

Ohio Math Initiative

Talking Points

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Communication, Outreach and Engagement Co-leads

Jim Fowler
The Ohio State University
fowler.291@osu.edu

Michelle Younker
Owens Community College
michelle_younker@owens.edu

Ohio Mathematics Initiative

Re-envisioning Post-secondary Mathematics



What is... Subgroup 3?

Subgroup 3

- communicates the work of the OMI,
- engages mathematicians and others in discussions about rethinking post-secondary mathematics, and
- engages others in discussions about the work of OMI.



Why talking points?

As math faculty, we are all in **marketing**,
marketing mathematics to the public,
and our institutions as gateways to math.

Talking points helps build “brand consistency.”



What is the Ohio Math Initiative?

The Ohio Mathematics Initiative is a faculty-driven initiative of the Ohio Department of Higher Education seeking

- ① pathways in mathematics that yield increased student success in the study of mathematics
- ② more students earning degrees,
- ③ effective transferability of credits for students moving between institutions.

Ohio's goals of college affordability and degree completion led to the “**Ohio Guaranteed Transfer Pathways**” being signed into law (June 2015).



Ohio Revised Code 3333.16(A): *Universal course equivalency classification system for state institutions of higher education.*

- 1 Establish policies and procedures. . . that ensure that students can begin. . . at any state institution. . . and transfer coursework and degrees to any other state institution. . . without unnecessary duplication or institutional barriers.
- 2 Develop. . . a universal course equivalency classification system. . .
- 3 Develop. . . transfer policies that ensure that graduates with associate degrees which include completion of approved transfer modules shall be admitted to a state institution. . .
- 4 Examine the feasibility of developing a transfer marketing agenda that includes materials and interactive technology. . .
- 5 Study. . . the feasibility of credit recognition and transferability to state institutions. . . for graduates who have received associate degrees from a career college. . .



Ohio Revised Code 3333.16(C): *Universal course equivalency classification system for state institutions of higher education.*

Not later than **December 1, 2018**, the chancellor shall... ensure that any associate degree... may be transferred and applied to a bachelor degree program in an equivalent field at any other... institution... without unnecessary duplication... [E]ach transferred associate degree applies to the student's degree objective in the same manner as equivalent coursework completed by the student at the receiving institution.

When... implementing the policies... the chancellor shall seek input from faculty and academic leaders in each academic field or discipline.



tl;dr: by December 1, 2018,
there will be
guaranteed transfer pathways
from two-year
to four-year degree programs
in an equivalent field.



How will this work?

The **Pathway Development Process** has a few key features:

- ① Like the math pathways, design transfer in terms of **meta-majors**.
- ② Math is key to many degree programs, so involve **the Ohio Math Initiative**.
- ③ Transfer is often **regional**.



The Guaranteed Transfer Pathways will be developed in **meta-majors**, also known as *clusters*.

Current clusters include:

- Arts, Humanities, Communication, History, and Design
- Business
- Education
- STEM
- Industry, Manufacturing and Construction
- Public Safety
- Health Sciences
- Social and Behavioral Sciences and Human Services



A **Cluster Faculty Panel** is convened with individuals with curriculum or program authority for those majors.

These panels include faculty, program directors and coordinators, deans, and **representatives from the Ohio Mathematics Initiative.**

This is an opportunity for the math community to engage with the broader community.



The panels develop pathways to guide students from an associate degree to a baccalaureate degree.

Statewide institutional endorsement of each pathway will be sought prior to implementation.

This involves considering

- General Education courses
- Pre-major and major courses
- Electives



Regional Approach

Students transferring within the same region
have higher success
than those transferring outside of their region.

Fostering regional partnerships is essential
for creating an environment conducive to transfer.

(For example, consider the relationships between
Central Ohio Technical College, Columbus State Community College
Marion Technical College, and The Ohio State University)



Engaging our campuses

Mathematics is at once remarkably powerful
(a source of upward mobility,
shaping an increasingly quantitative world)
but also poorly marketed.

How can we engage our campuses? **Dialogue.**



Instructions for engaging in small talk with humans



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“What do you think about co-requisites strategies?”



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“What are the current mathematics courses that fulfill a general education requirement? Should we change these?”



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“What do you think about co-requisites strategies?”

“What are the current mathematics courses that fulfill a general education requirement? Should we change these?”

“How can we best serve students with an ACT math subscore < 22 ?”



“What data on student math success do we gather?
How can we share this better?”



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“What will our QR course look like?”

“Does our delivery mode (self-paced, emporium,
lecture, flipped) align with pedagogical goals in our
developmental courses?”



“How do you foresee the adoption of Common Core Mathematics Standards impacting the curriculum here?”



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“A credit-bearing college-level must broaden, deepen, or extend our student’s learning. Do our courses meet this definition?”

“Did you hear that intermediate algebra doesn’t count toward graduation requirements! How will this impact our programs?”



Underview

We care about students learning more math and earning degrees.

The effective transferability of credits is a means to the end.

The conversations we initiate on our campuses are opportunities to market mathematics commensurate with its power in society.



Thank You!

