

OUTCOMES-BASED (PERFORMANCE FUNDING) IN HIGHER EDUCATION

Frequently Used Metrics

	NCSL Examples	NGA Examples	Florida	Indiana	Louisiana	Ohio	Oklahoma	Pennsylvania	Tennessee	Virginia	Washington
Institution-Level Metrics											
Progress Metrics											
Retention Rates	✓	✓			✓		✓			✓	✓
Semester to semester		✓									
Year to year	✓	✓									
1st to 2nd year					✓						
1st to 3rd year					✓						
Credit accumulation	✓			✓		✓			✓		✓
Annual basis	✓										
Earning 12 college-level credits									✓		
Earning 15 college-level credits						✓					✓
Earning 24 college-level credits									✓		
Earning 30 college-level credits						✓					✓
Earning 36 college-level credits									✓		
Earning 48 college-level credits									✓		
Earning 72 college-level credits									✓		
Developmental education completion and success in college-level courses	✓	✓				✓			✓		✓
Completers who subsequently enroll in a college-level math course						✓					
Completers who subsequently enroll in a college-level English course						✓					
Course completion	✓	✓				✓					✓
College-level core/introductory	✓	✓									
College-level math											✓
College-level English											
Advancement from part-time to full-time status		✓									
Dual enrollment				✓					✓		
Outcome Metrics											
Certifications and Degrees awarded annually	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bachelors		✓			✓				✓		
Associate		✓			✓	✓			✓		✓
Certificate		✓							✓		✓
Apprenticeship Training											✓
Master/Ed Specialist Degrees					✓				✓		
Doctoral/Law Degrees					✓				✓		
Number of low-income graduates	✓			✓	✓						
Number of minority graduates	✓				✓						

	NCSL Examples	NGA Examples	Florida	Indiana	Louisiana	Ohio	Oklahoma	Pennsylvania	Tennessee	Virginia	Washington
Institution-Level Metrics											
Number of graduates age 25 and older					✓						
Number of graduates in STEM/Health					✓					✓	
Number of state residents graduating who have partial credit completion										✓	
Number of graduates in high-need areas (e.g., health care)			✓							✓	
Graduation Rates	✓	✓		✓	✓				✓	✓	
Same institution					✓						
Statewide rate					✓						
Undergraduate degrees per 100 FTE		✓							✓		
Transfer Rates Between Two- and Four-year institutions	✓	✓			✓	✓			✓	✓	
Transfers out with 12 hours									✓		
Number of students completing at least 15 hours who enroll in a four-year institution						✓					
Transfers out with 30 hours or more					✓						
Transfer with an associate degree					✓						
Average Time and Credit to Degree	✓	✓	✓								
Assessments of students' general knowledge and skills (i.e., Collegiate Assessment of Academic Proficiency, Collegiate Learning Assessment)		✓									
Lumina Foundation's degree qualifications framework		✓									
Licensure/certification exams (i.e., nursing, teacher education)		✓									
Employer and alumni surveys		✓									
Employment in field of study within 1, 3, and 5 years of graduation		✓	✓						✓		
Acceptance rates for graduate education		✓									
Other Metrics											
Increased enrollment of in-state students										✓	
Campus/mission-specific contributions					✓	✓		✓	✓	✓	
Funding for graduate/medical education						✓					
Research				✓	✓				✓	✓	
Service									✓		
Workforce Training					✓				✓		
Closing the achievement gap								✓			
Closing the access gaps								✓			
Efficiency reforms designed to reduce total institutional cost										✓	
Technology-enhanced instruction, including course redesign, online instruction, and resource sharing among institutions										✓	
Faculty Diversity								✓			
Private support (3-year average of total dollars raised)								✓			



Report to the Higher Education Committee

Michel Hillman, Vice Chancellor for Academic and Student Affairs

Lisa Johnson, Director of Articulation and Transfer

August 30, 2011


Overview of Common Course Numbering



"...if courses are accepted as "common" by academic discipline groups, then such courses must have a common course number, title, and generic description..."

NDUS Procedure 403.7.3

- 52 academic discipline groups
- Includes tribal college faculty representation
- Includes private college faculty in some discipline groups
- Academic discipline groups meet a minimum of once every three years
- 600 commonly numbered courses
- Primarily courses taken within a first or second year of study
 - Typically 100-200 level courses
- Voluntary participation in common course numbering







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Student Exchange Program

Easy Transfer Within or to North Dakota Campuses

One of many benefits of enrolling at a North Dakota University System college or university is that you may transfer easily from one campus to another through several statewide initiatives.

GERTA

The General Education Requirements Transfer Agreement - or [GERTA](#) is a systemwide plan that allows you to complete general education requirements at any University System campus or North Dakota tribal college and then transfer your general education program to another institution.

