BRIDGES TO SUCCESS
Linking Corequisite Courses, Gateway Courses and Degree Pathways

EVENT PROGRAM

April 20, 2016
Sharonville Convention Center
Cincinnati, OH

April 21, 2016
Lorain County Community College
Spitzer Conference Center
Elyria, OH

OhioHigherEd
Agenda

8:00 am  Registration

9:30 am  Welcome
Stephanie Davidson, Vice Chancellor, Academic Affairs, ODHE
Brett Visger, Associate Vice Chancellor, Institutional Collaboration and Completion, ODHE

- Overview of the day
- Defining the work and connecting it to the completion agenda
  - corequisite remediation, redesigned mathematics, degree pathways

10:00 am  Pathways and a Comprehensive Student Success Strategy
Shanna Smith Jaggars, Director of Student Success Research, Office of Distance Education and E-Learning, The Ohio State University; and Research Affiliate, Community College Research Center, Teachers College, Columbia University

This plenary session will present research on key barriers to student success, how various “pathways” reforms address these barriers, and how these reforms can link together to create a comprehensive strategic approach. The Core Principles for Transforming Remediation within a Comprehensive Student Success Strategy (developed by six national organizations focused on improving student success) will be discussed, in order to clarify the connection between corequisite models of developmental education and the use of clear pathways to promote student success.

10:45 am  Team Discussion:
What do pathways mean for our campus?

11:15 am  Connecting Content and Cognition:
Ohio’s Gateway Mathematics Courses
Michelle Younker, Chair of Mathematics, Owens Community College (April 20)
Jim Fowler, Assistant Professor of Mathematics, The Ohio State University (April 21)

The Ohio Mathematics Initiative challenged faculty to re-envision post-secondary mathematics in Ohio’s public colleges and universities. In response to this call, faculty worked to develop high quality entry-level courses connected in meaningful ways to programs of study. This session provides an overview of those courses and the alignment to degree pathways intended to promote student success.
### Agenda

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<th>Time</th>
<th>Session</th>
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<tr>
<td>11:45 am</td>
<td><strong>Lunch and Team Discussion:</strong> &lt;br&gt;What do redesigned gateway mathematics courses mean for our campus?</td>
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<td>12:30 pm</td>
<td><strong>Why Corequisite Remediation Makes Sense</strong>&lt;br&gt;<strong>Bruce Vandal</strong>, Senior Vice President for Results, Complete College America &lt;br&gt;Research has shown that many students placed in developmental education courses could succeed in college-level gateway courses if additional support is provided. Corequisite remediation makes these courses the default placement for more students, and has shown to result in significantly improved student outcomes. This session provides an overview of corequisite remediation and successes where it has been implemented.</td>
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<td>1:00 pm</td>
<td><strong>Breakout Sessions on Corequisite Remediation:</strong>&lt;br&gt;1. <strong>Aligning Corequisite Remediation to Math Pathways</strong>&lt;br&gt;<strong>Loretta Griffy</strong>, Director of the Center for Teaching and Learning, Austin Peay State University &lt;br&gt;Based on the premise that intended student destinations should inform academic intervention and support, this session focuses on the development and structure of the learning support model at Austin Peay State University (APSU). APSU has moved from a traditional developmental education structure to a model that utilizes a corequisite approach, especially in mathematics.&lt;br&gt;2. <strong>Corequisite Remediation in English</strong>&lt;br&gt;<strong>Peter Adams</strong>, Professor Emeritus, Community College of Baltimore County &lt;br&gt;Professor Adams, who developed the Accelerated Learning Program (ALP) at the Community College of Baltimore County, will describe the problem this corequisite model was designed to address, will explain several varieties of corequisite programs in developmental writing, will present data on the success of ALP, and will discuss problems encountered in both starting up and scaling up of redesigned models.</td>
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<td>2:00 pm</td>
<td><strong>Team Discussion:</strong>&lt;br&gt;What does corequisite education mean for our campus?</td>
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2:30 pm  Setting up Students for Success

Michael Collins, Associate Vice President Postsecondary State Policy, Jobs For the Future

Creating pathways requires consideration of how students are assessed, advised, placed and supported throughout the system. This session will provide an overview of the decisions institutions will need to make as they move to implementation.

3:00 pm  Engaging Faculty and Staff in Institutional Transformation

Isaac Rowlett, Independent Strategy Consultant

As higher education wrestles with how to improve the educational outcomes of all students, how can faculty, staff and administrators effectively collaborate to design and implement meaningful, systemic approaches to boosting student success?

