 

**CCC Math and Quantitative Reasoning Task Force**

January 8, 2018

10:00 am – 3:00 pm

Los Rios Community College District – Main Conference Room

MINUTES

ConferZoom: Join from PC, Mac, Linux, iOS, Android: <https://cccconfer.zoom.us/j/876594980>

Or Telephone:

+1 408 638 0968 (US Toll)

+1 646 876 9923 (US Toll)

+1 669 900 6833 (US Toll)

Meeting ID: 876 594 980

**Members Present**: Leslie Banta (Zoom), Matt Clark, Wade Ellis, Donna Greene (Zoom), Mark Harbison, Ginni May, Toni Parsons, Dong Phan-Yamada (Zoom), John Stanskas

**Members Absent**: Jack Appleman, Katia Fuchs, Larry Perez

**Guests**: none

1. Welcome and Introductions – see CCC MQRTF Roster
2. Select note-taker – Mark Harbison
3. Approval of Agenda – approved
4. Announcements – Ginni will be speaking at the Capitol Forum by California Edge Coalition on January 17.
5. Overview and update on AB 705, CSU EO 1100/1110 – The task force discussed what is known and not known.
6. CCC MQR Task Force work:
	1. Short-term: Recommendations for field to ASCCC in time for Spring Plenary Session (April 12-14) with goal of sending to Chancellor’s Office and other stakeholders
		1. AB 705
		2. C-ID
		3. Overview of Long-term considerations

Short-term recommendations to share with ASCCC, CMC3-North and CMC3-South ASAP:

* Fund districts enough to allow for smaller class sizes, including in the support/corequisite courses (ideally 24 students per class as in English classes)—not because of a workload argument, but because of soft skills (time management, willingness to struggle, meta-cognitive awareness, overcoming a fixed mindset, etc.) and in order to improve and promote math and quantitative learning there needs to be team-building, active learning, and collaborative learning, which all require smaller classes. In addition, crowded classrooms for students experiencing anxiety regarding the subject often diminishes the learning capacity. It should be noted that class size and content should be determined locally by discipline faculty.
* Faculty need professional development opportunities—Possibly a brand-new conference this Spring or Summer would help.
* Increase regional coordination between all of the CC’s, CSU’s, UC’s, and K-12’s in given communities.
* Promote First-Year-Experience programs to prepare students for the rigor of college courses. Include elements encouraging students to try and be willing to make mistakes as a means to succeed next time. Wade recommends 2 parts: Learning to Learn and Foundations of Algebra.
* Allow for cohort enrollments instead of students unable to stay together over time.
* Start a local conversation about AB 705 Implementation after reviewing some sample programs.
* Allow students to drop-back without penalty if they decide that they need more remediation.
* Define “within a one-year time frame” to mean “12 months”, and not just 2 semesters (or 3 quarters). The time frame could include a summer session or intersession.
* Allow for a decrease in productivity at the colleges in mathematics departments, due to the requirements of the new legislation.
* The MQRTF will recommend two pathways as **options** for those colleges to consider that do not have a plan yet with which to move forward. The two pathways could have C-ID descriptors that would be **optional** for colleges. The MQRTF members were very clear that these pathways and C-ID descriptors truly remain **optional** and that such curricular decisions are the purview of local faculty
* Placement criteria and curriculum decisions should be locally determined by faculty.
	1. Long-term: Impact of Quantitative Reasoning and AB 705
		1. STEM majors
		2. Non-STEM majors
		3. Guided Pathways
		4. Role of C-ID, changes recommended for C-ID

The MQRTF discussed long-range concerns such as:

* Streamlining students to a non-STEM path could result in even fewer students considering and having access to STEM majors, especially underrepresented students
* Consideration of a bridge-course between the non-STEM path and the STEM path for students that later decide to pursue a STEM path was highly encouraged.
* Tracking students as they move from the CCC to a transfer institution or the workplace should be a priority, in order to evaluate the success of the new math requirements
* The determination on what “highly unlikely to succeed” means should not cause harm to our students. Discipline faculty should be able to still use content review along with statistical data to make this determination locally.
* Faculty should work with researchers to determine what data needs to be collected and analyzed, and how that data should be analyzed – it should be noted that when comparing new curriculum with old curriculum that content changes regarding level, depth, and breadth should be considered.
* Impact of changes in math and QR on other disciplines, cross-curricular consultation
* Impact of changes in math and QR for students attending UC, private, and out of state colleges
* Professional Development funds to math departments
* More fulltime math faculty are needed at the colleges in order to fully and effectively implement the requirements of AB 705 – there were questions about the impact of categorical funding on new administrative positions, the 50% law, and the 75/25 ratio.
* Noncredit options should be explored.
* Consider dual and/or concurrent enrollment to reduce the number of students needing remediation
* Consider the use of learning communities and cohorts
1. Future meetings – Ginni will send out a Doodle Poll to set up additional meetings. Toni offered to host the next meeting in San Diego.
2. Adjourn