

Ohio Board of Regents
STUDENT ACCESS AND SUCCESS COORDINATING COUNCIL (SASCCO)
January 19, 2007 Meeting Minutes

Attending:

Reginald Wilkinson, OCAN – Co-Chair
Christina Milano, National College Access Network (NCAN) – Co-Chair
Katie Bontrager, Sallie Mae Ohio
Maria Boss, Cleveland Scholarship Programs
Kate Carey, Ohio Learning Network
Frank Deaner, Ohio Newspaper Association
Colleen Grady, State Board of Education
Brenda Haas, OACHE
Martino Harmon, The University of Toledo
Rayford Harper, Simple Truth Ministries
Tally Hart, The Ohio State University
Anthony Huston, Member, Ohio Board of Regents
Leonard Hubert, Ohio Commission on African American Males
Garrick P. Johnson, Think College Now
Sarah Luchs, Ohio Department of Education
Cindy McQuade, Inter-University Council of Ohio
Brian Paskavan, Owens Community College
Wendell Schick, University of Northwestern Ohio
Thomas Stein, Otterbein College
LaToya Sykes, Great Lakes Higher Education Guaranty Corporation
Jacqueline Williams, Ohio Tuition Trust Authority
Matthew Williams, KnowledgeWorks Foundation

Regents Staff Attending: Jonathan Tafel, Paula Compton, Kristina Frost, Darrell Glenn, Leslie Sawyer, Ryan Scribner, Charles Shahid, Lauren Massie, Jerry Emig

Guests: John Croyle, Ohio Resource Center; Doug Line, Ohio Resource Center; Laura Kraus, Ohio State University; Kimberly Gormley, OCAN; Geraldine Nelson, Kent State University; Mayme Pathoff, OCAN; Julie Schaid, Partnership for Continued Learning; David Williams, Ohio Department of Development

Welcome: Jonathan Tafel introduced SASCCO Co-Chairs, Reginald Wilkinson from OCAN and Christina Milano, from the National College Access Network. Dr. Wilkinson explained his new position with OCAN and noted how pleased he was to be a part of the Ohio College Access Network considering that he was an “access” student growing up.

Ohio College Access Portal (OhioCAP) Rollout

John Croyle, from the Ohio Resource Center, updated the committee on www.OhioCAP.org, a web site where students, parents, and adult learners can access the information they need to plan for and attend college in Ohio. This is a work-in-progress project that is nearing its initial “release” in late January/ early February 2007. Phase I will be a launch to have end users evaluate and offer suggestions on improving the portal. Initial end users will be the eight GEAR UP

lighthouse site students, as well as parents and school administrators at the eight sites. A Phase II launch will feature modifications based on the evaluations from Phase I and, ultimately will be the statewide launch of the portal in time for the 2007-08 school-year. Dr. Tafel is hopeful for additional funds to eventually take the site to a new interactive level. Mr. Croyle asked that SASCCO representatives take time to view the site and offer comments and suggestions by e-mailing him at jcroyle@ohiorc.org.

Articulation and Transfer Update

Paula Compton, Director, Articulation and Transfer with the Ohio Board of Regents, presented an update on increasing college access through Ohio's transfer initiatives. She stated the Articulation and Transfer goal is similar to the goals of all the organizations represented at SASCCO: to have a better educated Ohio workforce and more college educated citizens. Dr. Compton also explained Transfer Assurance Guides, which are educational pathways in 38 discipline-specific groups of pre-major courses. The TAGs' work is part of Ohio's largest curriculum reform in higher education. Thirty-six Ohio public colleges and universities and hundreds, perhaps even into the thousands, of faculty members are involved in the process to define, agree, match, submit, and review the courses and their respective learning outcomes. The key goal of all this work is the guarantee of statewide transfer of credits and application of credits to degrees and majors for students completing courses found in the 38 TAGs.

Tools under development that will support the transfer policies include the Articulation and Transfer Clearinghouse and the TAG Bulletin Board. The Clearinghouse will facilitate and expedite the transfer process and allow for the consistent application of course equivalencies. A rollout to test the functionality of the Clearinghouse is expected to take place in April. According to Jon Tafel, the TAG Bulletin Board will be used by instructors and students to see what courses carry the TAG guarantee. Eventually, the Clearinghouse and Bulletin Board will be used for transcript work at the high school level. Paula Compton also provided an update on the Career-Technical Credit Transfer (CT2) work being done by the Regents staff. This work builds upon the TAGs by recognizing equivalent technical courses, and describing knowledge/skills for the courses to be guaranteed credit for them upon entering college. Initial technical areas to be reviewed are nursing, electrical/mechanical engineering technology, IT/networking, medical assisting, and automotive technology. Next steps include educating and marketing to key audiences about the TAGs, additional TAGs and Course Equivalencies work, development of a Course Management System, and enhancements to the Credit Transfer web site.

