

Math Issues Committee Meeting
11:00-12:30 Friday, November 16, 2012
Tunxis CC, Library Conference Room
Minutes

Present: Larisa Alikhanova (TRCC), Joachim Bullacher (QVCC), Harry Burt (NVCC), Karen Collin (NWCC), Elaine Dinto (NVCC), Paul Edelen (MCC), Teresa Foley (ACC), Andre Freeman (CCC), Pam Frost (MxCC), Eli Glatt (NCC), Pat Hirschy (ACC), Mark Leach (HCC), Sue Ricciuti (TxCC), Rachael Schettenhelm (GCC), Nick Stugard (TxCC). All 12 community colleges were represented.

Facilitator for this meeting: Harry, Minute taker: Elaine
The meeting commenced at 11:02 a.m.

Rachael suggested the previously proposed meeting agenda be altered, giving one-half hour each to discussion related to PA 12-40, TAPS, then Committee reports; all agreed.

1. Approval of minutes:
The minutes of October 12, 2012 were approved; thanks, Karen!
2. Old Business:

PA 12-40

Rachael noted the revisions (from earlier versions) contained in the latest BOR Response Strategy document discussed at the November 2 CCET (the Connecticut Coalition of English Teachers) meeting.

- Under duration, “non-repeatable” was removed from the *College Ready* and *College Level with Embedded Support* categories and was replaced by “Repeatable, with a note that “in general, such models will be one semester, but models such as Statway could involve two semesters.”
- Under duration, “one semester max (not repeatable)” is controversial and was removed during discussions. This item was referred back to the Strategy Centers: “Need to develop guidelines for repeating; what supports are necessary for success?”

Referring to the list of questions posed by CCET (previously distributed by email) to be considered by the PA 12-40 Advisory Group, Rachael asked that we send our questions to Pam, who is the Math Issues representative.

Having just returned from a meeting with her Dean, Rachael shared that there is funding available for the PA12-40 regional groups to support the creation and implementation of the strategies for the “Escape Valve: Regional Strategies/Centers” 4th level.

- There is state money for development of level 4 strategies on our campuses.
- There are 3 other grants: a bridge grant (for the universities), a grant for CCs that will partner a CC with an at-risk high school, and a College Access Challenge Grant (goal: to increase the number of low-income students who are prepared to enter and succeed in postsecondary education).
- At the recent COD (Council of Deans) meeting, the Deans voted to apply as a (CC) group for the College Access Challenge Grant, i.e. for development of the approach (math/ reading/writing) during the spring of 2013. The request for proposal is due on December 1.

Rachael asked the group for input regarding the following:

- Setting up approximately 12-15 basic “modules”, “levels”, “units”, “sections”, or “chapters” containing math content/competencies/learning outcomes. This would provide a clearer picture of the material in each current developmental math course and would allow colleges to deliver the content in the manner they believe best to serve their populations;

- Creating a more robust diagnostic for placement of students into the appropriate “module”

Some points made during the discussion include the following:

- (1) “Modules” would be basic (for example, if placement determines that the student can do some pre-algebra (work with whole numbers), the student would come to the college for one semester of intense combined pre-algebra/elementary algebra work (fractions, decimals, elementary algebra)
- (2) It is important to look at CCSS to see the alignment with modules
- (3) While “modularization” is a familiar and comfortable concept to many, perhaps we want to find another way of describing the different levels; the word “competencies” is more in line with outcomes
- (4) The fact that some schools offer college algebra and others do not necessarily causes the content of our intermediate algebra courses to differ; it might be beneficial to see the concept of modules/competencies extended to intermediate algebra
- (5) As part of Common Numbers in the late 1990s and early 2000s, outcomes were discussed in determining topics for math courses but were not documented. The only agreement in writing is that courses sharing a minimum of 80% of common topics will use the same common number unless otherwise stated.
- (6) One major concern for many with the concept of modules is that competencies erode over time; some believe it is essential for students to continue to demonstrate that they have basic skills, thus recommend that cumulative skills be built into the modules
- (7) “Modularization” would give flexibility, allowing curriculum to be designed however we want, but a more robust diagnostic evaluation for initial student placement is necessary; students may be offered a refresher or if only missing a few competencies would have the chance to remediate
- (8) Our goal is to create a customized learning experience utilizing a placement process involving multiple measures and assessed on a regular basis

HOMEWORK —

- (1) Teresa and Pam, as members of the Advisory Group, joined Rachael in asking MI members to bring the following back to our campuses immediately. In response to an agreement by 11 Deans to apply for a College Access Challenge Grant, do we want to help write a grant dealing with a concept proposal that will work on a curricular model?

Such a proposal would include

- Redesigning curriculum by expanding developmental math topics into categorized learning outcomes
- Designing robust placement strategies to include placement into the appropriate level (to include remediation)

Release time is necessary to explore outcomes and to explore current placement strategies; this will be a continuing effort.

- (2) Pam asked that questions or concerns (e.g., are regional strategies working only on the 4th level?) for the Advisory Group to bring to the BOR be submitted to her immediately. Faculty, through the PA12-40 Advisory Group, would be able to have their ideas heard.

