Date: Friday, April 4, 2014
Time: 9:30 a.m. to 2:30 p.m.
Place: University of Central Florida, Orlando Campus
Building: Mathematical Sciences Building - MSB (formerly Math & Physics Building)
Room: 318

Agenda

I. Welcome, Introductions & Meeting Overview

II. Update: Other Curriculum Alignment Working Groups

III. Review past meeting minutes

IV. Math Curriculum Alignment Survey update

V. Advising and its role in Curriculum Alignment

VI. Math course prerequisites

VII. Brainstorming: Best ways to collaborate and use website

VIII. New items for discussion & best practices

IX. Fall Curriculum Alignment meeting date & host

X. Adjourn
CENTRAL FLORIDA REGIONAL
MATH CURRICULUM ALIGNMENT MEETING

Minutes

Date: Friday, April 4, 2014
Time: 9:30 a.m. to 2:30 p.m.
Place: UCF Orlando
Building: Mathematical Sciences Building - MSB (formerly Math & Physics Building)
Room: 318

Meeting began at 9:45 a.m.

Participants: Diana Boyette, Seminole State College; Kirby Brown, College of Central Florida; Rebecca Devor, Lake Mary High School; Lori Dunlop-Pyle, UCF; Carolyn Fonville, Lake-Sumter State College; Elisa Greco, Osceola School District; Mike Hampton, UCF; Lynn Hearn, Valencia College; Thom Kieft, Lake-Sumter State College; Maryke Lee, Valencia College; Ashley Maddox, Seminole State College; Tony Marlaret, Seminole State College; Adrian Manley, Valencia College; Tommy Minton, Seminole State College; Tammy Muhs, UCF; Melissa Pedone, Valencia College; Brian Smith, Daytona State College; Julie Staton, Lake County Schools; Jeffrey Stephens, Lake-Sumter State College; Richard Tamburro, Daytona State College; Julie Wagner, Brevard County Schools; Mike Cooney, UCF Regional Campuses

After introductions, Mike Hampton welcomed everyone and stated partner college and UCF academic advisors have been invited to attend all 2014 Curriculum Alignment Working Groups - Math, Chemistry, Physics, Biology and Engineering. He said the response has been overwhelmingly positive, and that advisors appreciate being included in the Working Group meetings. Mike said advisors are learning a lot from the meetings, and faculty have heard the challenges advisors face when working with students and are eager to assistance and information.

The following is a summary of the discussion regarding advising:

- What type of infrastructure and resources are needed to help advisors?
- Advisors explain the relevance of major the student has chosen to the workforce and salary.
- Seminole State College has created Educational Plans to help guide students through their academic pathway.
- Faculty at Daytona State College are helping to advise math majors in the STEM disciplines.
- A common issue among many students is that they want to take too many courses at once and then have to withdraw. This happens more often when students self-advice.
- Students meet with advisors to say they are struggling in class, and advisors ask why haven't they met with their professor to determine what they need to do to succeed.
Some high school districts offer online tutoring to their students. Other ways to help high school students be better prepared for college level courses is to offer additional tutoring with teachers, tutors in school and pay for or off-set the cost of tutoring.

Professors at Valencia College produce online instructional videos for students that may be struggling with specific courses. The videos are available 24/7 and can be viewed by going to: http://valenciacollege.edu/math/livescribe

The high school teachers and councilors noted many students don't have access to computers at home and therefore online tutorials will not help them overcome the challenges they may have with certain subjects. Also, many cannot afford tutors and the parents are not equipped to help them either.

Other tutoring resources available online are WhyU.org, MyWhyU on Kahn Academy, and Algebra Nation.

There are challenges in using some online resources, which include: making sure they are properly vetted and age appropriate - some include inappropriate content or targeted ads; making sure the information is correct - just because the content is available, doesn't mean what's being taught is correct.

More peer-to-peer mentoring/tutoring should be done. Students respond well to fellow students who are successful in math and other STEM subjects. This works well in high school and college.

At the next meeting, the group would like to discuss what high schools and colleges are doing to help students succeed in math and the resources that are available.

The remainder of the meeting focused on reviewing what should be covered in MAT 1033, MAC 1105, MAC 1140 and MAC 1114. Everyone agreed to include only these courses in the math curriculum alignment survey at this time, and to review the other math courses in the fall plus create a spreadsheet like the other Working Groups have, which will identify all the course prerequisites for each of the partner colleges and UCF.

Next Meeting - To be announced.

Meeting adjourned at 2:30 p.m.