

MATHEMATICS DIVISION 2017-2018

Spring 2018 meetings

2/12, 3/12, 4/16, 5/14
2:40 – 4:00 pm MSB 214

Division Chair

Bonnie Blustein, Ph.D.

Full Time Faculty

Mohamad Alwash, Ph.D.

Bonnie Blustein, Ph.D.

Zachary Brown

William Bucher

Tanshee Cheng

Henri Feiner

Thomas Harjuno

Jeremy Jankans, Ph.D.

Jamie Jenson

Manushak Movsisyan

Matthew Robertson

Vidya Swaminathan, Ph.D.

Curriculum

Committee Rep

Tanshee Cheng

Academic Senate Rep

Jeremy Jankans, Ph.D.

Adjunct Rep

(Vacant)

Adjunct Faculty:

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Lan Xu

Minutes of Meeting

Monday, May 14, 2018 MSB 214

Present: Blustein, Brown, Bucher, Cheng, Feiner, Jankans, Jenson, Movsisyan, Robertson, Swaminathan.

The meeting was called to order at 2:40 pm.

The agenda was approved. There were no public comments

The consent agenda was approved:

The **minutes of meeting April 16, 2018** were approved.

The revised Mathematics Program SLOs were approved (see below).

Chair report:

- Self-nominations for Adjunct Representative are due Friday.
- AB 705:

(1) See “Math Pathways” report <https://wested.org/wp-content/uploads/2018/05/Multiple-Paths-Forward-Booth.pdf>

(2) In addition to the prerequisite changes and intermediate algebra enhancements already under discussion, there is ELAC’s Math 125S (4 units lecture, 3 units lab)

(3) Blustein in discussion with Angel Viramontes and Marty Turner about modifying placement model. However, several colleges are already using student self-placement and WLAC will honor these placements. Since students can self-place into 200-level classes, and since such placement automatically (by law) fulfills the AA math requirement even if no 200-level class is actually taken, there is no assurance that someone receiving the AA degree knows any math at all. Bucher suggested that the District Math Council consider recommending that the LACCD AA requirement be changed to a transferable class.

(4) Any Math faculty member who attends Leslie Tejada’s workshop on 5/15 or the LACCD Student Success Retreat on 5/18 or any other AB 705-related meeting may present the position outlined in the recent report “**Mathematics Division Report: Preliminary Steps toward AB 705 Implementation**”

- Final exam committees reported that all common finals are on their way toward completion.

Textbook adoption decisions for Fall 2018. After considerable discussion, it was decided to stick with the same adoptions as this semester, except that ALL sections of Math 227 will use Sullivan 4th ed.

Committee reports

Jankans reported briefly on the Academic Senate. He will send out notes. Math is presenting at the next meeting.

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Cheng reported briefly on the Curriculum Committee. Non-credit math classes discussed. Dr. Tom-Miura was asked whether she had consulted with math chair and replied that she had. (Chair does not remember any recent consultation)

Brown reported on the Academic Senate ad-hoc committee on DSPS issues.

The meeting was adjourned at 4:15 pm.

ANNOUNCEMENTS:

1. Departmental Final Exam committees:

- Math 105 *Zach, Matt
- Math 110/112 *Henri, Manushak
- Math 115 *William, Thomas, Mohamad
- Math 122 (Jamie has the only section)
- Math 123A *Jamie, Bonnie
- Math 123B *Tanshee, Bonnie
- Math 125/123C *Vidya, Jeremy, Tanshee

- 2. Reminder that exams, tests, quizzes for DSPS students who request accommodations should be given in the DSPS testing area. They are working on a waiver form for students to sign if they would prefer another arrangement.
- 3. If you taught a 100-level class in Fall 17 and have not yet gotten back to Bonnie with the students' grades/final exam scores, please do that soon

Math Program SLOs (Revised 5/14/18)

Quantitative Literacy: Students in all degree and certificate programs at West LA College will use basic numerical and graphical reasoning to solve quantitative problems and evaluate quantitative claims commonly arising in academic, workplace, community and household contexts. [Note: Developmental Math program]

Quantitative Reasoning: Students in transfer programs will use mathematical reasoning, tools and strategies to analyze quantitative aspects of problems arising in their major or area of concentration. [Note: Intermediate Algebra and GE/Transfer math program]

Mathematical Theory and Practice: Students majoring in mathematics-intensive fields (for example, STEM, Economics, Business) will apply advanced mathematical concepts, tools and strategies to theoretical and practical problems arising in upper-division academic work and in the workplace. [Note: STEM math program]

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Mathematics Division Report: Preliminary Steps toward AB 705 Implementation

1. The Math Division supports the recommendations of the ASCCC Math & Quantitative Reasoning Task Force, which were approved at the ASCCC Spring Plenary. These include development of three courses (and possibly a 4th). C-ID descriptors are in-process or forthcoming for these classes.

