



NDUS

DEVELOPMENTAL EDUCATION/ADMISSION POLICY



NDUS 2 yr. Admissions Policy

- Policy 402.1 – Beginning Freshmen Applicants – Cert. Prog., Diploma, and Associate Degree Program.
 - A beginning freshman applicant who is a high school graduate may be admitted to any two-year campus. Campus may establish program admission requirements that are in addition to general admission requirements.
 - Test of General Educational Development (GED) may be used to satisfy the high school graduation requirement.
 - For technical programs, high school graduation is recommended. However, applicants 17 years of age or older may be admitted if the applicant successfully meets program standards.
 - Applicants from Canada except those from the provinces of Newfoundland and Quebec, must have completed Grade XII and meet non-resident admission requirements to be eligible to enter two-year campuses as beginning freshmen. Applicants from the provinces of Newfoundland and Quebec shall be considered for admission on an individual basis.



NDUS Baccalaureate Program Admissions Policy

- Admission to baccalaureate and graduate institutions requires completion of the following high school curriculum, except as provided in subsection 5 of this policy.
 - 4 units of English
 - 3 units of mathematics, algebra I and above
 - 3 units of laboratory science, including at least 1 unit each in 2 or more of the following: in biology, chemistry, physics, or physical science.
 - 3 units of social studies, excluding consumer education
 - The following high school courses are also strongly recommended: A mathematics course in each year of high school including algebra II (advanced algebra) and 2 units of a single classical or modern language, including American Sign Language, and Native American Languages.
- International Students shall be considered if their high school preparation is judged to be equivalent to the above, subject to meeting the TOEFL requirements of 402.9(3)
- The university system office shall maintain a manual describing specific secondary courses that comply with the above requirements.
- Students age 25 or older on the first day of class are exempt from the requirement stated in the first bullet. In addition, DSU, MaSU, MiSU, VCSU may enroll 10% and NDSU and UND may enroll 5% of the previous fall's new freshmen enrollment who have not had the required high school courses. (Exemption report done annually by each campus and retrieved by system office).
- Baccalaureate institutions may establish additional criteria beyond the core curriculum stated in the first bullet.



Additional Campus Admission Policies

- Each of the campuses follow the SBHE policy.
- Some of the campuses have additional admission requirements that are tied to performance assessments scores and GPA.



NDUS Placement

- **Procedure:** 402.1.2 Admission Policies – Student Placement into College Courses
- The purpose of a required ACT subtest score for placement into a college-level course is to provide students time to address any academic deficiencies in high school before entering college.
- Placement score requirements apply to all students enrolling at all NDUS institutions in North Dakota – University of North Dakota, North Dakota State University, Mayville State University, Minot State University, Dickinson State University, Valley City State University, Bismarck State College, Dakota College Bottineau, Lake Region State College, North Dakota State College of Science and Williston State College.



