Mathematics Pathways Committee Orientation

Real-Time Record

September 23, 2021
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Agenda

Mathematics Pathways Committee Orientation
AGENDA

September 23, 2021

10:00 – 10:10 a.m. Welcome and Introduction to the Work
- Florida Mathematics Re-Design Initiative
- Senate Bill 366

10:10 – 10:30 a.m. Activity with the Collaborative Labs
Let’s leverage our Compass Points as a Math Pathways Committee: This activity uses a set of preferences which relate not to individual but group behaviors, helping us understand how preferences affect our group work:
- North: Acting
- South: Caring
- East: Speculating
- West: Paying Attention to Detail

10:30 – 11:00 a.m. Committee Overview
- Charge
- Structure and membership
- Roles and responsibilities
- Timeline and meeting schedule
Welcome

Abbey Ivey, Director, Florida Student Success Center (FSSC): Good morning! The purpose of today’s meeting is to orient the committee to the task ahead. We will get to know each other as we get into this work and talk more about the charge and process. Thank you for volunteering to serve on this committee.

We have several members of the Florida Department of Education Florida Board of Governors Office with us today who are here to serve as staff liaisons including Disraelly Cruz, Christy England, and Brittanian Gamble. Tara Goodman and Kathleen Taylor are supporting the career center side. For the Florida Colleges, we have Carrie Henderson and Katie Grissom. From the Office of Articulation, we have Elizabeth Moya and Alexander Armstrong. We have a fully staffed team to support you throughout this work.
Abbey: The Student Success Center is housed within the Florida College System to support student success pathways. It is part of national network and we have been operating for three years now. Math reform is a major component.

Abbey: Math redesign is the first major undertaking of Florida Student Success Center. Math is the most significant academic barrier to student success. This is a cross-sector collaborative effort. From that, the Florida Mathematics Re-Design Initiative was born.
Abbey: The center established three interconnected workgroups including over 90 faculty and staff from the Florida college system, the state university system, and the K-12 sector. The workgroups focused on three areas. The charge was to identify the challenges and work towards recommending solutions.

Florida Mathematics Re-Design Recommendations

- Culmination of the year-long Florida Mathematics Re-Design Initiative
- Includes 11 recommendations for state policy, institutional policy and evidence-based practices designed for scale
- One of the recommendations was to “create common mathematics pathways by aligning mathematics courses to programs, meta-majors and careers in Florida”

www.flstudentsuccess.org
Abbey: The year-long effort culminated in eleven policy and practice recommendations. One of the most powerful recommendations was to create common math pathways by aligning courses to programs, majors, and careers.

Why Math Pathways?

Research shows:

- Students need different mathematics skills depending on their programs of study.
- Many institutions still use the college algebra pathway as the primary pathway for their students, even if the liberal arts mathematics/statistics pathway may be more appropriate for their degrees.
- Not all students are well served by traditional algebra-based calculus sequences; in fact, research shows that courses that are meaningful to students increase their engagement, which, in turn, increases their success.

The ultimate goal of the recommendation is to increase graduation and success rates and to make sure students graduate without excess credit hours.

Abbey: Research shows that students need different math skills based on their program of study. The default was to put students in college Algebra regardless of their path, but not all students are well served by that sequence. The goal is to create three common math pathways to increase student success. That is the charge of this committee.

Mathematics Pathways Legislation

- The pathways recommendation is reflected in SB 366 from the 2021 legislative session
- The bill states:

  To facilitate seamless transfer of credits, reduce excess credit hours, and ensure students take the courses needed for their future career, the articulation agreement must establish three mathematics pathways for students by aligning mathematics courses to programs, meta-majors, and careers. A representative committee consisting of State University System faculty, faculty of career centers established under s. 1001.44, and Florida College System institution faculty shall collaborate to identify the three mathematics pathways and the mathematics course sequence within each pathway which align to the mathematics skills needed for success in the corresponding academic programs and careers.

Abbey: The work that came out of the initiative is reflected in the 2021 legislative session. Summarized, it says the articulation agreement must include three pathways that align to
programs, meta-majors, and careers. This representative committee will collaborate to determine what the pathways should be. Thank you for being willing to serve on this committee; it has been several years in the making.

**Compass Activity**

**Andrea:** Thank you, Abbey, for your continued support. I would like to introduce two of my Collaborative Labs colleagues, Karin, who is taking meeting notes, and Laurie, our business development guru.

