Academic Affairs Council Draft Minutes
June 6, 12:00 – 8:00 & June 7, 8:30 – 1:00 (CST)
Lake Region State College
Devils Lake, ND
June 6, 2011 – Heritage Hall

NDUS – Mike Hillman; BSC – Drake Carter; DCB – Larry Brooks; LRSC – Doug Darling; UND – Paul LeBel; MaSU – Keith Stenehjem; MiSU – Selmer Moen, Lenore Koczon; NDSU – Craig Schnell; NDSCS Harvey Link; VCSU – Margaret Dahlberg; WSC – Wanda Meyer ND; DSU - Doug Laplante;

Others: Lisa Johnson, Aimee Copas

Welcomes – Lenore Koczon, Aimee Copas
Farewells – Selmer Moen

I. Planning/discussion

A. Additions/Corrections to Draft Agenda
B. CIO Update – Thursby
   * No report
C. Articulation and Transfer – Johnson (enclosure – Pages 4-5)
   1. AP Chemistry Recommendation – BSC conversation – for passing AP chemistry would give them credit for Chem 115 – (with Score 3) Chem 120-121 (with Score 4). Proper amounts of lab experience in the AP course. Seeking motion for approval to accept this for credit by exam.
      a) Darling Move – Moen Second – motion approved by unanimous vote.
D. Certificate of Completion – Carter (enclosure – Pages 6-7)
   1. BSC has found an issue with some of their certificate of completion offerings. COC is a program of study that is non-credit or 15 credit hours or fewer. COC does not qualify student for financial aid.
      • BSC looking at possibility of COC for military leadership. Issues with making this work in PeopleSoft. The COC needs a program to have the COC attached.
      • Darling mentioned LRSC does this some but it does need to be tracked by hand.
      • Carter wondered if PeopleSoft could create a shadow program so that campuses could better track COC student.
      • Hillman – Valley City, Mayville do use ConnectND to track COC.
      • Other option is to not award COC until student completes another program that is able to get financial aid. The problem is that some COC are not necessarily credit hour based (more workforce related)
      • Johnson talked about best option is a free standing program for students to take.
      • Hillman – it is important to keep financial aid eligible and non-eligible separate.
      • Johnson – clarification – should it be on transcript or not?
      • Carter – yes – will recommend procedure to use PS to track COC’s.
E. Challenge Exams – Meyer
   1. Students may take a challenge exam such as foreign language or computers based on experience. There have been some issues then later occasionally with transfer issues to the 4 year schools. Should the campuses be doing challenge exams? Will the other schools accept them?
      • Johnson had inquired with registrars how many challenge exams are out there and in what topics? Most are in Computers, CIS and Foreign Language. Are
there policies in place where, if there is a national exam available, then the student must take that national exam (about ½ the campus have this in policy)

- LeBel – question – should we administer the CLEP test rather than charging ½ tuition and having the departments evaluate the work?
- Hillman – is grading of the exams going to be an issue?
- Link – posed question of where the test charges go? Darling – at LRSC it stays in the testing center. Helps to run testing center.

F. Collaborative Agreements Between Two-Year and Four-Year Campuses – Meyer

1. Williston has been encountering the fact that 4 year schools are interested in agreements with their school. Meyer – wondering when you have Jr. and Srs. They are working on an additional degree how those costs are handled.

- Darling – utilize standard usage delivery format. Can be found in 805.3.1 procedure (procedure attached).
- Most important thing is to do what is best for the students. If we keep that in mind, the other things fall into place. For all intents and purposes, it is important to follow the policy to keep things in place.
- Darling - Suggestion is to have small sub group work on a template agreement for 805.3.1. Must follow existing policy. Darling will chair this group.

G. Legislative Issues – Three tiered System, Equity, etc. – Schnell


- First related to school of medicine.
- Discusses relocating highway patrol training.
- Discuss airplane use by higher ed.
- Budget methods by higher ed.
- 1036 study of developmental issues.
- Future of healthcare delivery in the state.
- Compensation rates for members of boards (board reimbursements)
- Funding of elementary ed. and secondary ed. for future.
- Lists on page 11-12 did not get funded for interim study.

2. Schnell – discussion around IT - some decisions being made – differences between ECollege/Moodle. Importance of ability of report coming out of distance ed. Positive and negative things with ConnectND system discussed.

