

MATH ISSUES COMMITTEE MEETING

March 31, 2017

Tunxis Community College, 11:00 AM – 12:40 PM

Draft MINUTES

In attendance: Teresa Foley (ACC), MaryBeth Rajczewski (ACC), Rachael Schettenhelm (GCC), Eddie Rose (HCC), Doug Hoffman (NWCCC), Karen Collin (NWCCC), Brian Kennedy (TRCC), Harry Burt (NVCC), André Freeman (CCC), Simmie Nichols (NVCC), Amanda Sweeney (GCC), Leonel Carmona (MxCC), Teuta Dalip (NCC), John Callaghan (GWCC), Jana Sime (MCC)

1. The March 10, 2017 meeting minutes were approved

Facilitator for meeting: Teresa Foley

Minute-taker: Andre Freeman

Timekeeper: Eddie Rose

2. Committee Goals & Membership for 2016-2017

Goal 3: High School/College Joint Activities Including CCP/Dual Enrollment, etc.
(Harry Burt, Paul Edelen, Rachael Schettenhelm)

- R. Schettenhelm initiated a discussion about the CT state requirement for the 2022 graduating high school class that students complete 4 years of mathematics. GCC is supporting New Haven high schools to offer MAT 095 as a senior-year math class. Concerns were raised about how the requirement of 4 years of mathematics will impact high schools' ability to offer CC remedial classes to their students. Members expressed concerns that the requirement of 4 years of mathematics continues to be pushed back.

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

- T. Foley informed the group that her team is preparing a report and presentation for the PA-12-40 committee on C SCU implementation of embedded mathematics courses. T. Foley is requesting information about embedded courses from each college. Colleges will be asked to respond within a week. The PA 12-40 presentation is scheduled to take place on April 21st.

Goal 1: Common Course Topics and Common Numbers Framework (Andre' Freeman,-Marina Philips, Amanda Sweeney, Arben Zeqiraj)

- H. Burt presented a compilation of the votes, concerns, feedback, and recommendations that he received from faculty and colleges regarding the February 9th Math Issues motion titled *Eliminate Intermediate Algebra Prerequisite for Transferable College-Level Mathematics Courses*. The compilation categorized and tabulated department votes, issues regarding the

motion, issues regarding the specified math pathways, other concerns, and recommendations. Specific college feedback and faculty feedback were discussed. This included: (a) faculty views that the MAT 137 prerequisite should not be relaxed, (b) a recommendation that CT colleges review and consider the Tennessee model that factors in high school students' grades and online coursework to place students into college-level mathematics courses, (c) faculty concerns that an Intermediate Algebra prerequisite be maintained for certain college-level mathematics courses, and (d) faculty concerns that CSUs support, buy in, and contribute to the development of a new articulation framework.

- A. Freeman presented information on how the University of California system articulates statistics courses from community colleges to UC institutions. The articulation approach focused on common course outcomes and common prerequisite/co-requisite learning outcomes (rather than common course prerequisites). This model was discussed as a possible alternative to establishing course transferability strictly based on course prerequisites.
- Members agreed that the language in the Feb 9th motion did not reflect the views of the majority of colleges and that the motion needed further clarification and refinement. A. Freeman volunteered to edit the motion and send out a revised motion that clarified the intent, goals, and subsequent action steps to move the development of a new articulation framework forward. A revised motion will be sent out to colleges for another vote and colleges will be asked to report back at the May 2017 Math Issues meeting.

Meeting adjourned 12:40

Respectfully submitted by Andre Freeman