

News from the South C's

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Fall 2013

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Upcoming Events:

- AMATYC Annual Conference, October 31-November 3, 2013, Anaheim, CA.
- CMC³ 41st Annual Fall Conference, December 13-14, 2013, Monterey, CA..
- CMC³-South Annual Spring Conference, February 28-March 1, 2014, Anaheim, CA

From the President's Desk

Greetings from the CMC³-South President

Now that summer break is over or coming to an end, I hope you had a wonderful summer.

CMC³-South is now on Facebook, has a blog and is Tweeting along with our newly updated website at <http://www.cmc3s.org/>! Hope you will "like" us.

At the May 2013 board meeting, the CMC³-South Board adopted the following statement: The CMC³-South board supports innovation and research in mathematics education and encourages the membership to engage in dialogue. We will inform our membership concerning these issues through conferences, newsletters, Facebook, Twitter and other means of communication.

Later in the newsletter is the statement from the CSU Chancellors' office regarding prerequisites for transferable courses and the impact of initiatives like, Statway, Acceleration in Context, and the California Acceleration Project.

As you may know The AMATYC Annual conference will be held at the Anaheim Marriott this, fall October 31-Nov 3, 2013. This will be a great opportunity to attend the conference without the additional expense of airfare.

See <http://www.amatyc.org/Events/conferences/2013Anaheim/AdvanceConferenceInformation.pdf> for conference information or go to www.amatyc.org for more general information. If you are planning to go to the conference and would be interested in volunteering to help stuff packets, help in the hospitality room, or help set up for Saturday Breakfast, please complete the volunteer form found later in this newsletter.

Since CMC³-South is hosting the AMATYC conference this fall, there will be no fall event -- previously known as the Fall Mini-conference. If your school is interested in hosting the fall event for Fall of 2014, please let any board member know.

Continued on page 9

Anaheim Marriott

700 West Convention Way
Anaheim, CA 92802

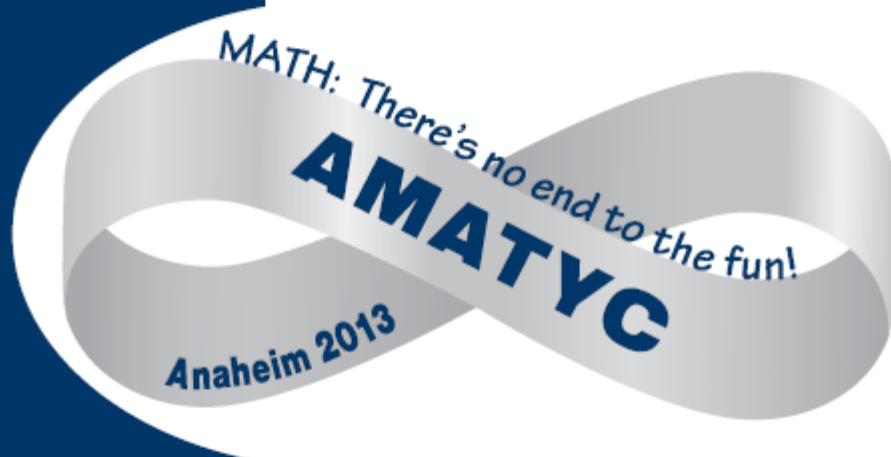
Reservations: 877.622.3056
mention AMATYC conference

Reservations Website:
[https://resweb.passkey.com/
go/amatyc2013](https://resweb.passkey.com/go/amatyc2013)

American Mathematical Association of Two-Year Colleges

39th Annual Conference
Anaheim, California

October 31 – November 3, 2013



**Opening Doors
Through
Mathematics**

**Hosted by
CMC³ South and
the West Region**

Keynote and Breakfast Speakers

Sheila Tobias
Author/Consultant
Victor Piercey
Ferris State University
Math Anxiety: The Last Word

David Masunaga
Iolani School
*It's Only $\frac{1}{(6+1)!} \prod_{k=2}^6 (4k-2)$ Days Until
 π -Day!*

Featured Speakers

Pat McKeague
MathTV.com
*Five Minutes to a More
Satisfying Course*

Jim Stigler
UCLA
*Teaching as a Lever for Change
in Developmental Mathematics*

Register online at www.amatyc.org

**Volunteer Form – Conference Attendees
AMATYC Conference 2013 in Anaheim
October 29 – November 3**

Name _____

Email Address _____

Cell or home phone _____

College _____

Check off the areas where you will be willing to volunteer.

