

**Math Issues Committee Meeting**  
**Friday, February 11, 2011**  
**Tunxis Community College, Room 7-206**

**Present:** Helen Cloherty (NCC), Elaine Dinto (NVCC), Paul Edelen (MCC), Teresa Foley (ACC), André Freeman (CCC), Pam Frost (MxCC), Miguel Garcia (GWCC), Pat Hirschy (ACC), Mark Leach (HCC), Sue Ricciuti (TxCC), Rachael Schettenhelm (GWCC)

Pat provided the following **handouts**: (1) agenda, (2) minutes of the December meeting, (3) first draft for Council of Deans' Presentation, (4) College Career Pathways summary.

The **meeting was called to order** at 11:06 a.m.

**Minutes of the 12/10/10 Math Issues Committee meeting** were accepted with gratitude— thanks, Sue!

**OLD BUSINESS**

**Campus initiatives** — Thank you to those members who have sent Teresa a brief summary of the initiatives taking place on their campuses. Additional initiatives mentioned include a combo MAT\*094/136 and a "recitation," i.e., optional extra lecture for students, at NCC, weekly elementary algebra workshops at TxCC, and MCC's developmental math initiative using ALEKS. Committee members who have not yet sent Teresa 3-4 sentences concerning their campus student success and support initiatives should do so over the weekend; Teresa will contact members not present at the meeting.

**Council of Deans Presentation** — Using Pat's carefully thought-out draft, the Committee discussed plans for the upcoming presentation to the Council of Deans on February 18. The meeting will take place in a conference room (TBA) at the System Office at 39 Woodland Street, Hartford; we are on the agenda for some time between 9 and 10 a.m. and will have 30-35 minutes available for our presentation. The following members agreed to represent the Committee: André, Miguel, Paul, Pat, Pam, Teresa, and Elaine. Pam volunteered to be the time-keeper.

1. Introduction of Math Issues Committee (5 minutes maximum)

The Math Issues Committee is an active group of mathematics faculty from all 12 colleges system-wide. Miguel will give a brief history of the Committee, which evolved from the Math Common Numbering Committee in the late 1990s.

- Steering Committee: Elaine Dinto, Miguel Garcia, Pat Hirschy
- College Representatives: ACC – Teresa Foley, CCC – André Freeman, GWCC – Rachael Schettenhelm, HCC – Mark Leach, MCC – Paul Edelen, MxCC – Pam Frost, NCC – Helen Cloherty, NVCC – Elaine Dinto, NWCC – Sal Maimone, QVCC – Joachim Bullacher, TRCC – Larissa Alikhanova, TxCC – Sue Ricciuti

Miguel will note that the Committee has prepared some statements, and, due to limited time, we request that the audience please hold any questions until the end of the presentation.

2. Substitute Senate Bill No. 1318, Special Act No. 07-7: An Act Concerning Public Institution of Higher Education System Transfer and Articulation Process (5 minutes maximum)

- Copy of the Bill (see <http://www.cga.ct.gov/2007/ACT/SA/2007SA-00007-R00SB-01318-SA.htm>)
- [Math Issues Intermediate Algebra Plan](#) (updated 02/11/11)

The Math Issues Committee is committed and dedicated to student success, and wishes to keep the Council of Deans informed. Pat will discuss the Math Issues Intermediate Algebra Plan that resulted from the enactment of the bill, including what we have accomplished and what still needs to be addressed. Resources are needed for assessment of placement scores: we need assistance from institutional research to identify variables and for statistical support. Resources are also needed for assessing changes in curriculum and our campus initiatives. Ideally math faculty and IR personnel will work together in an effort to collect and analyze system-wide data.

3. College initiatives for student support and success (15 minutes maximum)

Teresa will give a brief overview of college and course initiatives, which will be included as bulleted items in the slide presentation. Brief individual member reports will be given by André (Statway), Paul (MCC redesign of MAT\*095 using ALEKS), Pam (high school connection and self-paced course), and Teresa (acceleration with Accuplacer).

4. Next steps (10 minutes maximum)

Enhancing placement processes — AMATYC Position Statement (copy of statement found at <http://www.amatyc.org/documents/Guidelines-Position/Placement.htm>)

Elaine will give a brief summary of the AMATYC recommendations for the initial placement of two-year college students into the mathematics curriculum.

Assessing placement and course initiatives — Pat will follow up with reasons for more efficient placement procedures (financial benefit to students and college, save students time, improve student success).

The system would benefit from a unified approach; the Committee is interested in pursuing this matter, but we need resources/assistance.

- Need to assess placement
- Need to assess course initiatives
- Need a mechanism for continually updating the common numbering scheme.

5. Questions

Miguel will field questions.

**Handouts** for the Deans will include (1) agenda, (2) Substitute Senate Bill No. 1318, Special Act No. 07-7, (3) Intermediate Algebra Plan, (4) list of student support initiatives, (5) AMATYC Placement Position Paper.

Elaine will send slides first to Pat and Teresa, then to all Committee members for comments/ corrections/ recommendations.

**Other —**

1. Paul will send Committee members the 11/18/10 [letter from the Chancellor to the Academic Deans regarding developmental education policies](#). Colleges need to talk individually about the issues addressed in the letter; the Committee is not ready to provide an opinion.
2. Pam will send Committee members a summary of the information she has received thus far regarding individual **College Career Pathways (CCP) articulations**. Committee members should take the statements to their departments for review. Those representatives who have not yet submitted their college information are asked to do so. CCP will be an agenda item at the March meeting.
3. André gave a brief **Statway update**. The four colleges involved (Capital, Gateway, Housatonic and Naugatuck Valley) have agreed upon a common course outline and to learning objectives. The program involves two 4-credit courses; each college has committed to two or three sections each semester. Central Connecticut State University had agreed in principle that Statway 2 is equivalent to entry level statistics; if students change majors and/or need a higher level math course, they will need to take a placement test. Degree program requirements have not yet been revised at Capital, where currently intermediate algebra is a requirement for graduation in some programs. Dr. Susen will be meeting with the CSUs to discuss articulation with the state universities. André distributed and talked briefly about a sample lesson, *Initiating Lesson 3.2.1: Using Lines to Make Predictions*.

The **Committee congratulated André** on the birth of twins Jada and Devyn; best wishes to all the Freemans!

**NEW BUSINESS** items were tabled until March 11. The **meeting adjourned** at 12:35 p.m.

Respectfully submitted by



Elaine Dinto