



Baccalaureate Degree Programs

**for Ohio Public Universities
and Community Colleges**

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Department of
Higher Education

John R. Kasich, Governor
John Carey, Chancellor

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In accordance with Section 381.570 of House Bill 49 (132nd General Assembly), the Chancellor of the Ohio Department of Higher Education (ODHE) was required to develop a model for “3+1” baccalaureate degree programs for public universities and community colleges.¹ The statute states that the model is to outline how a student may complete the equivalent of three academic years (90 semester credit hours) at a state community college, community college, or technical college and then transfer to a state university to complete the final academic year (30 semester credit hours) or the remainder of the student’s baccalaureate degree program.

As a part of the process, the Chancellor was also required to seek input from administrators and faculty members from colleges and universities currently participating in “3+1” pathways on their campuses, as well as to evaluate “3+1” programs for their cost effectiveness for students (please see Section III). A copy of the legislation is included in Appendix 1.

On March 28, 2018, the Chancellor convened representatives from five campuses² known to offer successful “3+1” baccalaureate programs. Prior to the convening, these representatives completed a survey (Sections VI through IX) regarding the characteristics of their programs. The following report and models were constructed based upon the information provided by the five campuses in their surveys, during the convening and in subsequent communication, supported by additional information gathered by ODHE staff members in Academic Affairs and Data and Finance, both prior to and after the convening.

1 There are three distinct types of legislatively-created two-year institutions in Ohio: community college, state community college, and technical college. However, this report uses the term “community college” generically to refer to all three types of two-year public institutions.

2 Participants included representatives from Lorain County Community College, Stark State College, Ohio University, Antioch-Midwest University, and Franklin University

II

Definition of a 3+1 Baccalaureate Program

Because a number of misperceptions and confusion exist regarding what constitutes a “3+1” baccalaureate degree program, the first step in developing a model is to provide a clear definition of the term. The Chancellor recommends that a “3+1” baccalaureate degree program be defined as:

An intentional and jointly planned partnership between a state community college, community college, or technical college and a university that provides a transparent pathway for students to complete a bachelor’s degree with approximately 90 semester credit hours completed at the state community college, community college, or technical college and approximately 30 semester credit hours completed at the university.

The recommended definition highlights several critical features of successful models that will be discussed further in Section IV of this report. First, effective “3+1” pathways begin with a true partnership between the community college and university whereby faculty, student services personnel, and administrators from the community college and the university jointly plan the pathway for students. Second, the pathways are transparent to students, families, and the university and community college partners. Finally, “3+1” pathways don’t necessarily require exactly 90 hours at the community college followed by exactly 30 hours at the university. Students in many successful “3+1” partnerships spend the third year of their program (or even the second, third, and fourth) taking some courses at the community college and some at the university, with the understanding that approximately 90 of the hours required for a bachelor’s degree will be completed at the lower-cost community college tuition.

III

Benefits of 3+1 Models

Effective “3+1” programs offer benefits to students, who, for a variety of reasons, decide against attending a university for their entire bachelor’s degree. These benefits include cost savings, the ability to take additional courses closer to home, and another pathway to bachelor’s degree attainment. “3+1” programs also provide benefits to universities, such as new recruitment pipelines and the opportunity to share resources.

The charts below provide a breakdown of the most commonly cited benefit for students—cost savings. The “3+1” model provides a lower cost pathway to a bachelor’s degree because students pay the lower community college tuition and fees for approximately 3 years and university tuition for approximately 1 year. When averaged for institutions in Ohio, the potential tuition savings are just over \$18,000 for students who complete the degree at a public university and just over \$75,400 for students who complete the degree at a private institution.

Evaluation of Cost Effectiveness of a “3+1” Model

Average Yearly Tuition³

(Based on in-state full-time rates)

Type of Institution	Cost
Public Two-Year Community or Technical College	\$3,849
Public University Main Campus	\$9,853
Public University Branch Campus	\$7,256
Private Four-Year College or University	\$28,983

Estimated Tuition Costs over Four Years

Type of Institution	4-Year Tuition	3+1 Tuition	Potential Tuition Savings
Public University Main Campus	\$39,412	\$21,400	\$18,012
Public University Branch Campus	\$29,024	\$18,803	\$10,221
Private Four-Year College or University	\$115,932	\$40,530	\$75,402

³ Source: Academic Year 2015-16, as reported in IPEDS Data Collection Year 2015-16

IV

Common Characteristics of 3+1 Models

The cases that were studied while preparing this report revealed that there are several common characteristics to effective “3+1” models. The following section identifies these common characteristics and discusses why each of these elements is important.

Partnership Foundations

In all of the cases, the “3+1” programs were intentional and respectful partnerships between the community college and university. These relationships were formalized through clear, written legal agreements outlining the guiding principles, expectations, and responsibilities of each partner. These partnerships require mutual effort and interest in aligning the program curriculum as well as ongoing communication and re-affirmation of commitment to the relationship. At the core of “3+1” models, the agreements emerge from a need and desire to ensure that as many students as possible have access to an affordable college education.

Guided Academic Pathway

In an effective “3+1” model, the partnering institutions of higher education determine the courses a student needs in order to complete the program and how the hours will be divided between the partner institutions, with the community college able to offer approximately 90 hours, or in some case slightly less, of the degree pathway. The curriculum of the pathway is often integrated between the community college and the university. In the case studies, it was common for students to take courses both at the community college and university during their third and fourth years. The delivery method of university coursework varied across the examples studied.

Financial Aid Consortium

In order to facilitate students’ eligibility for federal financial aid while taking coursework beyond their associate degree at a community college, “3+1” agreements require the development of a financial aid consortium agreement. While the details may vary by agreement, the community college is essentially the “home” institution until completion of the associate degree, at which point the university becomes the “home” institution. The student’s financial aid package is distributed to the “home” institution. Based on the terms of the agreement, the partner institution is compensated for courses taught.

