CMC3 AB705 Pre-Session Discussion

8 December 2017

Q: Within one year, does that include non-credit coursework? When does one year start?

Comment: Concern with non-credit. Can’t agree on compensation for non-credit.

Q: Cosumnes River MM trial – isn’t placement level included in student records?

Q to Larry about Bootcamp: Do students go from memorizers to thinkers?

A: Goal – to dust off cobwebs, because they once got it but forgot it.

Q: Most students know what it is to be a student. How can we deal with the soft-skills that are limiting students? If we want more STEM students, we shouldn’t necessarily build alternative options for all.

Q: How does placement timeline align with curriculum change timeline?

A: By fall 2018, all assessments should use MM or similar. Assessment in Fall 2018 would affect placement in Fall 2018. Note – this is an unfunded mandate and you can only do so much with such unsupported mandates.

Q: How do you assess students who don’t have relevant high school data – e.g. veterans, returning adults. Where does 1 year requirement come from?

Q: Concerned because average age is 29. Also have many recent immigrants. Don’t know how effective high school data is for placement.

Q: Does AB705 address students who don’t intend to transfer – seeking associates degree?

A: CTE and non-transfer students must complete int algebra or equivalent in same time frame.

Q: AB705 seems at odds with math as empowerment as with Bob Moses in the Algebra Project.

Q: Get through transfer course within a year – what percentage pass is required?

A: Must define ‘maximize probability’ and ‘highly unlikely to succeed’.

ASCCC + CMC3 Task Force – Report expected out by April

Q: CCCCO Memo: AB705 Implementation will be found at their website

Q: What are requirements around assessment test?

A: Not known yet.

Q for Larry on Bootcamp: What percentage of incoming students are captured in Bootcamps.

A: 30 – 50%. That’s about 35 students.

What have you been doing on your campuses?

* Santa Barbara City College using MM for 3 years now. Very comprehensive questionnaire to students included in MM. Conjunctive version (in which MM can only place students one level above traditional placement method) has been very successful. Have completed multiple validations to assess effectiveness. Now moving to disjunctive.
* Los Positos implementing disjunctive MM model. Has been very impactful. Also using emporium model. Have Math Jam – a 30 hour boot camp – independent computer work with student and faculty tutors, with a lot of non-cognitive supports.
* College of San Mateo has Path2Stat for last 2 years, also have MM in place. Also have Math Jam. All are working well and growing. Combo course of elem and int alg. Have a trig and pre-calc one semester combo course. Went to one day Cuyamaca workshop – they don’t offer arithmetic and elem algebra. Students are now placed higher but with co-req. Embed socio-emotional supports. Now San Mateo is following suit. They will have Int Alg co-req and Path2Stat 6 unit and Path2Stat 8 unit (for students who would have placed into arith), and stat with co-req.

Q: How does co-req align with AB705, which requires not adding additional non-credit units?

Q: Co-req courses, accelerated courses, etc. expect success rate about 50%. What do we do with the 50% who don’t succeed?

A: We may lose students, but maybe we’ll get more through in the long run.

A: Cuyamaca is getting double, triple students through.

A: What happens after transfer? How do STEM students do? Need to track this data.

Q: Imagine Cuyamaca has a lot of support for their faculty. Key in supporting math department transformation is support for faculty in design and implementation. This seems to be a concern from the majority of colleges represented, whether large or small.

Make sure AC, bargaining group, and Faculty Association of CA CC’s are aware of this.

Chancellor’s office will make recommendations to BOG. BOG will make changes to Title V.

Q: How can you have a elem alg co-req for int alg?

Q: Will this legislation line up with the Transformation Grant goals?

Q: Imagine a student who has to go through dev math for 2-3 semesters and gets to college level and doesn’t pass. What if same student goes straight into college level and has to take it 3 times before passing. Which is worse?

A: Failing a basic skills course doesn’t affect their transfer GPA.

Q: At DeAnza we have equity issues –which is major legal question. This is not part of the conversation.

Q: What if MM places a student 1,2 or more levels below transfer and chooses to take dev classes for more than 1 year?

A: That appears to be acceptable. Must allow the pathways to allow them to finish in one year, we don’t have to force them into it.