

News from the South C's

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Spring 2013

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Upcoming Events:

- CMC³-South Annual Spring Conference, February 22-23, 2013, Anaheim, CA.
- CMC³ Annual Recreational Math Conference, April 27-28, 2013, South Lake Tahoe, NV
- 39th AMATYC Annual Conference, October 31-November 3, 2013, Anaheim, CA

From the President's Desk

Greetings for Spring 2013,

I hope you all had a good fall semester and the spring semester or intersessions are shaping up well. The governor's new budget predictions look promising, and are surely cause for hope among the community colleges. Many changes are still coming our way with the Student Success Act, implementation of the Common Core math standards in the K-12 system, alternative pathways discussions, CID numbers and content alignment, as well as the transfer degrees for the CSU system. I am sure that we will all be affected at some level by some or all of these.

I would like to encourage all of you to attend the Spring CMC³S conference February 22-23 at the Doubletree in Anaheim where there will be talks addressing the above topics and many others. See registration information later in the newsletter or on the website <http://www.cmc3s.org/>. Art Nitta has done a great job at getting the conference together for all of us to enjoy both the talks and socializing with our colleagues.

I hope to see all of you there and have a great spring,

Sherri Wilson
CMC³S President

CMC³-South
Twenty-Eighth Annual Conference
February 22-23, 2013
Anaheim, CA

For more information please see www.cmc3s.org

Luncheon Keynote Speaker!!

Dr. Serina Diniega, Caltech Postdoctoral Fellow, Jet Propulsion Laboratory

Connecting form to process and conditions, AKA my adventures in modeling planetary surface features

The surface features that can be seen and measured on a planet's surface (such as rivers, volcanoes, or sand dunes) are the result of that landscape's evolution, which itself is a combination of processes acting on various climate, surface, subsurface, and planetary conditions. As a planetary geomorphological modeler, I aim to figure out the qualitative and quantitative connections between environmental conditions, physical (erosion, transport, and depositional) processes, and landform morphology. The goal is to develop a model that describes the process(es) that created a landform, as then information about what the feature looks like now (its shape, size, and/or pattern) can be used to figure out the conditions existing during that feature's evolution. This is especially important in studies of other planets as little data may be available about current and past conditions. In this talk, I will discuss the general field of planetary geomorphology, the way in which simple mathematical models can help to decouple complex geologic behavior, and the models that I have developed and analyzed to understand dune fields and lava flows on the Earth, Mars, and Venus.

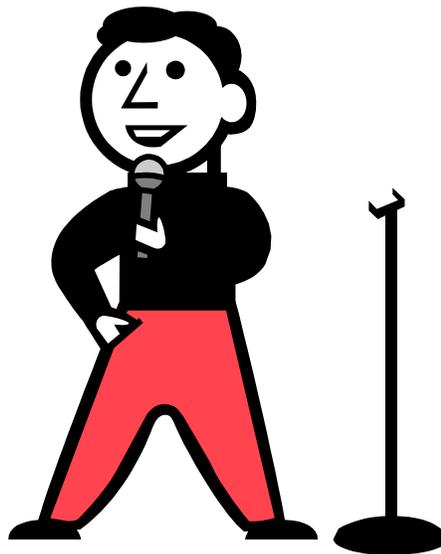
Plus many exciting breakouts!!!

Friday Night Ignite Event

“Enlighten Us But Make It Quick!”

It has been our tradition that the Friday evening of the Spring Conference weekend is devoted to math in an entertaining way. This year you don't have to just watch the entertainment, you can be the headliner by taking part in our first ever Ignite Event. An Ignite Event (www.igniteshow.com) is reminiscent of a TED Talk except that speakers have only five minutes to share their passion with the audience. In fact, the main rule is that each speaker must use 20 slides (e.g., PowerPoint) that advance every 15 seconds for a total of exactly five minutes. At the AMATYC conference in Jacksonville this past November the Ignite Event was an enormous success. You can see the raw video footage here: www.youtube.com/watch?v=TNjLheln7wY

The Friday night Ignite Event will be awesome to watch, but it will even be more fun from the front of the room. Please consider participating. What's *your* passion? How about a way of using technology that you're excited about? A classroom tip that has transformed your teaching? A magic trick that your students enjoyed? Don't keep it to yourself! Contact me, Richard Zucker, at rzucker@jvc.edu.



Some News from AMATYC

Bruce Yoshiwara, AMATYC West Vice President

The American Mathematical Association for Two-Year Colleges is the national two-year college professional math organization. AMATYC offers math faculty numerous opportunities for professional development.