Collaborative Marketing

Marketing for effective “3+1” models was a joint effort that potentially includes joint branding and shared marketing materials. The critical piece is that partner institutions agree upon and distribute a consistent message about their “3+1” agreement. One of the examples went into detail about its marketing efforts with its partner institution, which included consistent transfer webpages at both institutions; co-branded marketing plans and communications at least once per semester with shared media lists and announcements; access to community college faculty and academic advisors annually for pathway training; and joint messaging to students. In some cases, there is a designated on-site representative from the university who is responsible for marketing and recruitment as well as the next common characteristic, advising.

Student-focused Advising

By the virtue of their title, “3+1” agreements run the risk of being misunderstood since they tend to be more nuanced than simply taking 90 hours at one institution and then 30 hours at another institution. Therefore, ongoing advising is key in order for a “3+1” program to be effective and to offer students a seamless transfer experience. Ideally, students work with advisors from both partner campuses throughout their program. Having university advisors offer pre-transfer advising is important, and in some cases a university advisor may even be available for office hours on the community college campus. In one case, the university partner established a website for each of its community college partners that lists the guided pathways offered between that community college and the university. Information about each program is housed there, along with the contact information for a Partnership Manager. For any “3+1” program to be effective, continuing communication from both partner institutions is essential to ensuring students are well aware of not only how the program works but also the university and/or program admission criteria that must be met.

Where the previous section discussed common characteristics of effective “3+1” models, this section will examine the different ways in which these models are implemented using the aforementioned characteristics. In all of these models, students enroll at the university after completion of their associate degree for the purposes of financial aid, but where and how they complete their coursework may vary. A brief description of four models examined is below.

Model 1: Facilitating Transfer of Credits

The first example viewed the “3+1” model as part of its aim to offer cost-effective degree pathways for underrepresented students in higher education. In almost all of its agreements, with the exception of certain specialty areas like teacher licensure, this university has made a commitment to transfer up to 90 credits, allowing students to earn a bachelor’s degree in an additional 30 credit hours. Courses for the bachelor’s degree are offered primarily face-to-face on the university’s campus, so students may need to travel to campus. However, more online delivery options are being created to meet student needs. Please see pages 12-15 for a more in-depth description of this model.

Model 2: Leveraging Co-location

Several institutions discussed their use of co-located campuses to facilitate “3+1” agreements. This included both public-public partnerships and private-public partnerships. In two of the cases, co-located campuses were established by the universities to facilitate transfer agreements. In the other case, the campuses were already co-located, and they even have an existing agreement that allows full-time community college students to take one free “extra” course on the co-located university campus. The geographic proximity of co-located campuses offers students the flexibility to take courses face-to-face at both campuses or online, as designated by the agreement. The proportion of credit hours taken at the community college varied, with some being less than 90 credit hours depending on the agreement. Please refer to pages 16-19 and 20-22 for two examples.

Model 3: University Partnership Model

Through the “3+1” agreement, the university offers all coursework required for completion of the bachelor’s degree on the community college campus. The community college coordinates program delivery, and the university provides both the faculty and curriculum. The delivery method for the courses may include face-to-face, distance learning, and/or online. Please see pages 23-28 for further detail.

Model 4: Multi-institutional Model

Multiple institutions may be connected through a single “3+1” agreement. For instance, the creation of regional compacts across the state is facilitating increased collaboration and efficiency through creation of consortia. These consortia may develop “3+1” agreements that apply to member institutions. Additionally, an individual university may create a blanket agreement with multiple community colleges. One such agreement was developed with the Ohio Association of Community Colleges (OACC), and it offers OACC graduates with a registered nursing license and who are currently employed as nurses a “3+1” transfer option. Opportunities are also available for development of more “3+1” agreements in business, information technology, and health professions as well as “2+2” agreements. Students are entitled to additional benefits that include discounted tuition and scholarship opportunities. Please see pages 29-35 for further detail.



SOUTHERN STATE
COMMUNITY COLLEGE

Antioch University Midwest (AUM)

Partner Institution: **Southern State Community College**

I. Foundations

The initial discussions began between the institutions in early 2016, involving faculty and administration. Based on the model for a “3+1” adopted by AUM, Southern State agreed to the model in principle. AUM is committed to a true 90-credit transfer model of the “3+1” program, which makes an undergraduate education more affordable and accessible to all students. The model also ensures all students will complete the Interdisciplinary Core courses at AUM, in which the Shared Learning Outcomes for all undergrad programs are measured.

The AUM undergraduate program is a program completion model where most students transfer from community colleges in the area with up to 90 credits at time of transfer. The institution values the non-traditional learner experience, embracing experiential learning by bridging academic outcomes with the real-world experience of all members of its learning community.

The faculty from both institutions worked for six months to align curriculum from associate programs and other course offerings to create 90-credit transfer pathways. Once alignments were complete, the appropriate committees for each partner institution approved the pathways and finalized the articulation agreement.

A signing took place in November, 2016, to announce the partnership and begin marketing and recruiting. The implementation, per the agreement, has been collaborative with consistent messaging in print and online platforms.

The agreement ensures appropriate training for faculty, advisors, and other staff who are involved.

II. Academic Template for Pathway

There are now 16 approved pathways from Southern State Community College programs to AUM undergraduate programs. The pathway for SSCC AAS Medical Assisting to AUM BS Healthcare Administration has been included as an example.

