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