Joint Meeting Minutes of
Academic Affairs and Student Affairs Councils
NORTH DAKOTA UNIVERSITY SYSTEM

3 February 2014  1:00 p.m.-5:00 p.m.
Lunch Provided for AAC and SAC Members Noon-1:00 p.m.
Bismarck State College
National Energy Center of Excellence Building, Room 335
If Needed: 701-777-5900; Passcode: 140626#

Members Present: Dr. Drake Carter (Bismarck State College), Dr. Donna Fishbeck (Bismarck State College), Dan Davis (Dakota College Bottineau), Larry Brooks (Dakota College Bottineau), Dr. Cynthia Pemberton (Dickinson State University), Pattie Carr (Dickinson State University), Lloyd Halvorson (Lake Region State College), Dr. Randy Fixen (Lake Region State College), Dr. Keith Stenehjem (Mayville State University), Dr. Ray Gerszewski (Mayville State University), Dr. Lenore Koczon (Minot State University), Harvey Link (North Dakota State College of Science), Dr. Philip Parnell (North Dakota State College of Science), Dr. Bruce Rafert (North Dakota State University), Prakash Mathew (North Dakota State University), Dr. Tom DiLorenzo (University of North Dakota), Dr. Lori Reesor (University of North Dakota), Josh Riedy, (University of North Dakota), Dr. Margaret Dahlberg (Valley City State University), Dr. Vitaliano Figueroa (Valley City State University), Wanda Meyer (Williston State College), Heather Fink (Williston State College), Brett Johnson (North Dakota Student Association), Collin Hanson (North Dakota Student Association), Paul Markel (Council of College Faculties), Dr. Larry Skogen (North Dakota University System), Dr. Sonia Cowen (North Dakota University System), Dr. Lisa Feldner (North Dakota University System), Lisa Johnson (North Dakota University System), Becky Lamboley (North Dakota University System), Nancy Green (North Dakota University System), and Kristie Hetzler (North Dakota University System).

A. Lunch with Constituents

Interim Chancellor Skogen expressed his appreciation for all the work the two councils are doing. At the February Board meeting, Chancellor Skogen will be expected to provide the Board with a deadline regarding when the Pathways task forces are coming back with proposals. When Chancellor Skogen presents the proposals to the Board, he wants to be able to say that educators of the University System got together and came up with fundamental ideas, suggestions, and solutions. He promised the Board that the councils will come back with something better than what they currently have now.

Bismarck State College and Valley City State University hosted meetings comprised of K-12 and NDUS faculty involved in mathematics and English language arts to address vertical curriculum alignment. They will continue to meet and have funding available through 30 June 2014. Additional meetings will be planned before the grant expires to include continued discussion regarding Common Core State Standards (CCSS).

The state has adopted the Smarter Balanced consortium as part of the assessment of students’ readiness for college. It was suggested that the state should move away from the term “remediation” and instead move to the use of the phrase “college preparation”. The question is how we incorporate college preparation in grade 12 before the students get to the campuses. P20 involvement and the new assessment need to be part of the conversation.

The growth of the nontraditional student population continues to outpace traditional students. Students are coming back to school and are not coming from grade 12. This needs to be part of the discussion.

There are 42,000 students in the University system. 10,000 students are from MN where Smarter Balanced is not used. How does the Pathways to Student Success admission index affect the students not coming from Smarter Balanced states? ND will use Smarter Balanced as the assessment standard for the state. At the February Board meeting, Interim Chancellor Skogen intends to offer recommendations regarding an admissions index by a certain date, college preparation by a certain date, and a tuition model by a certain date.
Dr. DiLorenzo asked how the educators can help Chancellor Skogen prepare for a successful dialogue with the Board at the February meeting. Chancellor Skogen said he will need assistance in two areas: 1) an update on the task forces (what and where they are) and 2) a projected date to come back to the Board to give proposals for changes to Pathways for Student Success. Dr. DiLorenzo asked if the Board would be receptive to incrementally implementing a revised Pathways to Student Success. A flexible, incremental model seems more reasonable. Chancellor Skogen stated that if it sounds like it will work; the Board might be inclined to support the request. Dr. Cowen indicated that implementation will likely be in stages.

