

# Ohio Mathematics Initiative

• *Re-envisioning Post-secondary Mathematics*

Loosely based on a presentation stolen from Michelle L. Younker

Edited and augmented for OMI Subgroup #1 by Jeff Zeager

October 31, 2014

# The “Big Questions” for OMI Subgroup #1

- Why are we here?
  - What sequence of events lead up to this meeting?
  - What issues are we trying to address?
  - What forces influence our work?
- How does our part fit into the whole?
  - The OMI report is really long, do I have to read all of it?
- To whom do we report?
  - If we write a report will anyone read it?

# Timeline

- May 8, 2013: Math Summit
- July 26, 2013: Initial Steering Committee meeting
- August – December 2013: Monthly Steering Committee meetings, working group collaborations and discussions
- January 10-11, 2014: Chairs meeting and Steering Committee Retreat
- March 2014: Release of *Rethinking Postsecondary Mathematics: Final Report of the Ohio Mathematics Steering Committee*
- June 2, 2014: Chairperson's Meeting

# Timeline continued

- August 2014: Subgroups created – one for each Essential Component
- September 5, 2014: Subgroup #2 (The OTM Math Faculty Panel) met to continue its work revising the OTM Guidelines
- September 25, 2014: Co-leads of all five Subgroups met to coordinate the efforts of the Subgroups
- Today: Subgroup #1 begins its work

# The Issues We Are Trying to Address

- Remediation
  - It's not working - especially at Community Colleges
- Degree/Certificate completion rates
- Finding the appropriate Math course for non-STEM majors
  - Most students don't need College Algebra because they don't need Calculus

# Forces that will Influence our Work

- Completion funding
- Complete College America
- The Remediation-free Standards
- The Common Core
- The needs of employers
- The changes in Mathematics over the past 10 years

# Charge of the Steering Committee

To develop expectations and processes that result in each campus offering pathways in Mathematics that yield:

- 1) increased success for students in the study of Mathematics
- 2) a higher percentage of students completing degree programs
- 3) effective transferability of credits for students moving from one institution to another

# Steering Committee Composition

- 7 Math faculty from 4-year state institutions
- 5 Math faculty from 2-year state institutions
- 5 ex-officio members
- 2 consultants from the Charles A. Dana Center, University of Texas at Austin
- Board of Regents staff



# Essential Component #1

Develop high-quality entry-level courses and pathways

- Improve student success in entry-level courses by aligning Mathematics to academic programs of study and by improving instructional delivery mechanisms
- Develop, implement and evaluate co-requisite strategies to support underprepared students

# Essential Component #2

Develop transfer policies and processes that foster effective transfer of course credits while encouraging course innovation

- Redesign OTM course criteria and processes
- Increase flexibility in determining prerequisite courses and credit hours
- Define “college-level”

# Essential Component #3

Support constructive engagement of Mathematics chairpersons and faculty within and across campuses

- Establish a chairs network
- Improve communication among Mathematics faculty and stakeholders
- Encourage and promote participation in professional groups

