

Present:

Officers: Steve Kifowit - President, Paul McCombs – Past President, Sunil Koswatta - President Elect, Natalie McGathey – Treasurer, and Amy Frankel - Secretary

Board Members: Linda Blanco, Chris Riola, Jeremy McClure, Dan Kernler, Jennifer Watkins, Kyra Rider, Rodger Hergert

Guests: Diane Koenig, Kathy Almay

I. Call to order

President, Steve Kifowit, called the meeting to order at 12:40 pm.

II. Roll Call and Introductions

III. Guest Speaker: Kathy Almy

Presentation on transitions competencies and policies. See handouts attached at end of minutes

IV. Review and Approval of Minutes:

- a. Thursday 4/6/17: **Dan Kernler makes a motion to approve, Paul McCombs seconded. Motion unanimously carries.**
- b. Friday 4/7/17: **Paul McCombs makes a motion to approve, Linda Blanco seconded. Motion carries unanimously.**

V. Reports

- a. **Scholarship Committee (Angie Gum – not present, Diane Koenig & Natalie McGathey)**
Nothing to report because there were no applications. The deadline for 2018 is March 1st and requirements are posted on the IMACC web site, which includes a flyer with tear-off tabs. Steve Kifowit asked the scholarship committee chairs to check that the information about the scholarship on the web site is accurate as this is a legal requirement to maintain 501(c)3 status.
- b. **Placement and Assessment Committee (Beth Beno – not present, but reported by email)**
Beth Beno's report: "I did a breakout session last year on the good, the bad, and the ugly of the new placement tools that have been implemented in IL since the demise of Compass. At that time, there was very little data available since most schools had used their new instrument for less than a year. This was also a topic that Keven Hansen covered in the dept chairs meeting. Everyone seemed to have the same complaints, but were trying to cope in different ways. Based on what the dept chairs have to say in April, maybe another survey could be done in the fall of 2018 or spring of 2019. The important thing is how students perform in their college-level course after having been placed by Aleks, Accuplacer, etc. and it may still be too early for that data to be compiled in a significant way."
- c. **Membership (Diane Koenig, Natalie McGathey)**
There are currently 236 members (including lifetime members). 63 memberships expired in June and have not been renewed. There are currently 83 lifetime members. 6 new members since 7/1/17. Numbers are down. One explanation is that there was a spike in the 40th anniversary year, another is changes to funding at member institutions, and there have been cuts in faculty positions at some schools due to the budget crisis. It was recommended that an email be sent to those members that did not renew and include two links: Renew Now, and Not Renewing. If they click "Not Renewing" it would take them to a survey where they could indicate a reason why not. Dan Kernler noted that renewing will be much easier when the new web site is up and running. Kyra Rider asked about possibly looking at each of the schools and seeing if our decline matches the number of faculty positions that were eliminated. A recommendation was made about adding a question on the Institutional Membership Form about the number of FT faculty at that school. That way we'd have an idea of the proportion of FT faculty at member institutions that are individual members. Steve Kifowit and Dan Kernler commented that the committee bring up these ideas when it comes time to update the web site and online membership renewal goes online.
Additional statistics from previous years:

Lost members—Membership expired/Did not renew

2017-60 members (plus 3 with bad contact info)
2016 -4Zmembers (plus 4 with bad contact info)
2015-24 members (plus 1with bad contact info)
2014 - 20 members (plus 2 with bad contact info)
2013 - 20 members
2012 - 9 members (plus 1 with bad contact info)
2011-14 members
2010-23 members (plus 2 with bad contactinfo)
2004-2009 - 122 members (plus 4 with bad contact info)

New members

2017/2018 - 6 members
2016/2017 - 8 members
2015/2016 - 20 members
2014/2015 - 25 members
2013/2014 - 21 members
2012/2013 - 23 members
2011/2012 - 28 members
2010/2011 - 16 members
2009/2010 - 20 members
2008/2009 - 26 members
2007/2008 - 28 members
2006/2007 -18 members

Board members were asked to forward to Diane names of people on the list of schools with no contact person. (List was passed around the room)

d. Constitution/Bylaws Committee (Paul McCombs)

