



**Academic Affairs Leadership Team
Thursday, April 16, 2015
10-11am A-112/LC-301**

In attendance: Mary Farrell, Judy Zubrow, Kim Burns, Carolyn Cohen-Knopfler, Mike Hearn, Bill Heinemann, Grace Young, Shar Wolff, Donna Bertolino, Sharon McDermot, Dawna Perez, Nancy Julin

Minutes submitted by: Kim Burns

Donna Bertolino provided an update on the statewide GPA Math pilot

- The GPA math pilot is part of the Vision Project goal to transform developmental education and involves using a student's overall high school GPA to place students into college-level math courses.
- In spring 2015, NECC piloted using a student's overall high school GPA of 2.7 or higher to place into the first level of college-level math. This applied to 2014 high school graduates only. Students were encouraged to take Accuplacer anyway and were provided their Accuplacer scores.
- A subgroup is working on the process of getting students' transcripts and entering both GPA and Accuplacer placements into Banner. The process is running smoothly.
- Criteria programs are exempt from the pilot.
- Students are placed into the first college-level math course for their program.
- The pilot is described on the NECC website at:
<https://www.necc.mass.edu/academics/testing/assessment/regulations/>
- Data from community colleges that piloted last fall (while only small numbers) suggests -
 - Fewer students were placed in developmental math courses
 - Students are just as likely to pass the college-level math course using GPA for placement as they are if placed using Accuplacer
- Our IR Department did some data analysis and there were a striking number of students who would have placed into college-level math last fall if we had been using GPA instead of Accuplacer for placement.
- Next step is to establish math pathways that students have to choose by the end of 12 credits. We need to determine who is working on this.
- We have not addressed a pilot working with students with GPA 2.4-2.7. We may want to consider asking IR to do an analysis of our students who fall into that group.
- DHE will present pilot results to the BHE and request that community colleges continue the pilot for another year.

Bill Heineman spoke about the math pathway and the requirements of the DHE

- The DHE is asking community colleges to design and implement pathways for students. Specifically,

Students will choose a pathway by the end of the first semester or upon accumulation of 12-15 credits at a postsecondary institution and enroll in the appropriate math course no later than the second semester or upon accumulation of 12 credits. (Final Report from the Task Force on Transforming Developmental Math Education, October, 2013)

- We currently have 3 pathways (see the Math Chart)
 - STEM - calculus pathway
 - Non-STEM - statistics pathway
 - Middle – non-STEM calculus (this pathway may need a new name)
- The 3 pathways satisfy the DHE requirement, but other community colleges are doing a lot more, such as meta majors. Meta majors may be for health, STEM, etc. Some of this work is funded by the TAACT grant, but it is mostly for STEM programs.
- At NECC, Liberal Arts is looking at pathways. Engineering is using a meta major model. It wouldn't be too hard to do a meta major with CIS. We are doing some of this pathways activities, but they are not under the same umbrella and are not packaged in a way that we can present to the DHE, which may be ok since what we have satisfies the DHE requirement.
- Question - Are students actually choosing one of the three pathways that we have?
- Grace suggested we require students take math in their first semester or within the first 9 credits.

For follow up -

- Bill will pursue the idea of implementing a policy requiring students to take a math course within their first 9 credits. Bill will talk to Carolyn, Janice, Grace and Tina about writing up a policy and moving forward.
- Sharon asked if we could offer a summer bridge program so students can start with college-level math in the fall. We could possibly use STEM starter funds for a math bridge program. Sharon will consult with Don Brady from Middlesex about their summer math bridge program.

HR related concerns

- There is an issue with not including the hourly rate on the RTE form; flat stipends are not allowed due to the new health care regulations. Yet, it can be very difficult to estimate the amount of hours required for faculty to complete a project.
- A question was asked about when in the search process search committee members can see candidate folders.

For follow up –

- Sharon will invite Mary Chatigny to attend an AALT meeting.

Department chairs and coordinator positions

- Feedback should go to Bill about inaccuracies in the role description.
- Judy asked whether department meeting minutes were required to be submitted to the dean. Yes, submitting department meeting minutes to the dean is included in the job description of the department chair/coordinator.

Meeting adjourned at 10:53am.