

**Minutes of Math Issues Committee  
Friday, March 14, 2008  
Naugatuck Valley Community College  
Ekstrom Hall, E400**

**Present** — Larisa Alikhanova (Three Rivers), Jean-Marc Cenet (Tunxis), Elaine Dinto (Naugatuck Valley), Paul Edelen (Manchester), Teresa Foley (Housatonic), Andre Freeman (Capital), Miguel Garcia (Gateway), Pat Hirschy (Asnuntuck), Steve Krevisky (Middlesex), Joy Mark (Quinebaug Valley)

The **meeting convened** at 11:10.

**Outcomes for Intermediate Algebra** — Focus of the meeting concerned possible outcomes for Intermediate Algebra; draft #1 was distributed in table form:

DRAFT OUTCOMES #1					
At the completion of the algebra sequence MAT 09X and MAT 13X, the student will be able to —					
	Provide multiple representations of functions	Determine identifying characteristics of functions	Evaluate, simplify, and perform operations on functions	Solve function equations algebraically and graphically	Model applications using functions
Linear					
Quadratic					
Polynomial degree 3 or higher					
Rational					
Radical					
Exponential					
Logarithmic					

Pat asked the group to consider the following questions concerning the draft outline —

1. Is the format appropriate?
  - ID outcomes at end of 13x
  - Use function terminology where appropriate
2. What needs to be added?
3. What needs to be deleted?

Our goal for the meeting was to create a draft of possible outcomes to take back to our colleges for input at the next Math Issues meeting. When there is closure on the outcomes, we will give that information to Dr. Susen as part of the request of the State Legislature. Note: For the state legislation, it is our understanding that we are responsible for outcomes to be reached at the end of intermediate algebra, not specifically for elementary algebra and intermediate algebra.

Members noted two important considerations concerning the process: (1) we want to cooperate, work together as a team, to create something we can all live with; (2) we must recognize individual campus needs.

Discussion took place concerning the following —

- *Expressions* versus *functions*; while the philosophy at some colleges is that we should work with functions at the 137 level, other colleges prefer to work at this level with expressions.
- Do we want to add *relations* to the chart?
- The CT State Department of Ed has a plan to implement the function approach to Algebra 2 by 2012. (See <https://ctalgebra2.wikispaces.com>)
- Use of technology on our campuses, extensive or little? We agreed to revisit this issue at a future meeting.
- What aspects of math courses are necessary / appropriate to meet general education requirements and the college mission?
- Is something out-of-the-box needed in order to address student attitudes?
- Future topic of discussion: flow from MAT 09\* to 13\*. Are the exit competencies of 09\* the same as the entrance competencies for 13\*?

Revisions to Draft #1 of the table were made as indicated below. Elaine will send the table itself electronically to Math Issues Members.

DRAFT OUTCOMES #2						
At the completion of MAT 13*, the student will be able to do the following —						
	Provide multiple representations of functions or expressions	Determine identifying characteristics of functions or expressions	Evaluate, simplify, and perform operations on functions or expressions	Solve equations and inequalities algebraically and graphically	Model real world applications	Solve systems of equations
Linear						
Quadratic						
Polynomial degree 3 or higher						
Rational						
Radical						
Exponential						
Logarithmic						
Other — Solve absolute value equations and inequalities Solve systems of inequalities						
Note: Some of the outcomes are covered in the prerequisite, MAT 09*.						

**Math Issues Members' Homework** — Take the revised table to our campuses and discuss within our departments. Check off what we expect of students by the end of intermediate algebra (i.e., at the completion of MAT\* 13\*, the student will be able to...). Bring information back to the April 18 meeting.

The meeting adjourned briefly at 12:20 and resumed again at 12:40 at Spartan's, where all participated in a working lunch.

**Accuplacer Cut Score/Transfer of Intermediate Algebra Issues** — Since the CSUs are being asked to look at their Accuplacer cut scores, it makes sense for the CCs to make our scores compatible with those of CSU. Some CSUs are in the process of tweaking their

intermediate algebra courses; how will this affect transfer from the CCs? These are issues that will need to be discussed with CSU colleagues.

**Health Careers Pathway Certificate** — Pat and Paul had been invited to a meeting at MCC regarding a new Health Careers Pathway Certificate. There is money in the grant for support materials, including math materials, specifically for creating math modules relevant to students. Pat will send the meeting minutes to Elaine to forward to the Committee. Andre and Teresa expressed interest in working on the modules; anyone else who is interested should contact Pat.

**C- vs. C grade for transfer** — In response to members' concern over Board policy to accept transfer courses with a C- grade, Pat collected information from all 10 colleges represented regarding what grade a student must have at their college to progress to the next level course. Most colleges require a C or higher to progress to the next higher level, causing potential for transfer students to be able to take the next course when native students cannot. **Homework:** Math Issues representatives should be prepared to discuss next steps at our next meeting. If you are aware of any studies done on this, in terms of success in the next course with a C- vs. C in the prerequisite, please bring the information to the next meeting.

**Meeting adjourned** at 1:20.

**Next meeting** is on April 18, 11:00, at UConn.

Respectfully submitted,  
Elaine Dinto