

September 2018

Ohio TRANSFER TO DEGREE guarantee

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

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A Note from Paula

In the spirit of the new academic year, we thought that featuring best practices from colleagues across the state would be beneficial as you begin and renew your important work with transfer students. We will be sharing best practices from two important areas: 1) Tackling Transfer: Essential Transfer Practices, and 2) Serving Veterans and Military-connected Students. These best practices were selected to help inspire your work and as examples of what could be scaled to institutions of varying sizes and resources. We hope you enjoy this year as you implement practices resulting in transfer students having their BESTYEAR EVER!

Special Features

Tackling Transfer: Essential Transfer Practices

The state of Ohio was selected by the Aspen Institute’s College Excellence Program, the Community College Research Center (CCRC), and Public Agenda to participate in a two-day workshop aimed at promoting adoption of policies and practices that improve degree completion rates of community college transfer students. Following a two-part statewide workshop focusing on the need for transfer in the state of Ohio, institutions were encouraged to participate in regional transfer sub-grant opportunities. Sub-grants were awarded to assist student transfer from two-year to four-year institutions for baccalaureate degree completion within their respective regions. Regional transfer sub-grants equated to \$37,823.61, with individual allocations ranging from \$1,300 to \$3,000.



Below are two examples of how specific grants were utilized:

Southwest Ohio Region

In an effort to increase communication and collaboration between two-year and four-year institutions in the Southwest Region, two day long summits were held for transfer champions from Cincinnati State Technical and Community College, Southern State Community College, the University of Cincinnati, Miami University, and UC and Miami’s regional campuses. Due to their geographical proximity and high rate of transfer to the Southwest Region, Sinclair Community College and Chatfield College were also invited to participate.

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Special Features (cont.)

The first summit, attended by 32 participants, was held in February 2018 at the University of Cincinnati. It was designed to serve as an introduction of regional transfer partners and ultimately begin to foster a transfer-friendly environment for students in Southwest Ohio. The second summit, attended by 33 participants and hosted at Southern State Community College in April 2018, focused on transfer from career-technical centers to colleges and universities. Given this focus, the number of participating institutions expanded to include career-technical center leaders in the region.

In a post-survey of each summit, most participants agreed that the summits helped to establish collaborative relationships with regional transfer champions and that the meetings were an effective way to create strategies for increasing retention rates of transfer students and graduation rates for baccalaureate students. Results from the survey and notes from the summits are available on the Southwest Region Transfer Summit webpage at www.uc.edu/aas/southwesttransfer.html.

The University of Cincinnati, Miami University, Cincinnati State, Southern State, and all Southwest region participants are committed to continuing these summits as the Southwest Regional Transfer Collaborative moves forward. They plan to offer one meeting in fall 2018 and another in spring 2019.

Northeast Ohio Region

Utilizing data from Ruffalo Noel Levitz, Youngstown State University students indicated challenge areas for transfer students including academic advising, locating resources for financing an education, and finding information on campus. These data points were used to generate a set of questions that were distributed through an online survey and/or a follow-up focus group or student interview. Initially the survey was sent to 1,577 transfer students using a list generated by the principal investigators who were

The **full analysis** of all grant recipient projects is available for you to view. We encourage you to see what occurred across the state and consider how a similar project may be implemented in your region.

tracking transfer applicants (including those who did not attend YSU) over the past several semesters. At the completion of the survey, students interested in participating in a follow-up focus group were invited to share their contact information. Data from all sources (Ruffalo Noel Levitz survey, project survey, focus group, interviews) were analyzed to generate a final summative report.

Four themes came to light as a result of analyzing the data, including the importance of student to staff relationships, frustration with transfer credit evaluation, the need to reduce the “run around”, and varying levels of satisfaction with institutional understanding of the credit transfer process.

Analysis of the data shows that the following items will be beneficial to better support students:

- Evaluating the current staffing model to ensure access
- Building stronger relationships and providing better process-oriented resources with student services offices, potentially through technology
- Preparing advisors with information needed to better understand transfer credit
- Improving the transfer orientation process, specifically the online orientation.

Additional opportunities include evaluating the transfer website for clarity; adding a campus contact list with office hours, office location, and phone number

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Special Features (cont.)

for common transfer student problems; providing professional and faculty advisors with additional training on technology and software that impact the transfer process (e.g. [uAchieve](#)); and maintaining clear communication channels to professional and faculty advisors for any updates or changes to the transfer process and supporting technology.

