

June 2018

# Ohio TRANSFER TO DEGREE guarantee

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

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### A Note from Paula

#### The POWER OFTEAM!

There is an old saying that more can be accomplished by working together than by working alone.

This is certainly true with Ohio's statewide articulation and transfer work. In this newsletter, the articles bring to life the dedication of Ohio's faculty, administrators, and students working together to help students achieve their educational, career, and personal goals.

Thanks for being part of Ohio's Articulation and Transfer Network TEAM.

## Special Features

### Ohio Guaranteed Transfer Pathways

The Ohio Guaranteed Transfer Pathways (OGTP) faculty panels have been working hard for the past year and a half. In spring 2017, OGTP began Phase I with three faculty panels (business, social and behavioral sciences, and social work/human services) working on 10 transfer pathways. A year later, 11 more faculty panels have been added to work on 44 transfer pathways, for a total of 14 panels with 316 faculty members representing all 36 public institutions of higher education. These faculty members have the responsibility of helping to develop transfer pathways, and facilitating discussions on their campuses about the pathway work.

The first three panels of Phase I (business, social and behavioral sciences, and social work/human services) are moving quickly into the implementation phase. The business panel finalized the statewide business Associate of Arts or Associate of Science transfer pathway, which was then endorsed by the public institutions of higher education and given final approval by the Chancellor of the Ohio Department of Higher Education in January of 2018. The social and behavioral sciences panel had its seven templates endorsed and received Chancellor approval in May of 2018. The social work/human services panel had its Associate of Arts pathway endorsed and is awaiting approval from the Chancellor. The perseverance and dedication to working on these pathways since the early stages of the initiative is commendable.

In Phase II, three more clusters (STEM, education, and arts, humanities, communication, and design), including nine different subpanels, started their work in November and December of 2017, and many are already in the endorsement phase. With knowledge gained from Phase I faculty panel members, Phase II and III faculty panels' path to creating pathways was

### OGTP By the Numbers

**14** faculty panels

**316** faculty members serving on OGTP panels

**54** transfer pathways in development

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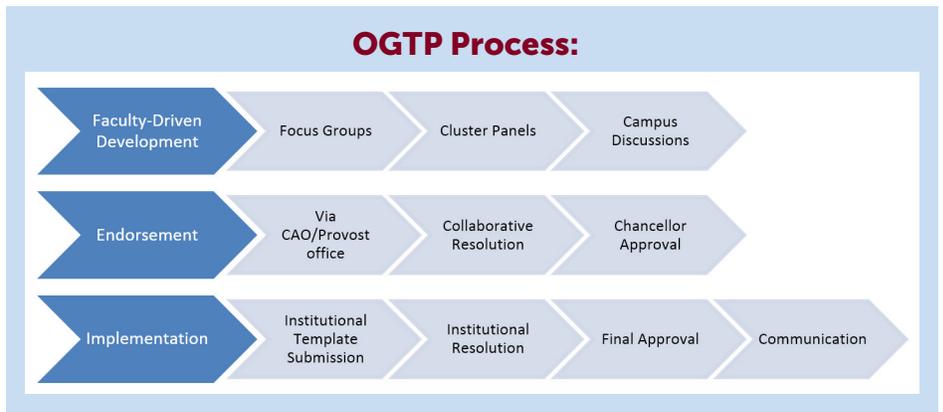
## Special Features (cont.)

much smoother. Several faculty from Phase I panels also served on panels in Phase II. Our latest Phase III faculty panels first met in March of 2018 and are working with their colleagues on their campuses to discuss and improve proposed pathways.

Faculty members, along with institutional Ohio Transfer Model (OTM) and Transfer Assurance Guide (TAG) coordinators, presidents,

provosts, and transfer advisors all

have key roles to play as we begin to implement each of these pathways. OATN staff members have been working with institutional stakeholders across disciplines and across departments to develop these pathways. Ohio's public higher education community has come together to make these pathways a reality and to better serve students, and the OATN is truly grateful for the hard work and commitment to the OGTP initiative.



## Progress Reports

### Ohio Mathematics Initiative

#### Ohio Mathematics Chairs and Leads Network Meeting

On April 27, 2018, postsecondary mathematics chairs and leads from Ohio's public colleges and universities convened at The Ohio State University for the spring 2018 Ohio Mathematics Chairs and Leads Network meeting. Nearly every Ohio public institution was represented at the meeting.

During the meeting, subgroup leads and representatives provided updates within each working area:

- **Subgroup 1:** The New and Alternative Pathways subgroup has been tasked with providing co-requisite strategies to students for whom a full sequence of remedial courses would be counterproductive. Subgroup 1 met in December of 2017 to understand what co-requisite remediation work is currently under way in Ohio. A survey was sent to collect this information,

with results captured in a development model. Results found variation in approaches across the state. Subgroup 1 will next identify what is working well and what is not working well in the state to develop a statewide strategy that may include recommendations for institutions that have promising practices to mentor other institutions.

- **Subgroup 2:** The Revision of the Ohio Transfer Module Criteria subgroup has been busy writing updated learning outcomes for Calculus I (TMM005) and Calculus II (TMM006). The subgroup has sent a second endorsement survey to Ohio public higher education institutions to accommodate feedback from the initial survey. Subgroup 2 has worked to create language on the expectations of the quantitative reasoning course for non-STEM majors. In addition, a re-sequence subgroup has formed to research and examine sequencing in calculus learning outcomes for various STEM fields. Similarly, a new subgroup has also formed to focus on early and middle childhood mathematics. This

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## Progress Reports (cont.)

subgroup has met twice and found that early and middle childhood education courses vary across the state. To assist with developing guidelines, the subgroup has decided on a two-course sequence, one for early childhood education and one for middle childhood education.

- **Subgroup 3:** The Communication, Outreach and Engagement subgroup works with all subgroups to provide updates and support to Ohio public higher education institutions. This subgroup is working to continue its outreach efforts to the mathematics community and beyond. Subgroup 3 is in the process of creating future Fast Facts to share with the mathematics community. Currently, voiceover presentations are available on the Ohio Mathematics Initiative website. This subgroup plans to create additional presentations and webinar sessions to assist with communicating mathematics updates to faculty outside of the mathematics community, as well as adjuncts, advisors, and student services personnel. As a reminder, a [speaker request form](#) is available on the Ohio Mathematics Initiative website to request a subgroup 3 member to speak or provide information to campuses.
- **Subgroup 4:** The Data Collection, Analysis, and Sharing subgroup has received data from the Ohio Department of Higher Education on students entering Ohio's public higher education institutions for the first time in academic years 2012-2013, before the beginning of the Ohio Mathematics Initiative. The data focus on student, course, and term with variables in student ID, campus, course, subject, level, credit hours, and grades. Subgroup 4 started data analysis on the University of Toledo and hopes to move to other institutions with the goal of locating transfer

patterns and what happens when a student transfers to multiple institutions. The subgroup plans to begin thinking about how and what type of data should be shared and hopes to gain insight from Ohio's public institutions.

