

# Mathematical Sciences Division Curriculum Committee Agenda September 29, 2015

## 1) Planning & Block Grants

## 2) Course Reviews for:

**Math 120** - No existing C-ID for this course. The following changes were made:

- Removed topics (representing 4 hours of lecture): Non-Euclidean geometry, Perspectives, Tessellations, Polygons and Stars & Fractals
- Hours added to: Voting Theory (2 hours), Finance (1 hour) & Probability (1 hour)

**Math 150** - Changes to satisfy C-ID. No actual content changes, just more details and wording.

- Much more detail added to course outline.

**Math 165** - Changes made to satisfy C-ID requirements - only wording changes, because the topics were already listed, but not clearly stated (to the non-math reviewer).

- Marginal Analysis was listed, but the wording was changed to: Marginal analysis including margin revenue, cost & profit.
- Applications of Derivatives was listed, but changed to: Use derivatives to find increments, rates of change and tangent lines

**Math 270** - The Objectives and Outline of Subject Matter were substantially reworded and some topics were clarified to satisfy the state C-ID requirements. Also, assessment methods were updated.

## 3) In Progress:

- New Courses:
  - Computer Science: Python & Android Programming
  - SMA Courses
- Course Reviews:
  - Computer Science – all courses

## 4) Deadlines:

- Oct 5<sup>th</sup> is the first time for our Division to submit Course Reviews to the CCC, so we will also be voting at the Dept meeting.
- Nov. 3<sup>rd</sup> is the last time to submit Course Reviews for our Division (and for the semester)

**EL CAMINO COLLEGE**  
**Mathematical Sciences Division Curriculum Committee**  
**September 29, 2015**

Present: Sue Bickford, Carl Broderick, Greg Fry, Milan Georgevich, Anna Hockman, Ken Key, Lars Kjeseth, Natalie Koch, Gayathri Manikandan, Trudy Meyer, Catherine Schult Roman, Greg Scott, Ambika Silva, Jacquelyn Sims, Satish Singhal

**Course Reviews for:**

**Math 120**

- Probability increased from 10 hours to 11 hours; Finance increased from 10 hours to 11 hours; and Voting Theory increased from 7 hours to 9 hours.
- These changes were made because it aligns better with courses from neighboring schools.
- The Voting Theory and Finance component is more useful and relevant to students.
- L. Kjeseth moved to approve the changes. M. Georgevich seconded. All were in favor. Changes to Math 120 were unanimously approved.

**Math 150**

- Most of the changes made to Math 150 were clarification items; no content changes were made.
- The previous course outline wasn't as detailed as needed and didn't contain all of the C-ID items.
- The update was made to satisfy C-ID.
- S. Bickford moved to approve the changes. L. Kjeseth seconded. All were in favor. Changes to Math 150 were unanimously approved.

**Math 165**

- The update was made to satisfy C-ID.
- The original plan is to phase out Math 161 by spring 2016, but it may be carried out through fall 2016 at the latest.
- T. Meyer moved to approve the changes. S. Singhal seconded. All were in favor. Changes to Math 165 were unanimously approved.
- The curriculum committee is working on making the articulation work for the Business AS-T degree.
- Recommendation for CM 2 to wait on inactivating Math 160 in case any problems surface.

## **Math 270**

- Math 270 was reworded in order to satisfy C-ID.
- The type of assessments were also updated to include quizzes, essays, and homework problems.
- S. Bickford moved to approve. L. Kjeseth seconded. All were in favor. Changes to Math 270 were unanimously approved.

## **In Progress:**

- New Courses:
  - The Python course has been sent out for consultation.
  - G. Scott will submit Andorid programming for consultation.
  - The SMA courses have also been submitted for consultation. Malinni Roeun is working on the recommendations that were given.
- Course Reviews:
  - All of the CS courses need to be reviewed.

## **Deadlines:**

- Curriculum requires a vote through CurricUNET, however, the Math Division also needs record of votes so a ballot will be distributed at the next department meeting.

## **Announcements:**

- Ken Key/Counseling: There will be significant changes in the way the CSU reports placement scores starting next year. K. Key is suggesting that the Math Department hold an advisory on student clearances based on these placement scores.



Using Assessments to Help Students Learn

LOCAL ID #: 12348
STUDENT #: 555555555
GRADE: 11
DATE OF BIRTH: 05/11/08
TEST DATE: SPRING 2014

Dear Parent/Guardian of Emily Smith:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests for English language arts/literacy and mathematics. These new, online assessments have replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for supporting high-quality teaching and learning. This plan includes more challenging academic standards for English language arts/literacy and mathematics designed to build college and career readiness. This report shows Emily's achievement on these new tests. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) Program tests in these subject areas. Because this is the first year that all California students in grades 3-8 and 11 are taking these new tests, Emily's evaluations may be viewed as a basis from which to compare the performance in future years.

For a complete picture of your child's progress, I encourage you to discuss these results with Emily's teacher(s).

