

**NCC Board of Trustees**  
**Academic, Student Affairs & Enrollment Committee Meeting Minutes**  
**April 17, 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 6:40 p.m.

Committee Members Present:      Linda Green, Chair  
   Donna Tuman  
   Kathy Weiss  
   Thérèse Russell  
   Jorge Gardyn (ex-officio)

Also in Attendance:                John DeGrace  
   Edward Powers  
   President Keen  
   Interim VP Collins, VP Conzatti, College Liaisons

1.      Chair Green requested a motion to approve the minutes of November 14, 2017. Trustee Tuman moved the motion; seconded by Trustee Russell. Motion carried 4-0.
2.      Update: Resolution on the Placement Testing Exemption Policy Revisions 2018

Dr. Collins briefed the Trustees on two topics: Guided Pathways and Placement Testing Exemption Policy Revisions. Both of these items pertain to efforts to strengthen student retention. The purpose of Guided Pathways is to provide direction to students from the time they enter College until they either graduate or transfer to another College.

The Guided Pathways begin when the student enters the college and at NCC many of these students will enter developmental education courses. Historically students who took stand-alone developmental education courses became impatient with this approach and many stopped attending or dropped out. These students often did not succeed in College. The concept referred to as the Accelerated Learning Program (ALP) is supported by SUNY who has provided NCC with \$83,000 to advance this initiative. Both Academic and Student Affairs are working on the implementation, and we are still in the early stages. We are working with the three academic departments that offer developmental education courses at NCC: English, Reading, and Math and Computer Studies. The ALP aims to shorten time in developmental education and to allow the student to take a developmental education course along with a for- credit course in partnership. For example: ENG 101, a for-credit course, is paired with ENG 001, a developmental education course.

We are also planning changes in our Reading and Basic Education Program to eliminate an additional level of developmental education courses. The goal is to significantly reduce the number of stand-alone remedial courses and to replace them with for-credit courses partnered in three areas: Reading, Math and English. Along with this initiative, academics will continue to work on development of these pathways, helping students to move more quickly towards either graduation into the workforce or transfer to another SUNY or Long Island College.

The second item in the Board of Trustees folder is a resolution in reference to the Placement Testing Exemption Policy Revisions. Student and Academic Affairs personnel, including the Dean of Admissions, the Director of Testing and the Chairs of the Developmental Education departments working together revised test requirements and waivers to facilitate student entry into NCC. The College wishes to remain competitive in a very competitive higher education environment.

Dr. Collins asked if there were any questions. Trustee Weiss commented that she was thrilled when the English Department combined ENG 101 with a developmental education course to ensure that students are getting credit and additional support rather than spending a semester sitting in a developmental education course for no credit while using up their financial aid, which would only give them reason to drop out, as demonstrated by research. She is very excited that two other departments are embracing this same philosophical approach of offering for-credit courses with additional assistance in order to ensure student success.

Dr. Collins replied that we are making good progress. She clarified that the Dean of Admissions is working on the mechanism to facilitate the process, but the English Department is responsible for the ALP that combines for-credit courses with developmental education courses.

President Keen added that a substantial percentage of students represented by the top range who test into remedial courses in this initiative succeed at a rate slightly higher than all other students taking credit-bearing courses.

Dr. Collins noted that as many as 18 states have begun this initiative, and SUNY is supportive of moving us forward.


Trustee Weiss remarked that the K-12 system realized long ago that you will not have success if you separate remediation from the larger system rather than directly incorporate it.

Dr. Collins emphasized that our goal is to strengthen our programs and to retain and to graduate more students.

Dr. Keen praised the Chairs and the faculty of all three departments who came forward in support of this initiative in the Academic Senate.

Chair Green asked if there were any other items for the Committee to consider. There being none, the meeting adjourned at 6:45 p.m.

Respectively submitted,

  
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Valerie Collins, Interim VP Academic Affairs