

North Dakota University System

3-Tier System ~ Access

A mission driven system focused on student success.



Prepared by NDUS System Office

August 2012

NDUS 3 Tier Access Conceptual Plan

In response to the expressed intent of the North Dakota State Board of Higher Education's Legislative leadership to have a more efficient and transparent system of public higher education, Chancellor Hamid Shirvani has proposed a **three-tier mission driven university system whose eleven institutions work in concert to make students' educational goals their highest priority**. In order to achieve this objective, the Office of the Chancellor has prepared the attached draft proposal for review and consideration by the university's academic community. The proposal involves the implementation of several initiatives which fall under categories designated as **Access, Quality, Affordability, Learning, and Accountability**.

Under **Access**, the proposal seeks to clearly differentiate the three types of institutions that constitute the North Dakota University System of five community colleges (BSC, DCB, LRSC, NDCS & WSC), four regional universities (DSU, MaSU, MiSU & VCSU) and two research universities (NDSU & UND) to improve Access for success. To achieve this, the proposal establishes a **three-tiered set of admission standards** that reflect the distinctive missions of the institutions. The proposal also recommends a **criteria based admission index** comprised of high school grade point average, high school percentile rank, the number of courses completed in the core subject areas, and the ACT composite score. When implemented, high school students can track their success via the Internet and thereby monitor their progress toward admission into their intended institution. In this manner, student readiness will be linked with the appropriate institutional mission and resources. Other strategies noted below are intended to facilitate and support the three tiered academic structure outlined here.

Under **Quality**, the proposal recommends the creation of a **North Dakota High School to College Success Report** to provide parents, educators, and policymakers with feedback on how K-12 students perform at the postsecondary level. The objective of the report is to ensure alignment between secondary and postsecondary standards and expectations.

Under **Affordability**, the proposal responds to the current and future workforce needs of the state by proposing the expansion of the present financial aid program to include **more need-based aid as well as support for the adult learner population**, many of whom have a considerable portion of their degree program already completed but, for various reasons, left school. Taking into consideration estimates that upwards of 70% of future job openings in the state will require some level of postsecondary education, it is incumbent upon the state's public higher education system to increase college success among all groups, while remaining affordable.

Under **Learning**, the proposal recognizes that students oftentimes come unprepared for the level and intensity of coursework expected at the state's four-year regional and research institutions. While the three-tiered admission standards will go far to ensure student readiness through more careful alignment of the student with institutional

mission and resources, there is also recognition that some students will nonetheless require some degree of remedial/developmental coursework to ensure their success. The proposal recommends that **all remedial/developmental courses be the responsibility of the community colleges**, including any and all courses delivered at the four-year regional and research institutions. To the extent that the community colleges assume responsibility for these courses, the four-year regional and research universities should then redirect their remedial/developmental course costs to strengthening their student academic support services as a means of improving student retention and graduation rates.

Also under **Learning**, the proposal recommends **that all dual credit courses be the principal responsibility of the community colleges**. Here again, institutional mission and student success should be the driving forces. Community college responsibility for these courses would ensure uniformity of standards for the selection of instructors, academic criteria, course content, learning outcomes, assessment, and pricing. Exceptions to this recommendation would be based on existing high quality programs offered by the four-year regional universities, as determined by the Chancellor.

Under **Accountability**, the proposal recommends **system-wide uniformity for the ratio of in- and out-of-state tuition charged to students**. In addition, it recommends that **undergraduate tuition-waiver practices be standardized** limiting institutions to total reductions not exceed 5% of the undergraduate tuition income for the previous fiscal year. A separate strategy and budget plan will be established to attract top quality graduate research and teaching assistants.

As for **non-mandatory fees** (primarily, but not limited to course fees), the proposal recommends **total transparency in this area so that students, parents, and public officials know the true cost of education**. In addition to these two matters, the proposal recommends the development of a per credit hour tuition model differentiated by select programs and institutional mission, providing a uniform charging model across all delivery types. **Long-term rates will be further differentiated based on graduated admission policies between the three-tier institutions**. Campuses will have discretion over the use of funds to support programmatic goals.

Access Proposal

Admissions

✓ Purpose

In order to meet SBHE and Legislative leadership expectations, we must work in concert to make achieving students' educational goals in the most timely and effective manner our highest priority. The choice of the right institution for students is critical to their success. To assist in that choice, create transparency, and to support the multiple missions within the NDUS, we are proposing new admissions standards. Three-tiered admissions standards are at the heart of the opportunity for student success and it is the foundation for this proposal.

✓ Foundation

Our system consists of three distinctive types of institutions: community colleges, regional campuses and research universities.

- Link student readiness with institutional mission and resources to ensure student success.
- The three types of institutions need to have clearly defined and communicated admission standards that are appropriate to their respective mission.
- K-12 students and parents need transparency to increase the assurance of academic preparedness at the post-secondary level.

✓ Criteria

- Admission score will be implemented along with an available online tool to allow students to calculate their readiness.
 - Index will consist of a 4 component mathematical formula generating an admission score.
 - Components: ACT composite, High School GPA, High School percentile rank, and number of HS core courses completed. [Appendix 1]
 - Admission scores shall be consistent within each of the three tiers.
- Community Colleges remain open access for high school and GED graduates.
- All Regional and Research Universities will begin with the same academic subject/course admission expectations.
- Research Universities will also have a list of preferred courses (i.e. additional math and science courses, etc.) with a time line for implementation to eventually be required. [Appendix 2]

✓ Implementation

- Fall 2013 initial implementation
- Proposed index scores listed below. Final scores to be refined based on data analysis and campus feedback.
 - 2013: Regional 220 / Research 245
 - 2014: Regional 225 / Research 250
 - 2015: Regional 225 / Research 255

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Quality

✓ Purpose

In order to meet SBHE and Legislative leadership expectations, we must work in concert to make students' educational goals our highest priority. A critical element is to provide quality and timely feedback to K-12 for improvement in a P-20 environment. Currently, 38 states provide high schools with feedback on how their students perform at the postsecondary level. We will join those states by providing the North Dakota High School to College Readiness Report. While ACT does provide K-12 school districts with some feedback from ACT test results, it does not necessarily provide the complete picture of preparation for college readiness.

✓ Foundation

Ensure alignment between secondary and postsecondary standards and expectations to increase student readiness.

✓ Criteria

- The North Dakota High School to College Readiness Report
 - Includes data sets important to High Schools for feedback.
 - Example:
 - Success in entry level credit bearing courses.
 - First to second year overall college retention of students.
 - Information accessible to parents, teachers, principals, superintendents, and political leadership.
 - Please see sample Kentucky report card. [Appendix 3]

✓ Implementation

- Fall 2013
 - First published online report available.
 - Thereafter, continued development based on need and capability of the North Dakota State Longitudinal Data System (SLDS).

