Focus on Student Success

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Student Success Initiatives

Give me six hours to chop down a tree and I will spend the first four sharpening the axe.

Abraham Lincoln

- Overview
- Common Core State Standards Initiative
- Course Placement Policy (Fall 2012)
- Dual Credit Opportunities
- Alcohol and Other Drug Misuse Prevention
Student Success

According to key business leaders in the US, students who are to succeed in 21st century America must be:

• able to analyze, synthesize, and evaluate information;
• able to effectively communicate with others;
• proficient in science, mathematics, computer/technical skills, foreign languages, as well as history, geography, and global awareness;
• capable of collaboratively working in culturally diverse settings;
• leaders who see projects through to completion;
• responsible decision makers who are self-motivated and active political participants; and
• ethical individuals who are committed to their families, communities, and colleagues
Why is Student Success Important?

Research also shows that people who are academically successful are:

• more stable in their employment;
• more likely to have health insurance;
• less dependent on public assistance;
• less likely to engage in criminal activity;
• more active as citizens and charitable volunteers; and
• more healthy.
High School to Higher Education

DUAL CREDIT OPPORTUNITIES
Dual Credit Summary

Definition of Dual Credit:

“...college class, that at the discretion of the HS Superintendent or his designee, can also be awarded as high school credit.”

- 59 Courses offered in 2009-2010
- Number of schools offering credits as well as students taking advantage of dual credit is increasing.
- Dual Credit task force formulated to dialogue about the 5 top concerns placed around dual credit:
  - Purpose of Dual Credit
  - Dual Credit Tuition
  - Dual Credit Funding Model
  - Assurance of Academic Rigor
  - Faculty Credentials and Compensation
Dual Credit Student Participation

Number of Students

- 2005-06: 1605
- 2006-07: 1768
- 2007-08: 1614
- 2008-09: 1978
- 2009-10: 2210
Dual Credit School Participation

![Bar chart showing Dual Credit School Participation from 2005-06 to 2009-10]

- 2005-06: 120
- 2006-07: 121
- 2007-08: 116
- 2008-09: 118
- 2009-10: 128

*School Participation*
Procedure: 402.1.2 Admission Policies – Student Placement into College Courses

Effective Fall 2012

Beginning in the Fall of 2012, all students preparing to take a course at an NDUS institution will be placed into that course based on published course assessment scores.

HS Administrators were notified of this policy in the spring of 2011.

This will make a clear picture of the scores students must have to be admitted into entry level courses such as English 110 or College Algebra.

Students who do not meet the score requirements will have the opportunity to take developmental coursework to help in their preparation for the college credit course.
Collaborative Effort

COMMON CORE INITIATIVE
Goals of CCSS

- Intended to make US students more competitive internationally

- Intended to go Narrower & Deeper
  - Addresses the “mile wide, inch deep” problem in standards and textbooks.

- Prepare students to be “College or Career Ready”
College & Career Ready

• College ready
  □ Prepared to succeed in entry-level credit-bearing general education college courses

  □ Career ready
  □ Possesses sufficient foundational knowledge and skill and general learning strategies necessary to begin studies in a career path

45 States + DC Have Adopted the Common Core State Standards
Adoption of CCSS

- New standards for English language arts and math adopted in June 2010 by the National Governors’ Association and the Council of Chief State School Officers.

- North Dakota statewide committees of content and instructional experts studied and reviewed CCSS from June 2010 – April 2011.

- ND committees vote unanimously on April 6, 2011 to adopt the CCSS.

- Dr. Wayne G. Sanstead, State Superintendent, officially signs adoption of CCSS on June 20, 2011.
## ND’s CCSS Transition Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>ND Curriculum leaders and content specialists representing grades K-12 and universities develop a curriculum template for ELA and math (led by North Dakota Curriculum Initiative)</td>
</tr>
<tr>
<td>2012-13</td>
<td>School districts review and consider voluntary adoption of curriculum template</td>
</tr>
</tbody>
</table>
| 2013-14 | First full school year for ND to fully implement the CCSS  
Last administration of existing NDSA |
| 2014-15 | New state assessment system implemented |
North Dakota Curriculum Initiative 2011-2012

- Committee of about 70 North Dakota educators and administrators from K-12 and universities
- Funded & managed through a DPI grant to NDSU
- **Goal:** Create a Curriculum Template for districts to use as a tool in transition to CCSS
Features of Curriculum Template

- Unpacking the standards
- Identify what students will need to do to demonstrate understanding
- Identify prerequisite student knowledge to be instructed at grade level
- Pacing: When instruction should occur during the school year
- Professional Development: What educator knowledge will be needed to teach to the standard at each grade level
Curriculum Template

• **Web based**
  - NDSU Curriculum Initiative website

• **Multiple layers of information**
  For example:
  - Click on Standard
    - Depth of Knowledge
    - Student pre- and post-requisite knowledge
    - How to test
    - Professional Development suggestions
    - Lesson Plans
    - Instructional Videos
    - Wiki/Blogging
Curriculum Template Advisory Groups

- ND Curriculum Initiative Advisory Committee
  - 10 members statewide
- Subcommittees
  - Regional Education Associations & Small Organized Schools
  - ND Study Council (16 largest school districts)
  - ND University System
  - Career Technical Education
  - State Education Associations
    - NDEA, NDSBA, NDCEL, LEAD
General Assessment Consortia with ND Participation

$350 million of Race to the Top Fund set aside for awards to consortia of states to design and develop common K-12 assessment systems aligned to common, college- and career-ready standards.

