

**NCC Board of Trustees
Academic Affairs Committee Minutes
November 10, 2015**

The meeting convened at 6:29 pm.

Attendees: Committee members Trustees DeGrace (appointed ad hoc as a committee member and as chair), Trustees Jackson, Weiss and Gardyn (ex-officio). Also in attendance, Trustees Cornachio, Borzym and Drucker (arrived while the meeting was in progress.)

Trustee DeGrace asked for a motion to approve the minutes of June 9, 2015. Trustee Weiss made the motion. Trustee Gardyn seconded the motion. Motion approved 3-0. (Vote reflects those Committee members eligible to vote on the minutes by virtue of having been at the June 9 meeting.)

The Committee then engaged in a discussion of the "Multiple Measures" Resolution listed on the Committee agenda. The full Resolution is attached. The Resolved clauses of the Resolution reads as follows:

"Now Therefore Be It Resolved, that the Board of Trustees of Nassau Community College does hereby affirm the consensus agreement reached between the Academic Senate and the Administration with respect to placement testing for Reading and English, set forth at length in the *"Consensus Statement respecting placement testing for Reading and English;"* and

Be It Further Resolved, that the Board of Trustees of Nassau Community College does hereby direct that with respect to the placement testing for Mathematics that the Interim President shall promulgate a *"College Statement respecting placement testing for Mathematics,"* which shall constitute the policy of Nassau Community College and such policy shall be implemented post haste by the Interim President upon such promulgation, and

Be It Further Resolved, that the Board of Trustees of Nassau Community College does hereby direct that the *"Consensus Statement respecting placement testing for Reading and English,"* be implemented by the Interim President post haste, which Statement shall constitute the policy of Nassau Community College."

Attached is the transcript of the discussion on this resolution.

Upon the conclusion of the discussion, Trustee DeGrace asked for a motion to approve the resolution. Trustee Weiss made the motion, and Trustee Gardyn seconded it. The Committee approved the Resolution by a vote of 4-0.

Trustee DeGrace asked for a motion to adjourn. Trustee Gardyn made the motion, and Trustee Weiss seconded it. The motion was approved by a vote of 4-0.

The Committee adjourned at 8:25 pm.

Multiple Measures

Whereas, the Board of Trustees of Nassau Community College voted in response to an appeal from the veto rendered by the then Acting President on May 1, 2015 respecting certain action by the Academic Senate taken on April 21, 2015 regarding the issue of multiple measures in student placement testing, and

Whereas, the Board of Trustees in response to said appeal in a decision dated June 9, 2015 directed “. . . the Academic Senate and the Administration to reconcile their respective differences that exist with respect to the multiple measures in placement testing, and that this Board be provided with a consensus by the November 2015 meeting which is with the consent of the Academic Senate. If no consensus is reached, the Board will then be authorized to render a decision on the veto” (of the earlier Academic Senate resolution relating to multiple measures)”, and

Whereas, a consensus between the Academic Senate and the Administration has been reached with respect to placement testing for Reading and English as set forth in the “*Consensus Statement respecting placement testing for Reading and English*” attached hereto, and

Whereas, no such consensus between the Academic Senate and the Administration has been reached with respect to multiple measures in placement testing for Mathematics, and

Whereas, the Board's resolution of June 9, 2015 stated that "If no consensus is reached, the Board will then be authorized to render a decision on the veto,"

Now Therefore Be It Resolved, that the Board of Trustees of Nassau Community College does hereby affirm the consensus agreement reached between the Academic Senate and the Administration with respect to placement testing for Reading and English, set forth at length in the “*Consensus Statement respecting placement testing for Reading and English*”, and

Be It Further Resolved, that the Board of Trustees of Nassau Community College does hereby direct that with respect to the placement testing for Mathematics that the Interim President shall promulgate a “*College Statement respecting placement testing for Mathematics*” which shall constitute the policy of Nassau Community College and such policy shall be implemented post haste by the Interim President upon such promulgation, and

Be It Further Resolved, that the Board of Trustees of Nassau Community College does hereby direct that the “*Consensus Statement respecting placement testing for Reading and English*”, be implemented by the Interim President post haste, which Statement shall constitute the policy of Nassau Community College.

