

# NEWS

Opening Doors  
Through Mathematics



Volume 22, Number 5  
October 2007  
ISSN 0889-3845

## PROJECT ACCESS

by Karen Gaines

This fall will be a transition time for Project ACCESS. The project was originally started as a joint effort between AMATYC and the MAA. A grant from ExxonMobil funded the first three Cohorts of Fellows. The last of these groups of Fellows will be attending the AMATYC Conference in Minneapolis as their second AMATYC conference.



This year, the AMATYC Board decided to continue with the project. Renamed AMATYC Project ACCESS, the project will still have the same goal to provide experiences that will help new faculty become more effective teachers and active members of the broader mathematical community. It is exciting to note that Fellows from the first two Cohorts are now involved in leadership roles for AMATYC Project ACCESS. Several Fellows are either serving as assistants to the project coordinator, or are participating as leaders or helpers in the workshops this year.

The first group of Fellows for this new era (Cohort 4) has been chosen:

John Robert Bakken	Wake Technical CC, NC	Anne Praderas	Austin CC, TX
Annette Benbow	Tarrant County College, TX	William Rolli	College of Lake County, IL
Heather Bubnick	Lorain County CC, OH	Lauren Rossi	Delaware Technical CC, DE
Elena Dilai	Monroe CC, NY	Asher Shamam	Pasadena City College, CA
Evan Grant Evans, Jr.	Frederick CC, MD	Roy Simpson	Cosumnes River College, CA
Heather Foes	Rock Valley College, IL	Kathleen L. Speicher	Corning CC, NY
Kira Heater	Laramie County CC, WY	Tina T. Starling	Wake Technical CC, NC
Benjamin King	Roane State CC, TN	Jennifer Stovall	Montgomery College, MD
Mark R. Marino	Eric CC, NY	Janine Termine	Mercer County CC, NJ
Mark Monroe	Marshalltown CC, IA	Carol L. Tracy	Highland CC, KS
Debra K. Olson	Spokane Falls CC, WA	Sandra Wildfeuer	Univ of Alaska Fairbanks Interior, AK
Marsha Pease	North Shore CC, MA	Lisa Annette Williams	College of the Albemarle, NC

These Fellows will attend the 2007 AMATYC Conference in Minneapolis as well as the 2008 AMATYC Conference in Washington, D.C. They will also be attending a local/regional conference for AMATYC, MAA, and/or NCTM in the interim.

In Minneapolis, the Cohort 4 Fellows will be joining the ExxonMobil ACCESS Fellows in Cohort 3. Cohort 3 Fellows first met in Cincinnati. During the past year, they have attended a MAA section meeting, completed a project, and communicated with one another through the ACCESS email list. The email list connects Fellows with each other and with Consulting Colleagues. Thanks to the Mathematics Association of America for continuing to host the listservs for Cohort 3 and Cohort 4.

The AMATYC Board believes that Project ACCESS (Advancing Community College Careers: Education, Scholarship, Service) has been successful by all accounts. It has achieved its goal by developing a cadre of new community college faculty who are effective members of their profession. The Board is confident that the project will continue to meet and exceeds its expectations.

### INSIDE THIS ISSUE

- 2 President's Corner
- 3 Call for Proposals
- 4 AMATYC Opportunities
- 5 Crossroads Corner
- 6-7 Committee Reports
- 8 News from Coast to Coast
- 8 Calendar of Events
- 9 Summer Institutes
- 11 Window on Washington
- 12 AMATYC Foundation
- 12 Dates to Remember



## KATHY MOWERS OWENSBORO COMMUNITY & TECHNICAL COLLEGE OWENSBORO, KY

As I review my two years as president of AMATYC, I am awed by the unbelievable commitment of AMATYC members and by how much our members and the organization contribute to our profession. How does AMATYC support faculty, mathematics departments, institutions, and the mathematics education community? I'd like to highlight some of the many excellent projects, activities, and resources available to AMATYC members.

One obvious answer would be our latest publication, *Beyond Crossroads: Implementing Mathematics Standards in the First Two Years of College, BC Live!*, and other online resources. With the support of its affiliates, AMATYC is striving to disseminate the message beyond AMATYC members.

Another contribution is the quality conference that the conference team plans with numerous strong, exceptional speakers, who are typically AMATYC members. Members sharing with members is one of the primary reasons that my colleagues attend our conference. AMATYC members giving all that they can to improve mathematics education at two-year colleges is why AMATYC is the strong organization it is.

AMATYC continues to collaborate with affiliates and two-year colleges to offer quality summer professional development offerings in locales that members might enjoy. In 2007, the Southwest Region sponsored a wonderful regional conference, Grand Rapids CC hosted another successful Teacher Prep Institute, and working with Teachers Teaching with Technology Ed Laughbaum offered another great Institute at Duck, NC. With NSF support, AMATYC offered another highly effective Mathematics Across the Community College Curriculum Institute that not only supported our mathematics faculty and departments, but helped the attendees forge better connections with colleagues in other disciplines.

AMATYC Position Statements support many of our members in responding to issues important at their colleges. As president, I am frequently asked whether AMATYC has anything in writing that a faculty member can take to their Chair, Dean, or [fill in the blank] to support what that member believes to be a crucial need locally. My first action is to review the Position Statements located under Publications at the AMATYC website ([www.amatyc.org/documents/Guidelines-Position/](http://www.amatyc.org/documents/Guidelines-Position/)). Sometimes there is not a pertinent Position Statement, but when there is I share it with the requestor with a silent thanks to the committee that wrote it, the members who helped refine it, and the delegates who approved it. With our process, the AMATYC President and members can share position statements with confidence that they represent the consensus of the two-year college community at the time of approval.

