

Minutes of Math Issues Committee
Friday, October 17, 2008
Tunxis Community College, Room 6-214

Present — Kathy Bavelas (Gateway), Alice Burstein (Middlesex), Elaine Dinto (Naugatuck Valley), Teresa Foley (Asnuntuck), Andre Freeman (Capital), Lori Fuller (Tunxis), Miguel Garcia (Gateway), Pat Hirschy (Asnuntuck), Mark Leach (Housatonic), Joy Mark (Quinebaug Valley), Barbara Paskov (Manchester), Rachael Schettenhelm (Gateway)

The meeting convened at 11:15 a.m.

Minutes from the September 12, 2008 meeting were approved.

Response to the June 2007 legislation – A lengthy discussion took place regarding the Math Issues Committee draft outcomes response to be presented to Dr. Susen for the Board of Governors. A draft common outcomes statement, composed by Pat and reviewed by Lori, Teresa, and Elaine, was forwarded to Math Issues members with the September minutes for discussion and input from their campuses. Information included in the draft response was based upon the Intermediate Algebra survey conducted by the Math Issues Committee in the 2007-2008 academic year, and takes into account the fact that there are reasons why our courses necessarily differ in some respects.

The broad, top level outcomes response requested by Dr. Susen is to serve as a springboard for a richer discussion by Committee members, to include technology use, integrated courses, differences in depth of study of expressions versus functions, and the global implication of the fact that the CAPT test now stresses the function concept at the algebra 2 level across the state. The outcomes document is a statement of where we, as a system, are now, not of where we are going; the latter will necessitate philosophical discussions by math faculty system-wide.

Committee members thanked Pat, Lori, Teresa, and Elaine for their excellent job on the draft outcomes. A motion was made (by Andre, seconded by Alice) to forward the document to Dr. Susen; the motion was unanimously approved. The process for sending the documentation to Dr. Susen will be as follows: (1) Elaine will contact the 3 colleges with no representation at this meeting for approval (Northwestern, Norwalk, and Three Rivers); (2) Pat will revise the first paragraph so that the document is no longer in draft form, explaining that the outcomes statement is a reflection of the Math Issues Committee survey process and of our current practice; and (3) Miguel will follow up, send the information to Dr. Susen, and report back to the Committee.

Other issues that are to become a part of the process include campus reviews of Accuplacer scores, to include tracking changes in the placement testing, and possible discussion between representatives of Accuplacer and CC math faculty. Miguel's letter to Dr. Susen will mention that review of Accuplacer scores is an ongoing, dynamic process.

Announcements –

- On November 5, 2008, there will be a memorial reception at Manchester Community College for Jill Zimmerman, tentatively from 5-7 p.m.; when plans are finalized, Barbara will send a notice to Miguel to forward to all.
- If your campus has not already submitted information regarding online math courses, including online/on-campus exam information, or Accuplacer placement information, including the score at which your campus moves a student from the EA test to the AR test, and from the EA test to the CLM, please send info to Elaine.

College Career Pathways (formerly Tech Prep) – CCP is a four-course package between the college and the high school, including science, math, English, and a career pathways course (technology or other). Tech prep was originally intended for the middle 50% of high school juniors and seniors, not those taking the highest levels of mathematics; it was a strategy to help the middle quartile students to consider going to college.

Currently the public community colleges do not all articulate the same math course; there is concern that all grant monies may be withheld system-wide unless all colleges articulate credit courses. A discussion of CCP articulations ensued; most articulations are for intermediate algebra and high school algebra 2. Since articulations were first made, some of the rules have changed. In response to Barbara's bringing the CCP course issue to Math Issues, on behalf of Manchester, Miguel proposed that, if indeed Manchester's long-standing agreement articulating elementary algebra will affect all colleges financially, we should encourage Manchester to articulate intermediate algebra. Math Issues members agreed, and Barbara agreed to share our concerns with her colleagues.

A discussion of appropriate assessment, and its challenges, demonstrated that CCP students across the system are currently assessed in a variety of ways, as math faculty have different philosophies. Some policies that are currently in place were identified.

CCP homework – Investigate what we are doing on our campuses regarding CCP, i.e., identify what CCP means on our campuses at this point in time, and bring back information to the next meeting. Committee members would be interested in learning the number of students who currently earn CCP credit each year, and how many of those students actually come to our colleges. Elaine was asked to include Naugatuck's CCP agreement when she sends the minutes.

Discussion of online courses – Math Issues members continued last month's discussion concerning best practices. Is assessment an academic freedom issue, or, does academic freedom mean, as it originally did, freedom to state one's political opinion? Should criteria differ from that of on-campus courses? Are some rules necessary to guarantee integrity? Many stories exist of students who hire a tutor to sit and take the online test. Committee members' advice, in terms of security of tests, is to do what makes the college comfortable. (Reminder of designators for spring 2009: ONLN means fully online, OLCR means online with campus requirement.

Integration of Technology – Capital has a MAT* 137 online course for the first time; Andre asked others about the structures of their courses. Are graphing calculators recommended or required? How much material must be assessed with the calculator if required?

Gateway CC now specifically gives course outcomes including technology in MAT* 095; an obvious benefit is that more can be done in college algebra and precalculus if students already know the technology. Also GWCC has plans for a common final for MAT* 095, including graphing calculator questions.

Future discussion for Math Issues members should include not just course outcomes, but also technology outcomes and general education outcomes. Outcomes should drive the technology use, i.e., the technology should help faculty in teaching the course. Outcomes should also include a gateway, functional approach for intermediate algebra.

Many thanks to Lori for the hospitality! The **meeting adjourned** at 1:05 p.m.

Respectfully submitted,



Elaine Dinto