

Ohio

Ohio Board of Regents
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- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
Ohio launched its statewide P-16 Council, the Partnership for Continued Learning, in 2005. Established in statute and chaired by the Governor, the Partnership comprises leaders from education, business and industry, economic development, government, and local communities. Ohio’s statewide P-16 Council is complemented by an emerging network of regional P-16 Councils. The Partnership for Continued Learning is supported by state funds and was the recipient of a Gates Grant focused on the American Diploma Project. The development of regional P-16 councils has been supported through KnowledgeWorks Foundation funds, and with state funds. www.PCL.ohio.gov.
- a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
The OhioCAP portal – www.OhioCAP.org – was created to provide the state’s students, parents and adult workforce with easy access – a one-stop shop – to information they need to prepare for and attend college in Ohio, continue their education or find educational programs and information to assist with career goals. Developed at the request of the Student Access and Success Coordinating Council, the initiative was developed through the collaboration of many partners including the Ohio Board of Regents, Ohio Department of Education, Ohio College Access Network, GEAR UP and the Ohio Resource Center, the OhioCAP features:
 - An Ohio college search tool with opportunities to search by location, specific major and by discipline;
 - A career-oriented Ohio college search tool;
 - Additional tools for nation wide searches and cost comparison searches;
 - Information about typical college costs, financial aide, employment tuition assistance, and savings plans; and
 - Courses and degrees offered online by Ohio’s colleges and universities.
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
Senate Bill 311 was signed into law on January 3, 2007 and specifies new requirements known as the Ohio Core for all students, beginning with the high school graduation class of 2014. The Ohio Core requirements include the following:

- Four years of math, including Algebra II or its equivalent.
- Three years of science with inquiry-based laboratory experience.
- Four years of English.
- Three years of social studies.
- One-half unit of health.
- One-half unit of physical education.
- A combination of five units to be chosen among foreign language, fine arts, business, technology, and career technical. Students must complete two semesters of fine arts between grades 7 and 12 as a requirement of graduation.

- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”

College Readiness Expectations have been developed in Mathematics and English
http://regents.ohio.gov/placement_summit/index.php

The College Readiness Expectations, developed as part of the Ohio Board of Regents’ articulation and transfer policy efforts, describe the knowledge and skills necessary for students to enter college without the need for remediation. Ohio’s participation in the American Diploma Project provided additional support for the development of the College Readiness Expectations.

- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?

Ohio’s Post Secondary Enrollment Options program (PSEO) is the state’s only existing dual enrollment policy, originally established in 1989 and currently available to high school students in grades 9-12. A number of other opportunities for accelerated learning are available, including: Advanced Placement, Tech Prep, International Baccalaureate, and Early College High Schools. The Ohio Core Legislation charges Ohio’s Partnership for Continued Learning with developing dual enrollment policy recommendations by May 31, 2007. The legislation asks for three broad recommendations to be formulated: dual enrollment policy recommendations that allow more students in high school the opportunity to earn college credit, including opportunities on the high school campus; creation of a definition of “in good standing” for students who wish to participate in dual enrollment; and specific recommendations for improving (PSEO).

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?

The Ohio Board of Regents, through a statewide effort to improve the transition from high school to college, is developing statewide policy to guide the placement of students in courses for college credit. While Ohio’s colleges and universities establish admissions policies and procedures for their respective institutions, the Board of Regents is considering the use of a common placement score to communicate a consistent level of mastery typically

required for students to succeed in their first-year college course. The statewide policy will build upon the successes of current campus assessments and policies to communicate a clear message of college readiness to students and interested groups.

- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?

The State of Ohio has had an Articulation & Transfer Policy for its public institutions of higher education since 1990. Private institutions are encouraged to follow the recommendations of the policy.

The policy has undergone many changes over the years to incrementally improve the mobility of students among public colleges and universities within the state. In response to legislative mandates, the policy was revised in 2004. The intent of the revised policy is that students can begin college anywhere within the public college and university system and be guaranteed the transfer and articulation of credits to specific majors/degrees at any public institution in Ohio. Essentially, a transfer student should not be disadvantaged in any way, and should be treated in the same manner as a native student with respect to degree requirements. The policy is built on several key components:

- guaranteed transfer of credits and application of those credits in major fields at Ohio's public colleges and universities through *Transfer Assurance Guides (TAGs) in 38 majors* (chemistry, engineering, business, education, nursing, mathematics, and others);
- guaranteed transfer of credits and application of those credits as meeting general education requirements through the Ohio Transfer Module courses;
- development of a system designed to facilitate both the exchange of transcripts and the consistent application of course credits among public institutions of higher education (*the Articulation and Transfer Clearinghouse*) and, eventually, with high schools/adult career-technical schools;
- clear information to students and higher education administrators about the specific courses (in the TAGs) that carry the transfer guarantee and information about how the courses will transfer (*the TAG Bulletin Board*);
- extension of the process of development/implementation to the transfer of credits from *high school/adult career-technical programs to public colleges and universities* and to the development of "*stackable certificates*"; and
- tracking student progress and success (*Ohio's performance reporting process and the higher education information system make this possible*).

<http://regents.ohio.gov/transfer/index.php>

- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?