Affordability

✓ Purpose

In order to meet SBHE and Legislative leadership expectations, we must work in concert to make students' educational goals our highest priority. There remains a tremendous need in our state for qualified and educated workers in all sectors of the state. Despite the overall economic prosperity of our state, many of our citizens who desire postsecondary education are unable to attend based on unmet financial need and adequate delivery models to support the non-traditional adult learner.

✓ Foundation

The Center on Education and Workforce at Georgetown University indicates that within the next six years, 70% of North Dakota's 120,000 anticipated job openings will require some level of postsecondary education. Meeting this state need will require an aggressive effort to engage students at all levels, including the adult population.

- Financial Aid Initiative
 - Refine state-funded merit based aid to more effectively retain needed talent in the state.
 - Expand state and campus financial aid to include more need-based aid.
 - Adult learner project. (Non-Traditional-No-More - NTNM)
 - Create mechanism for credit for life and military experience.
 - Accelerate learning opportunities for adult learners by eliminating hurdles and straighten the path to graduation.
 - Seek out students who have credits with our institutions but no degree, and help them find the path to a degree.
 - Expand need-based financial aid programs to include part-time students.

✓ Implementation

- Adult Learner project
 - Fall 2012 - Compile and analyze student data; identify organize recruitment & financial aid requirements; and strategize methodology.
 - Fall 2013 - Implement best practices for the assessment of prior learning experience.
 - Fall 2013 - Begin initial pilot project at Community Colleges involving students who lack an associate degree.
 - Fall 2014 - Initiate pilot at all regional universities involving students who lack a baccalaureate degree.
- Financial aid initiative.
 - Fiscal Year 2013 - Increase need-based financial aid funding in 13-15 budget.

- Review current practices and identify opportunities to increase need-based aid at the state and campus level.
- Fiscal year 2014 - Expand state need-based program to include part-time students.
- Fiscal year 2015 - Seek out additional support for need-based aid.

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Learning

✓ Purpose

In order to meet SBHE and Legislative leadership expectations, we must work in concert to make students' educational goals our highest priority. We know from experience that students oftentimes come unprepared for the level of coursework they enroll in, jeopardizing their chance for degree completion.

✓ Foundation

Develop a more efficient and mission-driven answer to student readiness.

- Assist with implementation of the Common Core State Standards in K-12.
- Ensure that remedial/developmental coursework is in alignment with entry-level college courses.
- Increase effectiveness of student academic support services to improve student retention.
- Align dual credit delivery around campus mission and create standards to ensure quality.

✓ Criteria

- Remedial/Developmental Coursework – Transitional plan to ultimately limit all remedial/developmental coursework to the community colleges. *[Appendix 4]*
 - Community College:
 - Responsible for all remedial/developmental courses for the regional and research universities.
 - Offer courses on site at regional and research university campus.
 - Work with public high schools to align curriculum.
 - Establish standardized common course outcomes, assessment standards, and pricing strategies for all remedial/developmental courses.
 - First-time full-time students who are provisionally admitted to any campus should have priority access to developmental programs.
- Dual Credit
 - Community colleges will have primary responsibility for the delivery of dual credit courses using a uniform set of criteria. *[Appendix 5]*
 - Exceptions can be made for special programs offered by the four-year regional campuses, based on Chancellor approval.
- Common Core State Standards
 - Continue to assist the Department of Public Instruction in curriculum alignment between high school courses and entry-level credit bearing college courses.
 - Work with select faculty work group to develop a pre-service and inservice professional development program on the common core state standards.
 - Work with teacher education programs to ensure future teachers are adequately prepared to meet the common core state standards.

- Advise Department of Public Instruction in the selection of an appropriate new college and career readiness state assessment.

✓ Implementation

- Fall 2013 – Begin transition of remedial/developmental coursework to community colleges with graduated implementation.
- Fall 2013 – Implement systemwide standards for all dual credit courses systemwide.
- Fall 2014 - Four-year regional universities may offer limited dual credit courses based on Chancellor approval.
 - 2013 – Begin ongoing assessment of student success in dual credit courses, blended courses, and AP courses.
 - 2014 – Act on the results of assessment.
- Continued implementation of the common core state standards.

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Accountability

✓ Purpose

In order to meet SBHE and Legislative leadership expectations, we must work in concert to make students' educational goals our highest priority. Strengthening our campuses must be balanced against fiscal policies that are in the best interest of all students. This plan recognizes the importance of balancing educational costs with the need to attract top quality students.

✓ Foundation

We must provide students, parents, and public officials transparency with regard to the true cost of education.

