

THE ADVISOR

A QUARTERLY EMAIL NEWSLETTER

SPRING 2024



New Math Pathway Course Being Piloted at Selected Alabama Community Colleges

By Dr. Chantae Calhoun, ACCS Executive Director of Academic Affairs

Need for Math Pathways

Mathematics should not be a barrier to student success. A working knowledge of basic mathematics empowers individuals to engage productively in a society and economy that increasingly relies on data and quantitative reasoning. Mathematics pathways are one or more courses that meet the requirements of a program of study. These pathways should align with careers and life needs and accelerate underprepared students' entry into credit-bearing coursework (The Charles A. Dana Center).

Beginning the Work

In 2017, the Alabama Community College System (ACCS) formed a College Readiness Taskforce. The task force's purpose was to 1) redesign the math curriculum by reducing the number of developmental math courses for students to complete college gateway math courses and 2) developing a non-STEM math course to give students a gateway math course option relevant to their program of study.

Non-STEM Math Course

In 2022, an ACCS non-STEM math pathway subcommittee was formed in response to the AGSC Math Pathways Sub-Committee recommendation to broaden the scope and content of math courses for Area III. The committee has conducted research, administered surveys, and shared with other ACCS math faculty learning outcomes and content for a non-STEM math course. The course should focus on providing a foundation for quantitative thinking. The proposed topics should include mathematical reasoning, data interpretation, problem-solving strategies, equation solving, basic set theory, number sense, finance, probability, and counting principles. Additionally, the committee recommended the math course be an option for students in career technical education programs to fulfill general education math requirements.

The proposed MTH 108: Quantitative Reasoning course was presented to ACCS instructional officers and math faculty focus groups. Additional feedback was solicited at the Alabama Mathematical Association of Two-Year Colleges (AlaMATYC) spring conference. The course syllabus will be shared this summer with four-year institutions in the state to garner additional feedback to ensure the course meets the expectations and requirements for a non-STEM major.

Next Step

The course will be piloted in the fall of 2024 at five ACCS colleges before a systemwide implementation. Math faculty teaching the course will be provided professional development on engagement strategies, assessment measures, and instructional recourses during the summer. Student focus groups will be conducted to gather anecdotal data on the course from the student's perspective at the end of the fall semester. The math sub-committee will reconvene at the end of the fall semester to review the data collected to make additional modifications to the class before submitting it to AGSC for transfer approval. Systemwide implementation of MTH 108 is projected for fall 2025. Additional professional development will be provided to all math faculty in the summer of 2025.

Summary

The development of MTH 108 was facilitated by the current ACCS math faculty. The process was collaborative to remove math as a barrier to student success. The Alabama Community College System's focus is to ensure every student completes their desired program of study to either enter the workforce or transfer. One way to ensure that each student reaches their educational goal is by aligning mathematics courses to programs of study.

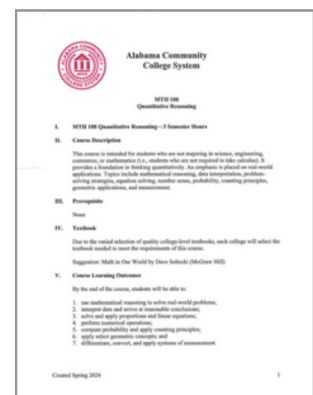
NEXT ➡

Seeking Feedback from Alabama's Public Four-Year Institutions

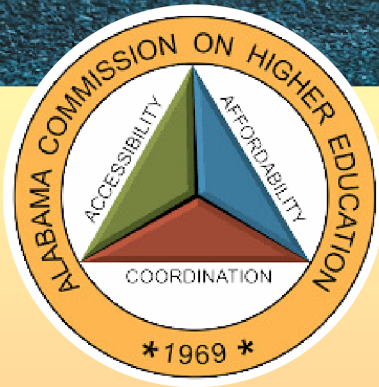
Using the feedback form linked below, the ACCS and the AGSC (Alabama Transfers) seek to receive responses/feedback from university provosts, registrars, advisors, counselors, math faculty members, and others across Alabama. Let us know what you think!

<https://forms.gle/PSASp8sBxd6Dm98o9>

WHAT DO YOU THINK? We are seeking feedback on the new "MTH 108 - Quantitative Reasoning" course from our public four-year institutional colleagues.