B. Call to Order  
   1. Welcome and Introductions

C. Guest Presentation and Requests  
   1. Dr. Robert Stein, Smarter Balanced™  
      Dr. Cowen introduced Dr. Robert Stein, Ph.D. and Regional Senior Advisor to the Midwest Region. Dr. Stein reported that ND North Dakota is a governing board state. Michigan is a coordinating board state, which means every institution has their own governing board. Dr. Stein indicated that his work on the Degree Qualifications Profile and the associated Tuning Project have many similarities to Common Core State Standards and Smarter Balanced as it relates to higher education. Dr. Stein was hired by Smarter Balanced to be the Midwest regional advisor. His role is to foster communication between Higher Ed and K-12. His role also includes promoting communication between the state of ND and Smarter Balanced.

Common Core State Standards  
Standards based education existed for decades in K-12. In 2001, No Child Left Behind became federal law and it required states to develop standards. Each state was allowed to develop their own state standards. No Child Left Behind requires annual testing and desegregate data.

When this requirement came about, states realized that they needed to have a common set of standards. It is important to have Common Core State Standards due to student mobility. To achieve comparable data, a single set of standards is needed. Forty-five states and the District of Columbia adopted Common Core State Standards.

Each state needs to review the draft of the Common Core State Standards and decide what they do and do not like about it. The vision should be to use Common Core Standards as an early warning system with the understanding that higher education will be working with K-12 in considering what the assessment of the standards mean. Forty-five states adopted the Common Core Standards in 2009-2010. Fully adopted Common Core Standards will occur in 2015. ND juniors will start taking assessments in Spring, 2015.

The federal government put money into PARCC & Smarter Balanced - each of which maintains their respective consortium of members’ states. Each state has been given the choice of whether or not to join one of the two consortia. Some states chose not to join either and they are developing their own tests instead. Under No Child Left Behind, students must be tested in English and Math in grades 3-8 and grade 10. North Dakota participated in both consortia before selecting Smarter Balanced in 2013. Smarter Balanced tests were deemed to be more robust and required students to demonstrate mastery of learning outcomes.

The governance structure of Smarter Balanced is a state lead consortium. Each state has one voting seat at the table. ND joined in July 2013 as a governing state. State Superintendent Kirsten Baesler represents the vote on behalf of North Dakota. Both higher education and K-12 must vote the same in order for Superintendent Baesler to cast a vote on behalf of the ND.

Initial feedback from colleges and universities indicates that the use of the term “College content ready” is preferred to “college ready” as a more accurate depiction of what Common Core State Standards are measuring.

Smarter Balanced is NOT an admissions test but designed as an early warning placement test. ACT and SAT tests are admission tests but are being used as a placement tests. Smarter Balanced is to be considered in the context of placement decisions.
Summative Assessments are considered high stakes testing and given during the last 12 weeks of the semester. The digital library initiative is to help teachers with instructional resources. Interim assessments are done between summative and formative assessments to gain some sense of whether or not a school is moving forward. Students can retest in Smarter Balanced. Smarter Balanced is a consortium funded by a grant that ends September 2014.

2. Approval of the Agenda
   It was moved by Dr. DiLorenzo, seconded by Dr. Rafert, to approve the Joint Academic Affairs Council and Student Affairs Council agenda. The motion carried unanimously.

3. Approval of the Joint AAC/SAC Meeting Minutes for January 8, 2014
   Mr. Larry Brooks asked that the Joint AAC/SAC meeting minutes reflect that Mr. Brooks and Mr. Davis were at the Joint AAC/SAC meeting in January. It was moved by Dr. Koczon, seconded by Dr. DiLorenzo to approve the Joint AAC/SAC meeting minutes with the additions. The motion carried unanimously.

Break

D. Joint AAC/SAC Council Updates
   1. NDSA – Brett Johnson/Collin Hanson
      Brett Johnson reported NDSA had to cancel its January meeting due to inclement weather. A Skype meeting was held to pass along updates. The only discussion point was ConnectND. We are looking forward to our next meeting which is in Minot 21-22 February 2014.

   2. CCF – Fernando Quijano
      Mr. Markel reported the CCF is preparing a response to HCR 3013, regarding the use of open-source education resources (Dr. Tom Petros (UND), is leading this effort). They are also discussing a proposal that CCF would like to send forward calling for a permanent research fund to promote research across the 11 campuses (initiated by Dr. Eric Murphy (UND). In addition, CCF has taken under consideration proposed amendments to SBHE IP policy (again, led by Dr. Eric Murphy and CCF has since forwarded their response to Murray Sagsveen). Finally, CCF is also examining the implementation of the Family Medical Leave Act (FMLA) across their campus; Dr. Audra Myerchin, (MiSU) is leading that effort.

