pennsylvania
TRANSFER AND ARTICULATION CENTER

TRANSFER AND ARTICULATION OVERSIGHT COMMITTEE
Meeting Notes

March 7, 2012
10:00 AM - 12:30 PM
Dixon University Center
Harrisburg, PA   17110-1201
Remote Locations: CC of Beaver County, IUP, Montgomery CCC
Bridge Line: 717-705-0091

1. **Roll Call**

2. **December 15, 2011 Meeting Notes** – PDE will email the December meeting notes to TAOC for review. TAOC will be asked to approve the notes either by email or at the next meeting**.**

3. **New Basic Skills Tests for teacher candidates**
   a. Transiting from Praxis I to PAPA exams as of April 2, 2012
      Christina Baumer of PDE, Bureau of School Leadership and Teacher Quality (BSLTQ) led the discussion.
      - PAPA exam format is modular. If a student does not pass one of the three modules, s/he only has to retest that one module.
      - Writing module will take longer to score (approx. 10 days more) due to questions requiring written-out answers.
      - Scores on PRAXIS I exams taken or preregistered-for by April 2, 2012, will be honored.
      - PAPA exam score range is 100 to 300; Passing = 220 or better
      - Cost of PAPA comparable to cost of PRAXIS I
      - "Old tests" expire effective August 31, 2013 – whole program must be completed by then; exceptions will be made on a case-by-case basis and will require "major life event" explanation
      - BSLTQ will host a free webinar on March 12 from 9:30-10:30AM to walk participants through testing transition. Julie Kane will forward information about the webinar to TAOC members.
      - BSLTQ will send weekly email devoted to testing, generally sent to an institution's Dean and Chair of Education. Kathleen Howley (OOC/PASSHE) is on the listserv on behalf of PASSHE CAOs and will forward to TAOC members. Julie will forward the email updates to all TAOC members.
      - See Appendix A for March 8, 2012 email from Julie

   b. ACTION ITEM: Recommend revising PK4 Agreement to reflect PDE's transition from Praxis I for Basic Skills assessment to PAPA exams. [Approved PK4 Agreement]
      The approved PK4 Agreement includes a section called "Transfer Checklist and Portfolio Requirements" that references to PRAXIS I. Since the basic skills assessment is now called PAPA, Julie recommended amending the agreement to include general language regarding "required certification exams".

      Judy Gay (CCP) asked if this type of change was permitted under TAOC's policies regarding the amendment of agreements. According to the policy adopted by TAOC on August 18, 2011, "no amendments to the agreement can be offered by any party within the initial six (6) months of the agreement. After that time, a TAOC member with a proposed amendment to an approved agreement should submit the change to PDE. Amendments that are offered as clarifying or

1

technical but do not alter the substantive portions or intent of the agreement must be forwarded to TAOC." The PK4 Agreement was approved by TAOC on November 11, 2010; the purpose of the amendment is for clarification.

Darla Coffey (West Chester) made a motion to amend the agreement for purposes of clarification. Carlos Vargas-Aburto seconded. The motion passed 30-0.

Julie agreed to draft the amendment and present to TAOC for approval at the April meeting.

4. **Statewide Program Articulation Agreements**
   a. First wave of agreements effective fall 2012. TAOC members should contact PDE as soon as possible to discuss Fall requirements and/or request technical assistance.

   b. Approved agreements effective Fall 2013.
      i. Art
      ii. Communication
      iii. Criminal Justice
      iv. History
      v. Modern Languages
      vi. Sociology
      vii. Theatre
      viii. Environmental Science (approved March 2, 2012; will be posted on PA TRAC by March 16)
      ix. Geography (approved March 2, 2012; will be posted on PA TRAC by March 16)

   c. Status of Pending Agreements
      i. Social Work
         TAOC feedback on 2nd draft was positive. PAC co-chair Michelle Belliveau (West Chester) was recognized for her leadership. TAOC should prepare to review/vote on the agreement the week of March 12.