All general education courses transfer across Ohio public institutions. The Ohio Transfer Module is either a subset or a complete set of a college's or university's general education curriculum in A.A., A.S., and baccalaureate degree programs. Students in applied associate degree programs may complete some individual transfer module courses with their degree program or continue beyond the degree program to complete the entire transfer module. The module contains 36- 40 semester hours or 54-60 quarter hours of courses in English composition, mathematics, statistics and formal/symbolic logic, arts/humanities, social and behavioral sciences. Oral communication and interdisciplinary areas may be included as additional options. Courses for the transfer module should be 100- and 200-level general education courses commonly completed in the first two years of a student's course of study. Each state-assisted university, technical and community college is required to establish and maintain an approved transfer module. Individuals who successfully complete the transfer module at one institution will be considered to have met the transfer module requirements of the receiving institution. Approved transfer module courses, when taken individually, are also guaranteed to transfer on a course-by-course basis.

In addition, the Transfer Assurance guides (TAGs) comprise Transfer Module courses and additional courses required for an academic major. A TAG is an advising tool to assist Ohio university and community and technical college students planning specific majors to make course selection that will ensure comparable, compatible, and equivalent learning experience across the state's higher-education system. So far thirty-eight TAG pathways in the arts, humanities, business, communication, education, health, mathematics, science, engineering, engineering technologies, and the social sciences have been developed by faculty teams. A TAG courses is guaranteed to transfer and apply toward the major.

If some type of audition or testing is required for admission into an institution, institutional admission standards still are maintained. Once admitted into a specific program, there is no further testing for the transfer of credit.

- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

Yes, through the Ohio Transfer Module an AA or AS degree from a public community college in Ohio meets general education requirements at public four-year institutions.

Transfer Module courses(s) or the full module completed at one college or university will automatically meet the requirements of individual Transfer Module courses(s) or the full Transfer Module at another college or university once the student is admitted. Students may be required, however, to meet additional general education requirements at the institution to which they transfer. For example, a student who completes the Transfer Module at Institution S (sending institution) and then transfers to Institution R (receiving institution) is said to have completed the Transfer Module portion of Institution R's general education program. Institution R, however, may have general education courses that go beyond its Transfer Module. State policy initially required that all courses in the

Transfer Module be completed to receive its benefit in transfer. However, subsequent policy revisions have extended this benefit to the completion of individual Transfer Module courses on a course-by course basis.

The Articulation and Transfer Advisory Council which has membership from each state institution of higher education in Ohio along with the Ohio Board of Regents monitors institutional compliance with the Ohio Transfer Module policies and procedures.

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

Ohio's revised Articulation & Transfer policy ensures that students can begin college anywhere within the public college and university system and be guaranteed not only the transfer of credits but also the applicability of those credits to major requirements corresponding with the 38 designated Transfer Assurance Guides (TAGs). TAGs are advisory tools that outline the learning outcomes associated with pre-major and beginning major courses. Currently, Ohio institutions have identified more than 3,500 specific courses that have been reviewed and declared to be equivalent by state-wide faculty panels based on these learning outcomes. And that number continues to grow.

Ohio has implemented a number of internet-based software systems in support of the Articulation and Transfer Policy. First, a Bulletin Board has been provided that lists all courses that have been reviewed and approved as equivalent under the state-wide guarantee. This Bulletin Board allows users to select current and destination institutions, subject areas (TAGS), and terms in which courses are taken. In response, the system provides all matching courses and how they will transfer under the guarantee. Interpretation guidelines are also provided since a number of equivalencies can be quite complex.

The second software system that has been developed is an Articulation and Transfer Clearinghouse (ATC). The ATC is a state-of-the-art, internet-based system that provides the mechanism for state-assisted institutions to route electronic versions of transcripts as requested by students. As the transcript passes through the ATC, the course content is analyzed and a supplemental component is created and delivered along with the original transcript. This supplement contains all courses that a student has completed at his or her current institution that align with sets of learning outcomes, along with all equivalent courses at the student's destination institution. This approach provides the means for consistent application of equivalency rules across the state-assisted institutions. So, where the Bulletin Board contains information available for students and advisors to plan programs of study, the ATC and the supplement provide course equivalencies actually earned over the students' academic career.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

Ohio does not currently have provisions for a statewide competency-based certification.

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

Students have access to many opportunities for on-line learning through Ohio's public and private colleges and universities. The state does not currently have a comprehensive and easily accessible state-supported alternative institution as described in the question.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do "one-stop shopping" for electronic courses?

Electronic versions of university and college courses, degrees and certificates are offered for credit by the Ohio Learning Network (OLN), a consortium of 80 Ohio colleges and universities. OLN's on-line course catalogue, *Ohio Learns!*, lists more than 3000 distance learning courses that may be acceptable in many degree programs offered by the consortium's higher education institutions. More than 182 complete degree and certificate programs are also offered. OLN also offers *E 4 ME*, a free, non-credit online learning experience designed to introduce Ohioans to distance learning.

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

Ohio funds a program called Success Challenge, which supports and rewards Ohio's 13 state universities in their efforts to promote successful degree completion by "at-risk" resident undergraduate students and timely degree completion by all resident undergraduate students. The program's objective is to provide incentives to Ohio's state universities to help Ohio undergraduates successfully complete their academic programs within a reasonable time and to improve graduation rates among at-risk populations, with a view to raising Ohio's educational attainment level.

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

Incentives are available in specific areas of study such as nursing. The Nurse Education Assistance Loan Program (NEALP) provides financial assistance to Ohio students enrolled for at least half-time study (or accepted for enrollment) in an approved Ohio nurse education program. NEALP provides funding for nurses who intend to serve as instructors or students who intend to serve as nurses after graduation. The Nurse Education Assistance Loan Program (NEALP) assists the State in meeting nursing shortages by offering a loan cancellation program after meeting service requirements as a LPN, RN or nurse instructor.