Consensus Statement respecting placement testing for Reading and English

The Academic Senate and the Administration jointly recommend that the following multiple measures will exempt students from the Writing Placement Exam, and that those students will be placed in ENG 101:

NYS English Language Arts Regents score of 85+, within four years of application; OR, 540+ on the SAT Writing Exam; OR 23+ on the ACT English section; OR 3+ on the AP Exam in English Literature and Composition or English Language and Composition; OR International Baccalaureate Exam in English score of 4+.

In addition, students who score 79-84 on the NYS English Language Arts Regents and who do NOT have non-credit Reading placement shall be exempt from the Writing Placement exam and placed into ENG 100.

The Academic Senate and the Administration also jointly recommend that the following multiple measures exempt students from the Reading portion of the placement examination:

An SAT Critical Reading Score of 500+ OR an ACT Reading Score of 21+ *IN CONJUNCTION WITH*

A New York State English Language Arts (Common Core) Regents Score of 82+; OR, the following single measures: AP Exam in English Literature and Composition or English Language and Composition of 3+; OR International Baccalaureate Exam in English score of 4+; OR SAT Critical Reading score of 540+; OR ACT Reading Score of 23+.

College Statement respecting placement testing for Mathematics

ONE of the following will exempt a student from the Accuplacer test in Math:

A score of 80 or better on the Integrated Algebra Regents,

OR,

a SAT Math score of 500 or better;

OR

an ACT Math score of 21 or above;

OR

A score of 3 or better on the AP Calculus exam.

NCC Board of Trustees
Academic Affairs Committee Meeting Transcript
November 10, 2015

Dr. Gardyn: John, I'm going to have you chair this, the performing of - - today and Wanda I'm going to also add you on as ad hoc.

Mr. DeGrace: Okay. Do I have a motion to open the meeting?

Dr. Gardyn: So moved.

Mr. DeGrace: A second?

Trustee Borzym: - - need a motion to open the meeting.

Mr. DeGrace: Okay, what about a motion to approve the June 9, 2015 minutes?

Dr. Weiss: I'll make that motion.

Mr. DeGrace: Second?

Trustee Borzym: I'll second.

Mr. DeGrace: All those in favor say aye.

GROUP: Aye.

Mr. DeGrace: Against?

Dr. Gardyn: Yes.

Mr. DeGrace: Okay. Carried. Okay, I guess this open for discussion, correct? The next item?

Mr. Cornachio: Is it multiple--

MALE VOICE #3: - -

Mr. Cornachio: I'll clean that - - size.

[CROSSTALK]

Dr. Weiss: Number two is - -.

Mr. Cornachio: What does it mean? What are you saying?

MALE VOICE #3: To paint.

Mr. Cornachio: That's - - on the agenda?

Dr. Weiss: Correct. What - -.

Mr. Cornachio: Where it says the top - -.

MALE VOICE #3: You can - - the staff to answer.

Mr. DeGrace: Tom do you have any update?

Dr. Saunders: In June the Board sustained the veto of the acting president at the time to restore the numbers for the plant sizes back to the - - numbers. And the resolution said that it would work with the academic Senate and the implementation of a - -. We are in the process of the academic that has already has come up with a mechanism to move this process forward, but we have not yet discussed it at the academic Senate Executive Committee. So, we will be doing that and then we will move forward with their recommendation.

Mr. Cornachio: Wasn't this the topic month of which we were going to go forward with a decision or we were going to have a final play?

Dr. Saunders: Well, the decision has already, it was already made by the board.

Dr. Weiss: But we--

Dr. Dolan: [Interposing] we're talking about--

Dr. Weiss: --sustained - -.

Dr. Dolan: Yes.

Mr. Cornachio: No, no, no. On multiple measures--

[CROSSTALK]

Dr. Weiss: It just means class size.

Dr. Gardyn: Class size. This is just class size.

Mr. Cornachio: Oh.

Dr. Saunders: We original thought that the increasing of the class size was going to effect two areas, which was biological sciences and the physical sciences. But what we discovered in terms of looking at what our capacities are in the classrooms is that the increases in these class sizes was going to have a negative impact and would potentially make an impact on many other courses.

So, we want to examine what the impact would be before holding the areas responsible for the increases across the board.

Mr. Cornachio: I understand, okay.

