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

Wednesday, 7 May, 2014 9:00 a.m. – 3:00 p.m.
Bismarck State College
National Energy Center of Excellence Building, Room 335

Academic Affairs Council members participating: Mr. Larry Brooks (Dakota College Bottineau), Dr. Drake Carter (Bismarck State College), Dr. Tom DiLorenzo (University of North Dakota), Mr. Lloyd Halvorson (Lake Region State College), Dr. Lenore Koczon (Minot State University), Mr. Harvey Link (North Dakota State College of Science), Ms. Wanda Meyer (Williston State College), Dr. Cynthia Pemberton (Dickinson State University), Dr. Bruce Rafert (North Dakota State University), Dr. Keith Stenehjem (Mayville State University) and Mr. Derek LaBrie (North Dakota Student Association).

Student Affairs Council members participating: Dr. Donna Fishbeck (Bismarck State College), Mr. Dan Davis (Dakota College Bottineau), Ms. Pattie Carr (Dickinson State University), Dr. Ray Gerszewski (Mayville State University), Dr. Dick Jenkins (Minot State University), Dr. Philip Parnell (North Dakota State College of Science), Mr. Prakash Mathew, Dr. Laura Oster-Aaland (North Dakota State University), Dr. Lori Reesor (University of North Dakota), Dr. Vitaliano Figueroa (Valley City State University), and Ms. Wanda Meyer (Williston State College).

Members Absent: Dr. Margaret Dahlberg (Valley City State University), Mr. Fernando Quijano (Council of College Faculties), Dr. Randy Fixen (Lake Region State College), and Mr. Blayd Sanders (North Dakota Student Association).

NDUS staff participating: Dr. Sonia Cowen, Dr. Lisa Feldner, Ms. Connie Sprynczynatyk, Ms. Lisa Johnson, Ms. Becky Lamboley, and Ms. Nancy Green.

Approval of Agenda
Motion: To approve the Joint AAC/SAC agenda.
   Moved: Dr. Pemberton
   Seconded: Mr. Mathew
   Action: Approved unanimously.

Guest Presentations
Ms. Connie Sprynczynatyk, director of strategic planning for the North Dakota University System, provided an outline of the process in which she is engaged in to update the system’s master plan. In response to a question regarding the information-gathering phase, Sprynczynatyk said by mid-May she will have interviewed individuals from across North Dakota, including presidents of the institutions; faculty, staff and student senate leaders on each campus; community and business leaders; and legislators. The focus of the interviews is a vision of higher education’s future in the state. She also summarized various planning efforts such as 2020 and Beyond, Pathways to Student Success, Succeed 2020, Paulien Associates report and the Higher Education Partnership, all of which will be considered in the collaborative effort to develop the 2014-2019 NDUS master plan.
Dr. Lisa Feldner, Vice Chancellor for Information Technology and Institutional Research stated the 162020 money was awarded to the K-12 schools. Three goals of the initiative are: 1. on time completion of high school, 2. increase GPAs, and 3. reduced remediation. The topic of discussion is how to sustain the programs after the $25 million is gone. Most of the programs are on professional development and support with the idea to use the programs that work. The 2020 and Beyond three areas of focus are: 1. education, 2. workforce, and 3. technology infrastructure.

Mr. Wally Erhardt, Director of Student Loans of North Dakota (SLND) Bank of North Dakota provided information on student loans. Student Loans of North Dakota is a guarantee agency. Another role is to outreach to the students which includes FASFA presentations.

About four years ago, SLND received the College Assess Challenge Grant of 1.5 million dollars. The purpose of the grant is to focus on low income, minorities, and first generation students to go to college. The College Planning Center services include: current website, fund RU Ready ND (a college preparedness website), and Paws in Jobland (supplements RU Ready ND). SLND has partnered with state schools (MiSU, NDSU, DSU, and LRSC), and nonprofits to provide dual credit assistance to low income high school students and fund GED testing (first and last test). They have a blog website for parents and students. The College Planning Center also has Dollars for Scholars (an outside entity) that provides assistance, software, and tries to raise money for education and funding. SLND administers the College Save program which has two matching grant programs: 1. the Children’s FIRST (matches the first 12 years of their life) and 2. the Matching Grant Program.

The Student Loan Department offers the Dakota Education Alternative Loan (DEAL) referred to the supplemental loan program. SLND want people to take out the Stafford Loan. The rate structure changed last year. The Consolidation program started in 2007 that includes any student loan and is only for ND residents. A credit check is done and the loan must be in repayment.

