June 4 & June 5, 2012 Minutes
Lake Region State College - Devils Lake, ND

Attendance: Thomas Smette (NDSA); Fernando Quijano (CCF), Harvey Link (NDSCS), Keith Stenehjem (MaSU), Bruce Rafert (NDSU), Lloyd Halvorson (LRSC), Rich Brauhn (DSU), Doug Darling (LRSC), Larry Brooks (DCB), Steve Light (UND), Drake Carter (BSC), Wanda Meyer (WSC), Lenore Koczon (MiSU), Margaret Dahlberg (VCSU), Mike Hillman (NDUS)

Others: Aimee Copas (NDUS), Michelle Olson (NDUS), Lisa Johnson (NDUS), Julie Anderson (UND – ACE fellow), Michael Zisch (ND Job Service), Beth Zander (Dept. of Commerce)

I. Planning/discussion

1. Additions/Corrections to Draft Agenda

      - StudyND – [www.studynd.com](http://www.studynd.com)
        - NDUS was approached by Dept. of Commerce to develop a website of all the colleges and study opportunities in North Dakota.
        - Website where all colleges had equal representation. (public, and private)
        - Great place for international student testimonials
        - Basic school and contact information for each school listed.
      - Jamestown College Transfer Guides
        - Difference between course equivalencies and articulation agreements. Course equivalencies are not necessary to be on file with NDUS. However, with articulation agreements (such as block transfer agreements), policy 403.1.2 does state where copies of these agreements need to be on file in specific places.
        - Perhaps having those agreements on file on a website would be wise.
        - Suggestion from Johnson to review the articulation agreements every 5 years. (Review based on termination, review or update)

3. Math Science Partnership Grant Update – Cathleen Ruch (enclosure – Pages 5-10)
   - Ruch raised question to ensure that all 11 campuses wanted to get involved.
   - There have been requests to utilize the funds for implementation of the common core, professional development for teachers,
   - Concern that the focus of the grant should be driven based on the grant, not on 11 different ways.
     - In the past, there was a statewide academy suggestion – bringing in the best of the best of teachers to run academies and training. That idea was disregarded in the past – but that was prior to the evolution of the CCSS. Perhaps more of a state academy of teaching excellence may be a way to go here.
   - If we are looking for something system-wide, perhaps taking the CCSS approach would be beneficial.
   - Wondering about involvement of the ND STEM Network.
   - There would be interest in involvement of the STEM teacher programs.
   - Perhaps this could be a scenario that campuses could opt in. Even if all campuses did not opt in it could still be a system initiative.
   - Bill Martin and Dogan Comez have declared their interest in leading this effort and would love for others to be a part of it if interested.
     - Rafert will ask Martin and Comez to put together a summary of what this will look like and what involvement could look like.
• Motion by Brauhn to move forward with NDSU taking the lead on the system approach. Key focus will be STEM standards and the CCSS and how they relate to teacher education. Second by Stenehjem.
  o Motion carried unanimously

Reverse transfer grant discussion
• Discussion on motion
• Question from this group – is there still a willingness to submit the grant? How does this group provide feedback to Ruch?
  o Ruch – yes – she is willing to move forward with a system effort to move forward with the grant.
  o Feedback should be provided:
  ▪ Based on the way it is structured, the approach suggested by the motion is appropriate.
  ▪ Assistance will be needed from Johnson on getting the information together to get the focus for the grant to be appropriate.
  ▪ Likely that a committee should be appointment to provide feedback. Conference call will be scheduled by Johnson for weekly meetings prior to submission. **Council should let Johnson know who should be a part of this effort.**

4. State Workforce Panel Discussion – Michael Ziesch, Beth Zander and Michelle Olsen – 2:00
• Lack of Applicants for School Counseling Positions (enclosure – Pages 11-12)
• We provided to the interim committee graduates from programs for the last 5 years. Question was raised about how responsive we are to workforce needs.
• Because the Roundtable has not convened in some time, we haven’t had a great grasp on how we’ve been responding to workforce needs.
• Panel Discussion – Michelle Olsen, Michael Zisch (manager in labor market information department)
  o Michael is in the data section of Job Service. They look at the statistics. Labor statistics for the state have us sitting with population percentage increases higher than anywhere in the US.
  o The demand is there. 26,000 job increase year over year. 6% year over year growth where the norm is closer to 1%.
  o Over 24,000 open positions
  ▪ Is our program alignment serving the needs of the state?
  ▪ Are our graduates landing in the field that they obtained a degree in?
  ▪ Did they remain in the state?
  ▪ There is an enormous amount of pressure on Job Service and education to have the people in place to handle jobs in the state.
  ▪ We have a tendency to protect our own in North Dakota. However, if we can get the people to come in from outside of the state and stay, that says that we’ve caught up with infrastructure.
  ▪ There are the immediate openings but projected openings as well. There are occupational flags on over 700 occupations that they can correlate to completer data.
  ▪ Transition into tiers
  ▪ Typical level of education needed for entry
  ▪ Typical OJT needed for competency
  ▪ There is difficulty between tying “education” language to “occupation/industry” language.
  o Michelle Olsen:
  ▪ Importance of CIP codes – cornerstone of matching our records on many levels.
  ▪ Review of POPC and Follow up report
  ▪ CIP – SOC – ONET correlation
  ▪ We are getting better, but we aren’t quite there yet. Nationally we are lacking common data elements.
  o Beth Zander
Her job at DOC is to be a positive voice to higher ed as a part of workforce development.

