

Ohio Department of Higher Education Meeting

Ohio Mathematics Initiative Review and Planning for FY 2017

May 5, 2016

The meeting was convened by Michelle Younker, the mathematics chair at Owens Community College and co-chair of the Ohio Mathematics Initiative's communication, outreach and engagement subgroup. She summarized the meeting's primary objectives:

1. Review and evaluate the Ohio Mathematics Initiative's (OMI's) progress during FY 2016;
2. Plan and set goals for FY 2017 and plan for the coordination of OMI activities during the next year; and
3. Develop the timetable for FY 2017 activities and identify needed resources.

Review of the past year's progress

The review of FY 2016's progress began with reports from the OMI's five mathematics faculty panels/subgroups.

Panel #1: New and alternative pathways

- This subgroup highlighted the development and endorsement of a new Ohio Transfer Module (OTM) course in quantitative reasoning, a challenging, rigorous, college-level course that builds upon the skills and knowledge required for high school graduation by the state of Ohio. The course will be part of institutions' general education requirements for majors in non-mathematics intensive fields that include communication, criminal justice, fine arts, education and the social and behavioral sciences.

- This faculty panel also reported that Ohio postsecondary students now have three well-defined, faculty-developed learning pathways in mathematics – a Statistics Pathway; a Quantitative Reasoning Pathway; and a STEM Preparation Pathway – that are designed to yield increased success in mathematics, a higher percentage of students completing degree programs and effective transferability of credits for students moving from one institution to another.
- Finally, the subgroup reported on continuing efforts to establish co-requisite remediation strategies for improving developmental education, and ultimately, college completion rates. With the co-requisite course model, students who demonstrate a few academic deficiencies are placed immediately into an entry-level, credit-bearing, college-level mathematics course **and** co-requisite support. For these students, co-requisite remediation placement is the default for remediation with the length and structure of co-requisite support varied depending on the seriousness of a student's academic weaknesses. This work is being supported by Complete College America, the Leona M. and Harry B. Helmsley Charitable Trust and the Ohio Department of Higher Education.

Panel #2: Revision of the Ohio Transfer Module (OTM) criteria

- This faculty panel reported on efforts during the 2015-16 academic year to review and revise existing OTM courses, with an emphasis on student learning outcomes and how they are assessed.
- The OTM faculty panel played a key role in the development of the new OTM Quantitative Reasoning course.
- Work on college algebra and introductory statistics has been completed. Revisions are still being made to trigonometry and pre-calculus.
- In reviewing and revising OTM course criteria and processes, faculty panel work was shaped by several guidelines, including the following: (1) focus on student learning outcomes; (2) define what distinguishes courses as “college-level”; (3) focus more on the decision-making process of students (the “why”) as opposed to rote processes (the “how”); (4) increase departmental flexibility in determining prerequisite courses and credit hour requirements; and (5) avoid triggering resubmissions of already-approved courses, while relying on course redesign efforts at the campus level.

Panel #3: Communication, outreach and engagement

- This faculty panel reported on its efforts to: improve communication among mathematics faculty and stakeholders across institutions; promote mathematics faculty participation in professional group meetings; and engage the mathematics community with the work of the OMI efforts.
- During FY 2016, panel members made numerous presentations to faculty and administrative groups. These presentations included the American Mathematical Association of Two-Year

Colleges, Marion Technical College, Ohio Mathematical Association of Two-Year Colleges and the Ohio Section of the Mathematical Association of America.

- The panel developed a presenter kit with a PowerPoint presentation and issues of Math Matters (an OMI newsletter) and FAST FACTS.

Panel #4: Data collection, analysis and sharing

- This faculty panel’s focus is to develop a common protocol for collecting, analyzing and reporting data relating to student success and program effectiveness.
- With this charge, the panel adopted a two-pronged strategy: (1) search for data collected at the state level that might be used to inform OMI initiatives; and (2) see what reports generated by mathematics departments and/or institutions could be used to improve student success.
- With respect to state-level data, subgroup members identified the need to refine the appropriate state-level data elements that would inform mathematics initiatives.
- To facilitate data searches and the preliminary analysis of selected data, the faculty panel drafted Memoranda of Understanding (MOUs) to allow faculty and students at Cleveland State University and the University of Toledo to explore these data.
- Panel members also began to compile departmental and institutional data – from Kent State University, Cleveland State University and elsewhere.
- Finally, the panel established a timeline for the development of data templates and the identification of ongoing research needs by the end of 2016.