MI members with major roles related to PA 12-40 and TAP include the following:

PA 12-40 Advisory Group	Regional Strategies/Centers			
	Eastern	Southern	Central	Western
Teresa (MBSCC rep) Pam (MI rep)	Larisa	Mark Rachael	Teresa Sue Pat Andre Pam	Karen

TAP (PA 12-31)

Pat, TAP Coordinator, mentioned that the TAP framework and general education learning outcomes are currently being discussed at the ConnSCU institutions for upcoming ratification. The summer process of developing the Framework and learning outcomes has taken longer than anticipated, and the Common Core Steering Committee (SC) has requested that the timeline be extended.

Core competencies that students must demonstrate include quantitative reasoning (QR) and critical thinking. The Committee discussed the requirement that the QR course have an Intermediate Algebra prerequisite. This presents a dilemma with Statway, which is a 2-course sequence providing an alternate route to earning 3 college-level credits. Capital, Gateway, Housatonic, and Naugatuck are currently piloting the sequence.

André mentioned that some colleagues had discussed the possibility of writing a letter to the SC explaining why the course competencies allow it to be considered college level. Pat encouraged Statway faculty to address the issue but explained that the SC has no members that are math faculty. It's possible that the SC was unaware of the impact of the Intermediate Algebra prerequisite on Statway. Pat suggested that a more effective approach might be to discuss this with the CSUs. Statway currently has a 2-year provisional transfer to the CSUs. At this point, it's not known what needs to happen after 2 years to allow Statway to keep the transfer status. A meeting with Statway and CSU math faculty could result in joint approval of continued transfer. This would provide support for the CCs to allow Statway to be included in the core courses. Statway is on the agenda for the Math Basic Skills Committee meeting today.

Even if Statway is not a part of TAP core courses, it still may be transferable on a course-by-course basis. One complication is that Central is working on a general education core that requires 6 credits of college level math or statistics. With this core, a student who transfers to Central after completing Statway would still need to show proficiency in Intermediate Algebra prior to taking a second math course.

The Committee discussed the issue of existing program articulations between the CCs and the CSUs. Pat shared that it's possible many articulations already align with the TAP core. Articulations that don't align could be considered for a waiver with strong evidence such as national discipline accreditation standards. Other than these exceptions, CC program designations will be determined according to alignment with the TAP core.

- AS (Associate of Science) Degree, which is designed for transfer and aligns with the TAP core
 - AAS (Associate of Applied Science) Degree, which is designed for career students seeking employment in a non-transfer path and doesn't need to align with the TAP core
- Selected Pathways Program Committees, charged with TAP CC-CSU articulations, will begin meeting this semester. CC articulations with private colleges are not under the purview of the BOR TAP.

3. 2012-2013 Committee Goals:

MI members were asked to be sure that the lists of names of subgroup members are accurate. The only change is that Eli's name should be removed from goal 3.

- a) Continued review of common course topics and MI Common Numbers Framework — Elaine thanked those who have responded to her email with updates to the *Common Numbering Matrix*, *Math Course Flow Charts*, *Placement Cut Scores* and *Sunset Clause Practices* documents. The MATYCONN website, under Math Issues / State Initiatives, has been updated to include all information received. If you are a Math Issues representative for your college and have not yet responded, she requests that you please do so when time allows.

Paul asked the Committee for approval to change Manchester's MAT*287, *Set Theory and Foundations*, from 3 to 4 credits. There are no other colleges currently teaching this course and the request was given unanimous support.

The question came up as to whether Norwalk's MAT*201 is different enough from MAT*167 that it should have its own number.

HOMEWORK: MI reps were asked to please bring a copy of their MAT*167 syllabi, including outcomes, to the next meeting.

- b) Best practices for high school/college joint activities, dual credit or otherwise, including CCP — Harry stated that his subgroup will soon participate in virtual meetings through Google Plus. They will use the *Mathematics Initiatives at Connecticut Community Colleges* document assembled/edited by Teresa for the MI Presentation for the Council of Deans on March 11, 2011 at Gateway CC. The document can be found in pdf format at http://www.matyconn.org/MathIssues_StatewideInitiatives/COD-Presentation/CouncilOfDeansPresentation&Supplements.pdf
- c) Course redesign and assessment
Teresa sent instructions for Google Plus to her group. Course redesigns related to PA 12-40 are in progress at many colleges.

4. Announcements/Other

- a) Pat reported that her presentation this month at the AMATYC Conference in Jacksonville focused on Dimensions, a collection of Prealgebra/geometry-level classroom materials based on STEM applications. Both Pat and Teresa were involved with the development of the materials, which were funded with a National Science Foundation (NSF) grant. Pat and Teresa also participated in submitting another NSF grant proposal to develop classroom materials integrating elementary and intermediate algebra skills with authentic statistics applications. They will know this spring if this grant will be funded. Congratulations, Pat and Teresa!
- b) Pat mentioned a study presented at AMATYC finding that general ACT scores combined with high school grade point averages are significant in predicting success in college math. Pat and Teresa were asked to bring information about this to the next MI meeting.
- c) HOMEWORK:
It was suggested that all 3 subcommittees discuss what we specifically want to accomplish by the end of the year, and to bring suggestions to the next meeting.

Think about what should comprise the “multiple measures for placement” in addition to the Smarter Balanced tests.

Miscellaneous highlights of the AMATYC Conference were tabled until lunch.

The meeting adjourned at 12:38 p.m.

Minutes respectfully submitted by Elaine Dinto