North Dakota Board of Higher Education
Meeting Notice and Agenda
June 26, 2014

The State Board of Higher Education meeting on Thursday, June 26, 2014 will begin at 8:00 a.m. CST, at North Dakota University System Information Technologies Building, 4349 James Ray Drive, Grand Forks, ND. The live video stream can be viewed at http://ndus.edu/board/live-stream/.

Call to Order

1. Approval of May 29, 2014, meeting minutes
2. Approval of Agenda

Reports and Public Comment

3. Board Chair’s Report – Board Chair Diederich
4. Interim Chancellor’s Report – Interim Chancellor Skogen
   • Presidential Evaluations
   • Review 2020 and Beyond Plan – Connie Sprynczynatyk
   • Updates regarding Pathways to Student Success
     o Admissions Index for Student Success Task Force
     o North Dakota High School to College Success Report
     o Affordability (needs based aid for adult learners)
     o Best Practices in Remedial/Developmental Education Task Force
       ▪ Remediation in Math
       ▪ Remediation in English
     o Remedial/Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools Task Force
     o Dual Credit
     o Tuition Model
5. North Dakota Student Association Report – Conner Swanson
7. Staff Senate Report – Ms. Kristi Swartz
8. Public Comment

Board Business

9. Appointments:
   • Challenge Grant Review Committee
   • School of Medicine and Health Sciences Advisory Council
   • Centers of Excellence
10. Approve Extension of NDUS Strategic plan – Ms. Sprynczynatyk
11. Approve the Memorandum of Agreement for the UND Core Library – Ms. Brekke
12. Approve Presidential Contract Terms – Chancellor Skogen
13. Accept the Paulien and Associates system wide facility system-wide findings and recommendations and further direct NDUS to develop an implementation plan to be presented to the SBHE in September 2014. – Mr. Rick Tonder

12:00 (approximately) p.m. – Break

1:30 p.m. – UND/Hess Corporation Announcement at University Place, 3601 University Avenue.

2:15 (approximately) Reconvene at North Dakota University System Information Technologies Building

Capital Projects Presentations
- Bismarck State College
- Dakota College of Bottineau
- Dickinson State University
- Lake Region State College
- Mayville State University
- Minot State University
- North Dakota State College of Science
- North Dakota State University
- University of North Dakota
- Valley City State University
- Williston State College

SBHE Academic and Student Affairs Committee Recommendations – Chair Diederich
14. Committee Academic Consent:

Stage II – Organizational Change
- University of North Dakota’s Request for an Organizational Change to establish a New Center: Center for Comparative Effectiveness Analytics; effective fall 2014.

- Central Michigan Renewal
- Embry-Riddle Renewal
- Park University Renewal
- Rasmussen College Renewal

15. Tenure Recommendation from NDSU.

SBHE Budget and Finance Committee Recommendations – Chair Espegard
16. Committee Financial and Financial Consent:
Approve proposed 2015-17 Biennial Operating Budget Request – Chancellor Skogen.

Approve the FY15 NDUS Office budget

Approve TIAA-CREF Revenue Credit disbursement

Approve retirement plan Investment Policy Statement

Approve 13-15 Deferred Maintenance Funding Allocation (remaining $5 million)

Authorize BSC to enter into a land lease agreement with the Student Housing, LLC (a wholly owned subsidiary of the Bismarck State College Foundation) to enable the construction by the Student Housing, LLC, of apartment units on the BSC campus to provide housing for BSC students, and approve terms of the land lease agreement between BSC and the Student Housing, LLC.

Approve an increase in LRSC’s mandatory student activity fee. ($300 to $400 effective fall 2016, contingent on sales tax increase).

Ratify Chancellor’s authorization for NDSU to increase spending authority for the new STEM Classroom/Lab building from $28,120,000 to $29,367,709 (4.4371%), an increase of $1,247,709 to be funded from the capital project contingency pool as per SB 2003.

17. Financial and Facility Consent (other):
   i) Approve VCSU line item transfer from the operations line to the capital assets line, totaling $95,000, as permitted in Section 35 of SB2003. The transfer is for the construction of a new storage facility to house various departments’ equipment and supplies and allows VCSU to remove an old grain building currently used for storage.
   ii) Authorize VCSU to proceed with the Demolition of Retired Science Building at an estimated cost of $500,000 to be funded up to $500,000 appropriated deferred maintenance funds.
   iii) Authorize UND to proceed with miscellaneous renovations of the Old Main Marketplace food court located within the Memorial Union at an estimated cost of $360,000 to be funded from local funds.
   iv) Request modification of November 2010 SBHE approval of the Master’s Degree in Public Health (MPH) degree program to remove the following language: “Neither university will offer any tuition waivers during the ‘core course’ phase unless otherwise specified by NDUS policy.”

Board Policy
   First Reading
18. Policy 820 – Employee Tuition Waiver

Second Reading
19. SBHE Policy 703.3 Retirement – Mr. Sagsveen

Under Review
   o SBHE Policy 430.1 – Honorary Degrees (Amend)
o SBHE Policy 611.2 – Intellectual property (Amend) (1st reading planned for October 2014)
o SBHE Policy 611.10 – Employee Responsibility and Activities: Theft, Fraud, Abuse and Waste (Amend)
o SBHE Policy 340.2 – Foundations (1st reading planned for September 2014)

Other Business

Adjourn

Future Board Meetings
• July 30 and 31, 2014 – University of Mary, Bismarck
• September 25, 2014 – NDSCS

Contact Kristie Hetzler (701) 328-2966 or Kristie.hetzler@ndus.edu prior to the scheduled meeting date if auxiliary aids or services are needed.
The following draft minutes have not yet been approved by the SBIHE
North Dakota State Board of Higher Education
Minutes of the May 29, 2014, Meeting
Neset Consulting Services, Inc.

Board Chair Diederich called the meeting to order at 8:45 a.m. CST.

