



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)
* *excused*

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

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.

Fall 2020

updated 05/12/2020

SAT/ACT

Accuplacer NextGen

High School GPA

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.

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

M105E
Arith ≥ 237
QRAS ≤ 236

M105
Contemporary Mathematics
QRAS ≥ 237

STAT141E
Arith ≥ 237
QRAS ≤ 236

STAT 141
Intro to Statistical Concepts
QRAS ≥ 237

M088
Math Literacy
Arith ≥ 237
QRAS ≤ 236

STAT216E
QRAS
237–249

STAT216
Introduction to Statistics
QRAS ≥ 250

STAT217
Intermediate Statistical Concepts

M098
Intro & Intermed Alg
Arith $\geq 263^*$
QRAS ≥ 237
AAF ≤ 244

M143
Finite Mathematics
AAF ≥ 245
w/Alg II

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

M161
Survey of Calculus
AAF ≥ 255

M121e
Enhanced
M098ABC or
GPA ≥ 2.5
w/Inter. Alg

M121
College Algebra
AAF ≥ 245
w/Alg II

M122
College Trigonometry
AAF ≥ 255

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

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

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.

Fall 2020

updated 05/13/2020

SAT/ACT

Accuplacer Next Gen

High School GPA

Math Level II
 ACT 14–21
 SAT ≤ 530
 GPA 2.0–2.9

GENERAL PATH
M105E
 Contemp. Mathematics (Enhanced)
 Arith ≥ 237
 QRAS ≤ 236
M105
 Contemporary Mathematics
 QRAS ≥ 237

BUSINESS CERT. PATH
M108
 Business Mathematics
 Arith ≥ 237

TECHNICAL PATH
M111
 Technical Mathematics
 Arith ≥ 237

ASN PATH
M088
 Math Literacy
 Arith ≥ 237
 QRAS ≤ 236

LPN PATH
M120
 Math for Health Care Apps
 Arith ≥ 237

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

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

M114
 Ext Tech Math
 QRAS ≥ 237
 AAF ≥ 245
 w/Geometry

M140
 College Math for Healthcare
 QRAS ≥ 237
 AAF ≥ 245

M143
 Finite Mathematics
 AAF ≥ 245
 w/Alg II

M121
 College Algebra
 AAF ≥ 245
 w/Alg II

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.

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

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

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)

Writing IV

With approved writing sample OR appropriate prerequisite

WRIT201
College
Writing II

WRIT221
Intermediate
Technical
Writing

WRIT220
Business
& Professional
Writing

Fall 2020

updated 08/17/2020

ACT/SAT
Accuplacer Next Gen
HiSET
HS GPA

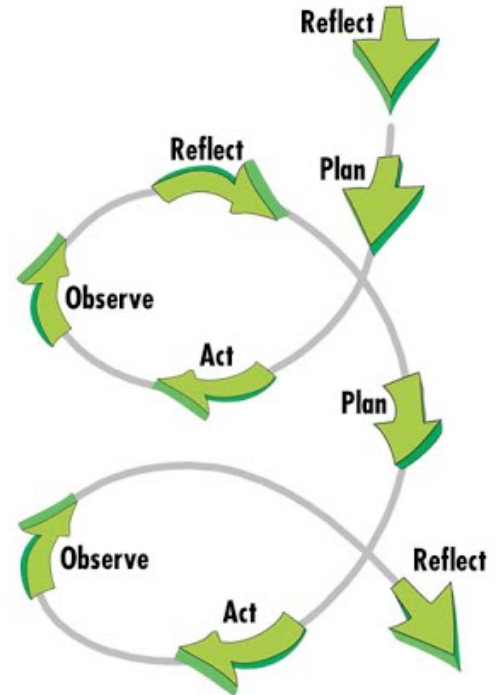


Assessment & Accreditation

Kathleen Thatcher

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 **Year 7 (Fall 2025)**
- Commission Decision



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?