



Ohio SSTF Fall Learning Network Convening | October 22 – 23, 2020

Registration is now open for the Fall 2020 Ohio Strong Start to Finish Learning Network Convening. The Convening will be

- October 22, 8:30 to 12:00
- October 23, 9:00 to 1:00

The Convening will be held remotely using Zoom. Please ensure that you have the latest version of Zoom installed. Instructions on installing or updating Zoom can be found [here](#).

[To register: Click here!](#)

AGENDA

THURSDAY, OCTOBER 22, 2020	
Time	Topic and Discussion Leader(s)
8:30AM – 9:00AM	Welcome & Opening Comments Chancellor Randy Gardner, ODHE Keynote Brian Sponsler, Ed.D., Vice President, Education Commission of the States (ECS)
9:00AM – 9:50AM	Keynote: From Equity Talk to Equity Walk: Leading Equity-Minded Sense-Making <i>Dr. Tia Brown McNair, Vice President in the Office of Diversity, Equity, and Student Success, Association of American Colleges & Universities (AAC&U)</i>
10:00AM – 10:10AM	Equity and Inclusion Implementation Forum Recommendations Equity & Inclusion Implementation Forum Report <i>Dr. Derrick Tillman-Kelly, Director, University Innovation Fellows Program and Network Engagement, The Ohio State University</i>
10:15AM – 10:55AM	Roundtable Discussions <i>Participants will have the opportunity to attend two roundtable discussions.</i> <ul style="list-style-type: none"> • A Program to Empower Women as They Enter College and the Workforce Cicely Campbell and Dr. JaNice Marshall, Cuyahoga Community College • Closing Achievement Gaps through Corequisite Math and English Amy Hatfield, Teddi Lewis-Hotopp, Jessica Lickeri, Julio Moreno, and Mike Wright, Columbus State Community College • Adults Securing a Future with EAGLE Carol Bonner, Sinclair Community College • Impact of Math Emporium Tutors in Residence Halls Cynthia Louise Roberts, Bowling Green State University • Evaluating Multiple Factors for Successful Placement Paula Campagna and Peggy Chalker, Southern State Community College • Making Connections Come Alive at Marion Technical College Trish Frazzini and Natalie Longmeier, Marion Technical College • Connecting the Components of a Decentralized Advising Model Melanie Carr, Jackie Hostetler, and Brian Moore, Stark State College

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11:00AM – 11:50AM	Keynote: Advising Strategies that Make a Difference: Lessons Learned from the Field <i>Dr. Chris Hutt, Project Director, Advising Success Network, NACADA</i>
12:00PM – 12:10PM	Advising Implementation Forum Recommendations <u>Advising Implementation Forum Report</u> <i>Amanda Spencer, Director, University Academic Advising, Wright State University and Stephanie Sutton, Vice President for Enrollment Management, Stark State College</i>
12:10PM – 12:15PM	Day 1 Closing Remarks

FRIDAY, OCTOBER 23, 2020	
<i>Time</i>	<i>Topic and Discussion Leader(s)</i>
9:00AM – 9:05AM	Welcome & Opening Comments <i>Stephanie Davidson, Vice Chancellor Academic Affairs, Ohio Department of Higher Education</i>
9:05AM – 9:55AM	Keynote: The CUNY Approach to Developmental Education Reform <i>Sarah Truelsch, Director of Policy Research, The City University of New York (CUNY)</i>
10:00AM – 10:10AM	Placement Forum Recommendations <u>Placement Implementation Forum Report</u> <i>Jessica Ruffner, Manager, Prior Learning Assessment, Owens Community College and Holly Hall, Assistant Director, Ohio Guaranteed Transfer Pathways, Ohio Department of Higher Education</i>
10:15AM – 10:55AM	Roundtable Discussions <ul style="list-style-type: none"> • Multiple Measures Implementation Considerations <i>Monica Durham and Deb Hysell, North Central State College</i> • Creating Quality In-House Math Placement Tests <i>Brad Egelston and Ralph Stikeleather, Miami University Regionals – Middletown and Hamilton</i> • How Cincinnati State Learned to Leave the Accuplacer and Place Students Effectively During the Pandemic <i>Michael House, Stephanie Stafford, Alyce Thompson, Andrea Trapp, and Geoffrey Woolf, Cincinnati State</i> • Lessons Learned from a Co-Requisite English Pilot <i>Sonja Andrus and Brenda Refaei, University of Cincinnati Blue Ash College</i> • Math Co-Requisite Implementation Practices at YSU <i>Julie Seitz and Thomas Wakefield, Youngstown State University</i> • Implementing Co-Requisite English and Mathematics at Lorain County Community College <i>Mollie Chambers, Jonathan Dryden, Blerta Ereditario, Brenda Pongracz, Justin Sevenker, Aaron Weiss, Lorain County Community College</i> • Make It Clear, Even When the Weather is Cloudy <i>Emily Boyer and Dianne Fleming, Hocking College</i>