Dr. Weiss: I'm sorry, I apologize. I'm a little confused. I thought some of those changes had already been made and that that was one of the problems that automatically the classes were increased by making up the number two.

Mr. Cornachio: You're saying they didn't--

Dr. Saunders: [Interposing] those increases have been made.

Dr. Weiss: Okay.

Dr. Saunders: And they are inputted into the system. We are evaluating the extent to which that may be problematic in certain areas. We thought that that would only intend the pace in two areas. But with the academic deans were able to assess after talking to the chairs, is that it could be potentially problematic in multiple areas.

So, we're examining that now.

Mr. Cornachio: Okay, now what's happening with the progress of this thing in terms of how the students are learning. I mean, is there anything being implemented at this stage or is everything on hold?

[CROSSTALK]

Mr. Cornachio: Did he understand the question?

Dr. Saunders: I think that was said in the questions. - - have been implemented. We are making the necessary accommodations where they are problematic--

Dr. Weiss: [Interposing] so, you're making adjustments?

Dr. Saunders: --and we're making adjustments, yes.

Dr. Weiss: And you have the means for making adjustments as--

Dr. Saunders: --yes, but we need to assess it across the board.

Mr. Cornachio: And I'm assuming that the process that you're going to get together with the academic - - people that don't on the committee and it's going to be some sort of resolution, which the big muckity muck in charge will say, oh we're going to approve or - -.

Dr. Saunders: No, that's our plan to say, my understanding is that those increases in the class sizes have already occurred. We will just be making the adjustments in those instances where it is problematic. But it's not going through a process of review to decide where or not it's acceptable. Those numbers have already been increased. We're just looking at those situations where the accommodations in terms of the class - - will not--

Mr. Cornachio: oh, I understand that.

Dr. Saunders: Okay.

Mr. Cornachio: What I'm saying is, that let's assume that you said it's going to be less size X. Now, it's going to be this size X minus five. Well, to establish X minus five, does that require going back to the academic setting and hashing it out there and having another resolution? I don't think the administration on its own thing, just change something that's been established.

Dean Fernandez: The course limit is one number for right. The section class number is a number of factors. The room in which the course might scheduled changes from semester to semester. Therefore, one has to make a section adjustment, all right, and we worked that out.

Dr. Weiss: And I always thought that when we are through this, that you would have to make adjustments based upon the room, physical room. There might be a classroom that's X number of feet versus a classroom that's Y number of square feet. And it's only logical that they might not be able to handle the same amount of students.

Mr. Cornachio: I understand. So...

Dr. Weiss: But that's--

Mr. Cornachio: biology 105 for example. That's not going to be changed except if someone decides that the accommodations in a particular room mandates some type of an adjustment. Is that what you're saying?

Dr. Weiss : That's - - answer.

Dean Fernandez: And what will change from semester to semester perhaps. That could happen.

Mr. Cornachio: Not my field - -. I just didn't understand. Okay, thank you.

Dr. Gardyn: That completes on that - -.

MR. Cornachio: And what--is there anything else on this?

Dr. Gardyn: Yeah, multiple - -.

Dr. Gardyn: That's on the second page.

Dr. Dolan: And I'll - - on page. There's an action recommended tonight that I think deserves an explanation. Last spring, the board chose neither to uphold nor deny a presidential veto on multiple measures. Rather, return to the administration or faculty with the hope that they could find consensus. The Developmental Education Committee worked very hard on finding that consensus and they did indeed find consensus with reading and writing. No consensus was found in math.

The Developmental Ed Committee sent their report to the Senate last month. I met with the academic Senate Executive Committee on October 20th. And asked them not to take action on the matter 'cause I would be compelled to veto it in order to allow the board an opportunity to continue to be involved and learn more about the consensus that was reached and not reached.

I did receive a written response to my request, but it was clear that due to Senate procedures, the matter was still being referred to the Senate. On October 27th, the Senate debated the matter, the administration expressed their concerns and the matter passed unwritten ballot.

I vetoed this item on November the 5th. Tonight I am proposing a set of multiple measures that will lie entirely upon the Developmental Education Committee for reading and writing and I offer an alternative that is neither that which the faculty nor the administration originally proposed for math.

The key change that I'm proposing that has been offered to the developmental educational - - has scored 80 on the educational commend for the - - for reading. The balance of the recommendation is found in your packet relative to the multiple measures that I am - - you tonight.