AMATYC held this year's annual conference in Jacksonville, FL, November 8-11. Videos of the keynote addresses and the conference proceedings are available through the amatyc.org website.

The position paper on "Proctored Testing for courses taught at a distance" (<http://amatyc.org/documents/PositionProctoredTesting.pdf>) was approved at the conference. You can cite this paper if you need to justify requiring proctored testing for your distance education classes.

The conference also included AMATYC's first Ignite event, organized by Fred Feldon of Coastline Community College and the Innovative Teaching and Learning Committee. Fred, Larry Perez (Saddleback College), and Rich Zucker (Irvine Valley College, CMC^3 South board member) were three of the 21 presenters who each had 20 slides that were automatically advanced every 15 seconds. ("Enlighten us, but make it quick!") A video of these presentations will be posted at the igniteshow.com website, and an unedited version is posted at <http://dlmedia.ccc.cccd.edu/coastlinemedia/FredsShow.wmv>. AMATYC plans to have another Ignite event at its 2013 conference in Anaheim.

The next AMATYC conference will be in Anaheim October 31- November 2, 2013. Local events coordinator Carol Murphy (cmurphy@sdccd.edu) and her CMC^3 South team can use your help in the preparation for and running of the event. Please contact Carol to volunteer your help. Updated information will be posted at <http://www.amatyc.org/Events/conferences/2013Anaheim/>.

Local College Spotlight



Local College Spotlight: **Chaffey College**

by Robin Witt, Associate Professor, Mathematics

Chaffey College was founded in 1883 as a private college and has been a publicly funded college since 1916. Today, Chaffey College serves over 18,000 students offering academic and occupational programs to the local residents at three campuses and online. The campuses are located in Rancho Cucamonga, Chino, and Fontana. As of Fall 2012, the Math Department at Chaffey College offers 17 different courses (one more on the way), employs 18 full-time faculty, over 60 adjunct faculty, and proudly supports programs and services designed to promote student success.

ME1st:

Math and English First (ME1st) began in Fall 2012. It is a program designed to promote academic success for our incoming freshmen. National literature and local research show that students who complete both math and English early in their academic career are more likely to be successful. “The educational philosophy behind ME1st is that students increase their skills and understanding of mathematics and English first, then, apply what they have learned in other courses at Chaffey College,” says Dr. Leonard Crow, interim dean of student services and discipline. Dr. Crow was a member of the math faculty when he assisted in the development of this program. When students commit to this program, they enroll in math and English consecutively for their first three terms. The incentive to do so is that they receive higher enrollment priority- provided they successfully complete their academic goals. ME1st is the product of a collaborative effort between instruction and student services.

Mathematics Success Center:

The Chaffey College Math Success Center offers a wide variety of services for students. Workshops, led by a math faculty member, are offered throughout the day in subjects ranging from arithmetic to calculus. The center also offers learning groups, which are led by an apprentice who holds a bachelor’s degree in math and are topic specific. Students can either sign-up for half hour one-on-one tutoring appointments, or visit our homework room where tutors will walk around and help students with questions on homework or lecture topics. Because our arithmetic courses require a supplemental learning component in the form of directed learning activities in measurement, the center assists by making appointments for students to work through these hands-on activities with a tutor. The center houses dozens of computers for students to get extra help in math. The computers are equipped with a variety of programs including Maple and PowerPoint presentations that review arithmetic through college algebra.

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Local College Spotlight continued:

Math Review Courses:

How many times have you heard students say “But I took that math class in high school, why do I have to take it again?” The Math Department decided to try to do something about it! Launched in the summer of 2009 was a preparation for the study of algebra course (Math 610), which allows students to refresh their arithmetic skills by briefly reviewing topics like negative numbers, fractions, decimals, percents, and solving equations. Students that pass the course are allowed to immediately re-assess in an effort to place in a higher course, such as Math 410 (elementary algebra), the subsequent semester. The course is three weeks long in the summer (four days a week) and 6 weeks long in the Fall and Spring (two days a week). Math 610 is a non-credit pass/no pass course. Instead of a textbook, the students use ALEKS, an online program. This course was so successful we launched a preparation for the study of college algebra (Math 625) in Fall 2012. This course is a brief review of elementary and intermediate algebra with the goal that students will re-assess into college algebra.

Math Transfer Model Curriculum (TMC) degree:

Several Math Department members were involved in the Course Identification Numbering System (CID) process. The Math Department is proud to have one of the first Associate of Science Transfer (AST) degrees approved at Chaffey College.

