

NCC Board of Trustees
Academic, Student Affairs & Enrollment Committee Meeting Minutes
October 9, 2018

The meeting of the Academic, Student Affairs & Enrollment Committee of the Board of Trustees was held on the eleventh floor of the Administrative Tower. The meeting was called to order by Chair Green at 6:17 p.m.

Committee Members Present: Linda Green, Chair
 Donna Tuman
 Kathy Weiss
 Alex Figueroa
 Jorge Gardyn (ex-officio).

Also in Attendance: John DeGrace, John Durso,
 Wanda Jackson, Edward Powers, George Siberón
 President Keen, Interim VP Collins

Chair Green requested a motion to approve the minutes of September 4, 2018. Trustee Tuman moved the motion. Trustee Weiss seconded the motion. Motion carried 4-0.

Dr. Keen stated that Dr. Collins has been actively working for the past year on the developmental education program and making progress. It is not an easy curriculum to address. Many of our students are at risk when they come in academically and the progress that has been made is excellent.

Dr. Collins reported that Guided Pathways is an initiative aimed at retention. The goal of Guided Pathways is to keep the student on course to degree completion. This is consistent with NCC's determination to keep student enrollment at a healthy number. She explained why developmental education is so important and referenced a handout that was distributed to the Trustees, as well as presented at "The Future of the College" Colloquium held on October 5, 2018. The chart depicts the percent of fall 2016 and fall 2017 undergraduate students placed in at least one developmental course. In 2016 over 20,000 undergraduate students enrolled, (48%) 9,749 of those students placed into one or more developmental course. In 2017 over 19,000 undergraduate students enrolled, (46%) 8,853 of those students placed into one or more developmental courses. That is a large number of students considering NCC's overall enrollment. Developmental education is an important component of what we're addressing right now, and we are on target with national trends in reference to this concern. It is not just NCC that has had large number of students in developmental education but other community colleges as well. With that thought in mind there are two articles to the handout: 1. Multiple Measures to Predict Success that summarizes college entrance requirement issues and 2. Guided Pathways Demystified II. We spoke about this at the Colloquium with the faculty in terms of "*what can each of us do to strengthen retention at the college right now*". Nationally this idea of guided pathways has been introduced to assist a student find direction in their college pathway. Multiple Measures researchers looked at what do we do to assess a student's readiness to college. How they are assessed when they enter college determines whether or not they will go into remediation. Historically, colleges have been using the one test placement, i.e. Accuplacer. The student entered college and often based on one test, it was determined that the student needed remediation in either/all English, Reading, and Math. The other way to determine readiness for college is called Multiple Measures. By that we mean

to assess readiness based on more than one component. For example, the student's grade point average, regent's score, and/or SAT score is reviewed to determine whether or not the student needs remediation. We are using multiple measures and testing at Nassau, however, there is a trend nationwide to move to inclusively using Multiple Measures as opposed to using the one placement method.

The College received SUNY Grant money (over \$80,000) to implement other ways of providing help for students who require Developmental Education. According to Elisabeth Barnett, the lead researcher on the project from the Community College Research Center, "We've got enough evidence now for people to move in the direction of using Multiple Measures. One thing becoming clearer is that high school GPA is an especially good measurement".

The Multiple Measures article is a good summary regarding how do we assess where the student should be placed as they enter college. The article provides access to read additional research articles on this important topic. Like other community colleges one of the things we have done at NCC is test all of the students coming into the College on their ability to do algebra. Algebra is useful if you're going to follow a certain academic pathway like engineering, perhaps less useful if you're going into another field like history. Beginning with the Spring 2019 semester we will identify the student as STEM or non-STEM. Does the student plan to pursue an engineering, math or science area or are they going to pursue a Liberal Arts area? Therefore, right at the time of admission, we want to begin to identify which of those pathways the student is on. At time of admission to the College, test them for the right math in terms of the pathway that will provide guidance as they proceed.

We want to help students once identified in the STEM or non-STEM area to choose the right course of study and to stay on the pathway. To help them stay on the pathway we're working on things in advisement and the student academic affairs area. We're also working in the Library, half of the second floor of the Library will become a learning center for students including our Educational Opportunity Program (EOP) students. Three departments are involved in developmental education: English, Reading, and Math. The English department provided leadership first in this area since they started using the Accelerated Learning Program (ALP) also referred to as the co-requisite model. With the model the student takes the remedial course along with the 4-credit course. This has gained momentum. The Reading department also has co-requisite model courses where the student will take a developmental reading course along with a for credit course. For example, many students want to go into Criminal Justice. In the past, students weren't able to go into some credit courses because they tested below a certain score. Now, taking a co-requisite reading course allows them to proceed successfully in that course. Criminal Justice, (this is the CSI generation) is appealing to students and adults as well. The co-requisite model is very useful for them to be able to proceed. A vast number of our 17,000 students are non-STEM. We have a couple of thousand students who are in STEM Pathways but the majority are not. The Math department is providing leadership in terms of moving to a new way of looking at math and providing new courses for that called quantways.

Dr. Gardyn commented that Multiple Measures are fabulous. He asked the following questions: 1) What are we doing as far as pre-requisites for the students once they're in College? 2) What about the 2 Math, 2 Science, and physical education? and 3) If you're STEM, the student is going to come in with that requirement, but with non-STEM is that an issue that we are also addressing? He added, you're talking about recruitment but we have to worry about retention and that's one of our major problems.

Dr. Collins noted that we had to start at the beginning, at Admissions. We are working with the staff and faculty to address admission requirements and moving forward with Guided Pathways. The end game with that is going to be to determine the requirements for Math and Science based on the student's pathway.

Dr. Gardyn stated as we bring students in the door with these new guidelines, the semester goes quickly and those requirements are hanging over their heads.

Dr. Collins replied that we really pushed to get this done, as well as a lot of challenges.


Dr. Gardyn inquired about a timeline in addressing 2 math, 2 Science, and Physical Education requirements. Its recruitment and retention. You're adequately addressing the recruitment issues- getting them in the door. I am very concerned about the retention issues- which is keeping them here for two years.

Dr. Collins added that we should be ready to address what happens to the student enrolled in the college regarding requirements for transfer or graduation by the Spring 2019 semester.

Dr. Collins thanked the departments of English, Reading, and Math for the leadership that they are providing on this developmental education initiative.

Chair Green asked if there were any other items for the Committee to consider. There being none, the meeting adjourned at 6:30 p.m.

Respectfully submitted,



Valerie Collins
Interim VP Academic Affairs