Serving Veterans and Military-connected Students

The Veteran Community Advocate (VCA) program at The Ohio State University was started in the fall of 2013 with the idea of wanting to better help military-connected students transition to a college campus. Initially funded by a small group of donors, and continuing as such today, the program extended from Columbus to two of the regional campuses in the fall of 2014 and expanded to all campuses in the fall of 2015. This expansion derived from the thought that one VCA on one of the regional campuses is the equivalent of approximately five on the Columbus campus. Mike Carrell, assistant vice provost and director, said he believes that the success of the program on the regional campuses has resulted in a scalable and replicable program, regardless of the size of a school's veteran population. Students are placed in support offices (Disability Services, Admissions, Buckeye Careers, etc.) or colleges (Dentistry, Social Work, Engineering, etc.) where they can make a difference in serving military-connected students and help those offices learn more about issues facing this group. Each VCA receives a \$2,000 scholarship (\$1,000 each in fall and spring semesters). Carrell said this year, 31 VCAs will be a part of the program (up from an initial number of nine in 2013), which means more than 120 VCAs have participated since the program launched.



The VCA role is twofold. First, it helps its designated office understand the challenges facing student veterans at Ohio State and develop specific plans to improve interaction between the two. It also develops programs with access to \$1,000 in programming dollars designed to be utilized as outreach to fellow veteran students, the campus population at large, and the surrounding Columbus community.

Emilia Louy, the admissions counselor who works with the student VCA, said, "the Veteran Community Advocate role has allowed Undergraduate Admissions to evaluate how we interact with veteran applicants. For example, the VCA answers queries posed to the askaveteran@osu.edu email address and sends out personalized emails to veteran applicants. Finally,

having a VCA in the office allows us to reevaluate the informational materials that we give to veterans.

Undergraduate Admissions VCA Ryan Clark, a veteran majoring in arts management, shared

this about his experience: "I'm aiming for a career in art therapy for military and combat veterans within the non-profit sector, so while I'm able to assist and enhance the work of admissions, I'm also able to explore and enhance my interest areas. I'm currently in contact with the arts coordinator at the Columbus VA to come to campus and share information about art programs the VA offers. Additionally, the VA arts coordinator is planning to set up an art studio night for veterans to socialize and express themselves through the process of making art. I've also contacted the director of engagement for the Dublin Arts Council to set up a gallery night of photographs that were taken during the Vietnam War."

When asked what he's learned, Clark said, "One of

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Special Features (cont.)

the biggest things I've learned is what this program, and organizing events directed to veteran students, mean to military members returning from their time in service and pursuing a civilian career. For a number of years, we are told what to wear and where to be each day. Transferring from that into an academic setting on the civilian side can be overwhelming. More so, we are typically a few years or more older than the average college student; social events and clubs with younger students leave us feeling out of place or that we don't belong. Holding events as well as participating in meetings and plans with the Vets4Vets club (OSU's local chapter of the Student Veterans of America organization) has shown me what the benefits are of offering these unique opportunities to bring veteran students together and share their experiences with each other, as well as finding support in the form of a new friend. Past events I've helped coordinate included midterm and finals gatherings, where we set up free lunch, had games with prizes, and played movies or held raffles all in an effort to relieve stress and help fellow veterans relax in between studying and working on projects for their classes."

Learn more about the VCA program at Ohio State by visiting <http://veterans.osu.edu/veterans-resources/community-advocates>.

Progress Reports

Ohio Guaranteed Transfer Pathways

Over the summer, the Chancellor approved 21 Ohio Guaranteed Transfer Pathways (OGTP) across three cluster areas: social and behavioral sciences, arts and humanities, and math and sciences. These pathways are currently in the implementation phase, during which institutions match their course offerings with the endorsed statewide templates. The Social and Behavioral Sciences Guaranteed Transfer Pathways, which include anthropology, economics, geography,

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Best Practices for Transfer Students

Ohio's colleges and universities responded to research completed by Ohio Department of Higher Education (ODHE) consultants Dr. Jon Tafel and Mr. Pete Ross as part of an advisory committee regarding best practices for transfer. Areas covered included outreach, credit transfer and application, pathways and partnerships, web/social media, advising, data sharing, financial assistance, partner collaboration, and transfer orientation. Promising practices among institutions include:

- Transfer partner luncheons
- Transfer evaluations being sent electronically directly to students' school email account
- Cross-departmental review teams for transfer process review
- Online chats for students and parents
- Transfer-specific learning community seminar
- Transfer Ambassador Programs serve as a support network for transfer students

Additional information on best practices can be found on the [ODHE website](#).

SAVE THE DATE

Regional Transfer Partnerships through Best Practices

Tuesday, November 20, 2018 (10:00a-2:30p)
Franklin University

Hosted by the Ohio Articulation and Transfer Network, this forum will feature and focus on regional best practices. A panel discussion will get the day started, followed by concurrent sessions that highlight best practices in working with transfer students. The day will conclude with regional meetings to discuss next steps for regional work. Registration information to follow.

