

Yuba College Math Department Meeting AGENDA

Date: 02/26/2021

Time: 1:00 - 3:00 PM

Coordinator: Karsten Stemmann

Members Present: Talwinder Chetra, Mark Lydon, Dylan Noack, Christoph Noffsinger, Erika Noffsinger, Mukta Sharma, John Steverson, John Thoo, Karsten Stemmann

Visitors: Cheryl Latimer

Location: Zoom Meeting

Zoom Link: [Department Meeting](#)

Recorder: Karsten Stemmann

No.	Description	Owner	Outcome/Discussion Topics
2021.02.25.01	Additions and approval of the agenda	Team	Respond to comments from Math-10 revision: update SLOs Math-59 update – Moved to next meeting Talk about students’ STEM readiness in Math-52 – Moved to next meeting
	The department will work with Mukta to provide more general Math-10 SLOs to reflect the nature of the course (a variety of topics to choose from). At this point we will not add BE as an option for non-emergency situations. The option of P/NP should be added Math-25, we should also add the P/NP option for grading.		
2021.02.25.02	Quick check in	Team	
	<ul style="list-style-type: none"> Ray was awarded innovation grant money to develop course material for Math-58. He will make this material available to the department to use whenever someone is teaching the course. Dylan announced grant application for revising calculus courses. More details to be presented, and he may share the grant proposal. 		
2021.02.25.03	Various Updates	Team	<ul style="list-style-type: none"> Update on the progress of the 800-building (John S.) Class cancellations (Erika spoke to Michael and will report back) Math tutoring (Quy) – Moved to next meeting AB705 Data – do we have anything useful? (Anybody) – Moved to next meeting Student for Vitality Committee? (Erika)
	<ul style="list-style-type: none"> No updates since last meeting, everything is cruising along, furniture will be discussed in a year and a half, noise level for 846 will be worked on (maintenance is aware of issues) Department is concerned about class cancellations, Michael told Erika that classes would be added once there is demand prior to a term Seeking a student to serve on the Program Vitality Committee that will speak up how not offering Engineering may not be feasible, it was suggested to send all students to administration who are unable to complete that or other majors, but at the same time it was recognized that students may not want to go through this trouble and will instead just take classes at other colleges 		
2021.02.25.04	BE options for all courses	Talwinder	Discuss addition of BE option to courses for not just emergency situations
	No BE option for non-emergency		

2021.02.25.05	Revisions of Math-15&16	Karsten	<p>Revising Math-15 and 16 -- changes to prerequisites, following Chico State's model, feedback from Sac State regarding articulation</p> <p>I received feedback from Sac State regarding articulation of those courses. They responded that their Math-107A&B contain more material than our 15&16, therefore will not articulate. Our courses continue to articulate to their Math-17 for a limited time. They are planning on revising this course and will notify us when that takes place so we can adapt our courses if necessary. I was told that removing the geometry prerequisite from Math-16 would not affect our articulation with them.</p> <p>Chico does not have a geometry prerequisite for their Math-210 course (Yuba -> CSUC: Math-15 -> Math-110, Math-16 -> Math210), but they require completion of Math-110 before enrollment into Math-210. John T. recommended checking with them if adapting the same prerequisites would affect our articulation. I need a contact for CSUC to reach out to them (none listed as a department chair on their website).</p> <p>Bruce Troxel provided some input regarding prerequisites for those courses: <i>I think these courses could stand alone with Math 15 geared more for elementary school teachers. Math 15 is heavily skewed towards a teacher methods course and the common core.</i></p> <p><i>Math 16 seemed to be geared more for middle school teachers and has many more geometry topics included. Students in this class will rely more on algebraic methods than in Math 15; and, ideally, be building on basic HS Geometry. (Unfortunately, many students have forgotten or skipped HS Geometry) I found myself teaching geometry to students and connecting those concepts to the CA Common Core so that it applied more to teachers. Many students were not even interested in teaching, but were taking these courses to satisfy a math requirement.</i></p> <p><i>I think it is realistic to have students complete Math 15 without Math 16 and vice versa (even though both would be beneficial for prospective teachers)...but it depends on what their future plans are. To your question: It would make sense to have students take Math 15 before Math 16; but a prerequisite may be too strong. Perhaps a strong suggestion, although it seems that the term prerequisite doesn't have the teeth in it that it used to.</i></p> <p><i>Many non-STEM students found Math 16 too much of a "mathy" course, especially those that took it before Math 15. Since many of these students have waited until the very end of their Yuba College career to take these courses, they would be better served to take Math 15 to get their "feet wet" before taking on the geometry rich Math 16.</i></p> <p><i>The Geometry requirement is not necessarily required but it is very helpful for students to have that background to build from. Again, it depends. Some younger students right out of HS might not need the requirement since they may</i></p>
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			<p><i>remember more of their HS Geometry course; whereas older (re-entry students) may need a refresher course. I had students with Geometry fail and students without Geometry pass...work ethic counts more perhaps.</i></p> <p><i>The vast majority of these students are non-STEM students therefore their mathematical abilities vary greatly. I think the more math courses a student can take the better, but I may be biased.</i></p> <p>One approach could be to require Math-15 before Math-16, which should result in correcting the attendance issue, i.e. only students heading for the teaching profession would take the second course (Math-16) because the rest would have satisfied their math requirement with Math-15. We could also make it a strong recommendation that students take HS geometry before enrolling in Math-16, rather than making it an actual prerequisite, which we have difficulties with in providing (Math-51 has always had difficulties reaching minimum enrollment numbers).</p>
	<p>After some discussion, it was decided that we will model CSUC's approach and make Math-15 a prerequisite for Math-16, but we will drop the geometry prerequisite. Talwinder will assist Karsten with revising those two courses (provide input regarding sample assignments, grading, etc.). It was also decided that we will include the option of teaching these courses as hybrid courses in non-emergency situations. If SLOs need to be changed, new ones will be presented to the department before implementation. It was noted that we just updated SLOs last spring and should evaluate those before making changes again.</p>		
2021.02.25.01	Course SLOs	Team	Review course SLO results for Math-20 and 21, sent out on Tuesday
	Moved to next meeting.		
2021.02.25.06	Course units update	Erika	<ul style="list-style-type: none"> Should we move forward on increasing the units for Math-20, from 4 to 5? This was discussed and agreed on last fall, not implemented due to the moratorium on curriculum, though. If so, who will push this revision through curriculum, enter into eLumen?
	Moved to next meeting. We just briefly went over which courses would be affected – Math-20, 1A and 9.		
2021.02.25.07	Department budget	Team	Are there any requests for spending department funds?
	Department members will provide items they need by the next meeting so we can determine how much we can spend on multiple requests.		

Future agenda items:

- Department funds – does anyone have needs? We will have to spend this money this spring
- DMDM – need to hear back from WCC
- Math Competency Changes
- Course Caps – what are the caps at other colleges for their math/stats courses
- Common textbook for Math-20&21 – feedback from review