Andrea: The compass activity helps us get to know each other and leverage our strengths in this committee. It is an overview of the strengths in our group. There are four compass points. Think about and share which two are your top compass points and the strengths in each area that are important to committee work. You can also share how you have leveraged your strengths in an impactful way.
Marc Campbell, Daytona State College: North is my top direction. I have been in education for 27 years, and I have found that education is the area that seems to react the slowest. When I like something, I move on it. As we move forward, we can adjust as necessary. We can spend too much time planning; by the time we implement it, the situation is different.

Julie Phelps, Valencia College: South is my first direction. I help people find their passion and get them to engage.

Alicia Leary, Fred K. Marchman Technical College: I am West. Taking time to look at details is very important. You can spend too much time though.

Teresa Dorman, University of Central Florida: I am East. I look at how the dominos may fall...what are the implications are, the big picture.
Laser Introductions (30-seconds)

What is your Name & your institution?
What are your Top 2 Compass Directions of Choice?
How have you Leveraged Strengths in an impactful initiative?

Andrea:  We will do short 30-second per person introductions; please share your name, institution, your top two directions, and how you leverage your strengths.

Alicia Leary: West and North. Building new programs, especially acquisitions, is where I apply my strengths.

Kathleen Ciez-Volz, Florida State College at Jacksonville: South and East. These have been strengths in an initiative to develop international education in our college.

Donna Soncrant, First Coast Technology College: North and East. I transitioned from a K-12 curriculum director in math, to college. It is a big change and very exciting.

Abbey: East and West. I like to look at the big picture but am detail oriented. This can be applied to what we do at the FSSC.

Aletheia Zambesi, University of West Florida: West and South. The two work well together; get buy in and move people forward. It is useful in working with faculty.

Teresa Dorman: West and East. Collaborative discussions and decision making are my strengths. I am involved with the curriculum alignment program and student advising initiatives and working with individual departments to develop new programs.
Jimmy Chang, St. Petersburg College: South and West. I leverage these strengths when collaborating with faculty and others and I cover all the details before acting.

Julie Phelps: North and South. I get it done and ask for forgiveness with how fast I move. I want to do work for students that need it the most.

Kalynda Holton, Tallahassee Community College: North and West. These strengths help in pathways work and creating courses.

Allison Crume, University of South Florida: North and South. My strengths helped in building relationships.

Chris Kottke, New College of Florida: East and West. They cancel out, but this is four-dimensional. I have been involved with redesigning math the pathways to make it more inclusive and flexible.

Konstantina Christodoulopoulou, University of Florida: West and South. They help me as undergraduate coordinator, in problem solving with students and caring about their future.

Tommy Minton, Seminole State College of Florida: West and East. In my role as dean, everything is in the details. Being involved with the math pathways initiative, it is all about the big picture and moving forward.

Rachid Ait Maalem Lahcen, University of Central Florida: North and South. When it comes to collaboration, I am these two directions. I listen to what everyone is saying and focus on the common goal.
Onder Koklu, Florida Gulf Coast University: West and North. Act more and talk less. Answer the who, what, where questions and look at details.

Connie Campbell, Gulf Coast State College: North and East. I really get a charge out of speculating what needs to be done and doing it.

Dana Hamadeh, Palm Beach State College: North and West. I like to know what resources we have and why we are doing something.

Marc Campbell: North and West. I’ve learned that sometimes to make things happen, you have to act first and ask for forgiveness later.

Tara Goodman, Division of Career and Adult Education: East and West. I have interest in jobs and looking at the big picture concerning pathways.

Don Ransford, Florida Southwestern State College: South and East. I have taken a lot of leadership roles in committees and initiatives. I set good goals for organizations and make sure everyone feels a part of meeting those goals.

Lee Klingler, Florida Atlantic University: East and West. As department chair, I make sure details are there and fit in the big picture.
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<th>Committee Member</th>
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<td>Aletheia Zambesi</td>
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Mathematics Pathways Committee Orientation

September 23, 2021

Committee Overview

Committee Charge

- Collaborate to identify:
  - The three mathematics pathways
  - The mathematics course sequence within each pathway which align to the mathematics skills needed for success in the corresponding academic programs and careers

Abbey: The charge of the committee is to collaborate what the three math pathways will be and the course sequence.