Progress Reports (cont.)

political science, psychology, sociology, and social work, were due September 14, 2018. The fine and performing arts pathways in the areas of art history, music, theatre, and studio/fine arts, along with the humanities pathways in English, history, and philosophy, should be submitted by October 12, 2018. Math and Science Guaranteed Transfer Pathways in biology, chemistry, geology, mathematics, and physics are due by October 26, 2018.

In August, a focus group on student advising for OGTP met to provide feedback on effectively communicating with and educating students, parents, high school counselors, and academic advisors about the existence and usage of the OGTP. This group will be formalized to offer additional guidance with the OGTP implementation.

Faculty panels in the areas of communication, education, engineering, engineering technology, health sciences, and public safety are all continuing their work developing Guaranteed Transfer Pathways this fall. Additionally, new faculty panels will be convened to work on additional areas in health sciences as well as computer science and information technology.

Steering Committee Meeting

The Ohio Guaranteed Transfer Pathways (OGTP) Steering Committee had a conference call on Thursday, August 23, 2018 to discuss the OGTP implementation policy. Under the leadership of Dr. Marcia Ballinger, president of Lorain County Community College, and Dr. Rick Kurtz, former president of Shawnee State University, the group came to a consensus that the policy is ready to be presented for approval at the upcoming Ohio Articulation and Transfer Network Oversight Board Meeting this fall.



Ohio Mathematics Initiative

On August 31, 2018 Ohio Mathematics Initiative faculty co-leads met at the Ohio Department of Higher Education in preparation for the 2018-2019 academic year. Faculty co-leads shared updates on projects and progress for each of the five mathematics subgroups. The co-leads concluded the meeting by engaging in a discussion pertaining to future agenda items for the Ohio Mathematics Initiative Chairs/Leads Network meetings. Fall 2018 and spring 2019 meeting dates were identified as November 2, 2018 and April 26, 2019. An annual report is currently in progress, with a release date in the coming weeks that will provide information on the activities of all five subgroups from the past year.

General Education

Five institutions have agreed to participate in a Pilot Project on General Education in Ohio. The pilots began in August 2018 and will continue through early October 2018, and an analysis of results from the pilot will be available in mid-October. As part of the pilot, institutions are being asked to meet at least twice with campus constituents to answer five questions related to general education and the Ohio Transfer Module (OTM). All non-pilot schools will be asked to participate in the project from December 2018 through February 2019, and an analysis of those results will be available in March 2019.

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Progress Reports (cont.)

Ohio Values Veterans

Webinar: Military Credit and Recruiting Military Students

Jared Shank, ODHE's director of military and apprenticeship initiatives, hosted a webinar regarding military credit and recruitment of military/veteran students. This webinar was targeted to enrollment management and professional admissions staff members with whom there typically is minimal contact. The webinar started with a brief summary of House Bill 488 and the MTAG process. Specific MTAGs were then displayed with a reference to their military occupational specialty and which military bases had those service members assigned to them. Many postsecondary institutions have some untapped potential in this area, and an open discussion followed the webinar. A link to the PowerPoint and a recording of the webinar can be found at www.ohiohighered.org/ohio_values_veterans/toolkit/enrollment-services. During the webinar Jared mentioned some graphics that ODHE has created that can be used by any public college or university. The "Drop Off Your Military Transcript Today" graphic (*at right*) was modified to leave the bottom right corner empty. In that corner, an institution can add its logo or admissions information. The size format is an 18 x 24 poster, but it can be scaled down as desired. Click on the graphic to access the larger-format version.

Additional Military Transfer Assurance Guides

Since the release of the June 2018 newsletter, seven additional Military Transfer Assurance Guides (MTAGs) have been approved. These courses are all in the Information Technology Career-Technical Assurance Guide (CTAG) area. Additional MTAGs in supply chain management and exercise science are currently being reviewed by the corresponding CTAG faculty panels. For more information, visit: www.ohiohighered.org/transfer/military.



Mini-Grants from the Multi-State Collaborative on Military Credit (MCMC)

In the [last newsletter](#) three large-scale projects were mentioned that are tied to small grants from MCMC. Here are some updates:

- *General Education Grant* - Additional research has recently been completed regarding the military's U.S. diversity/global diversity/multicultural training; infantry training, and sexual assault prevention and response (SAPR) training. Part of this research involved sending a survey to our public institutions asking if credit is awarded to military students, beyond what was listed on the Joint Service Transcript (JST) or the Community College of the Air Force (CCAF) transcript. The majority of institutions said they did not

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Progress Reports (cont.)

currently award this credit, but noted various prior learning assessment (PLA) methods that could be used for these training programs. Overall, the survey shed some light on the many tools available to award credit, but also showed a disconnect between the institution and the veteran or service member. Knowledge and use of those tools need to be widely shared as options to potentially have academic credit awarded. There has been a need to conduct more military credit training, and this recent survey also uncovered some issues and potential promising practices that should be shared and discussed. With that in mind, save November 16, 2018 on your calendar for a day long event to cover all of these issues.

