

Below is a great deal of articulation dialog followed by (reportedly) ASCCC Exec feedback about secondary considerations of AB705 implementation that the committee will want to be aware of as we go forward with our work. Ideally, official language would be better, but we can consider this as stop-gap information while we wait for something more official.

Thank you.
-Letitia

From: Craig Kutil
Date: Monday, August 27, 2018 at 8:32 PM
Subject: Re: FAQ and Information on AB 705

Hello Everyone,

I am not sure an answer to Greg's questions was ever sent out, so I apologize if this is not news, but a short time ago I received the following response from a member of the executive team of the ASCCC about AB 705 and non-mathematics courses that have below transfer math prerequisites:

Students who have not demonstrated through the college's assessment process that they have met or exceeded the expectations of intermediate algebra (or the prerequisite required by CSU or UC) are still required to take intermediate algebra (or the prerequisite required by CSU or UC) or some curricular design that includes those topics before enrolling in CSU and UC transferrable science courses. AB 705 does not address other disciplines outside mathematics, English and ESL. Mathematics departments and curriculum committees should be cognizant of other disciplines' needs for support courses. The science disciplines may wish to work with the mathematics department to determine appropriate preparation for science courses requiring intermediate algebra (or the prerequisite required of CSU or UC).

Craig Kutil
Chair, Curriculum Committee
Articulation Officer, Interim
Las Positas College

From: Greg Keen
Sent: Tuesday, August 7, 2018 11:53 AM
Subject: Re: FAQ and Information on AB 705

Hello Carolyn, Steve, Bob, Et al.,

I don't understand how this IGETC Standards update helps us resolve the incongruence between the AB 705 mandate and UC articulation issues regarding math and/or English prerequisites.

The description of the IGETC math prerequisite below clearly states Intermediate Algebra or equivalent content and mathematical practices of the Common Core State Standards for Mathematics. My interpretation of this statement is Intermediate Algebra or the Common Core Integrated Math 3 is required for IGETC math.

Our Chancellor's Office is strongly encouraged adoption of MMAP criteria for placement and the MMAP criteria for Statistics is A HSGPA > 3.0 – **no course requirement is included in the MMAP criteria for placement in Statistics.** In reality any student with a HSGPA qualifies for placement in Statistics because the

MMAP criteria for placement in statistics includes this additional criteria: HSGPA < 2.3 if concurrent support is provided.

The really big question: If we adopt the MMAP criteria for placement in statistics, which is any HSGPA, then how can we legitimately determine completion of Intermediate Algebra or Integrated Math 3 or equivalent? Obviously the MMAP criteria does not include completion of any math class.

My understanding is the UCOP is still working with their faculty to resolve these issues (see attached email communication). My last communication with the UCOP was mid-July and I was informed that the review is still in progress.

On another related issue, is anyone addressing the issue of the UC Intermediate Algebra requirement for Biology and Chemistry. In 2004 we were told to include Intermediate Algebra in our Biology and Chemistry courses or lose articulation (see attached email).

On yet another related issue, does anyone know the status of the C-ID 110 prerequisite issue and the future approval of ADTs that require C-ID MATH 110?

Also, is anyone addressing the C-ID ECON descriptors that currently state Elementary Algebra as prerequisite. It certainly doesn't appear Elementary Algebra will survive post AB 705!

P.S. Any help addressing these issues will be greatly appreciated. This may be the first time in 25 years that I don't know what to tell my faculty regrading articulation.

Greg Keen
Articulation/Assessment Coordinator
College of the Sequoias

From: Borg, Carolyn
Sent: Friday, August 03, 2018 3:39 PM
Subject: Re: FAQ and Information on AB 705

Hi Steve and all,

IGETC Standards 1.9 were updated in June to include:

10.2 Subject Area 2A: Mathematical Concepts and Quantitative Reasoning

(1 course; 3 semester, 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-term course in baccalaureate level mathematics or statistics, with a stated course prerequisite of intermediate algebra or equivalent*. Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement, as long as the course has intermediate algebra or equivalent* as a prerequisite. An appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Statistics Pathway Exception:

Through fall 2019, math courses with a prerequisite of intermediate algebra or equivalent* OR courses that satisfy the UCTCA Guidelines for Statistics and are approved by CSU per the Statistics Pathway memo of

October 2015 [<http://www.calstate.edu/app/geac/documents/statistics-pathways-in-csu-quantitative-reasoning-fall2015.pdf>] are acceptable to fulfill the quantitative reasoning requirement.

Courses that are currently approved for the Statistics Pathway Pilot are scheduled to have their status as CSU GE Subarea B4 and/or IGETC 2A removed at the end of fall 2019.

In order to continue CSU GE Breadth (B4) and/or IGETC (2A) status beyond fall 2019 the pilot courses must be submitted via the annual CSU GE Breadth/IGETC review process for full review.

Pending such review statistics pathways courses must be eligible for CSU GE Subarea B4 even if no longer qualifying for IGETC 2A certification.

*The prerequisite for Mathematics courses is intermediate algebra or equivalent; equivalent courses should cover the content and mathematical practices of the Common Core State Standards for Mathematics, or CCSSM. Statistics course prerequisites/co-requisites should be consistent with CCSSM math standards and teach the skills and knowledge without which the student is highly unlikely to succeed in college-level statistics. For details see the UCTCA Guidelines for Mathematics and Statistics:

<https://www.ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/regulations-by-subject-area.html>

Knowledge relevant to public and private decision making is expressed frequently in quantitative terms, we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges.

Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, Mathematics for Teachers and survey courses such as Math in Society, were deemed unacceptable to fulfill the Mathematical Concepts and Quantitative Reasoning requirement.

Carolyn S. Borg, Ed.D., IGETC Standards Sub-committee
Counselor and Articulation Officer
Shasta College

From: Steve Pantell

Sent: Friday, August 3, 2018 11:47 AM

Subject: Re: FAQ and Information on AB 705

Thanks for sending Bob.

All this said, I was asked yesterday by our MATH department chair what impact AB 705 will have on articulation for transfer level MATH courses that have Intermediate Algebra as a prereq? For that matter, doesn't this also fly in the face of the hullabaloo surrounding establishing Intermediate Algebra for the ECON courses a few years ago? If the movement is clearly toward placing (nearly) all students in transfer MATH, suggesting the serious decline if not the disappearance altogether of MATH courses below transfer level, what impact does this have on, for example, IGETC Standards for Area 2A, which calls for a prereq of intermediate algebra or its equivalent? (side note: how come it's Area 2A instead of just Area 2? Is there a 2B waiting in the wings? Never mind).

I'm not smart enough to figure this out, especially since I'm still (supposed to be) on summer break, so I'm hoping someone can shed some light on all this because it's for sure we're going to be asked about it (a LOT). S.

Steven Pantell, Ph.D.
Counselor/Articulation Officer
Merritt College

From: Hope, Laura

Sent: Friday, August 3, 2018 11:07 AM

Subject: FAQ and Information on AB 705

Greetings Colleagues,

To support and advance the dialogue regarding AB 705 and the implications of implementation, the Chancellor's Office and Academic Senate have published an FAQ, and the MMAP team has developed a helpful infographic and summary of the MMAP methodology referenced in the guidance memos and FAQ. These documents will also be available on the Web next week at the following address: <https://assessment.cccco.edu/ab-705-implementation/>. Thank you for your leadership on this issue. As ever, I will continue to provide you with the latest information as it develops.

Best,

Laura Hope