



Subgroup Meeting Summary

Subgroup #: Communication, Outreach, and Engagement/Subgroup 3

Meeting Date: 05/20/2015

Meeting Time: 10:00-2:00

Meeting Location (WebEx, OBR, etc.): Riffe Center, Conference Room 1932

Subgroup Decisions/Meeting Outcomes:

Welcome and Introductions

Paul Hewitt is retiring, so we are welcoming a new co-chair, Jim Fowler from The Ohio State University. The agenda for today includes refining goals and providing a structured timeline.

Updates from Other Subgroups

Subgroup 1 (New and Alternative Pathways)

No updates received. However, the recent webinar from the Dana Center is a useful resource detailing differences between a liberal arts math appreciation course and a quantitative reasoning (QR) requirement. The webinar details best practices for QR courses. Subgroup 1 is also considering co-requisite strategies.

Subgroup 1 will report back on best practices nationally and in Ohio. One possible discussion might be around “meta-majors” following the Texas model. There is also a discussion around bringing an outside expert to Ohio to run a workshop.

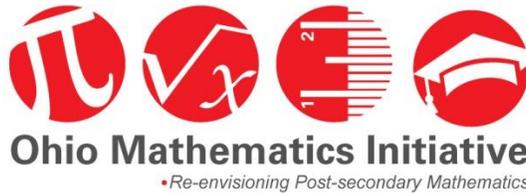
Subgroup 2 (Ohio Transfer Module)

Subgroup 2 met on Friday, April 17 and went over the survey on the new Ohio Transfer Module guidelines. There had been ten guidelines that a course must meet, and the new proposal would be streamlined to require five guidelines: (1) college-level mathematics, (2) no variable learning outcomes, (3) not an upper-division course, (4) in an area of mathematics or statistics or logic, and (5) open-ended in the sense that it opens doors to future learning.

The survey data showed support for the streamlined criteria.

The fifth criteria (“open ended”) is not as clear as it could be, so there is interest in revising that language. Proposed language has been crafted and is being distributed for discussion.

There is interest in crafting a definition of a “general education college-level math course.”



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There is a question about how to assess college-level outcomes? How is “college-level” determined based on the material provided for OTM.

Next Subgroup 2 meeting: Friday, June 19, 2015

Reactions from Subgroup 3

Does a “math appreciation” course open doors for future learning? Perhaps there would have to be a connection to applications or careers in order to satisfy the requirement.

Subgroup 4 (Data Collection, Analysis, and Sharing – Enyinda Onunwor

Subgroup 4 has canceled the last couple of meetings. Ongoing discussions are ongoing around various pilot programs and how successful these programs are. There is a plan to come back with data to show that these programs are working or not.

In September 2014, data was gathered on ABCD and FW rates from courses across the state; some schools are combining W’s and F’s, but these need to be separated out. Data cleaning is an ongoing need.

Reactions from Subgroup 3

Exactly how are the grades being grouped?

There are some errors in the data (which are detected when institutions compare their local records with what is being reported centrally).

Will DFW rates be openly revealed between institutions? Are there thoughts to “blind” some of this data and return it to institutions to be able to see their ranking without revealing DFW rates? There is interest to compare our own institutions to others.

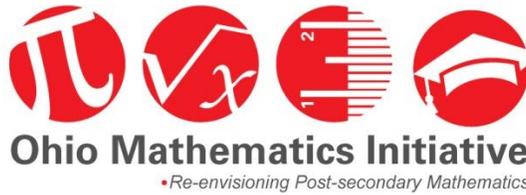
HEI (Higher Education Information) system is being rewritten, which will determine the sorts of data that can be gathered once that is completed.

Some local data has been actionable (e.g., being able to track students that aren’t succeeding in future courses, and make institutional changes to remedy this).

Subgroup 5 (Alignment Between Secondary and Postsecondary Content and Instruction) – Chelle Younker

Their work led up to the Ohio Student Success Summit: Defining Mathematics Practices and Pathways on April 24, 2015.

Since the Summit, Subgroup 5 is looking through survey responses. Interest in running a Summit again (perhaps not statewide but regionally) bringing together the postsecondary and secondary school faculty.



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Included an overview of work around the state.

Working groups were facilitated by the secondary and postsecondary faculty.

Results suggest more interest in discussion and working groups providing a place for postsecondary and secondary school faculty to talk together.

The OMI website includes some videos, photos, and PowerPoints from the large group presentations.

Reactions from Subgroup 3

Kudos for providing a useful overview on the Common Core and on NSF funding. Some thoughts that the breakout sessions were less useful depending on who you are working with. Limitation that there was only time for one concurrent session.

Could have a better mix: there seemed to have been a lot of higher education faculty and not enough high school faculty. And since we sat with our colleagues, there weren't necessarily strong interactions outside of our own institutions.

What has Subgroup 5 done to discuss College Credit Plus? Are other institutions concerned? How do we certify that the content on the syllabus is taught? Some of this discussion has happened in Subgroup 2, in Ohio MAYTC, the Ohio MAA. More questions than answers. College Credit Plus requires the same credentials as HLC for part-time instructors.

What exactly are the "math courses" that will count toward being certified to teach dual enrollment courses? More guidance is needed for how to count those 18 credits.