Since 1984, the Technology in Mathematics Education committee has had several Position Statements approved by the Delegate Assembly: *The Computer Education Position Statement*, the *Position Statement on Use of Internet Resources to Enhance Mathematics Instruction*, and the Position

Statement on the *Instructional Use of Technology in Mathematics*. Given the changes that have occurred in technology since approval, over the last three years, the Technology in Mathematics Education committee has been working diligently to update their position statements. At the conference in Minneapolis, there will be a forum on Thursday evening to allow discussion on the proposed Position Statement, and then on Saturday, the Delegate Assembly will be asked to adopt the statement on the *Use of Technology in Mathematics Education*.

As I write this, my last President's Message, I want to thank the outstanding leadership team who has labored diligently with me since November 2005: the Board, Chairs, Coordinators, Directors, Editors, the Office staff, and all those who have willingly served when asked! Without this wonderful team, serving as your President would be impossible! I wish every success to incoming President Rikki Blair. She will be an outstanding President!

Most importantly, I'd like to thank each member for all he or she gives each day in the classroom, to affiliates, and to AMATYC. I hope to see you in Minneapolis, the "northern-most" suburb of New Orleans, for what is sure to be a spectacular, educational event organized by the wonderful conference team!

### JOIN AMATYC

**BECOME A MEMBER OF AMATYC TODAY**

CONTACT:

**AMATYC OFFICE**  
 5983 MACON COVE  
 MEMPHIS, TN 38134  
 901.333.4643 FAX 901.333.4651  
[amatyc@amatyc.org](mailto:amatyc@amatyc.org) [www.amatyc.org](http://www.amatyc.org)



# CALL FOR PROPOSALS FOR 2008

by Wanda Garner, Program Coordinator

Join your colleagues in “Washington, D.C.-A Monumental Place for Mathematics” on November 20-23, 2008, when we gather for AMATYC’s 34<sup>th</sup> Annual Conference. Proposals to present a session or workshop will be accepted electronically through the AMATYC website at [www.amatyc.org](http://www.amatyc.org) beginning November 1, 2007, through February 1, 2008.



Presentations that focus on examples, model projects, or topics that are illustrative of implementing the *Beyond Crossroads* standards are particularly encouraged, as are proposals from two-year college educators; but, any topic appropriate for the first two years of undergraduate education in mathematics or for the professional growth of two-year college mathematics faculty will be considered. The five Implementation Standards, followed by examples of possible topic areas within each standard, are:

## 1. Student Learning and the Learning Environment

*Faculty and their institutions will create an environment that optimizes the learning of mathematics for all students.*

Topics include: learning and teaching styles, responses to diversity in the classroom, mathematics anxiety, and student support and resources.

## 2. Assessment of Student Learning

*Faculty will use the results from the ongoing assessment of student learning of mathematics to improve curricula, materials, and teaching methods.*

Topics include: classroom assessment, course assessment, program assessment, and placement.

## 3. Curriculum and Program Development

*Mathematics departments will develop, implement, evaluate, assess, and revise courses, course sequences, and programs to help students to attain a higher level of quantitative literacy and achieve their academic and career goals.*

Topics include: developmental mathematics, college algebra and above, quantitative literacy, statistics, teacher preparation, technical mathematics, and other courses meeting general education mathematics requirements.

## 4. Instruction

*Mathematics faculty will use a variety of instructional strategies that reflect the results of research to enhance student learning.*

Topics include: distance learning, hybrid courses, technology in the classroom, group/inquiry-based learning, self-paced instruction, and implementation of standards-based instruction.

## 5. Professionalism

*Institutions will hire qualified mathematics faculty, and these faculty will engage in ongoing professional development and service.*

Topics include: extension of mathematics content knowledge, professional development and service, programs for mentoring new faculty, scholarship of teaching and classroom research, and history of mathematics.

# STUDENT MATHEMATICS

## LEAGUE

by Susan R. Strickland

I began my role as the new Student Mathematics League Coordinator this summer and am anxiously awaiting the Round 1 competition! The dates for this year’s Student Mathematics League competition are:

Round 1: Friday, October 19, 2007 through Saturday, November 3, 2007

Round 2: Friday, February 15, 2008 through Saturday, March 8, 2008

The state of California swept the 2006-2007 SML competition with the top five teams:

1. Los Angeles City College (CA), 288.5 points
2. West Valley College (CA), 264.5 points
3. Santa Monica College (CA), 253 points
4. Pasadena City College (CA), 235 points
5. De Anza College (CA), 225 points

The top teams last year by region were:

- ◆ Northeast, Middlesex CC (MA) and Massasoit CC (MA) tied
- ◆ Mid-Atlantic, Brookdale CC (NJ)
- ◆ Southeast, Indian River CC (FL)
- ◆ Midwest, College of DuPage (IL)
- ◆ Central, Johnson County CC (KS)
- ◆ Southwest, Austin CC (TX)
- ◆ Northwest, Bellevue CC (WA)
- ◆ West, Los Angeles City College (CA)

The winner of the Charles D. Miller Memorial Scholarship will be announced at the AMATYC Conference in Minneapolis.

While you are planning your conference activities, make note of the annual Faculty Mathematics League competition. This year, it will take place on Friday, November 2, 11:45 a.m.-12:35 p.m.

If your school is not already participating in the SML, please visit the website at [www.amatyc.org/SML](http://www.amatyc.org/SML) to learn more. If you are already a moderator, please introduce yourself to me in Minneapolis so I can begin to get to know the people who make this competition possible. I look forward to working with you!

## TRAVELING WORKSHOP AND STUDENT MATHEMATICS LEAGUE COORDINATORS APPOINTED

In July 2007, Patrick (Pat) Averbek was appointed to serve as the AMATYC Traveling Workshop Coordinator. Pat is a faculty member and Distance Learning Mentor at Edmonds CC, Lynnwood, WA. He has been very active professionally, including presentations at AMATYC conferences. Contact Pat at [patrick.averbeck@edcc.edu](mailto:patrick.averbeck@edcc.edu) if your college is interested in hosting a Traveling Workshop.