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11:00AM – 11:50AM	Keynote: Transforming Remediation: Lessons from the Front Lines of Change in the Nation's Largest System of Higher Education <i>Dr. Katie Hern, Co-Founder and Executive Director, California Acceleration Project</i>
12:00PM – 12:10PM	Co-Requisite Implementation Forum Recommendations <u>Co-Requisite Math Implementation Forum Report</u> <u>Co-Requisite English Implementation Forum Report</u> <i>Sharon Burns, English Professor, University of Cincinnati Clermont and Karl Hess, Mathematics Chair and Professor, Sinclair Community College</i>
12:15PM – 12:45PM	Ohio Data Presentation & Data Implementation Forum Recommendations <i>Jill Dannemiller, Director Data Management and Analysis, Ohio Department of Higher Education and Julie Carpenter-Hubin, Assistant Vice President for Institutional Research and Planning (retired), The Ohio State University</i>
12:45PM – 1:00PM	Thank you and Closing

SESSION DETAILS

Thursday, October 22nd

9:00AM – 9:50AM EST: From Equity Talk to Equity Walk: Leading Equity-Minded Sense-Making
Dr. Tia Brown McNair, Vice President in the Office of Diversity, Equity, and Student Success, Association of American Colleges & Universities (AAC&U)

How do we accelerate broad-scale innovation and institutional change to advance evidence-based educational strategies that prioritize the creation of equity-minded environments where students can thrive? How do we examine our own perceptions of equity and develop a new language to advance practitioner knowledge for racial justice in higher education? This presentation will discuss the practical strategies outlined in From Equity Talk to Equity Walk to dismantle the obstacles that may hinder the preparation of the next generation of strategic leaders and thinkers to advance equity, inclusion, and social justice.

10:15AM – 10:55AM: Roundtable Discussions

Option 1. A Program to Empower Women as They Enter College and the Workforce | *Cicely Campbell and Dr. JaNice Marshall, Cuyahoga Community College*

The Women in Transition (WIT) Program began as a pilot for the State of Ohio in 1978. For more than 40 years, the program has been empowering women throughout Northeast Ohio. The WIT program provides support, services and referrals to women who are experiencing one or more transitions in their lives. WIT is a no-cost, non-credit course that is designed to provide services

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to women who are non-degreed, underemployed, unemployed, divorced, empty nester, first generation college students, first generation Americans or seeking new career direction. Participants receive basic computer training, career exploration, financial literacy enrichment, personal development, soft skills training, life skills workshops, and health and wellness. WIT Participants complete several career and personality assessments to develop customized education and employment plans.

Option 2. Closing Achievement Gaps through Corequisite Math and English | Amy Hatfield, Teddi Lewis-Hotopp, Jessica Lickeri, Julio Moreno, and Mike Wright, Columbus State Community College

Learn how Columbus State Community College (CSCC) has increased the percentage of students completing gateway math and English in their first year while closing equity gaps. Data will be shared that demonstrates success across all racial and socioeconomic student populations.

Option 3. Adults securing a future with EAGLE | Carol Bonner, Sinclair Community College

Structured full-time and part-time academic pathways for adults with supplemental services and wrap-around supports. The pathways are designed with the idea of an academic year being fall, spring, and summer, instead of fall and spring, with summer as optional. Adult students attend classes for 4-5 consecutive terms, if full-time or 8-9 consecutive terms if part-time. The EAGLE program is designed for adult learners who want to graduate quickly, while earning embedded credentials, allowing students to increase income while completing their Associate's degree, in order to transfer, start working, or move into a higher paying job. Benefits of EAGLE participation include 1) priority registration, 2) most pathways can be started in Fall, Spring, or Summer semester, 3) assigned personal Navigator who acts as a holistic advisor and coach, providing one-on-one guidance to promote completion, and 4) structured scheduling that gives students a clear idea of what courses they will take through completion and when.