✓ Quality criteria

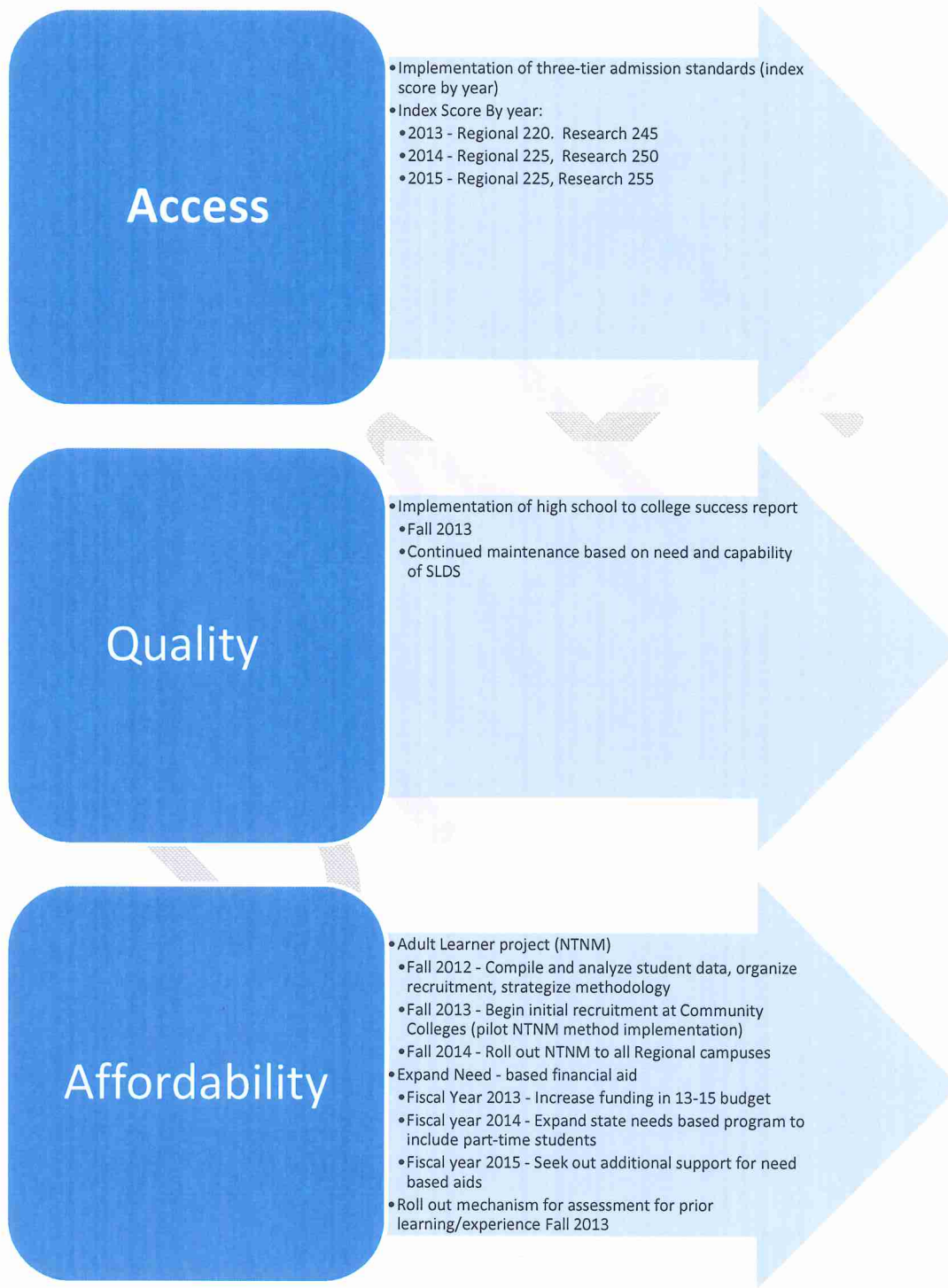
- Tuition Model
 - Move to a per-credit hour tuition model for all delivery methods; differentiated by program, where appropriate.
 - The per-credit hour model includes tuition, program, and course fees, unless exceptions are approved by the Chancellor.
 - Further differentiate rates among tiers based on three-tier admission standards over time.
 - Campuses have discretion to use funds to support programmatic goals, with proper accountability.
- Non-Mandatory Fees
 - Consolidate non-mandatory fees with tuition, where appropriate.
 - Strengthen remaining fee policies regarding charge, use, approval, oversight and other related matters.
- Mandatory Fees
 - Categories of mandatory fees on student billing will be standardized, with more information available on campus web sites about amounts and uses.
 - Strengthen remaining fee policies regarding charge, use, approval, oversight and other related matters.
- Tuition Rates by Residency Status
 - All ND resident students will be charged the resident rate.
 - All in-country non-resident students from contiguous states and Canadian Provinces will be charged at 1.5 the resident rate.
 - All in-country non-resident and international students will be charged 1.75 the resident rate.
 - All non-resident students from MN, MHEC, and WICHE states will be charged according to existing agreements, unless modified.

- Tuition Waivers
 - For undergraduate students: *[Appendix 6]*
 - Tuition rates noted above may be reduced with the total institutional reductions not to exceed 5% of undergraduate tuition charges of the previous academic year (including summer tuition revenue).
 - For graduate students: *[Appendix 7]*
 - Develop a budget plan recognizing the importance of attracting top quality graduate research and teaching assistants utilizing national benchmark data.

✓ Implementation

- Per-credit tuition model, with blended non-mandatory fees
 - Fall 2013 - Complete data analysis.
 - Fall 2014 - Develop model and rates.
 - Fall 2015 – Implementation.
 - Fall 2016 and beyond – further differentiate between tiers, as appropriate.
- Mandatory Fees
 - Fall 2013 – Standardize billing presentation and disclosure.
- Tuition Rates by Residency Status
 - Fall 2013 – Policy review, modelling and announcement.
 - Fall 2014 - Implement new rate structure (i.e. 1.5, 1.75, etc.)
 - Undergraduate Tuition Waivers
 - Fall 2014, not to exceed 5% of previous year's undergraduate tuition charges.
 - Phase implementation as needed.
- Graduate Student Waivers/ Stipends
 - Fall 2013 - Implement strategy and budget plan based on national benchmarks.

Implementation Timing and Process



Learning

- **Remedial/Developmental** - Fall 2013 with graduated implementation.
- **Dual Credit** - Fall 2013 - Roll out standards of Dual Credit - Majority to be hosted by Community Colleges; Regionals still to serve service region contingent upon meeting criteria and Chancellor approval.
- 2013 - Evaluate Effectiveness of dual credit, blended, and AP courses.
- 2015 - Act on results of evaluation.
- **Common Core State Standards** - Continue Implementation

Accountability

- **In-State/ out-of-state tuition rates**
 - Fall 2013 - Policy review, modeling, announcement.
 - Fall 2014 - Implementation
- **Limit Undergraduate Tuition Waivers**
 - Fall 2013, not to exceed 5% of previous year's undergraduate tuition charges
 - Phase implementation as needed.
- **Graduate Student Waivers/Stipends**
 - Implement strategy and budget plan based on national benchmarks
- **Per-Credit tuition model, with blended mandatory fees**
 - Develop model and rates to be announced in 2014, for implementation in Fall 2015
 - Fall 2013 Complete Policy Review
 - Fall 2015 implementation
 - Fall 2016 and beyond - further differentiate between tiers, as appropriate
- **Mandatory Fees**
 - Fall 2013, Standardize billing presentation and disclosure

Appendices:

Please note that the data included in the following charts are tentative and may require additional campus review and validation.