Southern State – First Semester

Course	Transfer Credit
BIOL 2205 Anatomy and Physiology	4
CSCI 1101 Computer Keyboarding	1
ENGL 1101 English Composition I	3
MAST 1111 Medical and Administrative Procedures	3
MAST 1115 Medical Terminology	2
PSYC 1110 Principles of Psychology	3

Southern State – Second Semester

Course	Transfer Credit
ALTH 1160 Electronics Health Records	2
BIOL 2206 Anatomy and Physiology II	4
COMM 1115 Fundamentals of Effective Speech	3
MAST 1101 Introduction to Medical Assisting	3
MAST 1118 Human Diseases	2
PSYC 1110 Principles of Psychology	3

Southern State – Third Semester

Course	Transfer Credit
MAST 1126 Clinical Practicum I	1
MAST 2212 Medical Transcription	3
MAST 2215 Medical Laboratory Techniques	3
MAST 2218 Medical Billing and Coding I	3
MAST 2240 Clinical Procedures	3
MATH 1135 Allied Health Mathematics	3

Southern State – Fourth Semester

Course	Transfer Credit
MAST 2205 Medical Law and Ethics	2
MAST 2219 Medical Billing and Coding II	3
MAST 2220 Emergency Medical Procedures	3
MAST 2226 Clinical Practicum II	1
MAST 2230 Pharmacology	3
MAST 2297 Medical Assisting Review	2

Total Credit Hours (Associate Degree): 63

**Electives taken at Southern State College to meet
AUM Degree Requirements Credit Hours:**

Course	Transfer Credit
ALTH 1101 Introduction to Allied Health	2
BADM 2206 History & Principles of Management	3
ENGL 2205 Technical Report Writing	3
SOCI 2201 Personal and Human Relations	3
BADM 2272 Business Communications	3
13 credits electives (student choice)	13

Total Electives: 27

Total Southern State College Credits: 63 + 27 = 90

Antioch University Midwest Required Coursework Credit Hours

Course	Transfer Credit
INTD 3210 Experience and Expression	3
INTD 3250 Modes and Methods of Learning	3
INTD 3310 Literary Analysis and Argumentation	3
INTD 3450 Foundations of Civilizations	3
INTD 3350 Culture, Conflict, & Social Research	3
INTD 3510 Ecology, Technology, and Society	3
INTD 3550 Leadership	3
COM 3300 Intercultural Conflict	3
MGT 4840 Ethical Issues in Management	3
PRO 4970 Senior Project	3

Total Antioch University Midwest Credits: 30

Total Credits for Degree: 120

III. Wrap-around Academic Services

Recruitment efforts are focused on attending the community colleges twice monthly, as well as all transfer fairs and other events. Social media and student messaging focus on the 3+1 offerings as well as 90-credit transfer possibilities with individualized pathways. AUM will be the home institution for financial aid purposes for the remainder of the student's program after completion of the associate degree. Tuition rates will be paid at the rate of the institution where the student takes each course (90 credits at SSCC rate/30 credits at AUM rate). A consortium agreement is completed each semester for the

courses taken at SSCC to identify financial aid eligibility at AUM. The average savings for the student is \$13,000.

Advising is provided by AUM faculty advisors for all courses taken at AUM and courses taken after the associate degree at SSCC per the consortium agreement approval process. Students work with the SSCC advisor for elective credits to determine if a second credential is available with credits remaining. Each pathway documents the approved coursework from SSCC that will meet AUM program requirements.

AUM offers most courses face-to-face with a required online component between class meetings weekly. Limited online offerings are available to meet student needs. Integrated Academic Services (writing center, library, career services) are offered concurrently by both institutions, allowing students to grow their support options instead of transitioning from one to the other.

IV. Research

AUM has seen enrollment increase each semester with students from SSCC transferring to AUM since the agreement has been signed and implemented. The increased faculty and staff collaboration has led to additional pathways approved since the original agreement, including a three-way partnership between Laurel Oaks, SSCC, and AUM for the Aviation Maintenance pathway.

Student feedback has been positive, showing matriculation and completion of program requirements are clearly outlined and easy to follow. Students share anecdotal information during academic advising and financial aid advising regarding the effectiveness of the program and cost savings.

V. Challenges

The most challenging part of the implementation has been internal processes for degree audit information accurately showing the SSCC courses meeting AUM program requirements. The registrar team at AUM is working to improve processes to allow for automatic substitution; however, the student must provide official transcripts during this process. AUM would like to streamline the transcript process with partner institutions.

Marketing and recruitment continue to be a focus of increased implementation. The lack of understanding of pathways and 3+1 models by community college students is a hurdle to overcome. The fact that many institutions use the term “3+1” without having a true 90-credit transfer model causes increased confusion. Creating parameters around the concept of a “3+1” would help students understand what expectations they should have as consumers.



FRANKLIN
UNIVERSITY



North Central State College

Franklin University

Partner Institution: **North Central State College**

I. Foundations

Franklin has had a blanket articulation agreement with North Central State since 1999. As Franklin began to expand its partnerships to form co-locations offering onsite completions, NC State was one of the first schools approached. This was due to the high collaboration of an already long-term partnership. Franklin launched the co-location in 2012 with the dual major pathway for Business Administration and Management & Leadership, and eventually added Accounting. These programs are true “3+1” completions and in-demand for the opportunity to take onsite completion courses at NC State’s Kehoe Center. The agreement was established through meetings between key stakeholders from both institutions. Franklin maintains office space at the Kehoe Center, where its Community College Regional Manager holds offices hours, providing advising to prospective and current students, and promotes the program partnership.

II. Marketing

As the partnership was launched, information sessions for faculty, staff, and students were scheduled to discuss the logistics of the partnership and benefits (including those for faculty and staff tuition discounts). Franklin’s Community College Regional Manager is responsible for recruitment beyond the launch. As part of the agreement, they have access to first-year and second-year classes at NC State, during which they provide short presentations to prospective students. Franklin also markets through direct mail and email to past and upcoming graduates and current students. Franklin promotes the programs to online students through the community college online portal and adjunct faculty.