Panel #5: Alignment between secondary and postsecondary content/instruction

- Following the 2015 Ohio Student Success Summit, the panel worked to broaden its membership by including people from the P-12 community (i.e., mathematics faculty, advisors and administrators).
- Panel members are planning additional workshops to promote the alignment of P-16 content and instruction for spring 2017.

Workshops and professional development

Participants in the May 5 meeting also reviewed three statewide training workshops for faculty, advisors and administrators. The workshops provided training on the development of a quantitative reasoning course, the state's new mathematics pathways and Ohio's Bridges to Success (co-requisite remediation) strategy.

Meeting participants discussed each of these workshops and reviewed attendees' assessment of their value and effectiveness. They found that all three workshops were well received by attendees, who left with a better understanding of new expectations and opportunities for improved instruction and student success.

Uniform Statewide Standards for Remediation-Free Status

Finally, meeting participants received an update on a faculty panel's review of existing large-scale standardized assessments used by Ohio's public institutions to determine college readiness as defined by the state's Uniform Statewide Standards for Remediation-Free Status, and on its recommended array of large-scale standardized assessments to be used to determine college readiness beginning in the 2016-2017 academic year.

- Associate Vice Chancellor Rebecca Watts reported that the IUC and OACC presidents were expected to adopt the faculty panel's recommended changes later in May. She said there is no statutory deadline for approval of the changes by institutions' boards of trustees. However, each institution is responsible for assessing the needs of its enrolled students in the manner adopted by the presidents. Also, the board of trustees or managing authority of each public institution of higher education is required to adopt the

remediation-free standards – and any related assessments – into the institution's policies.

- Dr. Watts also reminded meeting participants that the remediation-free standards and thresholds are not intended to replace college and university admissions policies; any admitted student who has earned remediation-free status in a subject will be eligible to enroll in a credit-bearing college-level course in that subject. Institutions may still require placement examinations to determine the entering course that provides a student the best opportunity to succeed in her/his program of study.

Plans and goals for FY 2017

Much of the afternoon was focused on planning and goals for FY 2017. Among the issues considered were the following:

- During FY 2017, the OMI's highest priority will be to support institutions' efforts to think systemically and to link redesigned gateway mathematics courses and structured degree pathways with transformed remediation efforts that give students co-requisite learning opportunities – all part of a comprehensive student success strategy. It was reported that ODHE was working to facilitate conversations across colleges and universities around a number of pathway planning issues.
- This priority will be reflected in the continued implementation of Ohio's "Bridges to Success" initiative. Again, it was reported that institution-level requests for proposal (RFPs) for planning grants were being prepared and that ODHE was preparing to support institutional planning efforts. The purpose of these efforts is to ensure that a co-requisite remediation strategy is an effective component of the state's "fully guided" array of mathematics pathways.
- Other activities planned for FY 2017 are additional Quantitative Reasoning training for faculty, training for advisors upon whom students depend for accurate and appropriate counsel, and workshops to build faculty and administrators' capacity in order to significantly improve student outcomes.
- Finally, meeting participants reviewed a timeline for FY 2017 OMI activities.

Meeting participants

Meeting participants included the following:

Ricardo Moena	University of Cincinnati	Stephanie Davidson	ODHE
Michelle Younker	Owens Community College	Brett Visger	ODHE
Andrew Tonge	Kent State University	Paula Compton	ODHE
Richard Uchida	Sinclair College	Rebecca Watts	ODHE
Brad Findell	The Ohio State University	Hideo Tsuchida	OATN
James Willis	Sinclair College	Mike Snider	OACC
Jim Fowler	The Ohio State University	Michelle Blaney	OATN
		Brain Roget	ODE