Mr. Cornachio: Okay. I just want to get it straight in my head. What did the administration want with the regard to English and reading at the time of the meeting and what is now being proposed as something that, hey guys this is what I think should go?

Dr. Dolan: What is being proposed--

Mr. Cornachio: [Interposing] I'm going write as I talk to you 'cause--

Dr. Dolan: --you don't have to 'cause I handed it out. You have it attached to those sheets. What is being proposed for reading and writing, I'm very happy to report, is what the administration and the faculty agreed upon. That represents the consensus that they agreed upon.

Mr. Cornachio: Well, I see here [BACKGROUND NOISE] arts and language arts reach a score of 85. I remember Dr. Weiss saying 85 is--

Dr. Weiss: [Interposing] mastering.

Mr. Cornachio: Mastering. She says that's too high and I remember, I remember the board either grunting yes or nodding yes or belching yes. So, I, now, now, you want us to accept the 85 again?

Dean Hammer: --if I may, if you go towards the end there, it says that this is the compromise we worked out. It says if you have a score of 79, they'll exempt you from the writing portion of the - -. So you would stand to resolve in the place in English 100 because the credit class that is the equivalent for English 101 would be an extra hour of lab.

Dr. Weiss: So, explain that to me because when I read this, I had a heart attack, so.

Dean Hammer: Essentially if you have a 79 or better you're going to be exempted from the writing portion of the - -. So what happens if you have a 79 to 84 score will result in you being placed in English 100, which is a three credited - - class for English 101, but has that extra lab attached to it. And if you have an 85 or better, you will be exempt and you go to English 101. This was the compromise that I'm happy to say the - -, which subcommittee on the Developmental Ed--

Dr. Weiss: [Interposing] which makes a lot of sense. It's it logic to putting a student in a credit bearing class but with extra time to writing skills.

Mr. Cornachio: --79 to an 84 was pretty good.

Dr. Weiss: Seventy-nine to an 84 is pretty good. But it is--

[CROSSTALK]

Mr. Cornachio: But why would they didn't have to--

Dr. Weiss: But it is an extra hour to help them improve their writing skills. Honestly, if we can afford it, all the freshmen should get an extra hour of writing, but if we could afford it, which we can't.

[LAUGHTER]

Dr. Weiss: --to say that--but I do think, you know, that's a skill that we all probably could use at different points in our careers that we have - -.

Mr. Cornachio: But Dr. Weiss I thought part of the problem was that students are being dissuaded from attending this college because we're different and more onerous than other colleges that go - -. But--

Dr. Weiss: But it was we were making them take remedial courses. And to me there's a huge difference. For a student being told you have to be in remediation versus you're going to take a class that has an extra lab with it, but you're getting college credit for that class.

That's a significant difference and a lot of students are used to that experience of labs attached to their courses from the high schools that they've come from. So, as a compromise, I think it's a good compromise. Would it be my first choice? No, but I think it's a compromise.

Trustee Jackson: And I think the additional thing that's good is that they're getting credit.

Dr. Weiss: That's to me, it's not a remedial class for them.

Trustee Jackson: Paying to attend and not getting credit.

Mr. Cornachio: But they're getting three credits not four.

Dean Hammer: I want to be very clear. Transfer as English 101 to all schools, so it's the same as English 101. It has that extra lab that they have for their own faculty members. So, they work on the things that they're working on in class and I have to say anecdotally, the reviews of that extra hour have been excellent. Students are saying things like, you know, when I'm home I don't really go home an extra hour of quiet to spend on my own writing and here I do.

Mr. Cornachio: Here's my present question. They apply to a college, is the college going to give them the credits for English 100--

Dean Hammer: absolutely.

Mr. Cornachio: Have you checked that out?

Dean Hammer: Absolutely.

Mr. Cornachio: Yourself, you checked?

Dean Hammer: And they have checked it out, which is perhaps even better than having me check it out, which is very thorough. Before--

Mr. Cornachio: you checked it out yourself?

Dean Hammer: Yes. Before English 100 was proposed and went through the WCC process, we had to check its transferability.

Mr. Cornachio: Okay.

Dr. Weiss: So, you can absolutely transfer it.