III. Academic Template

Associate of Science degree: Business Administration & Management Major/Bachelor of Science: Management & Leadership

NORTH CENTRAL STATE COLLEGE CURRICULUM FOR ASSOCIATE OF SCIENCE DEGREE, BUSINESS ADMINISTRATION & MANAGEMENT MAJOR

Course	Credits
ENGL 1010 English Composition I AND ENGL 1030 English Composition II	3
BUSM 1010 Introduction to Business & Entrepreneurship	3
CISS 1210 Microsoft Word	3
COMM 1010 Speech	3
MATH 1110 College Algebra	4
ECON 1510 Microeconomics	3
ECON 2510 Macroeconomics	3
BUSM 1150 Marketing	3
BUSM 1110 Business Law	3
CISS 1220 Microsoft Excel	2
CISS 1280 Advanced Excel	2
ACCT 1010 Financial Accounting	4
ACCT 1030 Managerial Accounting	4
BUSM 1050 Management	3
BUSM 2030 Human Resource Management	3
BUSM 1270 Quality	3
BUSM 2050 Entrepreneurship & Small Bus.	3
BUSM 2090 Logistics	3
BUSM 2270 Case Studies in Business	3
STAT 1010 Statistics as TECHNICAL ELECTIVE	3
XXXX XXX Humanities Elective	3
TOTAL	67

FRANKLIN UNIVERSITY COURSES TO BE COMPLETED AT FRANKLIN UNIVERSITY FOR BACHELOR OF SCIENCE-MANAGEMENT & LEADERSHIP

FRANKLIN UNIVERSITY EQUIVALENT

Course	Credits
PF 321 Learning Strategies	2
MGMT 325 Organizational Behavior	4
MGMT 425 Organizational Change	4
MGMT 440 Org Culture & Performance	4
MGMT 470 Organizational Leadership	4
MGMT 495 Management Capstone	4
XXXX XXX Major Area Elective (BSAD 320)	4
XXXX XXX Major Area Elective (BSAD 460)	4
Student could take BSAD as electives to double major.	
FRANKLIN UNIVERSITY COURSEWORK	30
NORTH CENTRAL STATE COLLEGE	67
Additional NC STATE/Franklin Coursework	27
DEGREE TOTAL	124

IV. Wrap-around Academic Services

The partnership starts with students completing their associate degree before taking Franklin completion courses onsite, while also taking NC State bridge courses during their third year. Ideally, their fourth year would consist of only Franklin completion courses to complete the bachelor's degree. A Financial Aid Consortium Agreement, used for combining package credit hours, is required only once a year. Students continue to have access to computer labs, library resources, advising resources, test proctoring when needed, and transcribing between institutions. The delivery method for this particular pathway is onsite at the Kehoe Center; however, the Franklin courses can be done completely online if the student chooses that format.

V. Research

Franklin forms its pathways with intention, working with the community college to understand the need of the students, the community college, and the ability to deliver the completion in a cost-effective manner. With this particular partnership, Franklin has monitored the success by the growth in enrollment since its launch in 2012. From fall of 2012 to fall of 2017, enrollment in the region of NC State has increased by 86%. This partnership has also spurred more collaborative initiatives with NC State...which Franklin also considers part of its success.

VI. Challenges

One of the biggest challenges has been the financial aid process. First, community colleges have to be willing to offer deferment (for those that don't already) or payment plans with little down, or flag student accounts. The reason for this is Franklin disburses its aid later than the community college requires payment for bridge courses. Most schools have worked with Franklin to develop a process that works for the students, but it has taken time. Another challenge to the onsite "3+1" programs is that many students are still opting for the online format, leaving classes to be cancelled due to low enrollment.

VII. Additional Notes

At Franklin, the "3+1" pathways are successful due to the relationship built and fostered with Franklin's community college partners. Without a high level of collaboration and an understanding of the mutual benefits of the partnership, it usually doesn't work.



Lorain County Community College
Partner Institution: **Bowling Green State University**

I. Foundations

The 1990 Census data showed that among Lorain County's adults 25 years of age or older, only 12% had completed four or more years of college. This was the lowest education attainment within the seven-county northeast Ohio region, consisting of Cuyahoga, Geauga, Lake, Lorain, Medina, Portage, and Summit counties. Lorain County fell 29% below Ohio's 17% average and 40% below the national average of 20%. Lorain County's educational attainment rate for holders of graduate and professional degrees was well below Ohio's 5.9% and also lagged the national 7.2% average. With community support and a need and desire for bachelor's and master's degree options in Lorain County, the college went to voters in November 1995 to establish financial support for the University Partnership. Lorain County voters approved a 1.2-mill levy to establish the University Partnership by a 54% to 46% margin. Two additional levies have passed in 2004 and 2013. The University Partnership began in 1996 with seven bachelor's degrees and one master's degree program, offered by five universities. That list has grown to 13 partners, and in 2003 the "3+1" partnership in biology with Bowling Green State University was established. LCCC attempts to establish University Partnership programs as "3+1" whenever possible. This is the most affordable means to bachelor's degree completion and meets the residency requirements of many institutions. BGSU requires only 30 credit hours from BGSU to earn a bachelor's degree. When considering the partnership, BGSU indicated it could bring out only a minimal number of classes and this arrangement was very well received. This was reinforced when the faculty reviewed its faculty credentials and course descriptions with student outcomes. It was done as a collaboration at both the faculty and administrative levels. Bowling Green State University and Lorain County Community College also have a unique arrangement where BGSU Firelands College offers the Associate of Applied Science in Respiratory Care Technology and the Bachelor of Applied Health Science Respiratory Care Specialist on the Lorain County Community College campus, while Lorain County Community College offers the associate degree in nursing (Registered Nurse program) at the BGSU Firelands campus. This has allowed both

institutions to serve local needs in a cost-effective manner. LCCC has also collaborated on an NSF Grant, Design and Characterization of Cyanobacterial Bioreporters to Measure Nutrient Availability in Marine Systems, receiving \$36,720 in funding for undergraduate research at LCCC in collaboration with BGSU. This collaboration helps maintain the faculty-to-faculty interactions and helps to maintain the “3+1” in biology. LCCC believes the relationship with the department, college, and the institution is strong.

II. Marketing

Marketing of the program is a critical step to growing the enrollment for a successful and sustainable program. LCCC does the following activities: 1. Provide information in college publications – this includes success stories of graduates of this (and other) programs; 2. LCCC holds college fairs and a specific University Partnership Fair annually; 3. LCCC holds specific information sessions for specific University Partnership programs; 4. LCCC highlights success stories at public events such as graduation; 5. Faculty/Staff from partner institutions are invited and participate in events – including convocation and commencement –as part of the fabric of the institution.

