

North Dakota

North Dakota University System
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- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
The state P-16 effort is an initiative of the North Dakota Joint Boards of Education, which are required by state law to coordinate education at the state level. The Joint Boards formed an Education Task Force (ETF) composed of Board representatives, educators at all levels, private sector representatives and legislators. The ETF developed a report and recommendations which were endorsed by the Joint Boards collectively and separately:
<http://www.ndus.nodak.edu/reports/default.asp?ID=394>

Staff from the joint board agencies, who continue to meet on a regular basis, will meet at the conclusion of the 2007 legislative session to recommend P-16 next steps. The Joint Boards/ETF are expected to have a role in a state level effort to define education adequacy.
 - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
Yes, please see web site at: <http://www.ndus.nodak.edu/students/default.asp?ID=254>
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
State Board Higher Education policy specifies curriculum requirements for four year institutions:
<http://www.ndus.nodak.edu/policies/sbhe-policies/policy.asp?ref=2361>

State law currently specifies the number of units required for graduation and the courses that high schools are required to offer, but does not specify curricular requirements for high school graduation.
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”
For discussion and planning purposes we are using the recommended ACT benchmark scores. The education adequacy initiative (referenced in 1. above) may result in the more formal adoption of college and work ready competencies.

- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?

Yes, state law supports enrollment in college level courses which may also earn high school credit: <http://www.legis.nd.gov/cencode/t151c25.pdf>

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?

No, there is not a statewide policy present that govern placement into college-level courses or remedial course. Board policy requires all students to submit ACT/SAT test scores:

<http://www.ndus.edu/policies/sbhe-policies/policy.asp?ref=2360>

These scores are frequently used, but not required to be used, for placement.

- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?

Yes there is a visible statewide transfer and articulation policy, please see web site at:

<http://www.ndus.edu/policies/sbhe-policies/policy.asp?ref=2377>

This policy specifically covers public system institutions; all tribal and private institutions are invited and most also participate. For specifics of this policy, please see:

<http://www.ndus.edu/policies/ndus-policies/subpolicy.asp?ref=2507>

- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?

Yes, the transfer/articulation policy is accompanied by a statewide transferable general education requirement. The policy does not name actual courses, but they are named in the common course numbering procedure implementation. We have started the process to develop a common course description as well as common course competencies. No, testing in terms of nationally standardized examinations are not generally used. We plan to implement a system that monitors student achievement in later courses as an indication of competency attainment.

- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

Yes, but many students also meet the lower general education course requirements without completion of an AA or AS.

To make sure that an AA or AS degree from a community college in the state meets general education requirements at public four-year institutions, North Dakota:

- 1) Regular meetings and discussions of the chief academic officers

2) Identification, investigation and reporting of all student transfer complaints.

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

Yes credit from transfer courses meet specific course requirements at the transfer institution, except in rare cases limited by accreditation requirements.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

Yes, the common credit by examination guidelines and chart can be found here: <http://www.ndus.edu/policies/ndus-policies/subpolicy.asp?ref=2594>

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

Yes, the NDUS has the North Dakota University System Online, the first collaborative to be recognized by NCA/IHE for joint delivery of distance education programs: <http://www.ndus.edu/students/distance-education/details.asp?id=715>

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

Although this is a requested feature, technical limitations with our administrative system currently prevent a single multi-campus search for distance education courses. Students are able to search the 11 institution catalogs from one site: <http://www.nduso.org/>

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

No the state does not provide incentive to institutions for improvements in degree production or graduation rates; degree production and graduation rates are reported as part of higher education accountability reporting but the state does not provide incentives.

No there is no policy on limiting credits; previous studies indicated that students with large numbers of credit hours tended to be older than average nursing students, i.e. students who changed careers. With a nursing shortage looming, state policy limiting nursing students made little sense.

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for

students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

No; not for degree completion. The state does have two programs, teacher shortage and technology loan forgiveness that encourage graduation and employment in the state:

<http://www.ndus.edu/students/default.asp?ID=252>

No (other than the built in incentive to finish school and enter the job market sooner at lower cost and, for most students, with lower debt accumulation) there are no incentives for students to complete their programs without amassing additional credits.

No, there are no financial disincentives for students to take more than the number of credits needed to graduate.