Susan Strickland was appointed as Student Mathematics League Coordinator at the Spring Board Meeting and began serving in June. Susan teaches at the College of Southern Maryland (CSM), Leonardtown, MD, where she served as an SML moderator before taking on this new role. She has been a technical editor for several popular mathematics help books and is the faculty advisor of the Science and Math Club at CSM.

## WHAT IS AN AMATYC RESEARCH ASSOCIATE?

An AMATYC Research Associate (ARA) appointment is an opportunity for AMATYC members who are interested in doing classroom research or research on practices in mathematics instruction at two-year colleges. The research may be in conjunction with activities such as graduate work, a sabbatical, or a grant. AMATYC will be able to provide support to ARA appointees such as labels, publicity, and recognition.

Requests for an ARA appointment can be made at any time during the year. Interested members should submit a statement of interest, an outline of the research proposal, a resume, and letters of support from their institution and/or graduate program to the AMATYC Executive Director of Office Operations, Cheryl Cleaves, at [ccleaves@amatyc.org](mailto:ccleaves@amatyc.org).

The ARA appointee will be expected to report back to the Board about the project and to submit an article to *The AMATYC Review* concerning the outcomes of the research associated with the appointment.

## CONSULTING PROFESSOR

AMATYC members on sabbatical or retired members are invited to propose a project that may be of interest to you and also useful to AMATYC, and to be appointed as an AMATYC Consulting Professor. This is a way to contribute to the profession and to advance the mission and goals of the organization.

Examples of potential projects include, but are not limited to, assisting with the upcoming climate survey; helping to design a creative membership drive for AMATYC; helping to update the AMATYC membership database; designing an AMATYC fundraising campaign; or engaging in an empirical study of an innovative classroom technique or an important issue to AMATYC.

Don't feel limited by the list above. Your project should be unique to you and your interests, completed during a quarter or semester, with AMATYC providing technical and secretarial support.

A consulting professor should be an active member in AMATYC, have full-time sabbatical leave or be retired, and make a commitment to complete the agreed upon project in one quarter or semester, from his/her home or college.

Interested applicants should send a statement of interest, an outline of their project, and a resume to Cheryl Cleaves, AMATYC Executive Director of Office Operations, Southwest Tennessee CC, 5983 Macon Cove, Memphis, TN 38134. The materials may also be emailed to [ccleaves@amatyc.org](mailto:ccleaves@amatyc.org) or faxed to 901.333.4651.

## THE 2008 MATHEMATICS EXCELLENCE AWARD

Honor a Colleague by nominating them for the 2008 Mathematics Excellence Award. Nominations must be received by the committee chair, Judy Ackerman, by **November 2, 2007**. For complete details visit [www.amatyc.org/awards/MathExcellence/index.htm](http://www.amatyc.org/awards/MathExcellence/index.htm).

## FUTURE AMATYC CONFERENCES

2007	New Orleans in Minneapolis	November 1-4
2008	Washington, D.C.	November 20-23
2009	Las Vegas	November 12-15
2010	Boston	November 11-14
2011	Austin	November 10-13
2012	Jacksonville	November 8-11

## THE AMATYC REVIEW

*The AMATYC Review* invites manuscripts and reviewers. Author Guidelines and Reviewer Surveys may be obtained from the editor, Barbara Rives, Abilene Christian Univ, 204 Hardin Admin Bldg, ACU Box 29140, Abilene, TX 79699-9140. Author Guidelines may also be found at [www.amatyc.org/publications/AMATYC-Review/Author-Guidelines.htm](http://www.amatyc.org/publications/AMATYC-Review/Author-Guidelines.htm).

# CROSSROADS CORNER

by Bruce Yoshiwara, *Beyond Crossroads* Implementation Coordinator

## *Beyond Crossroads* and SLOs Improving the Program we Provide to our Students

Many colleges and universities are focusing attention on “Student Learning Outcomes” (or sometimes “Student Learning Objectives,” both known as “SLOs”). Considerable faculty time is devoted to writing SLOs, and the task is routinely met with varying degrees of indifference and resentment.

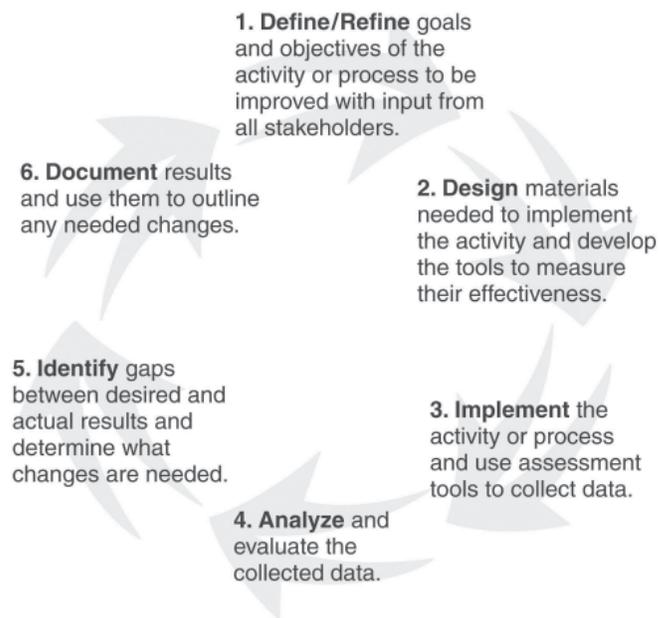


Whether you initially approach SLOs with enthusiasm or regret, you can use them to help improve student learning at your school. A central design element of SLOs is the measurement of what our students gain from our programs. From *Beyond Crossroads*: “Assessment of student learning is a process of helping mathematics faculty adapt instruction to the needs of students.”<sup>1</sup>

The process of creating SLOs is intended to encourage faculty to identify the key things that students should be gaining from their courses and to create ways to measure that gain. The feedback from those measurements can help inform the adjustments that should be made to improve student achievement.