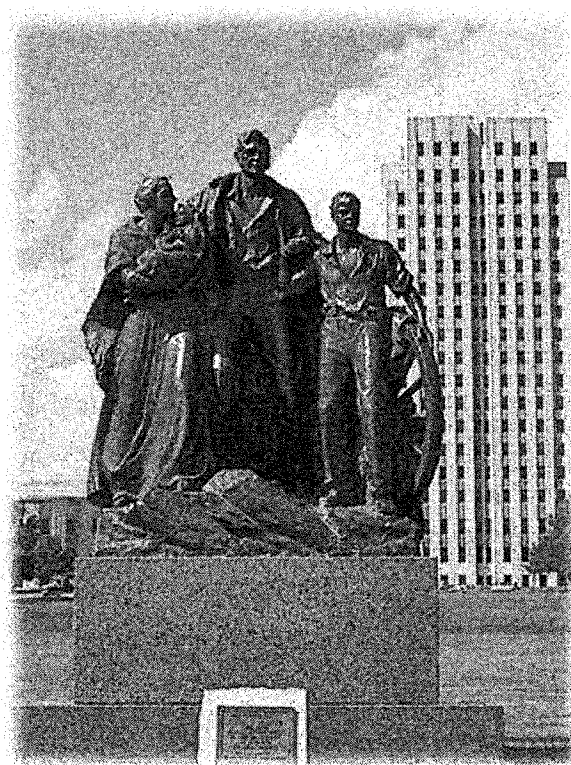
Developmental Enrollments by Residency

DEVELOPMENTAL COURSE ENROLLMENTS BY RESIDENCY STATUS

Fall 2011

	BSC	DCB	DSU	LRSC	MASU	MISU	NDSCS	NDSU	UND	VCSU	WSC	TOTALS
NORTH DAKOTA RESIDENT	552	96	53	146	24	154	293	177	83	0	89	1,667
NON-RESIDENT	56	113	64	45	49	59	295	285	112	0	72	1,150
GRAND TOTALS	608	209	117	191	73	213	588	462	195	0	161	2,817





NDUS

JOINT EFFORTS BETWEEN DPI/NDUS TO ENHANCE STUDENT SUCCESS



DPI/NDUS Joint Efforts

- Review of HS Graduation requirements
- Optional Curriculum
- Scholarship / Promoting Academic Rigor
- Dual Credit
- Placement Scores
- E-Transcript
- P20 / Brochure
- Common Core State Standards & Assessment Movement
- Curriculum Template
 - Ed Camp
 - Vignettes
 - Teacher Education
 - Professional Development
 - REA Collaboration



COLLEGE AND WORKFORCE READINESS IN NORTH DAKOTA



TRANSITIONING FROM HIGH SCHOOL TO COLLEGE OR WORK

Are middle and high school students in ND on target to make college and career choices?

Do high school expectations reflect college and career readiness?

Are enough students taking the right courses for career preparation?

Are our core courses rigorous enough?

Are ND teachers delivering what is needed?



**ND DEPARTMENT OF PUBLIC INSTRUCTION
ND UNIVERSITY SYSTEM
ND CAREER AND TECHNICAL EDUCATION
ND EDUCATION STANDARDS AND
PRACTICES BOARD**

Entrepreneurship: North Dakota has recognized entrepreneurial thinking as critical to enhancing economic development and ensuring a vibrant future for the state. Efforts are underway to accelerate innovation and entrepreneurship in targeted industries and emerging technologies by supporting the continued development of a statewide network of entrepreneurial resources.

Resources: North Dakota has developed excellent resources to assist students transition from high school to college or work, whether they

- have a strong entrepreneurial spirit and desire to be a “free agent” or to operate a “cottage” business and
- wish to pursue a technical career, or an academic career.

Students can get North Dakota information on FINANCING EDUCATION, EDUCATION AND TRAINING, and EMPLOYMENT about career choices by connecting to

- ✓ Career Outlook 2010 – 2011 <http://www.nd.gov/CTE>
- ✓ Job Service North Dakota <http://www.jobsnd.com>
- ✓ ND Academic and Career and Technical Scholarship Programs
<http://www.dpi.state.nd.us/resources/act>
- ✓ NDUS.edu <http://www.ndus.edu/>
- ✓ RURReadyND.com <http://www.RURReadyND.com>
- ✓ InnovateND.com <http://www.InnovateND.com>

QUALITY EDUCATION = STUDENT SUCCESS = ECONOMIC PROSPERITY



NORTH DAKOTA JOBS AND ECONOMIC GROWTH⁴

Research points to several key steps policy makers can take to strengthen science, technology, engineering and math (STEM) education, which are critical if we are to meet the high-demand needs of North Dakota's future workforce and prepare our students to compete in a global economy.



North Dakota's economic growth in advanced manufacturing, technology-based businesses, value-added agriculture, tourism and energy, provide good opportunities to retain and attract young people to the state. Although North Dakota is producing an educated and skilled workforce, we are not graduating enough students with training in science, technology, engineering or

math to meet the requirements of future high demand jobs. Projected labor shortages tell us that we need to improve post-secondary education and training by supporting college and work preparation at the K-12 level.