Mr. Cornachio: Okay. My next question now is 540? I thought, I thought Jorge I remember you saying cut it in half, 520 and I thought you were being way, way too--

Dr. Dolan: Can I interrupt for a minute? I want to take a chance and - - here. Last spring, you sent this back to the administration and the faculty to find consensus. I think the nature of consensus is they can all live with this. There might be things that I would have--

Mr. Cornachio: You don't mind Tom, if - - asking questions do you?

Dr. Dolan: I don't, but I, I--

Mr. Cornachio: Well, let me finish my question.

Dr. Gardyn: Well, then you know what, you asked me the question and I'll answer it. I am very proud of the fact that we as a board said, you know what, I want this to go back into the system. I want the faculty, the committees and the administration to work together and you know what? You did. And I'm proud of what you came up with on the reading and the writing, I'm 100% behind you. But this is the standard because you guys are the experts. If this is what you came back to us with, I'm good with that.

Dr. Weiss: I would take a - - couple of things. Number one, I think any time you make changes like this, you had to do an analysis after year two. So, once this is put into effect for a year, I think we need to study it. But my other comment is going to be, and I hate to say this with all the work that was put in it. We now know that all these tests are changing.

Dr. Gardyn: Yes.

Dr. Weiss: The SAT test will be completely different. And all of the New York State Regions Exams are going to be different. Many of them already have been put into place and you already - - about the geometry results and how astute they were.

So, I think this is a beginning, but it's far from an end. The SAT scores will have no meaning in another year.

Dr. Dolan: Right, I think what the, the SAT scores really changed drastically enough that I think this will deserve positive--

Dr. Weiss: [Interposing] and I'm saying are these--we looked at two--

Dr. Dolan: the Regents exams I think are evolving and take - - continue to evolve. That's going to be a slowing change. Certainly the SAT scores are going to have to be evaluated with the new iteration of exam.

Dr. Weiss: That starts this year as I recall.

Dr. Dolan: Yes.

Mr. Cornachio: What was the 540 before he gave 540? What was the standard before?

Dean Hammer: Do you - - several years ago we had 570, then we went to 540 and the reason we decided to leave it at 540 is because now we have an alternate measure. Not all our students even take the SAT. As I just pointed out the SAT writing exam is actually going away. So, this will be the last time we see it. But all our students from New York State will - -.

Dr. Weiss: And remember, part of that thing was multiple because prior to this it was that score on the SAT, do or die. And we, you know, it's a hard thing coming up with multiple measures that would be acceptable. And I do think we have to give it a year even though, I'm sorry to say, you going to be back doing this again.

Mr. Cornachio: But the whole point in the exercise was that Nassau Community College is more rigorous on this exam than other colleges. That's why we got involved. And what I'm trying to

understand is how we do we solve that problem? If we did, if we did, that's great. You can do--
Dr. Weiss: Seventy-nine which is absolutely something - -.

[CROSSTALK]

Dr. Dolan: And the word or and the word or because of the word or. Because these are multiple measures--

Mr. Cornachio: well that's the whole point.

Dr. Dolan: --for a student to do.

Mr. Cornachio: That's a good point. They - - and you gave them another.

Dr. Dolan: Okay.

Mr. Cornachio: Now what about these other things over here? Three plus 23 plus--

Dr. Weiss: Those are the or. Those are all the other ways you can demonstrate your English - - knowledge.

Mr. Cornachio: Okay. Okay.

Dr. Weiss: The numbers are in line with what we've seen prior--

Mr. Cornachio: do you think this resolves the problems that we were presented with?

Dean Hammer: I do. Do think that, I mean I'm going to go ahead and - - this one again. So, we're going to be following up all the way on the one hand. If they have--

Mr. Cornachio: okay.

Dean Hammer: --then I'll deal with that later.

Mr. Cornachio: Good. Okay, so if we're now fine there--

Dr. Weiss: [Interposing] that is the new page and that's what Dr. Dolan has written--

[CROSSTALK]

Dr. Dolan: That is what I'm proposing.

Dr. Dolan: And again, you'll notice multiple measures. The word or is there. And the critical change is that we want to leave the no - - could not come to agreement was the - -. And I swore that I'm not going to use - -.

Mr. Cornachio: I thought, I thought they weren't recommending any changes at all on the math.

Dr. Weiss: They did. These did.