      ii. 4-8 Education
         The PAC is co-chaired by Carlie Nicastro (Lackawanna) and Bill Sands (IUP). PDE has a conference call scheduled with PAC members for Thursday, at 3 p.m. to discuss outstanding issues and provide insight from PDE's BSLTQ. PDE is considering resources (i.e., BSLTQ staff, an external program reviewer, etc.) to assist the PAC. Appendix includes competencies required by PDE for full certificate – PAC needs to determine which competencies are foundational and which competencies are advanced

      iii. Music
         The PAC is having difficulty determining how students can demonstrate performance competencies within context of associate degree. Vicky Bastecki-Perez (MontCo) may have a faculty member willing/able to consult with PAC. Vicky agreed to forward contact information to PDE for the PAC.

      iv. Secondary Education
         PAC met in September and held several discussions through email. The PAC would like to schedule another in-person meeting to get back on track.

      v. Political Science
         1. In mid-December TAOC voted on a motion to approve or reject the statewide articulation agreement in Political Science. More than two-thirds of the members (the required number of votes for this action) voted to grant the application. Thereafter, PDE noticed that the articulation was based upon courses rather than

competencies. This is contrary to TAOC's process, which requires articulation to be premised upon achieving specified competencies, rather than upon taking specific courses. When brought to the attention of the TAOC Steering Committee, Francie Spigelmeyer (Butler CCC) motioned to have TAOC reconsider the vote to approve. The motion was seconded by Diane Bosak (PA Commission) and unanimously passed by members of the Steering Committee. PDE then notified TAOC electronically of the issue and asked TAOC members to vote to accept the agreement *as approved in December* or to reject it. The vote on this motion was 12 to accept, 16 to deny and 7 not voting. Since a two-thirds vote was not attained to reject the agreement, the original action approving the agreement stood.

Based upon this clarification, Ira Blake (Bloomsburg) made a motion to rescind the vote of December 11, 2011 approving the statewide articulation agreement in Political Science. Barbara Lyman (Shippensburg) seconded. Julie called for discussion and questions. Hearing none, Julie called the motion for a vote. The motion passed 30-0.

Julie again presented the statewide agreement in Political Science to TAOC for consideration, asking TAOC members to recall the discussion we had at the outset of today's meeting concerning TAOC's policy on using competencies, not courses, to describe articulation. Dana Clark (Luzerne CCC) made a motion to return the agreement to the Political Science PAC with instruction to align the agreement with the competency-based model developed by TAOC. Jill Murray (Lackawanna) seconded. Julie called for discussion or questions regarding the motion. Hearing none, the motion was called for vote. The motion passed 30-0.

2. ACTION ITEM: Wade Davenport (RACC) has proposed adding the following statement to all P2P agreements for clarification:
   References to course titles in all agreements are to be taken to designate competencies typically achieved in those courses and are not to be construed as making a reference to a specific course at a specific institution. Course titles in the agreements are also presented for guidance in advising students which courses they should take even though the course at the student's college may not have the specific title mentioned in the agreement.

   Ira suggested further clarifying the statements as follows (italicized) to eliminate the use of "course" over "coursework":
   References to course titles in all agreements are to be taken to designate competencies typically achieved in those *types of coursework* and are not to be construed as making a reference to a specific course at a specific institution. Course titles in the agreements are also presented for guidance in advising students which *coursework* they should take even though the course at the student's college may not have the specific title mentioned in the agreement.

   Item was tabled until April 11 TAOC meeting to allow TAOC members additional time for consideration.

3. PAC suggestions to expand Framework course offerings
   Several PACs used their respective statewide agreements to suggest TAOC expand the Framework course offerings. Julie clarified that approving those agreements did not equate to approve the PACs' suggestions. PAC recommendations related to the Framework will need to be raised to TAOC, or an appropriate subcommittee of TAOC, and decided by TAOC vote.

5. PA TRAC Website

a. Statewide Program-to-Program Articulation Database
   i. What steps have your institution taken to implement the agreements?
   ii. Has your institution identified the associate degrees and/or bachelor degrees that meet the requirements of the approved agreements?
   iii. Has you institution started inputting this information in the Statewide Articulation Database?
   iv. Do you have questions and/or require technical assistance?