Cal-PASS/EAP/Common Core Standards:

Through our connections in Cal-PASS, we worked with Cal Poly Pomona and our local high schools to implement the Early Assessment Program (EAP) at our college. High school juniors who take the California Standards Test (CST), mark to take the augmented questions, send the results to both the California State Universities and the California Community Colleges and pass, are able to take the entry college-level math class upon entering college; bypassing the college’s assessment test. The math department at Chaffey has continued their connections with the local high schools by participating in Common Core Mathematics Standards meetings and workshops.

Supplemental Instruction:

The Chaffey College Supplemental Instruction (SI) Program began in 2005. Although this program serves more than just math, math has always had the strongest presence. SI is a series of weekly study sessions facilitated by a trained student leader. Attendance is voluntary and open to anyone enrolled in the selected course. The study sessions will help students improve understanding of course material, develop study strategies, and prepare for tests. The program follows the University of Missouri, Kansas City model and is currently directed by a math faculty member.

Math 500 labs:

The Arithmetic (Math 510) and Pre-algebra (Math 520) courses at Chaffey College are offered in a lecture/lab format so students can get a “learn by doing” approach. These 4-unit courses currently using MyMathLab, typically meet twice a week. During each meeting, 105 minutes is spent in lecture format and 45 min is spent in computer lab format, with the instructor present to increase interaction with students.

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Local College Spotlight continued:

Preparation for Calculus:

Modeled after Cal Poly Pomona and in effort to get students prepared for calculus sooner, the Chaffey math department adopted a policy that if a student completes both College Algebra and Trigonometry earning an A or B then the student, through our petition process, can enroll in Calculus I (skipping Pre-Calculus). On that note, our Pre-Calculus course may be unique to other colleges in that we added limits to the course outline in hopes to better prepare them for calculus.

Fast Track:

The Math Department was the first department at the college to begin offering “Fast Track” classes with its “Fast Track to Calculus Sequence” in Spring 2008. This one-semester Trigonometry and Pre-Calculus sequence is designed specifically for students who want to enroll in Calculus the following semester. Subsequently, the college now offers a robust schedule of short-term 8-week classes across disciplines. For example, in the Spring of 2011, Chaffey offered approximately 50 accelerated courses ranging from English, Spanish, math, and ESL to Astronomy and Biology. Courses are packaged so that students can move through two levels within a sequence during a single semester. Students can also access alternative starting points or choose accelerated courses because they better fit their schedules or their learning needs. By Fall 2014, one quarter of our offerings will be in this modality. Our research has shown that the retention rates and success rates in fast track courses are higher than those same courses offered in the traditional format.

A Positive Step for Both Faculty and Administration

Robert Smazenka, PhD Chair, Mathematics/CSIT/Engineering Department
Los Angeles Mission College

The Los Angeles Community College District (LACCD) consists of nine campuses and serves over 140,000 students. The governing structure is highly centralized with a seven member elected board. Several years ago the LACCD announced a push to decentralize decision making and shift authority and responsibility over campus-level operations to the Colleges. My impression and those of many of my fellow department chairs is that this has been at best an unnecessarily slow process and at worst a disingenuous one. District initiatives have been often derided by faculty as top-down and developed without the collaboration of the very faculty, department chairs, and deans whose commitment and buy-in is required for their success. My experiences over the last year indicate that this may be changing.

LACCD is not a business enterprise. How do you identify and gain the collaboration of dedicated tenured faculty, whose working responsibilities are defined through collective bargaining, and who quite frankly get paid anyway? You give them ownership of the task. Given that risk avoidance has been a

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A positive step... continued:

key operating principle of LACCD, this requires a certain leap of faith.

In the fall of 2011, David Beaulieu, the then District Academic Senate President, and Yasmin Delahoussaye, Vice Chancellor for Institutional Effectiveness, approached The District Mathematics Discipline Committee (DMC), a committee of faculty from the various campuses which I chair. Vice Chancellor Delahoussaye proposed a district wide initiative to address success and retention in light of recent state education code changes and asked if the committee would oversee it. The committee made it very clear that we were not interested unless the initiative was faculty driven. Even to the extent that participation by individual campuses was voluntary.

Next, a small working-group of committee members was convened and a statement of objectives and goals was agreed on. The district would provide funds and direct access to district level administrators as needed for the success of the project. For their part, faculty from participating campuses committed to developing individual proposals to address the goals of the project. The Faculty Inquiry Team (FIT) was formed and consists of one or more faculty members from each of the nine campuses.