Mr. Cornachio: Oh, oh but--

Dr. Dolan: It meant the administration and the faculty could not arrive at a consensus document. But what was passed by the Senate was different than that which you see in front of you, the idea of that--

Mr. Cornachio: I understand.

Dr. Dolan: --what I am recommending.

Dr. Weiss: So, as I understand it what was passed is what was in existence last June?

Dr. Dolan: To some degree it is.

Dean Fernandez: Actually there are two areas. There are two areas that are different in terms of

the administration's proposal or ultimate proposal and that--

[CROSSTALK]

Mr. Cornachio: That was my next question.

Dean Fernandez: One is the SAT, the administration is proposing 500 or better as a cutoff for exemption from the placement test whereas, the Dev Ed Committee is proposal 520 or better.

Mr. Cornachio: And what was presented to us as the administration proposal when Saunders was in on the whole thing?

Dr. Weiss: - -

Mr. Cornachio: Eight-five hundred.

[CROSSTALK]

Dr. Dolan: I was with - - the--

Mr. Cornachio: When you guys made your talk you said 500.

Dr. Dolan: Right.

Mr. Cornachio: I like to ask questions. Lawyers seek the truth out by asking questions.

Dr. Gardyn: You just seek out money.

Mr. Cornachio: Physicians don't, they think they know everything--

Dr. Weiss: I'm stepping away from this. I'm not getting in the middle of that--

Mr. Cornachio: Now, my next question is--

[CROSSTALK]

Mr. Cornachio: On the integrated algebra - - what did you recommend to us in June?

Dean Fernandez: I recommended a 75.

Mr. Cornachio: Seventy-five, all right. And what is now in practice?

Dean Fernandez: I would like to see it.

Mr. Cornachio: What is now in practice? What was in practice--

Dean Fernandez: - - me? Well, we didn't have, we didn't have--

Dr. Weiss: [Interposing] Regents was never one of the options.

[CROSSTALK]

Dean Fernandez: --the discussion of multiple measures was only one criteria--

Dr. Weiss: [Interposing] and that was--

Dean Fernandez: --and that was an SAT score of 550.

Mr. Cornachio: Oh, okay.

Dr. Weiss: This is at least give students--

Mr. Cornachio: [Interposing] so this is a substantial difference.

Dr. Weiss: Yes.

[CROSSTALK]

Mr. Cornachio: Okay, good. All right.

Dean Fernandez: I think your question is, is 500 the most beneficial or 520. The SAT is 80 as opposed--

Dean Fernandez: --you're absolutely right. Let's not make any--

Dr. Weiss: Statistically those two do not--

Dean Fernandez: --why impose 520 when you're going to get fewer students? You're talking probably somewhere around 250 or 300 students that would be affected by this change.

Dr. Weiss: And again, I have to assume that we will be able to do a very easy analysis of taking a look at the students who are placed with - - one of these questions. And take a look at those who had 500s or 520s or 540s and see how they did because it's just a database.

Dean Fernandez: Now, we did it for two academic years in the past because we had, of course, SAT scores were available to us and so was the - - that the students had when they early math course, right. What we found is that when you talking about 500 or 520, there's no material difference at all in terms of their early experience in math classes. So the imposition of a 520 to us is unnecessary.

Mr. Cornachio: Okay. Now, my question to you Tom is, how do these standards that you're proposing compare with the universe of colleges and universities in the area? Are we in sync or are we still more rigorous?

Dean Fernandez: Hey--

[CROSSTALK]

Mr. Cornachio: I was speaking to Tom Dolan.

Dr. Dolan: I have some of it.

Mr. Cornachio: And I assume he would have a good working knowledge of this.

Dean Fernandez: Yes.

Mr. Cornachio: You've been made superintendent of--

Dr. Dolan: I have better working knowledge of it now, I'll tell you that. The data that we got from--

Mr. Cornachio: we're since the other Tom seems to be happy with this, but go ahead.

Dr. Dolan: I would characterize it as we are still--we're at mid-range now. Not of the upper level--

Mr. Cornachio: okay.

Dr. Dolan: --I would certainly not--

Mr. Cornachio: --as opposed to what we used to be?

Dr. Dolan: Yes.

Mr. Cornachio: Okay.

Mr. DeGrace: Dr. Deluty.