Nothing to report – no changes.

e. Awards Committee (Deanna Welsch – not present)

Kyra Rider reported that Deanna posted on Facebook that the Teaching Excellence Award nominees are due at the end of October.

f. Historian (Rodger Hergert)

Nothing to report. Steve Kifowit asked Rodger Hergert if he would be willing to take on the “Blue Book” (History of the IMACC up through 1995). Rodger stated that his target is probably to update it for the 50th anniversary and will be starting on it soon.

g. Archivist (Tom Pulver – not present)

Steve Kifowit stated that Tom Pulver had taken boxes of documents to scan. Kyra and Rodger believe Tom finished the project and it’s all on a Google Drive somewhere. Amy Frankel said that she would contact Tom Pulver and have him call Steve Kifowit about the Archive. Steve Kifowit has boxes of stuff – not sure what’s in them or what to do with them. Maybe have a summer Board retreat to go through them. Sunil Koswatta asked whether or not we should fill this position since Tom Pulver has retired and not the chair any longer. It was determined that right now is not the time, but will discuss it again at a later date.

h. Communications (Diane Koenig, Kyra Rider)

The Math Connexion Report

The spring issue of the Math Connexion included three new components:

Something to Think About, Curriculum Corner, and Member Spotlight. These welcome new additions to the newsletter were a result of a suggestion from current president Steve Kifowit and certainly add to the substance of IMACC's newsletter.

Prior to the submission deadline an email was sent out to the IMACC membership requesting reports or news from IMACC membership. This email resulted in a sizable number of news items from IMACC members around the state. I would like to see this process continue. The submission due dates are: October 15, January 15, and April 15.

The number and cost for the mailings run around 125 copies for a cost of around \$360.00.

Currently only the electronic copy contains all committees and their activities. Only selective committees on the paper copy to save on expenses.

Diane Koenig stated that there is not currently anything on the paper form of the newsletter for people to send in to change to the electronic format, but there is a check box on the membership form. Steve Kifowit asked if the newsletter was still being sent to college Vice Presidents and contact persons? Diane confirmed that this was still the case. It was suggested that a statement be added to the paper copy that people had 1 year to contact Diane Koenig stating that they still wanted a paper copy, otherwise they would get an electronic copy after that year. With regard to social media that has not been much posting. A decision was not reached about whether or not there should be more.

i. Treasurer's Report (Natalie McGathey)

Natalie McGathey reported that not much has changed since April other than membership payments coming in. One discrepancy that was noted by Natalie was the donations to the scholarship from game night. She forgot to transfer from checking into savings of \$689 until July. With regard to finding other options for a CD, Natalie found one at Midland Bank and will transfer funds before the next board meeting. Linda Blanco stated that \$160 from t-shirt sales in 2016-17 should be moved to the general scholarship fund. Steve Kifowit asked about monies from the conference. It still needs to be determined if IMACC made any money from the conference. Steve also raised a question about returned registration/fee checks that bounced. Natalie reported that the person/s have been contacted and is waiting for a new check. Natalie would like to know if she should take any other action. Steve said that in the past if after several communications there was no payment, then nothing happened and it was just written off. The board discussed what should happen and concluded that if it doesn't cleared up, then the person cannot attend/register for another conference until payment is made.

j. Budget Committee (Natalie McGathey)

Nothing to report. Budget is the same as it was in April.

k. Curriculum Committee (Keven Hansen – not present)

No report.

l. Nominations & Elections Committee (Sunil Koswatta)

The board discussed how to get more new people involved on the board and committees. One possibility is having a virtual option for board meetings. May get more participation from Southern colleges. Especially if there are a few from the Southern colleges – they could determine a place to all meet and then participate with the main meeting virtually. This needs to be an ongoing discussion about how to get new members of the board and committees.

m. Publisher/Exhibitor Coordinator (Rodger Hergert)

Steve Kifowit reported Rodger will continue for now, but will need someone to take over duties next year when Rodger takes over as conference coordinator. Send recommendations to Steve Kifowit. In the mean time, Steve will start talking with folks who have shown interest in being involved.

