

Attending: Ronald Smith, Jason Holland, Darryl Linde, Matt Myers, Myron Rigsby, Nicholas Zoller, Tom McNamara, Chris Francisco, Cherish Tucker, Michael Lloyd. Mark Johnson, Farrokh Abedi. Jeanine Myers, Jennifer Quinn

Thanks to Ron Smith (HU) for taking notes

Myron Rigsby (UAFS) asked for the names of any retirees.

Nick Zoller (SNU) discussed the policy and procedures for using undergraduate students as graders. How do you train students graders? Most schools use them, but some only use upper-level undergraduates. Others use an online grading system like MyMathLab so this is not an issue. One school requires student graders sign a contract and confidentiality agreement. One school requires math-education students to teach in the math lab with a professor present.

How do you educate students graders and faculty about The Family Educational Rights and Privacy Act (FERPA)? Some schools provide a short course on FERPA with an online quiz for both faculty and students. Matt Myers (UO) said that their student graders told him that they could use this information for graduate school or teaching.

Nick Zoller said that Southern Nazarene University is not required to do Math Pathways. Students often take College Algebra as a terminal course or as a prerequisite for chemistry. They started a new course that meets four days per week to help students in College Algebra. Another school has a similar approach, and it has a higher pass rate than the usual College Algebra. Arkansas Tech University has a College Algebra with a lab that meets for six hours per week for students ACT scores of 19 or 20. Some departments require students with ACT scores of 17 or 18 to take the co-requisite College Algebra and those with an ACT of at least 21 can take the regular College Algebra. Some departments vet students to ensure that they were placed in the correct introductory mathematics course by their advising center. One school caps College Algebra at 35 if there is a lab and 40 to 50 for the usual sections. Some schools have College Algebra sections where half the students in a class are taking it in the co-requisite format; this worked well but required an effort to ensure the classes were split equally. Arkansas Tech University uses student helpers in its larger classes.

Please see the results of a quantitative literacy (QL) poll for the OK-AR section at the end of this report as was requested by Deborah Korth (UA). Some schools offer QL while others use a statistics course. Oklahoma State University has a modeling course that is more popular than their QL option; the modeling class assumes less algebraic knowledge than College Algebra and helps students move into more disciplines than QL. Henderson State University started a Statistical Reasoning class in the fall as an alternative to QL, but Arkansas has some resistance to such a course that does not cover confidence intervals or hypothesis testing. Most school's QL courses include about 25 to 33% statistics. The Oklahoma State University mathematics department opposes an introductory statistics course, but other departments want it. They found that departments that have their own statistics courses would prefer students to take QL as the prerequisite.

Amy Benzi (NPC) wanted us to examine her online QL course.

Michael Lloyd (HSU) asked any chair at the meeting if he or she did not receive an email about the chairs' meeting agenda. Some suggested that he ask the chairs to remind their faculty about any upcoming meetings because we no longer have liaisons. Jenny Quinn said that we will have an affinity groups on the new MAA platform where you contact an entire section which may help with communication problems.

It is not too late to send department news to lloydm@hsu.edu.

In response to Carolyn Eoff's (HSU) question, all schools have switched to online undergraduate catalogs. Some have well organized bookmarks, use specialized software, and one department prints its own to assist with advising.

What national test do you use for your graduating students? The Major Field Test (MFT) is used by some, but it is difficult for small schools to get detailed results. One school provides an afternoon of review before their students take the MFT. Another includes the results as part of their seminar grade,

There was a brief discussion about assessment for program review before we ran out of time.

Respectfully submitted,  
Michael Lloyd (HSU) substituting for Carolyn Eoff

### Introductory Mathematics Frequency Counts for 2018-2019

School	Semester	prCA	coCA	prQL	coQL	prOth	coOth	Notes	Submitter
CBC	fall	58							Amber Strain
CBC	spr	34						developing co	Amber Strain
CU	spr	225	51	64	25	79	12	QL=SM, Oth=SR	Narayan Thapa
ECU	spr	141	11	35					Andrew Wells
HSU	fall	358	132	67	32	13		Oth=SR	Michael Lloyd
HSU	spr	110	87	35	16			SR did not make	Michael Lloyd
HU	spr	113	10			200		pilot co, Oth=ES	Ron Smith
NSU	spr	176	89	50	14				Darryl Linde
NWOSU	fall	100	75	45	45			2019	Timothy Maharry
NWOSU	spr	53	26	47				coQL starts fall	Timothy Maharry
ORU	spr	109				152	27	Oth=ES, †	Andrew Lang
OSU	fall	405	209	53		305	94	Oth=Modeling	Chris Francisco
OSU	spr	139	90	36		135	62	Oth=Modeling	Chris Francisco
OU	fall	511	37	143	114				Noel Brady
SAU	fall	272	55	61	12				Md Karim
SAU	spr	123	9						Md Karim
SNU	spr	21	31			5		Oth=SR	Nick Zoller
UAF	spr	204	246	76	19				Mark Johnson
UALR	spr	139	119	26	38				Minh Van Nguyen
UAM	fall	140	37	87	109			QL=SM	Morris Bramlett
UAM	spr	63	7	64	84			QL=SM	Morris Bramlett
UCO	spr	337	238	300					Jesse Byrne
USAO	spr	9	2	75				developing coQL	JC Sanders

CA = College Algebra

co = co-requisite

† = All majors at ORU have ES as their general education mathematics requirement.

ES = Elementary Statistics

pr = prerequisite (Thanks to Narayan for idea)

Oth = other

QL = quantitative literacy

SM = Survey of Mathematics

SR = Statistical Reasoning