NORTH DAKOTA TECHNICAL ASSISTANCE
Goals, Objectives, Accountability Metrics, and Policy Options for Improved
Performance

Goal #1. Student Preparation (Means)

Specific objective: All students are prepared for college or employment.

<u>Metrics</u>
Benchmark
1. Universal application of externally validated assessment (example: ACT/WorkKeys with ACT average equal 23; All students score above 18 on the ACT or 3 on WorkKeys)
2. Established acceptable remediation requirement (example: 10 percent or less of recent high school graduates require remediation)

Improvement
1. Increases in the universally applied assessment
2. Decreases in remediation

<u>Strategies</u>
Legislature
- Establish statewide curriculum and competence measures
- Accept or reject measures developed by the Collaborative process and NDUS
- Fund the universal assessment process
- Monitor and reward progress toward policies developed by the Collaborative process and NDUS

Collaborative process
- Press for curricular alignment within P-20 education
- Press for standards alignment
- Press for expanding use of accelerated learning options (Advanced Placement, Dual/Concurrent Enrollment, International Baccalaureate, and Tech-Prep.)
- Press for development of statewide delivery of advanced high-school courses, such as advanced math, via distance delivered classes provided by NDUS institutions
- Evaluate and propose strategies for improved performance
- Broker assignment of roles and responsibilities between various stakeholders – the State Board of Higher Education, DPI, the Legislature, etc.

NDUS
- Work with DPI on curricular alignment
- Identify college level standards and work toward standards alignment and communication
- Establish uniform remedial assessment

- Develop, in conjunction with DPI, technology-mediated instruction in advanced high-school courses
- Provide broad access to dual/concurrent enrollment courses

Goal #2. Student Retention and Completion (End)

Specific objective: North Dakota is globally competitive on educational attainment.

<u>Metrics</u>
Benchmark
1. The share of young adults in North Dakota with a college degree is within the top 5 countries in the world

Improvement
1. Increases in systemwide completion/graduation rates
2. Increases in completion/graduation numbers (not rates) for disadvantaged populations
3. Improved retention of remediated students
4. Increase the share of college graduates who stay in North Dakota and work in high-value jobs

<u>Strategies</u>
Legislature
- Accept or reject measures
- Monitor and reward progress

Collaborative process
- Develop the measures for performance
- Review and advise on incentives embedded in the funding structure

NDUS
- Establish funding incentives for persistence and completion (example: fund course completions)

Goal #3. Affordability (Means)

Specific objective: Personal finances do not prevent successful participation in postsecondary education.

Metrics
> *Benchmark (examples)*
> 1. Ratio of median income to published tuition and fees is at or below the WICHE average
> 2. Ratio of North Dakota Pell recipients to share of North Dakota population in poverty compared to the equivalent average ratio for the WICHE states
> 3. Average indebtedness of North Dakota student borrowers, compared to average indebtedness for students in all WICHE states

> *Improvement*
> 1. Movement toward the WICHE average on each of the above measures

Strategies
> *Legislature*
> - *Ensure predictable state appropriations for the institutions in order to allow for predictability in tuition and fees (ATFA)*
> - Establish a state need-based grant program that addresses the needs of both traditional age students from low and moderate income families and non-traditional working adults with modest means
> - Monitor and reward progress
> - Accept or reject measures

> *Collaborative process*
> - Develop metrics

> *NDUS*
> - Ensure that institutional financial aid dollars are targeted to those with financial need
> - Ensure that increases in tuition and fee prices are predictable (ATFA) and consistent with metrics developed

Goal #4. Accessibility (Means)

Specific objective: All residents perceive a postsecondary education to be a realistic aspiration and are able to gain access to a postsecondary education institution.

<u>Metrics</u>
Benchmark
1. College-going rate of recent high school graduates remains among the top 5 in the nation
2. Undergraduate enrollment by race/ethnicity is roughly proportional to the college-eligible state population
3. Ratio of enrolled adults in degree/certificate-seeking programs to population in need is among the top 5 in the nation

Improvement
1. Progress toward each of the above metrics

<u>Strategies</u>
Legislature
- Ensure adequate capacity and facilitate choice
  - Through clear institutional roles and missions
  - By fostering and financing reciprocal agreements between existing institutions to allow expansion of offerings throughout the state
- Monitor and reward progress
- Remove barriers to enrollment

Collaborative process
- Develop metrics
- Communicate the message
- Foster discussion about appropriate institutional roles and missions and the utilization of reciprocal use of facilities to better serve the state and maximize institutional productivity
- Explore employer-based access programs for adults

NDUS
- Identification and outreach to underrepresented populations and adults
- Flexibly provide academic programs
- Work within the Collaborative process to explore appropriate institutional roles and missions and the use of institutional reciprocity in the use of existing facilities to better serve the changing needs of the state

Goal #5. A Vision for and Expectations of the North Dakota University System (Ends)

Question: Is North Dakota public higher education the engine of economic development that it is expected to be?