Members present:

- Dr. Kirsten Diederich, Board Chair
- Mr. Grant Shaft
- Ms. Kari Reichert
- Mr. Duaine Espegard
- Dr. Doug Munski, Faculty Adviser (phone)
- Dr. Terry Hjelmstad, Vice Chair
- Ms. Kathleen Neset
- Ms. Janice Hoffarth, Staff Adviser
- Mr. Don Morton
- Mr. Devin Hoffarth

Interim Chancellor present: Dr. Larry C. Skogen

Institution Presidents present:
- Dr. Ken Grosz, Dean, DCB
- Dr. D.C. Coston, President, DSU
- Dr. Doug Darling, President, LRSC
- Dr. Gary Hagen, President, MaSU
- Dr. John Richman, President, NDSCS
- Dr. Dean Bresciani, President, NDSU
- Dr. Robert Kelley, President, UND
- Dr. Steve Shirley, President, VCSU
- Mr. David Clark, Interim President, BSC
- Dr. Dick Jenkins, Vice President Student Affairs, MiSU
- Ms. Kaylyn Bondy, Director of Effectiveness and Registrar, WSC

NDUS senior staff present:
- Dr. Lisa Feldner, Vice Chancellor for Information Technology and Institutional Research
- Mr. Murray Sagsveen, Chief of Staff and Director of Legal Services
- Ms. Laura Glatt, Vice Chancellor for Administrative Affairs
- Ms. Linda Donlin, Director of Communications and Media Relations
- Mr. Tim Carlson, Chief Auditor
- Ms. Connie Sprynczynatyk, Director of Strategic Planning
- Dr. Sonia Cowen, Interim Vice Chancellor for Academic and Student Affairs
- Ms. Kirsten Franzen, Chief Compliance Officer
- Mr. Rick Tonder, Director of Facilities Planning
- Ms. Kristie Hetzler, Executive Assistant to the State Board of Higher Education

The North Dakota University System is governed by the State Board of Higher Education and includes:
Bismarck State College • Dakota College at Bottineau • Dickinson State University • Lake Region State College • Mayville State University • Minot State University
North Dakota State College of Science • North Dakota State University • University of North Dakota • Valley City State University • Williston State College
Approval of Minutes
Morton moved, Espegard seconded, to approve the April 24, 2014, and May 6, 2014, Board meeting minutes.

Espegard, Neset, Hjelmstad, Hoffarth, Shaft, Reichert, Morton, and Diederich voted yes. The motion carried.

Approval of Board agenda
Espegard moved, Hoffarth seconded, to approve the Board agenda with the following amendment:

• Add voting for State Board Higher Education officers

Neset, Morton, Shaft, Hjelmstad, Hoffarth, Reichert, Espegard, and Diederich voted yes. The motion carried.

Board Chair Report
Board Chair Diederich thanked Ms. Kathleen Neset for hosting the Board meeting. She welcomed Connie Sprynczynatyk to the system office as the Director of Strategic Planning.

Ms. Neset thanked the Hess Corporation for providing their follow-the-barrel tour.

Interim Chancellor’s Report
Mr. Rick Tonder, North Dakota University System (NDUS) Director of Facilities Planning, introduced Dan Paulien, President, and Frank Markley, Principal of Paulien and Associates, along with Peter Scanlon, Vice President of Professional Services. They presented a draft NDUS System-wide master plan.

Mr. Sagsveen, NDUS Chief of Staff, provided a memorandum regarding Constitutional Measure 3 and possible implications for accreditation of the institutions. He informed the Board that Constitutional Measure 3 is on the November 4, 2014, ballot. It would replace the eight-member citizen governing Board with a three-member, full-time Commission. He explained the steps that the Board should promptly take if Constitutional Measure 3 is approved in November and that passage of the Measure could jeopardize the accreditation of NDUS institutions and programs.

Interim Chancellor Skogen presented the NDUS Veteran’s Enrollment Report. He stated that there will be more discussion on how the system can assist veterans at the SBHE retreat in July.

Dr. Skogen reported that there was a collaborative summit held at the Capitol involving tribal leadership and system staff. Dr. Skogen stated that he plans to re-energize the system’s diversity council.

Tenure Requests
Hoffarth moved, Morton seconded, to approve two Tenure requests submitted by North Dakota State University.

• Paul Kelter, PhD, Director, CIEI/CSME and Professor in School of Education, College of Human Development and Education.
• Todd Lewis, PhD, Associate Professor in School of Education, College of Human Development and Education.

Reichert, Neset, Morton, Shaft, Hjelmstad, Diederich, Hoffarth, and Espegard, voted yes. The motion carried.

Hjelmstad moved, Espegard seconded, to ratify the contract and terms for Valley City State University’s Interim President, Dr. Margaret Dahlberg.

Neset, Morton, Shaft, Hoffarth, Reichert, Espegard, and Diederich voted yes. The motion carried.

President Emeritus Status
Hjelmstad moved, Hoffarth seconded, to approve president emeritus status for retiring Minot State University President David Fuller effective upon his retirement on June 30, 2014.

Reichert, Morton, Hjelmstad, Diederich, Hoffarth, and Espegard, voted yes. Neset and Shaft voted no. The motion carried.

Espegard moved, Reichert seconded, to approve the following SBHE meeting venue changes:
  • October 30, 2014 from NDSU to VCSU
  • November 20, 2014 from VCSU to NDSU

2015-2017 Biennial Budget Request
The SBHE heard testimony on five proposed budget requests:
State Board of Agricultural Research and Education (SBARE), given by Mike Beltz, Chair of SBARE.
Upper Great Plains Transportation Institute (UGPTI), given by Denver Tolliver, Director of UGPTI.
Northern Crops Institute (NCI), Mark Weber, Director of Northern Crops Institute.
Forest Service, given by Larry A. Kotchman, State Forester.
School of Medicine and Health Services (SMHS), given by Joshua Wynne.

SBHE Budget and Finance Committee
Committee Chair Espegard stated the SBHE Budget and Finance Committee recommend approval of the following:
  • Approve the FY2015 SBHE Budget
  • BSC - Ratify Interim Chancellor approval to access capital project contingency pool funds of $560,626 for Phase I of the Communications and Creative Arts Center.
  • Authorize NDSU to proceed with installation of a temporary seasonal bubble for Dacotah Field funded by private funds in the amount of $380,000.
  • Grow North Dakota Grandfathering Plan. Rescind May 2013 action requiring MiSU to begin phase out of the Grow North Dakota plan, pending further resolution and approval of Pathways tuition model implementation.

Shaft moved, Hjelmstad seconded, to approve the three SBHE Budget and Finance Committee recommendations.
Reichert, Neset, Morton, Shaft, Hjelmstad, Diederich, Hoffarth, and Espegard, voted yes. The motion carried.

Mr. Espegard stated the committee also approves the expansion of the Wilson M. Laird Core and Sample Library on the UND campus, and he recommended the following motion:

- Approval is contingent upon development of a memorandum between the University of North Dakota (UND) and the North Dakota Industrial Commission - Department of Mineral Resources-Geological Survey (NDGS) to be separately approved by the State Board of Higher Education and the North Dakota Industrial Commission (NDIC), which, in addition to other terms and conditions required for use of this land, specifies that replacement of UND parking surfaces used for construction of the facility be included within the budget request of the NDGS for this project, and NDGS will support the request for replacement parking at such time as funding request(s) are made.

Shaft moved, Hjelmstad seconded, to approve the recommended motion concerning the expansion of the M. Laird Core and Sample Library on the UND campus.

