

Math Issues Committee Meeting

Friday, December 11, 2009, 11:00-12:30

Tunxis Community College, Room 7-206 (Library, large conference room)

Present: Larisa Alikhanova (TRCC), Martin Brock (NCC), Joachim Bullacher (QVCC), Elaine Dinto (NVCC), Paul Edelen (MCC), Teresa Foley (ACC), Andre Freeman (CCC), Pat Hirschy (ACC), Mark Leach (HCC), Marina Philips (HCC), Sue Ricciuti (TxCC), Rachael Schettenhelm (GWCC)

1. Minutes of the November 20, 2009 meeting were accepted unanimously.
2. Announcements: Miguel's recovery is going well; he hopes to teach in the spring.
3. Old Business

a) Degree math courses with MAT 095 prerequisite for terminal degree — Members reported on their colleges' offerings as follows:

College	ACC	CCC	GWCC	HCC	MCC	MXCC	NVCC	NWCC	NCC	QVCC	TRCC	TXCC
Degree math course(s) with MAT*095 prerequisite for terminal degree	123	none	109 115, 123, 135	135	109	104	121 135	135	121		135	135

Notes regarding above matrix:

- At some colleges, the above designated course does not always run.
- Some colleges do not offer a credit course with only a MAT*095 prerequisite.
- Because of the Committee interest in MAT*109 (*Quantitative Literacy*), Paul was asked to describe the course as taught at MCC. He was very enthusiastic, sharing that the students loved the course. He doesn't have to kill the students with content and can focus more on critical thinking and general education skills. It is very supportive of the college mission, and it's a fun course to teach. Rachael mentioned that Gateway is considering offering MAT*109 in place of MAT*123. Pat shared that Asnuntuck is also in the process of reviewing MAT*109 for its math offerings. The committee was asked their opinion of the course, and all indicated interest for their colleges.

Homework: Continue to bring your department feedback regarding MAT*109 to the Committee.

b) Intermediate Algebra — Criteria to differentiate various MAT 13x courses was reported as follows:

College	Intermediate Algebra course # and # of credits	Place in curriculum (prerequisite to college algebra, college algebra w/ trig, precalculus)	Content: Cover exponentials and logs, and to what extent?	Use of technology	Function approach	Modeling (find model for data; make connections to real world topics)
ACC	137 3	precalculus	yes to both	graphing calculator required	yes	some exposure to modeling; do many apps
CCC	137 3	precalculus; considering college algebra	exp fcns and log fcns covered, w/ domains; do not solve equations	no	no; briefly introduce fcns, name exposure, discuss domains	no; do many apps
GWCC	137 3	college algebra with/without trig (172/175)	briefly cover exponential fcns; no logs	graphing calculator required	no; do discuss fcns	no; do many apps
HCC	137 3	precalculus	no	yes	no; briefly introduce fcns, name exposure, discuss domains	no; no apps
MCC	138 3	precalculus; considering college algebra	exponentials	yes	yes	yes, emphasis on modeling
MXCC	137 3	college algebra, then to precalculus	no	very little	no; just a bit toward the end	very little modeling; use of apps for most topics
NVCC	137, 137C, 137A 3	college algebra, then trigonometric functions	exponentials (more so in 137A); no logs	yes	yes in 137A; discuss fcns in 137 and 137C, but not heavy concentration	modeling in 137A; apps in all, more so in 137A

NWCC	137 3	precalculus	yes, including solving exponential and log equations and graphing fcns			
NCC	136 4	college algebra	no	calculators are prohibited until higher level courses	no; briefly introduce fcns, name exposure, discuss domains	no modeling
QVCC	137 3	precalculus; will go to college algebra	no	no	no; briefly introduce fcns, name exposure, discuss domains	no; apps
TRCC	137 3	precalculus	yes to both	graphing calculators	no; considering a change	no; many apps
TXCC	137 3	college algebra w/ C+ or better; finite math if C or C-; then precalculus	no	scientific calculator okay; grapher prohibited	no; briefly introduce fcns, name exposure, discuss domains	no; some apps

Notes regarding above matrix:

- Some colleges that do not currently have college algebra are considering offering it.
- Intermediate algebra is required of many students who do not go on to precalculus; something needs to be done for these students.
- Marina is collecting data to review performance of students with low Accuplacer scores.