The NDUS office wants to have a liaison from the NDUS office with SLND to assist in getting information out to the students. This may start in January.

NDSA
Mr. LaBrie, NDSA, reported at the last meeting, the budget was passed, elections for open positions are finished, and legislation was passed on open resources with a resolution to use but not require use.

CCF
There was no CCF report.

ND Core Alcohol & Other Drug Fall 2014 Administration
Ms. Lamboley reported the ND Core Alcohol and other drug survey will be administered this fall 2014. It has been decided to not move over to an electronic administration? Ms. Lamboley will be assisting with the process. She worked through the process herself while working at UND in 2012. The entire state uses the data to drive all the prevention efforts for the consortium that works on substance abuse prevention and SPF SIG Grant that the local communities currently have. The time frame to start is September. The consortium is paying for some of the fees and the campuses may help with the rest.
Mental Health First Aid Training Overview
Ms. Lamboley reported there are currently three Mental Health First Aid trainers in ND: Dr. Dale Burns (NDSU), Dr. Erin Klingenberg (VCSU), and Ms. Lamboley. Dr. Lisa Eriksmoen (MiSU) is becoming a trainer. The training is mostly first aid to figure out what the situation is and how to get the student help. The goal of the training is to provide one open session each term on each campus. With legislative funding, the four trainers will do all the training.

Title IX
Ms. Lamboley reported Title IX is the piece on Sexual Misconduct that is federally mandated to be sure the appropriate resources are available to students of all ages. The Dear Colleague letter came out in 2011 that provides all the guidelines. Ms. Lamboley and NDUS general counsel have reviewed the documents to assist the campuses. The White House has a task force working on Title IX. The first document has many promises and sanctions being explored. There is a big article on Title IX in the Chronicle of Higher Education on the need for student dialogue and feedback.

Student Health Insurance
Ms. Lamboley reported the Student Health Insurance has a tentative premium of $2,186. There is flexibility to adjust benefits that would affect the premium. The goal is to communicate information to all students before the end of the semester.

Institutional Initiatives
There were no institutional initiatives.

Admissions Index for Student Success
Dr. Lori Reesor (UND) and Dr. Laura Oster-Aaland (NDSU) reported this would be a recommendation so this would go to the SBHE Academic and Student Affairs Committee, Chancellor’s Cabinet, and the SBHE meeting in June. Research conducted by the Admissions Index Task Force indicates that more than half the students that leave our institutions leave in good academic standing. Average high school GPA and ACT scores were reviewed of three groups: 1. those who were retained and successful; 2. those who were not retained and left successfully; and 3. those who are not retained and not successful.

The committee members are: Dr. Lisa Feldner (NDUS), Dr. Randy Fixen (LRSC), Dr. Ray Gerszewski (MaSU), Collin Hanson (NDSA), Dr. Lori Reesor (UND), Dr. Paul Markel (MiSU), and Mr. Prakash Mathew (NDSU).

Retention is defined as first-time full-time freshman from fall semester to fall semester. According to research conducted at the request of the task force, high school GPA is the single most important predictor of academic performance in the first year. ACT is a distant second in predictive importance, but is still helpful when combined with high school GPA. The Pathways of 2012 refers to cumulative GPA and Composite ACT.

The recommendations for admission to research institutions are: implementation beginning fall 2016, raise the high school GPA requirement from 2.5 to 2.75, maintain the composite ACT score of 21, and increase the core requirement from 13 courses to 15 courses by fall 2018. A sliding scale for admission guideline where a higher high school GPA can make up for lower ACT score in some circumstances. Applicants who do not meet the guidelines are still encouraged to apply and will be formally reviewed in additional areas.
such as: GPA in coursework, GPA in core courses, essays, personal statements, and letters of recommendation.

The recommendations for the regional institutions (DSU, MaSU, and VCSU) standards are: maintain a high school GPA guideline at 2.0, a composite ACT of 18 and no increase of the core requirements. In addition, there would be a similar sliding scale that would allow admission without further review pending meeting a set of guidelines. The recommendation for MiSU is to keep what they have with a provision for exceptions.

Some benefits are a guideline to communicate clear expectations and utilize NDUS/national research-placing. The goal is to increase standards to be more academically prepared. Differences are: this is a guideline not a formula, concept of automatic admission, residency has no impact on success, and class rank is not considered. Some future considerations to look at are: transfer students, international students, non-traditional/re-entry /GED, Smarter Balanced assessment, and CTE credits.