III. Academic Template for Pathway

The Bachelor of Science degree in biology has 120 semester hours required. This is the same at both BGSU and LCCC (all requirements are the same). The degree is broken down as 90 credit hours to be completed at LCCC and 30 hours to be completed at BGSU. This includes awarding an Associate of Science by Lorain County Community College and the Bachelor of Science by Bowling Green State University. A My University program has been created for this degree, which shows students that they may start working on this pathway as early as the ninth grade and complete the program two years earlier than a traditional pathway. Lorain has done this for more than 30 of its degree programs. The My University document is a separate document.

IV. Wrap-around Academic Services

Financial Aid is available and Consortium Agreements are utilized so students can enroll and take classes from both institutions simultaneously in a particular semester. This eliminates the build-up of excess credits. Advising is done first by LCCC and a handoff to BGSU occurs during the second year. The student maintains contact with the LCCC advisor until completion of the associate degree has occurred. BGSU does a junior audit for all partnership students (same as main campus). Office space is provided to both the advisor and any faculty teaching courses for BGSU. Students usually take courses from both institutions until they finish the degree. The delivery method for the courses has varied and does include face-to-face; interactive distance learning; and online. BGSU labs are completed on the LCCC campus and the LCCC facilities match the requisite equipment at BGSU’s main campus.

V. Research

The program has been successful for both institutions. Lorain has produced 102 graduates since the creation of the program. Graduates have continued to pursue graduate/professional degrees – students from this program have completed master’s and doctoral degrees in biology from BGSU. Graduates have moved back to the area, with some setting up a medical practice.

VI. Challenges

Every partnership program encounters challenges to effectively build enrollment, sustain that growth, and expand. Factors that must be addressed include: 1. Awareness of the program must be built inside and outside of the institution; 2. Students must be academically prepared to be successful in this STEM program; 3. The adjustment from high school to college must be as seamless as possible – P-16 alignment is important for both AS and BS degrees; 4. Financial barriers are a challenge for many students, and this is a high-quality affordable model; 5. This program has also eliminated any transferability issues – working through the curriculum between faculty of both institutions.



OHIO
UNIVERSITY

COLUMBUS STATE
COMMUNITY COLLEGE

Ohio University (OU)

Partner Institution: **Columbus State Community College (CSCC)**

I. Foundations

Though many of the principles outlined are applicable to other degrees that the university offers and with other partners, for the purposes of this profile OU used the RN to BSN pathway with Columbus State as a case study given the long-standing history of collaboration and curricular alignment between institutions. This pathway agreement was first codified through an agreement signed in September 2010.

OU chose to profile its degree completion program in nursing as an example of a program that can be completed in the framework of the state's "3+1" mold. Many of OU's programs can be completed in this way, but the university stresses to students that multiple factors can determine whether pursuing such an academic plan is most appropriate given their individual experiences and goals.

II. Marketing

OU utilizes its student-friendly transfer credit and residency policy to maximize opportunities for efficient and timely completion of this program. Flexibility of the program serves as a key tenet of the value proposition to students — including eight entry points across an academic year consisting of courses offered through non-cohort-based, five-week modules.

Individual counsel from OU staff often serves as the best resource for students considering the program. Students at Columbus State are served by an OU staff member embedded at the community college who is empowered to help students plan for an intentional transfer and to support the application and matriculation process.

III. Academic Template for Pathway

Ohio University BSN – Bachelor of Science in Nursing/Columbus State Community College AAS – Associate Degree in Nursing Advising Guide

Year 1 - Columbus State Community College - Autumn Semester

Course	Transfer Credit
NURS 1140 Pharmacology Concepts in Nursing I	1
NURS 1871 Fundamental Concepts of Nursing Care	6
COLS 1100 First Year Experience Seminar	1
MATH 1148 College Algebra (OHIO MATH 1200 1M)*	4
NURC 1104 Basic Care Skills	2
TOTAL	14

Year 1 - Columbus State Community College - Spring Semester

Course	Transfer Credit
NURS 1141 Pharmacology Concepts in Nursing II	1
NURS 1872 Concepts of Nursing Care Related to Reproductive Health and Common Health Problems	7
BIO 2300 Human Anatomy**	4
SOC 1101 Introduction to Sociology (OHIO SOC 1000) (2SS)	3
TOTAL	15

Year 2 - Columbus State Community College - Summer Semester

Course	Transfer Credit
BIO 2301 Human Physiology**	4
ENGL 1100 Composition I (OHIO ENG 1510 1E)	3
PSY 1100 Introduction to Psychology (OHIO PSY 1010) (2SS)	3
STAT 1350 Elementary Statistics*	3
PSY 2340 Human Growth & Development (OHIO EDEC 1600)	3
Eligible Elective Course	4
TOTAL	17

Year 2 - Columbus State Community College - Fall Semester

Course	Transfer Credit
NURS 2042 Concepts of Pharmacology III	1
NURS 2871 Concepts of Nursing Care for Patients with Complex Physical Health Problems	3
NURS 2872 Concepts of Nursing Care for Patients with Complex Behavioral Health Problems	5
PSY 2340 Human Growth and Development	3
HNTR 153 Nutrition for Healthy Lifestyle (OHIO NUTR 1000) (2AS)	3
TOTAL	15

Year 3 - Columbus State Community College - Spring Semester

Course	Transfer Credit
NURS 2873 Concepts Related to Leadership, Role Transition and Nursing Care of Patients with Multiple Health Problems	8
BIO 2215 Introduction to Microbiology (OHIO BIOS 2210) (2AS)	4
CHEM 1111 Elementary Chemistry I (OHIO CHEM 1210) (2NS)	4
TOTAL	16

