The State Board of Higher Education’s Academic and Student Affairs Committee met by conference call, on Thursday, June 12, 2014 at 11:00 a.m. CDT. The call originated in the NDUS Office, 10th floor of the State Capitol, 600 E. Boulevard Ave., Bismarck, ND.

SBHE Academic and Student Affairs Committee members participating:
Dr. Kirsten Diederich, Committee Chair
Dr. Terry Hjelmstad
Mr. Devin Hoffarth, SBHE Student member
Dr. Doug Munski, Faculty Adviser, non-voting

NDUS staff participating:
Dr. Sonia Cowen, Interim Vice Chancellor for Academic and Student Affairs
Ms. Nancy Green, Administrative Assistant for Academic and Student Affairs

Guests: Dr. Julie Anderson, University of North Dakota
Dr. Michael Mann, University of North Dakota
Dr. Eric Murphy, University of North Dakota
Dr. Raymond Goldstein, University of North Dakota
Dr. Tanya Spilovoy, North Dakota University System
Dr. Ray Gerszewski, Mayville State University
Dr. Lori Reesor, University of North Dakota
Dr. Cheryl Nilsen, Minot State University
Dr. Ken Haught, Dickinson State University

Approval of Minutes
Motion to approve was moved by Mr. Hoffarth and seconded by Dr. Hjelmstad.
Action: Motion was approved by Hjelmstad, Hoffarth, and Diederich.

Approval of Agenda
Motion to approve was moved by Dr. Hjelmstad and seconded by Mr. Hoffarth.
Action: Motion was approved by Hoffarth, Hjelmstad, and Diederich.

Announcement of Chancellor’s Action(s): Reviewed by the Cabinet and approved by the Chancellor on June 11, 2014.
Stage II – New Prefix
- Mayville State University’s request for a new prefix: SPED -- Special Education, effective fall 2014.
- Minot State University’s request for a new prefix: UNIV -- University Studies, effective fall 2014.
- North Dakota State College of Science’s request for a new prefix: UNIV -- University Studies, effective fall 2014.
- North Dakota State University’s and the University of North Dakota’s requests for a new prefix of BME -- Biomedical Engineering, effective fall 2014.
• Williston State College’s request for a new prefix: HIM -- Health Information Management, effective fall 2014.

Stage II – Place Program on Inactive Status
• Dakota College at Bottineau’s request to place programs on inactive status: Diploma in Medical Transcription, effective fall 2014.
• Dickinson State University’s request to place three programs of study in natural sciences on inactive status:
  ▪ B.A. in Environmental Health, effective summer 2014;
  ▪ B.S. in Biology (Professional Option), effective summer 2014; and
  ▪ B.S. in Biology (Wildlife Biology Option), effective summer 2014.
• Dickinson State University’s request to place the B.S. in International Business major on inactive status, effective fall 2014.
• Dickinson State University’s request to place eight minors supporting the existing B.S. in Business Administration on inactive status:
  ▪ Banking and Finance, effective fall 2014;
  ▪ Entrepreneurship, effective fall 2014;
  ▪ Human Resource Management, effective fall 2014;
  ▪ International Business, effective fall 2014;
  ▪ Management, effective fall 2014;
  ▪ Management Information Systems, effective fall 2014;
  ▪ Marketing, effective fall 2014; and,
  ▪ Office Administration, effective fall 2014.

Stage II – Program Title Change
• Williston State College’s request for a program title change from Certificate in Medical Billing and Coding to Certificate Program in Medical Coding (including a Certificate of Completion in Medical Editing), effective fall 2014.

Stage II - Distance Education Programs
• North Dakota State University’s request for distance delivery: M.Ed. in Educational Leadership -- Teacher Education Option, effective fall 2014.
• North Dakota State University’s request for distance delivery: M.S. in Leadership in Physical Education and Sport -- On-Line Option, effective fall 2014.

Academic Requests Action(s):

Tenure Recommendation from NDSU for Dr. M. Beth Fisher Ingram
Motion to approve was moved by Dr. Hjelmstad and seconded by Mr. Hoffarth.
Discussion: Tenure was recommended by NDSU for Dr. Ingram as part of her contract as new provost.
Action: Motion was approved by Hoffarth, Hjelmstad, and Diederich.