- **Subgroup 5:** The main objective of the Alignment between Secondary and Postsecondary Content and Instruction subgroup is to align secondary and postsecondary expectations. The subgroup has been tasked with the opportunity to work on a transition course for students not ready for college-level mathematics. An advisory committee has been formed with representation from both secondary and postsecondary institutions to establish a charge of formulating what a transition course may entail. This work is funded through a grant from the Ohio Department of Education and the Ohio Department of Higher Education. Grant allocations allow for the addition of a facilitator, Steve Miller, to support this work.



To continue supporting Ohio Mathematics Initiative efforts, Ohio has received a \$2.1 million Strong Start to Finish (SSTF) Grant. This is a collaborative partnership between the Ohio Department of Higher Education, Inter-University Council, and the Ohio Association of Community Colleges. Ohio, one of four states in the country to receive the grant, will work with 12 universities and 18 community colleges to improve student success by increasing first-year, college-level mathematics and English completion, redesigning gateway mathematics courses, and developing co-requisite remediation strategies.

To view additional information about the Strong Start to Finish Grant, read the most recent [Fast Facts](#) or [this press release](#) from ODHE.

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## Progress Reports (cont.)

### Ohio Values Veterans

#### Additional Military Transfer Assurance Guides

Since last fall, approximately 28 additional Military Transfer Assurance Guides (MTAGs) have been approved and announced, falling in the areas of office procedures, emergency medical technician, and engineering technology. Within engineering technology, three courses aligned to the programmable logic controllers TAG. We would like to once more express our sincere thanks to the faculty panels in these disciplines for their hard work and expertise. They are truly making a difference for our service members and veterans.

#### Mini-Grants from the Multi-State Collaborative on Military Credit

Ohio received mini-grants from the Multi-State Collaborative on Military Credit (MCMC) to keep pursuing work on three large military credit projects. Those three projects are medic to nursing credit, general education credit, and foreign language credit. Information about nursing is included in the meetings section.

#### General Education Grant

The general education project is under way and progressing well. The initial focus has been on military education pertaining to U.S. Diversity/Global Diversity/Multiculturalism and how that might be used in general education programs with those requirements. This concept was presented to the campus veteran single points of contact as well as the OATN Oversight Board. Both groups were largely supportive of the work and several institutions are already awarding credit in this area. The main questions focused on how to award the credit and how to create a portfolio process to verify learning outcome achievement. Additional guidance and examples will be forthcoming. In addition to the general education project, the OATN

is researching infantry training and continuing to determine potential applicability to general education programs. Infantry is the focus due to the fairly large population with that background in Ohio, as well as many returning to Ohio after their service. The OATN is also researching military sexual harassment/response and prevention (SHARP) training to determine if it can potentially be used in any academic programs.

#### Foreign Language Grant

The last large-scale credit project is the foreign language project. The OATN is researching and working with the Defense Language Institute to evaluate language courses and language proficiency tests to determine the potential for future MTAGs.

### Meetings

#### Nursing

On May 21, 2018, a third gathering of nursing representatives took place to continue discussion on how military credit applies to nursing programs and to determine if there are any barriers in place that need to be revised or removed. Since the last nursing gathering (September 21, 2017), the ADN programs drafted a position statement in support of military medics that was endorsed by OCADNEA (Ohio Council of ADN Education Administrators). The position statement provided rationale for removing entrance requirement barriers such as STNA, CPR certification, and pre-admission testing. It will circulate soon for statewide endorsement. There was also a large amount of interest at the meeting for the concept of creating a transfer block of credit around the RN credential. Since every nursing program is set up differently, transfer can be difficult, and block credit has the potential to ease the transfer process. Currently, there is an LPN block of credit transfer option that exists as a CTAG; this option also had

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## Progress Reports (cont.)

interest in more use and potential application into BSN programs because of recent changes in the advanced standing policy required by the Ohio Board of Nursing. The last main discussion point of the meeting was work to develop a bridge or transition course for veterans and service members. There was discussion that some work was already under way to develop a transition course for other transfer students and that perhaps military training should be included during the development process.

### Military Strategic Implementation Team

On May 22, 2018, the Military Strategic Implementation Team (MSIT) meeting occurred. At this meeting, a proposal from the Ohio Veteran Educators Council (House Bill 488 Single Points of Contact Group) for a new Ohio-specific, military friendly type of designation for institutions was discussed. There is interest in pursuing this because of the pay-to-play concept and other ethical concerns around national organizations that release some type of “military friendly” designation. There was also discussion about the three large-scale credit projects in progress, including medic to nursing credit, general education credit, and foreign language credit. Updates were provided around recent changes to the Ohio College Opportunity Grant (OCOG) that affect veterans and service members, as well as updates regarding the Forever GI Bill. The

meeting concluded with a discussion on military credit evaluation on campuses and ideas of how to expand this, as well as the need to conduct more training regarding this topic.

### College-Level Examination Program (CLEP)

The third and final phase of CLEP implementation took effect on May 1, 2018. This means that, after hard work completed by faculty and institutional departments, Ohio officially has a statewide CLEP policy. The articulation and transfer policy manual has been updated to include CLEP information as well as a catalog statement that can be utilized by the institutions. As a final reminder, if your institution has not already done so, please reach out to CollegeBoard at [CLEP@collegeboard.org](mailto:CLEP@collegeboard.org) and have your institution’s CLEP alignments updated to reflect the new statewide policy.

### Credit When It’s Due

The latest round of Credit When It’s Due (CWID) is in progress at Ohio’s public colleges and universities. In April, ODHE provided universities with the latest eligibility list from HEI. Institutional leads received a [timeline for various activities](#) included in the CWID process. Round 1 of CWID for 2018 should be completed by July 31, 2018.