A. Is the System providing graduates with the mix of skills and certifications necessary to support the workforce needs of the state?

<u>Possible Metrics</u>
1. Migration of college educated population in high-value jobs, both in and out of the state
2. Trends in employment gaps (differences between what is needed and what is being produced by North Dakota institutions of higher education) – current and projected
3. Alignment with envisioned and expected future workforce needs
4. Satisfaction of employers with preparation of recent college graduates (survey results appear in the current *Accountability Measures* report, p. 18)

B. Is the System providing research relevant to the economic development needs of the state?

<u>Possible Metrics</u>
1. **Peer-reviewed** federal research and development expenditures
2. Migration of college educated population in high-value jobs, both in and out of the state

Goal #6. Efficiency and Effectiveness (Ends)

Question: How productive is the NDUS, as a whole and by institution type, compared to other state systems?

<u>Possible Metric</u>
1. Productivity indicators such as NCHEMS

Question: Should the curriculum be transformed and courses redesigned?

This is a responsibility of the State Board of Higher Education

Question: Should institutions collaborate more on the delivery of education (2+2 arrangements, technology-mediated learning, mission revision, higher education centers, etc.)?

This should be a responsibility of the Collaborative process

Goal #7. Higher Education Funding (Means)

Question: Is funding for higher education, in the aggregate, adequate to ensure quality and access?

Possible Metrics
1. Peer funding for institutions with a critical mass of students
2. Base funding adequacy to sustain small institutions

Strategies

Legislature
- o Work with Collaborative process to develop appropriate metrics for determining appropriate levels of funding
- o Provide funding sufficient to ensure quality, consistent with metrics that have been developed
- o Monitor overall effectiveness of the system of higher education, not individual institutions, and hold State Board of Higher Education accountable for delivering quality consistent with funding levels provided

Collaborative Process
- o Develop appropriate metrics for determining appropriate levels of funding necessary to sustain quality higher education in North Dakota, using peer comparisons where appropriate and base funding for small institutions
- o Develop appropriate metrics for defining effectiveness and efficiency within the system

NDUS
- o Work with Collaborative process and Legislature to develop appropriate metrics for funding, effectiveness, and efficiency for the system as a whole
- o Develop equivalent measures for each institution within the system, so that the sum of the parts equal the agreed upon whole

Question: How should incentive funding be allocated?

Strategies
Legislature
- Review and monitor progress on metrics developed by Collaborative process for NDUS
- If appropriate, embed performance funding within formula allocation aligned with the public agenda (i.e., funding for increased graduation rates for Pell recipients) to increase productivity
- Fund new initiatives that serve the public interest (i.e., increased graduates in nursing)

Collaborative process
- Develop with NDUS a formula allocation process that embeds performance funding, aligned with the public agenda (i.e., funding for increased graduation rates for Pell recipients) to increase productivity

NDUS
- Develop a formula allocation process that embeds performance funding, consistent with discussion above, for allocation to the institutions within the NDUS

Goal #8. An Appropriate Higher Education Structure for the 21st Century (Means)

Question: How can all stakeholders be fully engaged in helping to establish the *public agenda for higher education in North Dakota?*

<u>Possible Metric</u>
1. Strong evidence (e.g., supermajority) of satisfaction among stakeholders with the public agenda for higher education and their engagement in setting that agenda

<u>Strategies</u>
Legislature
- Determine the nature of the Collaborative process. Should the current process be revised (and if so, how?) or do we need to develop a new process?
- Establish the "charge" for whatever Collaborative process is adopted, with that charge to focus on the future of North Dakota and higher education's role in progressing that future, rather than focusing solely on higher education's future in North Dakota.
- Establish the Collaborative process in legislation as permanent or semi-permanent, with structures for membership
- Fund the collaborative process separately from the NDUS System

Collaborative process
- The new Collaborative process or reconstituted Roundtable should get about its business as soon as possible

NDUS
- Engage on a continual basis the new Collaborative or reconstituted Roundtable and its external stakeholders such as business leaders

Question: How can all stakeholders be fully engaged in discussions of *institutional role, mission, and viability?*

Possible Metrics
1. Strong evidence (e.g., supermajority) of satisfaction amongst stakeholders with the way in which higher education in North Dakota is addressing the public agenda and their personal engagement in helping to set that agenda

Strategies

Legislature
- Act on recommendations from the Collaborative process and NDUS

Collaborative process
- Discuss and develop evaluation paradigm and recommend it to the State Board of Higher Education and the Legislature
- As in Goal #4, foster discussion of appropriate institutional roles and missions and the possibilities for institutional reciprocity in use of facilities to better serve North Dakota's changing needs for the delivery of postsecondary services

NDUS
- Consider the Collaborative's suggestions before taking action or making recommendations to the Legislature, as appropriate