- **Foundations of Algebra for Math-Intensive Fields**

<https://asccc.org/sites/default/files/Foundations%20of%20Algebra%20for%20Math-Intensive%20Fields%20.pdf>

This could be the revision or replacement or alternative for our current **Math 125** – possibly the Math 134 that several other LACCD colleges are already implementing.

- **Fundamentals of Algebra for Statistics or Liberal Arts**

<https://asccc.org/sites/default/files/Fundamentals%20of%20Algebra%20for%20Statistics%20or%20Liberal%20Arts%20.pdf>

This could be the revision or replacement for our current **Math 122**

- **Elementary Mathematics (for those not prepared for either of the above courses)**

<https://asccc.org/sites/default/files/Elementary%20Mathematics%20.pdf>

This could be the revision or replacement for our current **Math 115**.

The possible 4th course would be a “bridge” for students who pass the “Fundamentals” course and then want to change into a STEM or Business pathway.

See

<https://asccc.org/sites/default/files/MQR%20Pathways%20Option%20Flow%20Chart%203-3-2018.pdf> for a schematic view

<https://asccc.org/sites/default/files/MQRTF%20Recommendations%203-3-2018.pdf> for the MQRTF recommendations (Part 1)

2. Curricular changes already in-progress:

- The Math Division has begun to phase out **Math 105-Math 112**, with the last sections scheduled for Fall 2018 at the latest. We expect to archive these courses in 2019. We will continue to offer **Math 110** as long as the enrollments justify that. According to Fall 2016 data, about 2% of our students (over 200 that semester) are not HS graduates at all, and close to half are over 25 and therefore not recent HS graduates. Since Multiple Measures placement commenced in 2017, over 1/3 of all students assessed were placed BELOW Math 115, using Multiple Measures. We are committed to serving all these students.
- The Math Division is phasing out **Math 123ABC**, with the last section of 123A offered in Summer 2018, the last section of 123B in Fall 2018, and the last section of 123C in Spring 2019. The sequence will be archived after that. The Chair will work with students left “stranded” in mid-sequence due to scheduling conflicts and/or successful completion issues to place them in the best possible alternative class.
- The Math Division is adapting **Math 134** for approval, with some reservations about feasibility, in case we choose to join our sister LACCD colleges who have already adopted it.
- The Math Division is reviving **Math 100** (archived some years ago) and revising it as 1-unit, 2-standard hours lab course to use as co-requisite for “just-in-time” algebra remediation. Each Math 100 section would be linked to a particular Mathematics class and would be taught by the teacher of that course, assuming that this can be made consistent with the AFT contract particularly with respect to adjunct instructors. We are willing to consider non-credit coreq instead but we believe it has more disadvantages.

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- The Math Division is revising the COR for **Math 236** to change the pre-requisite to Math 245 (College Algebra) in line with many other colleges in the area, noting that students will still have the pre-requisite challenge option, and we will review and possibly revise the COR for Math 245 to focus appropriately.
3. Further curricular changes under consideration by the Math Division:
 - Adapt Math 230 (Math for Liberal Studies) if acceptable for one or more Pathways and/or AATs. Probably with Math 100 co-req
 - Math 227 (Statistics): possible co-requisite Math 100
 - Math 241: possible prereq and/or co-req change
 - Math 245: possible co-requisite Math 100
 - Math 270: possible co-requisite Math 100
 - Possible “bridge” course for students deciding to switch into a Math-intensive area (see above)
 4. Math Division recommendations for WLAC implementation (beyond scope of Math Division)
 - **Change placement model** to eliminate “bumping up” by two levels to Math 115. Preliminary data from Fall 2017 showed that only 19% of students who were bumped up two levels into Math 115 received passing grades. The pre-req challenge process could be used for students bumped up one level into Math 110/112 who might succeed in Math 115. Spring 2018 Math 115 instructors continue to report widespread problems.
 - We need **Fall 2017 differential success data** on ALL Math classes into which students were (or may have been) bumped. A request has been submitted to the Office of Institutional Effectiveness.
 - We believe that it is CRITICAL and CRUCIAL for WLAC to implement a **robust system of early ACADEMIC ADVISEMENT** for ALL students who go through the assessment process BEFORE they start taking classes. We understand that the Counseling Division does not have the resources to implement such a program alone, and most of us are willing to participate in training so that we can share the Academic Advisement responsibilities, at the very least in relation to math classes.
 5. See document “Math Sequence options – includes summary of assessment data” (filename: Math pathways options Draft 2 March 15, 2018) already presented to the WLAC AB 705 Working Group for further ideas.
 6. The Math Division chair continues to work with the LACCD Math Discipline Committee (“District Math Council”) on this issue.

Decisions included in this document are reflected in the minutes of Math Division meetings.