## TAGs

### Transfer Assurance Guides (TAGs)

- **Ancient Greek and Latin** — The newly established Ancient Greek and Latin panel met collaboratively with institutional submitters from Classics departments throughout the state on May 9, 2018 at the Northside Library for a Transfer Assurance Guide (TAG) Workshop. The workshop, led by Michelle Blaney and Jan Macián, guided participants through the course submission process, provided an overview of the roles of panel members and leads, provided guidelines for review, and provided detailed information on the new learning outcomes for Ancient Greek and Latin. Interpretive Reading, Interpretive Listening, Presentational

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## Progress Reports (cont.)

Writing, Presentational Speaking, and Interpersonal Modes of communication were examined, and attendees explored possibilities for how some of these modes may be included in Ancient Greek and Latin courses.

- **Introduction to Medical Laboratory Science** – Medical/Clinical Laboratory Science TAG Faculty Review Panel requested the Ohio Articulation and Transfer Network (OATN) in early fall to facilitate a panel discussion related to the importance of lab math in the Introduction to Medical Laboratory Science TAG course (OHL008). After some discussion, the panel agreed that even though all of the existing TAG course learning outcomes in OHL008 continue to be relevant and important, an additional learning outcome would emphasize the significance of basic lab math in this course. With the addition of a new essential learning outcome, the panel needs to validate courses for the additional content. Institutions need to create a submission in CEMS for new essential learning outcome #17. Currently approved courses that do not receive approval for the new learning outcome by the end of the spring 2019 review cycle will automatically expire.

### Ohio Transfer Module (OTM)

- **English Composition** – Learning outcomes for the OTM English Composition I and English Composition II were updated June 11, 2018. The updates were made to clarify areas that were consistently missed in submissions by institutions and to update and implement changes to the courses based on updates to the WPA Outcomes Statements for First-Year Composition, 3rd Edition (2014). Institutions do not need to resubmit English Composition OTM courses for re-approval because the panel agrees that the outcomes have been updated but not significantly changed.

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## OTM, TAG, and CTAG Submissions

### New Review Cycle Timeline

The Ohio Articulation and Transfer Network Team examined the submission review cycle schedule and ascertained where enhancements may be achieved. Recognizing that the former review cycle was originally based on the quarter system, as well as to account for current institutional peak exam/final schedules, the team proposed to revise the cycle of three official review cycles to two official review cycles and a rolling review cycle, which will also allow for better administrative support. The new cycle was presented to the OATN Advisory Council on May 24 and met with positive feedback.

The fall cycle will remain on the same schedule as

previous fall schedules. The spring cycle will end earlier than previous schedules, again to better accommodate for institutional exam/finals schedules. The rolling cycle is intended for high-demand areas with select panels; some panels have already successfully reviewed submissions on a rolling basis, so this format will be familiar to some reviewers. This expanded timeframe enhances the two-cycle structure with a timeline that allows for a more flexible schedule that can be utilized to help meet the demand of high-volume areas or areas impacted by other ODHE initiatives that may drive an increase in submissions. In the new rolling review timeframe, panel leads may push submissions to the panel as soon as the

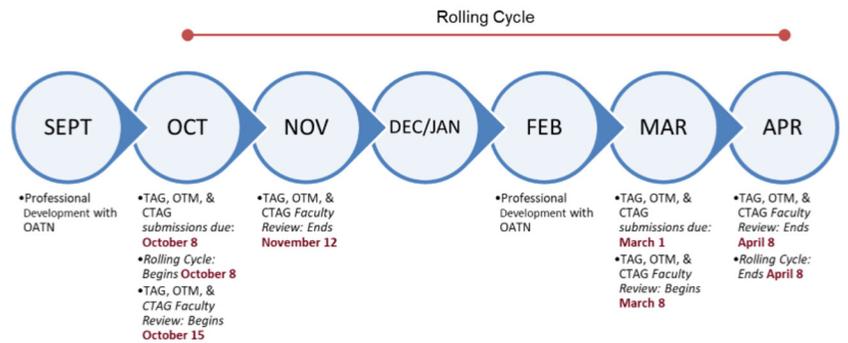
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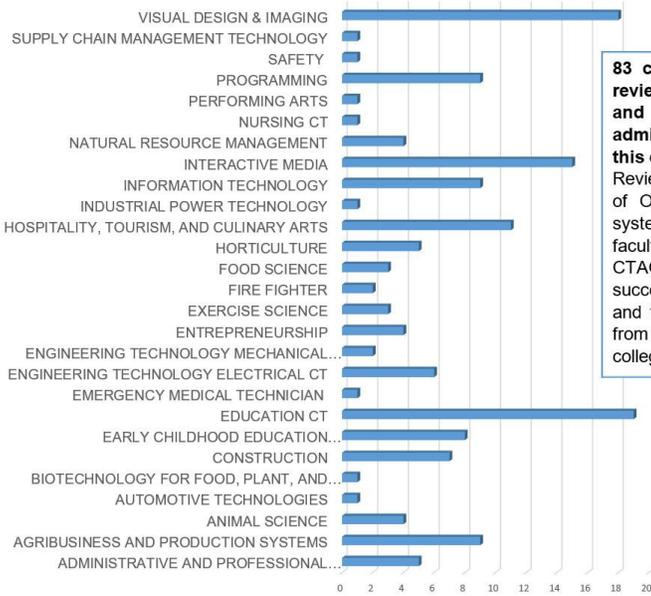
## Progress Reports (cont.)

submission is received or OATN staff can move the submission forward one week (seven days) after the submission. In addition to the new rolling review cycle, new professional development opportunities have been included in the schedule that will be available prior to the start of the official fall and spring

### OTM, TAG, and CTAG Submission and Review Timeline 2018-2019



#### Spring 1 - 2018 Review Cycle January 26 -February 23

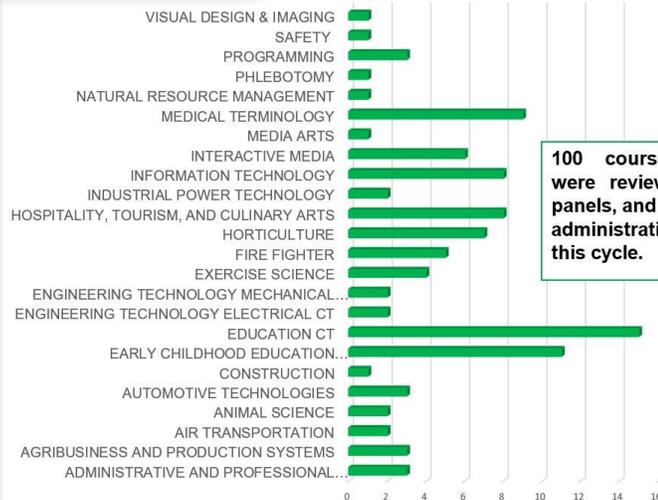


**83 course submissions were reviewed by faculty panels, and another 68 were administratively reviewed in this cycle.** Ohio's CTAG Faculty Review Panels are the backbone of Ohio's transfer equivalency system. These all volunteer faculty panels review courses for CTAG process that encourages successful secondary career and technical students to move from high school to public colleges and universities.

cycles. Embedding such opportunities into the schedule will lead to improved submissions that lead to increased approvals and improved timelines. These opportunities may include webinars and face-to-face sessions that may be organized regionally and/or by discipline/pathway.