Dr. Deluty: I would just like to point out the reason why the Senate voted on this was to meet the deadline of the court. And that's why we had to vote and that was the reason why we went to a vote.

Mr. Cornachio: Well hopefully you did this for the good of the students and the good of the school.

Dr. Deluty: Oh, yes. We also do it for the good of the students and--

Mr. Cornachio: because if it's not good for the students, it's not going to be good for any part of this community including the teachers.

Dr. Deluty: And that is our first mission, students.

Mr. Cornachio: And we have to remember--

Dr. Deluty: but, but, but the reason why we sent a letter to Dr. Gordon and the members of the board was to explain our rationale. Now, I just want to point out that this proposal was entitled "College Statement Respect and Placement Testing for Mathematics." The college now excludes the Senate because with college does not take into consideration what the Senate said. So, we requested to be part of the conversation to explain our rationale, but we did get--

Mr. Cornachio: let me ask you something Dr. Deluty, what did you want, what did you want-- From my mind to her mouth--what's not here that you want? In 25 words or less.

[CROSSTALK]

Trustee Jackson: Wait, but it's just numbers. Like we can't go back to doing what we did since June. This not--

[CROSSTALK]

Dr. Weiss: New - - proposal, this person, we were there already. It's just numbers.

Mr. DeGrace: We went through the evidence.

Dr. Weiss: Right, and I quite honestly will respond to Evelyn if I write and say, yes, we gave a deadline. And obviously two groups of people were able to get together, sit down, hash out their differences and one subcommittee did not achieve that goal and they lost their opportunity to do that. They were given the same amount of time that writing was given and reading was given and didn't get it done. That's the way the, that's the way it works. There was a deadline. We have to move ahead.

Dr. Deluty: We're not saying we shouldn't move ahead. We're moving ahead for the welfare of the students. We just request the opportunity to explain our rationale, this position--

Dr. Gardyn: but the rational should have been done in committee. Just like reading and writing was able to --it's not at this table. We're not looking for rationale at this point. That should have been done in conjunction with administration. That's how you - - back in June.

[CROSSTALK]

Dr. Deluty: It was done in committee. But I guess our real mission is the welfare of our students, the other position that's being--

Dr. Weiss: The other position had their chance in the committee to come up with a compromise. They chose not to.

Dr. Deluty: Well, when you think of the make up of the committee, the committee was made up of a group of people and two members didn't agree. So, consensus doesn't just mean you have to get--I mean--

[CROSSTALK]

Mr. Cornachio: --you know we have to really be realistic here. If there's only two administrators and the rest are teachers it--you know, everybody has their own ax to grind, their

own perception of the truth, reality. And we got to--and just because there's two out of ten or five, it doesn't work like that because that's why we're here.

Dr. Deluty: Trustee Cornachio.

Mr. Cornachio: and we really believe that the right thing to do for you and every other member of this community at this college and primarily the students is to make a change.

Dr. Deluty: Trustee Cornachio, we believe in that. Give us two minutes, let's just take the time. Give us two minutes to sit down and--

Dr. Deluty: I'm sorry Trustee Degrace, I'm just responding to Trustee Cornachio, not you.

Mr. DeGrace: I will allow that, two minutes.

Prof. DeSanto: I'm not sure I could do this in two minutes, but I have to say Trustee Cornachio is really happy that use of algebraic concepts to look at the class size. At the Development Education Committee when the final vote on the math subcommittee's policy on exempting students from the active place of mathematics exam in algebra and arithmetic was taken, every department representative and the student representative voted to support the math subcommittee's recommendations. The only two dissent votes were, cast by the two administrative deans. I interpret this overwhelming vote of approval to mean that all academic representatives were making an academic decision that they believe was in the best interest of our students. I'd just like to state the rationale for the subcommittee's recommendations. When you look at the SAT exemption policy, first of all, the policy now is not 550. It's 550 for both algebra and arithmetic. It's 520 for the arithmetic question. The SAT exemption policy data supplied by the administration showed that only 59.4% of the students who scored 510 on the math placement of the SAT was successful in a credit bearing mathematics course. The committee recommended at least a math SAT score of 520 or higher to be exempt from both algebra and arithmetic placement exams. Only a 490 to 510 math SAT is needed to be exempt from the arithmetic placement exam. Then we looked at the New York State Regents Integrated Algebra Exam. There's a conversion chart. We used the January 2015 Regents results through-- now I know that the score 85 is considered mastery. But when you look at what they considered to be passing, a score of 65, you have to only earn 30 points out of 87, which comes out to be 34.5% of the material tested, their understanding that material. To score an 80, which is what the administration's recommendation was, you score 51 points out of 87, which is equivalent to an understanding of 58.6% of the material tested. I know you're shaking your heads. But I'm just trying to explain to you the rationale.