Year 3 - Columbus State & Ohio University - Fall Semester

Course	Transfer Credit
NRSE 4510 Professional Nursing Practice (Taken at OU)	4
NRSE 4520 Health Assessment and Promotion (Taken at OU)	4
NRSE 4530 Family Nursing (Taken at OU)	3
Eligible Cross-Cultural Perspectives Course (Taken at CSCC)	3
TOTAL	14

Year 4 - Columbus State & Ohio University - Spring Semester

Course	Transfer Credit
NRSE 4540 Community Health Nursing (Taken at OU)	4
NRSE 4550 Evidence-Based Nursing Practice (Taken at OU)	4
NRSE 4560 Gerontologic Nursing Care (Taken at OU)	3
Eligible Fine Arts Course (Taken at CSCC)	3
TOTAL	14

Year 4 - Columbus State & Ohio University - Summer Semester

Course	Transfer Credit
NRSE 4570 Diversity (Taken at OU)	3
NRSE 4580 Leadership in Nursing (Taken at OU)	3
NRSE 4590 Nursing Excellence (Taken at OU)	3
Junior Composition (Taken at OU)	3
Eligible Humanities and Literature Course (Taken at CSCC)	3
TOTAL	15

**Composition of Baccalaureate Degree Credits earned at CSCC: 86
Credits earned at OU: 34**

- Ohio University General Education: This information is based off of the catalog requirements posted in the 2017-2018 Ohio University catalog and related Columbus State equivalents. All information is subject to change without notice. Students are responsible for tracking their degree completion and are encouraged to work with an Ohio University academic advisor in their degree planning. Courses are subject to availability at each institution.
- History courses that meet Ohio University 2CP General Education requirement (choose one): HIST 1111 European History to 1648 HIST 1112 European History since 1648
- Fine Arts courses that meet Ohio University 2FA General Education requirement (choose one): HART 1201 History of Art I HART 1202 History of Art II MUS 1251 Survey of Music History THEA 2280 Fundamentals of Acting

- Humanities courses that meet Ohio University 2HL General Education requirement (choose one): CLAS 1222 Classical Mythology PHIL 1101 Intro to Philosophy PHIL 1130 Ethics PHIL 2270 Philosophy of Religion

IV. Wrap-around Academic Services

A strong portfolio of student support systems provides a foundation for students' success. Some tactics and strategies that OU deploys include:

- Community Partnerships Managers — embedded staff at Columbus State — to help with planning for an intentional transfer
- Published equivalency guides that provide transparency in how courses transfer and which courses can be completed at Columbus State
- An assigned academic advisor to provide course sequence planning
- Available financial aid consortium agreements and aid counseling
- Mandatory new student orientation and a curriculum in the first course in the sequence that prepares students for continued online study
- A 24/7 available online resource that provides textbook information, consolidated and inventoried forms and FAQs for student services, course offerings forecasted multiple years in advance, and technical support links

V. Research

OU measures its success through this program through longevity and demand — the program has enrolled more than 1,000 students from Columbus State alone over the last 10 years. Analysis of CSCC student matriculants show their persistence to degree conferral to be timely and efficient as well, with around 100 graduates each academic year and the majority completing 40 or fewer hours at OU.

With a tuition rate for OU courses for Ohio residents set at \$240 per credit hour, OU also sees the value of this degree endorsed by students who recommend it to their classmates, as the university recognizes no better endorsement of student focus than student referrals.

VI. Challenges

- **Transparency:** OU takes great caution to qualify the “3+1” branding to be possibly reflective of a student’s experience, but not guaranteed. The university errs on the side of an abundance of caution as it does not want to misrepresent the student experience for some to be the promised outcome for all; however, OU’s partner institutions sometimes make this “3+1” presentation on OU’s behalf, which exposes both institutions for risk should a student choose a path that doesn’t result in the broad conception of “3+1” as the student envisioned.
- **Bandwidth:** Advising students on all facets of their enrollment correctly — at the points leading up to and during study — is time intensive. Advising pathways are uniquely personal, and financial aid consortium agreements require consistent manual intervention to ensure compliance and eligibility.
- **Student confidence and engagement:** Students can be sidetracked by competing priorities, or eager to enroll at the four-year institution prior to maximizing all coursework eligible at the two-year institution
- **Curricular adjustments and evolution:** OU believes a true “3+1” agreement requires curricular planning and commitments to collaboration between partners for course sequencing in order to ensure seamless transition from community college to OU coursework.



Institution: **WGU Ohio**

Partner Institution: **Ohio Community Colleges (all)**

I. Foundations

- a. WGU Ohio has an agreement with the Ohio Association of Community Colleges (OACC) that provides for 2+2 articulation for degree programs in education, business, information technology, and health professions.
- b. The agreement also creates a 3+1 transfer option for any OACC member college nursing graduate who holds an Ohio registered nurse license and is employed as a nurse.
 - i. The agreement includes multiple additional provisions including reverse transfer, processes for the addition of future 2+2 and 3+1 options, tuition discounts, and scholarships.
- c. The WGU 3+1 Pathways vary slightly between and among Ohio's community colleges because Ohio does not have a common course numbering system and some of the courses in the program vary between Ohio institutions, e.g., microbiology.

