



## Math Department Meeting -Minutes

### August 9, 2019 @ 2:15 - 3:30 p.m. Room #2601

x	Alvarez Pardo, Guillermo	x	Lowenstein, Ryan	x	Dostal, Claire
x	Burnett, Shelby	x	Meyer, Jodi	x	Kaul, Michele
x	Cuarenta-Galleos, G	x	Mogull, Michael	x	MacArthur, Suzanne
0	Demarest, William	x	Sanders Moreno, Jennifer	x	Quackenbush, Blaine
0	Gervasi, Jeffrey	x	Schwennicke, Robert	x	Voltmer, Kathryn
x	Hoffman, Julie	x	Turner, Mark		
x	Kinter, Michael	x	Vasta, Joseph		
x	Knudsen, Matthew	x	Wright, Peggy	x	Chellsen, Denise
	<del>Lewis, Greg (on leave)</del>			x	McDonough, Denise

TOPIC	INITIATOR TIME	NOTES
Welcome Back and Welcome New Faculty	Denise C. 10 minutes	Went around the room and introduced ourselves and talked about what classes we are teaching this semester. New instructors include two new full-time faculty Ryan Lowenstein and Guillermo Alvarez Pardo. New part time faculty present were Katheryn Voltmer, Claire Dostal, Blaine Quackenbush.
Student Orientation Booklet & Success Center Webpage	Denise C. 2 Minutes	<a href="https://www.cuesta.edu/student/documents/orientation/WelcomeBooklet-FINAL-19-20SnglPgs.pdf">https://www.cuesta.edu/student/documents/orientation/WelcomeBooklet-FINAL-19-20SnglPgs.pdf</a> Three copies of three the orientation book were passed around for review. <a href="https://www.cuesta.edu/student/resources/ssc/index.html">https://www.cuesta.edu/student/resources/ssc/index.html</a>
Fill Rates Updates w/AB705 shifts	Denise C. 2 Minutes	Arithmetic is now offered only as part of non-credit, Stats classes are very full. If student self-placed into a higher class than they are comfortable in, they can transfer down into another class. Pink transfer cards are in the office and need to be signed by both faculty members if the transfer happens after the add/drop period.
Follow up from Math News e-mail: <ul style="list-style-type: none"> <li>• Course Coordinators Fall 2019 through Summer 2020</li> <li>• Statistics Liaison to Stat Lab</li> <li>• Statistics lead about future text</li> <li>• Graphing &amp; Scientific calculators</li> <li>• Chromebooks needs for rm 2601</li> </ul>	Denise C. 10 min.	-The updated Course Coordinator list was shared with most roles continuing from the last school year. Mike Kinter will be in charge of CMC books. Ryan Lowenstein and Peggy agreed to work together on Math 007 this semester. -Stat's Liaison to Stat Lab is Gabriel -Stat's lead about textbook will be Mike Mogull. Additional graphing calculators were purchased at the end of Spring. Discussion on the use and distribution took place. A show of hands on how