*Distribution of CTAG submissions reviewed by faculty panels from January 26 to February 23.*

#### Spring 2 - 2018 Review Cycle March 22 - April 23



**100 course submissions were reviewed by faculty panels, and another 11 were administratively reviewed in this cycle.**

*Distribution of CTAG submissions reviewed by faculty panels from March 22 to April 23.*

## Meetings of the Minds

### Ohio Articulation and Transfer Network Committees

#### OATN Oversight Board (December 14, 2017)

The Ohio Articulation and Transfer Network (OATN) Oversight Board held a meeting on December 14 to discuss progress and initiatives within the department. Dr. Gigi Escoe from the University of Cincinnati offered an update on the general education conversation in Ohio. In addition, Dr. Shoumi Mustafa from OATN presented his research findings on minority student transfer information. The board then discussed a draft of the Ohio Guaranteed Transfer Pathway Implementation Policy. Updates were given regarding the status of College Credit Plus and One-Year Option. The meeting concluded with a review of the OATN budget at the midway point of fiscal year 2018.

#### OATN Oversight Board Meeting (March 15, 2018)

On March 15, The Ohio Articulation and Transfer Network (OATN) Oversight Board met at the Ohio Department of Higher Education. The Oversight Board discussed the new "First 15" Rule for College Credit Plus, and was provided updates on the Ohio Guaranteed Transfer Pathways (OGTP) that included two new clusters beginning pathways work and the latest draft of the OGTP

Implementation Policy. Jared Shank from OATN told the group he was exploring how to best award diversity and multicultural credit to service members and veterans. The committee reviewed transfer movements in Ohio public institutions of higher education and proprietary institutions. The meeting concluded with updates on the OATN budget.

#### OATN Advisory Council Meeting (November 16, 2017)

The Ohio Articulation and Transfer Network (OATN) Advisory Council met on November 16 at the Riffe Center to discuss updates within the department. Council President Dr. Mary Ellen Mazey, from Bowling Green State University, presented the status of the Ohio Guaranteed Transfer Pathways before requesting feedback on the Tackling Transfer workshop held September 25, 2017. Dr. Shoumi Mustafa from OATN discussed research findings on technical associate degrees and graduation rate statistics on transfer-out and transfer-in students. The council later discussed the development needs of the Ohio workforce and institutional grant opportunities through the Department of Labor.

#### OATN Advisory Council Meeting (May 24, 2018)

On May 24, the OATN Advisory Council met at Columbus State Community College. Dr. Candice

Grant updated attendees about the Ohio Guaranteed Transfer Pathways Initiative, followed by updates from Kathleen Cleary on Strong Start to Finish. Dr. Randy Smith, from The Ohio State University, provided updates regarding the Statewide General Education forum. Attendees discussed the status of transfer activities on campuses, including both successes and challenges. Dave Sauter and Sun Jamerson spoke about a new coding system for reporting to HEI, and an exploratory phase of transcription. Nikki Wearly, from OATN, provided updates on SCTAI projects with an OCTANE event set for June 7. Mark Cortez and Shane DeGarmo, both from OATN, presented on the new review cycle timeline. Jared Shank closed the meeting with updates on military transfer.

#### Ohio Transfer Module Faculty Subcommittee Meeting (April 20, 2018)

On April 20, OTM faculty panel members met at The Ohio State University. Faculty panel leads provided updates on their respective panels. The leads also provided information about the General Education discussion, including how it will relate to OTM courses in the future. Dr. Candice Grant from OATN provided an update on the Ohio Guaranteed Transfer Pathways initiative, and how faculty

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## Meetings of the Minds (cont.)

across the state are working on pathways related to the OTM. Dr. Stephanie Davidson discussed the Strong Start to Finish grant Ohio received that will assist with mathematics and English areas. After the presentations, panels worked independently on key issues surrounding their areas.

### General Education Steering Committee

*(November 17, 2017)*

On November 17, the Ohio Articulation and Transfer Network (OATN) General Education Steering Committee met at the Ohio Department of Higher Education to discuss the status of general education curricula in the state. Dr. Paul Gaston from Kent State University presented on the status of general education at a national level before the committee moved to discuss possible changes and progress in Ohio. The group discussed draft development of general education principles, a provisional timeline for committee projects, and methods to encourage constituent feedback.

### General Education Forum *(April 2, 2018)*

On April 2 at Columbus State Community College, Ohio's public higher education community met to discuss the current state of the general education curriculum. Opening remarks, forum purpose, and review of the agenda were delivered by Dr. Gigi Escoe, vice provost for undergraduate affairs at the University of Cincinnati. Discussion focused on student learning, and that student learning is not confined to the classroom and should reflect relevant expectations of the Higher Learning Commission. Dr. Paul Gaston, Trustees Professor Emeritus at Kent State University and ODHE consultant, provided a draft of principles for effective general education programs.

Miami University, the University of Cincinnati, The Ohio State University, Lorain County Community College, and the University of Akron shared overviews

of general education curriculum at each institution. Breakout sessions were held to discuss and identify key components for Statewide General Education Principles. The forum closed with sharing key components identified from attendees.

### Tackling Transfer Winter Workshop *(January 30, 2018)*

The Tackling Transfer: Essential Transfer Practices Winter Workshop was held on January 30 at Columbus State Community College. Approximately 130 individuals involved in ensuring successful transfer pathways at their institutions attended to review the status of transfer and work on a regional level to develop goals for the process of transfer initiatives. The meeting focused on equity and included a presentation by Dr. Derrick Tillman-Kelly of The Ohio State University. Dr. Davis Jenkins from the Community College Research Center (CCRC) discussed the importance of transfer in the scaling of guided pathways. Institutional attendees later separated into regional areas to review the progress of goals set at previous meetings and integrate the importance of equity into their transfer objectives. The workshop concluded with updates on the Ohio Guaranteed Transfer Pathways and how important transfer is within the State of Ohio to achieve the 2025 attainment goal.