# Essential Component #4

Collect, analyze and share relevant data

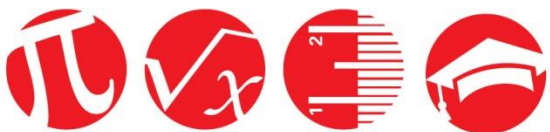
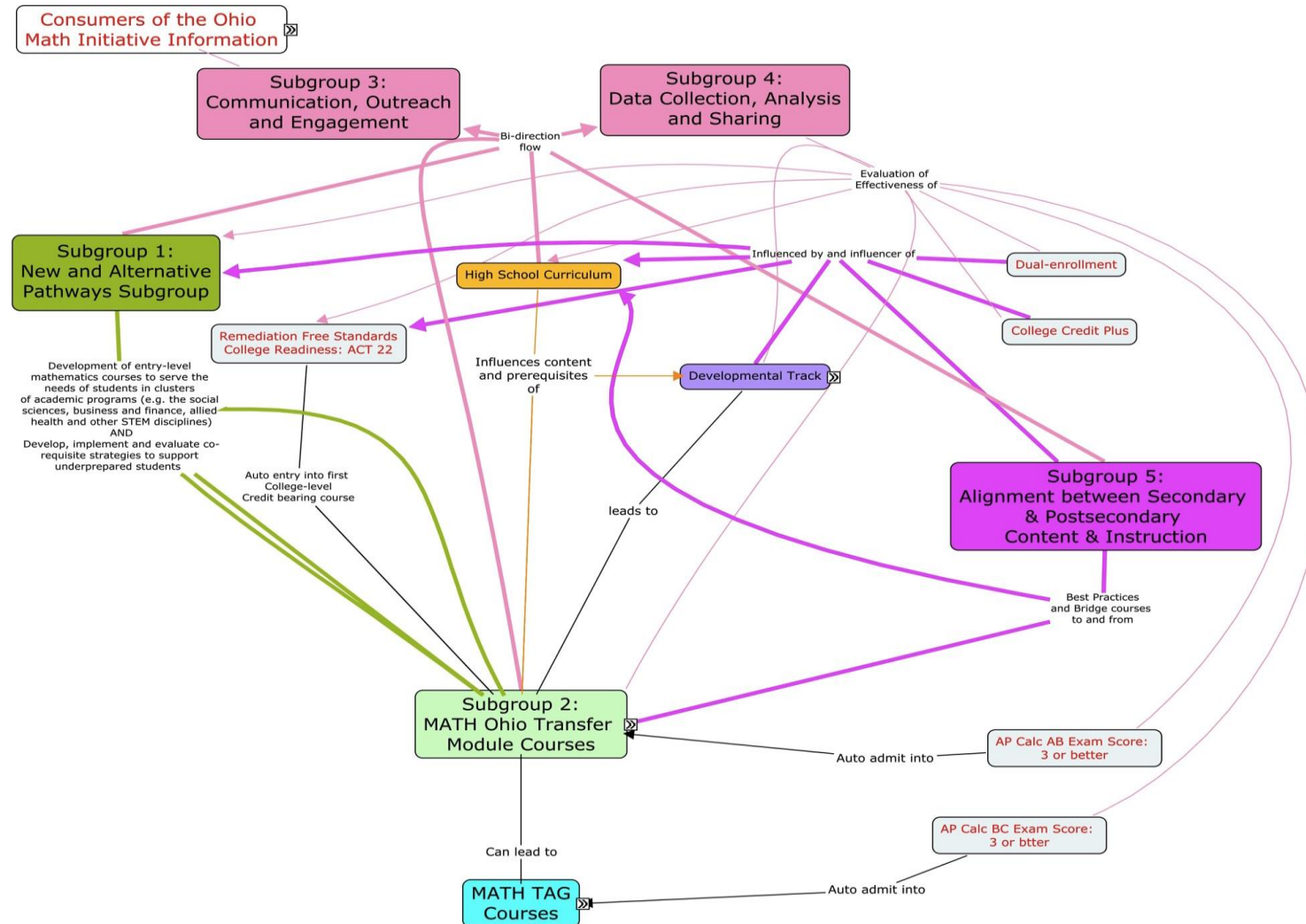
- Develop quality measures for improving student success in Mathematics then collect, analyze and share relevant data

# Essential Component #5

Improve student success in college-level Mathematics courses by aligning postsecondary expectations and high school practice

- Strengthen collaboration and communication between K-12 and higher education
- Share best practices and explore new approaches to the placement of entering postsecondary students and implementation of the remediation-free standards

# How Subgroup #1 fits in the Big Picture



# Our work for Today and Beyond

- We report to OBOR, the other Subgroups and The Chairs Network
  - So, yes, **someone** will read what we write!
  - Our work is connected to the work of many other people and we need to share it but we can propose “local solutions to local problems”
- Paddy will discuss the charge and goals
- Gather answers to the “Five Questions”
- Working lunch
- Establish timeline
- Assign homework