Sincerely,

Tom Torlakson
Tom Torlakson
State Superintendent of Public Instruction



FOR THE PARENT/GUARDIAN OF:
Emily Smith
1234 W Zeeb Road 5th Building
Alton Rock Union Elementary School District
Lancaster, CA 95112-5382

SCHOOL: Valley Academy of ...
LEA: ...

SAMPLE

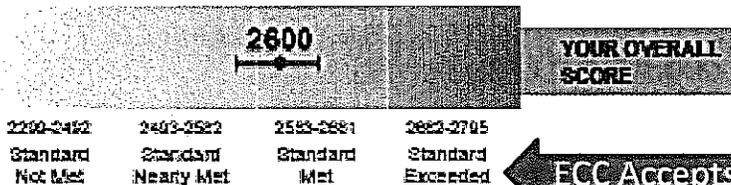
Emily's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: 2600

Emily met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in entry-level credit-bearing college coursework after high school.

Emily's performance on the four areas that comprise this overall score can be seen on the back of this report.



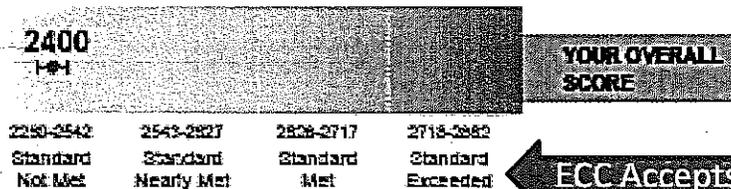
ECC Accepts "Standard Exceeded" Only

MATHEMATICS

Emily's overall score is: 2400

Emily did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in entry-level credit-bearing college coursework after high school.

Emily's performance on the three areas that comprise this overall score can be seen on the back of this report.



ECC Accepts "Standard Exceeded" Only

The bar around a score indicates the extent to which the score might have been different had the test been taken again.

More information about Emily's scores can be found on the back of this report.

To learn more about these tests, visit the CAASPP Summative Assessments Web page at http://www.cde.ca.gov/ta/tg/assess/summative.asp
Find complete results for schools, local education agencies (LEAs), and statewide at http://www.cde.ca.gov/ta/tg/assess/summative.asp and your School Accountability Report Card (SARC) on the CDE SARC Web page at http://www.cde.ca.gov/ta/tg/assess/summative.asp or see for a copy of the SARC at your child's school.

# Your Guide to Emily's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

## A New Kind of Test for Emily; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Emily took in the spring more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem-solving skills along with their

### Acceptance at El Camino College California Assessment of Student Performance and Progress (CAASPP)

Students who have taken the 11th grade CAASPP test will see the following status results for English and math on the front of their Student Score Report:

**Standard Exceeded:** Ready for English and/or mathematics college-level coursework.

**Standard Met:** Conditionally Ready for English and/or mathematics college-level coursework.

**Standard Nearly Met:** Not yet demonstrating readiness for English and/or mathematics college-level coursework.

**Standard Not Met:** Not demonstrating readiness for English and/or mathematics college-level coursework.

#### ECC Implementation for English and Math

**English** – Students with an **ENGLISH LANGUAGE ARTS/LITERACY** "Overall Score" of "Standard Exceeded" will be cleared to enroll into English 1A and other courses requiring eligibility for English 1A.

**Math** – Students with a **MATHEMATICS** "Overall Score" of "Standard Exceeded" will be cleared to enroll into Math 110, 111, 115, 120, 130, 140, 150 and 170.

#### "STANDARE MET" (OR LOWER) DOES NOT QUALIFY STUDENTS FOR LEVEL CLEARANCE IN EITHER ENGLISH OR MATH AT EL CAMINO COLLEGE

In the CAASPP on the first page of this score report, this student would not be cleared for English or math and must take the ECC placement exams. The student would have to have scored a 2682 or above in English Language Arts/Literacy and a 2718 or above in Mathematics. Students may earn clearances for one test, or, both tests. For example a student may be cleared to enroll in English 1A with a "Standard Exceeded" in English Language Arts/Literacy, but should take the math placement exam if the student is at the "Standard Met," "Standard Nearly Met," or, "Standard Not Met" levels.

In other words, "Standard Exceeded" replaces the ECC policy of using "College Ready" for clearances.

mathematics assessments of the CAASPP System to determine Emily's 2015 EAP status, which will provide an indicator of Emily's predicted readiness to take college-level English and mathematics courses when Emily begins college.

The CAASPP overall score for English language arts/literacy and mathematics on the front of this report may be used to provide an early indicator of Emily's readiness for college-level coursework, as described below.

<b>Standard Exceeded:</b> Ready for English and/or mathematics college-level coursework.	<b>Standard Met:</b> Conditionally Ready for English and/or mathematics college-level coursework.
<b>Standard Nearly Met:</b> Not yet demonstrating readiness for English and/or mathematics college-level coursework.	<b>Standard Not Met:</b> Not demonstrating readiness for English and/or mathematics college-level coursework.

Review the information at <http://CSUSuccess.org/> to see how this information can help avoid the need for additional testing upon entering a CSU or CCC.