

*WITH A FOCUS ON THE DELIVERY SYSTEM ...*

**Enhance the quality of Ohio’s adult workforce education and training services and ensure that these learning experiences, and the funding that supports them, are aligned with both employers’ workforce needs and learners’ expectations.**

***STRATEGY 5:***

***Build the adult workforce education system’s capacity to facilitate and promote the transferability of credits and students among all service providers.***

***METRICS:*** *Increased number of college credits received based on students’ coursework in adult career-technical programs*

*Increased number of adult career-technical students who continue their education by enrolling in and completing two-year and four-year colleges’ credentialing and degree programs*

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Of all the topics reviewed by the State Advisory Committee, ***the transfer of equitable learning experiences for credit across the University System of Ohio is the most persistent.*** To address this issue, and to deal with the underlying inequity that it reflects, fundamental changes in the rules, roles and relationships that govern the structure of coursework – and the recognition of equitable curriculum and acquisition of similar skills and knowledge – are required.

Fortunately Ohio has become a leader in providing a common course equivalency system that includes both academic and technical coursework. This work builds upon a credit-transfer infrastructure that can expand to meet the new system requirements while fostering innovation.

***The Adult Career-Technical to College Transfer initiative (CT2)*** focuses on the transferability of industry recognized credentials from the adult career-technical to college.

- The challenge was to find innovative ways to translate credentials that are based on clock hours to a structure that is based on credit.
- The strategy uses an ***outcome approach*** that is based on demonstrated competencies for equivalencies, as opposed to “seat time” spent in the classroom.
- Given that industry credentials dictate common outcomes and assessments, the process is guided by a common outcome metric. Programs and certificates that do not have such a recognized external credential pose a much more difficult obstacle for articulating learning experiences.

To date, the CT2 process has provided a number of achievements, including the following:

- Learning outcomes for five technical areas have been developed and disseminated, and subsequently supported by a statewide agreement.
  - The five technical areas are (1) nursing, (2) electrical and mechanical engineering technology, (3) information technology-networking, (4) medical assisting and (5) automotive technology.

- Engineering technology does not have an industry recognized credential, but was included to ascertain the reasonableness of credit transfer in areas outside the credential designation. It proved that it can be successful but much more difficult and time consuming than a technical area with an industry recognized credential that dictates a common curriculum and assessment.
- Electronic course submission and review process has been beta tested.
- Regional validation centers have been formed and staffed to speed up the credit transfer process.
- Training for matching, submitting and reviewing courses for all institutions is underway.
- Regional faculty review panels are being formed.
- Additional industry credentials have been selected for the next round of reviews.

A five-step process was used for CT2 development and implementation. It can be further refined for future equivalency recognition across programs:

- **Defining.** Faculty panels define learning outcomes based on recognized industry standards
- **Agreeing.** Educational partners agree to the learning outcomes (or agree to modify)
- **Matching.** Institutions match courses/programs to the learning outcomes
- **Submitting.** Institutions submit course/program materials based on learning outcomes
- **Reviewing.** Joint faculty panels review course/program materials for equivalency

### ***ACTION RECOMMENDATIONS:***

1. **Build the capacity of all institutions to send and receive electronically a common transcript that is processed through the Articulation & Transfer Clearinghouse.**
  - Much of the work required to implement this strategy can be accomplished through electronic web-based tools that have been developed to assist the process of sending and reviewing course equivalencies.
  - The Clearinghouse contains all the “business rules” that contain the course equivalencies that guarantees the credit. It also processes, in real time, the course titles and credit from the sending institutions to the receiving institutions thus reducing the need to interpret or match course exchanges.
  - A common transcript, currently being facilitated by the Ohio Department of Education and the Ohio Board of Regents, is required along with the more complicated function of sending and receiving the document electronically. Currently, most high schools and adult career-technical programs are unable to comply with such a requirement.
  - Additional strategies are required to make possible not only the common transcript but, more importantly, the ability for the secondary and the adult career-technical system to send and receive it electronically using the Articulation & Transfer Clearinghouse.

- 2. Enhance program consistency and the transferability of technical credits by developing a common set of courses for each program that are equitable between adult career-technical programs and two-year colleges.**
  - While the CT2 process will provide a system of course equivalencies that carry the statewide guarantee, additional innovations could increase the transfer of credit across the University System of Ohio and increase the likelihood of greater adult participation in higher education.
  - Selected consortia of adult programs, through the leadership of a Credit Validation Center, should begin developing a common set of courses between adult program providers for accelerated credit transfer and could also pilot common sets of faculty.
- 3. Develop and begin piloting modular-based, lower-level technical courses with a common expectation of foundation learning in mathematics, science and composition.**
  - A modular approach to course structure will permit an easier matching of content, especially learning experiences that only contain a portion of outcomes and competencies than in a traditional credit course.
- 4. In collaboration with the Ohio Skills Bank, develop more regionally based certificates according to industry need.**
  - In collaboration with the Credit Validation Center, the certificates structure will be designed to be fully transferable across the University System of Ohio.
- 5. Develop technical baccalaureate degree programs in collaboration with two-year colleges in areas where there are initial associate degrees.**
  - Adults often desire the continuation of education beyond the associate degree, so the development of the technical baccalaureate degree should adhere to the credit transfer principles outlined here for seamless credit transfer between the associate to baccalaureate degree.

Building on and accelerating the articulation and transfer foundation already provided for the guaranteed credit mobility of general education (transfer module), Transfer Assurance Guides in the major and the technical credit agreements of the CT2 will greatly enhance credit transfer across adult education providers. Implementing the additional recommendations will radically increase credit mobility across the University System of Ohio.

NOTE: Some Committee members suggested that consideration be given to linking this initiative to the “Ohio Open Door Card” if it becomes available.