- *Nursing Grant* - Since our last meeting on May 28, 2018, more research has officially started. Two individuals are currently researching EMT, LPN, and RN learning outcomes and comparing those outcomes to the Ohio Transfer Module (OTM) guidelines. The goal is to determine if there is any possibility that EMT, LPN, and RN programs complete and satisfy any of the outcomes in the OTM. This work needs to be done before the work to pursue the transfer of the LPN and RN credentials as a block of credit can begin. It was noted at the last meeting that some of this work was being done by the Ohio League of Nurses and is nearly complete. This work will assist not only veterans and service members, but also adult and traditional transfer students. It may also play a part in the Ohio Guaranteed Transfer Pathways project. Another area being researched is the possibility of a transition course for veterans and service members. It will be necessary to determine if military information can be incorporated into the recently created transition course or if an entirely new model would be needed. Updates of this work will be shared at our next meeting – SAVE THE DATE – on November 29, 2018.
- *Foreign Language Grant* - Foreign language faculty have recently been contacted to assist in evaluating courses and proficiency tests

from the Defense Language Institute-Foreign Language Center (DLI-FLC) to determine their potential alignment to our foreign language TAG courses. This is under way and hopefully will be completed during the fall 2018 term. Once this work is completed, institutions with four-year language programs will be contacted to determine interest in forming articulation agreements with the DLI-FLC to articulate full associate degrees.

Transfer Assurance Guides (TAGs)

Business Statistics (OBU013) - The Ohio Articulation and Transfer Network (OATN) arranged for a panel of mathematics and business faculty, nominated by their institutions, to meet for a discussion about updates to the existing Business Statistics (OBU009) TAG. The faculty revision panel recommended changes to the existing course resulting in updated learning outcomes and a new Ohio Articulation Number of OBU013. The updated set of learning outcomes replaces the existing OBU009. With the changes in credit hour range for the Business Statistics course (OBU013), institutions will need to resubmit their courses. The deadline for the first submission opportunity will be October 8, 2018. Institutions have two years to resubmit and have their courses approved. At the end of fall 2020, existing approved courses that have not been replaced by a newly approved course will expire, thus ending the TAG guarantee for students attending those institutions until an approval is in place.

Ohio Transfer Module (OTM)

Introductory Statistics (TMM010) - On August 17, 2018, the Ohio Articulation and Transfer Network (OATN) announced an update to the Business Statistics TAG course that changed the course from a 5-6 semester hours course (OBU009) to a 3-4 semester hours course (OBU013). Due to the credit hour reduction, there was

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Progress Reports (cont.)

some discussion on whether there was a possibility for substitution between the new Business Statistics TAG course (OBU013) and the Introductory Statistics OTM course (TMM010) within the Ohio Guaranteed Transfer Pathway (OGTP) for Business. After much discussion, both panels agreed that with minor updates to Introductory Statistics (TMM010), substitution should be allowed within the OGTP business pathway effective August 29, 2018.

Calculus I and II (TMM005 and TMM006) - The Ohio Transfer Module Mathematics, Statistics, and Logic panel worked throughout 2017-2018 on revisions to the learning outcomes for Calculus I (TMM005) and Calculus II (TMM006). The updates included the following:

- Removal of most non-essential outcomes from the course description of TMM005.
- Emphasis on the fact that sample tasks are not meant to be required tasks and recognized that institutions offer programs with specific needs, which may determine the type of applications and problem situations presented to students in a calculus course. These sample tasks serve to illustrate the depth of understanding and proficiency that Ohio institutions expect from a

successful calculus student.

- No change was made to the learning outcomes or the standard allocation of topics described in TMM005 and TMM006. These courses are aligned with AP courses to accommodate the large number of students admitted to Ohio institutions with AP credit. For this alignment to be accomplished, the panel removed an introduction to vectors as essential in TMM006.
- Rephrasing of the TAG coverage details allows for the faculty member teaching the subject to make academic decisions at the institutional level. Faculty should make these decisions so that a student who successfully completes the learning objectives and achieves the student outcomes of TMM005-006 will have a high probability of success in follow-up TAG courses, such as Differential Equations, Multivariate Calculus, and Linear Algebra at any Ohio Public Institution.