We know good things are coming out of university system.

Connection with the university system is important – must propagate the good work.

We need to share, collaborate, connect and work together.

Some of the initial work in the learning capacity has been to work with CTEC.

Question as to why the word of the good things we are doing isn’t getting out??

NDUS is in the business of educating, not in the business of self-promoting. Job service wants to be a part of promoting this and to share the good message.

Here is what Beth hears from the public and from employers:

- We don’t want to lose soft skills
- We want students who are life-long learners and who are aware they must be
- Issue of volume – they need workers.
- The want both sides – soft skills and quick to market training
- People still think people get liberal arts degrees and work service jobs. (hint – never say “service jobs” we need to speak different terms)
- Concern that HE cannot turn the ship around
- Concern that HE does not visit with employers.
  - Dispel the rumors and “one-liners” by being transparent and communicate.
  - The more we can bring people into the fold of our campus cultures, the more we can dispel rumors.
  - Common for educators to say they don’t know how to connect with industry – they need to be invited.
  - Idea of a pipeline – We have this many workers and “x” workers (jrs., seniors) in pipeline.
  - Success 2020 – reduced remediation, increased on-time achievement (secondary), increased ACT/work keys scores
  - VERY important for HE to engage and make relationships.

- Follow up discussion:
  - Great discussion today – great desire to work together across agencies.
  - It takes constant contact with local job services – have those pipeline discussions.

5. SBHE Policy/NDUS Procedures  (enclosure – Pages 13-16)

- SBHE Policy 402.9: Admission Policies International Students
- Admissions user group had concerns about the verbiage and worked together to suggest additional verbiage.
- Chancellor agreed at last cabinet meeting to delay. It will not be on the June SBHE board meeting.
- Questions regarding the definition of a foreign student. How do we evaluate what student should be give the TOEFL?
- Suggestion that verbiage is much improved, but it would be wise to have an admissions group vet it out to help with final wording.
- Question raised about whether or not there were actual certifications to be transcript evaluators. There is not an official certification - just training available.
• What about circumstances such as students where English is their language and they take and 
ACT test, etc?
• Result:
  o Policy needs to be broken out from the procedure (policy that is abbreviated but 
states the expectation)
  o Details would be in the procedure.
  o Admissions group will help hammer that out.
  o Campuses need to ensure they have the right person on this group.

6. SBHE Policy/NDUS Procedure Matrix (enclosure – Pages 17-31)
  • Extensive policy and procedure matrix has been created
  • Basis of a belief for a need to look at ways to look at compliance monitoring

7. Developmental Enrollments (enclosure – Page 32)
  • IPEDS does not view a student who is only in developmental as being a true postsecondary 
student – hence you cannot count.
  • There is concern with this due to the resources expended in developmental
  • These are already non-degree credit.
  • Is there an emerging national conversation around this?
  • Open to specific suggestion on how we might want to approach this.
  • Advisable for council to visit on their campuses about this to help formulate the discussion.
  • Don’t want to create a disincentive for collaboration

8. Reverse Transfer (enclosure – Page 33)
  • Reverse transfer, by definition in the national initiative, is that some students have left a 2 year 
institution and attended a 4 year institution but didn’t bring that 4 year degree to conclusion.
  • Really emphasizes the benefit of completing that 2 year degree.
  • There is a grant available to support this initiative, of course with strings attached (reporting, 
sharing of data, etc.)
  • There is a variety of ways that the grant monies could be used.
  • Conversation about laddering of degrees and how this could help the students – internally 
watching students and awarding degrees to students that have earned the credits.
    o Question of why do we have students apply for degrees?
    o Could the system help track this and alert when students are close to completion.
    o It would provide value to the 2 year institutions to be able to award those completion 
degrees.
    o As you look at statistics, about 50% of students transfer from 2-4 year school. About 
25% reverse transfer from 4-2. About 25% laterally transfer.
      ▪ Motion by Rafert to investigate the highest risk group – those who have not 
atained any degree and are stopping. We could then look back in their history 
and find out how close they would be to being able to be awarded a degree and 
walk away with something vs. nothing. Second by Brauhn.
      ▪ Discussion – this could provide the opportunity to have a better discussion with 
students regarding their options.
      ▪ Motion approved unanimously