A key objective of the team was to develop proposals and later analyze their effectiveness based on gathering and analyzing relevant data. In summer 2012, one team member from each campus received a stipend to meet with district researchers for data base training and to identify data sets relevant to their research interests. In addition, the district worked with CEOs at the various campuses to insure access to campus researchers by team members.

In the fall 2012, FIT team members were assigned five hours of release time to develop curriculum and implementation strategies for their proposals. These will be implemented in the spring 2013 semester on a pilot basis.

As part of the FIT proposal, all team members met on a regular basis to review and discuss their progress. For me the true potential of this endeavor was evident from our first meeting. The day-to-day problems and challenges of managing my department and the lack of a broader forum for collaboration engendered a rather silo like perspective. Working with colleagues from across the district, learning what they saw as challenges and opportunities for change and sharing ideas has fostered a collaborative atmosphere that was not present before. The enthusiasm and sense of accomplishment on the part of FIT team members comes from their ownership of the task and the continuing close support of Vice Chancellor Delahoussaye. The leap of faith by Dr. Delahoussaye recognizing that faculty are the best qualified to develop curriculum initiatives and enthusiastically supporting those efforts has begun to create the synergy and mutual respect between faculty and administrators that is critical for the success of a large nine-campus community college district. The current intent is to institutionalize this model and encourage other key disciplines to adopt a similar one.

My objective has been to convey the optimism I share with my FIT team colleagues for a closer more effective relationship between faculty and administrators that will ultimately better serve our students. I look forward to reporting the details of our work, its progress, and what we learn along the way in a future article.

Great News!!!

The AMATYC conference is coming to Anaheim on October 31 – November 3, 2013. CMC3-south is the “college” host for the conference so we could use as many people from the area to help facilitate to local organization of the conference. We could use people to help man the hospitality suite, be a guide within the conference facility, take candid photos during the conference, set up the breakfast meeting on Saturday and if you local, take a few AMATYC guests to a local restaurant of your choice or stuff bags on Tuesday before the conference.

Since the conference is in Anaheim, CMC3-south is hoping that many of our southern California community college math faculty will be able to attend. Be sure to ask your school for travel money to pay for the conference fees. Not only will you able to attend many the math session during the weekend, but you will be able to meet some of the math faculty from around the nation and hear about what is happening on their campuses.

So save the date: OCTOBER 31 – NOVEMBER 3, 2013. If you are willing to help at the AMATYC conference, contact Carol Murphy, the local conference coordinator at cmurphy@sdccd.edu with your email address, local phone number what you might be willing to do. Board members will be asking for your help at the CMC3-south conference on February 22-23, 2013, so be sure to give them your contact information if you can help at the AMATYC conference in the fall.

Carol Murphy
San Diego Miramar College

AMATYC IN ANAHEIM!!!

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

If you would like to bring students to the 28th Annual CMC³-South Spring conference, February 22-23, 2013, CMC³-South has ten student waivers (two per college) available to the first ten students who apply by filling out the application below or 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 \$45.00 to cover the cost of lunch on the twenty-third of February. Please respond by February 15, 2013.

CMC³-South's Student Registration Waiver for the Twenty Third Annual Conference
(Please print all information legibly!)

Student's Name

Student's College

Name of the math instructor responsible
for the student at the conference:

Math instructor's email address:

Please return this form to:
Robert D. Crise, Jr.
Professor of Mathematics
Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399-1799

Bring your students to the conference!

JOBS!!!

Santa Rosa Junior College (Developmental), Closing Date: Until Filled

El Camino College, Closing Date: February 21, 2013

West Kern Community College District, Closing Date: Until Filled

Fullerton College (2 positions), Closing Date: February 12, 2013

Cypress College (2 positions), Closing Date: February 12, 2013

Shasta-Tehama-Trinity Joint Community College District, Redding, Closing Date: February 14, 2013

Saddleback College, Closing Date: February 11, 2013

Monterey Peninsula Community College District, Closing Date: March 8, 2013

Monterey Peninsula College (Mathematics Learning Center Coordinator), Closing Date: March 20, 2013

These jobs are listed on the California Community Colleges Registry here: www.ccregistry.org/

CMC³-South Board and Conference Committee Members

- **President:** Sherri Wilson, Crafton Hills College
- **President Elect:** Art Nitta, Mt. San Antonio College
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- **Secretary:** Miriam Castroconde, Irvine Valley College
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