- Partnership for Assessment of Readiness for College and Careers (PARCC)
- Smarter Balanced Assessment Consortium (SBAC)

Note: North Dakota currently participates in each of the two consortia as a non-voting member. Selection of a single consortium and assessment system is intended at a later date.
Smarter Balanced States

[Map of the United States showing state memberships in Smarter Balanced Assessment]
# Notable Differences between SBAC and PARCC

<table>
<thead>
<tr>
<th>SBAC</th>
<th>PARCC</th>
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</thead>
<tbody>
<tr>
<td>Assess Grades 3-8, 11</td>
<td>Assess Grades 3-11</td>
</tr>
<tr>
<td>➢ One end-of-year summative assessment</td>
<td>➢ Two summative assessments close to end of school year (required)</td>
</tr>
<tr>
<td>▪ Required</td>
<td>1. Performance based assessment:</td>
</tr>
<tr>
<td>➢ Interim Assessments</td>
<td>▪ <strong>ELA</strong>: writing effectively when analyzing text.</td>
</tr>
<tr>
<td>▪ Optional</td>
<td>▪ <strong>Math</strong>: apply skills &amp; concepts to solve multi-step problems.</td>
</tr>
<tr>
<td>▪ Available throughout the year</td>
<td>2. End-of-Year Assessment</td>
</tr>
<tr>
<td>▪ Selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks</td>
<td>▪ <strong>ELA</strong>: reading comprehension</td>
</tr>
<tr>
<td></td>
<td>▪ <strong>Math</strong>: machine-scorable items</td>
</tr>
<tr>
<td></td>
<td>➢ Two Formative assessments (optional)</td>
</tr>
<tr>
<td></td>
<td>1. Beginning of year</td>
</tr>
<tr>
<td></td>
<td>2. Mid-Year</td>
</tr>
<tr>
<td>Computer Adaptive assessment</td>
<td>Computer-based but a single form for all students.</td>
</tr>
<tr>
<td></td>
<td>Paper &amp; pencil for grades 3-5.</td>
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What is being done…

ALCOHOL & OTHER DRUG MISUSE PREVENTION
Student Success

- **Academic Success**
  - Lower graduation rates
  - Missed classes
  - Lower abilities
  - Career implications

- **Mental Health and Safety**
  - Sexual Assault
  - Death (overdose/suicide)
  - Long-term dependence

- **Social Success**
  - Relationship, legal, and financial problems

![Overall Average Number of Drinks per Week by GPA for All Students](image)
What are campuses doing?

- NIAAA Recommendations
- US Dept. of Education
Academics & Education

- Correcting Misperceptions
- CHOICES with high-risk populations
- Education in Residence Halls
- Harm reduction/social norming campaigns

BEFORE one more

Is it one too many?

FOR REAL?
Individual Students

- eCHUG: On-line alcohol education for all 1st year
- BASICS
- Training staff to refer students of concern
- Peer Training
- Mental Health Services
Community

- Late-night, Alcohol Free Programming
- Parents LEAD Initiative
- Statewide/local initiatives and coalition
- Policy revisions
- NDCORE Survey (every other year)
Campus Policy & Law

- Consistently review and enforce policy
- Parental Notification
- Compliance with EDGAR 86
- Legislation reducing underage access

Tips for Talking to Your College Student About Alcohol Use
Additional Initiatives

• Partnerships
  – NDDOT: Parents LEAD (Listen, Educate, Ask, Discuss)
  – DHS: Substance Abuse and Mental Health Services

• Technical Assistance/Resource Sharing
  – State/National sharing of prevention programs/activities
  – ‘Frontline’ Trainings to various audiences
    • Faculty/Staff, NDSA, NDACARO

• Federal Regulations
  – All campuses in compliance with EDGAR 86
Overview

• Alcohol is still the number one **drug of choice**.
• High Risk use of alcohol is **slowly decreasing**.
• Most NDUS College Students **DON’T** consume alcohol in high-risk ways.
• Abstainers are **increasing**.
• Marijuana is the second drug of choice and is slowly **increasing**.
• Parents (words/behaviors) **have a major impact** on decisions students make regarding alcohol and other drugs.