Julie clarified the institutional points of contact (POC) are responsible for inputting the information into the statewide P2P database, not deciding which of the institution's programs are the appropriate articulated associate degree(s) and/or parallel bachelor degrees. The POCs are responsible for data entry. TAOC members are ultimately responsible for the information being provided to TAOC and PDE. The POCs complete this task efficiently or accurately until the TAOC member provides them with key information (articulation agreement program of study, award type, institution's degree name, CIP code, effective date.) Institutions should not identify an articulated program in the database until the institution is positive that the program meets the requirements of statewide articulation.

As of March 7, only five institutions have entered information in the database. For this reason, PDE is delaying the "go live" date on PA TRAC until a majority of institutions identify their articulated degree programs.

PDE is receiving numerous questions from faculty and personnel at the participating colleges regarding the statewide P2P process, the approved agreements, the Framework, etc. A majority of questions can be answered by 1) understanding the purpose of the Framework, 2) reviewing the specific agreements and 3) knowing the rules and expectations found in the General Statewide Program-to-Program Articulation, which is an addendum in every approved agreement. Julie stressed the importance of TAOC members communicating these rules/expectations with their campuses. Kathleen invited Julie to speak to the PASSHE CAOs, many of whom are TAOC members, at their meeting on March 22.

24 P.S. Section 20-2002-C (c)(2) requires institutions to provide interim status reports regarding steps taking to comply with P2P requirements. PDE will email a template report to TAOC members in a few weeks.

b. PA TRAC Widget Demo [http://widgets.pacollegetransfer.com/]
Julie demonstrated the new PA TRAC Widget, a feature that allows institutions to create a customized course search for their individual websites that pulls equivalency data directly from PA TRAC. TAOC members will receive an email from AcademyOne about the widget sometime today. The widget is a free feature for TAOC institutions that want it. The widget is not a mandatory. See APPENDIX B: Pennsylvania Custom Course Equivalencies Widget Flyer.

Julie will demonstrate more PA TRAC features and benefits at upcoming TAOC meetings.

6. **Fall 2011 and Spring 2012 End of Term Transfer Reports due in June**

7. **DISCUSSION ITEM:** Charge/timeline for Assessment Subcommittee
24 P.S. Section 2004-C (c)(3) charges TAOC to "*Develop an assessment/evaluation plan and identify appropriate information and collect appropriate data to ensure the effectiveness of section 2002-C and make necessary revisions thereto over time.*" Section 2002-C includes 30 Credit Transfer Framework and statewide program-to-program articulation.

Wil DelPilar, Executive Assistant to Deputy Secretary of PDE's Office of Postsecondary and Higher Education, led a discussion about assessing and evaluating the effectiveness of the transfer system.

Per the transfer legislation, TAOC is the policy-making group for the system and as such, TAOC is responsible for determining what data is collected, when, how, etc. Wil then posed five key questions:

1. **How do we measure effectiveness?**
   - Committee should look to the original intent of the legislation. What was the intent of the legislation and how can this be measured?
   - Assessment will need to address two different components of the transfer system:
   - Transfer of 30 credits (Transfer Credit Framework)
   - Associate Degree Transfers (Statewide Program-to-Program Articulation)
   - Who do we compare this cohort of students to? Joe Santivasci (West Chester) suggested taking a random sample of transfer students prior to adoption and implementation of TAOC.
   - There was a suggestion to look at the research and the work of other states in doing this work. Florida, North Carolina and California have a history of established transfer systems. Wil suggested TAOC also look at the work of the Community College Research Center at Columbia University. Wil cautioned the group to measure what TAOC has put in place, not "best practice".

2. **What are our research questions to answer the measures?**
   - Research questions should be considered based on outcomes: time to degree, savings, number of transfer students, number of credits completed, GPA, etc.
   - When developing questions think of analysis of questions: qualitative and quantitative.