Homework: Review chart for accuracy; look for patterns.

c) Placement policies, procedures, and instruments —

MI member results of Accuplacer self-test

ACC	Pat commented that Accuplacer seemed to have accurate placement into IA, but it was difficult to place out of IA.
CCC	
GWCC	
HCC	
MCC	
MXCC	
NVCC	NVCC math faculty volunteers will self-test in January.
NWCC	
NCC	
QVCC	Joachim took Accuplacer 4 times to try to determine how many correct questions were needed to place into 137; the number seemed to vary according to specific questions. He commented that one time he answered only (a particular) 4 of 12 questions correctly on the EA subtest and placed into IA.
TRCC	
TXCC	Sue took Accuplacer 4 times with variable accuracy in placement.

Homework:

- Ask for volunteers from your campus to take Accuplacer, as if students, so that we can share informed opinions concerning current placement scores. Make arrangements with your department and placement testing coordinator.
- Accuplacer considerations — key questions to assess effectiveness of Accuplacer, perception of Accuplacer accuracy, interventions

c) ATB (Ability to Benefit) policy

College	ACC 1	CCC 2	GWCC 3	HCC 4	MCC 5	MXCC 6	NVCC 7	NWCC 8	NCC 9	QVCC 10	TRCC 11	TXCC 12
ATB policy			Uses Accuplacer AR score of 34 to define ATB if no h.s. diploma; policy rarely used				none; placement into 073	none; placement into 075				Uses Accuplacer AR score of 34 to define ATB if no h.s. diploma; policy rarely used

Note: It was noted that the attainment of a high school diploma is sufficient to confirm ATB.

Homework: If you have not already done so, find out what the ATB policy is on your campus. Talk to the college testing person to determine if it tied to some Accuplacer cut-off score (a student should score this in order to be able to benefit from a course), and if so, how it is used. Talk to a financial aid person to determine if it is tied to financial aid somehow.

e) **Adding ACT to placement menu**

College	ACC	CCC	GWCC	HCC	MCC	MXCC	NVCC	NWCC	NCC	QVCC	TRCC	TXCC
ACT policy							Math dept has no knowledge of current use of ACT; no objections. Will investigate	Will entertain the idea	None; will discuss at dept meeting			

Homework: Contact Admissions to see to what extent students bring ACT scores for consideration. Bring the issue back to your department to discuss the possibility of incorporating ACT scores as a placement tool, if there is a need.

f) **AMATYC Placement Position Paper** discussion tabled.

HOMEWORK: Identify measures by which your college may be able to judge student placement. Suggestion: to get involved, meet with your testing coordinator and your IR person; build your plan into your additional responsibilities for next year.

4. New Business —

Andre distributed a handout of information regarding the **New Life Vision**, an initiative circulated by AMATYC's Developmental Math Committee at the November annual conference in Las Vegas. The notion is to change the current trend of re-teaching what students may/may not have had in high school, to give them something different and to support interest in higher level math courses. Three pillars were defined as preparation for college level mathematics, preparation for related discipline courses, and preparation for general academic success. Two principles were identified: providing skills and core content that can be flexibly adapted to future situations and empowering students for additional and higher academic goals. The pillars and principles lead to a mission statement and models for a *Foundations of Mathematical Literacy* course and a *Transitions to College Mathematics* course. Additional information is available at <http://dm-live.wikispaces.com>; colleges are invited to collaborate using the wiki.

HOMEWORK: Review Andre's handout and bring feedback to the next meeting.

5. Announcements —

- PowerPoint presentation of Mathematics K-12 Core Content Standards for College Readiness (able to enter a degree credit math course at a 2- or 4-year college) available at http://www.math.uconn.edu/~dgross/MBSCC/2009-10MBSCC_LDG_Presentation_CommonCoreMathStandards10-16.pdf
- Electronic copy of the CSU placement procedures available at <http://www.math.uconn.edu/~dgross/MBSCC/2009-10MBSCC4CSUPlacementalgorithms.pdf>

6. Next meeting will be held at Tunxis CC on Friday, February 19, 2010, at 11:00.

7. Meeting adjourned at 12:35 p.m.

Respectfully submitted by



Elaine Dinto