

The Mathematics Department is comprised of three types of courses:

A. Non-transferable courses: Math 120 and Math 190, with “Just-In-Time” support courses Math 820 and Math 890, respectively, paired with some sections of Math 120 and Math 190

B. Transferable courses for Liberal Arts and Business majors: Math 125, 145, 147, 200, 241, 242

C. Transferable courses for Science, Engineering, and Math majors: Math 130, 222, 225, 251, 252, 253, 268, 270, 275.

The Mathematics Department will be changing Math 242 into Math 243, a 4-unit course which covers Math 242 plus the trigonometry necessary for the course. This will mean that students will no longer need to take the prerequisite Math 130 before taking Math 243.

As a result of AB705, which requires, in part, that “a community college district or college to maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe,” the Mathematics Department has eliminated Math 811, 802, 110, 111, 112, 122, and 123. A student at the lowest level of mathematics entering College of San Mateo will either take Math 120 (with possibly Math 820 for “Just-in-Time” support) or Math 190 (with possibly Math 890 for “Just-In-Time” support).

The program offers two Associate degrees: AS in Mathematics and AS-T in Mathematics.

The department offers student support in the Math Resource Center and in the Learning Center. The Math Resource Center is staffed by student tutors and an Instructional Aid who also conducts Friday workshops on certain math topics as needed.

The department was instrumental in bringing Supplemental Instruction (SI) to CSM; the program, now administered by the Learning Center with collaboration in identification of qualified student leaders, has grown dramatically since its inception. In Fall 2017, we had 15 sections supported by SI leaders, students who attend the class and hold tutorial sessions outside the class: Combined Math 110/120, Math 120 (2 sections), Math 130 (2 sections), Math 190, Math 200 (6 sections), Math 222 (2 sections) and Math 225. In Spring 2018, we had 12 sections supported by SI leaders: 2 sections of MATH 130, MATH 222, MATH 225, MATH 252, MATH 270, Math 268, and 4 sections of Math 200 and Math 190.

During Fall 2018, with the ramp up for AB705, Math sections with an associated “just-in-time” course have embedded student tutors (ET) in the classroom. The goal is two ETs in each classroom. For Fall 2018, due to scheduling conflicts, there are only 14 embedded tutors in nine sections of face-to-face math 120+, 190+, 120 and 190 courses, however,

each section has at least one ET. Supplemental Instruction continues in Fall 2018, now focused on transfer level courses with SI leaders in 12 sections: 2 sections of MATH 252, 2 sections of MATH 251, MATH 275, MATH 130, MATH 222, MATH 268, and 3 sections of Math 200

Many other courses have an attached Supplemental Instructor (a student) who attends the class and holds SI tutorial sessions outside the class.

The Mathematics Department is involved with the CSM Honors Program where students enroll in IDST (Interdisciplinary Studies) courses and participate in Science Honors seminars. One fulltime Math Instructor serves as the Math lead for the Honors Program.

The Mathematics Department supports the goal of the College Mission and Diversity Statements to improve student success and promote academic excellence. The faculty strive to provide a student-centered learning environment that provides equal opportunity to all students. Faculty together with student tutors reflect the diversity of the student body and thus models a positive, collaborative environment amongst a diverse population in support of student learning and academic success. The department supports College Mission and Diversity Statements and Strategic Goals in that they contribute to academic progression and success of students at all levels of Mathematics, from first math course at CSM through transfer degree candidates, and the department continuously works to improve its academic support through the Math Resource Center and Student Tutoring program. The Math Department non-STEM transfer students, and STEM transfer students by working collaboratively with the Learning Center in identifying, hiring, and training student tutors and by aggressively planning and developing materials for new support courses required by AB 705.