

Math Issues Committee Meeting  
11:00-12:30 Friday September 21, 2012  
Tunxis CC, Library Conference Room

Present: Harry Burt (NVCC), Joachim Bullacher (QVCC), Karen Collin (NWCC), Elaine Dinto (NVCC), Paul Edelen (MCC), Andre Freeman (CCC), Teresa Foley (ACC), Pam Frost (MxCC), Eli Glatt (NCC), Pat Hirschy (ACC)

1. Approval of minutes:

The minutes of the May 4, 2012 were approved.

Facilitator for this meeting: Pat, minute-taker: Paul, time keeper: Elaine

2. Old Business:

Eli asked where she could get information regarding a previous Math Issues action, and the Committee discussed the possibility of posting key documents on the Math Issues web site. A preliminary list includes: Updated Intermediate Algebra Action Plan, placement scores (Accuplacer, SAT, and ACT) sunset clauses for test scores by community college, mathematics course flow charts for each of the twelve colleges and the Math Issues contact list. Elaine offered to post these on the MATYCONN/Math Issues website.

Please extend a welcome to new members of math community, and feel free to invite them to the next Math Issues meeting:

ACC plans to hire a new math faculty member and a new math/manufacturing faculty member.

GWCC: Amanda Sweeney

MxCC: Justice-Taylor Baker

NCC: Riaz Lalani

NVCC: Douglas Hoffman, Kate Lozo, Simi Nichols

3. Launching of the 2012-2013 Math Issues Committee goals.

There was a general discussion about the four goals that were decided upon at the May 2012 meeting in light of recent developments in PA12-40 and TAP.

Volunteers were solicited, and point people were selected for each goal.

- a) Best practices for high school/college joint activities, dual credit or otherwise, including CCP. Membership: Harry Burt, Paul Edelen, Teresa Foley, Andre Freeman, and Pam Frost. Point person will be Harry Burt.
- b) TAP updates. The Committee decided to move to a regular old business item. André and Pat, who had volunteered for this item in May, were in full agreement of the action.
- c) Course redesign and assessment. This item will address system innovations such as Statway, PA12-40 strategies, and other system course, instruction, and assessment changes. Membership: Larissa Alikhanova, Joachim Bullacher, Karen Collin, Paul Edelen, Teresa Foley, André Freeman, Pam

Frost, Rachel Schettenhelm, and Nick Stugard. Point person will be Teresa Foley.

- d) Review of Common Course topics and Common Numbers Framework. This item sets a goal of getting caught up on changes that have occurred over the years with our evolving curricula. Interest was shown in addressing Intermediate Algebra and Statistics for the first course reviews. Membership: Karen Collin, Elaine Dinto, Teresa Foley, Andre Freeman, and Eli Glatt. Point person will be Elaine Dinto.

Homework: Point people were charged with the task of working with their team (email, telephone, smoke signal) to develop goal objectives for the next meeting.

Link to the AMATYC position paper that Pat provided:

<http://www.amatyc.org/documents/Guidelines-Position/other-statements.htm#LearningProblems>

4. New Business: Guests from the Board of Regents were welcomed and introduced: Braden Hosch, Director of Policy and Research and Interim Director of Academic Affairs and Malia Sieve, Associate Director and Program Manager, P20 Council.

Braden Hosch discussed the implementation of PA12-40:

Using a placement methodology that encompasses a spectrum of placement measures, students will be placed in one of the following categories: (stated for math but applies to English as well)

- 1.) College ready (not covered by PA12-40)
- 2.) Highest cohort of not college ready:
  - a) Students who are deemed likely to succeed in a college-level math course with embedded remediation, etc. example MAT\*139
  - b) Students who are deemed likely to succeed in a college-level math course following an intensive remediation of up to one, and only one, semester.
- 3.) Second cohort of not college ready: Students deemed not likely to be successful with the interventions noted above, but who could benefit from a college readiness experience of up to one, and only one, semester.
- 4.) Third cohort of not college ready: Students whose skills are below secondary level and deemed not likely to be successful with any of the above interventions. PA12-40 does not address a plan for this group. Regional strategies will need to be studied in collaboration with the stakeholders such as adult education and workforce development.

Other notes:

- Accuplacer has a weak correlation with success at college. Therefore we will need alternative placement procedures.
- Federal guidelines for financial aid prohibit financial aid for college course work that is lower than a high school level course.

Our second guest, Malia Sieve, discussed the Common Core State Standards (CCSS), a curriculum of K-12 standards adopted by 49 state governors to prepare students for work and college readiness by graduation. SDE has begun initiatives to implement this curriculum in 2 years. Smarter Balance has been chosen to develop assessments for CCSS. Malia discussed 3 areas where K-12 and higher education collaboration would be helpful.

1) Assessments and 12th grade alignment:

- SDE will conduct a pilot of Smarter Balance assessments in Spring 2013. It will involve 9000 CT students in grades 3-8 and 11. Efforts have begun to involve higher education with the development of the Smarter Balance assessments. This will include alignment of college entry courses with CCSS. Students who exhibit mathematics competence in grade 11 will be able to place directly into college-level courses at public higher education institutions.

- For these students, K-12 and higher education can collaborate regarding appropriate mathematics courses for grade 12.

- For students who do not exhibit competence in grade 11, joint K-12 and higher education initiatives can be designed to reduce the need for remediation in college. Dual enrollment programs allow students to complete course work in high school. The College Access Challenge (CACG) grant focuses on improving college access and success, especially for underserved populations. Naugatuck, Capital, and Manchester are participating in a CACG pilot with designated service high schools.

2) Admissions and Placement

Outcomes of PA12-40 and TAP initiatives will impact on admissions and placement policies.

3) Educator Preparation

Improving teacher practice based on a better understanding of K-12 student learning will impact positively on college and career readiness.

Rather than bringing newly created groups together to address these needs, Malia suggested it might be more efficient to visit Math Issues and Math Basic Skills as progress is made.

Braden and Malia were thanked warmly for their presentations. They are welcome to visit Math Issues at any time.

5. Announcements:

Pam Frost announced a Summit of English/Mathematics High School Partnerships scheduled for Friday, October 19. The summit will be held 8:30-2:15 in Middlesex's Chapman Hall.

Meeting adjourned at 12:40.

Minutes respectfully submitted by Paul Edelen.