AB 1705 Math Community of Practice Meeting#2

Today's Goals:

- Get connected and recap our last CoP meeting takeaways
- Discuss our spring 2025 inquiry protocol
- Analyze MAP and PASS Pilot data
- Discuss next steps

Golden West College

Friday, March 14, 2025

Today's Plan

01 Revisiting our Goals

02 Opening Discussion and Kickoff Meeting Takeaways

03 Spring 2025 Inquiry Protocol

04 MAP vs. Non-MAP Data

05 Fall 2024 PASS Pilot Data

06 Next Steps

Our CoP Goals

Themes

- Ensure GWC systems and practices maximize first year transfer-level math enrollment.
- Strengthen collaboration between GWC math and counseling departments.
- Increase throughput and close equity gaps, particularly with our Hispanic/Latine and Black/African American students.

Problem of Practice

If we address shared accountability and collaboration to enhance/reform processes, systems, and practices in both math and counseling departments centered on AB 1705, then we anticipate an increase in Hispanic/Latine, Black/African American, and Native Hawaiian/Pacific Islander students' transfer level math course enrollment, persistence, and success.

Let's Get Connected!

Small Group Discussion:

- Based on your experience at the Community of Practice (CoP) kickoff meeting, please recap and discuss the main goals and focal points of our CoP to date.

- Since the meeting, what have you noticed or observed related to first year students enrolling and completing transfer-level math?

*Please select a notetaker for your team who will capture today's notes and send to Lauren and Erin at the end of today's session.

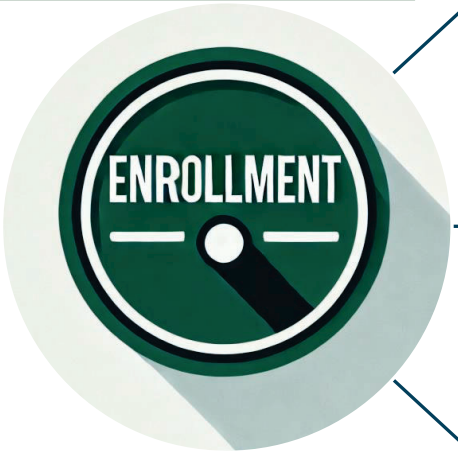
Key Takeaways from Kickoff Meeting

- We have an opportunity for math and counseling to collaboratively grapple with transfer-level math completion.
- Math success rates have increased over time.
- Students may not understand the MAP process or purpose.
- Are we communicating to students in a preferred method?
- Student supports and a humanized approach help students enroll and succeed.
- There are many options of math courses depending on educational goals.
- DI gaps persist in transfer-level math enrollment and completion.

AB 1705 Math CoP
Spring 2025
Inquiry Protocol

Spring 2025 Inquiry Protocol

Transfer-level Math Enrollment



- Quantitative Data
- Counselor Interviews
- Student Interviews

Transfer-level Math Success

- Course Success Data
- Syllabi Review
- Classroom Observations

Transfer-level Math Data Collection

Timeline	Data to Be Collected	Notes
Today	MAP vs. non-MAP Data PASS Pilot Program Data	RQ2 and RQ3 RQ7
March 2025	Counselor Interviews Syllabi Review	RQ1 and RQ2 RQ5
April 2025	Student Interviews Classroom Descriptive Observations	RQ3 and RQ4 RQ6
May 2025	Data Analysis	All RQs

Let’s Discuss the Protocol

In small groups, please discuss the below questions.

- What stands out to you about the overall approach, and what questions or concerns does it raise for you?
- Whose voices and perspectives are we amplifying with this approach, and whose might be missing? How can we ensure that the findings from this inquiry are meaningful and actionable?

MAP vs. Non-MAP Data

MAP vs. Non-MAP Data

n =5,317

Cohort 22-23 = 2,625

Cohort 23-24 = 2,692

Students who enrolled at GWC, identified as first-time college student, and merged with MAP data (from NextGen), and DegreeWorks SEP DegreeWorks Argos Report.