3. **What data elements will we need to collect to answer the research questions?**
   - Once research questions are developed, the committee will need to identify the data that will need to be collected to answer the questions.
   - In addition, common definitions of the elements will need to be developed.
   - Are colleges currently collecting these data elements? If not, will it require a change of business practice?
   - Act 24 of 2011 instituted a moratorium on all data collection, except that which is federal/state mandated.

4. **Are these elements currently being collected or will we have to change business practice?**
   - This should not be a driving force behind developing the assessment but needs to be a consideration.
   - Are the data elements collected, by how many institutions, what type of changes will have to be made at the campus level and who needs to be involved to make sure these elements are collected in the future?
   - Bob Smith (Millersville) raised the question, "Are the outcomes statistically significant Post-TAOC improvements over Pre-TAOC?"
   - Julie said the transfer reports mandated in Section 2003-C do not provide enough detail to evaluate/assess the system or to answer business questions such as "Is the system saving students time and money by allowing them to transfer and apply Framework courses toward graduation?" We would need to collect financial aid data to determine financial savings.

5. **What instrument are we going to use to collect data?**
   - A common instrument needs to be identified and adopted by TAOC.
   - To answer most research questions student-level data will need to be collected. The most secure instrument is PIMS but not all TAOC institutions submit data in PIMS. TAOC will need to decide whether to use PIMS or another tool that allows for the collection of the identified data elements.

In November, TAOC agreed to form an Assessment Subcommittee in the spring and to make developing an assessment plan a priority. Julie said all of the TAOC sectors submitted names of potential subcommittee members to PDE in the past, but the subcommittee didn't form due to limited resources at PDE/TAOC institutions and all efforts being focused on meeting legislative deadlines of statewide program articulation. Darla Coffey (West Chester) recommended TAOC determine the collective and individual skill set they need on the Assessment Subcommittee and that TAOC then appoint sector representation accordingly.

Renee Bernard (St. Francis) said data related to the transfer system also would help attract more opt-ins, since institutions want to know the benefits and impact to them and their students before they join.

Julie said the costs for the electronic transfer and articulation system and PAcollegetranfser.com portal are included in PDE's FY2012-13 budget.

6. **DISCUSSION ITEM:** Charge/timeline for Framework Subcommittee
   Item tabled until next meeting.

7. **New Business**

8. **Next meeting:** Wednesday, April 11, 2012 at 10AM-12:30PM [Locations at DUC-Harrisburg, CC of Beaver County, IUP and Bucks CCC; Bridge line is 717-705-0091]

Attendees:

TAOC Rep.	TAOC Institution	Location
Ira Blake	Bloomsburg University of Pennsylvania	**DUC**
Barbara Ford	Bucks County Community College	**MontCo**
Richard Laughner	Butler County Community College	**CCBC**
Stan Komacek	California University of Pennsylvania	**DUC**
Jean Berkeley	Carlow University	**CCBC**
Brenda Shields	Cheyney University of Pennsylvania	**Phone**
Ray Puller	Clarion University of Pennsylvania	**Phone**
Frances Dice	Community College of Allegheny County	**CCBC**
Mary Frances Archey	Community College of Allegheny County	**CCBC**
Peggy Hennequant	Community College of Beaver County	**CCBC**
Judith Gay	Community College of Philadelphia	**Phone**
Virginia Carter	Delaware County Community College	**MontCo**
Yun Kim	East Stroudsburg University of Pennsylvania	**DUC**
Inno Onwueme	Indiana University of Pennsylvania	**IUP**
Bill Sands	Indiana University of Pennsylvania	**IUP**
Carlos Vargas-Aburto	Kutztown University of Pennsylvania	**DUC**
Emily Wagner	Kutztown University of Pennsylvania	**DUC**
Jill Murray	Lackawanna College	**DUC**
Virginia Mihalik	Lehigh Carbon Community College	**DUC**
Renford Brevett	Lincoln University	**Phone**
Jill Mitchley	Lock Haven University of Pennsylvania	**DUC**
Dana Clark	Luzerne County Community College	**DUC**
Peter Keller	Mansfield University of Pennsylvania	**Phone**
Robert Smith	Millersville University of Pennsylvania	**Millersville**