Reichert, Neset, Morton, Shaft, Hjelmstad, Diederich, Hoffarth, and Espegard, voted yes. The motion carried.

Financial and Facility Consent

Hoffarth moved, Morton seconded, to approve the following financial and facility consent items:

- Authorize increase spending for miscellaneous renovation projects throughout UND’s Memorial Union from $328,500 to $838,500, an increase of $510,000, to be paid from: Memorial Union bond reserves up to $138,500; Credit Union relocation cost share up to $40,000; 2013-15 state appropriated extraordinary repair funding up to $150,000; McCannel Hall bond reserves up to $432,000; Student Government Investment Funds up to $98,000; 2013-15 state appropriated funds up to $187,230; and, student technology fee up to $3,000.
- Ratify Chancellor’s interim approval to authorize fundraising up to $15,000,000 for a new VCSU Health, Wellness, and Physical Education facility, with a total estimated cost of $16,000,000. An additional $1,000,000 to be received through the State Challenge Grant.
- Authorize NDSU to proceed with construction of a new shop facility for use by the Ag Service Center Staff in the amount of $968,000 to be funded $484,000 from indirect costs and $484,000 from local funds.
- NDSU requests authorization to rename Living Learning Center East and West to the Mathew Living Learning Center as per SBHE Policy 902.12.
- Authorize NDSU to proceed with the demolition of the Reed Property at an estimated cost of $80,000 to be funded from the 2013-15 operations line item. Further, approve a transfer of $80,000 from 2013-15 operations to capital assets.
- Authorize NDSU to proceed with the replacement of underground water mains and sanitary sewer mains at an estimated cost of $1,000,000 to be funded $750,000 from 2013-15 one time deferred maintenance funds and $250,000 in utility sales.
Reichert, Neset, Morton, Shaft, Hjelmstad, Diederich, Hoffarth, and Espegard, voted yes. The motion carried.

**SBHE Academic and Student Affairs Committee**

Committee Chair Diederich stated the committee recommends consent approval for the following:

**State II/New Program**
- North Dakota State University’s Request for a New Programs: B.A. and B.S. in Art Education; effective fall 2014.

**Stage II/Program Termination**
- University of North Dakota’s Request for Termination: M.S. in Psychiatric and Mental Health-Clinical Nurse Specialist; and Graduate (Post Master’s) Certificate in Psychiatric and Mental Health-Clinical Nurse Specialist; effective fall 2014.
- Williston State College’s Request for Termination: A.A.S. in Diesel Technology; effective fall 2014.

**Stage II/Organizational Change**
- North Dakota State University’s Request for an Organizational Change: Reorganize the existing Center for Community Vitality From College of Agriculture, Food Systems, and Natural Resources To College of Arts, Humanities, and Social Sciences; effective fall 2014.
- University of North Dakota’s Request for an Organizational Change: From Department of Entrepreneurship to School of Entrepreneurship; effective fall 2014.

**SBHE Audit Committee**

Committee Chair Neset informed the Board that John Grettum, Office of the State Auditor, presented an audit and communication plan to the committee on May 23, 2014.

Ms. Franzen presented an overview of best practices in compliance programs in higher education.

**Election of SBHE Officers**

Hjelmstad moved, Reichert seconded, to appoint Dr. Kirsten Diederich as President of the SBHE for 2014-2015.

Reichert, Neset, Morton, Shaft, Hjelmstad, Diederich, Hoffarth, and Espegard, voted yes. The motion carried.

Espegard moved, Shaft seconded, to appoint Dr. Terry Hjelmstad as Vice President of the SBHE for 2014-2015.

Neset, Morton, Shaft, Hjelmstad, Hoffarth, Reichert, Espegard, and Diederich voted yes. The motion carried.

**Board Policy**

Mr. Sagsveen presented the first reading of SBHE Policy 703.3.

Espegard moved, Neset seconded, to approve first reading of SBHE policy 703.3.
Neset, Morton, Shaft, Hjelmstad, Hoffarth, Reichert, Espegard, and Diederich voted yes. The motion carried.

Mr. Sagsveen presented the second reading of SBHE HR policy 4.

Espegard moved, Hoffarth seconded, the adoption of SBHE policy 703.3.

Adjourn
North Dakota 2020 & Beyond was launched as a joint initiative with Governor Jack Dalrymple, the Greater North Dakota Chamber, the North Dakota Economic Development Foundation and commissioned by the 2011 North Dakota Legislature. Ongoing efforts of the initiative are led by the North Dakota Economic Development Foundation, which has established a North Dakota 2020 & Beyond Review Committee.

**Keys to Our Future**

North Dakota’s unique economic position allows us the ability to build upon our strengths, discover new opportunities and ensure our future is bright. This is the vision of North Dakota 2020 & Beyond; a vision that focuses on:

- the value of our **PEOPLE**,
- our unique quality of **PLACE** and
- our diverse **OPPORTUNITIES**.

2020 & Beyond began as a visionary process in 2012 that gathered input from the people of North Dakota to imagine our future. It identified opportunities that are helping to prepare the state for ongoing economic and community development. By capitalizing on our opportunities, we can take North Dakota to the next level of economic prosperity, with an emphasis on enhancing our quality of life and making our communities an obvious choice for those interested in diversified opportunities.

The North Dakota Economic Development Foundation received the 2020 & Beyond recommendations and worked to move them forward. Ultimately, 2020 & Beyond has helped to drive strategies across North Dakota and many recommendations were brought forward during the 2013 North Dakota Legislature. The Legislature tasked the Foundation with continuing the effort and providing an update in 2014 interim.

Legislative actions taken on 2020 & Beyond can be found in **APPENDIX A 2020 & Beyond Legislative Update – May 2013**. The original 2020 & Beyond Report is available at [www.ND2020andBeyond.com](http://www.ND2020andBeyond.com).

In 2013, the North Dakota Economic Development Foundation identified an area in each in the 2020 & Beyond recommendations that needed more focused efforts: 1) People - Education, 2) Places - Technology and 3) Opportunities - Workforce. Key stakeholders were brought together to more fully explore opportunities in each of these areas and to define recommendations to help achieve success. Ongoing recommendations from 2020 & Beyond are also included and categorized into their greatest area of impact – people, places or opportunities.
PEOPLE

North Dakota’s most valuable asset.

North Dakota must capitalize on the opportunities that have emerged as a result of our state’s impressive economic growth. We must continue to work to create an excellent quality of life for our most important asset, our people. Access to safe communities, exceptional education, quality healthcare and jobs are an important part of the future for our citizens. We must continue to strengthen our overall business climate to ensure our people continue to have ample opportunities, while still diversifying our economy.