Major, with MAP	1,789
Major, no MAP	2,147
No Major, no MAP	1,311
No Major, with MAP	70
Total	5,317

MAP vs. Non-MAP: MAP Recommendations

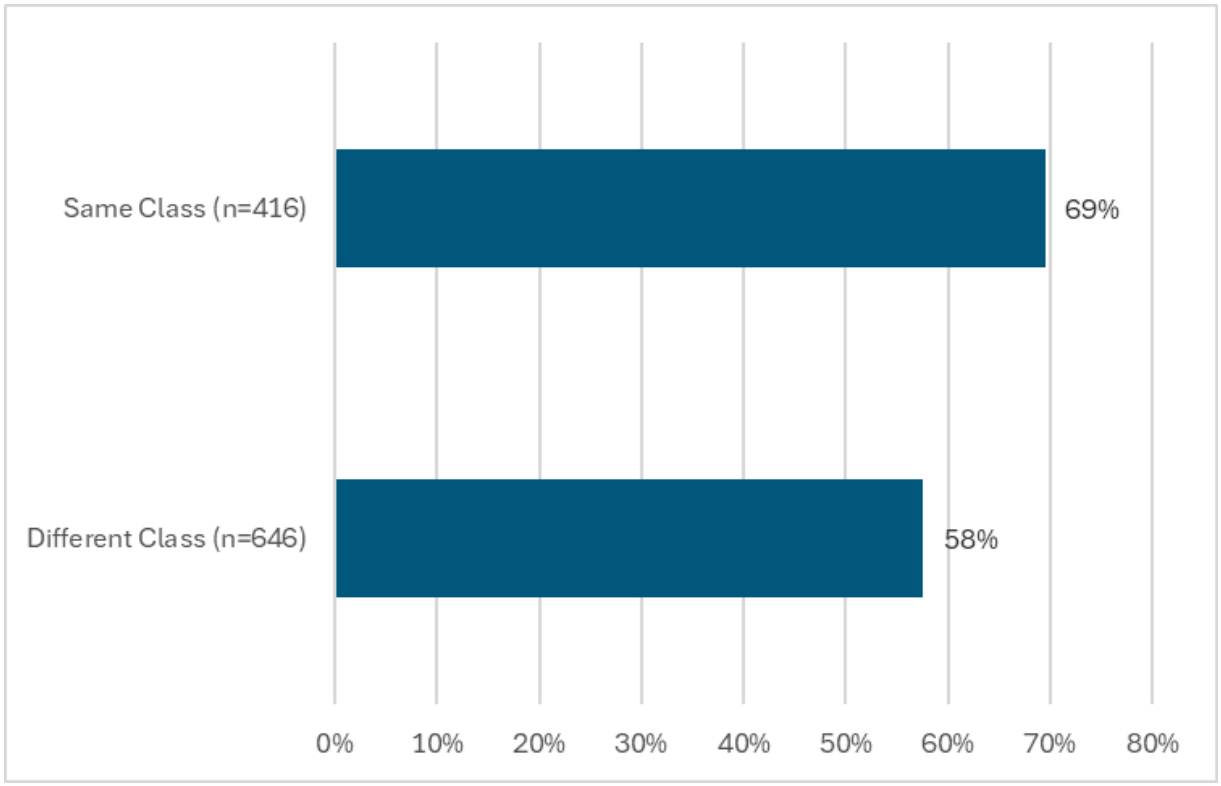
MAP Course Recommendation	Student Count
ECON G105	82
MATH G100	132
MATH G104	70
MATH G115	69
MATH G115S (or MATH G115S and MATH G091)	169
MATH G120	44
MATH G140	69
MATH G160	234
MATH G160S (or MATH G160 and MATH G096)	261
MATH G170	92
MATH G180	188
PSYC G140	334
Total MAP with Math Rec	1744

MAP vs. Non-MAP Data

Actual first math course enrollment

MAP = MATH G115_MATH G091	169	%
ECON G105	*	1%
MATH G091	3	2%
MATH G096	*	1%
MATH G100	6	4%
MATH G115	66	39%
MATH G115S	24	14%
MATH G120	12	7%
MATH G160	6	4%
MATH G160S	*	1%
MATH G170	4	2%
PSYC G140	*	1%
No enrollment	43	25%

MAP vs. Non-MAP Success Rate



MAP vs. Non-MAP Data Discussion

Consider the below data:

- MAP vs. Non-MAP data on **slides 11-14**
- MAP course recommendation vs. course enrollment on **pages 6-9 of your packet**

Questions to Discuss:

- What patterns or trends do you notice?
- What additional context or qualitative information would help us understand how students are navigating math enrollment?

PASS Pilot Program
Fall 2024 Data

PASS – Who participated?