### Ohio Guaranteed Transfer Pathways Steering Committee Meeting *(February 28, 2018)*

On February 28, OATN staff met with the Ohio Guaranteed Transfer Pathways Steering Committee at the Ohio Department of Higher Education. Dr. Candice Grant started by updating the committee on the new pathway clusters in Public Safety (criminal justice, emergency medical services, and fire science) and Health Sciences (clinical/medical laboratory science, dietetics, health information management, and nursing). The committee received updates on the social work Associate of Arts pathway, which went out

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## Meetings of the Minds (cont.)

for endorsement on January 26, 2018, and concerns and questions of individual institutions were addressed over the course of development. The committee was also notified that the Chancellor of the Ohio Department of Higher Education provided final approval on the Business Transfer Pathway with implementation on January 12, 2018.

### **Ohio Guaranteed Transfer Pathways Steering Committee Meeting** *(May 17, 2018)*

On May 17, members of the Ohio Guaranteed Transfer Pathways Steering Committee Meeting met at The Ohio State University Fawcett Center. OATN staff gave the committee general updates regarding faculty cluster work. The committee held a discussion on key challenges for the Ohio Guaranteed Transfer Pathways initiative that included identifying mathematics pathways, institutional commitment, gaps in implementation, bilateral and statewide articulation agreements, and defining distinctive institutional program characteristics. The committee also discussed the Ohio Guaranteed Transfer Pathway Implementation Policy draft and ended the meeting by reviewing a presentation by Dr. Shoumi Mustafa from OATN on transfer pathways research and summary findings.

### **Three Plus One Model Meeting** *(March 28, 2018)*

On March 28, members of public and private institutions met with ODHE staff at the Ohio Department of Higher Education to discuss the design and implementation of a successful Three plus One (3+1) model. Representatives from various Ohio institutions gave presentations discussing successful 3+1 models currently implemented. Through these presentations, ODHE learned that 3+1 was a cost-effective model that encouraged affordability and accessibility. It was also identified that 3+1 needs a clear definition moving forward because it generally refers to the percentage of credits earned from each institution and not the time spent at each institution. It was also identified that integrated curriculum between institutions is necessary for a successful 3+1 model.

### **Ohio Mathematics Chairs/Leads Network Meeting** *(November 3, 2017)*

On November 3, the Ohio Mathematics Chairs/Leads Network meeting took place in Cockins Hall at The Ohio State University. The meeting began with introductions from Luis Casian, chair and professor of mathematics at The Ohio State University.

Other agenda items included: the calculus re-sequencing discussion, subgroup updates on the Ohio Mathematics Initiative, and the Strong Start to Finish grant proposal. The meeting also contained a discussion regarding 12th Grade Transition Courses, and breakout sessions about quantitative reasoning courses and co-requisite mathematics courses.

### **Ohio Mathematics Initiative Faculty Subgroup 2 Meeting** *(January 26, 2018)*

Subgroup 2 met at the Ohio Department of Higher Education on January 26. The group discussed progress on TMM005 Calculus I and TMM006 Calculus II, learning outcome revisions and technical mathematics, and mathematics in early and middle childhood education. The group agreed on sending an endorsement survey in late February for both Calculus I and II. Dr. Paula Compton and Dr. Candice Grant discussed integration of quantitative reasoning learning objectives into the technical mathematics curriculum. The group agreed to send nominations of education and mathematics faculty for the early and middle childhood education in mathematics to assemble a subgroup panel for future work on learning outcomes.

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## Meetings of the Minds (cont.)

### Ohio Mathematics Initiative Faculty Subgroup 2 Meeting (March 30, 2018)

On March 30, members of the Ohio Mathematics Initiative Faculty Subgroup 2 met digitally to discuss the Calculus I and Calculus II endorsement survey outcomes, as well as calculus re-sequencing. The members decided to redistribute the endorsement survey with description paragraphs in order to eliminate institutional concerns. It was also discovered that Ohio State is in the process of constructing re-sequencing books for Calculus I, Calculus II, and Calculus III. The subgroup planned to meet with the Ohio State re-sequencing leads to gain further insight. Next steps for Subgroup 2 included creating the re-endorsement survey for distribution and confirming their next digital meeting time. The re-sequencing subgroup plans to distribute a revised endorsement survey for Calculus I and Calculus II and have a future meeting to review results.

### OATN Technology Steering Committee Meeting (April 12, 2018)

The OATN Technology Steering Committee meeting was held on April 12 in Columbus. Committee members discussed Statewide Guaranteed Credit Transfer project updates, with plans to kick off the transcript exploration project in late-April or early-May. Dr. Candice Grant provided the committee with updates on the Ohio Guaranteed Transfer Pathways. Kevin Sosa and Revathi Kumarasway of OATN provided committee members with Banner and upgrade updates. A road map of this upgrade showed a potential impact to Banner institutions sending transcripts to the ATC; however, institutions are researching solutions to ensure compatibility. Jill Dannemiller and Michael Hopcraft of ODHE gave members insight that the new HEI will be released in fall 2018 and will include the Ohio College Opportunity Grant (OCOG). The meeting concluded with a reminder about the Credit When Its Due conference call on April 19.

### Proprietary Transfer Stakeholders Committee Meeting (January 22, 2018)

In response to Ohio Revised Code 3333.166, the Proprietary Transfer Stakeholders Committee convened for the first time on January 22 to develop an interim strategic plan and policy recommendations to be presented to the general assembly pertaining to transfer of credits by July 1, 2018. The stakeholders began the meeting with analysis of the legislation to determine steps to create a purpose statement. The meeting allowed for open discussion where stakeholders agreed on important concepts and questions that will guide and direct future meetings, including certificate of authorization, national versus regional accreditation of proprietary institutions, transferring general education courses, research of articulation agreements, and understanding how institutions have responded after ITT Technical Institute closed. Key stakeholders included faculty from Ohio public colleges and universities, faculty from proprietary institutions, and representatives from associations such as OACC, IUC, and Ohio-Michigan Association of Career Colleges and Schools.