The ongoing recommendations contained here continue the work of 2020 & Beyond with emphasis on enhancing our quality of life and making our communities an obvious choice for those interested in diversified opportunities.

Efforts statewide in this area have included:
- Continuation of the Child Care Grant Program.
- Continuing to reduce hunger through the enhancement of the “Creating a Hunger Free North Dakota Coalition.”
- Launch of the North Dakota Health Information Network which allows sharing of patient records at medical facilities.
- $35.4 million in Housing Incentive Funds awarded this biennium.
- Numerous transportation and safety projects (see APPENDIX A 2020 & Beyond Legislative Update – May 2013 for greater detail), encompassing roads as well as emergency medical services.

KEY AREA OF FOCUS

EDUCATION

Build North Dakota to become the #1 state in education.

North Dakota is proud of its education system’s ability to equip our students with the knowledge, skills and creativity needed to fuel our future economic and civic success. Our goal to become the #1 state in education begins by demanding education tactics that promote a higher-level skill-set across our entire primary and secondary education system, along with benchmarks that can demonstrate our progress.

An education working group made up of 2020 & Beyond members and key education leaders worked to identify ways in which North Dakota could set measures to reach its goal of being #1 in education. This effort resulted in three areas the group agreed were most important to reaching this goal: 1) higher education attainment, 2) college and career ready students, and 3) ensuring North Dakota attracts the best educators.
EDUCATION – RECOMMENDATIONS

- Increase higher education attainment – the percentage of the population that holds at least a two-year degree – in North Dakota to become number one in the nation by 2025. (Data Source: Lumina Foundation Report)

- Become number one in college and career ready students.

- Increase the quality and rigor of professional development for administrators and teachers to make North Dakota educators number one in the nation.

- Identify key research focus areas at the two North Dakota research universities, and provide continuing support efforts to become national leaders in those areas.

- Alignment of K-12 and post-secondary curriculum and standards.

- Create an endowment similar to the Common School Trust Fund, for higher education use.

- Explore creation of a student grant fund that would provide funds to individuals gaining certificates or degrees in North Dakota if they remain in the state at least two years post-graduation.

- Develop an interactive, mobile-friendly website that is a dynamic information resource for all of the North Dakota University System audiences and stakeholders.

PEOPLE – ONGOING RECOMMENDATIONS

- Continue and provide enhancements to the Child Care Grant Program.

- Consider additional efforts to promote worksite wellness initiatives, including a provision of mental health services.

- Consider additional support for efforts to reduce healthcare costs through preventative means, such as the Healthy North Dakota initiative.

- Continued support of the North Dakota Health Information Network.

- Support expansion of funding for the Housing Incentive Fund.

- Continue Energy Impact Grant Funding use for housing-related infrastructure.

- Support a transportation funding level that is adequate to meet the needs identified by the Upper Great Plains Transportation Institute.
PLACES

The communities and experiences that result in North Dakota’s quality of life.

North Dakota has an opportunity to enhance our communities through arts, conservation and recreation to build on the unique quality of life offered here. Our economic environment is conducive to business development, and can also support growth in social, cultural and recreational opportunities to enrich the livability for citizens.

Efforts statewide in this area have included:

- Continued promotion and preservation of art through the North Dakota Arts Council.
- Establishment of the Outdoor Heritage Fund dedicated to helping with access, water, spaces, wildlife and parks.
- Establishment of a Green Energy Conservation Fund to assist political subdivisions in energy conservation efforts.

KEY AREA OF FOCUS

TECHNOLOGY

Grow technology infrastructure to ensure North Dakota is a model for connectivity.

Technology infrastructure plays a key role in the growth of North Dakota. North Dakota must strive to be a leader in this area to create and sustain high-value, job-creating economic opportunities, education growth and an enhanced quality of life.

While no direct action has been taken with regards to this recommendation at the state level, a number of private efforts are building the state’s technology infrastructure. As an example, the Dakota Fiber Initiative is working in the Fargo area with private/public partnerships to implement high-speed and large bandwidth internet infrastructure. Verizon Wireless and AT&T are both working to create greater bandwidth within the state, increasing their networks to 4G capacity. Local telephone cooperatives are advancing access in rural areas by bringing high-speed fiber direct to homes.

TECHNOLOGY – RECOMMENDATIONS

- Remove the sunset on the sales tax exemption for telecommunications equipment.
- Provide incentives to support the build out of internet fiber to home and business in areas of the state that do not qualify for federal funding.
- Recommend best practice for communities to adopt dig-once policies to place fiber and/or conduit in the ground during roadway construction projects.
- Support the Dakota Fiber Initiative’s efforts to study the state’s technology infrastructure to define the need.
PLACES – ONGOING RECOMMENDATIONS

- Continue support for the North Dakota Council on the Arts and provide an enhancement that brings the North Dakota Cultural Endowment Fund from $375,000 to $1 million to help expansion of arts opportunities statewide.

- Continue the Outdoor Heritage Fund and consider increased funding.

- Continue funding for Tourism Infrastructure grants.

- Consider additional funding for the North Dakota State Parks system.

- Support additional funding in the counties and communities most impacted by oil and gas development.

- Support efforts and funding that improve public safety in impacted areas.
**OPPORTUNITIES**

*Diverse opportunities to grow North Dakota to 2020 & Beyond.*

North Dakota has taken an aggressive approach to diversify our economy and create one of the best business climates in the nation. We continue to build and expand on this strategy, and our focus is to go further. It is time to expand our opportunities for our citizens through our businesses, our industries, and our technology to support North Dakota into the future.

Efforts statewide in this area have included:
- Funding to create a GIS mapping web site to provide planning assistance to communities.
- Statewide task force evaluating the system of assessing and collecting taxes that will bring forth recommendations to the 2015 Legislative session.
- Creation of Research ND and funds of $12 million to support competitive grants in the area of research.
- Additional funding for agricultural research through Research Extension Centers.
- Continued EmPower ND efforts.
- Development of a workforce recruitment campaign – Find the Good Life in North Dakota – to assist in attracting needed workers.

**KEY AREA OF FOCUS**

**WORKFORCE DEVELOPMENT**

*Develop North Dakota’s workforce to meet the needs of our expanding economy.*

North Dakota needs workforce. Our growing state and expanding economy have businesses and state leaders talking about North Dakota’s long-term workforce needs. North Dakota also needs to actively promote its image in order to entice needed workforce to call our state home and support business and tourism growth.

