Mathematics and Computer Science
Department Meeting Minutes
9/13/2013
61-2316


Absent: D. Chavez (banked leave), J. Franko, J. Galbraith, M. Johnson (banked leave), J. Sholars, S. Zicree,

Meeting was called to order at 2:50 pm

I. Old Business
A. Approval of August Minutes:
The August minutes were approved.

B. Nominations for 2014-2015 FA and AS Representatives
Art: We want the FA and AS representatives set so we can work with the scheduling.
There will be open nominations for 2014-2015 Faculty Association and Academic Senate Representatives until the end of this month. Voting will occur at the October Department Meeting.

Art will send out an email to faculty for nominations. Let Art know, so he’ll put it on a ballot.

II. New Business
A. Math 130- 4 Year Review
Melody: The committee changed the book last year and got approval for the department outline. There are minor changes to WebCMS. Some of these minor changes include sample assignments, elaborating lecture topics, and method of evaluation. There’s a minor change in the measurable objectives from using “translations” to “transformations, when appropriate.”

Heidi moved to approve revised Math 130 WebCMS updates for the four-year review. Math 130 four-year course review on WebCMS was approved. It was noted that Math 130 will now revisit the SLO process, since this was its 4-year review.

B. Ed Design Committee
Melody: My term in Ed Design is up next year. Since I can only make it to the second half of Fall meetings, I just wanted to inform everyone that David is going to be a guest at Ed Design, going to all the meetings this semester. I will be going to all the meetings next semester.

C. Deactivation of CSCI 210
Tuan: CSCI 210 is up for 4-year cycle. The committee wants to deactivate this course because it’s not a CID course. It was last offered it 6 years ago and had low enrollment.
Tuan made a motion to deactivate CSCI 210. Motion was approved.
D. Lab Parity for CSCI 150, CSCI 220, CSCI 230
Horia: Currently, labs for CSCI 150, CSCI 220, and CSCI 230 do not have lab parity. They only get paid as .75 LHE, but the workload for the lab requires the same amount or even more than a regular CS lecture class. We are asking for department approval to get lab parity where 1 lab unit will be equivalent to 1 lecture unit. All the CSCI 150L, 220L, 230L will be deactivated since these 150, 220, and 230 are integrated lab and lecture courses.

Horia made a motion to approve lab parity for CSCI 150, CSCI 220, and CSCI 230, and the motion was approved.

E. Adding Math 181 to Winter ’14 Schedule
Art: At this point, the highest math course offered in winter and summer sessions is Math 180. We are thinking of adding a Math 181 class for the Winter 2014 session. Joan has already talked to Matt Judd; since the school is looking for growth, Math 181 would be preapproved if the department approves of this.

Hugh: I support it because it helps students get thru the calculus sequence.

Debbie: There are many students that need to get through Math 280 and Math 285 to get accepted to some universities. This will help those students. The demand for Math 181 in the Fall was more than we could accommodate, so filling a winter section should not be an issue.

Motion made to add a section of Math 181 in Winter 2014. Motion approved to add Math 181 in the Winter 2014 session.

F. Math 70S as Fulfilling Intermediate algebra requirements for associate degree
Scott: Ed code was revised to require equal academic rigor to intermediate algebra for an associate’s degree. Math 71B, 71, 71X all satisfy the intermediate algebra requirement for associate’s degree. The question is would Math 70S (Integrated Intermediate Algebra) also satisfy the requirement for an associate’s degree.

Heidi: The prerequisite of Math 71 is Math 51. Math 70s has a prerequisite of Math 50, so this may be an issue for universities.

Scott: Jamaica has done research on this and there is no traction.

Al: Since part of the course is stats, does that present a problem for equivalency or the degree?

Scott: It is our job to decide if Math 70S is of academic rigor to intermediate algebra.

A motion was made to decide if Math 70S is of academic rigor to intermediate algebra.