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How to Calculate your NDUS Admissions Score

$$(2 \times \text{ACT Composite}) + (1 \times \text{percentage HS Rank}) + (20 \times \text{HS GPA}) + (5 \times \# \text{ of HS core courses})$$

$$= \text{NDUS Admission Score}$$

Example:

ACT Composite = 22

% HS Rank = 10 of 76 = top 13% (above 87%)

HS GPA = 3.3

HS Core Courses = 13

$$(2 \times 22) + (1 \times 87) + (20 \times 3.3) + (5 \times 13)$$

$$44 + 87 + 66 + 65 = \mathbf{262}$$

ACT Composite = 18

% HS Rank = 14 of 20

HS GPA = 2.8

HS Core Courses = 13

$$(2 \times 18) + (1 \times 30) + (20 \times 2.8) + (5 \times 13)$$

$$36 + 30 + 56 + 65 = \mathbf{187}$$

ACT Composite = 20

% HS Rank = 9 of 32

HS GPA = 3.0

HS Core Courses = 15

$$(2 \times 20) + (1 \times 72) + (20 \times 3.0) + (5 \times 15)$$

$$40 + 72 + 60 + 75 = \mathbf{250}$$

ACT Composite = 18

% HS Rank = 10 of 28

HS GPA = 3.4

HS Core Courses = 13

$$(2 \times 18) + (1 \times 64) + (20 \times 3.4) + (5 \times 13)$$

$$36 + 64 + 68 + 65 = \mathbf{233}$$

What is your NDUS Admissions Score?

$$(2 \times \text{ACT composite}) + (1 \times \text{percentage HS Rank}) + (20 \times \text{HS GPA}) + (5 \times \text{number of HS Core Courses}) = \text{NDUS Admissions Score}$$

Minimum Course Requirements for Admission

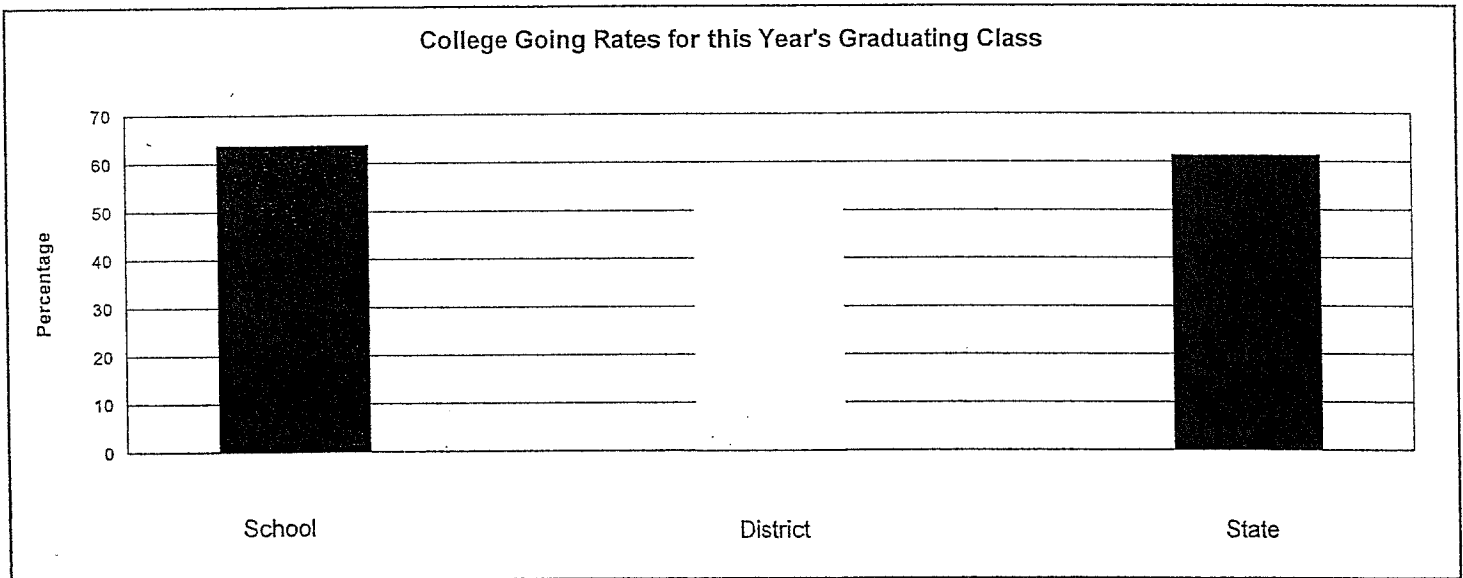
Subject	UND - Research	NDSU - Research	MISU	DSU	MaSU	VCSU
English	4 units emphasis on:	4 units emphasis on:	4 years emphasis on:	4 years emphasis on:	4 years emphasis on:	4 years emphasis on:
Math	3-4 units including Algebra I and above plus one course which includes mathematical reasoning (example: statistics, sociology) <i>Proposed 2015: 4 units for including 2 years of algebra, one year each of geometry and high math (trigonometry, statistics, or calculus)</i>	3-4 units including Algebra I and above plus one course which includes mathematical reasoning (example: statistics, sociology) <i>Proposed 2015: 4 units including 2 years of algebra, one year each of geometry and high math (trigonometry, statistics, or calculus)</i>	3-4 units including Algebra I or above <i>Proposed 2015: 4 units including 2 years of algebra, one year each of geometry and high math (trigonometry, statistics, or calculus)</i>	3 years including Algebra I or above	3 years including Algebra I or above	3 years including Algebra I or above
Laboratory Sciences	3 units laboratory science, including at least 1 unit each in 2 or more of the following: in biology, chemistry, physics, or physical science	3 units laboratory science, including at least 1 unit each in 2 or more of the following: in biology, chemistry, physics, or physical science	3 units laboratory science, including at least 1 unit each in 2 or more of the following: in biology, chemistry, physics, or physical science	3 units laboratory science, including at least 1 unit each in 2 or more of the following: in biology, chemistry, physics, or physical science	3 units laboratory science, including at least 1 unit each in 2 or more of the following: in biology, chemistry, physics, or physical science	3 units laboratory science, including at least 1 unit each in 2 or more of the following: in biology, chemistry, physics, or physical science
Social Studies	3 units of social studies, excluding consumer education, cooperative marketing, orientation to social science, and marriage/family	3 units of social studies, excluding consumer education, cooperative marketing, orientation to social science, and marriage/family	3 units of social studies, excluding consumer education, cooperative marketing, orientation to social science, and marriage/family	3 units of social studies, excluding consumer education, cooperative marketing, orientation to social science, and marriage/family	3 units of social studies, excluding consumer education, cooperative marketing, orientation to social science, and marriage/family	3 units of social studies, excluding consumer education, cooperative marketing, orientation to social science, and marriage/family
Language	Recommended: 2 years of a single foreign or modern language including American Sign Language and Native American languages. <i>Proposed 2015</i>	Recommended: 2 years of a single foreign or modern language including American Sign Language and Native American languages. <i>Proposed 2015</i>	Recommended: 2 years of a single foreign or modern language including American Sign Language and Native American languages. <i>Proposed 2015</i>	Recommended: 2 years of a single foreign or modern language including American Sign Language and Native American languages.	Recommended: 2 years of a single foreign or modern language including American Sign Language and Native American languages.	Recommended: 2 years of a single foreign or modern language including American Sign Language and Native American languages.