Option 4. Impact of Math Emporium Tutors in Residence Halls | Cynthia Louise Roberts, Bowling Green State University

With the goal of addressing poor academic outcomes, Bowling Green State University created a pilot program to have Math tutors in residence in the residence halls. Learn about the motivation, implementation, and impact of the program.

Option 5. Evaluating Multiple Factors for Successful Placement | Paula Campagna and Peggy Chalker, Southern State Community College

Your advisees are just a few assessment points away from that gateway course placement. You really hate to see them in a prep course for a semester but you don't want to set them up for failure. What options do you have and how do you trust the use of those factors beyond their placement performance? Explore the good, the bad, and the ugly of placement assessments,

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multiple factors, and what to trust when making those predictive decisions that can impact success.

Option 6. Making Connections Come Alive at Marion Technical College | *Trish Frazzini and Natalie Longmeier, Marion Technical College*

Marion Technical College (MTC), Marion Matters, and the Employer Resource Network have created an innovative community partnership that students can access through MTC's emerging "Connections Center." The services of a trained Student Resource Navigator demonstrate promising results as reflected in various measures of student success. Students often face non-academic challenges outside of the classroom, negatively impacting academic success. These barriers often include food insecurity, housing insecurity or homelessness, transportation issues, limited access to childcare, substance abuse, and family challenges, etc... that potentially interfere with school performance. The recent complication of the Covid-19 pandemic and the resulting fallout has brought many of these issues into even sharper focus. But thanks to the ingenuity of our community partners, MTC's Student Navigator can quickly and confidentially link students to both internal and external resources to help meet critical needs. These services are also available at no charge for MTC employees. This approach synthesizes the work gleaned from Amarillo College's Advocacy & Resource Center, Marion City's Employee Resource Network, and Ruby Payne's Bridges Out of Poverty strategies

Option 7. Connecting the Components of a Decentralized Advising Model | *Melanie Carr, Jackie Hostetler, and Brian Moore, Stark State College*

After the successful completion of a grant funded success coaching initiative, Stark State has used the tenants of coaching to transform a decentralized advising model into a streamlined advising pathway.

11:00AM – 11:50AM: Advising Strategies that Make a Difference: Lessons Learned from the Field

Dr. Chris Hutt, Project Director, Advising Success Network, NACADA

When charged with systemic improvements, deciding where to begin can prove daunting. How do you decide which initiatives to pursue, and which ones are less critical? This session will provide an overview of what we have learned about the most impactful strategies in advising redesign. We will discuss both large-scale initiatives that have led to sweeping reforms, as well as smaller, more easily implemented changes that have evidence-based connections to student success. Attendees will leave with actionable insights and supporting data to share with campus stakeholders.

Friday, October 23rd

9:05AM – 9:55AM: The CUNY Approach to Developmental Education Reform

Sarah Truelsch, Director of Policy Research, The City University of New York (CUNY)

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The CUNY Approach to Developmental Education Reform describes how the City University of New York (CUNY)—one of the nation’s largest higher education systems—developed a comprehensive approach to remediation reform using lessons from published research literature and data and evidence from its colleges. The talk will discuss how CUNY re-examined the goals of developmental education and revised its strategies by adopting multiple measures placement, co-requisite remediation, and targeted interventions, such as CUNY Start and Math Start.

10:15AM – 10:55AM: Roundtable Discussions

Option 1. Multiple Measures Implementation Considerations | *Monica Durham and Deb Hysell, North Central State College*

In spring 2020, North Central State College began using Multiple Measures Placement for students registering for 2020-21 English and Mathematics sections. Our method is to use high school GPAs as the primary means of placing post-high school students in English and Mathematics courses and using placement scores as the secondary means for placing students with below college-level GPAs.

In this presentation, you will learn some practical considerations for your own adoption of Multiple Measures: the rationale for change, the model selection, the communication strategy, related policy changes, efficiencies in placement, early effects on developmental/gateway placement and enrollment, and implementing continuous review and refinement of the process.