Stage II - New Program and Distance Education
• North Dakota State University’s and the University of North Dakota’s requests for collaborative new graduate programs (M.S. and Ph.D.) in Biomedical Engineering to be offered collaboratively, and on-line as well as on their respective campuses, effective fall 2014.
  Motion to approve was moved by Mr. Hoffarth and seconded by Dr. Hjelmstad.
**Action:** Motion was approved by Hjelmstad, Hoffarth, and Diederich.

Stage II – Organizational Change
- University of North Dakota’s request for an organizational change to establish a new center: Center for Comparative Effectiveness Analytics; effective fall 2014.
  **Motion** to approve was moved by Dr. Hjelmstad and seconded by Mr. Hoffarth.
  **Discussion:** Dr. Julie Anderson and Dr. Raymond Goldstein provided information specific to the requested change.
  **Action:** Motion was approved by Hoffarth, Hjelmstad, and Diederich.

Stage II – Institutional Organization Notice and Approval -- Institutions authorized in 2013 -- Renewal to Operate in 2014
- Central Michigan Renewal to Operate in 2014;
- Embry-Riddle Renewal to Operate in 2014;
- Park University Renewal to Operate in 2014; and,
- Rasmussen College Renewal to Operate in 2014.
  **Motion** to approve was moved by Mr. Hoffarth and seconded by Dr. Hjelmstad.
  **Discussion:** Dr. Spilovoy recommended the approval of state authorization renewal applications for four higher education institutions operating with a physical presence within North Dakota.
  **Action:** Motion was approved by Hjelmstad, Hoffarth, and Diederich.

The Chancellor asked Dr. Cowen to address the Pathways that was approved by the SBHE in 2012. She formed three task forces: (1) Admissions Index for Student Success, (2) Best Practices in Remedial/Developmental Education, and (3) Remedial/Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools. The task forces are recommending a revised admission index and alternative models of delivery of remedial education. Meetings were held by the individual task forces with their respective constituents. The task forces made presentations to the Chancellor’s Cabinet on 11 June 2014.

**Recommendations of the Admissions Index for Student Success Task Force**
Dr. Lori Reesor (UND) and Dr. Ray Gerszewski (MaSU) proposed a new admissions index for the research and regional institutions. The High School (HS) GPA is shown to be the best predictor for academic success in college. The ACT should still be included for valuable information, including scholarships. The recommendations apply to first-time, full-time college students.

The research institutions currently have a 2.5 HS GPA and 21 ACT minimum admissions criteria. The minimum criteria for the research institutions and MSU would be a 2.75 HS GPA and a 21 ACT. The regional institutions would have minimum guidelines of a 2.0 HS GPA and 18 ACT. If the minimum criteria are not met, then more weight would be given to the HS GPA. A holistic review would be done for those students who did not meet the minimum criteria.

Dr. Ray Gerszewski (MaSU) provided feedback from the vice presidents of student affairs, admissions personnel, and academic affairs personnel from the regional institutions. Minot State University did a lot of research a few years ago and wants to retain their admission guidelines of 3.25 HS GPA and 22 ACT. MiSU also looked at provisional admission.
The research campuses would recommend that students increase their core courses from 13 to 15 by fall of 2018. To keep in line with Pathways -- with an increase in the quality and standards of students -- incoming first-time, full-time college students would need to take more rigorous classes in high school.

With the recommendations from the Chancellor’s Cabinet, the task forces will make their recommendations to the SBHE on 26 June. Those recommendations will be considered for inclusion in the SBHE strategic plan to be discussed at the SBHE retreat in July.

The residency question doesn’t show college preparedness. The institutions should start to consider, once the student is admitted, she/he is ours.

A concern was raised with students staying away from AP courses to work on their HS GPA in order to get into a school. The direction is to increase the requirements showing AP courses will work for them for learning, not just for the grades.

Dr. Cowen raised two questions: (1) If the HS GPA is the more creditable predictor of student success in place of the ACT, what happens if an ACT is at the same weight on the table as a HS GPA?; (2) Of those students who are in the grouping for further review, what percent could we predict likely to be admitted? Dr. Reesor stated they don’t have the data for how many students who receive further review (if they don’t meet minimum admission standards) are admitted. Regarding the weighting of the HS GPA versus the ACT, a formula or a coefficient is not reflected/used in the new model. It would be better to suggest the scores for the HS GPA are far higher than the ACT scores. ACT is necessary for financial aid awards.