- * **ENERGY**
- * **TOURISM**
- * **TECHNOLOGY**
- * **ADVANCED**
- MANUFACTURING**
- * **VALUE-ADDED**
- AGRICULTURE**

- **Workforce Needs.** In today's competitive and diverse world, earning only a high school diploma is not enough. More students need to be ready for college level courses. ACT research validates that college students who take a core curriculum in high school are more likely to meet college benchmarks and score 3.5 points higher on the ACT than students who do not.



- ACT 2010 Data reports an average 21.5 composite ACT score for the 80.6% of ND high school students tested. This score has remained relatively flat for several years and compares to a national composite score of 21.²
- 47% of the 2009 ND labor force required specialized training, up to and including an associate degree in a chosen career field. High growth is anticipated in the technical sector of North Dakota's job market. Industries expectations of the future workforce include a strong academic and technical preparation.

High school is too late to learn whether students are on – or off - target for college and career. Studies show that students who take rigorous curricula are much better prepared to graduate from high school and be college and career ready.

- 77% of ND graduates say they want to earn a bachelor's degree and the most frequently listed major is health sciences and allied health fields. Of those students who most frequently listed Health Sciences as their major of choice, only 22% and 32% respectively, are meeting the science and math readiness scores.² Students clearly do not understand the link between high school preparation and career success.



Other factors affecting student achievement include student health, risk behaviors, students with disabilities and students raised in poverty. Limited access to preschool, along with limited language development, contributes heavily to the poor standardized test performance of this subgroup.

IMPROVING PREPARATION FOR COLLEGE OR WORK IN NORTH DAKOTA

A look at what college readiness means and how all facets of education are interconnected

“Student performance in general education courses has long been an issue in postsecondary education...” Poor performance in entry-level courses restricts access to majors and tends to weed out students who are incapable of succeeding in them – or extends the time required to complete a degree. Failure rates in some entry-level courses approach 50 percent nationwide. Defining what it takes to succeed in these entry-level courses is key in determining college readiness.¹

The following factors focus on areas necessary to improve student readiness for college and work in North Dakota

- **Promote Intellectual Development.** Provide students with challenging academic content. Schools must align curriculum around the State’s Content Standards in each content area and evaluate student progress based on the State’s Achievement Standards that specify what a student should know and be able to do in each core content area.
Of the 65% of ND high school graduates who took more than the required challenging core courses recommended by ACT, 24% met or exceeded the four ACT benchmarks, which are indicators of a student’s readiness to succeed in college. 25% of ND students (compared to 12% nationally) took minimum core requirements.²
- **Promote professional development for teachers.** Provide teachers with training to teach intellectually challenging classes that focus instruction on rigorous high school curriculum and has the most significant impact on high school students’ readiness for college and career. Emerging teacher and principal evaluation efforts identify the linkage of student achievement outcomes or student growth as a factor in the evaluation process.
The ND Education Standards and Practices Board adopted beginning teacher standards. The 61st legislature provided ND teachers funding for mentoring and coaching programs, as well as stipends to become certified by the National Board for professional teaching standards. The ND Education Commission is studying Pay for Performance options; the Department of Public Instruction has drafted, but not finalized, professional teaching standards and is assisting school districts with individualized plans for professional development.
- **Promote Student Planning.** Students need to plan for college preparation; they must know and understand college entrance requirements for their chosen course of study; they need guidance to navigate college admission and financial aid systems; they must understand how career and college differs from high school.
Only 24% of ND high school graduates are prepared for college. Research indicates that academic and career assessment and counseling from pre-school through post-secondary education could help students enhance their academic achievement by linking classroom studies to future choices.²
- **Promote Rigorous Curriculum Choices.** The quality and intensity (rigor) of the high school curriculum needs to improve. ACT’s 2007 Research (Rigor at Risk) found that under certain conditions, students do not have a reasonable chance of becoming ready for college unless they take additional higher-level courses beyond the minimum core.³
47% of ND students meet ACT college readiness standards in Math
31% of ND students meet ACT college readiness standards in Science⁴

North Dakota Success Indicators

¹Redefining College Readiness, Educational Policy Improvement Center, March 2007

²2009 ACT College Readiness Report

³ACT 2007 Research (Rigor at Risk)

⁴2010-2020 Strategic Plan for Economic Development