Chapter 5 of *Beyond Crossroads* (“Assessment of Student Learning”) discusses assessment at the classroom, course, and program levels. The Assessment Implementation Cycle is a blueprint showing how to incorporate SLOs in the pursuit of continuous improvement.

Figure 1 The Implementation Cycle of *Beyond Crossroads*



The *Beyond Crossroads Live!* website at [www.beyondcrossroads.com/](http://www.beyondcrossroads.com/) includes downloadable versions of Chapter 5 (or any other chapter) of *Beyond Crossroads*. The site also includes a link for ordering printed versions of *Beyond Crossroads* and links for other electronic resources.

<sup>1</sup>*Beyond Crossroads*, page 29

## AMATYC EXECUTIVE BOARD

Kathy Mowers  
Owensboro Community & Technical College  
President  
kathy.mowers@kctcs.edu

Richelle (Rikki) Blair  
Lakeland CC  
President-Elect  
richelle.blair@sbcglobal.net

Judy Ackerman  
Montgomery College  
Past President  
judy.ackerman@montgomerycollege.edu

Irene Doo  
Joliet Junior College  
Secretary  
idoo@amatyc.org

Nancy Sattler  
Terra CC  
Treasurer  
nsattler@terra.edu

Maryann Justinger  
Erie CC-South Campus  
Northeast VP  
justinger@ecc.edu

Ruth Collins  
Walden University  
Mid-Atlantic VP  
Lv2fly@comcast.net

Rob Kimball  
Wake Technical CC  
Southeast VP  
rkimball@waketech.edu

Jim Roznowski  
Delta College  
Midwest VP  
jaroznow@delta.edu

Peter Wildman  
Casper College  
Central VP  
pwildman@caspercollege.edu

Mary Robinson  
Univ of New Mexico-Valencia Campus  
Southwest VP  
maryrobn@unm.edu

Christie Gilliland  
Green River CC  
Northwest VP  
cgilliland@greenriver.edu

Jan Ford  
Cuyamaca College  
West VP  
jan.ford@gcccd.net

AMATYC Office  
Southwest Tennessee CC  
5983 Macon Cove Memphis, TN  
901.333.4643 901.333.4651 (fax)  
amatyc@amatyc.org

For additional information or to join AMATYC, visit [www.amatyc.org](http://www.amatyc.org)

## DEVELOPMENTAL MATHEMATICS COMMITTEE

by Jack Rotman

You might find it interesting to see the regional distribution of DMC members (96 total, as of August 2007): Northeast 13, Mid-Atlantic 14, Southeast 5, Midwest 20, Central 14, Southwest 12, Northwest 7, and West 11.

To some extent, the concerns faculty bring vary by region (and state). Although the committee would love to have more members from any region, we are especially interested in getting a larger number from the West, Northwest, and Southeast regions.

If you (or another AMATYC member) wishes to join the DMC, just go to our website (<http://devmath.amatyc.org/>).

Some of our work takes place at the conference each year. The remainder is done by email throughout the year. At the meetings in Minneapolis, we will be focusing on building networks and the work of our subcommittees.

One of our on-going projects involves the collection of sample course syllabi to fulfill the goal of providing a maximum amount of information. All syllabi submitted with complete information are posted on our committee website. For the samples or further information on submitting yours, go to our home page <http://devmath.amatyc.org/>. You do not have to be a member of the DMC to submit a syllabus.

For other news from the DMC, visit the website, <http://devmath.amatyc.org/>, and read the Newsletters.

## DISTANCE LEARNING COMMITTEE

by Mary Beth Orange

The Distance Learning Committee welcomes and encourages you to participate in the sessions at the Minneapolis conference designed to help teaching and learning in the online environment. Start your conference experience by attending the Math on the Web themed session scheduled

Thursday morning from 9:30 a.m. until 11:25 a.m. There is something for everyone in this series of six short presentations given by experienced online teachers. Members of the committee will also present their experiences at the Teaching Math Online-Sharing Panel, scheduled at 10:30 a.m. on Friday. This year's topics include: communicating with your students, active learning online, and fostering successful learning in the online environment. A third opportunity for you to participate is at the joint Distance Learning Committee and TIME Committee Meeting at 4:30 p.m. on Friday afternoon. Expect lively interactions with other AMATYC members about teaching mathematics at a distance and how to maintain the committee's existing momentum within the new committee structure.

The members of the committee's mailing list have had interesting, thoughtful discussions throughout the year. One of the valuable exchanges regarded the use of discussion forums in an online mathematics class. Judy Williams from Tidewater CC provided examples from her algebra class. They include having students do the following: provide a basic introduction of themselves and describe their "most memorable math moment;" identify the model of their calculator and how to use it; write a story to interpret a graph; report birth month, create a mapping for the class, and explain how this illustrates a function, then reverse the domain and the range to explore why this is not a function; describe a polynomial for a classmate to write, check it, and write a different one that fits the same description; complete a series of radical evaluations based on student's age, where square root yields a non-real answer; provide information associated with graphing a parabola (direction, vertex, axis of symmetry, and intercepts); work with a partner to find the maximum or minimum of an applied quadratic problem; and finally, ask and answer questions about review problems for

the midterm and final. Her posting generated a lively discussion about communications with and expectations of our online students.

To subscribe to the AMATYC Distance Learning Committee mailing list send an email to Mary Beth Orange at [orange@ecc.edu](mailto:orange@ecc.edu). To find out more about AMATYC's Committees, visit the website [www.amatyc.org](http://www.amatyc.org).

