

**Questions to Consider:**

**Where will HS grads without MATH 3 be directed to enroll? MAT 25 with 225 or MAT 123? Is MAT 13 appropriate for some? If so, who?**

**Will we use master registration cards for enrolling students prior to the beginning of the semester? How will students be screened/tracked after the semester starts and the faculty are able to give add codes?**

The above begs the question: WHO will be allowed to enroll in these pre-transfer cohorted sections? *(Carla's comment: it would be easier to track the students enrolled in these sections but only if we only enrolled students defined by the CCCCCO as benefiting from pre-transfer.)*

When/who will update the placement tool? *(A: Carla, Gaby, Kelly with IT's help will meet to update)*

**For panther prep, how will we expedite updating placements, especially for the meta-majors who will be impacted the most?**

**Will the non-transfer classes be available online for equitable access by all campus sites?**

**Will we plan first week presentations again to make sure students are in the "right" place?**

**What is the best MAT/ENG placement for ESL students?**

**For students moving into MAT25, what is the additional support provided?**

**If we are moving more students into MAT25 and MAT13, do we have enough sections for the increased demand?**

**How are we supporting students who benefited from the slower-paced L series?**

**Will we develop non-credit math classes in lieu of the MAT201, MAT121, and MAT123L series?**

**What about students who want to enter STEM but were not privileged to attend a high school that provided a solid math foundation? Or our re-entry students who have been out of school for 10 years and want to study STEM?**

**Are support services (tutoring, SI support, math academy) going to increase?**

**What happens to the students who already started an "L" series?**

---

See responses below.

### **Tentative responses from Math Faculty meeting on 4/22/22 (Mo)**

Those are about **short term**. The discussion and the work about long term must happen later, with a team of Math faculty in collaboration with others

### **Where will HS grads without MATH 3 be directed to enroll? MAT 25 with 225 or MAT 123? Is MAT 13 appropriate for some? If so, who?**

- I thought GPA's were a stronger indicator for placement (not the math class taken). Math 13 with or without 213 may be an option for non STEM majors.
- **It depends on the student major or career pathway.**
- Programs need to update their requirements (long term)
- If CTE, students have the option to take M126 (at least until Fall 22)
- **AB1705?**
- MAT12- Elementary Education
- MAT10- not a typical placement or requirement for degrees. Can take it. Can satisfy GE for CSU & UC
- MAT16- required for a few majors, most need also to take M13.
- Math Academy recommendation if students need to feel confidence.

### **Will we use master registration cards for enrolling students prior to the beginning of the semester? How will students be screened/tracked after the semester starts and the faculty are able to give add authorization?**

- In the past, students needed a form with instructor signature (this is the Master Registration Card) when registering for a cohort (instead of an add code).
- **Counselors will need to use the Multiple Measures form AND the Master Registration card to manually add students into these MAT123, MAT126 courses (5 sections this FA22).**
- If a student's goal is not transfer and they take MAT126 and are successful, that is throughput completion (for a non-transfer degree/certificate)
- How are Math faculty going to select who to offer the add authorizations to once the class has started?

### **When/who will update the placement tool? (A: Carla, Gaby, Kelly with IT's help)**

- Some math faculty can help

### **For panther prep, how will we expedite updating placements, especially for the meta-majors who will be impacted the most?**

- Can the math placement flow chart be updated for them to use at Panther Prep?
- We will need to work with on-the-spot processing of Multiple Measure Forms for students at Panther Prep.

Will the non-transfer classes be available online for equitable access by all campus sites?

- Online classes are not equitable to communities with limited internet access like San Ardo and many other south county areas. However, depending on demand I do think that access to online versions can and should be made available. In fact, the LSeries is one such course that lends itself well to this option.
- One online section of M123, 1 F2F M123 and 1 F2F M123/223
  - (All math lab courses are F2F due to activities/experiences found in a lab setting; does not work as well online.)
- No L-series will be offered in summer. What about students who are partially through their sequence?

Will we plan first week presentations again to make sure students are in the “right” place?

- This is always a great idea. Just because our students are now college students does not mean they know the system and don't have questions.
- M123 to remind the student about the option to take M25/225 or 24, or 13, 126

What is the best MAT/ENG placement for ESL students?

- It depends on their Math background, but if you are referring to the language of text, our LSeries Materials translates content to Spanish. Unfortunately it does not translate to other languages.
- No difference in data/research between ESL and non-ESL students in Math.

For students moving into MAT25, what is the additional support provided?

- M225
- AEW, will it be offered? Need funding and faculty to lead those.
- Regular math academy
- PLL, SI,
- MESA
- Non-credit L-series/math academy module-ization for long term

If we are moving more students into MAT25 and MAT13, do we have enough sections for the increased demand?

- Perhaps we will need more with the added support: 13/213 and 25/225 t
- Already more sections of 25 are in the schedule as well as M13.
- 8 total sections MAT 25 (capacity ~312 students)
  - 3 DE
  - 1 KC
  - 4 MC
- 26 total sections MAT 13 (capacity ~1014 students)
  - 12 DE (1 synchronous, 7 asynchronous)
  - 11 F2F MC (1 special section teacher pathway)
  - 1 F2F AC (with 213)

- 1 F2F KC (with 213)
- 1 F2F Soledad (w/o 213)

### **New questions, not covered in the Math faculty meeting.**

How are we supporting students who benefited from the slower-paced L series?

- L Series considered to be offered this Summer 2022 for those who are in the middle of the L series currently. (New info: there will be no L series in summer 2022)
- For FA22: there isn't a solution for students who utilize these for developmental growth.
- Math Academy link:  
<https://www.hartnell.edu/students/programs/tutoring/mathacademy.html>

Will we develop non-credit math classes in lieu of the MAT201, MAT121, and MAT123L series?

- Perhaps as non-credit OR other. Faculty/curriculum conversations to be had.

**What about students who want to enter STEM but were not privileged to attend a high school that provided a solid math foundation? Or our re-entry students who have been out of school for 10 years and want to study STEM?**

- Inform the student re: their option for cohorted MAT123 or move into transfer-level.
- Research shows that students without intermediate level math CAN be successful in a transfer level-course and support course and programs are a resource (MAT213 or 223, Math Academy, tutoring, etc.). Research shows that students placed below do not demonstrate the same success rates as those placed directly into transfer-level class.
- Help motivate and boost confidence and assess student comfort level.

**Are support services (tutoring, SI support, math academy) going to increase?**

- ?

**What happens to the students who already started an "L" series?**

- See Question above. To be offered in SU22. New information: there will be no L series offered in SU22.

**What happens with a HS / Concurrently enrolled student who is interested in taking MAT123 as HS credit?**

- Deleting these courses would mean we are removing dual enrollment/concurrent enrollment opportunities.
- Currently HS don't have pre-transfer dual enrollment classes. However, there are a few students who use MAT 123 as concurrent enrollment, home school or summer course.
- Could these courses move to non-credit?

**What are we doing for courses with prerequisites? Are we going to list that information about higher math courses meeting this requirement?**

- Curriculum is working on language for these courses and catalog (to match UC/CSU language)  
Example: Prerequisite–Intermediate Algebra or placement beyond by Hartnell’s placement process.

MAT126 was developed for non-transfer students (vs MAT13); this is more aligned to their major. Should allow students to select this course over the transfer-level. (But this might be moot depending on final version of AB 1705

Math faculty have seen students “under placed”, especially students in the L-series. Faculty then have to assess and accelerate students. Language needs to be cleaned up so that students are going into the appropriate course.