

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

Minutes

Mark your calendars for 2014-2015 meetings: April 10, May 8

In attendance: Teresa Foley (ACC), Karen Collin (NWCC), Pam Frost (MXCC), Bujar Konjusha (CCC), Michael La Barbera (HCC), Marina Philips (HCC), Brian Kennedy (TRCC), Crystal Wiggins (NWCC), Arben Zeqiraj (ACC), Rachael Schettenhelm (GCC), Harry Burt (NVCC), Doug Hoffman (NWCC), Joy Mark (QVCC), Elizabeth Salgado (ACC), Milaim Tahiri (MCC), Teuta Dalip (NCC), Pat Hirschy (ACC)

1. Approval of February 13th minutes after the correction of the misspelling: Bujar Konjuska should be changed to **Bujar Konjusha**.

- a) Thank you Marina for taking the February 13 minutes, Teresa for facilitating, and Simmie for keeping track of time.
- b) Facilitator for this meeting: Brian Kennedy (TRCC)
Minute-taker: Michael La Barbera (HCC)
Time keeper: Bujar Konjusha (CCC)

2. 2014-2015 Committee Goals

- a) Continued review of common course topics and Math Issues Common Numbers Framework-Elaine Dinto, Teresa Foley, André Freeman, Eli Glatt,
 - Pat mentioned our “to-do” task of creating a schematic for the PA 12-40 course numbering.
 - Teresa is part of the Research and Design sub-committee for the PA 12-40 Advisory Council. The sub-committee is developing a template to evaluate the design of the courses for all colleges. She suggested that we wait on course numbering until after May, since the sub-committee activities may impact on the courses we offer.
 - Teresa thanked everyone who sent their data to her about the prerequisite grades a student needs to get into Intermediate Algebra.
 - Some members shared that the embedded courses at their colleges have improved student skills enough to get students to college-level math.
- b) Course redesign and assessment-Larissa Alikhanova, Joachim Bullacher, Karen Collin, Paul Edelen, Teresa Foley, André Freeman, Pam Frost, Bryan Kennedy, Sue Ricciuti, Rachael Schettenhelm
 - MCC and HCC want a level of 4 on the SBAC for placement into college algebra.
 - A level 3 score would place the students into Intermediate Algebra.
 - It is assumed that a level 3 student would have completed Algebra II in high school.
 - Pam mentioned that the language of Smarter Balanced is geared towards viewing Intermediate Algebra as a developmental course, whereas, our community colleges award degree credit.
 - In TAP articulation agreements, Intermediate Algebra is considered an open elective as it is with the CSUs.
 - There was a discussion on which senior year high school course students should take before they come to college. It was mentioned that some seniors are taking a full year of Math 075. Teresa suggested that instead of the SB assessment, there can be a structured assessment system. Another committee member made a point that at the middle school

level it's possible that some students could be given a C without obtaining a passing score. There was anecdotal evidence that in a CCP, high school juniors took the Accuplacer exam and 85% of students placed into 075.

- Parents may opt out of Smarter Balanced assessment for their children in High School.
- The committee agreed that coordination with the CSUs on a policy to accept Smarter Balanced scores for math placement is important.

c) 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

- NVCC doesn't have a new CCP program. They still use the same textbook, assessments, and the Accuplacer. CCP Teachers were grandfathered in this year. By fall 2015, there needs to be a procedure in-place for the new CCP at NVCC.
- New CCP model asks for teachers in the high schools to have the same credentials as teachers in the community colleges. There was discussion how this was problematic since there are very few high school teachers who have those credentials.
- Asnuntuck has a good model for the CCP program.
- Manchester is in full NEASC compliance with the CCP and succeeded in collaborating with the local high schools. Paul will speak about the program at a future meeting.
- CCP students who are enrolled now receive an F on their transcript if they fail.
- There was discussion that the CCP model is fundamentally flawed since colleges have a definition of a credit hour with expectations that students include work outside of class time and high schools do not have the equivalent.
- There was agreement that new policies need to be in-place for the new CCP to work.

4. TAP Framework 30 Quantitative Reasoning requirement.

Motion 1: Inclusion of MAT* 137 Intermediate Algebra in TAP Biology Pathway

Bujar presented Motion 1 for discussion by the committee. Points of discussion included:

- The TAP Biology Pathway requires Precalculus in the Framework 30 and includes one general education course in the Pathway 30.
- The general education course could be used for either Intermediate Algebra (open elective) or for College Algebra (math elective)
- At the CSUs, students go from Intermediate Algebra to Pre-calculus. Three of the community colleges have a similar curriculum. Students who enter at the Intermediate Algebra level and then take Precalculus can use Intermediate as an open elective for the general education course
- In 9 of the community colleges, students go from Intermediate Algebra to College Algebra to Pre-calculus. Students in these colleges who enter at the Intermediate Algebra level take 2 courses to get to Precalculus. College Algebra can be used for the general education course as a math elective, but Intermediate Algebra will be an additional course and an additional 3 credits to the associate's degree. However, Intermediate will be recognized as an open elective when the students complete the CC degree and transfer to a CSU.
- The general sense of the meeting was that our community college students are accommodated appropriately with the Biology TAP Pathway.
- Motion 1 will be brought forward for vote at the next Math Issues meeting. Representatives are to discuss this motion with their departments prior to the next meeting, and come prepared to vote on the motion.

Motion 2: Quantitative Reasoning requirement in Section A of the Framework for Community College Designated Transfer Degree Program Requirements

- The QR competency requires Intermediate Algebra as a prerequisite for the course to be eligible for the TAP Framework.
- As currently stated, Statway isn't eligible for TAP QR competency since it doesn't have an Intermediate Algebra prerequisite. However, the CSUs are accepting it under the temporary extension. To date, 8 CC students who have satisfactorily completed Statway I and Statway II have transferred Statway II to a CSU.
- The temporary extension of the CSU agreement to accept Statway for math credit was based on the agreement to collect more data on student success. It is not clear if any actions have been taken to address this.
- Colleges who are interested in offering the Statway sequence are having difficulty getting sufficient enrollment. NVCC marketed Statway to business students (not developmental) and had decent enrollment for a few years.
- Statway targets a niche-those students who have a specific career goal and college path-so it's possible that there is a limited student population from which to draw.
- The motion included language about the Framework eligibility of other math pathways, but the members were reluctant to consider sequences that are not currently in our math curriculum.
- In the discussion about Intermediate Algebra, HCC shared that MAT 104 Quantitative Reasoning has been selected as a prerequisite for basic chemistry.
- In general members felt that the CSUs continue to be receptive to awarding math credit for success completion of Statway II and that an arrangement could be made to include it in the Framework.
- Motion 2 will be brought forward for vote at the next Math Issues meeting. Representatives are to discuss this motion with their departments prior to the next meeting and come prepared to vote on the motion.

5. Announcements and other:

AMTE (Association of Math Teacher Educators) conference held 2/12-2/14/2015: Pat attended and mentioned that there were several beneficial sessions addressing educational research results regarding student success in math classes.

MATYCONN Spring Conference at MCC on Friday, April 17, 2015

25th anniversary of the Math contest in April

The meeting adjourned at 12:35PM

Submitted by Michael La Barbera