_____ **Manning the hospitality room for assigned 2 hour shifts
The hospitality room is open: Wednesday 10/30 from 4-9 pm**

Thursday 10/31 from 9 am – 7

Friday 11/1 from 8:30 – 11:20 am and 1:15 – 6:00 pm

Saturday 11/2 from 10am – 1 pm

_____ **Stuffing bags on Tuesday 10/29 from 3 pm – 6pm at the Anaheim Marriott – you don't
have to attend the conference to do this job.**

_____ **Setting up for Saturday breakfast. Could be as early as 6:30 am.**

_____ **Possibly collecting tickets at Friday lunch meetings (11:30 am)**

_____ **Offer to take a group of conference attendees to a local restaurant on Thursday night
or Friday night. You will walk a group of people to a local restaurant and have din-
ner with them. If you have a favorite restaurant in the area, you can volunteer for
that restaurant. A signup sheets for attendees will be posted in the hospitality room.**

**Please email this form back to me by October 1st. You will be contacted by me, Carol Mur-
phy as the conference nears. When the conference program comes out, I will send out the
schedule for the hospitality room so you can select your times.**

Thank you in advance for your efforts to make this AMATYC conference a success.

Carol Murphy

cmurphy@sdccd.edu

858-395-1112

Common Core State Standards and Us

By Bruce Yoshiwara
Pierce College

California is one of the large majority of states that adopted the Common Core State Standards (CCSS) in Mathematics in 2010. The CCSS in Mathematics (CCSSM) are designed to specify what mathematics is needed to be career and college ready.

The May 2013 *Inside Higher Ed* article *The Common Core on Campus* summarizes why the CCSS should be of keen interest to college professors, but notes, "even rudimentary knowledge [about CCSS] among those in higher education can be spotty...for the great majority of people in the professoriate, there's an appalling ignorance about what's going on."

Should California Community College faculty care?

Yes, because the CCSSM should/can change our intermediate algebra prerequisite for some transfer-level math courses. According to the July 2013 statement from the University of California (UC) Boards of Admissions & Relations with Schools (BOARS).

"Specifying that transferable courses must have at least Intermediate Algebra as a prerequisite is not fully consistent with the use of the basic mathematics of the CCSSM as a measure of college readiness...Requiring that all prospective transfer students pass the current version of Intermediate Algebra would be asking more of them than UC will ask of students entering as freshmen who have completed CCSSM-aligned high school math courses. As such, BOARS expects that the Transferable Course Agreement Guidelines will be rewritten to clarify that the prerequisite mathematics for transferable courses should align with the college-ready content standards of the CCSSM."

Yes, because the CCSSM should/can affect our placement system. According to the Academic Senate of the California Community Colleges Resolution 15.01 ENDORSE COMMON CORE STATE STANDARDS IN MATHEMATICS AND ENGLISH:

"Resolved, That the Academic Senate for California Community Colleges endorse the intent of the Common Core State Standards for K-12 as sufficient preparation for high school students planning to attend college and enroll in transfer-level coursework."

Yes, because the CCSSM should/can affect our curriculum. According to pending CA legislation (SB-490 Early Assessment Program: common core academic content standards):

"Existing law states the intent of the Legislature that the EAP [Early Assessment Program] be expanded to include the California Community Colleges.

"Existing law encourages community college districts participating in the EAP to consult with the Academic Senate for the California Community Colleges to work toward sequencing their precollegiate level courses and transfer-level courses in English and mathematics to the elementary and secondary education academic content standards adopted pursuant to specified law.

"This bill [SB 490] would instead encourage those courses to be sequenced to the common core academic content standards for language arts and mathematics."

