



## The Ohio Articulation and Transfer Network (OATN)

### Ohio Mathematics Co-Lead Meeting

Friday, August 31, 2018

10:00 am to 2:00 p.m.

Ohio Department of Education

Columbus, Ohio

**Present:** Ricardo Moena, Brad Findell, Andrew Tonge, Cosmin Roman, Donald White, Jim Fowler, Karl Hess and Michelle Younker

**ODHE/OATN Staff:** Stephanie Davidson, Paula Compton, Brett Visger, Brenda Hess, Stephanie McCann, Yelena Palayeva, Candice Grant, Michelle Blaney and Jessi Spencer

#### I. Welcome & Introductions

Chelle Younker welcomed attendees and provided an overview of the agenda.

#### II. Overview of Key Initiatives Impacting OMI

Mr. Brett Visger provided an overview of Strong Start to Finish geared at increasing student completion of Mathematics and English gateway courses. This grant allows the opportunity to continue improving current work in the Ohio mathematics Initiative. 30 Ohio public institutions are participating and receiving strong start to finish grant money. 5 out of 6 institutions that did not originally apply are now participating with technical assistance without receiving grant funds. A total of five implementation forms have been created that focus on 1. Data, 2. Equity and Inclusion, 3. Placement, 4. Advising and 5. Co-Requisite Remediation. A two-day long meeting will be held on October 4<sup>th</sup> and 5<sup>th</sup> that will bring together institutional representatives to complete a climate scan survey to identify what institutions are currently working on related to each area.

Dr. Candice Grant provided an update on the Ohio Guaranteed Transfer Pathways (OGTP). This initiative allows for clear pathways through associate degrees that will lead to a bachelors degree without duplication or barriers. New pathways include Health Sciences and Computer Science and Information Technology with Mathematics pathways worked through fall 2017. OGTP processes are similar to TAG and CTAG where panels assemble, endorsement surveys are then sent to public institutions based on panel work, resolutions are made with endorsement feedback and ends with Chancellor approval. Once approved institutions are requested to complete templates that details course work, once these are completed they are approved and await for posting on the OGTP website that is under construction with an anticipated launch of fall 2018. Future pathways include Public Safety and Communication with Education, Engineering and Engineering Technology in the endorsement phase. Business, Social Work, Social Behavioral Science, Humanities, Fine and Performing Arts and Mathematics and Sciences are in the implementation stage. Preferred Mathematics pathways are in suggested be followed by institutions. If an institution cannot offer preferred pathways, institutions will need to submit a letter of justification with an exception process to following that includes review by the OGTP Steering Committee and Oversight Board. Dr. Stephanie Davidson and Dr. Paula

Compton discussed that with a high level of variety in mathematics a preferred pathways is ideal as institutions will have three years to implement and create courses if currently not in place.

### **III. Faculty Group Updating on FY18 Accomplishments and FY19 Goals**

Subgroup One- Karl Hess and Cosmin Roman provided an overview on new and alternative pathways. In the past year a survey was sent to all Ohio public institutions that discussed what is being done in co-requisites. From this survey three models were identified 1. paired course model, one on one plus model and technology mediated model. The subgroup will host a symposium in late October for faculty, registrars and administrator to see what scaling up will look like and to connect people to sort out scaling up in the next academic year. The group discussed creating a common taxonomy for each model.

Subgroup Two- Ricardo Moena provided an overview on revisions of the Ohio Transfer Module (OTM) Criteria. The group recently announced revisions to TMM005 Calculus I and TMM006 Calculus II. The group is also working on reviewing various calculus courses and whether they qualify for areas such as applied calculus or specialized areas such as business calculus and discrete mathematics. The subgroup has also formed a re-sequence group to identify teaching sequence, this work is in collaboration with Jim Fowler at The Ohio State University. Another group has been formed for mathematics in early and middle childhood education that is working to create learning outcome alignment. A request to add representation from the Ohio Department of Education was discussed. Lastly the group is reviewing technical mathematics as roughly 15 two-years and 3 four-years offer technical mathematic courses. Ms. Younker announced this review is timely as her institution has apprentice programs that use technical mathematic courses. Dr. Compton suggested the creation of a technical mathematics group as many students are graduating with technical associate degrees. This could be incorporated into the Ohio Guaranteed Transfer Pathway to obtain future bachelor degrees.