Motion: to adopt today as a recommendation with what came forward from the Admissions Index Task Force and to continue refining how the presentation looks and is adopted.

Moved: Dr. DiLorenzo
Seconded: Dr. Pemberton
Action: Approved unanimously.

Remedial/Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools

Mr. Derek LaBrie is the new AAC representative and Mr. Blayd Sanders is the new SAC representative. Dr. Ernst Pijning is the new CCF representative.

The task force has met three times via phone. Dr. Cowen has met with some of the members individually and with the teacher educators. Superintendent Baesler will meet with the superintendents at the end of the month. The same student is served, just at different times of their education. There were about 864 students who took at least one or two remedial courses at NDUS campuses. Smarter Balanced assessments will be implemented at the K-12 level next April and will use a score of 1-4. The ACT will be moved to the senior year fall 2015. Students may take additional work with Center for Distance Education. There is work being done with vertical alignment and standards.

Currently Pathways states that all remediation will take place exclusively on the community college campuses. It is the opinion of the task force that this cannot be addressed by putting this entirely on the community colleges. UND has two remedial credit bearing courses, English and math, to pilot this fall. The recommendation to the SBHE would be remediation isn’t exclusive to a certain campus. A suggestion is to work with the Center for Distance Education that works with other platforms. Some partners would include both public and private agencies that will be involved. Summer orientation workshops would be the role of the regional and research campuses with teacher education programs.

A recommendation was made to add a resource center for college and career success in the community colleges. The funds would be requested to the system budget. Monies could be used to provide availability of Pearson-MyLabs to all the campuses.

The model for the summer conference would be:

- On-going application/pairing Collaborate with grade 12 teachers, deliver coursework and continued contact with grade 12 teachers regarding needs for more instruction.
Collaborate with high schools for teacher candidate placements.
Collaborate with high schools to identify and contact additional assistance from other providers.
Collaborate with other high schools and providers.

The Best Practices Task Force is looking at the remediation courses for the system and for K-12. The question was raised of what is it in detail that our introductory developmental level faculty members expect when students get to campus? DPI is funding the Vertical Alignment in both English and math. The topics and what students should be proficient in have been identified. The English group met in Valley City and they will create a rubric of expected proficiencies associated with introducing college courses for English. The rubric for English could be posted on the DPI website. Joan Hawthorne of the University of North Dakota will aide in facilitating this discussion.

The campuses are asked to share the successes of students who took remedial courses and successfully completed college. It is requested the successes two past cohorts could be forwarded to Dr. Cowen by mid-June. Senator Flakoll has indicated a desire to direct the funding to K-12. The high schools can contract with whomever they wish to offer remediation in grade 12.

**Best Practices in Remedial/Developmental Education**

The members of the Best Practices in Remedial/Developmental Education Task Force are: Cheryl Nilsen (MiSU), Dan Leingang (BSC), Kristi Wold-McCormick (NDSU), Eric Wolfe (UND), Joel liams (UND), Josh Riedy (UND), Ken Haught (DSU), Larry Brooks (DCB), Maria Kaduc (NDSCS), Kelly Sassi (NDSU), and Greta Paschke (MaSU) is the CCF representative. They have divided into math and English disciplines. Each of the disciplines are collecting information and working on a whitepaper. The concern is the collaborative model is not working well. The regional campuses have retained the intermediate math course. SBHE policy indicates all developmental courses must be numbered less than 100. This goes into effect fall 2014. The task force is currently working on a white paper and posting the information on a SharePoint site.

**Common Application for Admissions**

Ms. Johnson provided an overview of the edits to the 2015-2016 common application for admission that have occurred over the last six months. She presented three items to council members that will also be shared with admissions and recruitment user group at their summer meeting at Valley City State University on 29 May 2014. Council members expressed a desire to quickly adopt the three proposed edits so that they might be included in the 2015-2016 common application. Ms. Johnson expressed concern regarding the tight timeline for 2015-2016 edits to Hobsons and urged council members to allow the review by the user group and to deliberate more fully as a council in consultation with their respective general counsel member.