### Proprietary Transfer Stakeholders Committee Meeting (February 12, 2018)

The proprietary transfer stakeholder committee met for the second time on February 12 to continue discussion on transferability to and from proprietary institutions. Discussion focused on the process of attaining a certificate of authorization, data on proprietary institutions operating in the State of Ohio, and finding articulation agreements between proprietary institutions and Ohio public institutions. The committee discussed how a certificate of authorization gives an institution authorization to operate in the State of Ohio. A representative from the Ohio State Board of Career Colleges and Schools confirmed approving the same institutions ODHE approves, as well as associate degree granting and technical institutions. Jared

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## Meetings of the Minds (cont.)

Shank, from the Ohio Articulation and Transfer Network, provided data on proprietary institutions based in Ohio and proprietary institutions with locations in Ohio and focused on accreditation data enrollment between the years 2008 and 2015, and the number of degrees awarded. The committee agreed that future information should include the type of credit granted. Lastly, examples of articulation agreements between National American University and Antonelli College were reviewed and showed transfer processes for proprietary institutions. Dr. Randy Smith, of The Ohio State University, shared 2+2 graduation plans and Columbus State Community College shared 2+2 graduation plans.

### **Proprietary Transfer Stakeholders Committee Meeting**

*(March 12, 2018)*

The third proprietary stakeholder committee meeting focused on student data and types of accreditation. Nikki Pappas, from Fortis College, shared data on where transfer credit was earned, what type of institution credit was granted, and areas of study where credit was transferred. Dr. Shoumi Mustafa, from the Ohio Department of Higher Education, shared data topics on the number of students transferring between Ohio public institutions and proprietary institutions; recent enrollment numbers in Ohio

public, private, and proprietary institutions; and measures of success for transfer students from proprietary institutions to Ohio public institutions. Dr. Tom Bordenkircher, from the Higher Learning Commission (HLC), discussed accreditation. Dr. Bordenkircher shared with the committee that HLC does not have a policy in place to encourage or discourage accepting credit from an entity that is not regionally accredited. John Ware and Greg Shields, from the Ohio State Board of Career Colleges and Schools and Daymar College, respectively, shared information on national accreditation that included five major accreditors: DEAC, ACCSC, ABHES, COB, and ACCET. Greg mentioned the decision between regional and national accreditation, and that most proprietary institutions seek accreditation by a national accreditor for certificates and associate degrees. Institutions with bachelor's and master's degrees seek regional accreditation.

### **Proprietary Transfer Stakeholders Committee Meeting** *(April 16, 2018)*

The April proprietary stakeholder committee meeting focused on the Ohio Transfer Module (OTM) and Transfer Assurance Guide (TAG) review process, how institutions responded to ITT Technical Institute closing, and discussion and reviews related to the drafted purpose statement. Sherry Howard,

from Northwest State Community College, presented information on the OTM and said the policies behind the OTM allow credit to transfer to receiving institutions, which can be approved as course equivalents or block credit. She also discussed course reviews and how a course is submitted through the Course Equivalency Management System (CEMS) with faculty panel volunteers who review syllabi and supporting information. If there is mutual agreement, the course is approved; however, if there are discrepancies, the panel will discuss to reach a conclusion.

Dr. Hope Moon, from Lorain County Community College, shared how LCCC's nursing program reacted to ITT Technical Institute closing. Faculty reviewed transcripts and compared curriculum of the sending institution and to compensate lost credit, LCCC offered a \$500 scholarship to committed students. To assess nursing courses, the National Nursing Achievement Test was administered and credit was granted based upon scores and concept mastery. To conclude the April meeting, the committee discussed the purpose statement drafted by Tom Pappas and suggested revisions to bring to the May meeting.

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## Meetings of the Minds (cont.)

### Proprietary Transfer Stakeholders Committee Meeting (May 14, 2018)

In the final meeting before the midterm plan is submitted, the purpose statement underwent another edit and the stakeholder committee reviewed feedback survey results. Jared Shank from OATN compiled the results and color-coded responses from proprietary institutions. The survey focused on expenses, faculty panel volunteering, accepting credit from nationally accredited institutions, and utilizing prior learning assessment tests when determining credit. In many instances, there is a clear divide in institutional responses. The committee also discussed unforeseen consequences. Dr. Paula Compton shared information on prior learning assessment tests and

how an assessment tool for the determination of college credit could be beneficial. The committee agreed to review the midterm report electronically and meet in June if major concerns arise.

### Additional Meetings

#### Upcoming Meetings

- July 2, 2018- OATN Oversight Board
- September 20, 2018 – OATN Oversight Board
- September 21, 2018- OTM Faculty Subcommittee
- November 15, 2018- OATN Advisory Council
- December 20, 2018- OATN Oversight Board

## Transfer Technology

### Statewide Guaranteed Credit Transfer Project

The Statewide Guaranteed Transfer Project (SGTP) is continuing to make progress under the guidance of Dave Sauter, consultant for ODHE. The project seeks to identify, codify, and report various types of statewide guaranteed credit across institutions of higher education. Six pilot institutions are spearheading the implementation, and additional higher education institutions have plans to implement as well.

In early May of 2018, the Transcription Exploration Project started as the next phase of the initiative. The goal of this project is to explore the feasibility, interest, and need of standardizing credit transfer codes on electronic transcripts exchanged via the Articulation and Transfer Clearinghouse (ATC). Twenty-five public higher education institutions agreed to assist with the exploration. This phase is set to wrap up in June.

### OATN Technology Steering Committee

The OATN Technology Steering Committee held its latest meeting on April 12, 2018 in Columbus. Agenda items included an update on some of OATN's technology initiatives, including the Statewide Guaranteed Credit Transfer Project, Banner 9 upgrade, HEI update, Ohio Transfer Guaranteed Pathways initiative, and highlights by institutions on technology projects.

New members Connie Altier, director at the Tri-County Career Center, and Marcy Trew, director at the Cuyahoga Valley Career Center, were introduced to the committee.

The committee also welcomed a new chair. Dr. Regina Randall has been a member of the OATN Technology Steering Committee since its inception in 2012. She recently celebrated her 25th anniversary with Columbus State Community College. She has been the registrar for the last 16 years, making her the longest serving registrar in the history of her institution.