Letter from CSU Chancellor's Office Regarding Pre-requisites

This email updates one that Karen Simpson-Alisca and I sent last fall on the subject of Quantitative Reasoning in the CSU (next page, for your reference). The second half of the message reminded readers that we look for an explicit prerequisite of intermediate algebra, as traditionally understood, for courses to qualify for use toward our GE and admission requirement in Quantitative Reasoning (Area B4 in GE Breadth).

In the months since sending it, I've been asked to elaborate on the ways community colleges can meet the requirement. Attached is an excerpt from California Code of Regulations Title 5, which permits students who can succeed right away in a given course to challenge its prerequisite. Some California Community Colleges are using this as a way to test accelerated remediation: the transferable math course keeps its published prerequisite for the sake of preserving its articulation with the CSU, but students may challenge that prerequisite after they finish an accelerated remediation sequence.

The CSU Chancellor's General Education Advisory Committee has looked into this use of the prerequisite challenge process, and determined that it has no grounds to comment. How community colleges meet curricular requirements that are below baccalaureate level is up to the colleges, and not up to the receiving transfer institutions. In other words, community colleges may participate in initiatives like Acceleration in Context and the California Acceleration Project without jeopardizing articulation, because the transferable B4 course is unchanged; only the intermediate algebra prerequisite is challenged.

Note that this is a critical difference from Statway, where both the prerequisite and the subsequent, college-transferable course in statistics are modified. For that reason, the CSU will continue to recognize B4 credit for Statway only on a limited, pilot basis, and only from certain community college districts. (See the second attachment for details.)

Finally, we recognize that resorting to the challenge process isn't an ideal solution. The CSU is encouraging community colleges who experiment with accelerated math remediation to share with us what they learn, to inform any later reconsiderations of our current policy. In the meantime, we continue to expect B4 courses to carry intermediate algebra as a prerequisite.

Thank you for your work on behalf of our students.

Ken

Ken O'Donnell
Senior Director, Student Engagement
and Academic Initiatives & Partnerships
California State University Office of the Chancellor
562-951-4735

Letter that Ken O'Donnell references in the article on the previous page:

Dear California Articulation Officers,

Thank you for the discussions of the last week or so surrounding quantitative reasoning courses in the CSU (courses in area "B4" of the CSU GE Breadth curriculum). We use area B4 courses both to certify completion of the GE Breadth transfer curriculum, and to determine eligibility for transfer admission. Because the new Associate Degrees for Transfer include the GE Breadth curriculum, we also expect to find Area B4 coursework there.

Some of your posts ask for guidance from the Office of the Chancellor, on a couple of points:

Admission Eligibility and Associate Degrees for Transfer

Kathryn Barth's email of Tuesday afternoon lays out a scenario where XYZ community college has passed along a CSU course by articulating it with one of its own. In doing so, the college mistakenly applied the course toward area B4, even though it doesn't clear that requirement at the offering institution. This seems to have been a mistake in good faith, since the corresponding course at the community college is in fact approved for B4 – but in these cases, it's the placement of the course at the offering institution that trumps.

This is longstanding articulation practice, and a matter of CSU policy. CSU Executive Order 1065, section 5.4.1 Qualification for Certification, states:

“A participating institution may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes **by the institution offering them.**”

Support for this practice has been reiterated during implementation of the Student Transfer Achievement Reform Act (“SB 1440”). It is correct that when a CSU campus declares a TMC as “similar” to one of its baccalaureate programs, the campuses agrees to accept the degree in its entirety as meeting the lower division requirements. However, earning the Associate Degree for Transfer does not set aside the basic CSU minimum eligibility for admission requirement, which includes completion of the Golden Four (including a B4 course in quantitative reasoning).

As many of you concluded in discussing Kathryn's scenario, the best course of action for the receiving university is to admit the student in this case, and hold the student to the quantitative reasoning requirement after transfer, if there's room to do so within the 60-unit maximum guaranteed by the law.

At the same time, we would want the receiving CSU to communicate to the sending community college that this is a one-time exception we're making for the sake of this student, and not one we would make routinely.

Quantitative Reasoning and the intermediate algebra pre-requisite

When the CSU reviews community college courses proposed to satisfy Area B4, we look for a prerequisite of intermediate algebra. We're aware that many community colleges are experimenting with alternative prerequisites to their approved B4 courses, in an effort to improve student persistence. Some of these alternatives take away topics traditionally included in intermediate algebra; others substitute a different course altogether.