Mr. Cornachio: What do you want us to do with your - -?

Prof. DeSanto: Okay, I just want to explain the rationale as to why the committee--I don't want you to think that somehow we're trying to make it difficult for the students when they come here.

Mr. Cornachio: But our understanding is and the hearing is over. Our understanding--what - - us to do what we did was we're too different from the surrounding institutions that do the business we do. And we're too onerous on the students. That's the reason why we did it. We didn't do it because we got an ax to grind against math.

Prof. DeSanto: I don't take it that way and I just wanted to present that you understood the facts that we use to do this or to make our presentation. The 85 that the committee recommended comes out to be 65 points on the conversion chart out of 87, which is equivalent to 74.7% of the material tested. So, here's our concern. When you take these test results and take a look at when the students--

Mr. Cornachio: but wait, I'm doing side looks at two Deans and they're saying--so I mean we hashed this all out and it was a very long meeting--

Prof DeSanto: --when they're shaking their heads, I'm not sure. I can show you the charts.

Dr. Weiss: --we heard this in June, we heard this in June. I mean those of us that paid close attention, which we all did, we heard all this. This is a repetition of what we heard in June.

Mr. Cornachio: Carmine, It wasn't just June. We had so many meetings beforehand where we talked about it and we looked at it. Well, we didn't come out here and act on the spur of the moment sometime in June when we did this.

Prof. DeSanto: I'm not making that assumption. I'm just trying to explain what the rationale is to the committee to make--

Dr. Gardyn: unfortunately what I think is that should have been done in committee with the restrictions of faculty and you know what, the idea was to work on consensus. We don't want to hear the explanation at this point. I know I don't, okay. Reading and writing was able to do it. I'm very proud of what they did. I don't want to delve into the integers of what's going on. Okay, that's not my job. That was your job in all the committees. And we, as a board, voted and said, we are not going to extend, we're not going to do anything with it. We're going to send it back to you. You're the experts. Put it through the system the way it's supposed to be. What you're doing here today is outside of the system.

Prof. DeSanto: I don't think so.

Dr. Gardyn: It is.

Prof. DeSanto: I think it's within the system because we worked very hard being on the subcommittee and also on the Developmental Ed Committee. And our system was to present it to the committee for a vote.

Dr. Gardyn: But it was supposed to come back with consensus.

Mr. DeGrace: Thank you very much for listening. I appreciate the time.

Dr. Deluty: I would just like to thank the members of the board for hearing this rationale of the academic Senate and point out that we are deeply concerned with retention but that will not come just from entering the school. Retention is how our students succeed in the end. And that's our concern in making it through.

Mr. DeGrace: Great. Thank you very much doctor. Okay. We have any other comments?

Dr. Weiss: We need to move this--

Mr. DeGrace: We have to move this.

Dr. Weiss: We need to move this so it makes it onto the-

[CROSSTALK]

Mr. Cornachio: Why don't we just take--why don't we, even though it's a vote, I'm going to be, I'm going to - -. Why don't we just say, I can tell you, I am happy with what we did here.

Dr. Weiss: to move onto the main agenda--

[CROSSTALK]

Dr. Weiss --has to move it.

Dr. DEGRACE: Yes, I have a motion to move the item.

Dr. Weiss: I'll move it.

Mr. DeGrace: --tonight's agenda.

Mr. Cornachio: I'll second.

Mr. DeGrace: Thank you Dr. Weiss. Dr. Gardyn. All those in favor, please signify by saying aye.

GROUP: Aye.

Mr. DeGrace: Opposed? Carries. Can I please have a motion to adjourn?

Dr. Gardyn: Motion.

Dr. Weiss: Second.

Mr. DeGrace: Thank you. All those in favor signify by saying aye.

GROUP: Aye.

Mr. DeGrace: Passes. Thank you very much.