

Committee on Preparatory Education Meeting
Minutes
November 06, 2013

Present: Bruce Cooperstein (Chair), Gabriel Elkaim, Sarah-Hope Parmeter (ELWR Coordinator), Stephen Sweat (NSTF Rep), SUA and GSA reps. TBA, Susanna Wrangell (staff).

Absent: None.

I. Announcements

Members approved the minutes of October 16. There were no additions to the updated glossary reference for members to address during the year.

II. Online Math Placement Exam (MPE) Questions for Review and Discussion

It is our understanding that each question on the exam has a pool with 43 questions, and clones of questions with 43 answers. The exam chooses randomly from the pool so the answer is the same but the questions are a variation. Members felt the exam could use a little bit of editing and re-working of questions. The test should be global with key placement of multiple choice questions, increasing the difficulty as the test progresses to avoid brain fatigue. Members wanted to know the value added by having a subject header before each type of math area such as for algebra, geometry, etc.

Committee members reviewed the questions and had the following suggested changes:

- Perhaps remove the language “*Do you understand . . .*” and replace with a question: *To achieve appropriate math placement, calculators, books and talking to others are not permitted during this test?*
- Question 6: good format and consistent answers so guessing would be hard to do
- Question 8: Remove the answer 1/3 and choose one that matches the others format, this answer is different from all the rest. C,D, & E are throw away choices, replace these with versions of a and b
- Question 13: a student must know how to compute the equation but could guess $1/2x$, should this be a fill in the blank answer?
- Questions 14, 15, 16, & 17: Could not answer without the figures
- Question 18: students cannot guess, these answers are all consistent, have the same formatting
- Question 19: make more consistent answers if $y^2 - x$ minus seven halves students maybe drawn to answer D
- Question 20: Change B to match a distractor more like answer A or give less choice offerings
- Question 21: Distractors for b and e seem odd and $y^2 + 1$ is better
- Questions 23: Should be moved closer to the beginning of the test due since it is not difficult
- Question 24: is a good example for second year algebra
- Question 25: Has been updated from last year and should be at the beginning of the test, as it is relatively simple
- Question 26: Distractors are not good enough and should be changed, to be more consistent, as the students can eliminate the reciprocals quickly and guess

- Question 27: Relatively easy and should appear earlier in the exam
- Question 32: Should be near the end of the exam due to level of difficulty
- Question 33: Need graphs to do translations
- Question 34: Simple problem choose the difference between two graphs, move this closer to the beginning of the exam
- Question 35: Standard problem taught in high schools, inverse function, re work the distractors and move to the beginning of the exam
- Question 36: Distractors are too easy to guess at, c and d would be immediately illuminated
- Question 37: No suggestions.
- Question 38: Very simple problem move to the beginning of the exam
- Question 39: Students have the guidance of a picture to simplify the problem, it should be placed nearer the start of the exam.
- Question 40: Difficult problem with a prism and is well placed
- Question 41: Trigonometry leave this question here.
- Question 42: Also appropriately placed
- Question 43: Trigonometric problem appropriately placed.
- Question 44: Ambiguous question, does it have two right answers, 5 or -5, what is the correct answer
- Question 45, 46: Drawings are missing and members cannot comment.

III. Math 2 Online Course Offering Pilot Informational Only

The discontinuance of the Math2 Stretch program and the introduction of the new Tutor/Coach pilot was not discussed due to a lack of time.

Summary: Tutors meet with students on a contractual basis which includes weekly meetings, email support and pre-exam sections. After the first check in this quarter all students who signed up are participating.

As this agenda item was informational only, it may be placed on a future agenda if necessary.

IV. Members Items: None

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