The OTM Mathematics, Statistics, and Logic Panel considered the updates to TMM005 and TMM006 not substantial enough for resubmission, as the outcomes have been updated but not significantly changed. Existing approved courses do not need to undergo review by the panel as a result of the updates.

OTM, TAG, and CTAG Submissions

Upcoming TAG Submission Deadlines

There are a number of TAG course resubmissions from updated TAGs and submissions from a newly created TAG that are due or coming due over the next few years. Submissions for these TAG courses are currently being accepted. The next submission deadline is October 8, 2018. For your convenience, submission preparation templates are available on our website at www.ohiohighered.org/transfer/tag/coursedescriptions. Questions regarding progress for the OTM/TAGs can be directed to Michelle Blaney at 614.644.9601 or mblaney@highered.ohio.gov.

Biology I (OSC003), Biology II (OSC004), General Chemistry I (OSC008), General Chemistry II (OSC009), and the full-year sequence of Organic Chemistry (OSC010) need to be resubmitted based on a schedule specific to

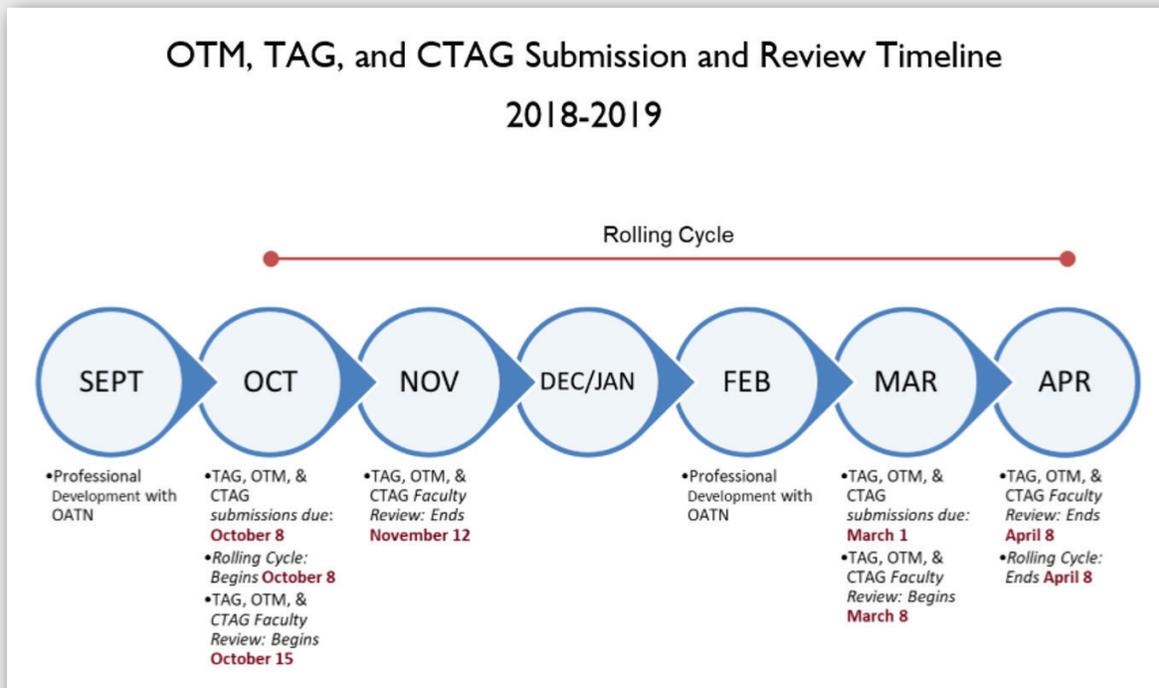
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Progress Reports (cont.)

Semester Due and Submission Deadline*	OAN	Name	Special Notes
Fall 2018 (Beginning of October 2018)	OED010	Early Childhood Development	
	OED011	Families, Communities, and Schools	
	OHL022	Reimbursement	<i>The submissions are for learning outcome #21 only.</i>
Spring 2019 (Mid-March 2019)	OSS050	Race and Ethnicity	
	OSC025	Physical Geology with Lab	
	OSC026	Historical Geology with Lab	
	OSC027	Mineralogy with Lab	
	OET022	Programmable Logic Controllers	<i>Institutions with previously approved CTAGs do not need to submit for this TAG approval.</i>
	OHL008	Introduction to Medical Laboratory Science	<i>The submissions are for learning outcome #17 only.</i>
Spring 2020 (Mid-March 2020)	OSS051	Introduction to Geographic Information Systems	
	OFL049	Beginning Ancient Greek Course I	
	OFL050	Beginning Ancient Greek Course II	
	OFL051	Intermediate Ancient Greek Course I	
	OFL052	Intermediate Ancient Greek Course II	
	OFL055	Beginning Latin Course I	
	OFL056	Beginning Latin Course II	
	OFL057	Intermediate Latin Course I	
	OFL058	Intermediate Latin Course II	
Fall 2020 (Beginning of October 2020)	OBU013	Business Statistics	

