

OBR Charge to Ohio Mathematics Steering Committee

To develop expectations and processes that result in each campus offering pathways in mathematics that yield (a) increased success for students in the study of mathematics, (b) a higher percentage of students completing degree programs, and (c) effective transferability of credits for students moving from one institution to another.

Components Essential in Meeting Charge

1. Revisit the traditional college algebra and other entry-level courses and get a measure of how well they work as (a) a gateway to the major in mathematics, (b) a gateway to other mathematics-intensive majors, and (c) as a supportive course for majors that are not mathematics-intensive. Consider alternative entry-level courses. In what manner can mathematics departments work with other departments on the alignment of mathematics courses to programs of study?
 - Examples of entry-level courses: college algebra, pre-calculus, quantitative reasoning, elementary statistics, modeling.
 - Examples of specific strategies that support alternative entry-level courses: Quantway/Statway, New Mathways Project statistics, QR, and STEM-prep pathways, co-requisite models such as Austin Peay
2. Review current transfer models and processes for obtaining transfer approval, with goals to include ensuring the applicability of new/existing courses to majors and programs of study, and providing uniform standards while permitting course innovation. Consider issues such as student learning outcomes, prerequisite courses, required credit hours, and the infrastructure for approving courses
3. Develop strategies to familiarize departments, instructors, and advisors with alternative approaches to entry-level courses, inclusive of content, instruction, and delivery mechanisms. Develop communication mechanisms that provide for exchange of information among chairpersons about best practices and about ways to move promising efforts to scale. Develop strategies to communicate the recommendations of the Ohio Mathematics Steering Committee to relevant professional associations, state decision-makers, university and college leaders, and other relevant stakeholders.
4. Develop mechanisms for collecting and analyzing data to measure effectiveness of existing and new entry-level mathematics courses, including dual enrollment courses taught in the high schools. Establish calendars for monitoring student success over time and for the periodic review of policies and practices.
5. Look for ways to improve alignment with K-12, specifically to ensure that college-level and developmental-level mathematics courses reflect the secondary-level CCSSM and to ensure that dual enrollment courses in any setting are equivalent to taking the course on a college campus. Delineate the roles of mathematics departments in supporting secondary schools as they prepare students to be college ready and without a need for remediation.