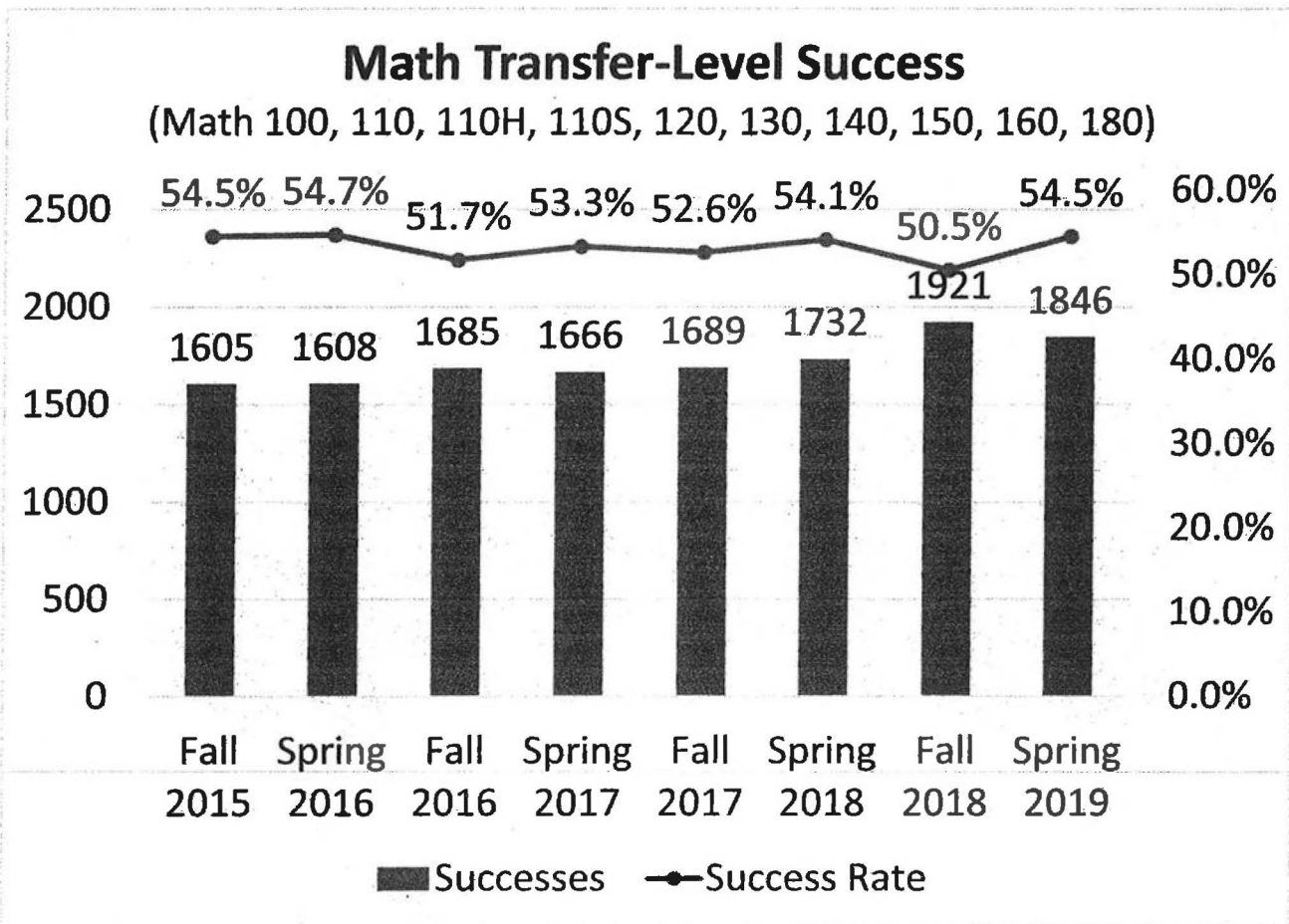


## Math Multiple Measures Updates to President's Cabinet

David Beydler

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Source: CCCOO MIS Data (to access, went to [mtsac.edu/pie](http://mtsac.edu/pie), clicked on "Go to PIE", and then Start Data Review)

#### Notes about above chart:

- About 16% more students succeeded in Fall 2018 than average of previous 3 fall semesters.
- About 11% more students succeeded in Spring 2019 than average of previous 3 spring semesters.
- Keep in mind that these include students placed by the AQ 1, students who were placed by placement tests, and students who took prerequisite math courses.

#### A few projects that the Math Department is working on:

- Working on an idea (thanks, officemate Lisa Morales!) to create **math student norms**, and to display these norms around building 61. We're soliciting and prioritizing input from students and faculty, but here's a prototype.
- Developing **communications templates** for faculty to use to help guide students who might be thinking about dropping. Gives

### Mountie Math Students...



- ...stay positive!
- ...make time to study.
- ...aren't afraid to make mistakes.
- ...ask for help and help others.
- ...come to class prepared everyday.
- ...train their brains by doing their homework.
- ...show their work.

**You can succeed! We can help!**

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options, and points to a "**Math Support Options**" webpage that we're working on. A noncredit math committee led by Joe Terreri pioneered these projects and also strengthened communication with Continuing Ed. Donna Necke from Continuing Ed has visited Math Department meetings twice this semester.

- Debbie Rivers has brought **Math 100** in the spotlight, with the goal of getting this course (or a modified version of it) IGETC-approved. Other colleges, like Citrus College and College of the Redwoods, have talked about the success of their liberal arts math courses.
- Math Department discussed options for helping non-Statistics instructors get "**up to speed**" with teaching **Statistics**. Having faculty serve as embedded tutors in Statistics classes is an appealing option, and so are workshops about how to teach Statistics.
- To help with shortage of **Statistics tutors**, we're working on a flyer to give to Statistics instructors asking them to refer their students. Planning to put it in math faculty mailboxes before the end of the semester.
- Working with RIE on...
  - Research Action Plan
  - Faculty Focus Groups (Spring 2020)
  - Student Focus Groups (Spring 2020)
- Successful **Community of Practice** events by Paula Young and Lisa Morales.
- Beginning-of-semester **corequisite surveys**: 90% of students felt they were average math students or below, but 46% were confident that they'd get an A or B in the target class.
- Helped plan **pathways** to help students knock out "golden four" in one year.

#### **A few things SSSPAC has been working on...**

- Discussed adding **PSYC 10** (Statistics for the Behavioral Sciences) to the AQ. Both the committee and the Math Department generally agreed that PSYC 10 should be included for Psychology majors if the "PSYC 1A or SOC 1" prerequisite is removed. However, the Math Department would like more information about articulation of PSYC 10 vs. MATH 110 before including PSYC 10 for non-Psychology majors.
- Discussed **AQ revisions**.
  - Path for students who took some college-level math courses.
  - Adding collection and usage of GED Math and GED Language Arts test scores.
  - Adding questions to filter non-native English speakers so students don't have to see a counselor to get course eligibility.
  - Other minor updates.
- Worked on revisions to **student and faculty AQ surveys**. (66 math sections were surveyed)

#### **Initial reaction to Fall 2019**

- Math 130 (College Algebra) and Math 150 (Trigonometry) success rates are likely to be very low.
- Retention and attendance are also anecdotally lower this semester.
- Math faculty are asking how to advise students who are getting less than 20% on exams in classes that have a corequisite. Would they be better served by retaking the same course, or by taking a lower-level course?