- Template ideas borrowed from Iowa State University System and University System of Georgia
- Impacted programs may require additional admission requirements.

The Kentucky High School Feedback Report is produced by the Kentucky P-20 Data Collaborative, a joint effort from the Kentucky Department of Education, Council on Postsecondary Education, Education Professional Standards Board, the Kentucky Education and Workforce Development Cabinet, and the Kentucky Higher Education Assistance Authority. This report provides the most complete and accurate data about college going that exists for this school. It follows students who graduated from high school in 2009-2010 and were enrolled in a college or university during the 2010-2011 academic year.

A. Overall, how do graduates from Adair County High School compare to others in Kentucky?

	School	District	Kentucky	Quick Statistics About This School
1. Number of high school graduates	172	187	43,711	High School Graduation Rate (KYAFGR) 77.9% Overall College-Going Rate 64.0% * % of Graduates Ready for college-level math 39.3% * % of Graduates Ready for college-level English 41.7% * % of Graduates Ready for college-level reading 28.2% <small>*Math, English, and reading readiness calculations are based on the average Junior ACT scores for these graduates using CPE's systemwide benchmarks.</small>
2. Average high school GPA	2.66	2.66	2.84	
3. Percent of high school graduates in this class who qualify for free and reduced lunch	51.2%	48.7%	42.6%	
4. Average Junior ACT scores for these high school graduates by subject				
English	16.6	16.6	17.7	
Mathematics	18.3	18.3	18.5	
Reading	17.5	17.5	18.7	
Science	18.1	18.1	18.8	
Composite	17.7	17.7	18.6	
5. Average Kentucky Education Excellence Scholarship (KEES) Awards earned by these high school graduates	\$995	\$995	\$1,024	
6. Overall college-going rate for these high school graduates	64.0%	59.4%	61.4%	
7. Percent of high school graduates who go to an in-state college or university	63.4%	58.8%	56.7%	
8. Percent of high school graduates who go to an out-of-state college or university	0.6%	0.5%	4.8%	

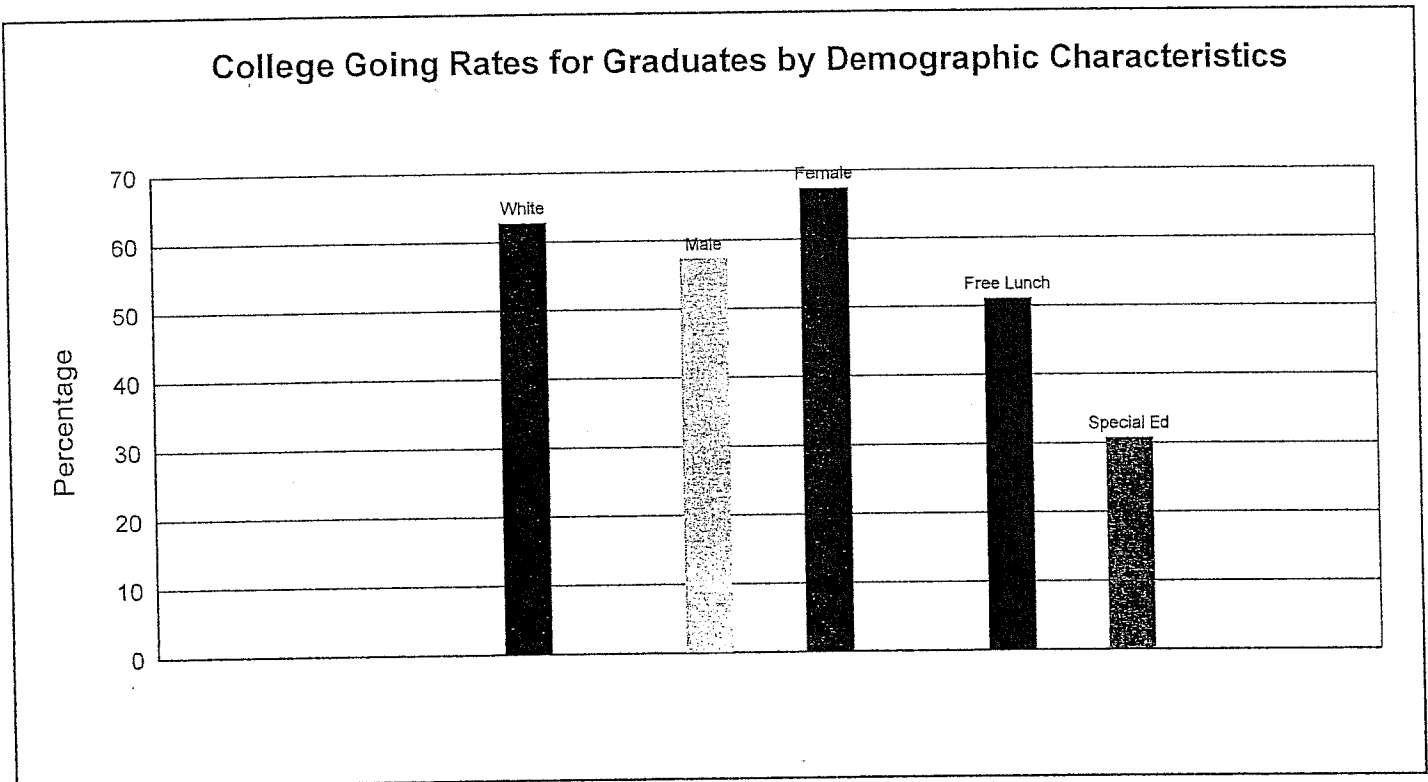


Note: This high school feedback report was produced using the Kentucky P-20 Data System and provides information at a deeper level and in a different format than previous reports. If you intend to compare data from this report to others, please review the technical notes for each to ensure that the data are comparable. For more information, please visit <http://KentuckyP20.ky.gov> or email P20@ky.gov.