The North Dakota Economic Development Foundation has had a number of discussions around promoting the image of North Dakota. In speaking with their membership, it became apparent that the most critical need facing North Dakota business is workforce. The Foundation combined these ideas and has developed a private/public partnership around a workforce recruitment campaign for North Dakota. The “Find the Good Life in North Dakota” campaign will be launched in May 2014. This campaign is currently being funded with private donations and a $400,000 match from the North Dakota Department of Commerce.
North Dakota’s demonstrated need for workforce can be found in Job Service of North Dakota’s April 2014 Online Job Openings Report which states:

- North Dakota’s online job openings totaled 25,653 (29.1% higher than last year), the highest recorded number of job openings in the state’s history.
- Cass County reported the largest over-the-year increase in the number of job openings with 1,626, followed by Burleigh County (+939) and Ward County (+646). Seventeen of 53 counties reported over-the-year decreases led by McKenzie.
- Job openings in the top three counties: Cass County – 4,907; Burleigh – 2,732; Williams – 1,961.

**WORKFORCE – RECOMMENDATIONS**

- Work with groups like the Economic Development Association of North Dakota, the North Dakota Young Professionals Network and local chambers to help cities establish a sense of community with new residents.
- Increase funding to the Find the Good Life in North Dakota campaign.
- Consider the recommendations of the Workforce Development Council.
- Support expansion of internship opportunities statewide.
- Support investments in workforce training incentives for business to create training for new positions.

**OPPORTUNITIES – ONGOING RECOMMENDATIONS**

- Continue funding for Research North Dakota.
- Consider increased funding for innovation and entrepreneurship programs.
- Create a process for period review of the effectiveness of North Dakota’s business incentives and consider changes based upon the results of the evaluation.
- Support the EmPower ND Commission recommendations.
- Consider funding for agricultural-related physical infrastructure.
- Support research focus in the areas of precision agriculture and/or unmanned aerial systems (UAS).
- Study the potential for creation of an infrastructure revolving loan fund to support large economic development projects.
North Dakota 2020 & Beyond
Recommendations Addressed in Legislation
North Dakota 2020 & Beyond Legislative Update

ARTS & CULTURE
Grow and nurture creativity in North Dakota.

$3.3 MILLION for the North Dakota Council on the Arts including $2.1 million for grants (SB 2010). It is the mission of the North Dakota Council on the Arts to promote, preserve and perpetuate the arts in North Dakota.

BUSINESS
Establish North Dakota’s business climate as one of the best in the nation.

DAYCARE
• $2.6 MILLION for Childcare Facilities Grants to political subdivisions to assist in the development of new and expanded childcare facilities in the state (SB 2014).

• INCREASED INCOME ELIGIBILITY for child care service payments to 85% of the median family income and provides a contingent $2.5 million appropriation for costs not covered by federal funds (HB 1422).

• $750,000 to the Department of Human Services for early childhood services inclusion support services and grants (HB 1012, HB 1422, and SB 2018).

• REMOVAL OF THE SUNSET on the Development Fund’s Child Care Loan Program (HB 1113).

PLANNING
• $250,000 for Visual North Dakota which will provide some GIS mapping tools to assist local leaders.

TAXES
• OVER $1.1 BILLION in tax relief. This is comprised of $850 million in property tax relief (HB 1013 and SB 2036), $20 million in expansion of the homestead tax credit (HB 1006), $200 million in individual income tax relief, and $50 million in corporate income tax relief (SB 2156).

TECHNOLOGY COMMERCIALIZATION
• $12 MILLION for Research North Dakota Program (SB 2018). This is comprised of $6 million available for competitive grants; $4 million for grants with a specific biotechnology focus; and $2 million for a Research North Dakota Venture Grant program to commercialize university developed technologies.

CONSERVATION & ENVIRONMENT
Protect North Dakota’s valuable resource of land and environment.

Creation of a Conservation Fund from oil production taxes with a BIANNUAL CAP OF $30 MILLION (HB 1278).

Established an Energy Conservation Fund to provide energy conservation and efficiency grants to political subdivisions with a BIANNUAL CAP OF $1.2 MILLION (SB 2014).
EDUCATION

Build North Dakota to become the #1 state in education.

$1.7 BILLION to schools (an increase of $477 million compared to 2011-2013 funding), through a new, integrated formula to deliver both property tax relief and strong funding for K-12 schools.

$902.3 MILLION to fund the state’s colleges and universities through a new formula based on student credit hours completed.

$1.5 MILLION for Operation Intern (an addition of $600,000) for matching grants to incentivize businesses to provide internship opportunities and for administration of the program, including the development of an improved website to match interested students and internship opportunities (SB 2018).

EARLY CHILDHOOD DEVELOPMENT PROGRAMS

• $200,000 to the Superintendent of Public Instruction to study the development, delivery, and administration of comprehensive early childhood care and early childhood education (HB 1013).

• School districts are now allowed to establish an early childhood education program (SB 2229).

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)

• $300,000 is appropriated to the Department of Career & Technical Education for the purpose of providing a grant to the STEM Network (HB 1228 & SB 2019).

• $150,000 to the Department of Career & Technical Education for STEM programs (SB 2019).

• The Department of Career & Technical Education has been directed to “utilize its staff and contacts throughout the state to serve public and private sector participants by identifying meritorious programs and initiatives in the fields of science, technology, engineering, and mathematics, identifying opportunities for integrated activities and increased access, encouraging sustainable partnerships, and recommending policies and approaches to ensure that the state’s resources and assets are utilized sagaciously.” (SCR 4015).
ENERGY & AGRICULTURE
Continue to position North Dakota as an admired energy and agricultural leader.

Additional funding for agricultural research including **$5.9 MILLION** for agronomy laboratories at the Carrington, Central Grasslands, Hettinger and Langdon Research Extension Centers (SB 2020).

EMPOWER ND
The legislature supported the EmPower North Dakota Commission’s recommendations, including:

- **$35.4 MILLION** to the Housing Incentive Fund to address affordable housing needs, including $20 million in tax credits and $15.4 million in general funds (HB 1029 & SB 2014). The Housing Incentive Fund is now focused on both essential government workers and low & moderate individuals.

- **$3 MILLION** per biennium in a permanent source for the Renewable Energy Program at (SB 2014).

- **$10 MILLION** per biennium for the Oil & Gas Research Program, up from $4 million (SB 2014).

- **$500,000** to the Department of Commerce for a study of opportunities related to value-added energy using renewable energy and oil & gas resources.

- **$120,000** to Job Service North Dakota to compile data on oil & gas related employment (HB 1358).

- Extension of the sunset date on the sales tax exemption for wind power generating facilities (HB 1382).

HEALTH
Keep North Dakota healthy to increase our productivity, slow rising health care costs and ensure a better quality of life.

The Legislature will be conducting a study of the state’s health care system during the 2013-2014 interim (HB 1020).

- **$400,000** to address health care workforce needs in rural areas of the state (HB 1211).

- **$50 MILLION** from the Strategic Investment and Improvements Fund to create a Medical Facility Infrastructure Loan Program within the Bank of North Dakota (SB 2187).

