

Minutes

Mathematics Department Meeting, Florida SouthWestern State College

Dr. Ivana Ilic, Mathematics Department Chair

March 12, 2021 9:00 AM – 11:00 AM

Meeting location: **Zoom** meeting

<https://fsw.zoom.us/j/95093995131?pwd=Y25yYWZPT0E0aHBQNVZ0cINseWNVdz09>

In attendance:

Faculty	Present	Absent	Excused	Faculty	Present	Absent	Excused
Cheban Acharya	x			Ivan Melendez	x		
Tatiana Arzivian	x			Kristi Moran	x		
Rona Axelrod	x			Douglas Nering	x		
Karen Buonocore	x			Bharat Patel	x		
Robert Cappetta	x			Cindy Quehl	x		
James Chan	x			Donald Ransford	x		
Michael Chiacchiero	x			Joseph Roles	x		
Tina Churchill	x			John Salem		x	
Sabine Eggleston	x			Elizabeth Schott	x		
Rebecca Gubitti	x			Sandra Seifert	x		
Beverly Hall	x			Christine Smith		x	
Ivana Ilic	x			William Stoudt	x		
David Licht	x			Dimitry Yusin	x		
Kelsea Cid	x			Terry Zamor	x		
Douglas Magomo	x			Duval Zephirin	x		
Daniel Marulanda	x			Jaime Zlatkin	x		

In attendance: Donald J. McGarey, Ph.D., Dean, School of Pure and Applied Sciences, Dr. Christy Gilfert, Associate Vice Provost, Enrollment Services, Dr. Brian Page, Associate Dean, School of Arts, Humanities, and Social Sciences.

- I. Meeting called to order at 9:02 AM. Adoption of Agenda: Agenda adopted as presented (all in favor, none opposed, no abstentions).
- II. Approval of Minutes: February 12, 2021 minutes approved as presented.
- III. Success and Accomplishments

Daniel Marulanda and his wife are expecting baby!

IV. Coordinator Positions

Announced by Faculty Senate (duty descriptions provided), MOU in the process of ratification. The positions are:

- LAC Assessment Coordinator
- eLearning Coordinator
 - Training Coordinators (up to 5 faculty ideally representing one per school)
 - Course Coordinators (up to 5 faculty ideally representing one per school).
- TLC Coordinator

Interested faculty: complete application and forward to your school dean by no later than 4:00 PM on March 22, 2021.

Rona Axelrod is stepping down from the position of eLearning coordinator after several years of service.

V. Curriculum Committee Membership Opening

Don Ransford is stepping down from the Curriculum Committee position. Interested faculty can apply for the Curriculum Committee position: look for the Faculty Senate call for available committee positions. Don Ransford briefly presented list of some of the Curriculum Committee members duties: review curriculum submission, being trained on Curriculog software, provide training for the Curriculog software as needed, etc.

VI. One Book One College (OBOC)

OBOC book selection for Fall 2021/Spring 2022: *A Life On Our Planet* by David Attenborough. Ebook version and print version of the book will be available

<https://www.fsw.edu/oboc/getbook>

Fall 2022/Spring 2023 book nominations are currently being accepted

(<https://www.fsw.edu/oboc>) until Sept. 24, 2021.

Objectives

- To provide a common intellectual experience.
- To create an opportunity for students to explore values and ethics.
- To raise awareness and tolerance of diverse perspectives.

- To facilitate critical thinking and academic discourse.
- To promote a sense of community among all FSW stakeholders.

VII. FSW Open House

Socially distanced on-campus FSW Open House March 30 (Collier/HG) & March 31 (Lee/Charlotte) from 3:00 – 6:00 pm

The following mathematics faculty have volunteered to participate in FSW Open House:

- Collier Campus: Cindy Quehl;
- Hendy/Glades Center: Duval Zephirin, Sandra Seifert, Bharat Patel;
- Lee Campus: Douglas Magomo, Cheban Acharya, Terry Zamor, Ivana Ilic;
- Charlotte Campus: Christine Smith, Tina Churchill.

Variety of different options for students to engage with the campus community to include:

- Exhibitor Tables – set and staffed for the entire event:
 - Traditional tabling opportunity for individuals to set up displays and literature, while having availability to talk to students about programs and offerings.
- Demonstrations/Presentations – two types, which might be shorter in duration than the full event (specific presentation times or classroom open during certain timeframe):
 - Zoom/Flex classrooms – Sessions conducted allowing faculty and staff to collaborate on specific topics regardless of campus location.
 - Other classrooms or open spaces – Opportunity to provide exposure to classroom spaces, labs, or other unique locations for students to see both the learning environment, have faculty/student meet and greet opportunities, experience a simulation, etc. Examples may include musicians, mannequins on the lawn, fingerprint lab, learning labs, etc.
- Lessons on the Lawn.
 - Short 5-10 minute topics or messages that do not require technology and can be scheduled and delivered throughout the event. For example, welcome addresses, school or program overview