Dr. Reesor will amend the whitepaper to include data regarding how many students who receive further review are admitted to NDUS institutions. The revised whitepaper will be provided to the SBHE for its meeting on 26 June.

Best Practices in Remedial/Developmental Education Task Force for Student Success

Dr. Ken Haught (DSU) presented the recommendations for remediation in English. He noted that the white paper he provided to the Committee still needs more revision since it is representative of only three institutions. Also, it does not speak directly about the three directives of Pathways. The task force in English recommends that each research and regional institution be permitted to offer developmental courses if or as they see fit. There are concerns regarding: (1) the availability of support systems to assist with the developmental coursework, and (2) the capacity of community colleges to handle the number of students for remedial courses. The task force emphasizes the use of tutors. A better way to follow the student and his/her progress is to offer remediation on the host campus rather than via collaborative registration for courses from multiple campuses. The Governor’s Funding Committee puts the remedial courses at higher dollars for reimbursement. Benefits to the student are being considered over the funding formula.

Dr. Cheryl Nilsen (MiSU) presented the recommendations for remediation in Math. The white paper shows the results of the Best Practices in Remedial/Developmental Education Task Force in coursework for mathematics. It is best to see where the students are to see how best to work with those who need remediation or support so they are not set up to fail. Both the ACT math score and the COMPASS exam are used for placement into appropriate math courses. The COMPASS exam is perhaps a better tool as it is an adaptive test. There is a variety of support that is offered: tutoring, student math clinics/centers,
online resources (i.e. ALEKS), videos (i.e. Khan Academy), that are instructional and include practice problems. The two year schools created a three course sequence for students to complete in abbreviated weeks of one or more semesters. NDSU and UND offer a five day college algebra course. MISU has a four credit intermediate course. The current Pathways model calls for all remedial coursework to be offered as exclusively by the community colleges. Some issues to consider with the current Pathways model are: registering collaboratively is done manually; advising, transfers, and implementation all are very time consuming; and on-line instruction is not optimal for remedial instruction.

**Remedial/ Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools Task Force for Student Success**

Previously, the task force had concluded: when looking at the numbers of students who do not pursue degrees or do not transfer to a four year school, it is recommended to put remediation in the high schools. Teacher education and the world of work have been suggested as additions to the Remedial/Developmental Grade 12 model. The ND Center for Distance Education (CDE) can assist the high schools that do not want to use Pearson. DPI will work with the high schools to identify how to put teachers into their classrooms to address remedial needs in grade 12.

Most recently, the task force recommended:

(1) An increase in collaboration and communication between NDUS and the public high schools in terms of continuing Vertical Curriculum Alignment in English and math can prevent overlapping curricula and the success of students in college courses. DPI now funds Vertical Curriculum Alignment in English and math initiatives annually;

(2) Teacher education campuses will take a larger role in teaching in best practices in remedial instruction as well as the teaching of math and English. They can offer continuing education credits for current teachers from high schools that identify professional development as a best approach to remediation. The teachers will attend a conference/workshop and the following summer a decision will be made as to which public high schools will start remediation in Grade 12 by the fall of 2016;

(3) The community college faculty will not be tracking the students’ progress in the use of Pearson remediation. There will be communication regarding Math 103 and other entry points to the public high schools so high school teachers will know what is expected of their students in terms of learning objectives and the metrics of college preparedness;

(4) Sen. Flakoll has discussed proposing legislation to fund the public high schools for remediation at their level. There is $752,840 in the NDUS budget for 2015-17 to compensate faculty for attending a summer conference/workshop to participate in professional development as stakeholders in addressing remediation in high school and college; and,

(5) The model moves instruction/support for professional development from community colleges to teacher education schools, in order to suit the comfort of practicing teachers. The difficulty is the inclusion of subject matter faculty on our campuses who are subject matter expects, but who may need assistance in teaching their subject matter as remediation.

The meeting adjourned at 1:23 p.m. CDT.