- **$9.6 MILLION** to the Department of Human Services for administering a grant program for critical access hospitals in oil-producing counties and in counties contiguous to oil-producing counties to address the effects of oil and gas and related economic development activities (HB 1358).
North Dakota 2020 & Beyond Legislative Update

HOUSING
Provide access to quality housing for all North Dakotans.

$35.4 MILLION to the Housing Incentive Fund to address affordable housing needs, including $20 million in tax credits and $15.4 million in general funds (HB 1029 & SB 2014). The Housing Incentive Fund is now focused on both essential government workers and low & moderate income individuals.

$12 MILLION in interest buy-downs for affordable housing projects from the Flex PACE program (SB 2014).

Removed the sunset on the Bank of North Dakota’s Rural Mortgage Loan Program and provided additional flexibility in administering the program (SB 2064).

$240 MILLION to Energy Impact Grants, up from $135 million, to be used by communities to extend infrastructure necessary for housing developments (SB 2013).

IMAGE
Foster the image that North Dakota is a vibrant, progressive state with a great family and business environment.

$1.5 MILLION in additional funds for Tourism Marketing & Research, including a focus on enhancing the state’s image (SB 2018).

RECREATION
Establish North Dakota’s reputation as an attraction.

$18 MILLION in funding, up from $15.6 million, for the Parks and Recreation Department (HB 1019).
SAFETY & TRANSPORTATION
*Build a statewide transportation system that meets the needs for North Dakota’s growing population and industries, and provides a safe place for workforce, families and visitors.*

**$2.3 BILLION** for transportation infrastructure improvements across the state, including $1.64 billion for highway improvements (SB 2012, HB 1358, & SB 2176)

**$3.8 MILLION** for 15 additional Highway Patrol troopers (SB 2011).

**$276,600** for a pilot community paramedic/healthcare worker project to help with the shortage of volunteers to ambulance services (SB 2004).

**$7.34 MILLION** for grants for Rural Emergency Medical Services (SB 2004).

**$9.6 MILLION** to the Attorney General for grants to law enforcement in oil-producing counties (HB 1358).

**$17.5 MILLION** designated from Oil Impact Grant funds to sheriffs departments ($7 million); emergency medical services ($7 million); and fire protection districts ($3.5 million) in oil-producing counties (HB 1358).

**$1.25 MILLION** in additional funding to the Upper Great Plains Transportation Institute (SB 2020).

STATEWIDE PLANNING
*Support North Dakota’s state, regional and local planning efforts from a reliable state-funded source.*

**$400,000** and a state demographer position in the North Dakota Census Office (SB 2018).

TECHNOLOGY
*Grow technology infrastructure to ensure North Dakota is a model for connectivity.*

Extended the sales and use tax exemption for equipment used in telecommunications infrastructure until June 30, 2017 (SB 2142).

WORKFORCE DEVELOPMENT
*Develop North Dakota’s workforce to meet the needs of our changing economy.*

**$6 MILLION** for workforce training, including $3 million in ongoing support for Train ND, $1 million in matching grants for equipment (SB 2019), and $2 million for Workforce Enhancement Grants (SB 2018).

**$5 MILLION** to the Department of Commerce to provide workforce development grants to tribally-controlled community colleges (SB 2218).
North Dakota 2020 & Beyond • Categories

Arts & Culture
- Grow and nurture creativity in North Dakota.

Business
- Establish North Dakota’s business climate as one of the best in the nation.

Conservation & Environment
- Protect North Dakota’s valuable resource of land and environment.

Education
- Build North Dakota to become the #1 state in education.

Energy & Agriculture
- Continue to position North Dakota as an admired energy and agricultural leader.

Health
- Keep North Dakota healthy to increase our productivity, slow rising health care costs and ensure a better quality of life.

Housing
- Provide access to quality housing for all North Dakotans.

Image
- Foster the image that North Dakota is a vibrant, progressive state with a great family and business environment.

Recreation
- Establish North Dakota’s reputation as an attraction.

Transportation & Safety
- Build a statewide transportation system that meets the needs for North Dakota’s growing population and industries, and provides a safe place for workforce, families and visitors.

Statewide Planning
- Support North Dakota’s state, regional and local planning efforts from a reliable state-funded source.

Technology
- Grow technology infrastructure to ensure North Dakota is a model for connectivity.

Workforce
- Develop North Dakota’s workforce to meet the needs of our changing economy.

About North Dakota 2020 & Beyond.

North Dakota 2020 & Beyond was formed to expand North Dakota’s vision for the future. Governor Jack Dalrymple, the Greater North Dakota Chamber and the North Dakota Economic Development Foundation teamed up to lead the statewide development initiative. The process gathered ideas from citizens across North Dakota through community meetings and an online forum. Over 1,700 ideas were gathered and considered in the development of North Dakota 2020 and Beyond.
Goal of Task Force:
A primary charge to the Admissions Index Task Force for Student Success (see Cowen/NDUS memo of December 31, 2013) was to “Offer SBHE one or more evidence-based, data-driven, and experientially-informed recommendations for the full or amended implementation—or the delay or reconsideration of the implementation—of those verified student predictors of college success (a.k.a. “metrics”), with accompanying algorithms and proposed weighting of specific indicators, if necessary, that guarantee first-time (full-time college) freshmen access to specific types of NDUS’s institutions (as identified in the NDUS Pathways to Student Success approved by SBHE on 20 November 2012).”

Additionally, Interim Chancellor Skogen, in his February 14, 2014 email, stated, “. . . we need admissions indexing to ensure students can be successful. That has to be our driving motivation.”

The Admissions Index Task Force for Student Success (hereafter referred to as the Task Force) collaborated with institutional researchers, admissions professionals, and other faculty and staff across NDUS’ research and regional campuses to conduct significant data analysis to inform its recommendations. A sub-committee of the Task Force received significant assistance from Sol Jensen, Assistant Vice President for Admissions and Financial Aid at UND, and Laura Oster-Aaland, Dean of Enrollment Management at NDSU. Data analysis from Bill Slanger, Director of Institutional Research, and his staff members at NDSU informed the work of the Task Force. The NDUS Council on College Faculty was represented on the Task Force and therefore was kept informed of the progress of the Task Force and as a result issued a statement (see the end of this document). The sub-committee began its work in January
of 2014 and met through May in person or through conference calls to work on this project. It reported its work to the full Task Force during this period.

The Task Force concurs with the sentiment of the professionals who assembled at the August 19-20, 2013 Pathways Summit Meeting in their statement, “The individuals from academic and student affairs of the 11 institutions of the NDUS endorse the value of the Pathways to Student Success plan for the goal of elevating educational excellence in North Dakota.” Recommendations from the 2013 Pathways Summit Meeting were incorporated into the current proposal.

