

MATH ISSUES COMMITTEE MEETING
11:00 AM-12:30 PM, February 13th 2015
Tunxis Community College, Library Conference Room
Draft Minutes

In Attendance: Karen Collin (NWCC), Teresa Foley (ACC), Pam Frost (MxCC), Bujar Konjuska (CCC), Michael LaBarbera (HCC), Simmie Nichols (NVCC), Marina Philips (HCC), Arben Zeqiraj (ACC), Harry Burt (NVCC), Andre Freeman(CCC), Diane Hillyer(MCC), Joy Mark (QVCC), Elizabeth Salgado(ACC), Eddie Rose (HCC)

Mark your calendars for 2014-2015 Meetings: March 13, April 10, May 8

1. Approval of Dec 12th minutes after the correction of a misspelling (Bujar Konjuska's last name)

- a. The group thanked Karen for taking minutes, Michelle for facilitating, and Nick for keeping track of time at the Dec 12th meeting.
- b. At this meeting, Teresa facilitated, Marina took minutes, and Simmie kept track of time.

2. 2014-2015 Committee Goals

- a. Course redesign and assessment – Larissa Alikhanova, Joachim Bullacher, Karen Collin, Paul Edelen, Teresa Foley, André Freeman, Pam Frost, Bryan Kennedy, Sue Ricciuti, Rachael Schettenhelm

Teresa updated the group on the Smarter Balanced Test: she reported on the SBAC meeting that she and several others (Jacqueline King (Smarter Balanced), Gail Pagano and Dianna Roberge-Wentzell (CT State Department of Education), Sandra Palmer (PA 12-40 Council), Ken Klucznik and James Gentile (CCET), Teresa Foley (Math Issues), Senan Hayes (Math Basic Skills), Pat Hirschy (Math Issues)) attended that addressed the Smarter Balanced Test to test college and career readiness.

- Parcc and Smarter Balanced are both being used nationwide.
- Smarter Balanced Test is aligned to the common core.
- High school students take the test in the 11th grade, anytime between March and May.
- CT piloted the test last year, and it will be implemented in all schools this year.
- There was a question about difference in test results between students who took the test in March and those who took it in May, but there was no data available to answer this question.
- The BOR needs a recommendation from the community colleges about the level a student needs to get on the Smarter Balanced Test in order to place into College Level Math course.
- There was a discussion about the Math courses students needed to take in the 12th grade based on the level they achieved on their 11th grade Smarter Balanced Test.
- Level 3 and 4 may place students into college level courses, but we need to determine what happens to students who achieve Levels 1 and 2. (Please see attached Smarter Balanced information to get more details about what the levels represent)

Other:

There was a discussion about multiple measures of achievement:

- SAT, ACT, Accuplacer and AP scores, as well as High School transcripts are possible measures.
 - At NVCC, MAT094 embedded course students take an online pretest using a Google Form. Some of these questions are later embedded into the final exam.
- b. Best practices for high school/college joint activities, dual credit or otherwise, including CCP – Harry Burt, Paul Edelen, Teresa Foley, Pam Frost, Mark Leach, Simmie Nichols, Nick Stugard
Pam asked how faculty were dealing with the workload associated with keeping up the new NEASC requirements for all CCP teachers:
- Teresa said that she gets 6 credits of release time to evaluate 27 CCP teachers.
 - Andre is doing the curriculum review for all the CCP Math courses.
 - All High School Math teachers are required to be given professional development.
- c. Continued review of common course topics and Math Issues Common Numbers Framework – Elaine Dinto, Teresa Foley, André Freeman, Eli Glatt,
Teresa will send out the list of courses so everyone can review it and send any changes to Elaine.

3. Announcements and other:

A discussion was brought to the table by Andre about the TAP framework's requirement that only Math courses for which MAT137 is a prerequisite will be transferable to the CSUs. This requirement was created by the TAP steering committee, and not their quantitative reasoning sub-committee. No other courses have such mandates, which makes it more difficult to create pathways for our students. Courses such as Statway and Quantitative Reasoning don't have MAT137 as a prerequisite, and therefore have a very low enrollment on account of this mandate. Statway was given a two year transferability to the CSUs (ends this year). Statway I and II should transfer as MAT167 (Principles of Statistics), based on the course outcomes. Students who take Quantitative Reasoning (MAT104) should be able to take MAT167 directly, and should not have to take MAT137 first.

There was a discussion about the Math requirements at the CSUs for Non-STEM majors. Many of them have to take a Math course which covers algebraic concepts, logic, and problem solving, all of which will be difficult for students who haven't taken MAT137. The precedent for Math Issues to consider a position statement is for a proposal to be submitted, the proposal to be discussed at home campuses, and input to be brought back to Math Issues for continued discussion until the Committee votes.

The meeting adjourned at 12:35 pm

Submitted by Marina Philips