Course	Student Count	Unique student count who went to PASS	Total PASS visits
MATH G115S (3 sections)	98	60 (61%)	368
MATH G140S (1 section)	20	17 (85%)	115
MATH G180 (1 section)	72	57 (79%)	566

Number of PASS visits by unique students by course:

	1 to 5 visits	6 to 10 visits	11 to 15 visits	16 to 20 visits	21 to 30 visits	31 to 37 visits
Math G115S	34	11	7	5	2	1
Math G140S	6	7	2	2	0	0
MATH G180	22	12	9	6	8	0

PASS - Did it make a difference?

Course	Student Count	PASS Section Success Rate	Comparison Success Rate
MATH G115S (3 sections)	98	49% Range by section: 33%-63%	59%
MATH G140S (1 section)	20	55%	66%*
MATH G180 (1 section)	72	89%	91%

Note: MATH G140S comparison is general MATH G140 success rate, not matched comparison.

Yes or No?

Of MATH G115S and MATH G180 (n=170), and using fall 2022, fall 2023, and fall 2024 comparison data with a matched propensity score comparison group (n=170) by student ethnicity, gender, age, instructor, and course, t-test comparison is not statistically significant.

T_x=66%, C=71%, t=.93, df=337.47, p=.35

Does the number of times matter? Logistic Regression of all MATH PASS students

Zero attendance is not positively or negatively related to course success.

Intercept (-0.04657, p = 0.816)

Each additional visit increases the odds of passing by about 15.5%.

