples in Ohio & Nationally
 - e. Persistence and Completion
 - i. Description of current state in Ohio
 - ii. Best practice examples in Ohio & Nationally

Emerging Policy Opportunities (5-6 pages)

- f. Nationally
 - i. Competency-based education
 - ii. Financial aid
 - iii. Assessment and placement
 - iv. Embedded supports
- g. Ohio
 - i. Competency-based education?
 - ii. Financial aid
 - iii. Advising & career counseling

5. Conclusion (1-2 pages)