3. Hillman – Legislative intent HB1003

- Section 20 – Tiered funding
- Section 21 – fall enrollment reporting.
- Section 22 – study programs offered that address workforce needs of the states.
- Funding model
- Appointment of chair of interim committee – Carlson leader – he will be appointing chairs. Discussion around how legislature is controlling the dollars. Moving forward there will not be a conversation around affordability or peer institution.
- Tiered approach is likely
- As a system we need to work on our future funding model.
  - Need to be proactive.
  - Must be timely
  - This needs to be aggressive.
  - Needs to be orderly & with consensus
  - Performance funding has many faces – it could be that we get to state what we can do, and when we do it, we get funding. The other side is that we are told what needs to happen, and when that can’t be done, the funds go away. Varying percentages of funds may come from performance funding.
Much of the dynamics of what is going on has to do with legislative leadership

H. Budget and Funding on Campuses – How program fees allocated – Schnell
I. Interim Study Strategies (enclosure – Pages 8-29)
   • New Finance Plan
J. Criminal History Background Checks (enclosure – Pages 30-36)
   • Discussion around changes
   • Stenehjem (MaSU) On page 204 – CIP code 13.1210 – Early Childhood Ed / Early Elementary Ed – Title would be eliminated/deleted – the “X” should go down to Early Childhood Ed – Same CIP Code.
   • Brooks – pg. 4 – all 5 (2 year schools listed) – should be only DCB (others should not be listed) page 4 of 4: para-education 15.1501
   • Meyer – Physical Therapy Assistant – Page 2 of 3 – table 2 – should be removed from whole line.
   • Note: Send table out along with request in the future.
   • Moen Motion Darling Second
   • Unanimous vote in support of request

K. Dual Credit Policy (enclosure – Pages 37-39)
   • Stenehjem – this set the stage for a more serious discussion around dual credit. Clarification is also important. The term Dual credit gets thrown around a lot – need for clarification. We are offering college courses to HS students.
   • Darling – his take on the k-12 representation is that they wanted to be clear that they do not want the courses to replace their course. They wanted dual credit to be supplemental rather than replacing. They also wanted to get out of the business of competing institutions – they wanted consistent policies and procedures. They’d love to see one tuition rate.
   • Carter – the k12 people had a better grasp of dual credit than what some of the system people understand. Dual credit is supplemental – not replacing HS courses. This is important to remember. It is important to remember that colleges are not teaching HS courses – the college’s position here is to supplement, not replace. HS administrators do not like to play the game between institutions (tuition etc.) They are continually fielding questions from parents with regard to this.
   • Johnson – is dual credit supplemental or a replacement? Lisa has visited with registrars. The transcripts are showing that the trends are showing a replacement for HS courses. Clarification needed – there likely is some replacement for some HS courses – English, Math, etc. Others were likely more supplemental.
     o Next steps will likely be a series of IVN meetings – tackle each of the 5 areas is the topic of discussion. Perhaps need to wrap in an administrator from a small high school to have their perspective on how dual credit works. There are lots of myths out there in Dual Credit – dispelling some of these myths might be a wise thing to do right now by getting some of the data out there.
     o Copas – dual credit. Many administrators feel under the gun to ensure their students are college ready and they fear that something might be missed. In additional, smaller schools are unable to offer some of the courses these students need – Link – in that case it really becomes integral.
   • Hillman – the nice thing is that k12 is open to a new funding model to help pay for this.
   • Johnson – in a state funding model may come a more united tuition rate.
   • Darling – pay for adjuncts do vary between schools based simply on the pay rates that are different among college.
   • Link – it is important to understand that between colleges the course work may even be different as it is in a college class.
L. Campus Service Areas/Service Areas/Marketing Region

- Hillman – references in missions and documentations that talk about service regions. The only clearly defined service regions are with regard to workforce training. Other than those regions – there are vague references to regions in campus documents. Discussion in cabinet at retreat in Medora will include a conversation about this. Marketing will likely come up as well.
  - Current guideline basics: There should be a high level of communication involved – there shouldn’t be surprises. If there is an expectation of collaboration it should be led by the president, but others should be collaborating as well. All advertising should be accurate and shouldn’t be negative toward other system institutions.
  - Link – this can be different when discussing different topics.
  - LeBel – some presidents don’t think geographic origin should be an indicator
  - Darling – presidents should inform the marketing folks need to ensure that the calls are being made to open up communication.
  - Link - There needs to be enough lead time with these calls to ensure that communication can be pushed on the campus as well.
  - Carter – a conversation around dual credit service regions would be beneficial as well.

