California Community Colleges Math and Quantitative Reasoning Task Force Recommendations – Part I

3-3-2018

Preamble

In fall 2017, the Academic Senate for California Community Colleges (ASCCC), the California Mathematics Council of Community Colleges (CMC^3) and the California Mathematics Council of Community Colleges-South (CMC^3-South) joined together and formed a task force to address

equity in math and quantitative reasoning, with the goal of providing a valuable education that meets the needs of all students, empowering them to be successful in a technologically evolving society. The following recommendations, which begin to address items 1 and 2 (above) in response to requirements of AB 705 and EOs 1100/1110, are the first part of two sets of recommendations from the MQRTF. The second set, or Part II will address item 3, and further address items 1 and 2.

Organization of the Recommendations

C-ID: Overview
- Process
- MQR Pathways – Flow Chart
- Descriptors
  - Foundations of Algebra for Math-Intensive Fields
  - Fundamentals of Algebra for Statistics or Liberal Arts
  - Elementary Mathematics

"Drop back" Policy considerations
Professional Development
Data and Research
Title 5 Stipulation
References

Recommendations

C-ID: Overview

The MQRTF is bringing forth these recommendations as an option for colleges to consider for compliance with AB 705 and consist

Elementary Mathematics – Elements of traditional arithmetic and pre-algebra for students needing to develop or improve computational and quantitative reasoning skills. This course is optional for those who choose this level of remediation.

Based on local placement policies, students will be provided the curricular support that they need to reach their academic goals. The proposed curriculum provides a structure for students to complete transfer-level math within a one-year time frame, as required by AB 705. Some students may require co-requisite or prerequisite course support.

Normally, this work would be done by the Faculty Discipline Review Group (FDRG). However, the ASCCC Executive Committee has requested that the MQRTF draft these descriptors and bring them forward.

These descriptors will include required and optional topics to allow colleges to tailor the courses to their student populations. In addition, the idea of offering groups of topics in these courses as modules will be introduced and considered. The descriptors will be sent to the math C-ID listservs and to the area meetings in March 2018. A resolution will be presented at the spring 2018 plenary session for the delegates to endorse the framework.

to meet the request of the ASCCC Executive Committee, the descriptor approval process for these particular descriptors will need to be given some liberty.

MQR Pathways:
Attached is a Flow Chart for Math and Quantitative Reasoning Pathways that meet the requirements of AB 705. These pathways are options for colleges to consider but should never be a required component of a college's curricular offerings.

C-ID Descriptors:
Attached are draft C-ID descriptors for the following courses:

> Foundations of Algebra for Math-Intensive Fields – Elements of beginning and intermediate algebra as appropriate for long-term engagement in math-intensive fields– may include co-requisite support
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> Fundamentals of Algebra for Statistics or Liberal Arts – Elements of beginning and intermediate algebra specifically designed for statistics, liberal arts mathematics, and other non-math-intensive fields – may include co-requisite support.
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> Elementary Mathematics – Elemenhe

are revamping their curricular offerings. It is also strongly recommended that colleges find release time to allow for faculty to work together to determine how to implement the changes, as well as the time for actual implementation. There are funds from SSSP, Equity, BSI, and the Guided Pathways Award program that could be appropriately allocated to do this required curricular transformation. Even though it is often difficult, or nearly impossible, for some of the smaller colleges to release their faculty to do this work, the work still needs to get done. At a minimum, stipends commensurate with the work being done should be provided.

Data and Research:
In addition to the typical data collection and research that takes place annually, colleges should examine the following:

ASCCC: https://asccc.org
AMATYC: