

NASSAU COMMUNITY COLLEGE  
Garden City, New York 11530

**Academic, Student Affairs & Enrollment Management Committee Meeting Minutes**

September 10, 2024

The meeting of the Academic, Student Affairs & Enrollment Management Committee of the Board of Trustees was held in the College Center Building room 252-253. The meeting was called to order by Trustee Tuman at 5:12 p.m.

Committee Members Present: Donna Tuman, Chair  
Lynne D'Agostino  
Kathy Weiss  
Jordon Groom  
Jorge Gardyn (ex-officio)

Also in Attendance: John Durso, Wanda Jackson  
CAO Conzatti, VPs Genette-Alvarez and Smith,  
Registrar Barkan, Asst. VP Follick, AVP Hylton

1. Approval of Minutes

Trustee Tuman requested a motion to approve the minutes of June 11, 2024. Trustee Weiss moved the motion; seconded by Trustee Groom. Motion carried 4-0.

2. Enrollment Updates

Registrar Barkan presented the Fall 2024 enrollment report comparing September 5, 2024 to September 3, 2023, which reveals a slight increase in head count. Non-degree and visiting student enrollment are slightly up. The Registrar's office sends emails and text messages to students who were dropped for non-payment, as well as communications to the continuing and non-degree students encouraging registration. Winter 2025 registration begins October 9, 2024 and Spring 2025 registration begins November 17, 2024.

Asst. VP Follick presented the Fall new student enrollment trends showing a decrease in first-year applications, but an increase in first-year admit students. Transfer applications are slightly down while transfer admits are slightly up. With placement testing being realigned in order to help students through the enrollment process quicker, roughly 1,528 students were tested through August 31, 2024 compared to 2,908 students tested last year.

Dual & Concurrent Enrollment: There are 116 sections of Dual enrollment courses being offered and 61 registered concurrent enrolled students. As a reminder, dual enrollment courses are taken at the students' high school while concurrent enrollment are students taking courses at NCC.

Open House is scheduled for Sunday, October 20, 2024.

3. BoT Goals and Outcomes for AY 2024-2025

AVP Hylton summarized the Board's training on July 16, 2024. The need for the Board of Trustees to have goals that aligns with the strategic goals of the institution was discussed. Keeping in mind on the fiscal landscape of the College, the student composition and academic programs that are in need of attention, in particular, Liberal Arts degree programs, which are two of our largest degree programs enrolling more than 2000 students any given semester. Those programs, the AA & AS degree programs for liberal arts, do not currently have a departmental home. Assessment was discussed and the need for incorporating the student voice further in our assessment practices, both from the academic standpoint, as well as administrative standpoint. The Board charged Dr. Hylton to draft goals and outcomes based on their discussion that align with the strategic goal being focused on this year, which is Academic Excellence and Student Support.

Goals were drafted and submitted to the Board for review and feedback. Trustees D'Agostino, Weiss, and Groom provided feedback which was incorporated. Questions were asked about baseline retention and graduation data that was provided by the Office of Institutional Effectiveness and Strategic Planning. Further information was provided in

response to Trustee Weiss's inquiry on what does it mean when we say 100% of normal time, 150% of normal time and 200% of the normal time. For a student enrolled full time, normal time by federal standards is 2-years for completing your course of study at a community College and at a four-year institution it is four years for normal time. In addition, baseline retention and graduation data were provided at the request from Trustee Jackson so that the Board would have a framework from which to derive its understanding of what needs to be done to improve retention and graduation rates.

Trustee Weiss asked what do you mean that Liberal Arts degree programs do not have a departmental home attached to them? Dr. Hylton explained that academic programs are attached to a home department. The Liberal Arts degree programs at Nassau are unique in that they do not have a departmental home, as a result, we do not have faculty who are Liberal Arts degree faculty. We are undergoing program review in October and one of the recommendations we can reasonably expect from the external program reviewers is that these programs should have a home department.

There are three goals being proposed:

Goal 1: Effectively assess student learning.

Student assessment is intended to be a shared goal, while it is the primary purview of the faculty, it is a collaborative endeavor and should be seen as such considering the feedback received from the Middle States Mock visit team as well as the FCCC visit to the institution. It is important that we integrate a shared governance approach in all we do.

Accompanying that annual goal are three outcomes:

- a. Verify all AA and AS program curricula are in compliance with SUNY General Education Framework by the end of Fall 2024.
- b. Charge the Office of Institutional Effectiveness and Strategic Planning and ITS with piloting a campus-wide course evaluation system in Fall 2024.
- c. Conduct an environment scan to identify methods of increasing student engagement in strategic planning and assessment activities. This is an opportunity to introduce the student voice greater into the assessment process by indirect measures of assessment, asking students about the content of their courses, not the faculty that has taught the course.

The Trustees discussed the outcome of piloting a course evaluation. Trustees asked how many students are projected to complete the course evaluation pilot and how many different areas of study will be included. The pilot will include all course sections, not only for the Liberal Arts AS and AA programs. Course sections will be randomly selected and will constitute 25% of the total number of sections offered. In any given term, we are running 3,500 plus sections, so give or take you could reasonably expect somewhere between 750 to 850 sections receiving the pilot survey. Conversations with the Distance Education team has begun to determine whether we could actually do the pilot via Bright Space. However, many of our courses do not currently have a space in Bright Space, therefore some preliminary work will need to be done in order to administer the pilot via Bright Space. It was also discussed that the survey is not thorough enough to capture the students' voice. Adding more questions as cited in the Berkeley course evaluation was suggested. Dr. Hylton reminded the Board that they agreed there would not be more than five questions in the survey and being that this is a pilot we should not deter students from completing the survey. Dr. Hylton stated that the course evaluation pilot will be presented to the Academic Senate Assessment Committee on Thursday, September 12, 2024 for discussion and feedback.

Goal 2: Increase retention rates for key student demographics at NCC.

It's no secret that our retention rates need a boost. It's also no secret that students who attend community colleges on average nationwide take six years to complete their course of study, a 2-year degree turns into a 6-year degree.

- a. Increase first- and second-year retention rates by at least 3% for the following first-time in college and transfer students:
  - Liberal Arts AA and AS majors
  - Ethnic/racial minority students

The Board expressed the need to boost graduation and retention rates. Dr. Hylton explained that it is virtually impossible to increase the retention rate holistically across all student sub-populations on campus at once. There are dozens of student sub-populations, therefore, Dr. Hylton recommended that the Board focus on specific sub-populations or degree programs, such as the two liberal arts degree programs. The other sub-population that she proposed were students who identify as ethnic or racial minority students.

Discussion amongst the Trustees regarding surveying student population/sub-populations on campus. Dr. Hylton explained the federal government as well as the State University of New York triggered by our last Census counts changed the way in which we report information around race and ethnicity, specifically as it relates to identification of Hispanic students and students who identify as Latinx, formerly Latina or Latino students. Whenever a student reports or self-identifies as Hispanic, no longer is it left as such they are now being asked to provide their country of origin, unless you want to account for 50 plus countries of origin in our analysis, there is no systematic way to really track retention. Dr. Hylton recommended identifying students who identify as racial and ethnic minority students because those definitions, by federal standards and state standards, have not changed. She also explained that we are already tracking retention and graduation by programs in the College's Fact Book and we are beginning to report on different sub-populations of students including athletes, as well as students in the Accelerated Study in Associate Programs (ASAP) and Educational Opportunity Program (EOP).

### Goal 3: Strengthen the College's financial stability

Associated outcomes include:

- a. Increase NCC Foundation revenue.
- b. Identify opportunities for increasing operational funds for the College.
- c. Implement procedures for increasing Board commitment to the College in-person and in-kind.