- Executive Oversight Committee & CAC – Carter and Copas
  - CAC – no meeting
  - EOC – no meeting

- Accountability Measures
  - Discussion of overall budget reductions in accountability.
  - This has been a discussion at cabinet and will be discussed with SBHE at June board meeting.
  - RMS/CSI survey discussed. The past was that we would do the survey and the campuses would intervene with students who needed help. This helped the SBHE meet its goal of improving student success. Cost $40k p/y. It had been paid for it out of the accountability budget.
  - In legislation this year, accountability measures were cut and no longer are required (in addition to the office budget cuts)
  - The only thing that was left in legislation was the reporting in support of the SBHE plan.
  - The year 2012 RMS/CSI survey was paid for in the 2011 budget. After that, if we decide to move forward with it, the cost shift would move to the campus.
  - SSI was done every other year – recommendation was to no longer administer – replace w/ cheaper alternative.
  - Online SSI was of great value in the first year, but the value has marginalized over time.
  - Alumni satisfaction – continued – AAC council discussions concluded that the most important things were: student achievement, student satisfaction, employer satisfaction
  - Employer satisfaction – continued.
    - Link – some of the things (reports) we’ve been required to do provide limited value. What is the status behind the need to report those?
    - Hillman – as students take national exams, the results should be sent to NDUS.
    - Link – question regard to which exams are the most appropriate to have students take?
  - Non-returning student survey – discontinue
  - Student satisfaction goals – discontinue survey - looking to do this in Hobsons in admissions rather than as a survey. Put this into the collaborative application.
• Employee satisfaction – part of campus quality survey – looking for other ways to get to this information.
• HERI faculty survey – discontinue
• CCSSE, NSSE, FSSE will be continued

• NDSA – Beehler
  • No report

• CCF – Bless
  • No report

II. Business Meeting
1. Approval of May 3, 2011 minutes (enclosure – Pages 40-43)
   a. Schnell moved – Second Dahlberg –
      i. Unanimous vote in favor of request
2. Operational Issues
   a. Curricular requests, May 24, 2011 deadline
      i. Stage I requests (enclosure – Pages 44-48)
         1. UND
            a. New Academic Program, Policy 403.1
            b. Higher Education, M.S., Ed.D., Ph.D.
            c. Distance Learning Credit Activities, Policy 404.1
            d. Higher Education, M.S., Ed.D., Ph.D.
         2. VCSU
            a. New Academic Program, Policy 403.1
            b. Athletic Training, major
               i. Schnell moved to approve all Stage I requests, Brooks, Second
            c. Unanimous vote in favor of request
   3. Stage II requests (enclosure – Pages 49-55)
      a. Schnell moved that MiSU request be added to agenda – Dahlberg Second
      b. Unanimous vote in support of request
         i. MiSU
            1. New Academic Program, Policy 403.1
               a. Deaf and Hard of Hearing, graduate certificate (must vote to add)
               b. Early Childhood Education, major (must vote to add)
               c. Early Childhood Specialist, graduate certificate (must vote to add)
               d. Learning Disabilities, graduate certificate (must vote to add)
               e. Special Education Strategist, graduate certificate (must vote to add)
         ii. NDSU
            1. New Academic Program, Policy 403.1
               a. International Infectious Disease Management and Biosecurity (IDMB),
               b. M.S. and graduate certificate
         iii. UND
            1. New Academic Program, Policy 403.1
               a. Advanced Public Health Nurse Post-Master’s Certificate
            2. Distance Learning Credit Activities, Policy 404.1
               a. Advanced Public Health Nurse Post-Master’s Certificate
               b. Unanimous vote in support of request
            3. Program Termination, Policy 403.1.1
               a. Graphic Communication Technology, minor
            4. Program Title Change, Policy 403.1.1
               a. FROM Industrial Technology TO Technology, M.S.
               b. FROM Manufacturing Technology TO Manufacturing Technologies, Minor
FROM Electronics and Control Technology TO Electronic Technologies, minor

- Schnell question – MiSU – question verbiage – Deaf and Hard of Hearing…is vernacular appropriate? Moen – still applicable according to staff.
- LeBel – stated that international partnership looks to be promising for UND’s infectious disease control.

iv. VCSU
  1. New Academic Program, Policy 403.1
     a) Medical Laboratory Science (collaboration with UND), major
        a. Schnell moved to approve all Stage II requests, Second Darling
        b. Unanimous vote in support of request

4. Prefixes (enclosure – Pages 56-58)
   i. VCSU: MLS (Medical Laboratory Science)
      Schnell moved Stenehjem second
      Unanimous vote in support of request

