

SCV Math Learning Consortium

Minutes; February 26, 2019

UCEN 222; 4:15 pm – 5:15 pm

Present: Kelly Aceves, Scott Bellows, Beth Flynn, Collette Gibson, Roslyn Denny, Charlie Johnson, Doug Labus, Olga Lavallo, James Mackey, Sab Matsumoto, Brian Necessary, Jasmine Ruys, Ambika Silva, Dustin Silva, Esther Vargas, Micah Young, (Anzhela Grigoryan via Zoom).

Welcome, Introduction, and Call-to-Order:

Meeting was called to order at 4:15 pm by Collette Gibson.

Minutes, Previous Meeting:

All previous minutes from these meetings are linked to Collette's COC website.

Mission Statement:

Address the gaps in student success and to realign curriculum to support outcomes by altering delivery methods to facilitate the transition from high school to college.

Hart District CAASPP Results

Roslyn shared the Hart District's 2018 CAASPP results by country, district, grade, and school (see attached for details). Roslyn pointed out overall trends, noted which junior highs feed into which high schools, etc. Since CAASPP is such a new state test (CAASPP replaced STAR), we need more data (from more years) to observe long-term trends, especially with various student sub-groups.

Roslyn noted that the high schools have experienced significant changes as a result of new state standards (content and pedagogy); the junior highs have experienced change as well, but not to the same level as the high schools.

It was noted by COC that current high school seniors will be the first students to experience COC's AB 705 placement changes.

Roslyn also explained Hart's Math Academy courses, which are optional summer math support classes. See attachment for details. Roslyn reported that these summer courses will be offered again this summer (summer 2019) and she expects student enrollment to at least triple.

Statistics/Pre-Stats Curriculum

Roslyn reported that currently Hart District offers three different levels of Statistics courses: AP Statistics, Introduction to Statistics (Survey Stats), and an A-G Introduction to Statistics course. To better vertically team between Hart District and COC, Roslyn invited input from COC as far as what they consider 'essential concepts' students should have mastered before they enroll into a COC statistics course.

Concepts discussed included:

- percents, rounding, proportions (categorical/qualitative data)
- measures of center (conceptual understanding is a priority vs. computation)
- general critical thinking about statistics, trends, etc.
- reading various basic graphs (trends, observations, etc.)
- reading comprehension (general)
- exposure to and use of statistical software (such as Stat Key, Statcato, etc.)
- data collection, sampling bias
- real-word applications
- exploratory data analysis (shape, center, spread)

Roslyn noted that many statistics concepts are embedded into the general curriculum of Algebra I (1 of 4 modules completed within the school year) and Algebra II (1 of 6 modules completed within the school year). No statistics is included in the Geometry curriculum.

Dustin and Ambika reported that the curriculum used for Math 075 and Math 140 is either OLI (Open Learning Initiative through Stanford; free through Canvas) or the Gould textbook.

AB 705

Collette noted she had just attended a conference on AB 705 which focused on how we as instructors best support student success via pedagogy.

As previously reported by Sab, AB 705 will mean significant changes to how COC students will be placed into Math and English classes. AB 705 will not only effect COC students, but the entire California Community College system.

As such, there will no longer be COC Math (or English) student placement tests for enrollment. Student placement will be based on student self-reporting. See October 30, 2018, minutes for full details on AB 705.

Sab reported that COC will begin offering a 3-unit Liberal Arts Math course (no pre-requisites) as of Fall 2019. Topics included in the curriculum include finance, interest, math in the arts, and some statistics. This course is intended for anyone whose program does not require calculus or statistics. This would include art and music majors and many more. The course will transfer as math credit to CSU's but only as an elective to the UC's. Nine sections are planned to be offered of this course in Fall 2019.

Next meeting:

Our next meeting is scheduled for Tuesday, April 23, 2019, starting at 4:15 and end by 5:15 and will (hopefully) be held at UCEN 222 (an email will be sent to all members as the date gets closer). Topics to be discussed include placement data, fall schedule, course details, etc.

Feedback Summary Report:

What is most valuable that you gained from today?

CAASPP scores/information for our incoming Fall students.

The pathway of math courses, especially connection to real-world and 'why' applications.

The insight into Math 100 and STEM math progression.

Info on Math 100.

Information about COC's need for the Hart District stats class.

Stats discussion and level of classes for entry students into COC.

What did not get covered to your satisfaction today?

I would like to better understand the STEM math 'with support' pathway but I'm confident that the messaging will cover that.

What additional information do you need (such as data, resources, tools, etc.)?

The messaging plans shared, as I am sure they will be.

Course outlines.

Please rate your level of satisfaction with today's work.

<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very Dissatisfied</i>
3	3	0	0

Other Comments:

Thank you!

Thanks.

Always find the discussion useful and helpful to know what COC is working on/doing.