

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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DRAFT MINUTES of Meeting on Monday, April 16, 2018

Present: Blustein (chair), Brown, Bucher, Cheng, Feiner, Harjuno, Jankans, Jenson, Movsisyan, Robertson, Swaminathan. **Guest:** Alvin Kim

1. The meeting was called to order at 2:40 pm. In MSB 214. Manushak Movsisyan was welcomed back from her medical leave.
2. The agenda was changed to move items on Math 227 textbook and campus safety issues to follow approval of the minutes.
3. There were no public comments.
4. The minutes of the meeting of March 12, 2018 were approved as amended.
5. Mr. Robertson provided an update on campus safety issues. The District has allocated money for retrofitting classroom doors to lock from the inside, but it is not known when this will be done.
6. Math 227 textbook: Three different books are in use. We want to return to common adoption and consider “low-cost” or OER options. A committee was formed (Bucher, Robertson, Harjuno, Brown, Foreman) and tasked with presenting specific options to the May 14th Math Division meeting.
7. Chair Report (Blustein):
 - a. Evaluations: Both evaluatees and evaluators will please get everything ASAP so we can wrap things up.
 - b. AB 705 update: The DMC letter is not ready yet. There is a “workshop” (presenter unknown) on May 15 (2 – 3:30) – some of us should attend. Documents were provided on assessment/placement at CSU and WLAC. Blustein has provided the campus AB 705 working group with a document outlining some option; copies were distributed and discussed. (See below). There is a desperate need for early-intervention academic advisement and/or counseling.
 - c. Departmental final exams – some committees have started work (see below)
 - d. Brown is attending the Academic Senate DSPS ad-hoc committee meetings. The first meeting mostly dealt with what the issues are.
 - e. Thanks to Jenson for helping to coordinate Math-Science picnic.
8. Textbooks:
 - a. Math 110 and all 200-level classes except Math 227 will stay the same for Fall 2018.
 - b. Math 115 and 125: A committee was formed (Bucher, Jenson, Feiner, Movsisyan, Swaminathan) to consider free or low-cost options and report back to the May 14th Math Division meeting. These options might include combined Elementary-Intermediate algebra texts
9. Committee Reports:
 - a. Academic Senate – Jankans emailed his notes of the last meeting
 - b. Curriculum Committee – Cheng – no report
10. New business:
 - a. Alwash and Bucher think that Math 270 (and probably 275 also) needs more class time. Are there 5-unit versions in the LACCD data base? If not, would we want to create new courses? Or could we use a linked Math 100 section?
 - b. Math 100 – to reinstate and revise – 3 hours lab (no HW) or 2 hours lab (with HW)? Division agreed on 2-hour lab.

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11. The meeting was adjourned at 4:05 pm.

ANNOUNCEMENTS:

4. 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

5. 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.
6. 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

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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

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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.
- 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

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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.

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Math Program SLOs: Draft revision

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]

Original PLOs formulated by Dave Newell and MaryJane McMaster at an early SLO workshop a decade (or more?) ago:

1. Apply quantitative thinking processes using basic mathematical operations (addition, subtraction, multiplication, division) to solve common academic, workplace, and family problems. (Theme: Quantitative thinking; mathematical operations)
2. Analyze and interpret spatial and graphic data (schedules, maps, tables, graphs, and geometric figures). (Theme: spatial and graphic data).
3. Use mathematical tools essential for analyzing quantitative problems and for producing solutions. (Theme: mathematical tools)
4. Apply advanced mathematical concepts and tools (algebra, calculus) essential in upper division academic work and/or workplace tasks. (Theme: advanced mathematical operations—algebra, calculus)
5. Select appropriate math strategies for solving and handling application problems involving (for example) finance, science, economics, and family issues. (Theme: mathematical problem-solving)