Number of Visits: 0.14450, p< 0.001; exp(0.14450) ≈ 1.155

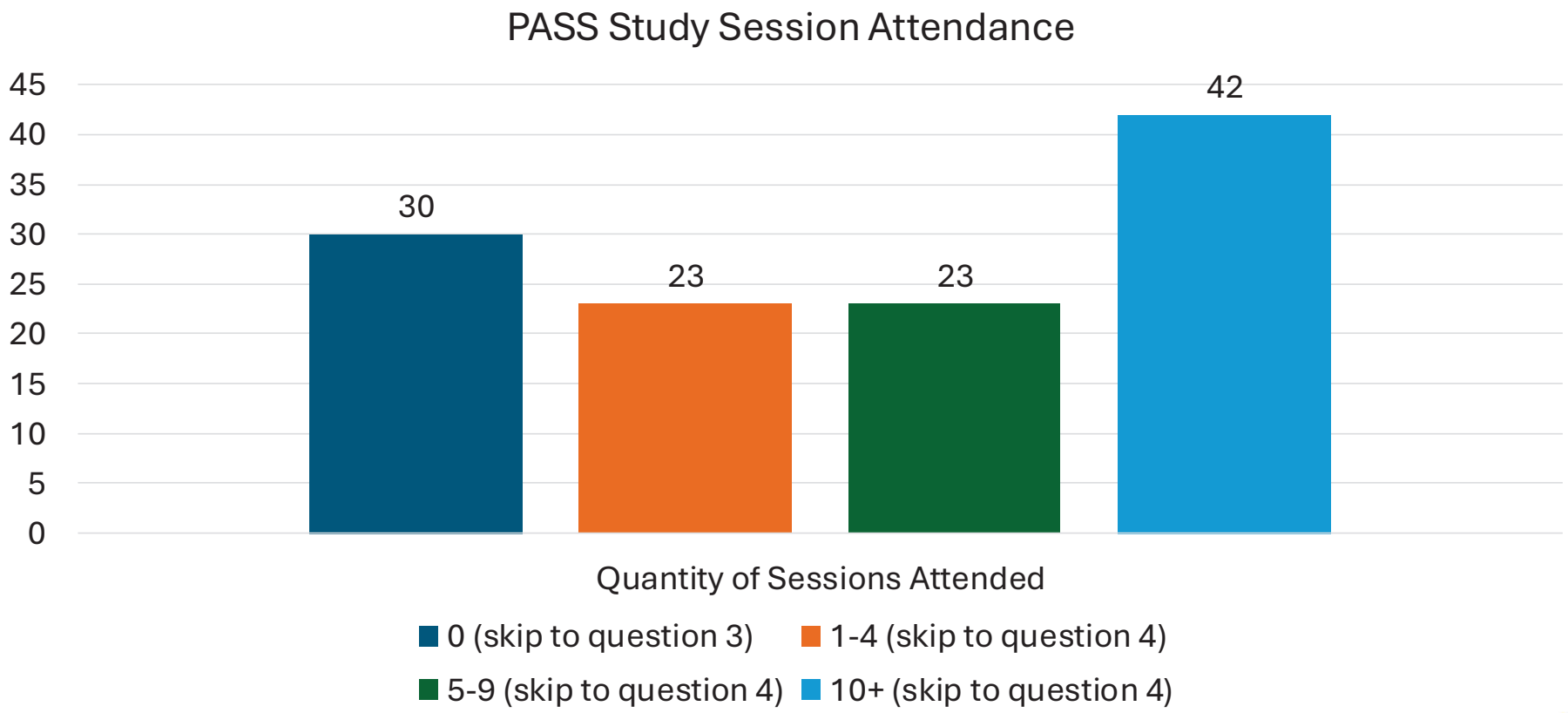
PASS Pilot Program Data Analysis

In your small groups, please review the PASS Pilot Program data on **slides 17-18 and 20-26.**

Discussion Questions

- What assumptions might we be making about why these trends exist?
- What are possible factors that could contribute to these trends?
- What additional data or student perspectives would help us understand these patterns better?

PASS Data – Fall 2024 Pilot Program



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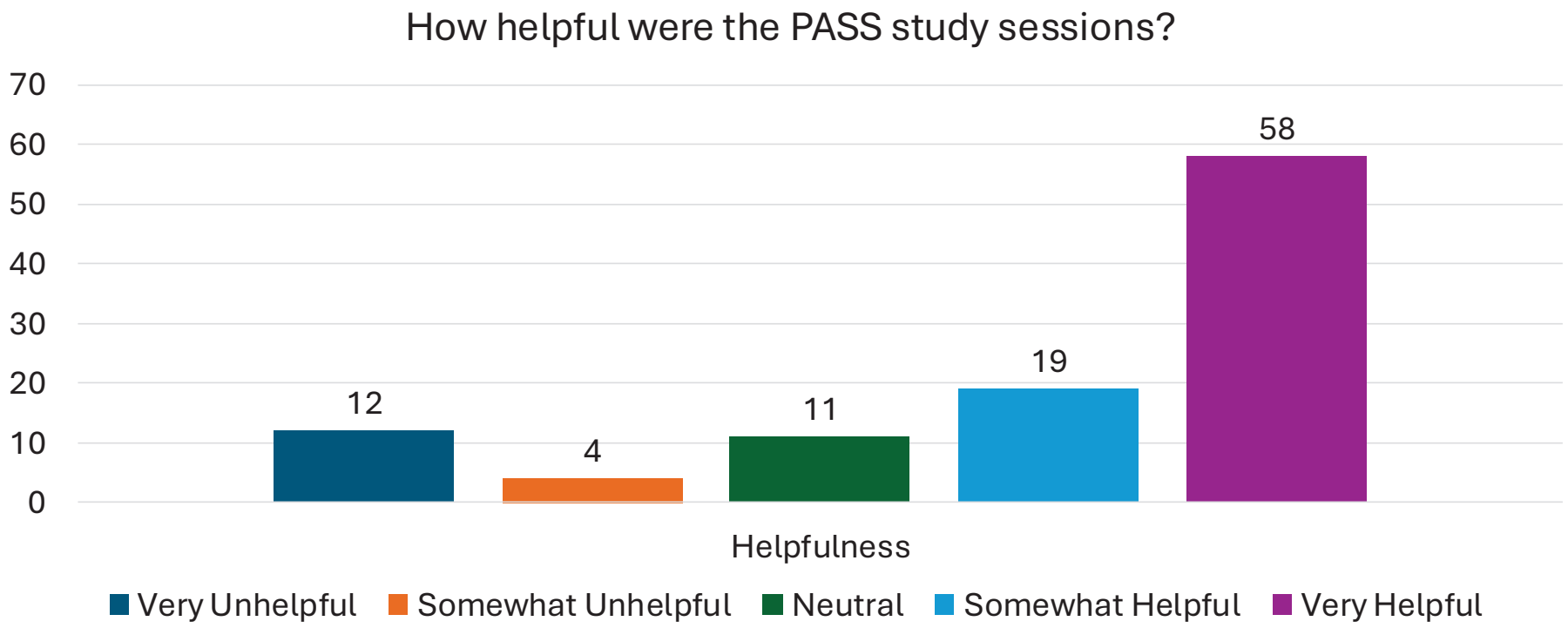