B. What types of colleges and universities did graduates from Adair County High School attend?

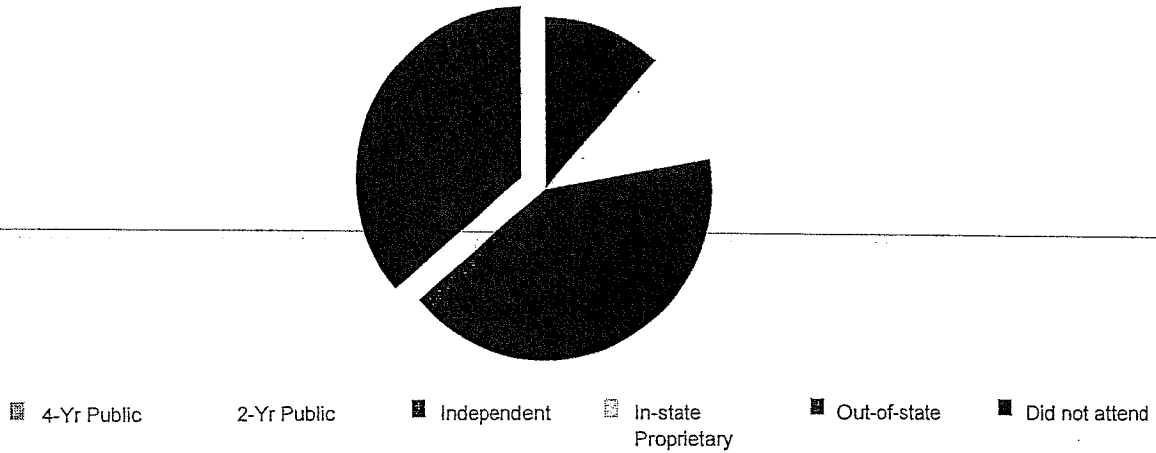
	School	District	Kentucky
1. College enrollment of 2009-2010 graduates entering an in-state or independent college (*)	107	108	24,066
2. Type of college or university attended			
a. Four-year public university	20.6%	20.4%	48.2%
b. Two-year public community or technical college (KCTCS)	16.8%	17.6%	42.0%
c. Independent	67.3%	66.7%	13.9%
3. Started college full-time	98.1%	98.1%	92.0%
4. Type of degree or credential sought			
a. Bachelor's degree	74.8%	74.1%	49.4%
b. Associate's degree	11.2%	12.0%	23.6%
c. Certificate or Diploma	2.8%	2.8%	4.0%
d. Undeclared or no degree	11.2%	11.1%	22.9%

(*) The P-20 Data Collaborative is able to produce more detailed reporting about graduates who attend in-state public and independent institutions than for graduates who attend other in-state private or proprietary and out-of-state institutions.

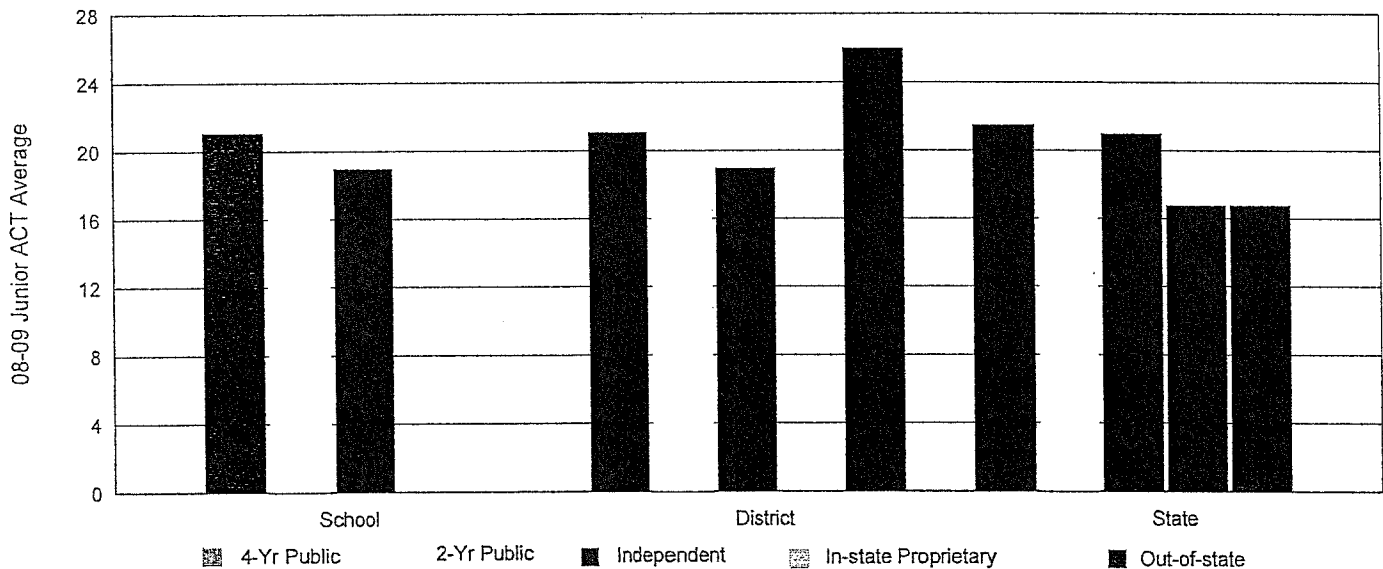


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Type of Postsecondary Institution Attended by these High School Graduates



Average Junior Year ACT Composite Scores by Enrolled Institution



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C. Which colleges and universities did the graduates from Adair County High School attend?

Count by College or University Attended

Lindsey Wilson College	61
Somerset Community College	17
University of Kentucky	12
Western Kentucky University	7
Campbellsville University	3
Eastern Kentucky University	3
Georgetown College	2
Berea College	2
Transylvania University	2
Centre College	1
Bluegrass Community & Technical College	1
Kentucky Wesleyan College	1
Daymar Institute	1
Sullivan University	1
Trevecca Nazarene College	1

Apple

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FULL TIME FIRST TIME FRESHMAN FALL 2009			
Campus	First Time Freshman	First Time Freshman in Developmental Courses	Percentage of First Time Freshman in Developmental Courses
BSC	888	341	38.4%
DCB	146	25	17.1%
DSU	310	63	20.3%
LRSC	183	56	30.6%
MaSU	147	60	40.8%
MiSU	419	134	32.0%
NDSCS	630	307	48.7%
NDSU	2,436	330	13.5%
UND	1,521	74	4.9%
VCSU	113	32	28.3%
WSC	147	55	37.4%
TOTAL	6,940	1,477	21.3%

FULL TIME FIRST TIME FRESHMAN FALL 2010			
Campus	First Time Freshman	First Time Freshman in Developmental Courses	First Time Freshman in Developmental Courses
BSC	858	172	20.0%
DCB	192	17	8.9%
DSU	331	52	15.7%
LRSC	211	46	21.8%
MaSU	130	21	16.2%
MiSU	463	78	16.8%
NDSCS	589	144	24.4%
NDSU	2,375	178	7.5%
UND	1,648	44	2.7%
VCSU	174	18	10.3%
WSC	131	35	26.7%
TOTAL	7,102	805	11.3%