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

those TAG areas. If your institution is scheduled for resubmission, we encourage you to start your submission preparation with your faculty to meet either the October 8, 2018 or March 1, 2019 submission deadline. Questions about the scheduled submission windows should be directed to Michelle Blaney (614.644.9601, mblaney@highered.ohio.gov)



Meetings of the Minds

Ohio Articulation and Transfer Network Leadership Committees

OATN Oversight Board (July 2, 2018)

The meeting opened with an overview on the current progress with the Ohio Guaranteed Transfer Pathways (OGTP), bilateral agreements, faculty involvement, and suggested updates to language in the OGTP policy statement.

Jamilah Tucker and Leah Amstutz (Ohio Department of Education) spoke to the board about Career-Technical Assurance Guides (CTAGs), current processes, and future goals. Dr. Randy Smith introduced a discussion on statewide guidelines for

general education. Following this discussion, Dr. Stephanie Davidson and Dr. Candice Grant updated the board on the development of the 3+1 model; a study on current 3+1 models was initiated with five collegiate campuses that have successfully implemented a model.

Board members in attendance came to the agreement that a future board meeting will be devoted to Transferology updating, specifically to the student planning/ experience portion and issues related to transient students. This portion aligned nicely with Jared Shank's update on the Proprietary Transfer Stakeholders Committee and discussion that the initiative focuses on articulating courses from a for-profit institution to a public institution.

The meeting closed

with Jessi Spencer discussing fiscal year 2019 projections that total just over \$2.1 million in operations expenses and anticipated projects.

OATN Oversight Board (September 20, 2018)

The Oversight Board met at the Ohio Department of Higher Education on Thursday, September 20, 2018. Dr. Marcia Ballinger provided updates relating to the Ohio Guaranteed Transfer Pathways Implementation Policy to start the meeting, and clarification was provided around language used in the document. Jared Shank and Mark Cortez provided updates on the Proprietary Institution Stakeholders Committee work, including an overview of estimated costs and an overview of

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OATN Staff presented an update on statewide articulation and transfer efforts at the 2018 Annual Conference of the Ohio Transfer Council. Ohio Wesleyan University hosted the conference, and this year's theme was Making Connections: Building a Better Future for Transfer Students and featured Dr. Janet Marling, Executive Director for the National Institute for the Study of Transfer Students, as the keynote speaker. L to R: Mark Cortez, Candice Grant, Janet Marling, Jared Shank, Jamilah Tucker, Paula Compton

Meetings of the Minds (cont.)

institutional policies regarding the awarding of credit to proprietary institutions. The committee checklist was reviewed and updates made to reflect feedback from the board, and ODHE staff were asked to explore how ACE credit may be considered as part of this work. Dr. Paula Compton shared a note of appreciation for faculty involvement with OATN panels and committees (over 1,000 faculty members serve on 103 review and writing panels), and a request from the board to list all faculty by institution on the ODHE website will be explored. Representatives from Transferology presented data on system use in Ohio and how they are partnering with institutions across the state to ensure timely updates. Kevin Sosa provided an up-to-date report on institutional updates, and Mark Cortez provided a resource on how Transferology/course applicability system is discussed in the policy guide.

After lunch, Dr. Stephanie Davidson provided an overview of the 3+1 Model Report. A working group was established to continue exploring the benefits and challenges of 3+1 models as well as best practices. Dr. Paula Compton provided an update on general education and the pilot program taking place related to general education and the OTM. The day concluded with Dr. Shoumi Mustafa presenting data on Transfer Students in Ohio Public Institutions: Graduate Rates and Characteristics.

Additional Meetings

Ohio Transfer Module Faculty Subcommittee Meeting (September 21, 2018)

The OTM Faculty Subcommittee Meeting was hosted on September 21, 2018 on the campus of The Ohio State University. Dr. Randy Smith welcomed attendees and led introductions. Dr. Paul Gaston provided an update and led discussion on Statewide General Education, and faculty in attendance had an opportunity to provide feedback on the Principles of Good Practice. Sherry Howard provided an update and facilitated a discussion on

transfer credit from proprietary institutions. Faculty again engaged in providing feedback and sought additional information on what the process may look like across the state. To end the day, subcommittees met to cover additional business by area as well as answer two questions related to General Education and how it may or may not impact the OTM.