Victoria L. Bastecki-Perez	Montgomery County Community College	**MontCo**
Joan Bettinger	Montgomery County Community College	**MontCo**
Mark Henry	Northampton Community College	**DUC**
Christina Baumer	Pennsylvania Department of Education	**DUC**
Wil DelPilar	Pennsylvania Department of Education	**DUC**
Julie Kane	Pennsylvania Department of Education	**DUC**
Kathleen Howley	Pennsylvania State System of Higher Education	**DUC**
Kevin McGovern	Reading Area Community College	**MontCo**
Renee Bernard	Saint Francis University	**IUP**
Barbara Lyman	Shippensburg University	**DUC**
Michele O'Connor	Temple University	**Phone**
Ralph Hertel	University of Pittsburgh	**CCBC**
Joseph Santivasci	West Chester University of Pennsylvania	**MontCo**
Darla Coffey	West Chester University of Pennsylvania	**DUC**
Robert Wright	Westmoreland County Community College	**CCBC**

APPENDIX A: March 8, 2012 Email from PDE to Primary and Secondary TAOC Members Regarding Transition to PAPA Exams for Undergraduate Teacher Candidates

From: Kane, Julie
Sent: Thursday, March 08, 2012 2:41 PM
Subject: Transition to New Basic Skills Tests for Teacher Candidates
Importance: High

Primary and Secondary TAOC members,

Beginning April 2, 2012, undergraduate teacher candidates will be required to complete a new series of basic skills assessments called the Pre-professional Academic Performance Assessment (PAPA). The PAPA exams offered by Pearson will replace the Praxis I Pre-Professional Skills Test (PPST) exams offered by ETS. Similar to Praxis I, the PAPA exams assess a student's reading, writing and mathematics skills.

The attached document includes additional information about the transition and new requirements. You are welcome to share this information appropriately with your campus.

Testing Transition Webinar on March 12
PDE's Division of Professional Education and Teacher Quality will host a webinar on **Monday, March 12 from 9:30-10:30AM** to update teacher preparation program leadership and faculty on the testing transition and to answer questions. Follow the steps below to join the webinar the day of the event. Pre-registration is not required. Additional technical details are provided in the attached document.
- Go to http://vclass.cciu.org/.
- Click the hyperlink for the Meeting Name.
- Login format: Select option to login as a Guest. From there enter your email address and the name you wish to be displayed on the webinar (e.g., Mary Smith – <Organization or District Name>).
- No password is required to enter the webinar.

Julie

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APPENDIX B: Pennsylvania Custom Course Equivalencies Widget Flyer

Pennsylvania Custom Course Equivalencies Widget

The customized course equivalencies Widget Builder may be used by institutions to customize a Widget displaying their own course equivalencies for placement on the institution's website. If institutions choose to deploy the Widget, they will be able to leverage and display the course equivalencies data housed on the PATRAC.ORG site while providing information directly to visitors of the institution's own website.   This optional feature is being provided by AcademyOne as a value-add for institutions and deployment of the Widget is not a requirement of the PATRAC project. **The main benefit to institutions is that visitors to the institution's website can obtain the same course equivalency information as that displayed on PATRAC without leaving the institution's website.**

The PATRAC customized course equivalencies Widget Builder website is:

http://widgets.pacollegetransfer.com/

Below is an example created by AcademyOne (not actually on Clarion University's website). The area inside the red rectangle is the actual widget that is placed into an institution's web page.

Directions for using the Widget Builder are included on the website and a detailed Widget User Guide will be provided. Institutions can customize the Widget display by using the "themes" option and resizing. The HTML code needed to generate and deploy this functionality is available on the Widgets site and may be directly copied and inserted onto one of your institution's web pages. The themes offer color and font choices so that the course equivalencies Widget looks as if it is native to an institution's website. There are widgets for both receivers (transfer-in) and senders (transfer-out).