## PLACEMENT AND ASSESSMENT COMMITTEE

by Ed Gallo

Here we come, Minneapolis! We have a great line-up of 15-minute presentations on Placement and Assessment for the Minneapolis conference. These are scheduled for 9:30 a.m.-12:25 p.m., Thursday, November 1. These presentations are separated by five minute breaks, so that you can come and listen to all of them; or go in and out to listen to the ones that you are particularly interested. In addition, the Placement and Assessment Committee (PAC) will have two committee meetings, 4:30 p.m.-5:30 p.m., Friday, November 2, and 2:30 p.m.-3:20 p.m., Saturday, November 3.

You can get a copy of our latest PAC Newsletter or find out more about the PAC and its three subcommittees (Classroom Assessment, Course and Program Assessment, and Placement) by going directly to <http://placement.amatyc.org>.

We are looking for short articles on mathematics placement or assessment to include in future PAC newsletters. So, if you have a short article or other item on mathematics placement or assessment that you think would be of interest to all of the PAC membership, please send it to me, [ed.gallo@sinclair.edu](mailto:ed.gallo@sinclair.edu), and I will make sure that it gets into our next PAC Newsletter.

If you are interested in becoming a member of the Placement and Assessment Committee, just send an email to Jim Ham, [jaham@delta.edu](mailto:jaham@delta.edu), and he will add you to our membership list.

## PROGRAM/CURRICULUM ISSUES COMMITTEE

by Darlene Winnington

The Program/Curriculum Issues Committee has been concentrating on issues in Teacher Prep. Members of the committee have volunteered to research current procedures in their own states and institutions concerning transfer of Mathematics for Teachers courses to four-year institutions. Those members will be reporting their findings at our committee meeting during the AMATYC Annual Conference in Minneapolis.

Additionally, the committee is collecting successful lesson plans and activities in the Mathematics Teacher Prep classroom. We hope to publish a repertoire of tried plans and activities for all three semester courses of Teacher Prep and include all concept areas of those courses. We envision a site dedicated to Mathematics Teacher Preparation.

The Committee is presenting a themed session in Minneapolis titled "Successful Activities/Projects in Teacher Preparation" on Friday at 10:30 a.m. The themed session includes nine presenters who are sharing their expertise in a variety of areas including the Mayan Number System, Paper Folding, and Cubits! There is certain to be something for everyone. Please see the AMATYC website for the conference miniprogram.

If you are interested in joining the committee or in being a representative, please contact Darlene Winnington (dwinning@dtcc.edu). The committee will be meeting twice during the conference. We hope that you join us as we "Build a Better Tomorrow" in Minneapolis.

## TECHNICAL MATHEMATICS/ AAS PROGRAMS COMMITTEE

by Jesse Williford

What are you doing right with your technical math classes and where do

you need help? I seem to be getting students that are less prepared than in the past. As a result I spend more time teaching math they should already know. Success in my class is a "D" which only requires 60% but gets them into the next class. The technical instructors are not pleased with the math skills of the students that I send them. I don't know if it is the low entrance requirement or if I am just not doing the job.

Our first semester technical math class supports two-year programs in architecture, civil engineering, computers, electronics, environmental, industrial engineering, manufacturing, pharmacy, mechanical, simulation and game development, surveying, etc. Most of our tech math sections contain students from many of these programs. Due to the variety of programs supported by our first semester tech math class, we have too many math topics. We also have a second semester of technical mathematics which is required for some programs and we had a third semester of tech math but it is no longer required.

In the fall of 2007 we changed our technology requirement from a graphing calculator to Microsoft Excel and a scientific calculator. This resulted from our own research and the research of others that all businesses use Microsoft Excel. We were already requiring the use of Microsoft Excel and had four Excel labs in the course. When we put more emphasis on Excel we added two more labs to cover skills that were formerly covered with the graphing calculator. I think Excel is a great skill for all programs but now the technical instructors are concerned that we are spending too much time teaching Excel at the expense of math skills. In addition to the labs we have five projects. Typically a project is a two-week group assignment and an Excel lab is a one-week individual assignment. Maybe we have too many lab and project assignments. How are you able to keep the number of math topics at a manageable number?

How do you get students to practice the math topics? I always assign homework for each topic that is covered. Due to my own time constraints I don't usually take the homework up. If I take it up I often don't grade every problem and as a result they don't get complete feedback. If I do give feedback it is days later and therefore not immediate which would be more effective. I know Addison Wesley has MyMathLab for their books and it appears to be a great tool for assigning and grading homework. Are any of you using Addison Wesley's MyMathLab or similar products and is it making the students more successful?

What am I doing right? The use of Excel labs and the projects gives the students a sense of real world applications. Learning to work in groups is a real world skill. Putting together formal projects with introductions and conclusions is a real world skill. Learning to use Excel to save data, to analyze data, to graph data, to make projections and then to present the data is a real world skill.

Each of our classrooms has an instructor computer with a projector and Internet access. I am able to use the Internet and its resources as well as my own Excel-based tools to demonstrate math concepts. All of our Tech Math classes meet in computer lab-classrooms. The computer can be used for math activities as well as a tool for Excel labs and projects.

Our students leave the class with real world skills but do they know enough of the "real" math to be able to sit down with a scientific calculator and figure out a problem?

If you have solutions to some of our tech math problems or would like to work together to solve them, please join the Technical Mathematics/AAS Programs Committee. We will be meeting at the AMATYC Annual Conference and we would like to create subcommittees to address these problems. We also need to discuss the possibility of sponsoring another

➤➤➤Continued on page 10

## ALASKA

**Debra Moses** and **Jane Weber** offered the pilot course "Fast Track: Review of Pre-algebra and Elementary Algebra" at the Univ of Alaska Fairbanks during the two weeks preceding the fall 2007 semester. This intense, short review course gives students the chance to test out of Pre- and/or Elementary Algebra. The course was developed with much support from **William Coe**, the Coordinator of the Fast Track program at Montgomery College in Maryland.