9. Posthumous Degree (enclosure – Pages 34-41)
  • Stenehjem – this past year, there was a student who passed away in a car accident who 
was very close to her degree (only a couple classes) They began to look at awarding her 
a posthumous degree.
  • After investigation, found that NDSU had a policy on this and crafted a campus policy 
with the NDSU policy as a guide. Contacts were made to the system office and the HLC 
for guidance as well.
Recommended for campuses to have policies on this issue so they are able to award posthumous degrees if appropriate.

Draft policy created by MaSU was shared.
  o Having a short simple policy at the system level is important. Nuances can be created at the campus level based on campus mission and setting.

Motion by Rafert to adopt draft created by Stenchjem on a posthumous degree. Second by Meyer
  o Policy below takes into consideration discussion of group.
  o Motion carries unanimously

SUBJECT: 400s: Academic Affairs

Section: 430.3 Posthumous Degree

1. The institutions may adopt policies and procedures to award a posthumous degree to a deceased student. Expectations include, but are not limited, to the following:

   a. A student must have been in good academic standing with the institution at the time of death.
   b. Institution’s requirements for earned credits in residence must have been satisfied.
   c. Student must have been enrolled at the time of death.
   d. A student must have substantially completed the degree requirements.

10. Consortium Approvals (enclosure – Page 42)
  • Consortia definition in question are large national consortia composed of dozens of universities that band together to provide the functionality for a student to take online classes through any of the institutions for the same fixed tuition rate.
  • This triggered awareness that there may be a host of activities that we are involved with regarding consortia that could be dealing with tuition that is different than board policy.

11. Policy Consortium Tuition Rates (enclosure – Page 43)
  • There would be value to have policy that dealt with tuition dealing with consortia.
  • System office will work to draft policy for review at the next meeting.
  • Rafert moved to have policy drafted, second by Drake.
    o Motion carried unanimously

12. National Trends in Grade Inflation, American Colleges and Universities (enclosure – Pages 44-53)
  • Good information to review and provide background.
  • Council discussion on this trend

13. Oversight Committee Initiatives
  • Course Completion Rates
Campus responsibility deadlines – June 30 – review and report on completion rates.

- Hillman has been working with Thursby and staff on how this should be calculated.
  - We want to know # of students who drop or withdraw from the course, but that should not be added to the completion rate calculation. They are reported separately. Students who audit courses are also removed from the calculation.
  - The calculation should be those who did not successfully complete the course with a passing grade.
  - These reports will be given to the campuses from the SITS staff.

- Degree Credit Hour Requirements for degrees
  - Clarification that bachelor degree – we are not looking at going below 120. If you have a very high degree credit requirement (130 +), an explanation should be provided.
  - Question on how to go about that explanation.
    - Be sure to state the recommendation by outside agencies regarding credit hours. Ones that are outside those recommendations, provide an explanation. Provide a justification for those that are above the minimum recommendation.
    - This is not based on the per student view – this is based on the academic degree view.

- Low Enrollment Programs
  - Completion date of November.

- Improved Graduation Rates
  - Graduate Completion rates provided.
  - Degree completions – provided for Graduate degrees. This could be done at the undergraduate level as well.
  - Important to report actual graduates based on the July1-June30 time cycle.

Current Issues and Completion of Planning Discussion

- Reminder of June 13 Interim Committee meeting - agenda is indicating a discussion regarding performance funding.
- At last interim session, NDSU and UND gave great presentations on ND performance in EPSCoR. There are varying levels of understanding among legislators on the importance of EPSCoR.
  - There is a need for legislators who do understand things like EPSCoR and the good things that NDUS does to be more vocal during conversations to provide a fair and balanced approach.
  - Dual credit was also discussed – questions regarding tuition and policy/procedure around dual credit.
- Dr. Shirvani plans on being in North Dakota permanently very soon.
- Task force has been looking at International Student Health Insurance. This committee has been chaired by Michelle Eslinger. The taskforce did a thorough job, we are waiting for the deal to be approved to the ND state dept. of insurance. Students get better coverage, more options at a reduced cost.
  - At the request of NDSA there was consideration given to domestic partner coverage. This was approved by the task force. This was approved for both same gender and opposite gender partners. This ultimately reduces costs to students as the more people who participate, the larger the coverage pool. Additional coverage also reduces indigent coverage liability – which is the purpose of the policy.