Please take this email as a reminder that only courses with a full prerequisite of intermediate algebra, as traditionally understood, will continue to qualify for CSU Area B4.

The CSU has made a recent exception for the Statway curriculum, under controlled and very limited circumstances, so we can evaluate whether other approaches will satisfactorily develop student proficiency in quantitative reasoning. In the meantime, we count on the articulation community to uphold the current standard.

Please get in touch with us if you have questions on either subject, and thank you again for participating in this forum. We appreciate being in on the conversation, and the care with which you look after our students and the policies that serve them.

Ken O'Donnell
Student Engagement
CSU Office of the Chancellor
562-951-4735
kodonnell@calstate.edu

Karen Simpson-Alisca
Transfer Programs
CSU Office of the Chancellor
(562) 951-4715
ksimpson-alisca@calstate.edu

Local College Spotlight



Los Angeles Pierce College
By Mr. Bob Martinez

California state-wide (indeed nation-wide) data shows the percent of students who start with Algebra 1 and make it through to completing their transfer math requirement is abysmal. That means we (the Mathematics teaching community) are a gateway (or roadblock, if you will) to student success. To do something about this, Pierce College in Woodland Hills Calif., became involved with the Carnegie Foundation's Statway (Statistics Pathway) program. This semester (Fall 2013) we are offering 8 sections of Statway. This will be increased to 10 sections in Spring 2014 with the goal of reaching 20 – 25 sections by Fall 2015. Statway is a 2 semester alternative Math pathway for Liberal Arts, Humanities, and Social Science majors (not for STEM, Business, or Nursing). The prerequisite for the course is Prealgebra or Algebra 1 placement. The slogan of Statway is "2 and through", meaning that upon completion of the 2 semesters of the program, the student will have completed their transfer Math requirement for CSU or UC. If you are wondering about the UC acceptance part of the last statement, email Bob Martinez, chair of Mathematics martinrm@piercecollege.edu for details on how we are accomplishing this.

The Statway curriculum features all real-world authentic situations that are very current and interesting to students. Also, Statistics is more valuable to a Liberal Arts, Humanities, or Social Science student than the Algebra sequence. Not only is the Statway program perfect for students, its innovative pedagogy is perfect for professional development of instructors. Instructors that teach Statway are influenced to use its pedagogy techniques in their other classes.

The saying we have developed here at Pierce in the Math department concerning the students is that by offering Statway "we are literally saving lives". For more details about the Statway program at Pierce College see <http://207.62.63.167/departments/mathematics/statway.asp> . For information about Statway in general contact Karon Klipple at Klipple@carnegiefoundation.org and/or see <http://www.carnegiefoundation.org/statway> .

From the Presidents desk continued:

The CMC³-South Spring conference will be Feb 28 – March 1, 2014, at the Anaheim Hilton Double Tree Hotel. The hotel is actually in Orange, not Anaheim as the name suggests. Art Nitta is putting together another incredible program for the conference. if you are interested in presenting or presiding, please submit your information on the link available at the conference webpage found at <http://www.cmc3s.org/>.

Have a great semester!
 Sherri Wilson
 CMC³-South President

For the Students of CMC³-South
 Bob Crise, Crafton Hills College

We wish to congratulate East Los Angeles College for finishing 1st among the CMC³-South's colleges that participated in AMATYC's Student Mathematics League 2012-2013; also we wish to congratulate the top three students from our area.

First Place: *JiaMing Chen*, East Los Angeles College
Second Place: *Patrick Chong*, Los Angeles City College.
Third Place: *Likai Wang*, East Los Angeles College.

If you would like to bring students to CMC³-South Spring 2014 Conference in Anaheim, Feb 28 and Mar 1, 2014 , CMC³-South has ten student waivers (two per college) available to the first ten students who apply by emailing Bob Crise at rcrise@craftonhills.edu. Colleges may bring more than two students to the conference, but the students will be required to pay for lunch.

CMC³-South Board and Conference Committee Members

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