E. Joint Council Business and Discussion
   1. Updates from the Pathways for Student Success Task Forces – Dr. Sonia Cowen and Task Force Representatives
      Admissions Index Task Force members are Dr. Lisa Feldner, Dr. Randy Fixen, Dr. Ray Gerszewski, Collin Hanson, Dr. Paul Markel, Dr. Lori Reesor, and Mr. Prakash Mathew. The admission index subcommittee consists of Prakash Mathew, Dr. Ray Gerszewski, Dr. Paul Markel, and Dr. Lori Reesor. Data and statistical experts for the subcommittee are William Slanger, Laura Oster-Aaland, Sol Jenson, and Carmen Williams.

      The subcommittee was asked to, first, determine which high school variables predict academic success and, second, the relative weight of each of those variables should carry in the admissions index. The task force was also asked to determine the impact of the formula on admission numbers and adjust as necessary to balance the desire for access with probability of success.

      The data analysis to predict academic success was measured by High School GPA, core course GPA, academic capacity, and ratio of credits earned to credits attempted.

      Dr. Cowen would like the task force and subgroup continue their data analysis. She will be sending out something to each of them in terms of what needs to be done to help mine the data. The outcome is exactly unique to data of our students based on the information received from the students.
Dr. DiLorenzo indicated that he liked the work that has been done by the task force; the original data analysis done to determine the original *Pathways for Student Success* admission index indicators didn’t make sense.

At the next Board meeting, the NDUS will be expected to present recommendations and associated timelines for implementation.

Dr. Reesor suggested obtaining MN core and GPA data then conduct a comparison of ND and MN data.

2. Recommendations from the *Best Practices for Remedial/Developmental Education Task Force*
   The *Best Practices for Remedial/Developmental Education Task Force* has had two meetings. They are sharing what is happening on their campuses regarding current remediation practices.

Mr. Riedy stated that both of the proposals were predicated on past practice. A committee was formed early this fall to see what the best path was for the University of North Dakota. The group wanted to revert to the past with some modifications to further enhance the performance of students.

In English, the preference is to have an entry level course that is not remedial but is built so students don’t have to register for a remedial course.

In math, the group would like to revert back to use of the Compass placement test and have three cutoff scores. The first would be the automatic qualifier that a student goes into the first math course depending on the major or discipline. The other option is being placed into a remedial math course. In the middle would be the students that are borderline on the ACT and Compass tests. Students would be placed into an entry level math course with more structure and more support built into it to enhance the likelihood for success. The group does not want a specific cut score that either places students in a remedial course or not. The group would like something in place by fall 2014 and use the Compass testing this summer for orientation.

Dr. Carter reported that at Bismarck State College the Compass Exam is used for English placement. Those students that are weak in English or demonstrate difficulty reading would be placed in a standalone course to prepare them for their first college level English class. Students that are borderline would be placed in a co-requisite remedial course that would be taken in addition to English 110. Dr. Carter supported the idea of including the remedial instruction in a supplemental manner to degree coursework.

Developmental math courses are structured as three, two-credit classes. They are intended to serve as multiple entry points for students who need math development. The courses are offered in eight-week courses so students may complete two of the courses in a single semester and graduate in a reasonable amount of time.

Bismarck State College has had a fair amount of success using the Pearson eCollege product called Math Foundations Lab. MyMathLab is used in the entry level math classes as well; it serves as an additional tutor for students.

Dr. DiLorenzo asked if Dr. Cowen if she has had discussion with K-12 administrators regarding the recommendation of addressing remediation in Grade 12? Dr. Cowen reported that she feels she has been communicating with K-12 leadership regarding this matter.

3. Board Policy – First Reading
   • SBHE Policy 302.1 – Academic, Research, and Student Affairs Committee (Re-establish) AAC members offered recommended changes for consideration.

