ACADEMIC SENATE MINUTES

DATE: October 1, 2020

PRESENT: Suzette Nynas
Keith Edgerton
Scott Butterfield
Natalie Bohlmann
John Pannell
Vern Gagnon
Austin Bennett
Christine Shearer (ex-officio)
Jana Marcette (ex-officio)

Jim Barron
Jennifer Lynn
Don Larsen
Rachael Waller
Heather Thompson-Bahm
Sam Boerboom
Naomi Norris (student)
Robert Nava (ex-officio)
Darlene Hert (ex-officio)

ABSENT: Kurt Toenjes (ex-officio)
Vicki Trier (ex-officio)
Susan Simmers (ex-officio)

Richard Beer (ex-officio)
Melinda Arnold (ex-officio)*
Kim Hayworth (ex-officio)

*excused

GUESTS: Melinda Tilton
Rolf Groseth
Cheri Johannes

Kathleen Thatcher
Michael Adkins

PRESIDING: Jim Barron, Chair

Jim Barron called the meeting to order at 3:40 p.m. in Library 148, with members and guests attending via Webex.

I. ANNOUNCEMENTS

There is a COVID Town Hall every Thursday at 3:00 p.m. via Webex, as well as a dedicated webpage.

II. ACCEPTANCE OF MINUTES

The minutes of September 10 were accepted as presented.
III. PROVOST/CHANCELLOR REPORT

The Provost could not be here today. Chancellor Groseth announced that we have received guidance from OCHE about how the Spring semester will be scheduled. There are three things they have requested:

1. To every extent possible, we are to offer face to face classes.
2. The days allocated for Spring Break and Spring Mini-Break will be used as instructional days.
3. We will be ready to pivot to all online, should the need arise.

We need thresholds for when we must pivot to online, but those have been remarkably hard to research and establish. We have also considered starting the semester a week later, but that may have heavy impacts on financial aid.

It was noted that it’s not just students who need Spring Break. With a semester this intense, faculty need that break to catch up and retain sanity. OCHE is dehumanizing what faculty are experiencing.

It was suggested that those break days could be sprinkled throughout the semester, so that travel would not be possible but a little breather would give both faculty and students a rest. No days off for students creates a lot of stress for students. Students should be involved in the decisions OCHE is making.

Dr. Groseth added that in his correspondence to OCHE he will note that we want to offer our courses in the modalities students want.

IV. OTHER REPORTS

Placement Guidelines: Mike Adkins, Retention Director
Dr. Adkins stated that the student placement taskforce (executive summary attached) came to be due to concerns about Accuplacer and placement in general. Then, COVID magnified those concerns, since students were not able to take the Accuplacer test because it requires a proctor. Since we did not have a backup, many of the students admitted during summer 2020 did not take the Accuplacer, and were placed using other means like high school GPA. As a result, many students in class this semester are placed too low. The taskforce’s efforts were accelerated, and after consulting several avenues of research, they have created some guides beyond Accuplacer which were implemented in July 2020.

It was suggested that, especially for writing, Accuplacer should probably be avoided and students be required to write an essay instead.

NWCCU Revised Standards: Kathleen Thatcher
Ms. Thatcher stated that the revised standards are intended to make it more achievable for them to see the great things faculty are doing. Instead of seven, there are now two standards, with multiple subpoints under both. A faculty committee has been convened to give peer feedback on assessment efforts. Assessment has to be meaningful for faculty
and students. In Fall 2022, we will submit the year three “formative” report, which is intended to get us to a successful year seven visit. The Academic Senate has a direct role in this: pay close attention to learning outcomes and assessments for new and modified programs that come through the Senate.

Gen Ed Committee Update: Melinda Tilton, GEC Co-Chair
Ms. Tilton noted that the GEC reviewed 13 different gen ed programs from a variety of institutions, as they move forward on re-envisioning Gen Ed. Other than having too many courses, the Committee has not received a lot of guidance in re-envisioning Gen Ed. The question was raised as to who decided we have too many courses? It was noted that it’s in the strategic plan and the NWCCU standards are shifting as well. Our regular student surveys (NSSE and CCSSE) also indicate that students are confused about our Gen Ed. Ms. Tilton stated the GEC is working on incremental changes, moving toward competency-based outcomes and focusing on how we present our Gen Ed to students, not a complete overhaul of the Gen Ed program.

