

Math Taskforce

January 25, 2018

In Attendance: Randy Robertson, Mary Valch, Joseph Conrad, Jim DeKloe, Joshua Scott, Barbra Villatoro, Amy Dauffenbach

1. Discuss non-stem co-requisite course suggestions.
 - a. Co-req for 112 is in draft form (based on Cuyamaca model), will be submitted after today's meeting.
 - b. 311 and 312—new courses correspond with math 11, 12
 - c. 1 unit lab (cat 2): 3 hrs a week
 - d. 4 unit course + 3 hour lab + 1 hour MAC = 21.5 activity points, which will be a possible problem—adjunct faculty can only teach 30 points. How will this load impact students?
 - e. Our rationale: the state (per AB705) mandates these changes, so we should offer these new courses and then collect the data. If these courses offer better outcomes, we keep them, if not, we can now provide evidence that the old system actually works better.
 - f. We need to be sure that math and English collaborate when scheduling to allow for students to enroll in math and English simultaneously.
2. Suggestions regarding co-requisites in general
 - a. Activity based focus
 - b. Faculty should engage training (CAP, OnCourse, etc).
 - c. Faculty community groups (training), faculty mentoring
 - d. Same book in class/co-req
 - e. Co-req is P/NP, link pass to success in “parent” course
 - f. Pay attention to unit load
 - g. Focus on just-in-time remediation, affective domain, study skills, successful studenting, etc.