Debbie: This course was developed to be a prerequisite course for Math 110S. Wouldn’t the only student enrolling in the course be headed to Math 110S? It seems like if students are taking Math 70S, they’re already planning on taking Math 110s which would already satisfy the requirement.
Heidi: A student taking Math 70s is not equivalent to a student taking the Math 50-51-71 sequence.

Scott: The focus should be on competence.

Joe T.: My understanding is that Math 71X would satisfy the competency issue and Math 71X would transfer to statistics. This is not a STEM pathway, but more like a 71X. If someone does the same curriculum, they are competent to satisfy it.

Debbie: The requirements for an associate’s degree were raised from Math 51 competency to Math 71 intermediate algebra competency. Are we talking about mathematical competency or intermediate algebra competency? If we are talking mathematical competency, other departments might argue they have a course that meets this requirement.

Scott: I was trying to shift away from the amount of semesters a student does to the where they end.

Heidi: If we don’t test them on topics that are omitted, how do we say it’s equivalent to intermediate algebra?

Scott: The reason why Math 70S exists is for UC articulation. We made sure to include intermediate algebra topics that were core to intermediate algebra. If this course is called Integrated Intermediate Algebra, we should be consistent with referring to it as an intermediate algebra course.

Matt M.: I have no problem with content of course. I just don’t want to see students with no intention of transferring and no intention of taking Math 110S, take Math 70S to fulfill the requirement without going through the Math 50-51-71 courses.

Steven L: Is there a way to talk to counselors about Math 70S to let them know how to guide students to the right path?

Scott: We would have counselors on the first day of class to explain the pathways for students to ensure that students are not there by accident.

Heidi: I don’t think the level of difficulty in Math 70S compares to students taking Math 51 and Math 71.

Joe T.: I would not say Math 70S is lowering the bar; it is a different bar. Math 71X satisfies the intermediate algebra competency requirement. It is a different bar for students with different goals. I thought we already agreed that this is the case when we approved Math 70S.

Melody: Math 71 covers Math 51 concepts, but goes more in depth. We should see if these Math 70S topics are more like the difficulty level in Math 51 or the difficulty level in Math 71 level. I don’t know enough about the course from just this list of topics. I would like to put it off to the next meeting.

Some faculty agreed that they wanted to vote after they have reviewed the course outline.
Scott: I can bring a copy of the course outline and final exam. The homework is online.

Joe T: To get an AA degree at Mt. Sac, there is not one single math class required in the curriculum; all you need is an intermediate algebra competency.

Debbie: There used to be a couple classes that could be Math 51 equivalent, but when the bar was raised to Math 71, those classes were no longer accepted as equivalent.

Al: We should come up with a plan of what intermediate algebra competency is and define it.

Cameron: Maybe we should table this motion.

Scott: It would be better if we didn’t table this, but to vote now.

Kambiz: Is it possible for Scott to email the 70s course outline and we vote via online by a specific date?

Scott withdraws his motion.

Al made a motion that Scott will send out via email, information regarding the Math 70s course and then conduct a vote by email to decide if Math 70S will satisfy the intermediate algebra requirement.

Al amends the motion so that the vote to see if Math 70S will satisfy the intermediate algebra requirement will be made via email to Art, and that the department will support whatever result comes from this vote via email.

Motion approved.

Art will announce when the deadline is to vote.

G. Math 100

Art: Do we spruce Math 100 up or deactivate it?

Matt M.: We voted to discontinue Math 210 a year or two ago. What’s changed is that now there is a CID number with it. If we make this course qualify as a CID, it can be accepted in multiple schools. The suggestion is to turn Math 100 into that class. Will it get more students? I don’t know. Personally I don’t like signing up to teach the class because it gets cancelled.

Janet: Math 100 gets approval everywhere. Maybe we need to learn how to advertise it, especially because we’re only offering it once a year. We have strong articulation and we should run it even with 15 students. We might have more students if we didn’t cancel it. This is a good choice for liberal arts majors.