## LOUISIANA—MISSISSIPPI

LaMsMATYC held its Eighth Annual Conference on Saturday September 29, 2007, at Delgado CC in New Orleans, LA. **Margie Hobbs**, The University of Mississippi, was elected President. The AMATYC conference was scheduled to be held in New Orleans this fall but had to be relocated. LaMsMATYC member **Pat Roux** will co-chair the local events committee in Minneapolis. Eleven other members are also serving on this committee. After the catastrophe of hurricanes

Katrina and Rita, LaMsMATYC is happy to announce that our membership is as strong as ever and the donations from around the country have been much appreciated.

## TENNESSEE

The 2008 TMATYC Conference will be hosted by Northeast State Technical CC, Blountville, TN on April 18-19, 2008. Our guest speaker is from Oakridge National Laboratory and will discuss the Oakridge super computer, capable of  $10^{15}$  operations per second (as of August, 2007).

The recipient of the TMATYC bi-annual Award for Teaching Excellence will be announced at the 2008 conference, as well as the winners of the TMATYC annual Mathematics Competition.

TMATYC members attending the annual Tennessee Mathematics Teachers Association (TMTA) conference on September 20-21, in Knoxville, TN, will draft inputs for the Developmental Mathematics Committee meeting at AMATYC in Minneapolis.

## AIMS PROJECT LOOKING FOR POTENTIAL CLASS TESTERS FOR 2008-2009

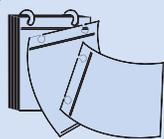
by Bob delMas

**A**IMS (Adapting and Implementing Innovative Materials in Statistics) is a two-year NSF-funded project being conducted in the Department of Educational Psychology at the Univ of Minnesota. This project is developing activities and lesson plans that incorporate several types of innovative materials that have been produced in the past few years for introductory statistics courses. These materials include textbooks, software, web resources, and special simulation tools.

During the past year (2006-2007) lesson plans and student activity guides were developed, used, and evaluated for a series of lessons to transform an introductory statistics course into one that implements the Guidelines for Assessment and Instruction in Statistics Education (GAISE) for teaching introductory statistics courses. The innovative new lessons are designed to involve students in lots of discussion, computer explorations, and small group activities. The lessons build on implications from current educational research.

The P.I.s, Joan Garfield, Andrew Zieffler, and Bob delMas, are now developing a proposal for a second AIMS project that will allow us to evaluate the implementation of the lessons in different institutions and courses. We are looking for teachers of undergraduate introductory statistics courses that have the interest and flexibility to adopt this set of lessons and use them to teach an entire course. The grant would provide professional development training, software needed by students, and all necessary materials. If funded, the workshop could take place

➤➤➤Continued on page 10



## AMATYC CALENDAR OF EVENTS

Check the AMATYC website, [www.amatyc.org](http://www.amatyc.org), for information on conferences and meetings from other organizations.

November 1-4, 2007 **33<sup>rd</sup> Annual AMATYC Conference**, Minneapolis, MN. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

February 15-16, 2008 **21<sup>st</sup> Annual GMATYC Meeting/Georgia Perimeter College Mathematics Conference**, Georgia Perimeter College-Clarkston, Clarkston, GA. Contact: Andrea Hendricks, [ahendric@gpc.edu](mailto:ahendric@gpc.edu)

March 28-29, 2008 **SOCAMATYC Spring Meeting with the Southeastern Section of the Mathematics Association of America**, The Citadel, Charleston, SC. Contact: Laura Hoye, [laura.hoye@tridenttech.edu](mailto:laura.hoye@tridenttech.edu)

April 10-12, 2008 **IMACC Annual Conference**, Allerton Park, IL. Contact: Carol Schmidt, [carol.schmidt@lcc.edu](mailto:carol.schmidt@lcc.edu)

April 18-19, 2008 **TMATYC Annual Conference**, Northeast State CC, Blountville, TN. Contact: Bill Weppner, [wweppner@southwest.tn.edu](mailto:wweppner@southwest.tn.edu)

April 24-26, 2008 **ORMATYC Conference**, Inn at Spanish Head, Lincoln City, OR. Contact: Pat Rhodes, [prhodes@tvcc.cc](mailto:prhodes@tvcc.cc)

November 20-23, 2008 **34<sup>th</sup> Annual AMATYC Conference**, Washington, D.C. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

November 12-15, 2009 **35<sup>th</sup> Annual AMATYC Conference**, Las Vegas, NV. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

November 11-14, 2010 **36<sup>th</sup> Annual AMATYC Conference**, Boston, MA. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

November 10-13, 2011 **37<sup>th</sup> Annual AMATYC Conference**, Austin, TX. Contact: AMATYC Office, 901.333.4643, [amatyc@amatyc.org](mailto:amatyc@amatyc.org)

## 2007 AMATYC OUTER BANKS SUMMER INSTITUTE

The AMATYC Outer Banks Summer Institute “Developmental Algebra Using a Function Approach” finished a successful 9<sup>th</sup> year. A total of 42 attended, with 13 from two-year colleges, 4 from four-year colleges, and 25 from high schools (17 states represented). Participants learned how to teach algebra through the appropriate use of handheld technology, function, and function behaviors. In addition, they learned how to capitalize on common brain function to enhance memory, recall, and understanding of algebra. Class participants enjoyed a Sunday evening reception, dinner at Kelley’s Restaurant on Tuesday, outdoor theater on Wednesday evening, and extra beach time on Thursday afternoon. The Institute was taught by Debbie Crocker (Appalachian State Univ), and Institute Director, Ed Laughbaum (The Ohio State Univ).



## THE 2007 MATHEMATICS ACROSS THE COMMUNITY COLLEGE CURRICULUM (MAC<sup>3</sup>) SUMMER INSTITUTE

by Deann Leoni

Thirty-nine two-year college faculty from around the country came to Washington State on August 7-10 to participate in the 2007 Mathematics Across the Community College Curriculum (MAC<sup>3</sup>) Summer Institute. The participants attended in interdisciplinary teams to develop modules or courses that incorporated mathematics into other disciplines. The projects that the participants worked on were diverse in size (from small modules to eighteen-credit learning-community courses) and in discipline (the faculty members who were present teach in fourteen different disciplinary areas including biology, business, nursing, speech, English, history, sociology, and veterinary technology). The group of participants was geographically diverse, representing twelve different colleges from ten different states across the United States.

