

AMATYC Conference Report  
November 9-12 2017  
San Diego, California  
Donna Harbin

I had several objectives when selecting sessions during this conference:

- A. Examine options used at other colleges for developmental courses in the non-STEM pathway; this would enable me to contribute to the ongoing discussion about content and objectives for implementing MATH 75X (proposed for Fall 2018).
- B. Learn about OER opportunities; this had been suggested as a way to reduce textbook expenses for students
- C. Review issues in mathematics education across the nation, such as non-STEM pathways, elimination of Developmental Courses and introduction of corequisite courses.
- D. Develop a better appreciation of Statistics, a course I do not teach
- E. Investigate textbooks and software platforms from different vendors; we are always asking if we are selecting the best products for students and instructors and need to consider content, ease of use and features

At our Math Meeting on November 15, I shared information from three of the sessions with math faculty:

- Prestats Table of Contents – Material from a focus group for a new textbook in the non-STEM pathway
- OER Resources
- History of Statistics

A recent issue has been – “How much (or little) algebra is necessary for the non-STEM pathway”. I discovered only one school was in the “No algebra” camp. The general consensus was some algebra. This came from instructors and textbook authors. There was still a wide range of thought – from elementary algebra all the way to college algebra, depending on the actual non-STEM College level course. Sharing this information with our instructors who are creating the materials for MATH 75X is influencing content selection.

In the session called “Intermediate My Open Math”, we were told by “expert users” who had worked for 2-6 years with OER materials, that there was a difference between “expert users” and “builders”. *It is essential to have someone who can build a totally developed shell.* The process requires effort, time and expertise. There is a substantial up-front cost to “free”. This information is influencing our discussion of new materials for MATH 82.

In the beginning of the session: “The making of Modern Statistics: An Historical Journey”, the presenter had a quote from a statistician that captures the tension of the current movement of math coursework away from an algebra focus into statistics– *Statisticians are not mathematicians. We don't even like mathematics.* The journey began in political science, astronomy and the collection of demographic and economic data. Applied statistics was not considered a field of mathematics. Mathematical statistics developed later. Perhaps the lesson learned is that the question for the 21<sup>st</sup> Century should not be algebra or statistics, but how to include both algebra and statistics.

At a November Craft of Teaching meeting, we shared the OER math resources with the members and presenter, Jeff Marzluff.

Several colleagues from UHCC system were present at the conference. Honolulu CC fully paid for 3 people to attend. There were also math faculty from Kauai, Leeward and Kapiolani. We were able to talk about our courses and how the system initiatives were playing out on each campus. MATH 75X is implemented in very different ways across the system. At some schools, it is a pre-algebra/elementary algebra course. Other schools are taking a quantitative reasoning approach. We learned more about MATH 140X implementation at Kauai. The courses leading up to it were also redesigned and have more credits.

There are additional sessions to discuss at future math meetings:

- Is a Co-requisite College Algebra Course Possible?
- Removing Barriers to Success in Front-Door Math Courses
- Getting Started on the Right Foot: Day 1 Diagnostics
- Visual Approach to Problem Solving