State Grants and Scholarships

Charles Shahid, Director of State Grants and Scholarships with the Ohio Board of Regents, distributed a "*Think College. Think SUCCESS.*" brochure that outlines all of the state grants and scholarships administered by the Regents. Mr. Shahid described a number of the programs, their eligibility requirements and application procedures. He explained the major ramifications of the changes to the Ohio Instructional Grant program, which will now mirror a federal program and be called the Ohio College Opportunity Grant Program (OCOG). A major change is in the determination of need area. Mr. Shahid also informed the Committee that,

currently, the Regents administer \$200 million in full-time and part-time grants and scholarship funding, and it has distributed \$25 million to 25,000 students through the first quarter of the fiscal year. He said that he always is looking for additional ways to promote the state grants and scholarships, in addition to the statewide efforts that he and his staff have implemented which include addressing financial aid issues at workshops, at GEAR UP sites, through the web site, and via two hotlines. He passed out business cards with both hotline numbers. Committee members were quick to offer suggestions on additional ways to get the *“Think College. Think SUCCESS.”* brochure into the hands of students such as at College Goal Sunday events and at web sites such as MySpace.com and Facebook. Another suggestion was to expand or alter the hotline hours from noon to midnight.

Partnership for Continued Learning

Julie Schaid, Executive Director of the Partnership for Continued Learning, provided updates on the Ohio Core legislation and promoting growth of regional P-16 councils. The Ohio Core, passed by the General Assembly in December and signed into law in January, is a rigorous curriculum designed to better prepare high school students for college and the world of work. It is effective with the graduating class of 2014 - today's fifth graders - at all public, chartered non-public, and community schools. The curriculum does not change the number of credits (20) needed to graduate but adds an additional year of mathematics up to the Algebra II level, modifies the science requirements to include inquiry-based and lab instruction, and emphasizes instruction in financial literacy. In addition, several policy recommendations are required in the legislation, including the establishment of a foreign language advisory council charged with making foreign language recommendations from a P-16 perspective that could be implemented beginning in the 2014-15 school year. The legislation prompted considerable discussion among the Committee members, with concerns ranging from funding to “ramp up” to the Core requirements, to sources of “intervention” teachers for students who are not meeting the new standards, to marketing the Core requirements, to assessing what districts have the Core standards covered (or not), to the impact on remedial education, to who comprises the foreign language study council mandated by the legislation.

Dr. Schaid then requested input from the SASCCO members on a plan to assist and provide guidance to emerging regional P-16 councils throughout the state. The Partnership for Continued Learning is charged in legislation to support regional P-16 efforts, identify workforce needs and make policy recommendations. Three brainstorming questions were examined by the group, which led to additional questions such as: How would P-16 councils and college access councils coordinate? And what are some essential components that would make up a P-16 council? These questions and additional comments led SASCCO Co-Chair Reginald Wilkinson to suggest a SASCCO sub-committee to provide input as needed on the growth of regional P-16 councils. Dr. Schaid collected names of interested members and will keep in touch with SASCCO as the P-16 regional outreach plan is developed.

Marketing

Mayme Pathoff, Vice President, the Ohio College Access Network (OCAN), passed out an OCAN Membership Application form and introduced Kimberley Gormley,

who shared information and marketing materials for the new campaign OCAN is a part of to help teens understand what they need to do to get to college: KnowHow2GO. The national KnowHow2GO campaign kicked off January 17 and urges teens to be a “pain in the behind” in order to learn how to go to college. Ms. Gormley said the Ohio launch of the campaign is under development and would take place in March.