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

### Inspire. Teach. Submit CTAG.

Answering the age-old question, “What do you want to be when you grow up,” can be difficult for a high school student with little reliable information about what any particular career may entail. Gaining career information through hands-on experience and education while still in high school can inform students about what they may or may not want to pursue as a career. Adding further value to this is the opportunity for high school students to earn college credit for courses they are taking while exploring introductory career coursework. It’s a win-win! This is precisely what the Millstream Career Center in Findlay, Ohio offers through its many programs of study. We had the opportunity to speak with Jackie Gleason, 25-year secondary veteran educator, about her newly gained year of teaching experience in the Teaching Professions program at Millstream. Her clear enthusiasm for teaching has already proven to be inspirational for students. She said that one student confessed, “I joined this [program] because I love kids, but I really didn’t know if I wanted to be a teacher or not, but after doing this for just this little bit of time, I want to be a teacher. I know that for sure now.” Self-discovery while earning college credit in high school makes for a truly efficient and valuable program.

The earning of college credit, however, is not automatic. In order for course credit to be transferable from the secondary to postsecondary level, institutions must speak the same language in terms of course equivalency. This is accomplished through submitting Career-Technical courses to the Ohio Department of Higher Education via the online Course Equivalency Management System (CEMS). Each course is then reviewed by a faculty review panel to determine equivalency. Once approved, students become eligible for credit transfer. The process and expectations of completing course submissions can be intimidating, which is where the CTAG submission workshops can be very helpful. As a first-time submitter learning about the process at a workshop, Gleason said, “If I couldn’t [have] come here to collaborate with people, I would be drowning...because it’s so new...



Jackie Gleason, Millstream Teacher

to be in a place like this is very, very helpful.” Getting connected with people who can help navigate the process has helped Gleason make valuable contacts and demystified expectations. Gleason asserts that “learning the basics here...can help me build the other courses as well” in the CEMS when she returns to her campus.

When asked what she would tell parents of students about Teaching Professions at Millstream and statewide articulated credit, Gleason said, “If your child is thinking about being a teacher, this gives them such a huge jump start. You need to put a portfolio together – things that make you unique. So, what are you going to do to make your child stand out from others? This program will do it.” Gleason advises students and their parents to “figure it out now, in any of the programs” to save time and money in college.

### Course Integrity. The Name of the Game for Faculty Panelists.

In order to gain more insight on the roles and responsibilities and the importance of the faculty

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

review panel, Bob Haas, a panel member in computer networking and Jan Kelly, a panel member in health information management, were interviewed.

Faculty review panel members are volunteers who are committed to ensuring that coursework in their career-technical discipline is equivalent to learning outcomes endorsed in statewide articulation agreements. Haas said the primary role and responsibility of faculty panel members is to “give an honest, objective review of the course materials that are submitted and to make sure that they align with the learning outcomes that are defined for each CTAG course.” The ability to discern course equivalency despite differences in course delivery is also a skill frequently exercised. Haas said, “...different institutions may teach courses differently to achieve the same learning outcomes. I think there’s an expectation of objectivity on the part of faculty.”

In addition to exercising objectivity in course review, faculty panel members ensure integrity of coursework and of their profession. Kelly said, “There’s a certain amount of responsibility that we feel to give back to the profession. There’s an element of wanting to make sure that the standards are upheld. For everyone that is taking this [approved] course, we’re

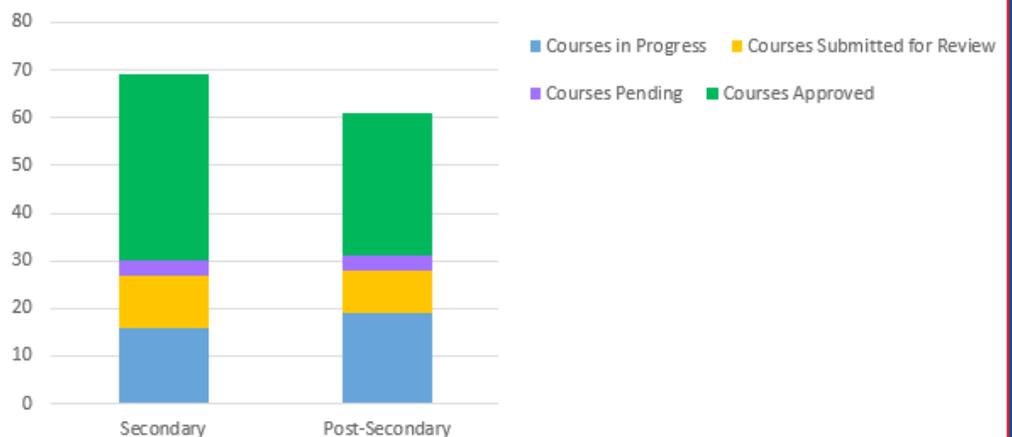
going to seamlessly accept credit. We want to make sure that students are taught to the level necessary for them to be successful in the chosen profession.” Haas said, “It is important for students that if we say a course is equivalent, then it really is equivalent. We do not want students to have to repeat a course, to sit in a class for information they already know, and we don’t want students to in effect think they know information, take the next course in the sequence, and be at a disadvantage because they really didn’t know that.” Faculty panel members are stewards to their profession in reviewing course submissions and making sure students are granted the appropriate credit for their coursework. With more CTE course submissions, the state of Ohio will be closer to making transfer credit more seamless for students, in turn getting closer to the state’s attainment goal of 65% by 2025.



Throughout winter and spring, the (CT)<sup>2</sup> team was busy holding submission workshops at 13 locations around the state. The purpose of the workshops, which were part of this year’s OCTANE initiative, was to provide hands-on technical assistance with CEMS in a formal training environment.

More than 160 participants attended the half-day workshops and worked to submit courses for review. Both secondary and postsecondary submitters attended, leading to nearly 100 course submissions and many more in progress. All of the new course approvals are helping to increase the transfer opportunities for career-technical students in Ohio.

WORKSHOP RELATED COURSE SUBMISSIONS



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

### Technical Research Agenda

June 7 provided a unique opportunity to bring together individuals from around the state to begin to shape the future of research related to career-technical education in Ohio, specifically related to articulation and transfer. The Ohio Articulation and Transfer Network (OATN) at the Ohio Department of Higher Education (ODHE) hosted approximately 30 participants at the South-Western Career Academy in Grove City. Attendees consisted of graduate students, educators, and administrators, all of whom shared a common interest in learning more about data related to CTE and understanding its implications as students transition from high school to college and career.

Dr. Matt Giani from the University of Texas at Austin presented the keynote, "Shaping Ohio's Career-Technical Research Agenda." Dr. Giani discussed his research on Perkins-funded pathways from secondary to postsecondary and student outcomes. He also engaged with attendees on how his work might be meaningful to Ohio and how the data in Texas could serve as a potential model for similar research studies. The presentation also highlighted topics such as equity in CTE, battling stereotypes and perception, and the outcomes of concentrators vs. non concentrators.