The tranquil Sleeping Lady Mountain Retreat in the Cascade Mountains was again the site for the institute. The four-day, three-night institute was led by Rebecca Hartzler, of Seattle Central CC, and Deann Leoni, of Edmonds CC. During the week teams met with consultants: Caren Diefenderfer, from Hollins Univ, Cinnamon Hillyard, from the Univ of Washington, and Bernie Madison from the Univ of Arkansas.

Also attending this year’s Summer Institute were six past-MAC<sup>3</sup> Institute participants who were trained during the four days to be MAC<sup>3</sup> Traveling Workshop Facilitators. In the coming year, AMATYC will begin a new strand of the Traveling Workshops in MAC<sup>3</sup>, and we have excellent facilitators ready to come to your school to give a workshop on MAC<sup>3</sup> to your faculty. Contact the Traveling Workshop Coordinator at [tw@amatyc.org](mailto:tw@amatyc.org) if you would like more information about these workshops.



MAC<sup>3</sup> Summer Institute attendees, Patty Amick and Cheryl Hawkins.

The 2007 institute was the last MAC<sup>3</sup> Summer Institute that was supported through the NSF MAC<sup>3</sup> grant. However, there is a final grant-funded MAC<sup>3</sup> Winter Institute in Miami, FL, on January 18-21, 2008. For more information and to register, go to [www.mac3.amatyc.org/institutes.htm](http://www.mac3.amatyc.org/institutes.htm). **Applications are due by November 5, 2007.** Also, AMATYC plans to continue the MAC<sup>3</sup> Summer Institutes under their regular summer institute offerings. Watch the future AMATYC News for information regarding the location and dates for summer 2008.

For more information on the MAC<sup>3</sup> project, contact Joyce Gray at [mac3@amatyc.org](mailto:mac3@amatyc.org) or visit our website at [www.mac3.amatyc.org](http://www.mac3.amatyc.org).

## BOOK REVIEW

by Anne Dudley

*Defending the Community College Equity Agenda*

Edited by Thomas Bailey & Vanessa Smith Morest

Published by The John Hopkins University Press, Baltimore, 2006

**D***efending the Community College Equity Agenda* is a compilation of research on the mission of today's community colleges. The authors give a clear picture of the many challenges facing community colleges and offer some solutions. Through research articles and data, they substantiate their claims. This book is an excellent resource for anyone wanting an overview of the state of community colleges today and the difficulties they face.

*Defending the Community College Equity Agenda* addresses the many questions that concern community college educators. Information and data was gathered from fifteen colleges in six states. These colleges are small and large, urban, suburban and rural, multi-campus and single site, and with differing sizes of non-white populations.

As more Americans head to college, the open door policy of many community colleges allows students access to higher education. This book claims that access to college is not enough, there must be equity in student preparation for college and successful completion of collegiate goals. Some surprising (perhaps) facts are that community college students are more likely to come from low income households (p.7) and that fewer than 50% of community college students earn a certificate, degree or transfer within eight years of their initial enrollment (p.9). While these students have access to the community college, clearly something is impeding their success at the college.

Some of the additional topics addressed in this book include:

- how community colleges are balancing their multiple missions: transfer, vocational, industry certification, and community service;
- the increasing competition from private schools;
- the growth of dual enrollment;
- the challenges of distance education;
- the trend towards outcome-based learning.

I found this book stimulating and engaging. The questions raised are questions that are being discussed at my college in a professional learning community. This is an excellent resource and should be read by administrative and faculty leaders at all community colleges.

➤➤➤Committee Reports, Continued from page 7

themed session at the AMATYC conference in 2008. If you are not able to join us in Minneapolis, then join our committee and work with us via the Internet. Please contact me at [ljwillif@waketech.edu](mailto:ljwillif@waketech.edu).

➤➤➤AIMS, Continued from page 8

in summer 2008 and the course could be implemented in spring 2009. For more information, please visit the AIMS website at [www.tc.umn.edu/~aims](http://www.tc.umn.edu/~aims).

We will submit the grant proposal towards the end of fall 2007, so we would like to hear from interested instructors by November 2007. If you are interested in being a possible class tester, please contact Joan Garfield at [jbg@umn.edu](mailto:jbg@umn.edu).

## AMATYC'S STATEMENT ON EQUITY AND DIVERSITY

*To further raise the awareness of and to encourage and support members in the area of equity, the AMATYC Board recently approved the following statement on equity and diversity. In addition, each academic committee has been asked to address this issue in their committee goals.*

**T**he American Mathematical Association of Two-Year Colleges (AMATYC) respects the contributions that all individuals can make within the organization, the profession and as mathematics students. AMATYC is committed to promoting equal opportunities in membership, appointment, employment, recruitment, scholarship, training and other professional practices for its members, the profession, and mathematics students without regard to age, color, creed, disability, economic or social status, ethnic origin, gender, marital status, national origin, political belief, race, religion, or sexual orientation.

The **AMATYC News** is the official newsletter of the American Mathematical Association of Two-Year Colleges and is published five times per year in January, March, May, August, and October. Your articles, announcements, comments, and letters to the Editor are welcome. Submit all materials by December 1, February 1, April 1, June 1, and September 1 for the respective issues.