LINK TO
MTH 108
SYLLABUS

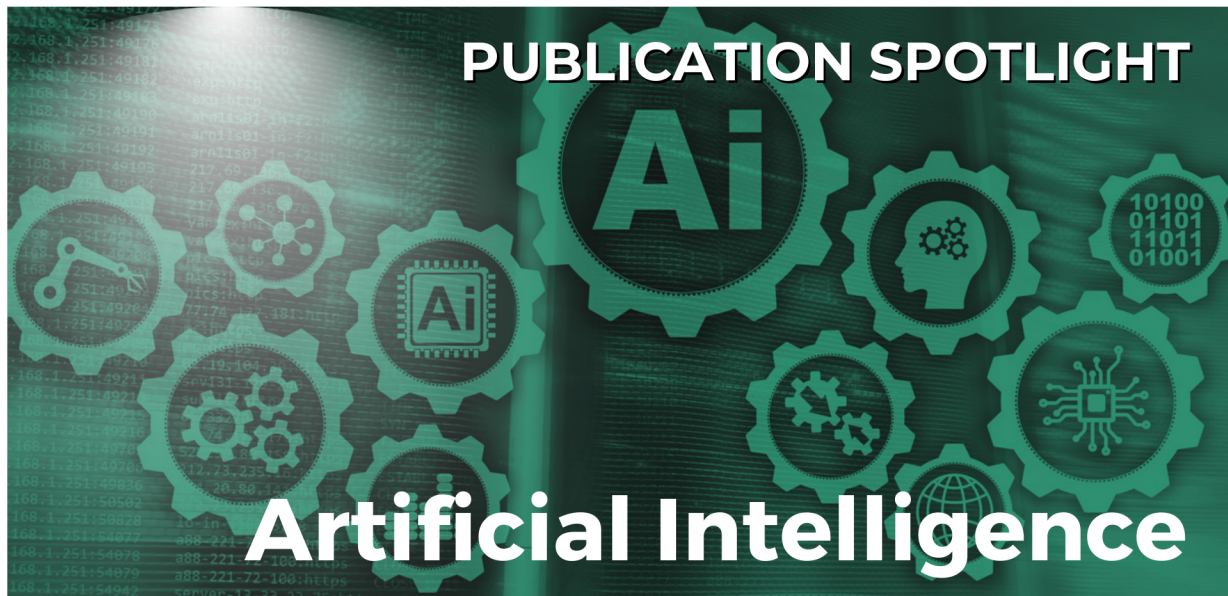
INTERNET
RESOURCE

THE STUDENT HORIZON DATABASE IS NOW AVAILABLE ON ACHE'S WEBSITE.

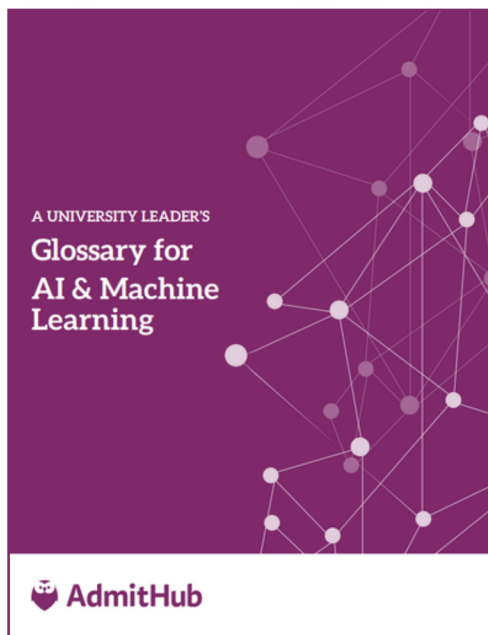
THIS ONLINE TOOL PROVIDES FINANCIAL
AND ACADEMIC INFORMATION TO HELP
INFORM DECISIONS ABOUT EDUCATION
AND CAREER PATHWAYS IN ALABAMA.



www.ache/index.php/new_student_horizon2



Below we provide only the first few paragraphs of the article. To read the complete article, scan the QR code below or click on the link below the QR code.



Artificial intelligence (AI), it seems, is infiltrating every corner of higher education. From improving the efficiency of sprinkler systems to supporting students with virtual teaching assistants, AI has quickly become a near ubiquitous presence on campus.

Perhaps with good reason. Institutions are being asked to do more with less, as they grapple with shifting demographics and not just responding to, but anticipating, the needs of today's students as they navigate the complexity of financial aid and admissions, campus life and course schedule.

And early returns suggest that AI can play a role in helping institutions tackle pernicious challenges, from "summer melt" to student engagement in class.

In response, a growing number of products are touting AI and machine learning as part of their sales pitch. But what's the difference between AI that can actually help students succeed and simple decision trees or marketing plays? How can institutional decision-makers cut through the jargon to separate the sort of AI that can actually learn over time, and play a role in improved outcomes?

College and university leaders are facing growing pressure to get smart on artificial intelligence. And that starts with a basic understanding of what AI actually is, and how it works.