The Committee has a dilemma regarding new courses. Since the learning outcomes (the criteria used for approving a course for Gen Ed) are very vague, the committee will have some difficulty if brand new courses are proposed for Gen Ed while the outcomes have not yet been finalized.

It was agreed that the Senate will have a Gen Ed discussion at the next meeting. The GEC can share their data on other institutions’ programs.

V. ITEM FOR INFORMATION

Item 8 Department of Communication and Theatre. Name change to Department of Communication. BOR Level II Item, for information.

⇒ Motion by Jennifer Lynn to accept Item 8.
⇒ Motion carried.

VI. ITEMS FOR APPROVAL

Item 7 Committee Roster for 2020-2021.

⇒ Motion by John Pannell to approve Item 7.
⇒ Motion carried.

Sabbatical Committee Memo
Still need three more names, which need to include CHPS and COE. The list will be completed by email tomorrow.
VII. OLD BUSINESS

Any response on our request to pull those 13 programs from the moratorium list?

Chancellor Groseth stated that a notification will be out early next week.

The meeting adjourned at 4:58 p.m.

rjrm
PREDICTIVE PLACEMENT AND STUDENT SUCCESS TASKFORCE GOALS AND RECOMMENDATIONS – EXECUTIVE SUMMARY

TASKFORCE MEMBERS: Mike Adkins (Chair), Chairsty Stewart, Rachel Schaffer, Allison Baily, Sydney Donaldson, Cheri Johannes, Stephanie Cowen, Becky Lyons, Kirsten Barnhart
CONSULTANTS: Lance Mouser, Mark Jacobson, Tien Chih, Eric Gilbertson, Erica Shae, Anne Cole, Austin Bennett, Tami Haaland

TASKFORCE GOALS

GOAL 1: Improve the accuracy of student placement.
GOAL 2: Reduce the MSUB’s reliance on Accuplacer (and placement testing in general).
GOAL 3: Increase student participation in the placement process.

SHORT-TERM RECOMMENDATIONS

• **RECOMMENDATION 1:** We should adopt and implement a multiple measures approach to placing students that prioritizes GPA.
• **RECOMMENDATION 2:** We should allow students to self-report HSGPA and coursework in cases where advisors do not have access to student records.
• **RECOMMENDATION 3:** We should expand the use of measures for placing dual enrollment students to include their performance in dual enrollment courses.
• **RECOMMENDATION 4:** We should include HiSET as a measure for English placement and align our ACT score for English with the national recommendation of 18.
• **RECOMMENDATION 5:** We should significantly limit the use of Accuplacer for English placement (except for international students or other special circumstances).
• **RECOMMENDATION 6:** The cost of taking the Accuplacer test should be passed onto individual students that need or want to take the test. $7.50 fee for English and a $7.50 fee for math.
• **RECOMMENDATION 7:** Students who need to take the Accuplacer should prepay through Business Services before taking the Test.

LONG-TERM RECOMMENDATIONS

• **RECOMMENDATION 8:** MSUB should evaluate the efficacy of Accuplacer Scores.
• **RECOMMENDATION 9:** There should be a formal evaluation of the efficacy of using HSGPA and high school course completion for placement at MSUB.
Math Level I
No ACT/SAT
Arithmetic ≤ 236
GPA < 2.0

Math Level II
ACT 14—21
or SAT ≤ 530
GPA 2.0—2.9
No Alg II

Math Level III
ACT 22-25 or
SAT 531-570
GPA ≥ 3.0 no Alg II
GPA ≥ 2.5 w/Alg II

Math Level IV
ACT 25-26 or
SAT 570-610
GPA ≥ 3.4 w/Pre-Calc

Math Level V
ACT ≥ 26 or
SAT ≥ 610
GPA ≥ 3.4 w/Calc

University Campus Mathematics Level I
Students who place into this level should take preparatory classes through Adult Basic Education or register for EdReady through the Academic Support Center.