Rene: We could have told Math 130 students to sign up for Math 100 if it qualifies.

Heidi: I wonder if we have low enrollment in Math 100 because college algebra and/or statistics are requirements for many students’ majors.
Al: If the 15 students taking Math 100 were future teachers, we should keep it. One of the Math 100 instructors told me that most students enrolled in Math 100 weren’t there to be teachers, but to fulfill their GE. If that’s the case, then we should open it up to college algebra or statistics.

Janet: Math 100 is a pathway for a small set of students. We should not cancel it.

Steven L.: The reason for low enrollment could be because of an economic downturn that people aren’t gearing towards educational jobs.

Debbie: Can we get the division to be committed to run with low enrollment?

Art: We will leave Math 100 on the books and work on the 4-year review. It will not be deactivated.

H. Gerald Peter Memorial Scholarship
Al: Last May/April, I passed out a form where you can do a paycheck deduction straight into the Gerald Peter Memorial Scholarship. We currently have at least 3 people signed up and $500 already committed. It would be easier if more of the faculty sign up for this, so we don’t need to ask for checks, etc.

Al will be putting the form in faculty mailboxes. The form has to go to the foundation office, not pay roll. This can only be done for full-time faculty, and it would be great to start the fundraising now. Al will also email directions as to how to do a one-time gift.

I. Assessment and matriculation update
David: There will be surveys in math mailboxes, due in 2 or 3 weeks. The purpose is to determine if students were accurately placed in the class. There is a recommendation from student success task force to the assessment committee to find a way for students to be better prepared for the placement tests, maybe with some workshops. These workshops would not cover math content, but more informative workshops describing the different level of tests there are, why it’s important to place correctly, test taking strategies, locations and format of test. We could have math test prep at the MARC/TMARC, but it’s all up in the air. We can track to see if these students that go to these workshops actually place better. The main thing is to get feedback from the math department.

Janet: It’s a great idea, but the problem is those that administer the tests don’t explain to these students which test they need to take. Some students take these placement tests in their high schools. If we offer workshops here, we should also offer the workshops for the students there. It would be an outreach program to offer these workshops in local high schools.

III. Reports
A. Academic Senate
See attached
Paula: Request of new hires is due. One rep from math is needed to content review. Last meeting we did ask about the testing services, and the new testing center won’t be ready for at least a year. The 4-yr review for Math 110, 110H, 130, and 160 is due October 31st. I sent an
email to the department. I posted items under “Discussion Items” to refer to items that we will be voting at the next meeting. “Action Items” are items that are already voted on. We will post discussion and action items in the mailroom.

B. Faculty Association
See attached.

C. Department Chair’s Report
Art: At the division meeting, there was an AP on closed captioning saying that anything shown must be captioned.

The Science Exploration Center is open and funded by work-study money. The hours of operation will be posted in the mailroom.

Mt. Sac is in growth mode. We are hoping to get more full time faculty and more classes to add. If any of the faculty is available to teach extra classes, let Art know. After discussion, the department felt at least 4 new positions are warranted.

Money for computers: This is not going to be like before where your computer will be replaced with a new one every 3-4 years. If you can state issues why your computer is outdated, email Dale Vickers with all the specific as to why you need a new computer. Saying that it’s 4 years old is not enough.

Dena Shoemaker (Juarez) is going on maternity leave. It would be nice if the department could do something for her. There is a collection going around for her.

AMATYC conference is a four-day conference in Anaheim, which costs $420. The President’s office has agreed to pay for 10 of us to go. If you are interested in going to the conference, let Art know. If there are more than 10 people interested, Art will see if the President can fund more. The President’s office will transfer funds, but we still have to fill out the transportation/conference form. You can you sign up for one day or more than a day.

Meeting adjourned at 5:05pm

Submitted by:      Department Chair
Phebe Hosea      Art Nitta