F. Revisit Common Application – Dr. Sonia Cowen and Ms. Lisa Johnson
   Dr. Cowen indicated that a proposed model for a common application to the North Dakota University System had been presented to the Admissions User Group on 15 January 2014. The proposed common application would be reduced significantly to a minimal number of questions needed from a potential applicant to make an admission decision.
Additional information could be collected from the student via subsequent communications or after the student had enrolled at the college or university. Mr. Mathew stated that the proposed common application as described is not supported by all the campuses and was never a directive from the Board. Dr. Reesor agreed that the applications contained questions that could be removed or better worded, but having a common application was not communicated. Ms. Johnson stated that at the 15 January 2014 meeting of the Admissions User Group, they wanted to simply carry out the remaining details of their original request for improvements to the current common application and to reiterate their support for continued use of Hobson’s as the user interface with ConnectND. Dr. Feldner will work Hobsons to confirm what can and cannot be completed from the request that was submitted. Dr. DiLorenzo asked Dr. Cowen to relay the recommendation of both councils to continue working on the outstanding issues with the present common application rather than attempting to introduce a new common application.

G. NDUS Staff Updates
1. Administrative Affairs Council Update – Ms. Laura Glatt

   a. 2015-2017 Budget
      Discussion began regarding the 2015-2017 budgets at the most recent Cabinet meeting. A comprehensive document was shared with new initiatives, past initiatives, and automatic cost increases that will need to be absorbed. The Chancellor will continue to meet with representatives from campus over the next few weeks. The deadline to submit budget requests that have system wide impact or benefit is 17 February 2014. Submissions will be reviewed at the February Cabinet meeting. The goal is for the Chancellor to prioritize and offer recommendations to the SBHE. At the 24 April 2014 Board meeting, it is anticipated that the Board will approve the final biennium budget request in terms of the operating budget. The capital budget will be developed thereafter, to be approved by the Board in June 2014.

   b. Tuition and Fees Task Force related to Pathways for Student Success
      The Cabinet approved the common dual credit tuition rates last week to be implemented not later than Fall 2015. Campuses can begin implementation sooner at their option. There were concerns expressed by the President of Williston State College, which will be separately resolved.

      The Cabinet supported the proposed delay in implementation of the Pathways tuition waiver limitation. Ms. Glatt said she did not know the SBHE approval process and timeline at this point in time.

2. CORE Technology Services – Dr. Lisa Feldner
   Dr. Feldner and Darin King reported that they will be visiting each of the campuses next week to visit with the IT CIOs.

3. NDUS Director of Communications and Media Relations – Ms. Linda Donlin
   Ms. Donlin shared an update regarding an initiative formerly called Project Vital Link. The website has been completely redesigned. The new site is at http://ndchoose.com. It is a more user-friendly way of viewing program and campus information. The site supports a variety of mobile applications to include iPads, mobile phones, and other devices. The goal was to have a responsive, interactive site. The site should recognize the type of device being used and display the best version and functionality. The information for the site was provided by the Public Affairs offices of the campuses.

4. Admissions Group – Ms. Lisa Johnson
   a. Dual Credit Billing and Audit Code
      Ms. Glatt is waiting to hear from the admissions group for some edits. Ms. Johnson will send the most recent version to AAC members via email and will encourage admissions and registrars to communicate with consistency as a campus when responding with feedback.

   b. Report from DPI on Dual Credits
      Dr. Cowen stated that the Superintendent of Public Instruction reported on last spring’s enrollment numbers; there were 8,253 dual credit students. Of those students, 3,945 were unique students. An average student
takes more than two dual credit classes per year. ND high school teachers supply 86% of the dual credit instruction as adjunct faculty for a college or university while 14% of dual credit instruction is supplied the NDUS faculty.

H. Student Achievement Measures (SAM) – Ms. Lisa Johnson

Ms. Johnson urged Council members to consider participation in the Student Achievement Measure (SAM) initiative. A primary purpose of the SAM initiative is to include and report transfer students in campus data. When SAM data is published for each institution, the resulting graphics clearly indicate a percentage of students who graduated from an institution, those who are still enrolled, those who have transferred elsewhere and graduated, and those who have transferred elsewhere and are still enrolled. Community colleges track a somewhat different set of data to include part-time students and track part time students for a slightly longer period of time to account for the fact that part time students will take longer than two to three years to graduate. Ms. Johnson indicated that the resulting SAM graphics could be used to easily communicate with external stakeholders, reflects a more accurate portrait of student mobility, and is compiled by an external entity. For more information or to sign up for participation in the SAM initiative, the website is at: http://www.studentachievementmeasure.org/.

I. Other Business

There was no other business.

J. Adjourn

The meeting adjourned at 5:35 p.m.