4. GERTA – Johnson
   a. Johnson put forth recommendations on GERTA requests
      i. Schnell moved to support the recommendations of the Director of Articulation and Transfer requests – Brooks Second
         1. Unanimous vote in support of request

Other:
Retention Summit

- Hillman – committee was put together to design the summit – they will be reconvening to review participant assessments to review appropriate next steps for system. If the system has resources for next spring, we will try to include a more specific focus on faculty. Perhaps if we have resources to do something like this in the spring we might do a joint conference – faculty track and SAC track.
- Link – the thing that was a good takeaway is that there were some younger professionals that we were able to bring that they could provide perspective. It was a nice coming together that was helpful and fostered a good discussion. It seems like this time there are more individuals where are vested and are taking ownership of the initiative.
- LaPlante – great thing for DSU is that their group from AAC and SAC are going to continue to meet and continue to work together. Group will continue on as a ‘retention committee’
- LeBel – Faculty take on this was great – finding ways to bring it home to faculty who were not there.

Non-traditional no more

- Hillman – group will reconvene to present the data. Major outcome is that they are likely pursuing a concierge model for non-traditional students.

Graduate Collaborative Model

- LeBel put in request to have system administration staff to have a discussion with joint administrative staff to discuss Graduate Collaborative Model.
- UND will provide background for the discussion

GERTA Requests
Johnson – question about other colleges who want to be a part of the GERTA guide (Rasmussen & Trinity Bible College, (perhaps other privates as well))

- Question – do any colleges charge to transfer?
- Accreditation status?
- Should registrars review and make recommendations?
2011 Future Meeting
July 5 – PM Conference Call
August 2 – Bismarck
September 6 – Conference Call
October 4 – Bismarck
November 1 – Conference Call
December 6 – Bismarck

Items for next agenda

402.1 – procedure – put on next agenda. (Send off most recent version to the AAC)

* Table in procedure should clearly identify which math score we are looking for.

My foundations lab
Institutions may charge students taking undergraduate or graduate distance learning courses either the regular rate established under Policy 805.1 or a per credit hour rate, not less than the regular resident tuition rate. Institutions may also charge a distance learning access fee authorized under Policy 805.3. The Chancellor may, upon an institution's request and documentation of special circumstances, approve a charge that is less than the regular tuition rate.

A distance learning credit activity is a Board-approved academic program or institutional-approved credit course received by students electronically at any location or at a geographical location other than the principal campus of the institution which has the program/course authority.

Distance Education activities include:

1. Television, audio, or computer transmission, including open broadcast, closed circuit, cable, microwave, or satellite transmission;
2. Audio or computer conferencing, video cassettes or discs or correspondence; or
3. Face-to-face at an off campus location.

History:
Amendment SBHE Minutes, September 19, 1996, page 6681.
Amendment SBHE Minutes, April 4, 2000.
Amendment SBHE Minutes, September 26, 2002.
1. If a course or program is provided by a home or provider institution (the same institution may be both the home and provider institution) on site at another campus (the receiving institution), a standard revenue distribution applies unless the institutions negotiate and agree to a different revenue distribution agreement. The standardized revenue distributions attempt to align revenue allocations with expenses incurred by the participating campuses. The model assumes that the participating institutions are generally incurring the following expenses:

   a. Provider Institution:
      (1) Instruction; and
      (2) Academic Support, excluding library
   b. Home Institution:
      (1) Library;
      (2) Student Services; and
      (3) Institutional Support
   c. Receiving Institution:
      Physical Plant

2. Funds shall be transferred between campuses at the end of the semester, after the home institution verifies that payments were received from the students. If a student has a receivable, the revenue is not transferred until the receivable is paid.

3. Subject to annual review and agreement of participating institutions to substitute a different revenue distribution model, the standard tuition revenue split is 60% provider institution, 20% home institution and 20% receiving institution. The home institution is responsible for transferring funds to the other participating institutions (i.e. provider or receiving site).

Example #1: One institution is the home and receiving institution and another institution is the provider institution:
The provider institution remits 40% of the provider institution's tuition collections to the home institution at the end of the semester as reimbursement for physical plant, library, student services and institutional support.

Example #2: One institution is both the home institution and provider and another
institution is the receiving institution:
The home institution remits 20% of the home institution's tuition collections to the receiving institution at the end of the semester as reimbursement for physical plant.

Reference: SBHE Policy - 805.3.1

History:
Chancellor's Cabinet Meeting, June 2001
Chancellor's Cabinet Meeting, September 26, 2002
Chancellor's Cabinet Meeting, November 19, 2003
Chancellor's Cabinet Meeting, October 22, 2008