II. Academic Template for Pathway

1. WGU Ohio TRANSFER PATHWAYS AGREEMENT: Sinclair Community College AAS Nursing (3+1) transferred to BS Nursing (RN to BSN)

WGU General Education Courses	Competency Units Value	Partner Course(s) Transferred or Satisfied by Degree
English Composition I	3	ENG 1101
Introduction to Communication	3	*COM 2211
Survey of United States Constitution and Government	3	*History/Political Science
Introduction to Humanities	3	*Humanities/Fine Arts
Introduction to Psychology	3	PSY 1100
TOTALS	15	

WGU Core Courses	Competency Units Value	Partner Course(s) Transferred or Satisfied by Degree
Human Growth and Development Across the Lifespan	3	*PSY 2200
Introduction to Sociology	3	*SOC 1101
Clinical Microbiology	4	*BIO 2205 & BIO 2206
Biochemistry	3	
TOTALS	13	

WGU Additional Courses	Competency Units Value	Partner Course Transferred
Applied Healthcare Statistics	4	MAT 1130
Anatomy and Physiology I	4	BIO 1141
Anatomy and Physiology II	4	BIO 1242
Advanced Standing for RN License	50	50
TOTALS	62	

Non-Transferable Courses to be completed at WGU	Competency Units Value
Professional Leadership & Communication for Healthcare	2
Care of the Older Adult	3
Health Assessment	3
Community Health and Population-Focused Nursing	3
Evidence Based Practice and Applied Nursing Research	3
Health & Wellness Through Nutritional Science	3
Organizational Systems and Quality Leadership	3
Community Health and Population-Focused Nursing Field Experience	2
Information Management and the Application of Technology	3
Professional Roles and Values	3
Leadership and Professional Image	2
TOTALS	30

TOTAL COMPETENCY UNITS REQUIRED: 120

AGREEMENT SUMMARY

Total Units Earned by Institution: 65

Transfer Totals

- General Education Competency Units Awarded: 15
- Additional Course Transfer Credit Awarded: 62

WGU GRAND TOTAL OF POTENTIAL TRANSFER UNITS AVAILABLE: 87

** An asterisk indicates that if taken, this course is eligible for transfer credit.*

- *RN license must be met prior to admission.*
- *This evaluation is based upon current transfer policies and is not guaranteed in perpetuity. Please contact your Enrollment Counselor if your start date is more than 30 days from the date of this evaluation to determine if any updates to transfer policies have occurred that will change the results of your evaluation.*
- *With an AAS Degree you will be required to pass the Readiness Assessment to be eligible for admission to WGU*

2. WGU Ohio TRANSFER PATHWAYS AGREEMENT: Hocking College

AAS Nursing (3+1) transferred to BS Nursing (RN to BSN)

WGU General Education Courses	Competency Units Value	Partner Course(s) Transferred or Satisfied by Degree
English Composition I	3	ENG-1510
Introduction to Communication	3	COM-1130
Survey of United States Constitution and Government	3	*History/Political Science
Introduction to Humanities	3	*Humanities/Fine Arts
Introduction to Psychology	3	PSYC-1101
TOTALS	15	

WGU Core Courses	Competency Units Value	Partner Course(s) Transferred or Satisfied by Degree
Human Growth and Development Across the Lifespan	3	PSYC-2151
Introduction to Sociology	3	*SOCI-1101
Clinical Microbiology	4	
Biochemistry	3	
TOTALS	13	

WGU Additional Courses	Competency Units Value	Partner Course Transferred
Applied Healthcare Statistics	4	*MATH-2250
Anatomy and Physiology I	4	BIOS-1113
Anatomy and Physiology II	4	BIOS-1114
Advanced Standing for RN License	50	50
TOTALS	62	

Non-Transferable Courses to be completed at WGU	Competency Units Value
Professional Leadership & Communication for Healthcare	2
Care of the Older Adult	3
Health Assessment	3
Community Health and Population-Focused Nursing	3
Evidence Based Practice and Applied Nursing Research	3
Health & Wellness Through Nutritional Science	3
Organizational Systems and Quality Leadership	3
Community Health and Population-Focused Nursing Field Experience	2
Information Management and the Application of Technology	3
Professional Roles and Values	3
Leadership and Professional Image	2
TOTALS	30

TOTAL COMPETENCY UNITS REQUIRED: 120

AGREEMENT SUMMARY

Total Units Earned by Institution: 71

Transfer Totals

- General Education Competency Units Awarded: 15
- Additional Course Transfer Credit Awarded: 62

WGU GRAND TOTAL OF POTENTIAL TRANSFER UNITS AVAILABLE: 83

** An asterisk indicates that if taken, this course is eligible for transfer credit.*

- *RN license must be met prior to admission.*
- *This evaluation is based upon current transfer policies and is not guaranteed in perpetuity. Please contact your Enrollment Counselor if your start date is more than 30 days from the date of this evaluation to determine if any updates to transfer policies have occurred that will change the results of your evaluation.*
- *With an AAS Degree you will be required to pass the Readiness Assessment to be eligible for admission to WGU*

III. Wrap-around Academic Services

Each WGU student is supported by a program mentor who works individually with the student throughout the duration of her/his program to ensure that she/he is successfully developing the competencies needed.

a. **Wrap-around Services**

- i. The program mentor connects the student to needed learning resources based on her/his individual needs and progress.
- ii. Each student is expected to maintain regular communication with her/his program mentor while enrolled at WGU.
 1. During the first term the program mentor and student meet once each week by phone for a substantive discussion about engaging learning resources and assessments until the student achieves on-time progress (OTP).
 2. After the first term, for students who meet and maintain OTP, the program mentor and student meet at least once every two weeks by phone for a substantive discussion about engaging learning resources and assessments.
 3. For students on financial aid warning, probation, or termination, the program mentor and student meet at least once each week by phone for a substantive discussion about engaging learning resources and assessments until the student achieves OTP.

b. **Marketing the Program:**

- i. WGU strategic partnership managers visit all Ohio community colleges on a regular basis to meet with students and make them aware of the 3+1 program and the other articulated degree pathways in the OACC/WGU agreement.
- ii. WGU has created an OACC web page designed specifically for Ohio community college enrollees and graduates: <https://www.wgu.edu/landing/oacc>.
- iii. Targeted scholarships are available to OACC graduates. These scholarships are promoted via brochures presented to community college students, online information, news releases, and WGU information provided to transfer center staff at all Ohio community colleges.

c. **Tools and Resources:**

- i. Building and sustaining relationships with leaders at all Ohio community colleges have been the most effective ways to create this degree pathway. A shared focus on student success along with mutual trust and respect have been the hallmarks of this development.

d. **Concurrent Enrollment:**

- i. Concurrent enrollment is not a component of this program.

e. **Delivery Method:**

- i. WGU's rigorous programs are delivered online through competency-based education (CBE).