READ ENTIRE PUBLICATION



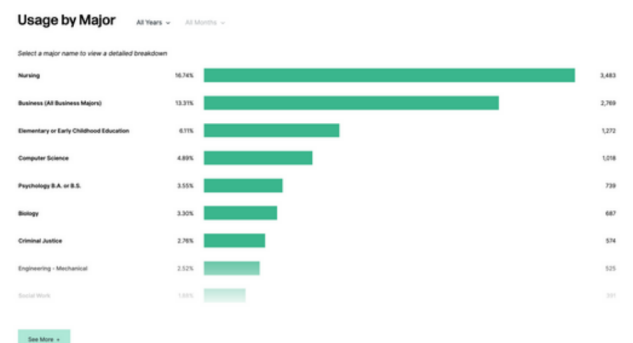
[LINK TO PUBLICATION](#)

ALABAMA TRANSFERS SYSTEM USAGE PAGE

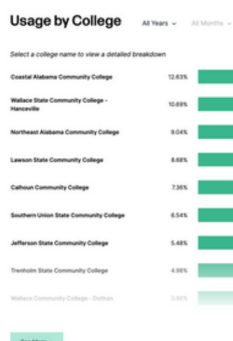


Our **new usage reports** let you see how many students have submitted Official Guides. You can filter the results by major, source community college, or target university. You can also narrow your search window to a single year or specific month. In the coming months, we'll continue to upgrade these reports to provide other helpful information, such as a time-series graph of submissions, a comparison of submissions vs. total page views, and more. In the meantime, please **contact us** if you have feedback, suggestions, or need any additional assistance on guides that were obtained on the old STARS website.

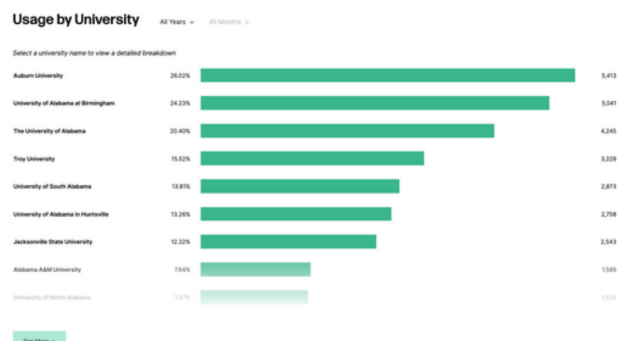
Filter by MAJOR



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Filter by UNIVERSITY



DO YOU HAVE A PLAN FOR TRANSFER SUCCESS?

WE CAN HELP!

CHECK OUT

STUDENTSGet your transfer guide or
explore academic pathways**COUNSELORS**Access tools and resources
for advising transfer students**ADMINISTRATORS**Obtain usage information or submit
courses & program requirements

Transfer Success Checklist

**JUMP TO SECTION**

1. [Start Preparing Now! — Create a checklist.](#)
2. [Declare a major as soon as possible and try to stay the course.](#)
3. [Conduct your own research about the transfer process.](#)
4. [Gain a better understanding of the transfer admissions process.](#)
5. [Make a list of important dates and deadlines.](#)
6. [Obtain information about financial aid and/or scholarships.](#)
7. [Obtain accurate articulation information \(course credit\).](#)
8. [Set up a meetings with advisors or counselors to discuss the transfer process.](#)
9. [Attend a transfer orientation program at your new school.](#)
10. [Collect general information about your new university — academics, student life, etc.](#)

① Start Preparing Now! — Create a checklist.

IT IS NEVER TOO LATE TO START PLANNING

It is *never* too late to start planning your educational path. However, if you are a freshman at a community college, the time to start planning is now! Even better than that... We suggest you start planning during your junior or senior years in high school. If you know you are going to attend a community college and later transfer to a four-year college to complete your bachelor's degree, begin to map out the process now – don't wait!



If you were familiar with our old STARS website, you may remember the **TRANSFER SURVIVAL KIT**. We have taken that same information and formatted it into our new **TRANSFER SUCCESS CHECKLIST** webpage. This is a great resource for orientation classes to use. In addition, advisors and counselors can help their students better prepare for their future transfer and transition from the community college to one of our public four-year institutions.

alabamatransfers.com/students/transfer-checklist

DO YOU NEED PROMOTIONAL MATERIALS FOR ALABAMA TRANSFERS?

- Do you have “New Student Orientation Days” on your campus? ☒ ☐
- Do you host prospective students on your campus (visits/tours)? ☒ ☐
- Do your faculty/staff discuss Alabama Transfers in orientation classes? ☒ ☐
- Do your advisors/counselors talk to students about transferring in-state? ☒ ☐



If you answered **YES** to any of the four questions, you need to know about all the **FREE promotional materials** that we can provide for you to give your students. Use the barcode (web address) below to order today!



POSTERS (11x17 INCHES)



POSTCARDS (5.5 x8.5 INCHES)



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GEL HIGHLIGHTERS (COLORS VARY)

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