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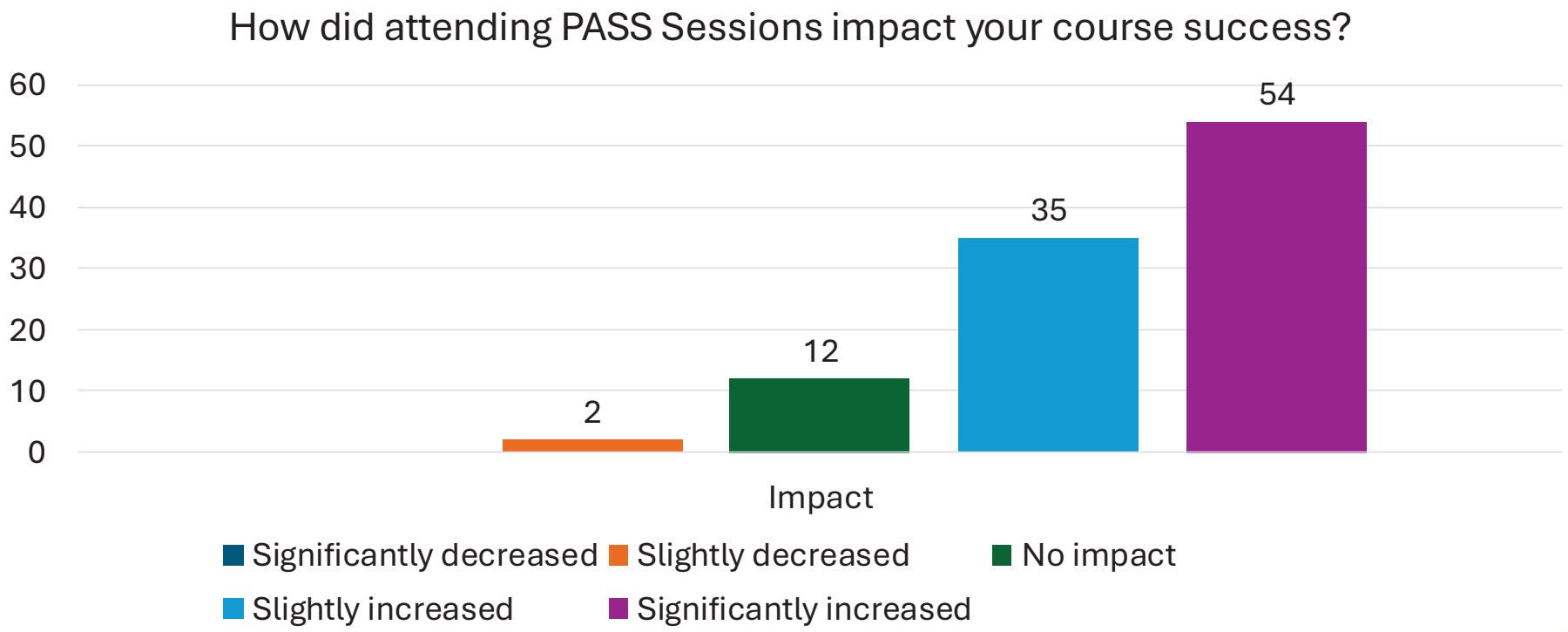