Subgroup Three- Michelle Younker and Jim Fowler provided an overview on communication, outreach and engagement. The subgroup is continuing to share what is happening in Ohio. Such areas include speaking at invited events, most recently the Ohio section MAA meeting, and Marion Technical College, as well as attend the New York Strong Start to Finish summit to speak about co-requisites. The group suggested conducting QR training and hosting statewide webinars. The subgroup is also speaking with Ohio Guaranteed Transfer Pathways group and crafting ideas for new Fast Fact articles. The group also offered expertise and note taking knowledge for the upcoming symposiums. Michelle Blaney stated that she is working on the annual report, if attendees have areas they can contribute such as national trends in Ohio send her way to include within the report. The subgroup also continues to support other subgroups and would like to enhance coordination and communication efforts to eliminate duplication across institutions.

### **IV. Lunch**

The group disbanded for a short lunch break.

## **V. Faculty Group Updates on FY18 Accomplishment and FY19 Goals (continued)**

Subgroup Four- Donald White provided an overview on Data Collection, Analysis and Sharing. The 2012-2013 cohort graduation rates has been reviewed, with additional questions to be answered once receiving 6 year data set in the next two years. John Holcomb will be sending a replacement to co-lead subgroup four. Dr. White went on to request data questions from the group. Attendees suggested questions such as: Have we seen college algebra enrollment decreasing? Is student enrollment in statistics increasing? Has OMI work made a difference in pre-requisites, Quantitative Reasoning (QR) and the Ohio Transfer Module? What techniques have been tried in QR across campuses? Why are institutions not using QR? Success rates of QR and Co-Requisites? What are the long-term retention rates and transfer patterns? Dr. Compton suggested requesting HEI data as this could answer some of these questions. Dr. White suggested sending additional questions to Stephanie McCann and John Holcomb and that he can also reach out to institutional chairs for additional information. Dr. Davidson and Dr. Compton suggested focusing on a couple of questions to begin analyzing data.

Subgroup Five- Brenda Hess, Brad Findell and Andrew Tonge provided an overview on the alignment between secondary and postsecondary content and instruction. ODHE and ODE have been working in collaboration to create advisory and planning group with grant funding received to create a Quantitative Reasoning course as the first transition course to be developed. This course reinforces and extends algebra, statistics and number concepts with a focus on the mathematical practices. A total of four teachers have volunteered to pre-pilot the course for the 2018-2019 academic year. Volunteers range across the state and include areas in Toledo, Akron, Athens and the Dayton areas. Feedback from the pre-pilots will be provided to the Advisory and Planning Committees and subgroup five to refine the course content and resources in preparation for a full pilot in the 2019-2020 school year.

## **VI. Putting IT All Together for FY19**

Those in attendees discussed the purpose of the Ohio Mathematics Initiative and listing goals for the November 2<sup>nd</sup> Ohio Mathematics Chairs/Leads Network meeting. Those in attendance continued discussions on state level training on Quantitative Reasoning and finding grant funding to support training and outreach.

## **VII. OMI Chairs Meetings**

Future OMI Chairs/Leads Network meeting held on November 2<sup>nd</sup> and April 26<sup>th</sup>. Attendees discussed that November 2<sup>nd</sup> agenda topics should include QR courses and training, subgroup updates, goal setting, updates on Strong Start to Finish and the Ohio Guaranteed Transfer Pathway, as well as changes to Business Statistics.

## **VIII. For the Good of the Order**

Ms. Younker and Dr. Compton thanked the Co-Leads for their attendance, and wished the attendees safe travels home.