n. Conference Coordinator (Sunil Koswatta)

Sunil Koswatta recommended that the fee for 2018 remain the same as for 2017. Chris Riola made a motion to keep registration fees the same as last year. Kyra Rider seconded. The motion carried unanimously.

o. Program Committee (Steve Kifowit)

Steve Kifowit reported that he is working on getting Keynote speakers, and has just started working on session speakers. Would like input on discussion panels. The following were recommended: Transition Math (PWR Act), Department Chairs, Birds of a Feather. Steve reported that he had asked Keven Hansen about suggestions and Keven recommended a Legislative Update by either Emily or Brian, and that there should be a Roundtable Discussion about the PWR Act.

p. Webmaster (James Jones – not present)

Dan Kernler asked James Jones when he was willing to transition, and he replied "as soon as possible".

VI. Old Business

- a. New website update: Dan Kernler reported that progress has been slow and it's still early in the process. He does not have a timeline yet and is frustrated with the contractor. It is a WordPress site and it the basic/test site can be viewed at imacc.isrv.tech
- b. AMATYC Scholarship –Jeremy McClure received and will be attending

- c. AMATYC Delegates – State: Diane Koenig, Jeremy McClure; Affiliate: Steve Kifowit, Paul McCombs, Natalie McGathey. Some delegates reported that they had not gotten their packets.
- d. ISMAA Delegate: Keven Hansen has agreed to continue, Steve Kifowit reported that he would like to and will be more involved with ISMAA. Keven reported that ISMAA is looking to get more 2-year faculty involved.
- e. Policy and Procedures document: Steve Kifowit has made a few changes to the draft, but does not yet have it ready for review. Any policy changes since the April meetings have been added to the manual.

VII. New Business

- a. **Conference Registration Waivers:**
Offer 5 again. Target schools that haven't participated. Diane Koenig agreed that it should be in the next newsletter. Natalie McGathey recommended that it be mentioned to people when they are contacted about letting their memberships lapse – note it as a possible benefit of membership. Steve Kifowit will write something for the newsletter about it.
Kyra Rider made a motion that IMACC provide 5 registration waivers for the conference using the previously established requirements, including applying by February 1st. In addition if there are more than 5 applications, Sunil Koswatta may choose 5 at random from the applications. Dan Kernler seconded. Motion carries unanimously.
- b. **AMATYC Presidential Scholarship**
Steve Kifowit reports that there has only been one submission and he will submit it tomorrow.
- c. **April 12-14, 2018 Conference:**
It is the same weekend as Mom's Weekend again, however it doesn't seem to be an issue any longer.
- d. **Future Conference dates**
 - i. AMATYC: November 9-12, 2017
 - ii. ISMAA Tri-Section Meeting at Valparaiso: March 23-24, 2018
 - iii. IMACC 2019: April 11-13, IMACC 2020: April 2-4
- e. **Institutional membership and voting rights:**
Constitution Article IV: Dues are paid by all members or institutions at the rate set by the Board of Directors. Payment of annual dues qualifies an individual as a voting member. A member institution may designate one person as a voting member and as a delegate to the Annual Meeting.
Does this mean voting in elections or in elections *and* at the annual meeting? We are already using the person who attends the conference as the institutional registration as the delegate. Does this mean a member who is also the Institutional Delegate get to cast 2 votes? Please send Steve Kifowit your thoughts on this matter.
- f. **End Friday board meeting?**
Steve Kifowit reports that he has received legitimate comments and proposals about doing away with the Friday night meetings. He stated that the board has been doing a good job of making them shorter.
Suggestions: Maybe do an old and new board meeting on Thursday. Or move the meeting to Saturday morning since there is value in having a meeting at the conference. Perhaps a standard adjournment time instead of going on until all work is finished. Or have a Saturday working breakfast for the board, keeping the meeting to 1.5 hours (maybe move the first session back a little bit), and only use a Friday night meeting only if necessary, as determined by work and agenda set on Thursday. It was determined that the Friday meeting would be moved to Saturday during breakfast.