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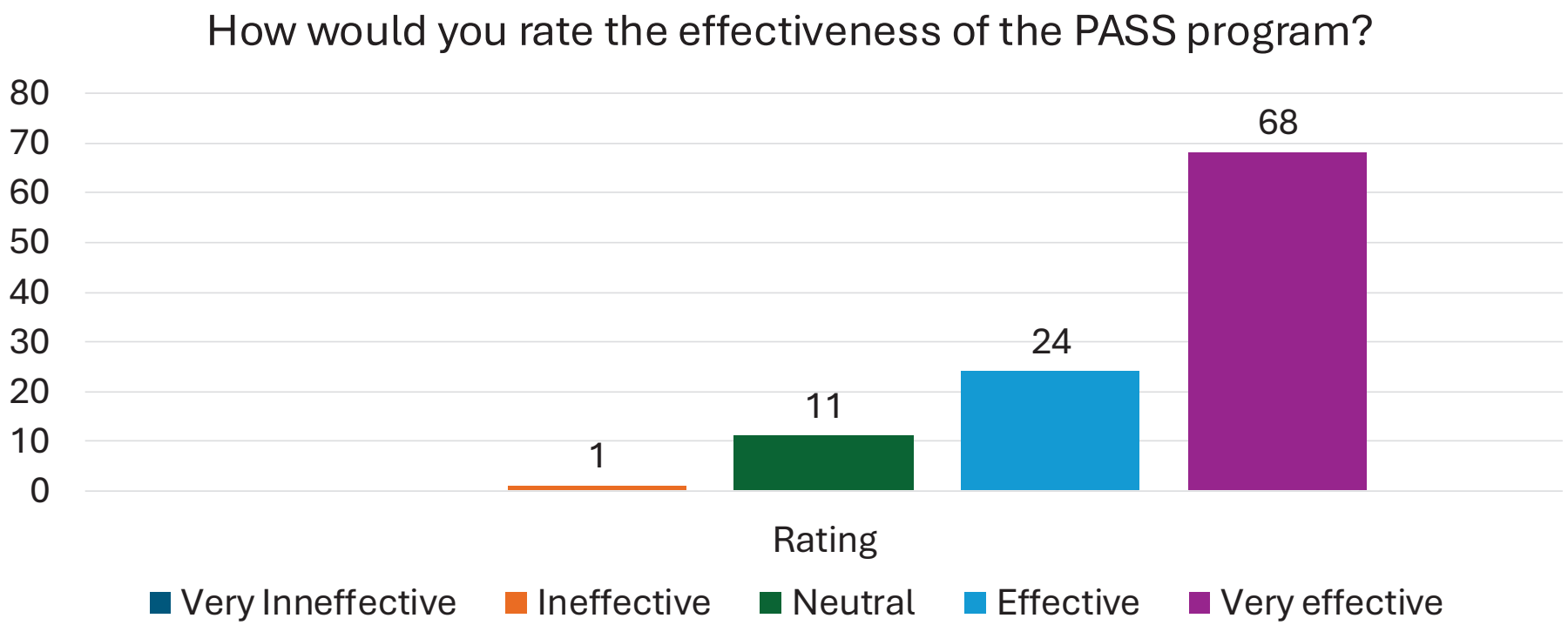

PASS Student Survey Results

Describe some of the activities you found most helpful during the PASS sessions you attended for this course.

- Problem-solving and practice problems
- Reviewing topics covered in lectures
- Personalized and flexible support
- Study strategies and resources
- Interactive and engaging activities
- Instructor impact

PASS Student Survey Results

In what ways could PASS sessions be improved to better support your learning?

- Longer session duration
- More flexible and additional session times
- Online and recorded options
- More individualized help and smaller groups
- Interactive and structured learning materials
- Better communication and PASS leader training
- Reduced administrative barriers

Student Voices

Our PASS leader would go over material that would help ***reinforce our knowledge*** of what we're learning in class or go over supplementary lessons on the unit circle or factoring, which I found very helpful. They covered problems that we would go over in the lesson and it ***just got our brains thinking***.

"Michael Roger Douglas, the best of the best, exceeded expectations and provided calculus 1 PASS session with Supreme questions. The most entertaining, helpful, and most beneficial part ... [was] how Michael ***broke down each question and explained them with great detail and organization***."

PASS leader can make it more easier for students by ***creating worksheets rather than presenting on a slide*** and having students copy problems down. It makes things go quicker & gives students an organized layout of notes.

With my experience, I think it was at the best it could be. Only thing I can think of is it should always be in person. With it ***being in person, it helps so much as you are one-on-one with someone***, and you won't ever have to deal with some sort of glitch or error or mishearing/understanding. And with that also comes something psychologically, ***being with someone in person helps build a connection and a stronger passion for learning the material***.

Amazing experience. PASS leader was so knowledgeable in the subject and it really helped to have extra time with her ***to break things down in a way that might not have been as understandable*** during the class lecture.

Bringing it All Together

After discussing our inquiry protocol and data shared today, what other evidence should we consider as we move forward in this work?

Looking Ahead in Spring 2025

- Course syllabi review – almost complete
- Student and counselor interviews
- Transfer-level math class observations
- Coding and analysis of interviews and observations
- Deeper data dives within departments
- CoP Meeting: Friday, April 25th, 9-11 am

Thank You!

Notetakers, please send your team notes to:

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