VIII. MyLabsPlus to MyLab Math transition

- a. MyLab Math Master Courses-review/update -current status report
Sabine Eggleston has reported that seven out of eleven master courses are now transferred to MyLab Math: MAT 0057, MAT 1033, MGF 1106, MGF 1107, MAC 1114, MAC 1140, STA 2023. Course MAT 1100 is not ready yet, since new digital edition is not available yet. Courses are planned to be available to be copied after Spring Break, after the training for the faculty.
- b. Canvas Master Courses-review/update-current status report
Course developers reported that STA 2023, MGF 1106, MAT 1033, MAC 1140/1114, MAC 1105, MAT 0057, MGF 1107 have review/work in progress with anticipated completion after the Spring Break. STA 2023: Rona Axelrod is reviewing exams and improving accessibility of exams. Sabine Eggleston emphasized that even though Canvas Master courses are going to be updated to accommodate MyLab Math (for online courses) and MyLab Math master courses are going to be prepared, faculty may expect individual course preparation (for example: creating MyLab Course connected with Canvas course, assigning assignments, grade sync, creating grading categories and assigning weights in the gradebook, placing assignments under appropriate grading categories under Assignments in Canvas, adjusting course specific information, etc.).
- c. Training and support for faculty
 - The following are planned dates/time for MyLab Math training (via Zoom) for mathematics faculty:
 - Friday, March 26, 2021 10:00 AM-11:00 AM
(fourth Friday of the month)
 - Saturday, April 10, 2021 9:00 AM-10:00 AM
 - Monday, May 3, 2021 10:00 AM-11:00AM
(last duty day in Spring after final grades are due)
 - Three training Zoom sessions are planned to be offered by Pearson: the same material covered in each, but on different dates to accommodate different mathematics faculty schedules.

- Mathematics faculty (teaching in Summer 2021 or in Fall 2021) should plan to attend one of the sessions, but are welcome to attend multiple training sessions.
- Some of the topics planned to be included are: how faculty create MyLab Math course starting from Canvas by using master courseID that has standard integration with Canvas, grade sync, student registration, etc.
- Faculty at the meeting agreed with the training being recorded for the future watching and training.

d. Syllabus statement for required course materials

Sample syllabus statement for Required Course Materials was presented. Don Ransford made suggestion to mark “combo code” in the statement with the star to be clear what is the additional explanation is referred to.

e. Textbooks: new editions, purchasing options

MAT 0057 is available in 24 months option instead 18 weeks.

Discussion about the 24 months vs. 18 weeks access code and in which cases one option may be preferred over the other (for example, 24 months access code, if student is taking MAC 1140 and MAC 1114 in two different consecutive semesters since the courses use the same textbook).

IX. FSW Guided Pathways - presentation by Dr. Christy Gilfert, Associate Vice Provost, Enrollment Services; Dr. Brian Page, Associate Dean, School of Arts, Humanities, and Social Sciences.

Academic & Career Pathways

(programs listed here are for Science, Engineering & Math)

- Arts & Design
- Humanities, Communication & Global Studies
- Business
- Computing Technologies
- Construction, Manufacturing & Industry

- Education
- Health Sciences
- Public Safety & Law Studies
- Science, Engineering & Math
 - AS in Science and Engineering Technology
 - Certificate in Scientific Workplace Preparation
 - AA – Biology
 - AA – Engineering
 - AA – Pre-Med/Vet
 - AA – Environmental Science
 - AA - Mathematics
- Social and Behavioral Sciences & Human Services

It was presented why Pathways are needed as well as what are the counter arguments

How Pathways provide "Equity"

- Establish clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement.
- Incorporate intake processes that help students clarify goals for college and careers.
- Embed advising, progress tracking, feedback, and support throughout a student's educational journey.
- Offer on-ramps to programs of study designed to facilitate access for students with developmental education needs.

Implementing Guided Pathways

- Through implementation of pathways, we have the possibility to improve the student experience and important metrics such as
 - retention and graduation rates including reducing time to graduation
 - reducing the number of excess credits students take

- improving job placement and transfer rates
- closing equity gaps
- Guided pathways implementation may also improve course scheduling and sequencing.

