Mathematics Discipline Meeting  
Thursday, April 30, 2015  
Minutes

Present: Clayton Akatsuka, Jean Okumura, Navtej (Johnny) Singh, Jody Storm.  
Excused: Weiling Landers  
The meeting was called to order at 1:42 pm in the Mana’o Conference Room 107.

1. Reverse Degree Transfer and the Math Graduation Requirement – Guest: Ardis Eschenberg
   - Ardis explained the process that occurs for Reverse Transfer:
     - Each fall and spring, a list arrives from Manoa (and maybe West Oahu). Ardis was not sure about whether a list comes from Hilo.  
     - It contains the names of students with AT LEAST 60% of the coursework for a bachelor’s degree completed.  
     - For students who attended more than one community college, the first 2 year campus to award the AA degree gets to claim that student as a graduate.  
     - Counselors (mostly Pattl), verifies if the student meets the AA degree requirements and then WCC awards the degree.
   - It was pointed out that it is unfair to our students who stay to get an AA degree if the College lets students who don’t have Math 25 or something similar to get the AA degree from WCC.
   - Ardis also pointed out that it is also unfair to the student who is close to completing the bachelor’s degree to say that although he or she is going to get a bachelor’s degree soon and hence is college and career ready, but he or she cannot qualify for a lower level degree.
   - Once the student receives the bachelor’s degree, they cannot award the AA degree. The awarding of the AA degree must occur before the student obtains the bachelor’s degree.
   - Regarding option (1) Student completed 80% of the total credits needed to earn a bachelor degree: Ardis indicated that the list that they get does not indicate what percent of the total credits for a bachelor’s degree is completed. All they know is that the student completed AT LEAST 60% of the bachelor’s degree. Therefore, this option would require someone to manually get the student’s transcript and calculate what percent is completed. This would add extra work and Ardis feels that this is not feasible.
   - Regarding option (2) Student completed at least one course (C or better) at UHM with Math prerequisite or recommendations: It was pointed out that some of the lower level science classes have the statement “Recommended preparation – two years of high school algebra,” however, some of our sciences are deemed equivalent to those courses at Manoa. Then, it would still be unfair because our students cannot use those science classes to satisfy their math graduation requirement.
   - Also regarding option (2), a list of courses would need to be developed with a rubric on selection to the list so that students could not complain that the process was subjective.
Most of the students who attended WCC, did not earn an AA degree, and went to UH Manoa took Phil 110 and their major doesn’t require any mathematics.

Ardis mentioned that we could not make a decision and leave it for the VCSA to make a decision to make an exception. An exception would connote that this is not the regular AA degree because they did not follow the rule.

Regarding option (3) Evaluate student’s UHM transcript case by case basis: This again would require extra work.

It was decided to invite Patti Chong to our next meeting to get her point of view on this situation and our proposal.

2. John Morton has said that it is highly likely that dev ed will be limited to one semester or corequisite model by Fall 2016.

Morton said this at a Success meeting this week.

Ardis indicated that this is supposed to affect employment.

Ardis feels that this is Morton is committed to this.

Ardis feels that a meeting with of developmental math and English faculty would be a good idea to share what have been done. English is getting close to having only one level below college level.

3. Alternative Placement Pilot – H.S. GPA of 2.6 and C or higher in Algebra II in H.S. to place into Math 100, 101, 111, 115, 103.

In fall 2014, 3 students participated in the pilot. Two out of the 3 students placed into the college level class that they took via COMPASS as well. One student passed Math 100, one student received an F in Math 103, and one student withdrew from Math 103. In spring 2015, 1 student is participating in the pilot.

Currently, there is not a good mechanism for students to be aware of this alternative placement.

They are finding that most student qualify of the college level math course via COMPASS anyway.

This Alternative Placement is still a pilot. Someone is working on making it a policy but it is not yet completed.

3. 11th grade Smarter Balanced Test as a Placement Tool

A copy of the policy to use the 11th grade Smarter Balanced Test was distributed to faculty.
4. Announcements
   o Jody shared the Texas model that Ardis indicated was a best practice model that has two pathways. One is Statway and the other is the algebra/calculus pathway.
   o We will have a lot of work ahead if dev ed needs to get to only one semester or co-requisite model by Fall 2016.

The meeting was adjourned at 3:15 pm. (Minutes by J. Okumura)

After the meeting, we brainstormed about how to get to only one semester or a corequisite model.

One idea is, for Math 103, 111, and 115, the one semester dev ed prerequisite class would be Math 26 or Math 25. For Math 100 or 101, the one semester dev ed prerequisite class would be Math 28 + co-requisite class for those who place into Math 21. If students want to go to the STEM pathway and place into Math 21, they would do the Math 28 + co-requisite then go to Math 25 to get to Math 103.