Trustees discussed the Board's role in increasing the NCC Foundation's revenue, and what the goal would be for increasing the opportunities for operational funds. Trustee Weiss does not believe it is the Board's role to identify what grants and what other kinds of funding is available, they are administrative duties. Dr. Hylton agreed that it is not the Board's duty to scout for grants, however, it is partly the Board's role to have fiscal responsibility and accountability in terms of either making annual contributions, for example, at other institutions Boards do make financial commitments. The Board can identify opportunities that they want the Foundation to pursue. Also, supporting the alumni network, boosting its visibility not only on Long Island, but at the statewide level is something the Board could feasibly help with. Trustee Durso reminded the Board that one of the things that was spoken about at the July 16<sup>th</sup> training was increasing the participation of the Board of Trustees in the Foundation's activities. Participating means being a voice for the College in the community and letting the community know about all the things that the College has to offer. It also means participating at the annual Legislative Breakfast held at NCC and going to Albany to speak to legislators to get the College's fair share of funding, which NCC still has not gotten, it's better but not fully restored. He suggests that the Board of Trustees needs to be cheerleaders for the College.

Dr. Hylton provided some clarification on the outcomes. Outcome (A) increase the NCC Foundation revenue by extending the foundations visibility simply by amplifying the profile of the Foundation while outcome (B) identifies opportunities for increasing the operational funds for the College by facilitating and cultivating community partnerships. The extent to which progress has been made on these goals and outcomes will be reported on at the end of the academic year after the Board's training session in July 2025. The Board's approved annual goals and outcomes will be posted on the [Board's website](#).

A discussion ensued amongst Trustees Tuman, D'Agostino, Groom, and Weiss regarding their concern that there isn't enough student and faculty input into the Course Evaluation pilot, and the consideration of adding one or two more questions that would give some insight into the student's commitment to the course, such as, 1) How prepared were you for class or 2) What advice would you give to another student taking the course? Dr. Hylton explained based on the conversation on July 16<sup>th</sup>, the course evaluation will be shared with the Senate Assessment committee on September 12, 2024 for review and comment. She reminded the committee that the Assessment committee does not need to approve the course evaluation pilot.

Trustee Weiss made a motion to adopt the three goals as presented with the understanding that there will be student and faculty input to the course evaluation pilot. Seconded by Trustee Groom. Trustee Tuman asked if all are in favor of passing the Board's three goals? Motion carried 4-0.

#### Report of the Academic Senate Chair

Jason Gorman, Academic Senate Chair reported that the Academic Senate Executive Committee which includes student participation had a very productive meeting today with Drs. Conzatti, Alvarez-Ortiz, and Smith discussing communication. Over the summer, the Senate approved a few dual enrollment courses, and formed an ad hoc committee to consider working with the Viscardi Center for a new student population.

One of his focuses is to help the trustees streamline their role in shared governance, not minimize it, just streamline it, so that more things are codified, transparent and understood by all the faculty involved. He further explained, it starts at committee level with a lot of communication back and forth, so there isn't a polarization that could occur when resolutions aren't approved.

Chair Gorman attended the first Student Enrollment Management Committee who were completely focused on developing a cohesive rational class cancellation policy. He explained that it is important to understand that chairpersons look at previous years when they consider which courses they're offering and that past cancellations are cumulative even if there are less cancellations from year to year. He proceeded to give the Board a visual demonstration on class cancellations. Chair Gardyn interjected to point out that the Board of Trustees was expecting a factual report not a lecture.

Mr. Gorman mentioned that the FCCC wellness check report was reviewed and is happy to report that in discussions with the administration steps are already being taken to address recommendations included in the report.

He thanked the Board for their consideration shown with asking for faculty and student involvement during their discussion earlier, especially with the Liberal Arts programs.

He reminded the committee that they tabled the UX Design Degree program. He noted that he has provided a lot of information highlighting that the program wouldn't cost anything extra other than faculty to teach and that he made a commitment to the administration that he would not ask for a full-time person until that program proves itself.

Trustee Tuman advised Chair Gorman to discuss the issues with VP Alvarez-Ortiz and after the program goes through the process the committee would agree to review it again.

Trustee Tuman asked if there were any other items for the Committee to consider. There being none, the meeting adjourned at 6:18 p.m.

Respectfully submitted,

*Anne E. Brandi*

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Anne E. Brandi  
Secretary to the President and  
the Board of Trustees