The Student Impact:

- FSW 3-year Graduation Rate 34.8%
- FSW 1-year Retention Rate 57%
- Avg. # of credits students graduate with (with DE) 72.6
- Avg. # of credits students graduate with (w/o DE) 84.5

An Education Journey

- Exploring areas of interest and selecting a pathway
- Selecting a particular program at FSW or future transfer program
- Program mapping
- Transitioning after FSW

Engagement Points During the Discovery/Exploration Stage

- FSW Website step one: Students can explore the 10 overarching academic/career pathways before they apply
- FSW Website step two: Students can review degrees associated with each Pathway, the 2-year Education Plans for programs in each Pathway, and see related careers and job outlooks
- Instant Decision Days
- On-Campus Tours
- Open House
- College Fairs
- Virtual Tour
- High School Visit
- Career Coach Assessment

Engagement Points During the Current Student Phase

- Students take SLS 1515 Cornerstone Experience in their first semester, which will help students either confirm their choice of Pathway or assist them in choosing another
- Career Services
- Career Fair
- Job Shadowing/Observation Opportunities
- Transfer Fair
- Internships
- Advisor Appointments
- Faculty Interaction & Mentoring
- Pathways Programming Events
- Early Connection & Communication with Future Transfer Institutions or People within the Career Field

Departing Engagement Points:

- Internships or additional Job Shadowing/Observation opportunities
- Capstone QEP Course
- Graduation Check & Transfer Advising
- Résumé Guidance & Interview Coaching from the Career Services Office for students entering the workforce
- Exit Interviews

How you can help build Pathways:

- Support a CULTURE of Equity-building through Pathways.
- Find out who are students are and what overall needs they have re: a “culture of care” (ADA, Financial Aid, Counseling, employment, etc.)
- Assist in programming courses toward career/transfer goals within Pathways.
- De-mystify our discipline areas with regard to future careers.
- Develop extra-curricular activities linked to your related pathway.

- Connect the professional & business relationships you can share with students.
- Recruit high school students and counselors/departments from multiple zip codes to participate in our program-related activities.
- Consider participation in advisory boards for our Workforce Ed programs.
- Articulate with other universities through our disciplines to provide appropriate transfer opportunities.
- Consider internships for your subject area.
- Suggest a first semester course for your area that provides students exciting entry into a Pathway.

Some of the items discussed with Mathematics faculty are:

- How FSW compares to other educational institutions in Pathways implementation.
 - Involving Dual Enrollment counselors.
 - SLS course identified by Pathways.
 - Faculty involvement: Don Ransford selected (Florida College System, College Success Center) to be member of the Steering Committee for Math Advisory Council for Mathematics courses alignment in FL.
 - Mathematics Department has working group currently working on Mathematics Pathways.
 - Destination FGCU, the FSW/FGCU Transfer Program, provides students with the tools and guidance they need to easily and successfully move from FSW upon completion of their Associate in Arts degree (AA) to FGCU.
 - Possibility for partnership with USF, UCF, FIU for transfer programs.
 - Pathways Action Plan created.
 - Ransford, Ilic are on the FSW Guided Pathways Core Team.
- X. Mathematics Pathways- Schott, Ransford, Churchill, Cid, Magomo
 FSW is currently working with the Florida College System to create, implement and scale Florida Pathways at FSW. Math Pathways Working Group: Schott, Ransford, Churchill, Cid, Magomo. Report on the work done is presented by Elizabeth Schott.

Data is collected on the success rates in mathematics courses, sequence of mathematics courses students took in the past years, etc.

Some of the reports presented are:

- What is the first mathematics course students take when entering their program at FSW.
- If students took MAT 0057 course, what is their success rates in next mathematics courses at FSW.
- Which mathematics courses are FSW students taking per each program.

XI. Syllabus Review

a. Section IV -Outcomes and Integral/Supplemental

Don Ransford provided instructions for course objectives and general education competencies review. Documents related to the syllabi review are posted on Math Website Canvas course. Syllabi updates will need to be submitted to Curriculum Committee for approval.

b. Calculator Usage

Kelsea Cid-Curriculum Committee: additional syllabi updates regarding the “calculator” are needed in addition to removal of the “calculator” sentence in the course description as indicated by Curriculum Committee. Kelsea Cid has prepared additional documentation needed for the curriculum Committee, faculty endorsement needed.

Beverly Hall expressed concern regarding using Proctorio with alternatives to calculator (for example, Desmos).

XII. Learning Assessment –Kristi Moran

Syllapalooza: Syllabi review (Syllabi updates and Gen Ed assessment)

- Review of course learning outcomes as well as the CREATIVE acronym and consider any changes or refinements in syllabi.
- LAC will hold final syllabus review sessions with deans, chairs, etc., on March PD Friday.

LAC is currently doing Gen Ed Assessment of “Communicate” and “Evaluate”:

- Currently in the process of using artifacts (the submitted assignments) for Gen Ed assessment process.
- Like in years past, there may be professional development sessions and other venues to review the Gen Ed submission process and to look out for these in the future (coordinators will be given announcements if/when they happen).

Course Level Assessment -Departmental Final Exams

- Excel file was sent to faculty with request to populate, for each course with common departmental exam, the format how exam will be given (ground/canvas w Proctorio) and if the exam is loaded in Canvas and to return the file to Kristi Moran, Learning Assessment Coordinator for Mathematics Department.
- Assessment reports: available after the Spring Break.

XIII. Committee updates

XIV. Faculty updates

XV. New business

XVI. Adjourn 11:25 AM