Option 2. Creating Quality In-House Math Placement Tests | *Brad Egelston and Ralph Stikeleather, Miami University Regionals – Middletown and Hamilton*

With options to do on-campus placement testing unavailable, how did Miami quickly create and implement placement testing solutions with resources already on hand? In 5 weeks, the Regional TLC Team created a variety of tests to accurately place students in Math and English courses.

Option 3. How Cincinnati State Learned to Leave the Accuplacer and Place Students Effectively During the Pandemic | *Michael House, Stephanie Stafford, Alyce Thompson, Andrea Trapp, and Geoffrey Woolf, Cincinnati State*

Internally, it was not an uncontroversial decision, but in surprisingly smooth mid-year shift, Cincinnati State went to scale with multiple measures for placement of gateway courses in Spring of 2020. In this session the Cincinnati State SSTF team will tell the story of the college’s transition and share some of the placement protocols that led to Fall 2020’s 100% placement rate in gateway English and a 79% placement into gateway Mathematics for Black and African American students.

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Option 4. Lessons Learned from a Co-Requisite English Pilot | *Sonja Andrus and Brenda Refaei, University of Cincinnati Blue Ash College*

The University of Cincinnati Blue Ash College, a regional, open-admissions, two-year college in the Cincinnati suburbs has worked on three areas as part of the Strong Start to Finish initiative. In this presentation, we will focus on the co-requisite English pilot which has demonstrated success in helping students succeed in their first-year writing requirement.

Option 5. Math Co-Requisite Implementation Practices at YSU | *Julie Seitz and Thomas Wakefield, Youngstown State University*

At Youngstown State, going to scale with co-requisite courses in college algebra, trigonometry, quantitative reasoning, statistics, and mathematics for elementary education majors included creating sustainable professional development for our adjunct faculty members and graduate teaching assistants, as well as collaboration with groups across campus, including our Institute for Teaching and Learning and Center for Student Progress. We will discuss this implementation at YSU and the results achieved over the course of the last two years.

Option 6. Implementing Co-Requisite English and Mathematics at Lorain County Community College | *Mollie Chambers, Jonathan Dryden, Blerta Ereditario, Brenda Pongracz, Justin Sevenker, Aaron Weiss, Lorain County Community College*

Creating pathways to completion is a special concern for community college writing and mathematics programs. While many of our students require additional preparation in reading, writing and mathematics to be successful, they can also become stuck in remedial courses that may delay their completion. Equity is a related consideration, as completion data indicate persistent achievement gaps for low-income and minority students enrolled in college composition and mathematics. In this presentation, we report on our own efforts to implement English and Mathematics co-requisites to provide the foundational instruction that students require while also accelerating their progress. We reflect on the challenges and new opportunities we encountered in order to aid faculty undertaking similar program changes. We also share findings from LCCC's Equity Progress Update that speak to our successes so far closing equity gaps.

Option 7. Make It Clear, Even When the Weather is Cloudy | *Emily Boyer and Dianne Fleming, Hocking College*

In 2017, Hocking College went to scale with our supplemental instruction (co-requisite) model for English and Math. The next year we compressed our 16-week semester into two 8-week terms. Our presentation will talk about our process for implementing supplemental instruction in an 8-week format and highlight our successes, obstacles, and subsequent actions that we took. The presentation will mainly focus on College Algebra.



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11:00AM – 11:50AM: Transforming Remediation: Lessons from the Front Lines of Change in the Nation's Largest System of Higher Education

Dr. Katie Hern, Co-Founder and Executive Director, California Acceleration Project

Just a few years ago, over 80% of California community college students began in remedial English and math courses. Spurred by recent legislation (Assembly Bill 705), only 5% of students enrolled in remedial English in fall 2019 and 21% in remedial math. This session will share the history and research behind these changes, as well as data from the first year of implementation, with an emphasis on take-aways for consideration in Ohio.

12:15PM – 12:45PM: Ohio Data Presentation & Data Implementation Forum Recommendations

Jill Dannemiller, Director Data Management and Analysis, Ohio Department of Higher Education and Julie Carpenter-Hubin, Assistant Vice President for Institutional Research and Planning (retired), The Ohio State University

Data from the Ohio on Strong Start to Finish program will be presented along with recommendations for the Ohio Higher Education Information system to better track student completion of gateway mathematics and English courses.

[**To Register Click Here!**](#)