VIII. Other

- a. **Next board meeting:** April 12, 2018 at Parkland College, Room X219 (same as last 2 years), from Noon until 4 or 5 pm. Thanks to Omar Adawi. More details will come later.
- b. IMACC Journal – no discussion.

IX. Adjournment

Dan Kernler moved to adjourn the meeting, Paul McCombs seconded, the meeting was adjourned at 4:52 pm.

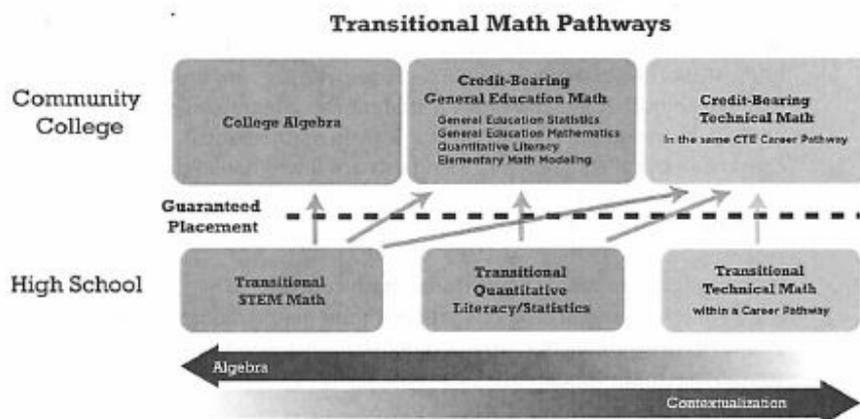
Respectfully submitted,
Amy Frankel
Secretary, IMACC

Attached: Handouts from Kathy Almy's presentation

DRAFT

9. **What happens if a student changes paths?**

The paths have been designed to allow students to receive guaranteed placement for the path they are in or one that requires less algebra. Students who change to a path requiring more algebra may be subject to a college's placement procedures. This may include options such as placement tests, bridge courses, or co-requisite courses.



10. **Are there materials available?**

Schools will need to choose and/or create content to satisfy the competencies as well as meet local goals. Some materials exist including open education resources, but they will be expanded with problems, projects, lessons, and assessments from Illinois high school and college math teachers.

11. **How will teachers be ready to teach transitional math courses?**

Useful, timely, and ongoing professional development will be provided in person and online for teachers.

12. **Who owns the course, high schools or colleges?**

The transitional courses are developed and administered through partnerships between high schools and colleges. Teachers, administrators, and student services personnel from each level will work together to create the course(s) in a collegial way that is respectful of the skill sets and perspectives each brings. Professional trust is essential to develop, implement, and improve the courses.

13. **How will rigor be ensured so that students are ready for the college math course(s) in their pathway?**

A set of policies is being created by a statewide panel comprised of administrators, faculty, agency personnel, and policy leaders at both the K-12 and postsecondary levels. The policies state the expectations that must be met for a course to be approved at the state level in a similar way that articulated college courses are approved by IAI panels. Ongoing evaluation of the courses will continue to ensure standards are being met.

14. **What happens if a student does not pass a transitional math course?**

Students who do not pass will be subject to a college's placement procedures.

15. **Will existing transitional math pilots need to be modified once the final state criteria are finalized?**

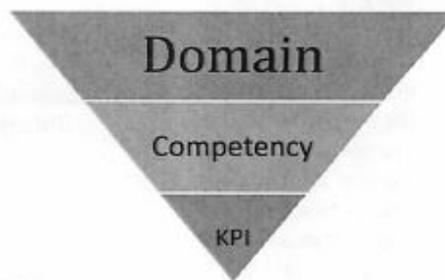
ISBE, ICCB, and IBHE are working with the statewide panel to adopt all final policies and competencies for transitional math courses by June 30, 2018. After that, the state agencies will adopt a multi-year statewide implementation plan. While high schools and colleges will need to adhere to these policies and competencies to ensure statewide portability, the statewide implementation timeline will provide adequate opportunity for existing pilots to modify their delivery models as needed. Many high school and college partnerships have found a small-scale pilot to be an invaluable step for creating professional trust and a shared understanding for delivery of these courses. The state agencies encourage all high schools and colleges to commence the piloting of transitional math approaches even as the statewide criteria are finalized.