What about the "distance" versions? How do we ensure oversight?

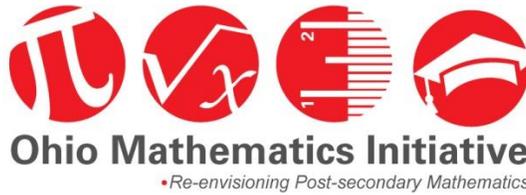
Update on Various Subgroup 3 Projects

Fast Facts Article – Michelle White

These articles are handled by OBR and mailed to provosts; these articles also will be placed in the presenter's kits for use at regional meetings. An upcoming Fast Facts might be on Subgroup 4 (Data) and on Statway/Quantway as a co-requisite option. There is budget for 8 Fast Facts sheets, and two have been sent already.

For the third Fast Facts article, an initial focus on the value of mathematics shifted to women in mathematics and women in STEM. Modeled from first Fast Facts which included a bulleted list with supporting data (for example, more male than female graduates said math was their favorite subject, but enrollment in high school calculus is evenly split). Also a discussion around careers. Sidebar about math careers and advice to women in math-related fields.

Fast Facts should consider "who is the audience?" The advertisement for mathematics is often focused on real-



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world applications, but those applications are not always so authentic. Perhaps new students should have access to this Fast Facts Sheet. Should we target high school students? Should we be promoting alternate pathways?

SIAM suggested that math majors can be better on-the-job than engineering majors. Emphasis on programming skills. Perhaps advertise PICmath (preparation in industrial careers in mathematics) as a resource for faculty.

Upcoming Presentations – Glen Lobo

There have been recent presentations (Chelle Younker speaking at Ohio MATYC, a presentation at the IUC, and a recent talk at the OMSC) and many future presentations are scheduled (e.g., a talk was accepted at AMATYC in November). Requests have also come in through the OMI presenter request form.

PowerPoint presentations are posted under "resources" on the OMI website. *Looking for presenters on June 11 and June 12.*

Discussion of Charge and Goals

The charge of this group is to

- improve communication among faculty and stakeholders,
- promote participation in programs of professional organizations, and
- disseminate information about the work undertaken by the OMI.

The OMI is not yet one year old, but as we look ahead for the next six months, what do we want to make sure we have done for Fall?

Consider the “products” that we have created and what we would like to create.

Audiences

- Secondary school math faculty
- Postsecondary math faculty
- Other disciplines
- Parents
- Advisors
- Public (employers, general public)
- Administrators / Provosts and local school boards and superintendents
- Other subgroups
- Students (math and non-math, STEM and non-STEM)
- Legislature
- Professional societies

A goal is to communicate the activities of the OMI.



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Update on Complete College America Grant/Dana Center Grant

CCA/Dana Center grant is a resource grant which provided speakers for the summit on April 24, 2015. It also invited OBR and folks from across Ohio to other events, including the event June 2015 in Minneapolis on co-requisite strategies. We are also participating in the Accuplacer event in a plenary session on the 25th in Philadelphia, along with folks from Indiana and Carolina on the panel. This has been a helpful way to exchange information because we're all in different places (for instance, Georgia finished their report first). Ohio is unique among states in engaging with high school teachers, and we are ahead of the curve in being faculty-led as opposed to legislature-led.

There is a second year in this grant, and then there may be a chance to review. In the meantime, we are making strong connections and networking with mathematicians across the US.

Subgroup Homework/Follow-Up (if any):

Tasks for the summer

Our outside tasks will primarily be presentations that are scheduled via the presenter request form. This means that our subgroup can focus on the Presenters' Kit.

Cloud-based storage

Box, Google, Dropbox? What would be best? Google seems to be a temporary consensus. Jim will set this up.

Presenters' Kit

- Starter slide deck (update, include reference slides; Chelle Younker will handle slides and Crystal will proofread)
- Local conferences (Glen Lobo will be researching deadlines for professional societies; MathFest)
- Subgroup contact information (community tab on website)
- List of co-leads
- OMI executive summary (reference write-up in success summit, summarize to one page and update it, Jim)
- Print-ready logos (OMI, OBR, Michelle B)
- Newsletter (Complete and available on website)
- Fast Facts (Complete and available on website)
- Short videos (overview of initiative, Jim)
- Press releases (talk to OBR's Jeff Robinson about press releases)
- Frequently asked questions
- Statistics from Subgroup 4 (Enyinda)
- Guiding Questions for Chairs (Phil and Angela, and Jim will create a template to begin)

July 15 deadline for guiding questions ("community discussion points")



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Possible FAQs

- What are alternative pathways? (Vani)
- Is there an alternative pathway without developmental math?
- What pathways will the state recognize?
- Will there be some ACT benchmarks for alternative pathways?
- What is college-level? (Enyinda) Who makes the decision of what is a college-level course?
- Does a college level course have to be in the OTM? (No. But what's a college-level course that isn't in the transfer module? An allied health course? Business math?)
- What is a co-requisite model? (Chelle)
- "Intermediate algebra can't be used for a graduation requirement." What does that mean? (From Fast Facts #1)

Next Meetings:

- Wednesday, July 22 at 10:30am for an online meeting.
- In-person meeting the third week of September.