9:30 Cabinet, SBHE and Legislative (enclosure – Pages 54-77)
Committee & Other Reports
• Executive Oversight Committee – Carter Page 1
  o No meeting
• Accountability Measures
  o Published
• NDSA – Thomas Smetee
  o Not met
• CCF – Fernando
  o New officers for next year, tenure and part time.
  o Sent in email report
• Dual Credit Task Force – Johnson and Copas

II. Business Meeting

1. Approval of May 1, 2012 minutes (enclosure – Pages 78-80)
   1. Rafert Motion to approve, Brahn second
   1. Motion carried unanimously

2. Operational Issues
   A. Curricular requests, May 23, 2012 deadline
      1. Stage I requests (enclosure – Pages 81-85)
        a. DCB
          1. New Academic Program, Policy 403.1
             a) Land Management, A.A.S. and certificate
          2. Distance Learning Credit Activities, Policy 404.1
             a) Land Management, A.A.S. and certificate
                • Brooks - More common title for the program is Land Man. Or Lease analyst. They would be employed by energy companies as an example. They work significantly with the landowner.
                • Carter – BSC working with DCB on this. Supportive of DCB to pursue this.
                • CIP code will need to be adjusted for stage II.
                   o Darling motion for approval, Meyer second
                   o Motion carried unanimously
        b. MiSU
          1. New Academic Program, Policy 403.1
             a) Public History, Memory and Digital Media, minor
                • Koczon - Stage I was produced a couple years ago. They want to now move forward.
                • Dahlberg motion for approval, Rafert second.
                   o Motion carries unanimously
        c. NDSU
          1. New Academic Program, Policy 403.1
             a) Certificate Master of Construction Management – offered online
                • Link motion to approve, Dahlberg second
                • This is adding a certificate to an existing program.
                • Rafert – this is a new degree type. This will be worked on for next stage.
                   o Motion carries unanimously
        d. UND
          1. New Academic Program, Policy 403.1
             a) Curriculum and Instruction, M.S.
          2. Distance Learning Credit Activities, Policy 404.1
a) Curriculum and Instruction, M.S.
   - Koczon motion to approve, Brauhn second
   - Motion carried unanimously

2. Stage II requests (enclosure – Pages 86-90)
   a. DCB
      1. Distance Education UPDATE, Policy 404.1
         a) Paramedic (EMT) Technology (offered to WSC)
            - Brauhn motion to approve, Meyer second
              - Motion carried unanimously
   b. DSU
      1. Institutional Organizational Notice and Approval DELETE, Policy 307.1
         a) China Center at Sichuan International Studies University
      2. Program Termination, Policy 403.1.1
         a) Business Administration, B.A.
         b) 16 hour Certificate Program in Entrepreneurship
         - Notifications of termination
   d. UND
      1. Institutional Organizational Notice and Approval, Policy 307.1
         a) FROM the Department of Information Systems and Business Education
            TO the Department of Information Systems and Business Communication
         b) FROM the School of Engineering & Mines TO the College of Engineering & Mines
         c) FROM the Department of Geology & Geological Engineering TO the
            School of Geology & Geological Engineering
            - Rafert motion to approve, Brooks second
            - Carter – asked about definition of Dept., School, College
            - Light – there aren’t formal criteria in place, however, the name change
              would help the Engineering College be in line with the other areas of
              campus. This would also help with the college structure – it gives that
              college structure to create other programmatic subunits as needed. It is
              a structural issue in terms of the sheer number of programs and
              departments within the college structure.
            - Hillman – the key issue is that there is an awareness of structural
              changes so there are no surprises.
              - Motion carried unanimously
      2. Program Termination, Policy 403.1.1
         a) Major in Industrial Technology, B.S.Ed.
         b) Major in Business Education, B.S.Ed.
         c) Office Administration, minor
            - Notifications of terminations
   3. Prefixes (enclosure – Pages 91-93)
      a. UND: ISBC (Information System and Business Communications)
         - DELETE – UND: ISYS & ISBE
           - Johnson – they match rationale and are approved by Johnson.
           - Carter motion to approve, Stenehjem second.
             - Motion carried unanimously
   4. Academic Approval Process (enclosure – Pages 94-107)
• Stage II Cover Page Revisions
  o Encompassing more delivery mode/format options.
  o Requested CIP code.
    ▪ 404.1 – “Outline for Delivery Format Approval”
    ▪ Section 9 “Approvals” should that be maintained?
    ▪ Carried over to July meeting – will continue to work on wording
      • Multi-format
      • Alternate program delivery

REMINDER: Review Criminal History Background Checks

12:00 – 1:00 Lunch – LRSC
2012 Future Meetings
July 3 – Conference Call
August 7 - Bismarck
September 4 – Meeting in Carrington. 10-4
October 2 – Bismarck
November 6 – Conference Call
December 4 – Bismarck