

## Math Issues Committee Meeting

September 9, 2016

Tunxis Community College, 11:00am-12:30pm

### Draft MINUTES

Present: Teresa Foley (ACC), Leonel Carmona (MxCC), Teuta Dalip (NCC), Marina Philips (HCC), Andre Freeman (CCC), Harry Burt (NVCC), Amanda Sweeney (GCC), Rachael Schettenhelm (GCC), Michelle Saindon (TXCC), Simmie Nichols (NVCC), Kathy Herron (CCC), Crystal Wiggins (NWCC), Karen Collins (NWCC), Doug Hoffman (NWCC), Eddie Rose (HCC), Paul Edelen (MCC).

1.) Approval of minutes of previous meeting. May 13, 2016 Meeting Minutes were approved

2.) Assignment of tasks for this meeting

Facilitator of this meeting: Teresa Foley

Minute Taker: Paul Edelen

Time-Keeper: Kathy Herron

3.) Math Issues Committee goals and membership for 2016-2017.

- a. Goal 3: High School/College Joint Activities: College Career Pathways/Dual enrollment programs and other initiatives to improve college readiness. (Harry Burt-coordinator, Rachael Schettenhelm, Eddie Rose, Paul Edelen, Teresa Foley)

Current situation: Harry reports that the situation with dual enrollment programs for mathematics courses has become nebulous in part due to changes that limit Perkins Grant funding to dual enrollment courses that contribute to completion of a program in certain career fields such as culinary, automotive, early childhood education and some health careers. Some CCs continue to support dual enrollment programs in math courses, funding them through AR and/or discretionary funds from the college administration.

The general discussion articulated the difficulties with managing dual enrollment programs. One of the major issues is that NEASC accreditation requires that these programs must be able to demonstrate that the high school course materials, outcomes, student experiences and resources, as well as teacher academic preparation align well with the course as it is taught at the college campuses. College faculty are enlisted to oversee the programs and document compliance with NEASC expectations. This is time intensive and there is very limited funding available for this effort.

GCC has an extensive program that includes developmental and MAT\*137 for high school students that is funded outside the Perkins grant program. Teachers are vetted by faculty using AR time. Courses are required to be as close as possible to the GCC courses, but the difficulty is outcomes assessment and adhering to the same expectations as native GCC students.

MCC has an extensive program for intermediate algebra dual enrollment courses at local area high schools. Teachers are vetted and students receive credit only if they achieve a B grade or better and place out of intermediate algebra on the Accuplacer test. There was formerly funded

by faculty course releases, but not longer. Faculty are now using AR time to keep the program viable.

NVCC is experiencing difficulty sustaining the program and there has been some confusion going in to this academic year.

ACC is funding the CCP program using their Dean's budget. They have a departmental final exam for MAT\*137. They noted that dual enrollment students' final exams were not graded in concordance with the ACC grading criteria.

The consensus is that Math Issues should continue to discuss the future of these programs in light of a clear need to promote college readiness at the high schools and a desire to collaborate, but there are many challenges moving forward. We will need to delineate best practices to improve college readiness in mathematics while recognizing NEASC accreditation mandates.

- b. Goal 2 Assessment of Redesigned Courses: (Leonel Carmona, Teuta Dalip, Teresa Foley, Kathy Herron, Brian Kennedy, Mike La Barbera)

Teresa reported that the Board of Regents is working with the Columbia University Community College Research Center (CCRC) for the purpose of designing and promulgating research for studying the course redesign models that arose from Connecticut Public Act 12-40. They are looking for local and/or national funding sources to carry out the research. Before any research can occur, courses must be coded in a consistent manner. The Council of Academic Deans is working on a project to make certain course offerings are coded in a way that makes it clear in what category they fit (embedded, intensive, transitional, etc.) At present courses are only coded in banner by their CRN.

Apparently some colleges have institutional research professionals independently working on the assessment of redesigned courses. This could be problematic if they are not using the same coding rubric as the CCRC.

- c. Goal 1 Common Course Topics and Common Numbers Framework: (Andre Freeman, Marina Philips, Amanda Sweeney)

Andre suggested that there is a need to update the framework to recognize courses that embed developmental course content into credit bearing courses. These courses essentially enable students that are not ready for college level mathematics courses to enroll in a credit bearing course.

There are certain courses where exceptions occur for students to enroll in a "100 level" math course without placing above or completing elementary algebra. For example MAT\*104 Quantitative Reasoning at CCC only requires eligibility for MAT\*095, whereas at other CCs there is a MAT\*095 completion prerequisite and in other cases, students need to have passed high school Algebra I in the preceding five years.

GCC is looking at alternative paths to enrolling in MAT\*109, without a MAT\*095 prerequisite. This could include creating a new "nonalgebra" MAT\*095 course.

The consensus is that the framework does not recognize a mathematics sequence that includes quantitative reasoning without the requirement for mastery of algebraic manipulation as it is commonly presented in developmental math, i.e. MAT\*095.

Announcements:

NVCC hired one new math faculty

ACC did not hire a new math faculty and will reopen their search

See the article in "Math Teacher" NCTM by Ruth Urbina-Lilback Snapshots of teaching in a diverse classroom.

Meeting adjourned 12:27 PM

Respectfully submitted, Paul Edelen