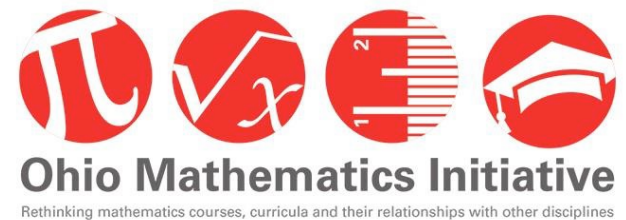


How did the Ohio Mathematics Initiative start?

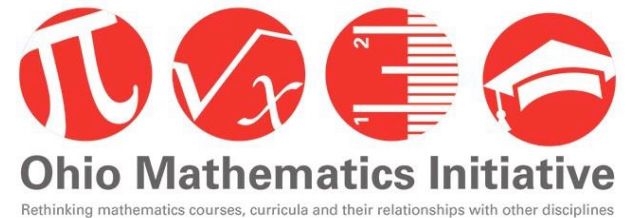
- ODHE working closely with mathematics faculty members
 - Concerns about success rates in mathematics courses and its relation to student success
 - Concerns about transferability and innovation
- Statewide Mathematics Summit
May 2013
- OMI Steering Committee
July 2013-January 2014



Steering Committee Charge

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



Essential Components

- 1) Develop high-quality entry-level courses and pathways
 - New and Alternative Pathways Working Group
- 2) Develop transfer policies and processes that foster transfer and encourage innovation
 - Ohio Transfer Module Working Group
- 3) Support constructive engagement of mathematics chairpersons and faculty
 - Chairs Network
 - Communications Working Group
- 4) Collect, analyze, and share relevant data
 - Data Working Group
- 5) Improve student success in college-level mathematics by aligning postsecondary expectations and high school practice
 - Alignment Between Secondary and Post-Secondary Working Group

Some of the Work to Date

- Creating a definition for a “college-level mathematics course”
- Redesigning course outcomes for guaranteed transfer courses
 - College Algebra (revised)
 - Introductory Statistics (revised)
 - Quantitative Literacy (introduced)
 - Discussing others (mathematics for educators, data science, nursing)
- Better aligning mathematics with each discipline
 - Comprised of challenging mathematics content relevant to the groups of majors
- Developing co-requisite/accelerated remediation models
 - Phasing out long sequences of developmental education
- Developing and piloting a 12th grade transition course