		<p>many faculty would like a set of 5 Graphic or scientific calculators-</p> <table border="0"> <thead> <tr> <th></th> <th><u>Graphing</u></th> <th><u>scientific</u></th> </tr> </thead> <tbody> <tr> <td>Julie</td> <td>5</td> <td></td> </tr> <tr> <td>Ryan</td> <td>5</td> <td>5</td> </tr> <tr> <td>Guillermo</td> <td>will use StatCrunch</td> <td></td> </tr> <tr> <td>Mark</td> <td>5</td> <td>5</td> </tr> <tr> <td>Shelby</td> <td>5</td> <td></td> </tr> <tr> <td>Jen</td> <td></td> <td>5</td> </tr> <tr> <td>Kathryn</td> <td></td> <td>5</td> </tr> </tbody> </table> <p>Denise Chellsen distributed them to offices after the meeting. Denise Chellsen will work with the Library staff to use the remaining calculators as 2-hour loaners for students.</p> <p>-Jen asked if we could increase the numbers of Chromebooks in 2601 to match the amount of desk in the classroom. The cabinet can hold 45 laptops but currently it is wired, and we have 40 laptops. A work order for a requisition was submitted after the meeting to Computer Services.</p>		<u>Graphing</u>	<u>scientific</u>	Julie	5		Ryan	5	5	Guillermo	will use StatCrunch		Mark	5	5	Shelby	5		Jen		5	Kathryn		5
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<p><b>SLOs report: Math 230 &amp; Math 265B</b> (Math 003 also completed Spring 2019, now moved to Non-Credit Basic Skills Ed)</p>	<p>Denise/Joe Jeff/ Jen 10 Min.</p>	<p><b>Math 230 SLOs Analysis and Course Discussion</b></p> <p>Math 230 has significantly increased in demand from two sections a semester to 8 sections a semester as a result of AB705. Hence, faculty who are new to teaching the course joined the discussion with those who have regularly taught it in the past.</p> <p>Observations from the SLOs data noted that combinations and permutations are the most challenging topics for students and extra time should be allotted for those topics. In addition, logic tends to be easy for students who have already taken a logic course and challenging for those who are new to the topic. A couple suggestions include grouping students to include more confident students with less confident students as well as providing the table structure on assessments. It was also noted that students had difficulty writing tense to make sense in a contrapositive.</p> <p>Faculty who taught Spring 2019 noted minimal impact on the passing rates of this course as we opened access to all students as a result of AB705. Some students with weaker backgrounds had to commit significantly more hours to succeed.</p> <p>With more faculty joining the Math 230 ranks, discussion ensued about ideas for this course curriculum. There is a core of required topics with many choices of additional topics. We shared the variety of the added topics that faculty have tried in the past and plan to use this year. A couple faculty are incorporating projects and presentations into the course design, which was noted by an instructor who has tried presentations in the past fits well with the style of learning of humanities students.</p>																								

		<p><b>Math 265B SLOs Analysis and Course Discussion</b></p> <p>Discussion of slo's outcomes centered mainly around three concepts: polar coordinates, Taylor series, and ordinary differential equations. As has been the case typically for our second semester calculus course, students tend to struggle with Taylor series (followed closely by convergence tests). This could be due to where it occurs in the semester, namely near the end when students are running out of steam! The same seems to be true of the polar coordinates. Maybe moving this topic to the middle of the semester might mitigate the problem of students struggling with this concept. As far as differential equations goes, no real consensus yet. Discussion turned to how much emphasis we need to place on the chapter altogether. More than likely we'll be getting together to discuss just that very soon.</p>
<p>Retreat highlights: AB705 with non-STEM and STEM</p>	<p>Denise C. &amp; other faculty 10 Min.</p>	<p>Julie and Mark built Canvas Shells for "just in time" review of skills for Math 232 and Math 242 respectively. Julie pulled from her DE Math 127 materials to develop modules with videos, worksheets, and quizzes. Mark identified the large list of skills needed throughout the demanding Math 242 course and created a Canvas shell with links to XYZ review resources. Mark sent out the 242 link for students to 242 instructors that students can enroll and access the resources independently and Julie shared the Canvas shell with review modules to 232 instructors. Julie and Mark will also post to Commons in Canvas so instructors can edit and embed in their own Canvas course if desired. Gabriel is working to develop a Canvas shell by the end of the semester for 147S topics that Math 247 instructors can share with students or embed in their course.</p> <p>AB705 student adjustments: Ideally, all instructors are integrating Just in Time skills review right before needed in each topic. All courses have pre-requisite skills listed in the templates developed for a welcome e-mail and first week counseling. If just in time skills are not yet part of your course, please at least draw attention to the needed skill prior to that next lesson, and ideally provide a resource for review. Thanks, everyone for the hard work on this!</p> <p>Please have a conversation with your classes to help ensure students have chosen a good fit class for their major and their level (based also on time commitment available for support services and needed review).</p> <p>Many faculty members are making adjustments in their courses to help support more underprepared and first-generation college students succeed. Faculty are incorporating more flexibility, more assessment options, and individual student counseling. Julie shared what she did with DE class this summer as a result of Gabriel's input that helped a first-generation student who initially struggled in the course. She will share about the pronto App at a division meeting.</p>