Other presenters contributed

throughout the day and helped set the stage for Dr. Giani's afternoon presentation. Dr. Paula Compton of the Ohio Articulation and Transfer Network formally welcomed attendees at the start of the day. Jamilah Tucker (also of the OATN) explained the importance and purpose of the day and allowed for a few remarks from Dr. Emily Passias from the Ohio Department of Education. David Sauter, retired registrar of Miami University and current ODHE Consultant, provided information to the group on the statewide coding initiative designed to better track credit types and understand the outcomes of statewide initiatives. Tony Landis from ODHE presented on Perkins funding in Ohio and its history and associated impact. Finally, Kristin Harlow from the Ohio Educational Resource Center presented on Ohio's Longitudinal Data Archive (OLDA) and provided resources of how to access information. Nikki Wearly of the OATN moderated the day. Professional biography information can be found on all of the presenters [here](#).

The afternoon allowed for a networking opportunity for attendees and a chance to make potential research

connections. Additionally, a few of the doctoral students in attendance were able to speak with the keynote speaker about possible research topics during the networking activity.

Overall, the day was a success! The Career-Technical Credit Transfer Team hopes to engage colleagues and hold another event in the future to keep the conversation going.



*Dr. Matt Giani, a research scientist from the University of Texas at Austin, presents the keynote address at the Shaping Ohio's Career-Technical Research Agenda event.*

## Staff Feature

### New Staff Members Join the OATN Team

On April 23, **Mark Cortez** joined the Ohio Department of Higher Education, Ohio Articulation and Transfer Network, as the Director for Articulation and Transfer Policy.



Prior to joining the ODHE staff, Mark spent eight years at The Ohio State University, two at the Lima campus and the last six at the main campus, in undergraduate admissions. A transfer student to Ohio State from Owens Community College, he earned his bachelor's degree from Ohio State and

his master's degree from

Tiffin University. Over the course of his experience at Ohio State, he worked directly with recruiting transfer students for a number of years and worked with and saw the implementation side of OATN work. He's excited to now translate those experiences into working on the development and endorsement processes that will impact student success.

Outside of work, Mark sings with Illuminati, a sacred ensemble that participates in a religious service once a month. He also volunteers with Lifeline of Ohio promoting the importance of organ and tissue donation. He and his partner have one dog, Lacy, and are planning an August wedding.

**Shane DeGarmo** joined the OATN team this past April as the Associate Director for Career-Technical Transfer Initiatives. Previously, Shane served in numerous roles from 2001 to 2014 at the Ohio Board of Regents and Ohio Department of Higher Education, working in the Office of Program Development and Approval on

initiatives concerning institutional and program authorization, accreditation and state authorization, and tuition reciprocity. More recently, he worked at Herzing University as the Accreditation and Regulatory Affairs Coordinator, focusing on state authorization, distance education, professional licensure, and federal, state, and accreditation compliance. Shane holds a Master of Science degree in Higher Education Administration from Drexel University, a Bachelor of Arts degree from Capital University, and an Associate of Applied Science degree from Columbus State Community College. He is currently pursuing his doctorate in education from Benedictine University.



### New Interns Join the OATN Team

**Sarah Bartlome** will begin her junior year at The Ohio State University in the fall, pursuing a Bachelor of Science degree in public policy analysis, with minors in political science and economics. At Ohio State, she is passionately involved in College Mentors for Kids, a mentorship program between elementary students and Ohio State students to help narrow the gap between low-income schools and educational success. This summer, Sarah accepted a fellowship with the Boys and Girls Club of Columbus



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## Staff Feature (cont.)

in hopes of seeking educational equity. Following graduation, Sarah hopes to join Teach for America and eventually attend graduate school. As a native Clevelander, Sarah enjoys spending time on Lake Erie and cheering on Cleveland sports teams in her free time.

**Ameena Alauddin** is a senior at The Ohio State University, pursuing a bachelor's degree in public policy analysis. In her free time, she works as the co-founder of a local nonprofit called Young STEM Leaders, where underprivileged middle school students learn how to code and are encouraged to pursue STEM fields through the use of engaging modules, mentorship, and a hands-on learning environment. Prior to her involvement at OATN, Ameena



interned as a policy research intern for the Board of Franklin County Commissioners, where she helped provide analysis for a project examining the relationships between homelessness, evictions, and involvement with the justice system in Franklin County. After graduation, Ameena hopes to work in policy analysis or attend law school.

### Congratulations, Ben!

Ben Foster is a recent graduate of The Ohio State University's John Glenn College of Public Affairs. He is heavily involved in his church, where he spends much of his free time volunteering. His favorite volunteer activity during his time in college was mentorship, where he mentored college freshmen and sophomores as they navigated the changes that come with college

life. When he is not volunteering, you will most likely find him playing basketball. Ben is thankful to have worked at OATN because he has seen the difficulties of transferring through his brother-in-law and his roommate, both of whom are transfer students.

Ben graduated in the spring of 2018. While it took him some time to land on a major, his interest in government affairs and desire to work for a nonprofit in the future led him to the John Glenn College of Public Affairs. He graduated Magna Cum Laude with a Bachelor of Arts degree in public management, policy and leadership and a specialization in nonprofit management. During his time at Ohio State, he pursued other interests through his minors in philosophy of religion and sociology. He is looking forward to pursuing a master's degree at Divinity School in the fall of 2018.



### Congratulations, Kevin!

On May 18, the OATN family met to congratulate Kevin Sosa on the impending birth of his daughter, Cora.



*Kevin says "I'm so happy for baby Cora! A big thank you to all my wonderful colleagues for bringing their favorite books from childhood, and for the gift card that will go a long way to keeping her happy. Her room is ready thanks to you!"*

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## Staff Feature (cont.)

Individuals brought a copy of their favorite childhood book and enjoyed pastries and coffee together.

Kevin received a Memorial Day weekend surprise. Cora Elise Sosa is doing great and is already up past her birth weight! She now weighs 7 lb. 9 oz.!

## Congratulations, Jared!

Jared Shank and his family recently welcomed their second son, Daniel Kenton Shank, into the world on March 19th. Little Daniel currently loves milk, naps, and giggles.



*left: Cora Elise Sosa; right: The Shank Family; right-bottom: Daniel Kenton Shank; also pictured: Scenes from the OATN gathering we held to welcome baby Daniel.*