Proprietary Transfer Stakeholders Committee Meeting (July 25, 2018)

This was the first meeting after the interim strategy

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Upcoming Meetings

- October 16 - Technology Steering Committee Meeting
- October 31 - Proprietary Transfer Stakeholders Committee Meeting
- November 2 - OMI Chairs/Leads Network Meeting
- November 9 - General Education Steering Committee Meeting
- November 15 - OATN Advisory Council
- November 16 - Military Credit Retraining, Updates, and Promising Practices
- November 20 – Regional Transfer Partnerships Through Best Practices
- November 28 - Proprietary Transfer Stakeholders Committee Meeting
- November 29 - Military Credit Nursing Gathering
- November 30 - OGTP Statewide Steering Committee Meeting
- December 19 - Proprietary Transfer Stakeholders Committee Meeting
- December 20 - OATN Oversight Board

Meetings of the Minds (cont.)

report was submitted to the Legislature and Governor. The stakeholders established the meeting schedule for the rest of the year and discussed many items that were still in question. Examples of discussion items were institutional and state policies regarding nationally accredited institutions, the potential use of CLEP credit, the need to get more constituent feedback, and a draft of potential cost estimates for various ways to handle this academic credit.

Proprietary Transfer Stakeholders Committee Meeting (September 19, 2018)

ODHE hosted the Proprietary Transfer Stakeholders Committee meeting. A recent survey of public institutions transfer policies was conducted to determine if proprietary or non-regionally accredited academic credit was excluded from transfer. The results of this survey were discussed, but it was noted that most institutions at least have a prior learning assessment mechanism that can be utilized for non-regionally

accredited transfer credit. The group also reviewed a draft of some cost analysis documents that looked at the state review process, the institutional review process, and CLEP exams. The idea of a pilot initiative was then examined and yielded significant interest. These components, along with the parameters of a potential pilot program, will be included in the final report provided to the general assembly by the end of the year. This stakeholders group will meet again in October, November, and December to assist in crafting the final report.

Transfer Technology

Statewide Guaranteed Credit Transfer Project

As fall quickly approaches, progress continues with the Statewide Guaranteed Transfer Project (SGCT) under the guidance of Dave Sauter, consultant for ODHE. This project seeks to identify, codify, and report various types of statewide guaranteed credit across institutions of higher education. Work continues via transcript evaluators and their key role in implementing the 23 codes. The codes will begin reporting by the end of February 2019.

A survey was completed by 30 public institutions of higher education to start the Transcription Exploration Project (TEP). The goal of this project is to explore the feasibility, interest, and need for standardizing credit transfer codes on electronic transcripts exchanged via the Articulation and Transfer Clearinghouse (ATC). The results of the survey are being compiled and an executive summary will provide an overview of the findings.

OATN Technology Steering Committee

The OATN Technology Steering Committee will hold its next meeting on October 16, 2018 in Columbus. Agenda items will include an update on some of OATN's technology initiatives, including the Statewide Guaranteed Credit Transfer Project, CollegeSource's Transferology, Ohio Guaranteed Transfer Pathways initiative, and highlights by institutions on technology projects.

(CT)² Corner

(CT)² Team Retreat

On Friday, July 27, the Career-Technical Credit Transfer (CT)² team gathered for a day long retreat that served as a planning meeting for the fall 2018 semester.

To set the tone for the day, the team worked together to create a (CT)² Purpose Statement. After much lively discussion, the following Purpose Statement emerged:

“The (CT)² team facilitates opportunities for Ohio’s CTE students by creating and implementing policies and initiatives for student success. Along with public providers, we advocate for high-quality educational pathways to guide students to affordable post-secondary transfer options.”

Throughout the day, the team discussed critical goals and priorities for the year. Using a RACI (Responsible, Accountable, Consulted, Informed) chart, approximately 40 upcoming priorities were discussed and assigned. Looking ahead for the next 90 days, each person reviewed his or her annual goals and responsibilities and developed a plan.

The final activity of the day was to create the team “White Board”. In preparation for the full team OATN retreat, each working group created a board to demonstrate its primary responsibilities. With the artistic gift of some team members, the (CT)² board displayed an accurate and creative representation of priorities.

(CT)² Coordinator Training

On August 29, 2018, Shane DeGarmo, Associate Director for Career-Technical Transfer Initiatives, and Nikki Wearly, Associate Director-Secondary Career-Technical Alignment Initiative, hosted a (CT)² Coordinator training webinar. Representatives from secondary, adult, and postsecondary career-technical education institutions participated in an hour long presentation. Included was a discussion about historical and current initiatives of articulation

and transfer in Ohio, the course submission review process, and role of the (CT)² Coordinator. Additionally, they shared the resources available to administrators, faculty, and students from the Ohio Department of Higher Education (ODHE). The training concluded with a question and answer session. A copy of the presentation slides is available on ODHE’s (CT)² Basic Information webpage at www.ohiohighered.org/transfer/ct2/basicinfo. A recording of the presentation is located at http://regents.ohio.gov/ct2/CT2-Coordinator-Training_082918.mp4.