The three statements outlined by Ms. Johnson are as follows: 1) Inclusion of the statement “Are you currently required to register as a violent offender in any state?” 2) “Do you have criminal charges pending against you?” 3) Revise the Equal Opportunity Policy Statement as follows: It is the policy of the North Dakota University System that no person in the United States shall be discriminated against because of race, religion, age, color, gender, disability, national origin, sexual orientation, gender identity, genetic information, creed, marital status, veteran’s status, political belief or affiliation and the equal opportunity and access to facilities shall be available to all. This policy is particularly applicable in the admission of students in all colleges, and in their academic pursuits. It also is applicable in the University-owned or University-
approved housing, food services, extracurricular activities and all other student services. It is a guiding policy in the employment of students either by the University System or by outsiders through the University System and in the employment of faculty and staff. Concerns regarding the Title IX, Title VI, ADA, and Section 504 of the Rehabilitation Act of 1973 may be addressed to the Office of Civil Rights, U.S. Dept. of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302, email: OCR.KansasCity.ed.gov, or your on-campus Affirmative Action/Equal Opportunity Officer, [FIRST NAME LAST NAME OF OFFICER, EMAIL].

SBHE Policy Section 402.1
Motion: To amend the agenda to discuss admission policies specific to the acceptance of other examinations of high school equivalencies in lieu of the high school diploma.
    Moved: Mr. Halvorson
    Seconded: Dr. Reesor
    Action: Approved unanimously.

Ms. Johnson shared feedback from the Admissions user group proposing deletion of Items 3 and 4 of SBHE Policy Section 402.1 citing these items are no longer relevant.

Motion: to approve SBHE Policy Section 402.1 as drafted.
    Moved: Dr. Pemberton
    Seconded: Mr. Halvorson
    Action: Approved unanimously.

Background Checks
Ms. Johnson summarized NDUS Procedure 511 – Student Criminal History Background Checks and asked council members to report any new programs or changes in programs that require a state or federal background check. Ms. Johnson will email both matrices to Academic Affairs Council members and copy Student Affairs Council members as a courtesy. All edits can be returned to Ms. Johnson by replying to her original email.

Smarter Balanced
North Dakota recently became a Smarter Balanced “governing” state as opposed to a previous status as a “participating” state and now has voting privileges and greater participation in decision making. Recent discussions centered on grade 12 advisement regarding coursework and college preparation based on grade 11 assessment scores. Smarter Balanced assessment scores range from 1-4 and will be accessible to higher education through a variety of potential sources to include the high school transcript, electronic system uploads, and writing directly to Smarter Balanced (or a designated vendor). Future discussions will center on what scores of 1-4 mean for placement in introductory college courses. Generally colleges and universities use the term remedial coursework, while high schools prefer the term “developmental” or “transitional” to describe this type of coursework. Ms. Johnson reported that both Math and English Language Arts groups, comprised of high school and higher education faculty, working on vertical curriculum alignment noted a significant amount of overlap in the content covered in grade 12 and introductory college/university courses in English and math. Ms. Johnson urged faculty participation in the online panel for setting standards that will be conducted 6-17 October 2014. A smaller representative group will continue to refine standards at in-person meetings this fall. Dr. Julee Russell (VCSU) and Mr. Bill Martin (NDSU) represent English language arts and mathematics respectively.
NDUS Retention Summit
Ms. Johnson reported that over 130 individuals have registered for the NDUS Retention Summit that will be hosted at BSC on 19-20 May 2014. Sixty individuals were registered for housing at the BSC dormitory. An evening meal will be provided for participants as the 2014 Williston Basin Petroleum Conference will compete for availability at most restaurants and hotels during the Summit.

Dr. Reesor announced UND will be hosting an ACE Leadership Conference for women will be in Fargo 22 September.

Ms. Lamboley announced Dr. Reesor was recognized and granted a NASPA award as a Pillar of the Profession.

The meeting adjourned at 3:45 p.m. CDT.
Freshman Appeal Form

Name: ____________________________________________

Current Address: ____________________________________________

City, State, Zip: ____________________________________________

Date of Birth: ____________________________________________

Daytime Phone: ____________________________________________

Email: ____________________________________________

Semester you applied to enter:  ☐ Fall ☐ Spring ☐ Summer Year_____

Letter of Explanation
Please submit a letter of appeal and address the following:

• Why are you interested in attending North Dakota State University?
• Explain any extenuating circumstances you believe warrant additional consideration.
• Use supporting evidence to describe how you plan to be successful at NDSU.
• Any additional new and relevant information the committee should consider when reviewing your appeal.

Letter of Recommendation
• Please include a letter of recommendation that identifies evidence of your ability to be successful at North Dakota State University. The letter must accompany this form.