- ii. At WGU, student progress toward earning a degree is measured by demonstration of knowledge and skills rather than time. Students may enroll on the first of any month, beginning their inaugural six-month academic term in which they individually begin to progress sequentially through their required courses.
- iii. Each student is supported and guided by the work of faculty in three distinct roles: an individually-assigned program mentor; course instructors; and evaluators.

IV. Research

- a. The agreement has been both successful and effective, with more than 1,200 Ohio community college graduates enrolled at WGU in all programs (not just nursing) at the end of June 2018. The most important measure of success – graduation – also is being delivered through the agreement as demonstrated by 523 Ohio community college graduates completing a degree at WGU between October 2016 and June 2018.
- b. Students are responding positively to the program, appreciating the partnership between their community college and WGU as a means to assure a seamless transition to baccalaureate degree completion. Further, students express appreciation for the low tuition costs at both their community college and WGU. Students specifically lift up the fact that they do not have the burden of costly textbooks at WGU, as learning resources are included in the total cost of attendance.
- c. In addition to enrollments, matriculations, and graduations, WGU measures student satisfaction, which shows positive results.

V. Challenges

- a. As this pathway is relatively new, no major challenges have emerged at this time.

VI. Additional Notes

- a. The 3+1 RN to BSN Pathway from Ohio community colleges to WGU provides Ohioans the opportunity to complete their initial nursing licensure preparation at a community college, to move to employment, and to complete their baccalaureate degrees in nursing.
- b. This pathway is critical for the individual student, for health care employers, and for all Ohioans and their health care needs. This pathway supports the efforts to reach the Institute of Medicine's recommendation that by 2020 the proportion of practicing nurses holding a baccalaureate degree be increased to 80 percent. An underlying need that led to this goal is the increasing complexity of health care requires that nurses build on their skill-based competencies to include those that assess knowledge and competence on health policy, system improvement, research, evidenced-based practice, teamwork and collaboration, complex decision making, and leadership.

XI Planning & Implementing 3+1 Programs

As noted in Section IV, successful “3+1” programs incorporate several common characteristics: an intentional partnership between the community college and university partners; clear pathways for student progression; a financial aid consortium to facilitate student eligibility for federal financial aid; collaborative marketing; and student-focused advising. The list below can be used as a starting point for developing effective partnerships and programs. As it is important to continue discussions about planning and implementing “3+1” agreements, upcoming Ohio Articulation and Transfer Network (OATN) Oversight Board meetings will provide a forum for more in-depth conversations about these agreements and the role of the OATN.

Build the Partnership

During the planning phase, frankly discuss the expected outcomes for the partnership (e.g., affordability for students, increased enrollments, meeting a workforce need) as well as the responsibilities of each partner (e.g., advising, marketing, financial aid disbursements, revenue sharing). Successful partnerships generally include a governing body/advisory committee that meets regularly to review the collaboration. Before the launch of the program, formalize the “3+1” program through a clearly written Memorandum of Understanding (MOU).

Co-design the Student Pathway

Bring faculty members from the community college and university together to jointly develop the curricular pathway. The most efficient use of community college and university resources and the best interests of students are often served by integrating community college and university courses, particularly during the second and third year.

Establish a Financial Aid Consortium

Establish a financial aid consortium. The consortium will ensure that the student remains eligible for federal financial aid when taking community college courses after completion of an associate’s degree.

Create a Joint Student-focused Advising Structure

Design advising structures that help students navigate the complexities inherent in “3+1” programs. Ideally, students will work with advisors from both campuses or with advisors who are specifically trained to work with students in the partnership program. Plan comprehensive support services that provide students with ongoing academic and career advising, clear curriculum maps, and designated points of contact at each institution.

Market the Program

Create a joint marketing plan to inform community college students of the opportunity to pursue a bachelor’s degree at a lower cost and while taking more courses closer to home. Options to consider include co-branded materials, joint messaging to students, shared media campaigns, and linked and consistent transfer websites.

Monitor Success

Establish a mechanism for the evaluation and monitoring of the “3+1” program. Common success metrics would include enrollment, degree completion, performance on certification/licensing exams, employment outcomes, and survey results from graduates and employers. The program governance/advisory committee should meet regularly to monitor program outcomes and suggest program improvements as needed.

To meet Ohio’s attainment goal that 65% of working age adults will hold a degree or other credential of value in the workplace by 2025, Ohio’s students need access to a variety of pathways to certificates and degrees. When collaboratively planned and implemented, “3+1” programs provide an additional opportunity for students. As noted throughout this document, successful “3+1” pathways are built upon a collaborative relationship between the community college and university partner and include ongoing communication, program evaluation and regular re-affirmation of goals and practices. The pathways should be transparent to students and partners should work together to make certain that students have the services they need to be successful, regardless of where they are in the program. When done well, “3+1” programs help to ensure that as many Ohioans as possible have access to an affordable education.

Section 381.570 of House Bill 49 (132nd General Assembly)

Section 381.570. Not later than June 30, 2018, the Chancellor of Higher Education, in consultation with representatives from the Inter-University Council of Ohio and the Ohio Association of Community Colleges, shall develop a model for “3+1” baccalaureate degree programs for state universities and state community colleges, community colleges, and technical colleges. The model shall outline how a student may complete the equivalent of three academic years, or 90 semester credit hours, at a state community college, community college, or technical college and then transfer to a state university to complete the final academic year, or 30 semester credit hours, or the remainder of the student’s baccalaureate degree program.

In developing the model, the Chancellor shall seek input from administrators of state institutions of higher education currently participating in such a program, as well as faculty leaders in the academic fields or disciplines under consideration for the program.

Further, the Chancellor shall evaluate existing “3+1” baccalaureate degree programs for their cost effectiveness for students.

As used in this section, “state institution of higher education” and “state university” have the same meanings as in section 3345.011 of the Revised Code.