FULL TIME FIRST TIME FRESHMAN FALL 2011			
Campus	First Time Freshman	First Time Freshman in Developmental Courses	Percentage of First Time Freshman in Developmental Courses
BSC	841	352	41.9%
DCB	187	85	45.5%
DSU	311	87	28.0%
LRSC	183	78	42.6%
MaSU	149	65	43.6%
MiSU	437	105	24.0%
NDSCS	709	379	53.5%
NDSU	2,215	301	13.6%
UND	1,630	88	5.4%
VCSU	152	0	0.0%
WSC	153	71	46.4%
TOTAL	6,967	1,611	23.1%

DUAL CREDIT

All Institutions offering dual credit courses shall meet the following standards:

- Instructors teaching credit-bearing college-level courses for dual credit must meet the same academic credential requirements as faculty teaching on campus.
- Students must meet the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate placement testing.
- Course content and pacing must be the same as that required for credit-bearing college courses. Hence, a semester length credit-bearing course shall be taught for a semester at the high school.
- Learning outcomes must be the same for credit-bearing colleges courses and be appropriately measured.
- Institutions shall provide high school instructors with an orientation in course curriculum, assessment methods, and administrative requirements before high school instructors are permitted to teach dual credit courses.
- Dual credit instructors must be given the opportunity to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits, and internal communication, provided that such opportunities do not interfere with an instructor's regular teaching duties.
- Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses.
- Dual credit students must be assessed using methods consistent with students in traditional credit-bearing college courses.
- Dual credit courses taught at the high school must be taught by a syllabus provided by the college, utilizing the college approved textbooks and materials.
- Dual credit courses must be at least 2 credits to be considered a dual credit.

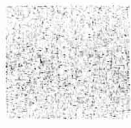
**NDUS Tuition Waivers
2010-11 Academic Year - DRAFT**

(Does not include the value of SBHE approved reduced tuition rates) 1/

	(1)		(2)		(3)			(4)		(5)		(6)			(7)			(8)		(9)		(10)
	Resident	ND Residents	Percent of Total Wavers to Residents	Resident	In Country Non-Residents	Out of Country International Students	Percent of Total Wavers to Non-Residents	Total Waived	Grad Assistant Wavers	Balance Undergrad Wavers	Total Tuition Charged all students, net of waivers	Ratio of Wavers to Tuition Charged, net of waivers- Undergrad	Resident	Non-Resident	Total	Undergrad Wavers	Undergrad Wavers	Undergrad Wavers	Undergrad Wavers	Undergrad Wavers	Undergrad Wavers	
		(col. 1/6)					(col. 3+4/6)	(col. 1+3+4)				(col. 8/9)			(col. 6-7)							
BSC	\$161,182	88.3%	\$16,356	\$4,940	11.7%	\$182,478						1%			\$182,478	\$14,316,431						
LRSC	\$114,115	62.0%	\$18,945	\$50,994	38.0%	\$184,054						4%			\$184,054	\$4,293,399						
WSC	\$55,375	49.3%	\$30,158	\$26,896	50.7%	\$112,429						7%			\$112,429	\$1,552,289						
UND, including SOMHS	\$3,516,968	40.7%	\$2,381,577	\$2,746,531	59.3%	\$8,645,076			\$3,130,405	\$5,514,671	\$79,901,448	7%			\$5,514,671	\$79,901,448						
NDUSU	\$2,993,821	19.7%	\$3,206,983	\$9,016,897	80.3%	\$15,217,700			\$7,938,573	\$7,279,127	\$75,415,019	10%			\$7,279,127	\$75,415,019						
NDSCS	\$410,610	38.9%	\$609,946	\$34,502	61.1%	\$1,055,057				\$1,055,057	\$7,359,722	14%			\$1,055,057	\$7,359,722						
DSU	\$296,189	10.2%	\$640,284	\$1,956,037	89.8%	\$2,892,510				\$2,892,510	\$8,564,286	34%			\$2,892,510	\$8,564,286						
MASU	\$32,065	19.0%	\$92,010	\$44,866	81.0%	\$168,941				\$168,941	\$3,153,473	5%			\$168,941	\$3,153,473						
MISU	\$974,162	71.6%	\$207,635	\$178,905	28.4%	\$1,360,702				\$1,360,702	\$15,863,842	9%			\$1,360,702	\$15,863,842						
VCSU	\$98,014	21.2%	\$211,835	\$152,928	78.8%	\$462,777				\$462,777	\$4,487,780	10%			\$462,777	\$4,487,780						
DCB	\$18,960	22.6%	\$52,324	\$12,520	77.4%	\$83,804				\$83,804	\$1,859,265	5%			\$83,804	\$1,859,265						
TOTAL	\$8,671,461	28.6%	\$7,468,052	\$14,226,016	71.4%	\$30,365,529			\$11,068,978	\$19,296,551	\$216,766,953				\$19,296,551	\$216,766,953						

1/ For example, the SBHE has approved tuition rate exceptions for some campuses (e.g. resident rate for all students attending MISU); the difference between the old posted rate (e.g. non-resident rate is equivalent to 267% resident rate) and the new approved rate (e.g. non-resident rate is equivalent to 100% of the resident rate) is not recorded as a waiver and is not reflected in the amounts reported above. However, any waiver applied to the new SBHE approved rate, would be recorded as a waiver and included above.

Source: NDUS Tuition Waiver Report for AY 2010-11



2010-11 Graduate Assistant Stipend - DRAFT
 Value of Stipend and In-State Tuition Waived-Weighted Average