SIGNATURE REQUIRED
I understand that my appeal will be reviewed after the Freshman Appeal Form and my Letter of Explanation and Letter of Recommendation have been received by the NDSU Office of Admission. I understand that submitting an appeal does not guarantee admission to NDSU and that my request for reconsideration will be determined by the Admission Appeals Committee.

______________________________    __________________________
Signature                      Date

Mail completed form and attachments to:

Office of Admission
Dept. 5230, PO Box 6050
Fargo, ND 58108-6050

November 2013
NDUS Admissions Index Task Force

Report and Recommendations
Presented to the joint AAC/SAC Councils
May 7, 2014
# Current Admission Guidelines

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Current Admission Criteria</th>
<th>Average ACT: Fall 2013 Freshman Class</th>
<th>Average HS GPA: Fall 2013 Freshman Class</th>
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</thead>
<tbody>
<tr>
<td>North Dakota State University</td>
<td>HS GPA: 2.5 &gt; ACT: 21 &gt;</td>
<td>23.8</td>
<td>3.41</td>
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<td>University of North Dakota</td>
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<td>3.36</td>
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<td>3.25</td>
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<td>GPA: 2.0 &gt; ACT: No min.</td>
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<td>2.94</td>
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<td>3.31</td>
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<td>Valley City State University</td>
<td>GPA: 2.0 &gt; ACT: 18 &gt;</td>
<td>20.6</td>
<td>3.15</td>
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## Current Admission Guidelines at Comparable Institutions

<table>
<thead>
<tr>
<th>Comparable Institutions</th>
<th>Admission Criteria</th>
<th>Average ACT</th>
<th>Average High School GPA</th>
</tr>
</thead>
</table>
| Montana State University    | GPA: 2.5  
ACT: 22                | 25.2        | 3.30                    |
| University of Idaho         | GPA: 2.2  
ACT: 23                | 23.0        | 3.39                    |
| University of Nebraska - Lincoln | Top 50% of class  
ACT: 20            | 25.3        | Not available           |
| University of Wyoming       | GPA: 2.75  
ACT: 20                | 23.9        | 3.48                    |
Retention and Academic Standing

- More than half of the students who do not return to NDSU/UND after their first year leave in good academic standing (≥2.0 GPA)
- Average HS GPA and ACT scores of the “Not Retained, Successful” group are much higher than current admission guidelines
- Students leave our institutions for many reasons and not always because of poor academic performance
- Changing admission criteria will not likely impact this group
Retention and Academic Standing

First-Time Full-Time Retention

Distribution of Students by Retention & Academic Standing

- Retained
- Not Retained, Successful
- Not Retained, Not Successful

<table>
<thead>
<tr>
<th>Cohort Entering Year</th>
<th>NDSU</th>
<th>UND</th>
<th>NDSU</th>
<th>UND</th>
<th>NDSU</th>
<th>UND</th>
<th>NDSU</th>
<th>UND</th>
<th>NDSU</th>
<th>UND</th>
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<tr>
<td>2010</td>
<td>12%</td>
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<td>11%</td>
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<td>11%</td>
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<td>12%</td>
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<td>11%</td>
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<tr>
<td>2012</td>
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<td>11%</td>
<td>12%</td>
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<td>11%</td>
<td>14%</td>
<td>11%</td>
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</table>

Average HSGPA & ACT

- GPA 3.42
  - ACT 23.76
- GPA 3.32
  - ACT 22.76
- GPA 2.91
  - ACT 21.88
- GPA 2.97
  - ACT 21.99
- GPA 3.36
  - ACT 22.77
- GPA 3.45
  - ACT 24.19

Academic standing:
≥2.0 = Successful
<2.0 = Not Successful
General Conclusions

- High school GPA is the single most important predictor of academic performance in the first year
- ACT is a distant second in predictive importance, but is still helpful when combined with HS GPA
- National research substantiates our data analysis, indicating that emphasis on high school GPA and rigorous coursework are best predictors of college success
Recommendations for Research Institutions

- Implementation beginning fall 2016 entry term
- Raise high school GPA guideline from 2.50 to 2.75
- Maintain ACT guideline of 21
- Increase core requirement from 13 to 15 by fall 2018
  - 13 in fall 2016
  - 14 beginning fall 2017
  - 15 beginning fall 2018
Recommendations for Research Institutions

- Sliding scale for admission guidelines—a higher high school GPA can make up for lower ACT scores in some circumstances

3.50 - 4.00/ACT 18
3.25 - 3.49/ACT 19
3.00 - 3.24/ACT 20
2.75 - 2.99/ACT 21
Recommendations for Research Institutions