Common Course Numbering

Common course numbers and titles are used to describe hundreds of courses offered by University System, tribal and private colleges that are seamlessly transferred to other participating North Dakota colleges and universities. [Find out if a specific course is transferable.](#)

Articulation Agreements

Mathematics Common Course Numbering Matrix


Prefix	Number	Gerta	Course Title	BSC	LRSC	NDSCS	WSC	DCB	DSU	MASU	MISU	NDUSU	UND	VCSU	CCCC	FBCC	TMCC	UTTC
MATH	102/102L		Inter-Algebra/Lab	3/1	3	3	3	4	3	3	4	3	3	4		3	3	3
MATH	103	ND-MATH	College Algebra	4	3	3	3	4	4	3	4	3	3	3		4	4	4
MATH	104	ND-MATH	Finite Math	3	3	3	3				4	3						
MATH	105	ND-MATH	Trigonometry	2	2	2	2	3	2	2		3	2	3		3	3	3
MATH	107	ND-MATH	PreCalculus	5	4	4		4	4		4	4	4	3		4		
MATH	132		Technical Algebra I			2		3										
MATH	146	ND-MATH	Applied Calculus I	3	3	4	3		3		3	4	3	3				
MATH	147	ND-MATH	Applied Calculus II			4						4						
MATH	165	ND-MATH	Calculus I	4	4	4	4	5	4	4	4	4	4	4		4	4	4
MATH	166	ND-MATH	Calculus II	4	4	4	4	5	4	4	4	4	4	4		4	4	
MATH	208		Discrete Mathematics	3			3		2		3		3			4		
MATH	210	ND-MATH	Elementary Statistics	3	3	3	3								3	4		3
MATH	227		Applied Linear Algebra	3												3		
MATH	265	ND-MATH	Calculus III	4	4	4	4		4	4	4	4	4	4				
MATH	266	ND-MATH	Intro to Differential Equations	3		3	3		3		3	3	3	3				
MATH	277		Mathematics for Elementary Teachers I	4	3		4		3	4	3		3	4		3		3

Math 103 College Algebra

Relations and functions, equations and inequalities, complex numbers; polynomial, rational, exponential and logarithmic functions and systems of equations.

Prerequisite: Math 102 or placement test

Upon completion of the course the learner will be able to:

1. Students will demonstrate an understanding of relations and functions as evidenced by classroom activities and objective tests
2. Students will be able to work with equations and inequalities as evidenced by classroom activities and objective tests
3. Students will be able to work with complex numbers as evidenced by classroom activities and objective tests
4. Students will be able to work with rational and polynomial expressions as evidenced by classroom activities and objective tests
5. Students will be successful in working with exponential and logarithmic functions as evidenced by classroom activities and objective tests
6. Students will be able to solve systems of linear equations as evidenced by classroom activities and objective tests
7. Students will create and use  matrices to solve systems of equations as evidenced by classroom activities and objective tests

Complementary Transfer Initiatives

- General Education Transfer Agreement (GERTA)
- General Education LEAP Initiative
- Participation in the WICHE Passport Initiative
- Articulation and Transfer Agreements
 - Statewide
 - Campus to campus
- Collaborative Student Enrollment
- Common Credit-by-Examination Matrix
 - Similar to Common Course Numbering

Photo provided by BSC

NDUS Procedure for Formal Appeals Related to Articulation and Transfer

NDUS Procedure 403.7.0 Transfer Appeals

The purpose of this policy is to develop a consistent means by which a student or an NDUS institution may appeal academic transfer decisions made by receiving NDUS institutions. An appeal under this policy must refer to one of the statewide transfer policies. Those policies include 1) the General Education Requirements Transfer Agreements (GERTA), 2) Common Course Numbering (CCN), 3) statewide articulation agreements, and/or 4) national credit-by-exam programs, including the College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB) or the DANTES or DSST program...



Photo provided by UND

NDUS Appeals Related to Articulation and Transfer

Academic Year	Formal Appeals	Other Inquiries	Resolved by Campus
2007-2008			1
2008-2009		1	2
2009-2010		1	1
2010-2011	1	2	1
2011-2012	0	2	0



North Dakota Transfer Practices Recognized at a Regional Level



In June 2010, a report titled *Promising Practices in Statewide Articulation and Transfer Systems* compiled by Western Interstate Commission for Higher Education (WICHE), North Dakota was reported as the only state in the 15 state consortia to offer all six components of highly recommended transfer practices.



North Dakota Transfer Practices Recognized at a National Level

"...the effectiveness of the transfer path from community colleges to four-year baccalaureate-granting colleges and universities is particularly critical to improving college completion rates and raising the proportion of residents who earn baccalaureate degrees."

"The primary goal of state policies for transfer should be to ensure that community colleges are a viable route to the bachelor's degree, and that students who begin at community colleges can complete their educational goals with no greater difficulty than students who start at four-year colleges."

The National Center for Public Policy and Higher Education. June 2011 Policy Alert



Transfer and Completion Rates at Two-Year Colleges Students Starting at Two-Year Colleges

	National Average	North Dakota
Graduated from a 2-year institution	21%	55%
Graduated from a 2-year/4-year institution	33%	74%

The National Center for Public Policy and Higher Education. June 2011 Policy Alert



North Dakota Transfer Practices Recognized at a National Level

"Out-of-state students who have stayed after graduation have helped reverse a decades-long population decline, with North Dakota now on the verge of breaking its 1930 record of 681,000 people."

The Wall Street Journal. July 16, 2011.



Photo provided by NDSCS



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