(CT)² Submission Resources

As institutions prepare course submissions for the fall review cycle, OATN staff want to remind you that there are resources available on the Ohio Department of Higher Education’s [How to Submit to \(CT\)²](#) webpage to assist in the creation of courses and matches in the Course Equivalency Management System (CEMS). Step-by-step instructions for creating courses and matches in CEMS are available by viewing the “Click Play Do Videos” on the site. Additionally, information on the submission requirements for new CTANs, CEMS support, Career-Technical Assurance Guide (CTAG) descriptions, submission templates, and the Affirmation Form are also accessible from this page. Submissions to be reviewed during the fall review cycle (October 15 through November 15) are due October 8, 2018. Questions about CEMS or the review process may be directed to Shane DeGarmo, Associate Director for Career-Technical Transfer Initiatives, at 614.644.6767 or sdegarmo@highered.ohio.gov.

OCTANE Kick-off Meeting for Campus Liaisons

On Friday, September 7, 2018 representatives from across the state came together to learn about and discuss this year’s OCTANE (Ohio Career-Technical Articulation Networking Engagement Events) initiative

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(CT)² Corner (cont.)

at the North branch of the Columbus Library. Ohio Career-Technical Articulation Networking Engagement Events first began in early 2017 and were developed to increase and improve postsecondary participation in statewide-articulated credit (CTAGs) for CTE students.

Campus leadership at the 36 public colleges and universities in Ohio appointed an institutional representative to serve in the capacity of a Campus Liaison, and Friday's meeting marked the beginning of the year for this group. The liaisons had the opportunity to find out more about their institution's current level of participation in CTAGs and hear about the ways they can increase these rates. Additionally, members from the (CT)² (Career-Technical Credit Transfer) team outlined a plan for the year. For the third year of the initiative, submission workshops will be structured by discipline, or CTAG.

A big thank you goes out to everyone who traveled to attend the kick-off meeting. Thirty-four representatives were in attendance to hear about what's in store for OCTANE this year.

OCTANE Initiative Begins Year Three

The Ohio Articulation and Transfer Network's Career-Technical area is continuing this year to work on OCTANE. The goal of all events under the OCTANE logo is to further the strategic implementation of career-technical credit transfer initiatives within Ohio's public colleges and universities. A full history of this initiative can be read on the [ODHE website](#).

This year the focus will remain on increasing participation in statewide-articulated credit (CTAGs) for secondary CTE students, and the Career-Technical Credit Transfer (CT)² Team has some new strategies to build upon past successes. The first step this year is the introduction of an appointed Campus Liaison at each Ohio public college and university. The liaison will be responsible for communicating with



Fall Workshop Areas

- Early Childhood Education and Development
- Supply Chain Management Technology
- Programming
- Hospitality, Tourism, and Culinary Arts
- Interactive Media and Visual Design and Imaging (combined)
- Agriculture Pathway CTAGs (Agribusiness, Animal Science, Biotechnology, Food Science, Horticulture, and Natural Resource Management)

leadership, reporting, and monitoring how his or her campus participates in CTAGs, and carrying out tasks associated with the OCTANE initiative. Having a dedicated person at each campus will play a key role in the success of this year's OCTANE initiative.

Continuing this year, but with a twist, is the offering of discipline/CTAG-specific postsecondary submission workshops in the fall. Workshops will be offered around the state focusing on six different discipline areas. In addition to providing hands-on technical support, this structure will allow for groups of faculty teaching similar courses around the state to come together. Attending faculty will also learn about funding available to create a professional development experience related to their CTAG. Guidelines and requirements to submit a proposal for award consideration will be presented, and time for discussion among participants will be provided.

There is more to come this year from OCTANE, including additional professional development experiences in the spring. Any questions related to

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(CT)² Corner (cont.)

this year's OCTANE initiative or activities can be directed to Nikki Wearly, Associate Director for the Secondary Career-Technical Alignment Initiative Implementation, at nwearly@highered.ohio.gov or 614.728.2662.

Staff Feature

OATN Retreat

OATN hosted its annual Staff Retreat on August 3, 2018. The focus of the day was gratitude and appreciation, connecting with the team, thoughtful communication, and calendar overviews for the year. Robust discussion, chair yoga, and of course great food contributed to a successful day!