M088
Math Literacy
Arith ≥ 237
QRAS ≤ 236

M098
Intro & Intermed Alg
Arith ≥ 263*
QRAS ≥ 237
AAF ≤ 244
w/Alg I

M095
Intermediate Algebra
QRAS ≥ 250
AAF ≤ 244
w/Alg I

STAT141
Intro to Statistical Concepts
QRAS ≥ 237

STAT161
Introduction to Statistics
QRAS ≥ 250

STAT217
Intermediate Statistical Concepts

M105
Contemporary Mathematics
QRAS ≥ 237

M105E
Arith ≥ 237
QRAS ≤ 236

M130
Math for Elementary Teachers I
QRAS ≥ 237

M131
Math for Elementary Teachers II
QRAS ≥ 237

M130E
Arith ≥ 237
QRAS ≤ 236

M143
Finite Mathematics
AAF ≥ 245
w/Alg II

M141
Intro to Statistical Concepts
QRAS ≥ 237

M161
Survey of Calculus
AAF ≥ 255
w/Alg II

M161E
Enhanced
M098ABC or GPA ≥ 2.5 w/Inter. Alg

M121
College Algebra
AAF ≥ 245
w/Alg II

M171
Calculus
AAF ≥ 276

Courses on the left side of the chart do not serve as appropriate pre-requisites for courses on the right side—appropriate placement/pre-requisites are enforced.

M088 may be used as a pre-requisite for M095, M098, M105, STAT141 and STAT 216.

(*except M088 as a pre-requisite for M095/M098)

* Any QRAS if the arithmetic score is at least 263
City College Mathematics Level I
Students who place into this level should take preparatory classes through Adult Basic Education or register for EdReady through the Academic Support Center.

**Math Level I**
- No ACT/SAT
- Arithmetic ≤ 236
- GPA < 2.0

**Math Level II**
- ACT 14—21
- SAT ≤ 530
- GPA 2.0—2.9

**Math Level III**
- ACT 22-25
- SAT 531-570
- GPA ≥ 3.0 no Alg II
- GPA ≥ 2.5 w/Alg II

**GENERAL PATH**
- M105E Contemp. Mathematics (Enhanced)
- Arith ≥ 237
- QARS ≤ 236

**BUSINESS CERT. PATH**
- M108 Business Mathematics
- Arith ≥ 237

**TECHNICAL PATH**
- M111 Technical Mathematics
- Arith ≥ 237
- QARS ≥ 237

**ASN PATH**
- M088 Math Literacy
- Arith ≥ 237
- QARS ≤ 236

**LPN PATH**
- M120 Math for Health Care Apps
- Arith ≥ 237

**BUSINESS/COMP. PATH**
- M098 Intro & Inter. Alg
- Arith ≥ 263
- ANY QARS
- AAF ≤ 244

**GENERAL**
- M105 Contemporary Mathematics
- Arith ≥ 237
- QARS ≥ 237

**BUSINESS**
- M108 Business Mathematics
- Arith ≥ 237

**TECHNICAL**
- M111 Technical Mathematics
- Arith ≥ 237

**ASN**
- M088 Math Literacy
- Arith ≥ 237

**LPN**
- M120 Math for Health Care Apps
- Arith ≥ 237

**BUSINESS/COMP.**
- M098 Intro & Inter. Alg
- Arith ≥ 263
- ANY QARS
- AAF ≤ 244

**Mathematics for Healthcare**
- M114 Ext Tech Math
- QARS ≥ 237
- AAF ≥ 245
- w/Geometry

**College Math for Healthcare**
- M140 College Math for Healthcare
- QARS ≥ 237
- AAF ≥ 245
- w/Alg II

**Finite Mathematics**
- M143 Finite Mathematics
- AAF ≥ 245
- w/Alg II

**College Algebra**
- M121 College Algebra
- AAF ≥ 245
- w/Alg II

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Fall 2020
updated 05/13/2020
SAT/ACT
Accuplacer Next Gen
High School GPA
Writing I
No ACT/SAT
Next Gen Writing < 230
Accuplacer Reading < 40

Writing & Reading Level I
Students who place into this level should take preparatory classes through Adult Basic Education.

