Leading and Implementing Large-Scale Change:
A Conversation with Practitioners

OHIO STRONG START TO FINISH // JANUARY 28, 2021
Our Values

- We are dedicated to advancing genuine socioeconomic mobility for more through reform of higher education.
- We believe positive change is made and sustained through visionary leadership and the creative commitment of faculty, staff, and administrators at all levels.

What We Do. Our team brings expertise in:

- Adaptive change management
- Strategic communications & will-building
- Process improvement

Our work focuses on supporting the creation of healthy, high-functioning, effective, and adaptive institutions capable of thriving in the mission to better meet the needs of today’s learners.
Implementation Forums

Structured working groups of faculty & staff tasked with identifying:
- Best practice research
- Examples of successful implementation
- Opportunities for state policy improvement
- Key areas of professional development

Topics
- Advising
- Co-Req English + Co-Req Math
- Data
- Equity & Inclusion
- Placement

www.ohiohighered.org/SSTF/forums

Today’s Panelists

Lori Carlson, Senior Lecturer, Youngstown State University, lacarlson@ysu.edu

Mollie Chambers, D.Ed., Professor, English, Lorain County Community College, mchamber@lorainccc.edu

Julie Seitz, Director, Dual Enrollment and Student Support Services, Department of Mathematics and Statistics, Youngstown State University, jseitz@ysu.edu

Aaron Weiss, Dean, Science and Mathematics, Lorain County Community College, aweiss@lorainccc.edu
Youngstown State University – Lessons from Co-Requisite Implementation

How our Implementation of Co-Requisite Courses Began

2015 – Department created a Student Success Committee to improve DFW rates

- Initial initiatives
  - Redesign QR course
  - Find placement tool/strategy to replace Compass
  - Eliminate developmental courses by creating co-requisite support courses for each gateway course

Impact on student experience and outcomes

- Cost reduction
- Reduced time to degree completion
Youngstown State University – Lessons from Co-Requisite Implementation

Why changes were needed

- Outcome statistics
  - Historical high DFW rates in developmental math courses
    - Intermediate Algebra around 43%
    - Elementary Algebra around 63%
  - Approximately 60% of incoming students placed below college level in math
  - Retention rate for first-time students was 70%
  - Graduation rate (6-year) for full time, first-year students (entering F2009) was 33%

- Student demographics
  - 75% white, 25% minorities
  - 95% of full-time students receive financial aid, with 36% eligible for state & federal grants
Roles & areas most impacted

- Instructors
- Advisers
- MAC (tutoring)
- Registrar’s office
- Placement center

Presentation to Inform University Community of Changes

- Workshops for advisers
- One-on-one meetings with deans and chairs
- Frequent invitations to STEM advisers’ weekly meetings
Co-Requisite General Design

- Regular courses have not changed
- New course (co-requisite) was created with developmental hours
- Regular course has one specific corresponding co-requisite course (sections are paired)
- Same instructor for BOTH courses with all the same students
- All students in the paired courses are developmental students taking BOTH courses.
- Growth mindset instruction was included
Implementation plan (continued)

- Similar co-requisite models for each gateway course
  - Quantitative Reasoning
    - Just in time remediation with some variances amongst instructors
  - Statistics
    - Front-loaded remediation
  - Early Childhood Education
    - Extended time with developmental material for 2-course sequence
  - College Algebra
    - JIT remediation via ALEKS learning platform with extended time with instructor
    - STEM majors move to Trigonometry co-requisite with same model
Implementation plan (continued)

- Professional Development for Instructors (funded with grants from ODHE Bridges to Success and Strong Start to Finish)
  - Summer 2017 – workshop focused mainly on Quantitative Reasoning
  - Summer 2018 – workshop focused mainly on College Algebra & Trigonometry
  - Summer 2019 – workshop focused mainly on best practices & pedagogy
    - Facilitated by YSU Institute for Teaching and Learning
    - Created sustainable training resource using Blackboard
      - Each session recorded and “quizzes” created for each
      - All new graduate teaching assistants required to complete this “course”
Youngstown State University – Lessons from Co-Requisite Implementation

Students* in Developmental and Co-requisite Courses Per Term

*All included students placed below college-level math

** F18 Developmental: 2 sections (56 students) of Intermediate Algebra and 5 sections (112 students) of placement preparation course
Beginning S19, only developmental course is a placement preparation course
We historically offered College Comp (ENGL 161) and two levels below (ENGL 012 and ENGL 011).

86% of students who passed ENGL 012 (C or higher) went on to pass ENGL 161 (C or higher).

However, only 40% of students passed 012, and not all of the students signed up for 161 in the subsequent semester.

We were charged with restructuring the sequence to help students take & successfully complete 161.

We created a 2 credit co-requisite course based on CCBC’s ALP and eliminated ENGL 012. Student success rates changed dramatically, and many more students passed the initial comp course.

ENGL 061 – Coreq course/ 2 hours / 10 students

ENGL 161 – Comp course/ 3 hours/ 25 students
Lorain County Community College – Lessons from Co-Requisite Implementation English

- English faculty members and advisors were most impacted by the change.
- We created a pilot of the co-req course with great success, so we quickly scaled up. (83% passed both)
- We decided to lower our cut scores to allow even more students to benefit, and our success rates average in the 70’s now (76% in 2019).
- The paired courses have the same section numbers, so advisors can place students in both courses.

- Surprises: The order of the courses does not impact student success.
- Advice: Scale up as soon as you’ve been able to review the data.
- What’s Next: Continue to close the equity gap.
- Continue work on the online & Webex versions of ENGL 061 created in Fall 2020.

![Graph showing Success by first course attempt]
Lorain County Community College – Lessons from Co-Requisite Implementation Math

- Goal: Increase the number of students who complete gateway math during their first year
- Majority of first year students historically placed into and attempted developmental math
- Structure formerly consisted of multiple layers of algebra-based developmental courses where students may have taken up to 14 unproductive credits prior to college-level math
Lorain County Community College – *Lessons from Co-Requisite Implementation Math*

- Math pathways developed to align appropriate courses to majors
- Developmental math courses eliminated from non-calculus and technical math pathways and replaced with a free option that uses ALEKS adaptive courseware and/or co-requisite courses
- Placement using multiple measures including ALEKS score, high school GPA, and time since high school

**Diagram:**
- **Non-Calculus Path**
  - MTHM 057/158: Quantitative Reasoning Co-Requisite (5)
  - MTHM 158: Quantitative Reasoning (3)
  - MTHM 161: Math for Elementary Ed (3)
  - MTHM 068/168: Statistics Co-Requisite (5)
  - MTHM 168: Statistics (3)
  - PHYL 171: Intro to Logic (3)

- **Technical Mathematics Path**
  - MTHM 121: Technical Mathematics I (4)

- **Calculus Path**
  - MTHM 095: Foundations of Algebra (4)
  - MTHM 171: College Algebra (4)
  - MTHM 172: Precalculus (3)
  - MTHM 181: Calculus I (5)
Faculty, division office staff, and advisors all directly impacted by the changes

Lesson: Allow faculty to be creative and provide sufficient (significant) compensation for content development

Next Steps: Track effectiveness and incorporate best practices to close equity gaps
Discussion Questions

- What was hardest about the work? Any surprises?
- Looking back, is there anything you’d do differently? What advice would you give another college trying to make the same change?
- **What’s next:** what are your most important priorities for continuing to advance this work and what are you most worried and excited about?
Thank you!

Please join Sova, some of our panelists, and your peers for open change leadership “office hours” tomorrow 12PM – 2PM EST

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