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	
	Teaching /		Research /		National Average		Graduate Associate /		ALL RANKS /		UND-FY10/2		UND-FY10/2		NDSU-FY10/2		GTA		GSA		Total		Total		Waiver per Student	Waiver per Student	
	Stipend	+Waiver	Stipend	+Waiver	Stipend	+Waiver	Stipend	+Waiver	Stipend	+Waiver	No.	No.	Stipend	+Waiver	No.	No.	GTA	GRA	A	Total	GTA	GRA	A	Total	Waiver	Waiver	
Ag, Food Systems and Natural Resources																											
01 Agriculture	\$13,807	\$17,355	\$3,548	302	\$15,810	\$20,707	\$4,897	1,576	\$10,864	\$17,541	\$6,677	8	\$15,468	\$20,157	\$4,689	1,886											
03 Natural Resources	\$16,812	\$21,762	\$4,950	229	\$15,865	\$21,762	\$5,897	871	\$23,553	\$30,727	\$7,174	14	\$16,156	\$20,735	\$4,579	1,114											
Science, Math and Engineering																											
04 Architecture	\$12,878	\$18,805	\$5,927	443	\$12,787	\$17,481	\$4,694	210	\$17,056	\$21,782	\$4,726	3	\$12,868	\$18,395	\$5,527	656	146	144	14	304	181	361	28	570	\$8,347	\$8,347	
11 Computer (CIS)	\$16,186	\$21,253	\$5,067	630	\$17,617	\$22,906	\$5,289	621	\$16,885	\$25,937	\$9,052	120	\$16,885	\$22,412	\$5,527	1,371											
14 Engineering	\$15,121	\$19,327	\$4,206	2,646	\$16,660	\$21,554	\$4,894	5,297	\$18,455	\$27,015	\$8,600	507	\$16,268	\$21,184	\$4,916	8,450											
15 Engineering Tech	\$12,233	\$17,741	\$5,508	23	\$12,603	\$16,344	\$3,741	44	\$14,458	\$19,018	\$4,560	1	\$11,211	\$16,856	\$5,645	68											
26 Biological/Biomedical	\$17,226	\$22,114	\$4,888	1,944	\$18,181	\$22,954	\$4,773	1,989	\$33,169	\$39,955	\$6,786	64	\$17,957	\$22,818	\$4,861	3,987											
27 Mathematics	\$18,200	\$23,231	\$5,031	1,868	\$18,347	\$22,072	\$3,725	354	\$17,565	\$26,945	\$9,380	63	\$18,205	\$23,154	\$4,949	2,285											
40 Physical Sciences	\$18,199	\$23,067	\$4,868	3,468	\$20,489	\$25,390	\$4,901	2,661	\$20,205	\$28,837	\$8,632	154	\$19,222	\$24,196	\$4,974	6,303											
42 Psychology	\$15,160	\$20,021	\$4,861	1,481	\$15,781	\$21,235	\$5,454	743	\$12,901	\$18,977	\$6,076	159	\$15,203	\$20,330	\$5,127	2,383											
Health																											
51 Health Professions	\$15,043	\$19,577	\$4,534	440	\$17,529	\$23,369	\$5,840	668	\$20,769	\$27,887	\$7,118	175	\$17,119	\$22,685	\$5,566	1,283	26	51	5	82	18	14	0	32	\$10,079	\$10,079	
Arts and Sciences																											
05 Ethnic & Cultural Studies	\$15,754	\$20,186	\$4,432	244	\$13,786	\$17,786	\$4,000	41	\$16,492	\$24,182	\$7,690	2	\$15,478	\$19,871	\$4,393	287											
09 Communication	\$14,672	\$19,563	\$4,891	749	\$13,936	\$17,997	\$4,061	139	\$12,669	\$21,414	\$8,745	53	\$14,451	\$19,436	\$4,985	941											
16 Foreign Languages	\$16,527	\$21,919	\$5,392	1,453	\$14,341	\$19,053	\$4,712	52	\$15,971	\$25,245	\$9,274	27	\$16,443	\$21,880	\$5,437	1,532											
22 Legal	\$7,634	\$9,354	\$1,720	60	\$4,191	\$7,559	\$3,368	68	\$10,573	\$16,698	\$6,125	33	\$6,782	\$10,101	\$3,319	161											
23 English/Literature	\$15,711	\$20,831	\$5,120	2,386	\$14,377	\$18,489	\$4,112	125	\$14,618	\$23,439	\$8,821	51	\$15,624	\$20,769	\$5,145	2,562											
24 Liberal Arts	\$15,069	\$19,634	\$4,565	63	\$13,935	\$19,619	\$5,684	16	\$16,330	\$26,040	\$9,710	6	\$14,945	\$20,083	\$5,138	85											
25 Library Science*	\$15,112	\$20,674	\$5,562	167	\$9,833	\$13,825	\$3,992	59	\$0	\$0	\$0	0	\$9,892	\$13,825	\$3,933	131											
30 Multi/Interdisciplinary	\$26,645	\$39,909	\$7,264	4	\$15,741	\$20,301	\$4,560	152	\$17,147	\$26,740	\$9,593	114	\$15,868	\$22,140	\$6,272	433											
32 Basic Skills	\$16,516	\$21,699	\$5,183	399	\$14,093	\$18,742	\$4,649	26	\$13,909	\$21,584	\$7,675	7	\$16,328	\$21,519	\$5,191	432											
38 Philosophy & Religion	\$11,830	\$18,578	\$6,748	66	\$15,788	\$22,688	\$6,900	92	\$14,047	\$23,335	\$9,288	24	\$14,123	\$21,283	\$7,160	182											
43 Security	\$16,859	\$21,981	\$5,122	2,277	\$14,962	\$20,603	\$5,641	605	\$14,788	\$23,192	\$8,404	193	\$16,356	\$21,786	\$5,430	3,075											
45 Social Sciences	\$13,436	\$18,661	\$5,225	2,498	\$11,727	\$16,445	\$4,718	308	\$10,877	\$17,780	\$6,903	79	\$13,183	\$18,401	\$5,218	2,885											
50 Visual & Performing Arts	\$15,168	\$20,731	\$5,563	712	\$13,230	\$18,361	\$5,131	83	\$13,139	\$22,206	\$9,067	43	\$14,872	\$20,266	\$5,394	838											
Human Development and Education																											
13 Education	\$13,177	\$18,254	\$5,077	1,181	\$12,679	\$18,057	\$5,378	928	\$10,962	\$16,379	\$5,417	68	\$12,896	\$11,811	\$1,085	2,177											
19 Family & Human Science	\$12,220	\$17,630	\$5,410	384	\$13,233	\$18,136	\$4,903	390	\$13,663	\$21,666	\$8,003	61	\$12,798	\$18,161	\$5,363	835											
31 Parks & Recreation	\$11,880	\$16,710	\$4,830	478	\$14,389	\$18,519	\$4,130	81	\$12,125	\$18,958	\$6,833	53	\$12,233	\$17,144	\$4,911	612											
Business																											
44 Public Admin	\$17,482	\$21,257	\$3,775	241	\$11,868	\$16,523	\$4,655	190	\$13,359	\$19,886	\$6,527	60	\$14,806	\$19,257	\$4,451	491											
52 Business Mgmt, Mktg	\$14,247	\$19,062	\$4,815	1,359	\$11,873	\$17,320	\$5,447	774	\$14,204	\$21,198	\$6,994	153	\$13,441	\$18,615	\$5,174	2,286											
1/ weighted average stipend per student (waivers from appropriated funds/total number of assistants)																											
2/ Source: 2010-11 Graduate Assistant Stipend Survey, Oklahoma State University																											
3/ Source: UND and NDSU data taken from UND/NDSU analysis prepared for SBHE member: g:\laura\excel\waivers\UND and NDSU graduate stipends and waivers																											
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