

MATH ISSUES COMMITTEE MEETING

Tunxis Community College Room 6-127/128
Friday, December 8, 2017 11:00 AM - 12:00 PM

Minutes

[Teresa Foley (ACC); MaryBeth Rajczewski (ACC); Arben Zeqiraj (ACC); Kathy Herron (CCC); Rachel Schettenhelm (GCC); Amanda Sweeney (GCC); Mark Leach (HCC); Marina Philips (HCC); Eddie Rose (HCC); Jana Sime (MCC); Leonel Carmona (MxCC); Teuta Dalip (NCC); Harry Burt (NVCC); Simmie Nichols (NVCC); Karen Collin (NWCC); Crystal Wiggins (NWCC); Debora Rimkus (QVCC); Brian Kennedy (TRCC); Michelle Saindon (TxCC)]

Thank you, Harry for facilitating the November 17th meeting, Michelle for keeping track of time, and Jana for taking the minutes.

Facilitator for this meeting: Teresa Foley
Minute-taker: Leonel Carmona
Time-keeper: Kathy Herron

- 1) Minutes from November 17, 2017 were approved as amended (m/s/p)

Upcoming Meeting Dates: 12/8/2017*, 2/9/2018, 3/9/2018*, 4/20/2018, 5/11/2018* (Note – dates with asterisks are when Math Basic Skills is meeting as well)

- 2) **Committee Goals**

Goal 4: Pathways: (Harry Burt, Lead: Teresa Foley, Brian Kennedy, and Amanda Sweeney)

Teresa Foley reported the following:

The group met and examined the course objectives for Intermediate Algebra, Statistics and Mathematics for Liberal Arts. They are waiting for the response and information from two CSU Universities. The group will be contacting the Dana Center for information in reference to the pathways, as they are an institution that leads the nation in this topic. They are making progress with this goal. However, it is moving slowly. The group will work in the proposed timeline. When the agreement and document are ready, every institution will bring them to their respective campuses for a formal approval.

The following are some of the issues on which the group is working:

- In each university, Mathematics for Liberal Arts is very different.
- Changes to Intermediate Algebra is in progress at Central, Southern, and Western
- WCSU has three different versions of Math for Liberal Arts
- Each institution has different placement score requirements for enrollment in these courses.
- It is important that the four year institutions accept the courses that are created for transfer.

- The group must embed the MAT*137 - LOB (Learning Objectives) in the Statistics and Mathematics for Liberal Arts courses. To accomplish this task, the created course will more than likely require more than four credits.
- Some institutions are receptive to this plan. If the group does not accomplish this pathway task, it is likely that some form of curriculum change will be required on us by the BOR.
- Since we are going to have a common course at the state level, this initiative will put us ahead academically at the national level.

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

Marina Philips reported the following:

She thanked the institutions for submitting the missing information for the document MAT*13X course topics and placement criteria. As stated by Marina's observation before, the content is basically the same at each of the twelve colleges. In the past, the syllabi for MAT*14X, MAT*16X and MAT*17X for all the colleges that offer these courses were collected. One observation was made that not all colleges offer College Algebra. The next step is for Amanda and Marina to create an Excel document similar to the one for MA*13X, in order to summarize the data collected from all twelve colleges for the College Algebra (MAT*17X) and Precalculus (MAT*18X) courses.

Gateway will be offering a new mathematics course (Calculus for Business).

A discussion ensued regarding the parity of Accuplacer scores for the developmental courses MAT*085, MAT*095I and MAT*095 at each college.

Some of the attendees at the California AMATYC conference stated that California Community Colleges do not offer developmental courses.

It was mentioned that Connecticut Community Colleges should have a benchmark (lower floor score) for arithmetic.

Goal 3: High School/College Joint Activities Including CCP/Dual Enrollment, etc.: (Lead: Harry Burt, Eddie Rose, Rachael Schettenhelm, and Jana Sime)

Harry Burt informed us that:

This group has lost some momentum. It was proposed that a survey be created by this group and then completed by each college. Then, based upon the information collected from this survey, a program should be developed at the state level by the Math Issues Group.

Presently, there are some colleges... that have a high school partnership for MAT*137.

Goal 2: Assessment of Courses and Learning Outcomes: (Leonel Carmona, Teuta Dalip, and Lead: Teresa Foley, Kathy Herron, Brian Kennedy, Marina Philips, and Sue Lounsbury)

Teresa Foley proposed that a survey be created for the twelve colleges, in order to ascertain the ones that are administering common exams and/or creating common questions for assessment purposes at each institution. The survey will be sent to each college in the spring semester (2018).

The following institutions shared some of the processes that they are implementing for assessing the learning outcomes in their mathematics courses:

- HCC collects artifacts for College Algebra (MAT*172), Precalculus (MAT*186) and Calculus I (MAT*254). They score these artifacts by randomly selecting sample learning outcomes. Then, they are graded using the following scale (0, 1, and 2). The final exam for MAT*137 is comprised of multiple choice questions.
- NWCC selects two artifacts per course and determines whether these artifacts meet proficiency.
- NVCC collects CAP Stone Projects, in addition to the final exam, for every mathematics course. This process is a long term longitudinal assessment. The department has created grading rubrics for evaluating these projects.

3) **New Business**

Kathy Herron asked the group their opinion about the new branding survey that the Board of Regents System Office sent to each institution for completion by faculty, staff and students. This survey was a collaboration between CSCU System and Stamats (a higher education research and consulting firm).

The goal of this survey is to help determine the optimal way for communicating the benefits of the CSCU system and to rebrand CSCU at the system level.

The group expressed skepticism and concern about this survey. Some members expressed displeasure re: hiring a company from outside of the state to do this job.

Marina Philips communicated that one of the biggest fields in our industry now is the Data Analytics Science Field. She is interested in investigating this more and possibly creating a certificate program in Data Analytics Science. She said that Bunker Hill Community College in Massachusetts offers this degree. Also, she described that CCSU has a Data Mining M.S. Therefore, the community college system could design a pathway with its final goal being that students obtain this very marketable degree.

A committee composed of (Crystal Wiggins, Jana Sime and Lead: Marina Philips) was formed to explore this possibility. More information will be forthcoming.

4) **Announcements and Other**

- a) At the meeting, it was announced that the Students First Academic and Students Affairs Consolidation Committee was formed. All the colleges, with the exception of NWCC, have one or more members represented at this committee. The group expressed some concern related to NWCC's exception.
- b) The MATYCONN Spring Meeting at Housatonic CC is on Friday, April 27th from 10-2 p.m.
- c) The MATYCONN speaker will be decided by the executive committee at their next meeting.
- d) Next Generation Accuplacer presentation – will take place today (December 8th) at 12 p.m. at TxCC in room 6-127/128. A thirty minute presentation will be given by Deborah Anderson, The College Board and Laura McCarthy (NWCC) (Test Administrators Council). A discussion will follow. The CT Community Colleges are scheduled to begin using the Next Generation Accuplacer, October (2018). New cut off scores should be identified.

5) Meeting adjourned 11:55 a.m.

Respectfully submitted by Leonel Carmona