3:30 pm  Ohio Mathematics Bridges to Success Pilot Grant: RFP Overview & Questions

Brett Visger, Associate Vice Chancellor, Institutional Collaboration and Completion, ODHE

Dan Krane, Special Assistant for Completion Initiatives, ODHE

4:00 pm  Adjourn
**Biographies**

**Peter Adams** is a Professor Emeritus from the Community College of Baltimore County. After a 36-year career of teaching at the Community College of Baltimore County, Peter Adams retired in 2014. In 1993, a longitudinal study he conducted revealed that only 33% of students placed in the basic writing class one level down from first-year composition ever passed composition. Over the next decade or so, Peter developed, first, the concept of mainstreaming basic writers into first-year composition and, later, the model for redesign of basic writing now known as the Accelerated Learning Program (ALP). A Community College Research Center study in 2012 revealed that 74% of students who enrolled in ALP were successful in first-year composition, more than double the success rate under the traditional program. CCBC now offers more than 100 sections of ALP. As of fall of 2015 more than 200 schools are offering sections of ALP, and 7 states have made large-scale adoptions. Peter has argued that the current structure of developmental education in America has resulted in the most marginalized students being taught by the most marginalized faculty in the most underfunded institutions.

**Michael Collins** is associate vice president of Jobs for the Future's Postsecondary State Policy team. He develops and advocates for state policies on behalf of national initiatives, such as Achieving the Dream, Completion by Design, and the Student Success Center initiative. A policy researcher, analyst, writer, and strategy consultant, Mr. Collins helps states develop and implement public policies designed to increase the number of low-income and minority students who successfully transition from high school into college, persist, and earn credentials and degrees. Mr. Collins leads JFF's Postsecondary State Policy Network, which provides access to the state lawmakers, faculty, and college leaders in nearly half of the community colleges in the nation, educating over 50 percent of the nation's students in public two-year colleges. Before joining JFF, Mr. Collins served as assistant commissioner for participation and success at the Texas Higher Education Coordinating Board. In that capacity, he worked with K-12, higher education, the business community, the Texas Legislature, and community-based organizations to increase college access and success. He earned a masters of public affairs from the Lyndon B. Johnson School of Public Affairs at The University of Texas at Austin.

**Stephanie Davidson** serves as the Vice Chancellor of Academic Affairs for the Ohio Department of Higher Education. In that role she oversees the units that: facilitate the creation of seamless, affordable academic pathways; ensure the quality and integrity of the post-secondary academic programming; enhance college access, readiness and educator preparation; and advance degree and certificate completion. Dr. Davidson received her B.A. in Audiology and Speech Sciences from Michigan State University and her M.A. and Ph.D. in Audiology and Hearing Science from The Ohio State University.
Biographies

**Jim Fowler, Ph.D.** is an Assistant Professor of Mathematics at The Ohio State University. His research interests broadly include geometry and topology, and more specifically focus on the topology of high-dimensional manifolds and geometric group theory. Prior to working at The Ohio State University, he received an undergraduate degree from Harvard University and received a Ph.D. from the University of Chicago. Through MOOCulus (a massive open online calculus course), Jim has made calculus more engaging for hundreds of thousands of Coursera students who have enrolled in his online courses.

**Dr. Loretta Ussery Griffy** has worked on a college campus over 20 years and is a professor in the Department of Mathematics and Statistics at Austin Peay State University in Clarksville, TN. She currently serves the university as the Director for the Center for Teaching and Learning with a primary focus on promoting student success and a culture of self-improvement on campus through development, implementation and assessment of initiatives focused on the teaching, learning, and advising environment in a collegiate setting. She is responsible for faculty development and engagement in student orientation events, academic advising, and the university success course at her institution. Additionally, during the past five years, she has served as the principal investigator for the Department of Education Title III grant, as co-principal investigator for a National Science Foundation grant, and executive sponsor PI for a Breakthrough Models Incubator NextGen Learning grant, an Integrated Planning and Advising Services grant, and an Ideas42 grant.

