

# MATHEMATICS COUNCIL MEETING

Friday, October 26, 2018, 9am-8pm at CSU Chico

Meeting Location: [Colusa 100B](#)

[Chico Lodging and Parking Information](#)

[Parking Pass & Food Allergy Google Form](#)

## Agenda

- 8:30 am Coffee and refreshments
- 9-9:15 am Welcome
- 9:15-11:30 am Discussion of the changes to remediation and Early Start. Implementation strategies.
- 11:30 -11:55 am Changes in admission requirements, 4th year math (Rick, Ivona). Here is a link to the Calif DOE science standards sites with links to their implementation plans.

<https://www.cde.ca.gov/pd/ca/sc/ngssintrod.asp>

California Science Standards - Science (CA Dept of Education)

[www.cde.ca.gov](http://www.cde.ca.gov)

Information on the Next Generation Science Standards for California Public Schools, Kindergarten Through Grade Twelve.

- 12-1 pm Lunch +walk
- 1: 15-2 :30 pm Discussions with CO (James Minor, Ed Sullivan, data analysis).
- 2:30- 3:00 pm **CC math updates** Math and Quantitative Reasoning Taskforce (MQRTF) recently finalized four pre-transfer level mathematics descriptor templates. It should be noted that the templates fall outside of SB 1440/440 and are not subject to mandates associated with such legislation.

The Academic Senate for California Community Colleges voted by resolution (09.02) in spring 2018 for the creation of mathematics pre-transfer level descriptors, to be used as options colleges can consider as they implement changes related to AB 705 (Irwin, 2017). In response, the California Community Colleges MQRTF created four (4) descriptor templates in order to provide curricular pathways for students entering transfer-level mathematics and quantitative reasoning courses. The templates are for pre-transfer level courses and will not transfer to four-year institutions. The intent of each template is to provide base-line preparatory/concurrent support courses that colleges may tailor to meet the needs of their student populations, and is not intended for course submission to C-ID. In addition, these courses may be used to communicate to the public the essential topics needed for success in transfer-level mathematics and quantitative reasoning courses as well as to ease student movement within the community college system. Click the link below and scroll down to the AB - 705 Resources section. <https://www.c-id.net/resources>

- 3-4:30 pm By-laws (Mike + Rabia).
- 4:30 - 5 Collaboration on grants
- 4:30 – 5 pm Items from the Chairs
- 5:30 pm – Dinner in town

***Our previous request to CO regarding data.***

We propose to collect data every semester for assessment purposes over the next few years that have system-wide, per campus, per preparation level (Categories I, II, III, IV) and per student majors granularity.

- All possible demographic data for all entering freshmen (to measure whether we're seeing a reduction in the achievement gap in any group)
  - Number of freshmen in each major entering and passing each track (in first, second or consecutive tries)
  - Number of students in each major enrolling and passing first B4 course (in first, second or consecutive tries)
  - Number of students in each major enrolling and passing calculus courses (in first, second or consecutive tries)
  - Number of students in each major enrolling and passing calculus courses (in first, second or consecutive tries)
  - Number of students in each major enrolling and passing statistics courses (in first, second or consecutive tries)
  - Number of students persisting in STEM majors
  - Number of students persisting in Business majors
  - Number of students persisting in social sciences majors
  - Freshmen drop out rates
  - Passing rates for particular courses (e.g., PreCalculus, Calculus, Statistics) and the percentage of students who successfully complete that course within specified periods of time (e.g., one year, two years), disaggregated both according to race/ethnicity (to measure whether we're seeing a reduction in the achievement gap) as well as according to students' demonstrated math proficiency at entry, as measured by SAT, ELM, ALeKs, etc. (to make sure we're comparing apples to apples).
  - Similar data for transfer students

Above data should be compared to the baseline of where these numbers stand now as well as compared to national average pass rates, for full context. (Calculus courses have DFW rates up around 30% nationally, not just in the CSU.)