For more information about the transitional math competencies and for an opportunity to leave feedback, please go to <http://www2.iccb.org/iltransitionalmath/>. You can also email Kathleen Almy at kalmy@niu.edu. She coordinates the implementation of transitional math courses for Illinois.

FAQ

PWR Act Transitional Math Frequently Asked Questions

- 1. What is a competency and how is it different from a standard?**
In the PWR transitional math courses, competencies are broad learning goals that illustrate how a student can integrate and apply skills in authentic situations for a given mathematical content area, called a domain. Standards are finer grain in the skills they describe and are closer to the key performance indicators (KPI) within each competency.
- 2. Who is eligible to take a transitional math course?**
Any high school senior who has satisfied their math graduation requirements. While transitional math courses are intended for students that do not meet the college and career readiness benchmarks, other students may take transitional math courses after consulting with a counselor.
- 3. Why should a high school senior take a transitional math course?**
Passing a transitional math course gives a student guaranteed placement into certain college-level math courses, removing the need for a math placement test when a student starts college. These courses will significantly reduce the likelihood of a student needing remedial math coursework at college, saving time and money and increasing the chances of college completion.
- 4. Does guaranteed placement apply to Illinois universities as well as community colleges?**
Under the law (HB 5729; Public Act 99-0674), only Illinois community colleges are required to accept the transitional math placement. However, universities must openly state if they will or will not accept the placement, and many universities are considering accepting placement. Some university faculty and IBHE directors have been part of the development of the competencies as well as part of the policy conversations to ensure the creation of courses that will be acceptable to both community colleges and universities.
- 5. How long does the guaranteed placement last after a student receives it?**
Guaranteed placement lasts for 18 months after a student receives it.
- 6. Does a student have to take a placement test at the end of the transitional math course?**
No. While a course may include a large assessment in the grade, there is a limit on how much that assessment can count.
- 7. Are these courses repeats of current high school courses or traditional remedial college courses?**
No. Transitional math courses will have topics from math courses students have taken in 9th – 11th grade, but the experience and expectations are different. Also, the courses will not be the traditional remedial college courses prealgebra, beginning algebra, or intermediate algebra. These courses are not skill based, but instead focused on the integration and application of skills in larger problems.
- 8. How is the content different from the Common Core?**
In transitional math, students are expected to connect and apply many concepts continually on large problems and projects. The CC/ILS are still about learning a large collection of skills, albeit with meaning and understanding. Content is sometimes developed with large problems and projects, but not necessarily. This course is about reducing the list of skills to an essential set, putting those skills together often, and reducing any deficits in them. The end goal for the student is to apply their knowledge to larger problems relevant to them as a future employee, citizen, and college student. Also, transitional courses won't repeat every skill students have seen before, but instead just the ones they need for the outcome math course they will take.



Transitional Math Update – October 14, 2017

An update from the Postsecondary Workforce Readiness Act Transitional Math work.

- These 3 pathways will be based on a student's postsecondary plans so students will need to be working through their postsecondary options by their junior year. This is aligned to the PaCE Framework adopted by the state agencies this spring.
- On the next page is a graphic to help explain these math pathways and their guaranteed portability
- The default course if a student doesn't know their postsecondary plan is Quant Lit/Stats.
- Even if the competencies sound similar to courses already provided in developmental education sequences, the courses themselves will have the content highly contextualized to careers within those categories.
- Implementation will be the responsibility of the state agencies and even though ICCB is committed to "bringing everyone on board" the law emphasizes that it is the local high school-community college who co-develops the actual course.
- Four-year institutions must be included in these discussions to build the actual courses, if they ask.
- Kathy Almy has a position at the NIU P20 Center to work with ICCB math initiatives. She will be leading the transitions work statewide which includes the competencies, policies, implementation, professional development, and assessment of the courses.

The statewide panel met on August 10th and October 11th to get an update on the subcommittee competency work and work on policy issues.