GEAR UP Ohio/Toledo Lighthouse Site

Leslie Sawyer, Director of Access Initiatives with the Ohio Board of Regents, gave an update on the federal Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP). Ms. Sawyer explained the key roles and responsibilities of the three state level partners in the program: the Regents (fiscal agent, technical assistance, teacher professional development, evaluation, and support), the Ohio College Access Network (manages the eight lighthouse sites, coordinates services, and supports access and development resources) and the Ohio Department of Education (provides matching funds for teacher professional development in math, science and reading). She said that GEAR UP Ohio is an initiative that provides effective college access services to middle and high school students and their families in the eight selected lighthouse sites over its six-year cycle to help the students stay in school, take challenging courses, aspire to, and prepare for successful participation for postsecondary education. The lighthouse program builds on best practices developed from the successful 1999 GEAR UP state grant program. Ms. Sawyer also explained that the lighthouse sites will lead the way to statewide sustainability, expansion, and replication of college access services. Garrick (Gary) Johnson, from Think College Now and a member of Toledo’s OCAN/GEAR UP advisory board, shared information on how Toledo is working to sustain its program and increase its impact. He said that input from teachers drove their goals to have advisors two-to-three times per week in the middle schools and to have multiple cultural and educational enrichment opportunities. He also said that their sustainability plan includes engaging community action groups, school officials, businesses, and governmental agencies. Soliciting support from banks businesses and individual “champions” and donors is critical as well.

Economic Access Office Research – New Initiatives

Tally Hart, Senior Advisor for Economic Access at Ohio State University, provided a brief update on what she termed as a “small but mighty” access program, in place since August 1. Ms. Hart wanted to make it clear that the Economic Access Initiative is a State of Ohio effort and not a recruitment effort for Ohio State University. She said work has commenced in reaching out to all of the county extension offices and to create synergy and positive partnerships at this grassroots level. She said extension offices are found everywhere and that they can serve as the “place to go” for high school students needing information on attending college. Ms. Hart and Laura Lembo Kraus, Associate Director of the Economic Access Initiative, passed out a document outlining the program’s connections to key players, its function as a catalyst, its pilot programs, and its support for multiple entry points to college. A key pilot program was the Social Justice Immersion Project. Ms. Hart said she did not want her access work to duplicate the work of other organizations but that she wanted to find the supplemental niches that are viable for their mission. Hart also responded to concerns raised in a previous SASCCO meeting that the urban feel of a TV advertisement for the KnowHow2GO

Marketing Campaign urging students to learn the steps it takes to get to college would not resonate with rural students. She said that the add does indeed connect to rural students. Her group surveyed Ohio students at a national Future Farmers of America meeting and analysis indicated that the marketing piece was effective with this audience of rural high school students.

Regents STEM and Foreign Language Academies

Jonathan Tafel, Vice Chancellor for Educational Linkages and Access at the Ohio Board of Regents, informed the Committee that the Regents have approved \$3.5 million for the development of 10 Regents STEM and Foreign Language Academies. These academies will support the Ohio Core recommendations by preparing high school students to pursue college-level mathematics, science, and foreign language with an emphasis on secondary teaching in these disciplines. A document was distributed that outlines the development of the academies and describes the 10 academies to be funded for summer 2007 implementation.

Performance Report

Darrell Glenn, Director, Performance Reporting with the Ohio Board of Regents, provided insight into the research and analysis of the Regents Annual Performance Report, which was released to the general public January 18. He said a comprehensive report always is the goal and that is why the 63-page summary includes narratives, tables, and graphs on 10 different areas...all of them important. Mr. Glenn said that "college costs so much" always seems to be the headline from this report even when degree production and college enrollment figures are increasing. The performance report shows that Ohio has been registering steady increases in degree production at all levels for the past five years. Mr. Glenn added that through additional tracking of transfer students who have graduated, additional individuals who still are working toward their degrees, and graduates with associate's degrees, 73 percent of Ohio's students who attend college attain some form of degree or still are enrolled in college. The Performance Report led to a meaningful discussion on whether Ohioans have the aspiration to go to college or whether they simply do not know enough about how to get to college. Jackie Williams, from the Ohio Tuition Trust Authority, offered to try to make research available that indicates the problem is students do not know how to get to college.

Other Business/Adjournment

Reginald Wilkinson said he was working with representatives of the Bill and Melinda Gates Foundation to try to get them more involved in the State of Ohio. He said he may be calling on the various SASCCO organizations for input and assistance in communicating Ohio's education story to the Gates Foundation. SASCCO members were reminded to sign the attendance sheet to show they were in attendance at the meeting. Dr. Wilkinson adjourned the meeting.

Next Meeting: May 25 at 10 a.m. in the Main Conference Room at the Board of Regents Offices.

Comment [JE1]: New date?