- Applicants who do not meet the guidelines are still encouraged to apply and will be reviewed more comprehensively, such as:
  - Difficulty of coursework (AP, IB, Honors, or dual credit)
  - GPA in core classes
  - Grade trends
  - Essays/Personal statements
  - Recommendation letters
  - Background, skills, and experiences
Enrollment Impacts for Research Institutions

- **NDSU**
  - Fall 2011: 81%
  - Fall 2012: 76%
  - Fall 2013: 80%
  - Further Review: <

- **UND**
  - Fall 2011: 19%
  - Fall 2012: 23%
  - Fall 2013: 20%
  - Further Review: <

<table>
<thead>
<tr>
<th>GPA</th>
<th>ACT</th>
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<tbody>
<tr>
<td>3.50-4.00</td>
<td>18</td>
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<td>3.25-3.49</td>
<td>19</td>
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<tr>
<td>3.00-3.24</td>
<td>20</td>
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<tr>
<td>2.75-2.99</td>
<td>21</td>
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Enrolled Student Cohort Entering Year:
Recommendations for Minot State University

- Automatic admission is 3.25/ACT 22
- Below that is the following criteria:
  - 2.00 – 3.249/ACT 21 (with limits on credit hours)
  - 2.00 – 3.249/ACT 20 (with limits on credit hours)
  - 3.00 – 3.249/ACT 19 (with credit hour limit)
  - 3.00 – 3.249/ACT 18 (with credit hour limit)
  - 2.00 – 2.990/ACT 19 (must participate in one of two academic support programs + credit hour limit)
  - 2.00 – 2.990/ACT 18 (must participate in one of two academic support programs + credit hour limit)
  - 2.00 – 3.249/ACT 17 (must participate in one of two academic support programs + credit hour limit)
Recommendations for Regional Institutions

- Maintain HS GPA guideline at 2.00
- Maintain ACT guideline of 18
- No change to increase core requirements
Recommendations for DSU, MaSU, VCSU

- Sliding scale for admission guidelines—a higher HS GPA can make up for lower ACT scores in some circumstances

3.00 - 4.00/ACT 15
2.50 - 2.99/ACT 16
2.25 - 2.49/ACT 17
2.00 - 2.24/ACT 18
Recommendations for Regional Institutions

- Applicants who don’t meet the guidelines are still encouraged to apply and will be reviewed more comprehensively, such as:
  - Difficulty of coursework (AP, IB, Honors, or dual credit)
  - GPA in core classes
  - Grade trends
  - Essays/Personal statements
  - Recommendation letters
  - Background, skills, and experiences
Enrollment Impacts for DSU, MaSU, VCSU

<table>
<thead>
<tr>
<th>GPA</th>
<th>ACT</th>
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<tbody>
<tr>
<td>3.00-4.00</td>
<td>15</td>
</tr>
<tr>
<td>2.50-2.99</td>
<td>16</td>
</tr>
<tr>
<td>2.25-2.49</td>
<td>17</td>
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<tr>
<td>2.00-2.24</td>
<td>18</td>
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Benefits

- Guidelines communicate clear expectations
- Utilizes NDUS/national research—placing more emphasis on high school GPA as the better predictor of academic performance
- Emphasis on increasing core courses encourages students to work hard in senior year
- Comparable strategy and guidelines to peer and competitor institutions
- Flexible approach will allow for potential new variables as data becomes available—Smarter Balanced and Career and Technical Education (CTE) courses
- Enrollment management due to flexibility of sliding scale
Similarities to *Pathways* Standards

- Emphasis on admission guidelines that aim to attract a more academically-prepared student

- New recommendations for admission maintain more rigorous guidelines for each institution type

- New recommendations for research institutions increase emphasis on course rigor
Differences from *Pathways* Standards

- Use of admission guidelines rather than formula
- Removed “automatic admission” terminology
- Removed residency
- Did not consider class rank
Timeline

- July 2014  SBHE approval
- August 2014  Begin communicating new standards to K-12 partners
- August 2014  Statewide committee of admission staff appointed to operationalize plan
- Aug-Dec 2014  Operational Committee makes recommendations to NDUS Student Affairs Council
- Jan 2015-Aug 2016  Promotion of details on new guidelines to prospective students
- Fall 2016  Implementation of new guidelines
Future Considerations

- Transfer students
- International students
- Non-traditional/Re-entry students/GED
- Smarter Balanced assessment
- Career and Technical Education (CTE)
Questions, Comments?