Committee Details

- The committee is composed of:
  - 8 members representing the State University System (SUS)
  - 8 members representing the Florida College System (FCS)
  - 2 members representing the school district career centers
  - 1 non-voting member who serves on the Articulation Coordinating Committee (ACC)
- Note that faculty from other disciplines will be engaged in the process, and we will provide updates to institutions as the work progresses.

Abbey: Here is who is on the committee. We will engage other faculty throughout the process. We are mostly from the math field, but we will engage those from top transfer majors.
Abbey: We will post the committee members for your use.

Roles and Responsibilities

- Committee members will be expected to attend all committee convenings and actively participate in identifying the mathematics pathways.
- The majority of the work of the committee will occur during the fall 2021 term via virtual convenings.
- Additional work between convenings, while likely minimal, may also be required.
- The center will provide a $500 stipend for service on the committee.

Abbey: We know that situations arise, but this work is accelerated over a three-month timeframe and your participation is important. The meetings are already established; everything
will be virtual. Please email your W-9 form to me for processing your stipend (Abbey.Ivey@fldoe.org).

### Timeline

<table>
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<th>Activity</th>
<th>Expected Timeline</th>
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<tr>
<td>Committee finalizes mathematics pathways and course sequences</td>
<td>December 2021</td>
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<tr>
<td>ACC considers proposed mathematics pathways and course sequences</td>
<td>February 2022</td>
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<td>Florida Department of Education (FDOE) initiates rule development process/Office of the Board of Governors (BOG) initiates regulation development process to incorporate math pathways</td>
<td>March-July 2022</td>
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<td>State Board of Education/Florida Board of Governors considers mathematics pathways rule/regulation revisions</td>
<td>August 2022</td>
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<td>FDOE/BOG notify institutions and provide technical assistance</td>
<td>August 2022</td>
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<td>Mathematics pathways effective for entering students in associate and baccalaureate degree programs</td>
<td>2023-24 academic year</td>
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**Abbey:** Meetings are scheduled to have pathways and course sequences by December. The Articulation Coordinating Committee will consider this work in February. Rule and regulation development will commence from there. The process takes time, so we account for that. In the summer of 2022, we will notify institutions and the pathways will be active for the 2023-24 school year.

### Upcoming Meetings Schedule

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<tr>
<th>Meeting</th>
<th>Date</th>
<th>Goals</th>
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<tr>
<td>Kick-off</td>
<td>October 11</td>
<td>• Understand national context</td>
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<td>10 a.m. – 12 p.m.</td>
<td>• Confirm plan to identify the pathways and courses</td>
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<td>Full day meeting</td>
<td>November 18</td>
<td>• Identify essential learning outcomes</td>
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<td>9 a.m. – 4 p.m.</td>
<td>• Solidify the three pathways</td>
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<td>• Begin aligning courses to the pathways</td>
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<td>Closing</td>
<td>December 8</td>
<td>• Finalize pathways and course sequence recommendations</td>
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<td>10 a.m. – 12 p.m.</td>
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**Abbey:** In October, we will have a guest speaker to discuss how other states have tackled the work and implemented math pathways. The November meeting will be a full day where we will
tackle essential learning outcomes, solidify the three pathways, and begin aligning those courses. In December, we will wrap up and finalize the recommendations.

**Abbey:** I want to pose a question to the group about leadership structure. Would you like to elect a chair or keep it flat within the committee? Staff will be facilitating, and you will be supported. We want to get your feedback because it will be led by you.

**Teresa:** What would the responsibilities be?

**Abbey:** We could discuss them as a committee. Basically, be the point of contact for the committee, help facilitate meetings, and set the agenda.

![Leadership Structure](image)

**Abbey:** The majority said “No,” so we will not select a chair. Thank you for your input.

**Wrap-Up and Next Steps**

**Abbey:** We have a website for this committee: [https://www.floridacollegesystemfoundation.org/fsscmathpathways](https://www.floridacollegesystemfoundation.org/fsscmathpathways).

We also have a handbook for the committee. You will see meeting notes and recordings posted on the website. I will follow up with an email.

Please reach out to any of the names on the list if you need any help or support.
Abbey asked the committee for any outstanding questions, and there were none.

Abbey: Thank you all! It was a pleasure seeing you again and meeting some of you virtually. Look for an email with a link to our website.