The recommendations of the Task Force maintain many of the key elements of the original Pathways to Student Success plan, including the three tiers of “distinctive institutions” (i.e. community colleges, regional institutions, and research institutions) with admission guidelines that are appropriate to the respective institutions’ missions, that are clearly defined and communicated, and that are transparent to all constituents.

Current Admission Guidelines:
Current admission guidelines for NDUS’s institutions yield a high caliber of students admitted to the regional and research institutions, as demonstrated by the composite ACT scores and cumulative High School GPAs of first year, full-time college students admitted in the fall of 2013—all scores were higher than admission guidelines.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Current Admission Guidelines*</th>
<th>Average ACT: Fall 2013 Freshman Class</th>
<th>Average HS GPA: Fall 2013 Freshman Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDSU</td>
<td>HS GPA**: 2.5 ≥ ACT**: 21 ≥</td>
<td>23.8</td>
<td>3.41</td>
</tr>
<tr>
<td>UND</td>
<td>HS GPA: 2.5 ≥ ACT: 21 ≥</td>
<td>23.6</td>
<td>3.36</td>
</tr>
<tr>
<td>MiSU***</td>
<td>HS GPA: 3.25 ≥ ACT: 22 ≥</td>
<td>21.5</td>
<td>3.31</td>
</tr>
<tr>
<td>DSU</td>
<td>HS GPA: 2.0 ≥ ACT: 18 ≥</td>
<td>19.3</td>
<td>3.25</td>
</tr>
<tr>
<td>MaSU</td>
<td>HS GPA: 2.0 ≥ ACT: No min.</td>
<td>19.4</td>
<td>2.94</td>
</tr>
<tr>
<td>VCSU</td>
<td>HS GPA: 2.0 ≥ ACT: No min.</td>
<td>20.6</td>
<td>3.15</td>
</tr>
</tbody>
</table>

*All institutions currently follow SBHE policy 402.2 which requires completion of 13 HS Core courses (4 units of English, 3 units of Mathematics, Algebra and above, 3 units of Lab Science, 3 units of Social Science) for unconditional admission.

**HS GPA refers to the cumulative High School Grade Point Average (HS GPA) in each case; ACT refers to the composite ACT score in each case.

***Minot State University requires provisions on all students with GPA/ACT’s lower than 3.25 (HS GPA)/22 ACT to provide academic support services during the students’ first year of enrollment.
**Current Admission Guidelines at Comparable Institutions:**

Current admission criteria for NDUS institutions are comparable with similar caliber institutions nationally:

<table>
<thead>
<tr>
<th>Comparable Institutions – Research Institutions</th>
<th>Admission Criteria</th>
<th>Average ACT</th>
<th>Average High School GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana State University</td>
<td>HS GPA: 2.5</td>
<td>25.2</td>
<td>3.30</td>
</tr>
<tr>
<td></td>
<td>ACT Comp.: 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Idaho</td>
<td>HS GPA: 2.2</td>
<td>23.0</td>
<td>3.39</td>
</tr>
<tr>
<td></td>
<td>ACT Comp.: 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Nebraska - Lincoln</td>
<td>Top 50% of HS class</td>
<td>25.3</td>
<td>Not available</td>
</tr>
<tr>
<td></td>
<td>ACT Comp.: 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Wyoming</td>
<td>HS GPA: 2.75</td>
<td>23.9</td>
<td>3.48</td>
</tr>
<tr>
<td></td>
<td>ACT Comp.: 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparable Institutions – Minot State University</th>
<th>Admission Criteria</th>
<th>Average ACT</th>
<th>Average High School GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nebraska-Kearney</td>
<td>ACT Comp: 20</td>
<td>Not Available</td>
<td>3.39</td>
</tr>
<tr>
<td></td>
<td>Core: 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pittsburg State University</td>
<td>ACT Comp.: 21</td>
<td>Not Available</td>
<td>3.30</td>
</tr>
<tr>
<td></td>
<td>HS GPA: 2.00 Top 1/3 of HS class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emporia State University</td>
<td>ACT Comp: 21</td>
<td>Not Available</td>
<td>3.31</td>
</tr>
<tr>
<td></td>
<td>HS GPA: 2.50 Top 1/3 of HS Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern State University (Aberdeen, SD)</td>
<td>Top 60% of class OR HS GPA 2.6 OR ACT of 18</td>
<td>22</td>
<td>3.23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparable Institutions – Regional Institutions</th>
<th>Admission Criteria</th>
<th>Average ACT</th>
<th>Average High School GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota State University – Moorhead</td>
<td>Top 50% of HS class ACT Comp: 17 OR ACT: 21</td>
<td>22</td>
<td>No data available.</td>
</tr>
<tr>
<td>University of Minnesota – Crookston</td>
<td>HS GPA: 2.0 and/or ACT: 21</td>
<td>21.70</td>
<td>3.21</td>
</tr>
<tr>
<td>Northern State University (Aberdeen, SD)</td>
<td>Top 60% of HS class OR HS GPA 2.6 OR ACT 18</td>
<td>22</td>
<td>3.23</td>
</tr>
<tr>
<td>Black Hills State University (SD)</td>
<td>Top 60% of class OR HS GPA 2.6 OR ACT 18</td>
<td>21.03</td>
<td>3.07</td>
</tr>
</tbody>
</table>
Retention and Academic Standing:
The bar graphs below demonstrate that many (slightly more than half) of the students who do not return to NDSU and UND after their first year as full-time freshmen, leave in good academic standing (2.0 or above). In addition, the average composite ACT scores and cumulative HS GPAs of those who are not successfully retained after their first year are much higher than the two institutions’ current admission guidelines; this indicates that students leave our institutions for many reasons, and not always because of poor academic performance. Changing admission criteria will not likely impact this group. The graph for Minot State University represents a similar pattern.

First-Time Full-Time Freshmen
Retention by Academic Standing (Fall to Fall)

Distribution of Students by Retention & Academic Standing

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic standing:</td>
<td>≥2.0= Successful</td>
<td>&lt;2.0= Not Successful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Notes:</td>
<td>Data excludes part-time students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>High School GPAs are capped at 4.0</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
General Conclusions of the Task Force Based on Data Analysis and National Research:

- Based on data mined from NDUS’s research and regional institutions for first-time, full-time college students entering in the fall semesters of 2011, 2012, and 2013, the cumulative high school (HS) GPA is the single most important predictor of successful academic performance (as measured by university GPA, academic capacity, and ratio of credits earned to credits attempted) during the first year. The composite ACT score is a distant second in terms of predictive importance. While the composite ACT score is not a strong predictor, it is still helpful in assessing overall strength of a student when combined with the HS GPA. Both high school GPAs and ACT scores measure student achievement but in different ways. We recommend continuing to use the ACT scores (or SAT) in the admissions formula because this testing information is another tool that can be used in placement of courses or academic advising. While some institutions across the country are not using test scores as a part of their admissions process, there is still utility in keeping it in the NDUS admissions standards.

