Student Success and Academic Affairs Committee
Board of Trustees
Massachusetts Bay Community College
8:00 – 10:00 a.m.
Tuesday, February 9, 2021
WebEx Meeting

Minutes

Board Members Present: Mikael Pyrtel, Chair; Sandra Lish; Thomas Peisch; Diane Schmalensee; and Lilianna Silva

Staff Members Present: Elizabeth Blumberg, Lynne Davis, Dean of Health Sciences; Courtney Jackson, Vice President for Institutional Effectiveness and Strategic Initiatives; Howard Ferris, Dean of Automotive Technology; Lynn Hunter, Vice President for Academic Affairs and Provost; Chitra Javdekar, Dean of STEM; Elizabeth Kinsman-El Khider, Executive Assistant to VP for Academic Affairs & Provost and recording secretary; Christopher La Barbera, Assistant Provost; Nina Keery, Dean of Humanities and Social Sciences; Susan Maggioni, Dean of Business and Professional Studies; David Podell, President; Jeremy Solomon, Assistant Vice President Director of Marketing and Communications; and Richard Williams, Associate Dean for Student Success

CALL TO ORDER AND INTRODUCTIONS

After establishing a quorum, Chair Pyrtel called the meeting to order at 8:07 am. The motion to approve the minutes was proposed by Trustee Schmalensee and seconded by Trustee Peisch. The motion was adopted to approve the November 17, 2020, minutes.

The motion to accept the November 17, 2020 minutes was approved subject to the correction that it was the minutes of September 22, 2020 which were approved at the previous meeting (and not November 17, 2020). The use of the word ‘motion’ would not be used as a verb in future minutes.

The motion was passed via the following roll call vote; Trustee Lish – YES; Chair Pyrtel – YES; Trustee Peisch – YES; Trustee Schmalensee – YES; and Trustee Silva – ABSTAINED subject to confirmation that she was present at the last meeting.

CO-REQUISITE ENGLISH AND MATH MODEL: IMPLICATIONS FOR THE EQUITY AGENDA

President Podell introduced the presentations and provided the background and context to delivering the co-requisite model.

It was highlighted that most students arriving at the College with one or two remedial/development needs required additional support in the areas of English and Math to ensure they benefited from progressing with their studies. The delivery of remedial/development courses had recently been under scrutiny and
determining the best courses of action have been under intense debate. The delivery of the co-requisite model has been informed by, and was a response to, on-going national discussions to find better ways of supporting students with remedial/development needs. The key issues for the College were to determine if the co-requisite model delivered better outcomes for students and increased their likelihood of graduating college.

**English Co-Requisite Model**

Nina Keery, Dean of Humanities and Social Sciences discussed the different pathways that students have when it comes to taking a college-level English course. She further discussed the English department’s strategies to help improve student success in English courses.

Courtney Jackson reviewed the data with the Committee that compares the completion of Freshman English II between the traditional path students versus the accelerated pathway. The data showed that students who took the Co-Requisite course were more likely to complete Freshman English II than the students who took the traditional pathway. Next, Courtney broke down the data to demonstrate whether or not this was true for all student groups. The data showed that students from all groups were more likely to complete Freshman English than those students from the traditional pathway.

Nina Keery and Courtney Jackson summarized the outcomes of the co-requisite English model which had, since the Accelerated English path commenced in the fall of 2012, enrolled over 1400 students onto the six-credit class. The initiative had been supported by two iterations of Title III funds to provide embedded learning specialists.

An analysis of the outcomes compared students enrolling on the traditional path with those on the accelerated route in order to complete college-level English classes required for Associate Degree programs. The overall outcome was that 56% of accelerated path students (compared to 36% on the traditional path) had completed the required English sequence; this was a pattern that was played across all male/female and race/ethnic groups, particularly for Black/African Americans.

The compelling evidence from the analysis was that the accelerated path benefited students across all groups, with differences in completing the path disappearing amongst male (but not female) students. The breakdown of data by gender and ethnic origin was the first time that results had been analyzed in this way. The analysis would allow the College to explore underpinning reasons, and obtain a better understanding, why, for example, Hispanic/Latinx students had performed not as well generally across both pathways compared to their peers.

**Math Co-Requisite Model**

Chitra Javdekar, Dean of STEM discussed the various math courses and levels offered at MassBay. She further discussed data that revealed only that 15% of first year students who placed into a developmental math course took a college-level math course within their first two years of college. As a result of the findings from the data the Math department began to develop strategies to help improve outcomes for the students.

Courtney Jackson reviewed the data with the Committee that analyzed the percentage of first-time degree seeking students who completed a College-level math within their first year. The data shows that each year the completion rate of those students increases with the most recent year showing a 25% completion. The
data also shows that the at co-requisite model helps students of all groups complete college-level math in their first year.

Chitra Javdekar and Courtney Jackson outlined the key messages relating to the Developmental Math cohort. This includes three initiatives and multiple pathways to support students to complete college-level math, including the delivery of co-requisite math classes.

Co-requisite Math had been funded by the Department of Higher Education Performance Incentive Fund and Title III grants for curriculum development and offering more students the opportunity to take statistics, quantitative reasoning, and calculus. The funding has been used to raise the overall rate of college-level Math completion from the low level of 15% recorded by MassBay Community College in the Fall of 2014.

The key highlight from the analysis was that the numbers of developmental Math students who completed college-level Math had increased from 8% among the 2016 cohort to 25% among the 2019 cohort. The analysis of outcomes demonstrated that co-requisite Math classes were helping all groups of students to complete college-level math, although Black/African American students remained less likely to complete than their peers.

President Podell concluded both presentations by highlighting the seemingly intractable issues surrounding the provision of remedial/development programs, particularly for Math. The results and progress achieved, so far, from the delivery of the co-requisite model at the College were very promising although the outcomes were more mixed for the Math pathway.

The Trustees welcomed the progress being achieved so far with the College’s co-requisite model which offered a way of better understanding and responding to the challenges in this area of delivery, and was helping the College to enhance its reputation compared to similar colleges across the state.

The future development of the College’s co-requisite model would depend on securing extended, or new, grant funding and the on-going involvement of specialist staff interventions.

ADJOURNMENT

Trustee Diane made a motion, seconded by Trustee Lish, to adjourn the meeting. The motion was approved, and the meeting was adjourned at 9:04 am. The next meeting is scheduled for Tuesday, April 13, 2021.

The motion to adjourn the meeting (as proposed by Trustee Schmalensee and seconded by Trustee Lish) was approved at 9:04 am and passed via the following roll call vote: Trustee Lish – YES; Trustee Peisch – Yes; Chair Pyrtel – YES; Trustee Schmalensee – YES; and Trustee Silva – YES

Mikael Pyrtel 10/20/21
Chair
MassBay Community College

David Podell 10/20/21
President
MassBay Community College