**Shanna Smith Jaggars** is the Director of Student Success Research for the Office of Distance Education and E-Learning at The Ohio State University. Previously, Dr. Jaggars was Assistant Director of the Community College Research Center, Teachers College, Columbia University, where her research focused on developmental education programming and policy, student advising and tracking systems, online learning, and institutional improvement processes. Dr. Jaggars has published extensively on student success topics in journals such as *The Journal of Higher Education, Economics of Education Review, Educational Evaluation and Policy Analysis, Journal of Research on Educational Effectiveness, Community College Review, Computers & Education*, and *American Journal of Distance Education*. She also currently serves as an Associate Editor for the journal *Online Learning*. Her 2015 book from Harvard University Press (co-authored with Thomas Bailey and Davis Jenkins), *Redesigning America’s Community Colleges: A Clearer Path to Student Success*, distills a wealth of research evidence which supports the need for a fundamental redesign of the way two-year colleges operate, stressing the integration of services and instruction – both online and face-to-face – into more clearly structured programs of study that support every student’s goals.
Biographies

**Dan E. Krane** is a special assistant for completion initiatives with the Ohio Department of Higher Education where he is focusing on the utility of corequisite remediation integrated into guided pathways. He is also chair of the Ohio Faculty Council and a professor in the Department of Biological Sciences at Wright State University where he regularly teaches introductory biology to first-time college students as well as a variety of on-line upper-level courses. He was hosted by the University of Notre Dame as a Fellow of the American Council on Education during the 2014-2015 academic year. Krane has published over fifty peer-reviewed papers in the areas of population genetics and molecular evolution and is the lead author of the best selling undergraduate textbook in the field of bioinformatics. Krane graduated with a Bachelor’s degree for a double major in Biology and Chemistry from John Carroll University and a Ph.D. in Biochemistry from the Cell and Molecular Biology Department at the Pennsylvania State University in 1990.

**Isaac Rowlett** is an independent strategy consultant based in Washington, D.C. Over the past 10 years he has facilitated over 250 conferences, workshops, trainings and focus groups on postsecondary education and workforce development across 30 states. His previous clients include the U.S. Department of Education, the Bill & Melinda Gates Foundation, the Texas Higher Education Coordinating Board, and Sinclair Community College. Isaac earned his MPA at George Washington University and his BA in Genocide Studies at NewYork University.

**Bruce Vandal** is the Senior Vice President for Results at Complete College America. He directs the corequisite remedial education reform strategy and provides key policy leadership on CCAs completion agenda. Bruce directs several projects related to corequisite remedial education reform and math pathways. Among them is the Scaling Corequisite Initiative funded by the Lumina Foundation and the Michael and Susan Dell Foundation that is working with 13 states on efforts to scale corequisite support for the vast majority of students who would otherwise be enrolled in traditional remediation. Bruce also directs the Building Math Pathways into Programs of Study project, which is funded by the Lumina Foundation. The math pathways project is a collaboration with the Charles A. Dana Center that is working in six states to build differentiated math pathways that are fully transferable and apply to program requirements at all public postsecondary institutions in the participating states. He earned his Ph.D. in Education Policy and Administration with an emphasis in Higher Education Administration from the University of Minnesota.
Biographies

Brett Visger is Associate Vice Chancellor for Institutional Collaboration and Completion. In this role, he is focused on helping all public postsecondary institutions in Ohio increase the number and percentage of students completing meaningful postsecondary degrees and certificates. This includes developing strategies to help institutions improve completion rates, operate more systemically and implement approaches that lead to more adult students earning credentials. Prior to this role, Brett worked as consultant on a wide variety of education and workforce alignment initiatives; clients included Jobs For the Future, Achieve, Association for Career and Technical Education, Workforce Strategy Center, CLASP, Lumina, Irvine and Ford Foundations. Visger earned a Bachelor’s degree in history from the University of Connecticut and a Master’s degree in public administration with a concentration in nonprofit management from George Mason University.

Michelle L. Younker is Chair of the Mathematics Department in the School of STEM at Owens Community College in Toledo, Ohio. She has been involved in Ohio’s math pathways initiative since its inception in July 2013, serving on the Steering Committee whose recommendations called for changes in post-secondary mathematics. Ms. Younker serves on the Ohio Transfer Module Mathematics, Statistics, and Logic Review Panel and is Co-lead of the Communications, Outreach, and Engagement Subgroup for the initiative. She worked with the team which established learning outcomes for a quantitative reasoning course for transfer across all two- and four-year institutions in Ohio. Ms. Younker is the current Midwest Region Representative to the American Mathematical Association of Two-Year Colleges’ (AMATYC) Placement and Assessment Committee and serves on the Steering Committee for AMATYC’s Beyond Crossroads Revisited project. She was recently named to the Transforming Post-Secondary Education (TPSE) in Mathematics advisory committee.
Thank you to the Sharonville Convention Center and Lorain County Community College for hosting this event.

Also, a very special thanks to all of the presenters and attendees who participated.

Thanks for The Leona M. and Harry B. Helmsley Charitable Trust for their generous support of the Ohio Mathematics Bridges to Success Initiative.