Reading I
No ACT/SAT
Next Gen Reading < 220
Accuplacer Reading < 40

Writing II
ACT < 18 (English)
SAT ≤ 479 (Read/Write)
Next Gen Writing 230-254
HiSET (Writing) < 15
GPA < 2.75

WRIT101E College Writing I (Enhanced)
WRIT121E Intro to Tech Writing (Enhanced)
WRIT122E Intro to Bus Writing (Enhanced)
WRIT104 Workplace Comm.

Writing III
ACT ≥ 218 (English)
SAT ≥ 480 (Read/Write)
Next Gen Writing ≥ 255
HiSET (Writing) ≥ 15
GPA ≥ 2.75

WRIT101 College Writing I
WRIT121 Intro to Technical Writing
WRIT122 Intro to Business Writing

Writing IV
With approved writing sample OR appropriate prerequisite

WRIT201 College Writing II
WRIT221 Intermediate Technical Writing
WRIT220 Business & Professional Writing

Reading Level II
RD 101 is REQUIRED for students with the following placement scores:
ACT (Reading) < 16
Next Gen Reading < 244
HiSET (Reading) < 15
HS GPA ≤ 2.3

Challenge Policy
Students who wish to challenge their placement should enroll in the course they are placed into and then provide a writing sample

- WRIT101e/121e/121E (Next Gen 245-255): Schedule an appointment with the director of the Academic Support Center (657-1641)
- WRIT101 (Next Gen ≥ 280; Accuplacer Reading ≥120): Schedule an appointment with the English Department (657-2348)
- WRIT121/122 (Next Gen ≥ 280; Accuplacer Reading ≥120): Schedule an appointment with Austin Bennett (247-3075)

ACT/SAT
Accuplacer Next Gen
HiSET
HS GPA

Fall 2020
updated 08/17/2020
Institutional Accreditation Updates

• Northwest Commission on Colleges and Universities (NWCCU)
  – New Standards
  – New Process

• What’s next for MSUB?
New Standards

STANDARD ONE
INSTITUTIONAL EFFECTIVENESS
A. Institutional Mission
B. Institutional Effectiveness
C. Student Learning
D. Student Achievement
NWCCU Standards: Assessment

• The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.
NWCCU Standards: Equity Gaps

• Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.
Example: Gen Ed

(2010) Applies to baccalaureate degree programs and transfer associate degree programs

Outcomes in the areas of:
- humanities and fine arts
- mathematical and natural sciences
- social sciences
- communication
- computation
- human relations

(2020) Applies to all associate and bachelor level programs

Competencies include:
- communication skills
- global awareness
- cultural sensitivity
- scientific and quantitative reasoning
- critical analysis and logical thinking
- problem solving
- information literacy
New Standards

STANDARD TWO
GOVERNANCE, RESOURCES, AND CAPACITY
A. Governance
B. Academic Freedom
C. Policies and Procedures
D. Institutional Integrity
E. Financial Resources
F. Human Resources
G. Student Support Resources
H. Library and Information Resources
I. Physical and Technology Infrastructure
The New Cycle

• Mid-Cycle Review  
  Year 3  (Fall 2021)

• Policies, Regulations, and Financial Review (PRFR)  
  Year 6  (Fall 2024)

• Self-Study Submitted

• Evaluation Site Visit

• Commission Decision  
  Year 7  (Fall 2025)
Important Notes for Mid Cycle

Addition of

• Student Achievement Discussion
• Benchmarked or Comparator Institutions
• Programmatic Assessment
• Institutional Effectiveness Measures
Summary of changes

• Five Standards to Two Standards
• 142 standard elements to 47 standard elements
• Year 3 Mid-Cycle – *Formative Review*
• Year 6 PRFR – 2020 Standard Two – 29 standard elements
• Year 7 EIE Review – 2020 Standard One – 18 standard elements
Questions?