

## Colorado Math Pathways Conference -with Uri Treisman

March 28, 2016

8:30am - 4:00pm

Lowry Conference Center

1061 Akron Way, Building 697, Denver, CO 80230

### AGENDA

**Objective:** Bring together math and client discipline chairs and appropriate senior faculty to consider the recommendations of the Colorado Math Pathways Task Force and if and how those could be implemented on each campus.

#### Outcomes:

- Deepen understanding of the task force recommendations.
- Gather input on how to support implementation.
- Establish next steps to move towards implementation.

**Homework:** Read *Colorado Math Pathways Task Force: Report and Recommendations* (2015, November 4) attached to this e-mail or available from [ian.macgillivray@dhe.state.co.us](mailto:ian.macgillivray@dhe.state.co.us) and discuss the recommendations with your department.

8:30 – 9:00	Continental breakfast and check in.
9:00 – 9:30	Welcome and Logistics for the Day <ul style="list-style-type: none"><li>• <i>Dean Allison, Chair of Math Department, UNC and Chair of Colorado Math Pathways Task Force</i></li><li>• <i>Ian Macgillivray, Director of Academic Affairs, CDHE and State Facilitator for Colorado Math Pathways Task Force</i></li></ul> CCHE's Master Plan to Increase Completion and Close Attainment Gaps: A Q&A with the Lt. Governor <ul style="list-style-type: none"><li>• <i>Lt. Governor Joe Garcia, Executive Director, CDHE</i></li></ul>
9:30- 9:45	A Charge for Colorado: The Colorado Math Pathways Task Force Recommendations <ul style="list-style-type: none"><li>• <a href="#"><u>Colorado Math Pathways Task Force members</u></a><ul style="list-style-type: none"><li>○ <i>Dean Allison, Chair &amp; Chair Advising Working Group</i></li><li>○ <i>Shelly Ray Parsons, Chair Curriculum Working Group</i></li><li>○ <i>Lindsay Packer, Chair Support &amp; PD Working Group</i></li></ul></li></ul>
9:45 – 10:35	National Perspective and Colorado's Leadership Role <ul style="list-style-type: none"><li>• <i>Uri Treisman, The Charles A. Dana Center, University of Texas at Austin</i></li><li>• <i>Amy Getz, The Charles A. Dana Center, University of Texas at Austin</i></li></ul>
10:35- 10:45	Break and transition to breakouts

10:45 – 12:00	<p>Concurrent Breakout Sessions: An Interdisciplinary Exploration of the Pathways and Co-Requisite Instruction (choose one):</p> <ol style="list-style-type: none"> <li>1. Quantitative Reasoning Path (Humanities, Ed Prep) <ul style="list-style-type: none"> <li>• <i>Shelly Ray Parsons, Professor of Mathematics, Aims Community College</i></li> <li>• <i>Sandy Gilpin, Assistant Dean of First Year Programs, FLC</i></li> <li>• <i>Rick Miranda, Provost &amp; Executive Vice President, CSU</i></li> </ul> </li> <li>2. Statistics Path (Social &amp; Behavioral Sciences) <ul style="list-style-type: none"> <li>• <i>Rob Tubbs, University of Colorado Boulder – designing a replacement for college algebra for the Statistics Pathway</i></li> <li>• <i>Lindsay Packer, Chair, Mathematical &amp; Computer Sciences, MSU Denver</i></li> </ul> </li> <li>3. Calculus Path (STEM, Business &amp; other) <ul style="list-style-type: none"> <li>• <i>Dean Allison, Chair of Math Department, UNC</i></li> <li>• <i>Rick Ott, Colorado Mesa University</i></li> </ul> </li> <li>4. Remedial Math Preparation: The Co-Requisite Model <ul style="list-style-type: none"> <li>• <i>Casey Sacks, Colorado Community College System</i></li> <li>• <i>Heidi Loshbaugh, Dean, Center for Math &amp; Science, Community College of Denver</i></li> <li>• <i>Nimol Hen, Director, Academic Success and Advising Center, UCD</i></li> </ul> </li> </ol> <p><b>Purpose:</b> To get input on these questions:</p> <ul style="list-style-type: none"> <li>• What students should the pathway serve?</li> <li>• How should partner disciplines be included in designing the pathway?</li> <li>• What is the best process for defining the content of the pathway?</li> <li>• What is co-requisite developmental math preparation all about?</li> </ul>
12:00 – 12:45	Lunch
12:45 – 1:30	<p>Debrief the Morning Breakout Sessions</p> <ul style="list-style-type: none"> <li>• Facilitators from the morning discussions give 5 minute summaries of the discussions followed by table discussions or large group discussion. <ul style="list-style-type: none"> <li>○ <i>Shelly Ray Parsons</i></li> <li>○ <i>Rob Tubbs</i></li> <li>○ <i>Casey Sacks</i></li> <li>○ <i>Dean Allison</i></li> </ul> </li> </ul>
1:30 - 1:40	Break and transition to breakouts
1:40 – 3:00	<p>Concurrent Breakout Sessions: Implementing the Vision (choose one):</p> <ol style="list-style-type: none"> <li>1. Reconsidering math requirements in several statewide transfer articulation agreements/Degrees with Designation: Helping colleges and universities add or expand pathways. <ul style="list-style-type: none"> <li>○ <i>Jeff London, MSU Denver and General Education Council</i></li> <li>○ <i>Rick Ott, Colorado Mesa University</i></li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>○ <i>Ian Macgillivray, CDHE</i></li> </ul> <p>2. On-ramps for under-prepared students (placement and co-requisite developmental education).</p> <ul style="list-style-type: none"> <li>• <i>Sandy Gilpin, Asst. Dean of First Year Programs, FLC</i></li> <li>• <i>Shelly Ray Parsons, Professor of Mathematics, Aims Community College</i></li> <li>• <i>Casey Sacks, Colorado Community College System</i></li> </ul> <p>3. Advising, transfer and applicability to programs of study: Collegiate and Pre-collegiate Advising.</p> <ul style="list-style-type: none"> <li>• <i>Brook Bean, Lead Advisor STEM &amp; Applied Science, Pikes Peak Community College</i></li> <li>• <i>Gay DiGregorio, CSU</i></li> <li>• <i>Dean Allison, UNC</i></li> </ul> <p><b>Purpose:</b> To gather input on how to help faculty and institutions implement the recommendations. <b>Define 2-3 specific action steps.</b></p>
3:00 – 3:10	Break and transition back to large group
3:10 – 4:00	<p>Debrief &amp; Next Steps (<i>Dean, Amy &amp; Ian</i>)</p> <ul style="list-style-type: none"> <li>• Report out on action steps from each group. (<i>Leader(s) and a non-task force group member from each group</i>)</li> <li>• Ask each table to identify 2-3 things that need to be done to help faculty, staff and administrators understand the recommendations. To save time, they could write their items down instead of report out.</li> <li>• What can you commit to and what support do you need?</li> <li>• Are there institutions that are poised to move forward? If so, is there anything the task force can do to support?</li> </ul>