- 11th grade projected readiness which must be determined for juniors through a multiple measures approach that shall include standardized assessment, GPA and high school math courses
 - Workgroup created to make recommendation to statewide panel in January
 - Has faculty, admin, advisors from HS and college as well as agency personnel, a College Board rep, and policy makers
- Placement into the course based on a senior's post-secondary goals
- Guaranteeing statewide portability
- Revising local courses which are already being delivered locally to ensure portability

All three subcommittees have draft competencies from their summer webinar meetings and their 3rd statewide meeting on August 29th. These draft competencies are going through final editing from the statewide panel. Next, they go out for public comment on October 23. See this website for the documents and survey to share your comments:

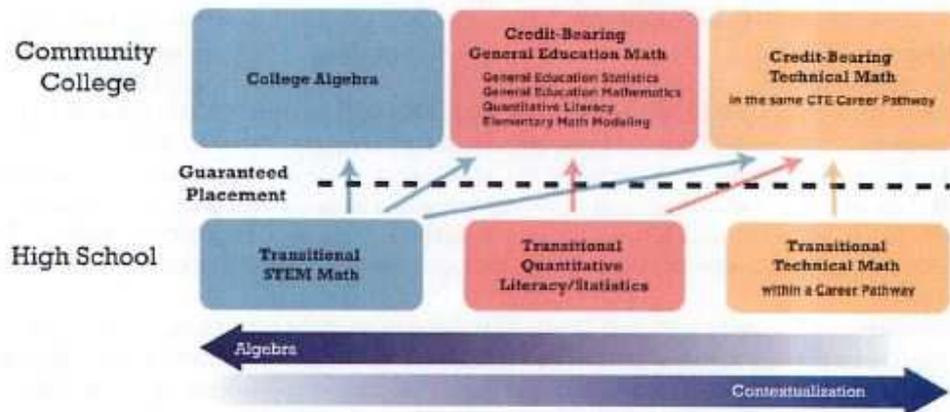
<http://www2.iccb.org/iltransitionalmath/>

There will be content competencies, process competencies and strong alignment to the Illinois Learning Standards.

Public commenting will be from October 23 through December 31, 2017.

- *Some common are being for faculty (HS & college)*
Quant Lit/Stats – This subcommittee continues to move forward leaning on the work already done around the state with the PMGE (preparatory mathematics for general education) course from the IMACC articulation guide. The main difference between this transitional math course and PMGE is that there will be guaranteed portability to other colleges.
- STEM – This subcommittee has engaged in discussions about the role of College Algebra and which majors require it and which don't and why. These competencies will lead to College Algebra and be intended for students interested in STEM careers.
- Tech Math – This subcommittee has considered two key issues related to the need for courses to be highly contextualized within a particular career pathway. The first issue is that the courses will be for students to meet the math expectations as they progress through a specific career pathway and so the courses will not be as transferable across different careers. The second issue is that the actual courses will need to be very different for different pathways. The mathematical competencies might be the same but the course experience will be much different.

Transitional Math Pathways



Students who change to a path requiring more algebra may take a placement test or use alternative options, such as bridge courses or co-requisite courses, to accelerate that change.

Sample from draft policies:

5. Rigor and standards

The high school and college must agree to a grading structure that will include formative and summative assessments such that receiving a C or better indicates the competencies for the course were met and the student is considered ready for college-level math coursework in the appropriate pathway.

- At least 25% of the overall grade must come from problem or project-based learning tasks
- A single assessment may not be more than 50% of the final grade in the course
- Grading standards should align with the college's grading policies and criteria

Sample from technical math competencies:

Number System Competencies:

- 1) Students can use their understanding of operations with real numbers in authentic contexts.

Key Performance Indicators:

- Analyze proportional relationships and use them to solve contextualized and mathematical problems.
- Compute unit rates associated with ratios of fractions, decimals, and percents, and including ratios of lengths, areas and other quantities measured in like or different units.
- Apply properties of operations to calculate with numbers in any form including signed numbers.
- Convert between forms as appropriate.
- Assess the reasonableness of answers using mental computation and estimation and rounding strategies.
- Use rational approximations of irrational numbers to compare the size of irrational numbers, and estimate the value of expressions (e.g. $\pi/2$).