**Address changes should be sent to:**

**AMATYC Office**  
Southwest Tennessee Community College  
5983 Macon Cove  
Memphis, TN 38134  
Phone 901.333.4643 Fax 901.333.4651  
[amatyc@amatyc.org](mailto:amatyc@amatyc.org)

**All other correspondence should be directed to:**

Jean Woody  
**AMATYC News** Editor  
Tulsa CC  
10300 E. 81st St.  
Tulsa, OK 74133  
Phone 918.595.7690 Fax 918.595.7621  
[jeanmwoody@cox.net](mailto:jeanmwoody@cox.net)

## WINDOW ON WASHINGTON

by Rob Farinelli

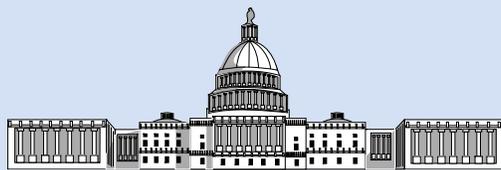
A new report from the National Center for Education Statistics describes how the education system in the United States compares with education systems in the other G-8 countries. The G-8 countries (Canada, France, Germany, Italy, Japan, the Russian Federation, the United Kingdom, and the United States) are among the world's most economically developed countries.

"Comparative Indicators of Education in the United States and Other G-8 Countries: 2006" organizes twenty indicators in five sections:

1. population and school enrollment,
2. academic performance,
3. context for learning,
4. expenditure for education, and
5. education returns such as educational attainment and income.

Among the findings in mathematics:

- ◆ On the PISA 2003 assessment, about one-quarter of 15-year-old students in the United States scored at or below the lowest proficiency level on the combined mathematics literacy scale, a higher proportion of students than in Germany, France, Japan, and Canada.
- ◆ Fifteen-year-old students in the United States generally scored lower, on average, than their peers in the same four G-8 countries on each of the four mathematics literacy subscales: space and shape, change and relationships, quantity, and uncertainty.
- ◆ Although U.S. students were generally at an advantage in terms of socioeconomic status (SES) compared to their G-8 peers, low-SES 15-year-old students in the United States were outperformed by their peers in Germany, France, Japan, and Canada in mathematics literacy.



## EXPANDED MENU FOR AMATYC TRAVELING WORKSHOPS

by Pat Averbeck

In my new position as the Traveling Workshop Coordinator (TWC), I recently attended the MAC<sup>3</sup> Summer Institute. For a competitive activity with the MAC<sup>3</sup> TW facilitators, I agreed to serve the individuals of the winning team at one meal during the institute. There I was, the new TWC, serving food, beverages, and desserts to the facilitators. How little did I know that this act of food service is an appropriate analogy to my job of serving up Traveling Workshops.



Hello, I'm Pat, your new Traveling Workshop Coordinator. Welcome to the AMATYC Traveling Workshops. We have an expanded menu from which you can choose. Some items are new and others have modified recipes.

Our usual offerings:

- Technology Workshops—a mixed salad of a variety of hand-held and computer technology in the teaching of mathematics topped with a dressing of online technologies.
- Teacher Preparations Workshops—a choice cut of teacher preparation in community colleges breaded with active teaching approaches.

And, new to the menu are the following offerings:

- *Beyond Crossroads* Workshops—a delicious blend of the recommendations from *Crossroads* spiced with the implementation strategies of *Beyond Crossroads*.
- College Algebra—a meaty dish of restructuring college algebra courses presented in a sauce of active modules.
- MAC<sup>3</sup>—a fusion dish of techniques and strategies for embedding mathematics in courses outside of mathematics. This dish is recommended to be shared with educators in other disciplines.

Of course, all menu items are prepared freshly for you; each item can be modified with regards to portion size and ingredients. Let me, your server, know what you would like and I'll talk with the cooks in the kitchen to make it happen.

Workshops can be developed of any length from half-day professional development sessions up to three-day events. Additionally, facilitators will work with you to customize the content and activities. All workshops can be customized to fit your schedules and goals. For more information about the menu of workshops or to order a Traveling Workshop for your college or AMATYC Affiliate meeting, contact me at [tw@amatyc.org](mailto:tw@amatyc.org) or visit <http://tw.amatyc.org>.

Hi, I'm Pat, your Traveling Workshop Coordinator; how may I serve you?

AMATYC Traveling Workshops  
*Bringing Ideas to You.*

Thanks to generous contributions from AMATYC members to the AMATYC Foundation's New Orleans Fund, members of the New Orleans Conference Local Events Committee will be able to come to the relocated 2007 conference in Minneapolis to work with the Minneapolis Local Events Committee. The AMATYC Foundation continues to raise funds for other AMATYC projects such as AMATYC Project ACCESS and the implementation and dissemination of *Beyond Crossroads*. Conference attendees in Minneapolis who make a donation of at least \$50 at the Conference On-Site Registration Desk between Wednesday, October 31 and Friday, November 2, 2007 at 4 p.m. will be eligible for a special drawing for a Snoopy watch.



Guest editorials and letters to the editor are invited. Submissions must be related to mathematics, mathematics education, or AMATYC. Suggestions for reprints must include the correct citation as well as permission from the original source.

## *Dates To Remember!*

Mathematics Excellence Award  
Nominations Deadline:  
November 2, 2007

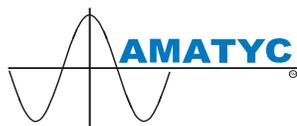
MAC<sup>3</sup> Winter Institute  
Applications Due:  
November 5, 2007

Call for Presenters and Presiders  
for the 2008 AMATYC  
Annual Conference:  
February 1, 2008

Application to Host a Refocused  
College Algebra Traveling Workshop:  
As Soon As Possible  
[www.TheRightStuff.AMATYC.org/](http://www.TheRightStuff.AMATYC.org/)

2007-2008 Student Mathematics  
League Test Dates:  
Round #1: October 19, 2007 to  
November 3, 2007  
Round #2: February 15, 2008 to  
March 8, 2008

**For more information visit  
[www.amatyc.org](http://www.amatyc.org)**



Jean Woody, Editor  
AMATYC News  
Tulsa CC  
10300 E. 81st St.  
Tulsa, OK 74133