- National research, best practice, and the experience of admission officers within NDUS substantiate the findings from the data analysis-- indicating that an emphasis on HS GPA and rigorous coursework are the best predictors of college success (Adebayo, 2008; Hiss and...
Franks, 2014; National Association for College Admission Counseling, 2008; and National Association of College Admission Counselors, 2013). While a formula or weighted approach is not being recommended, the task force recommendations below will show the GPA requirements remain higher than the ACT requirements which allows for a greater emphasis on GPA as opposed to a test score.

- A formula approach, such as that of the original *Pathways to Student Success* plan’s formula (2XACT + 1 X HS rank + 20 X HS GPA + 5 X HS Core Courses), or other more simplified formulas, are problematic as the formula(s) tend(s) to produce unexpected results especially for students with extreme scores in one or more variable criteria (e.g., low GPA or high GPA). Analysis by the Task Force led to a consensus that a formula model for NDUS’ proposed admissions index for its research and regional universities will lead to unpredictable results and is not necessary to achieve the goals of the *Pathways* as demonstrated by increased retention and persistence to degree.

**Explanation of problems with formula approach to admission index**

A linear formula approach to an admissions index is problematic because it assumes the relationships between the predictor variables and the outcome variables are linear. When there is a non-linear relationship between the predictors and the outcome variables, use of a linear approach (e.g., formula) leads to a substantial decrease in the accuracy of the prediction.

- Any prediction formula that takes the form of __ x __ + __ x __ = (total score) assumes a linear relationship between the predictors and the outcome variables. Non-linear prediction equations might include terms that are squared or use mathematical functions, such as logarithmic functions or exponential functions. While a non-linear prediction equations would be more accurate if the relationship between the predictors and outcome variables is non-linear, it is more difficult to calculate and much more complicated to explain to a lay audience.

- Unless minimum and required values are set, formulas in the form __ x __ + __ x __ = (total score) can result in unusual or unexpected results for students with extreme scores. For instance, in the simplest form we could add the ACT score and the HS GPA to calculate an admissions score. Let’s assume that the required score for admission was 24. While a “typical” student might have a composite ACT score of 21 and a cumulative HS GPA of 3.0 (21 + 3.0 = 24), a student with a high composite ACT score but low cumulative HS GPA could also be admitted. In fact, under this hypothetical scenario a student with a composite ACT of 24 could be admitted with a cumulative HS GPA of 0 (24 + 0.0 = 24)! If it is desirable to avoid outliers, then minimum threshold scores can be set for the elements of the formula. Again, using the hypothetical scenario, setting a minimum cumulative HS GPA of 2.0 would prohibit a student with a composite ACT of 24 and 0.0 cumulative HS GPA from being admitted without review.

- The composite ACT score, the cumulative HS GPA, and number of core high school courses in isolation of other individual student characteristics are not always sufficient predictors of student retention and success. As a result, two students with similar cumulative HS GPA and composite ACT scores and the same number of core courses may perform at very different levels in the same college or university. This makes it very difficult to identify a single “best” threshold score to use to determine which students to admit or deny as many factors that are important for students’ success are not measured by the cumulative HS GPA, composite ACT score, or a set number of high school core courses.
• Therefore, the selection of a threshold score becomes a balancing act between admitting students who will not be successful versus denying admission to students who might have been successful had they been admitted. As the threshold score moves higher, a larger number of students who could have been successful are denied admission. As the threshold score moves lower, a larger number of students who would not be successful would be admitted. In making the decision about placing the threshold scores, it is important to carefully weigh the costs and benefits of both admitting students who will not be successful and denying admission to students who might have been successful had they been admitted.

**Recommendations:**
Based on the above-outlined data analysis, national research and best practices, and the concerns raised by the Task Force as regards a formula approach to an admission index, the Task Force recommended the following methods to increasing the academic profile and success of students admitted to NDUS’ research and regional institutions and notes that full implementation of these methods would be feasible for the 2016 - 2017 academic year. Deviations from the approved minimum standards may be considered individually by the State Board of Higher Education for its approval.

**Research Institutions:**
Raise the cumulative HS GPA guideline from 2.5 to 2.75, maintain the composite ACT guideline of 21, increase the high school core course requirements for first-time full-time college students who are recent high school graduates (within three years) from 13 to 15 over the course of three years (i.e. 13 for fall 2016, 14 for fall 2017, and 15 for fall 2018). For applicants who do not meet the admissions guidelines, the receiving institution would review the composite ACT and cumulative HS GPA data of the applicants on an individual basis and would admit the applicant(s) using the recommended sliding scale (see below). Applicants not meeting the admission guidelines or sliding scale criteria for the composite ACT and cumulative HS GPA could still be considered for admissions based on other criteria such as difficulty of coursework (including Advanced Placement, IB, Honors, or Dual Credit), GPA in core courses completed in high school, grade trends, essays/personal statements, recommendation letters, and background, skills, experiences, and other individual factors.

**UND and NDSU Minimum Admission Guidelines:**
**2.75 HS GPA, 21 ACT, high school core courses (13 in 2016, 14 in 2017, 15 in 2018)**

*Note:*  As a guideline, the chart below provides the cumulative high school GPA and test score standards for admission to UND or NDSU; however, these are considered guidelines and do not guarantee admission. A higher cumulative HS GPA could counter a lower test scores in some circumstances, such as:

- 3.50 - 4.0/ACT 18
- 3.25 - 3.49/ACT 19
- 3.00 - 3.24/ACT 20
- 2.75 - 2.99/ACT 21

Students who do not meet the minimum guidelines would still be encouraged to apply and their applications would be reviewed individually and more
comprehensively. In addition to these guidelines, the receiving research institution would have the option to evaluate other criteria, such as:

- difficulty of coursework (including Advanced Placement (AP), International Baccalaureate (IB), Honors, or dual credit),
- GPA in high school core classes,
- grade trends,
- essays/personal statements,
- recommendation letters, and
- background, skills, and experiences.

Projected Enrollment Impact on NDUS’ Research Institutions, If the Recommended Guidelines were Implemented (based on past data of first-time, full-time students):

**Enrollment Impact for Research Institutions**

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>ACT Range</th>
<th>NDSU</th>
<th>UND</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5-4.0</td>
<td>18</td>
<td>81%</td>
<td>76%</td>
</tr>
<tr>
<td>3.25-3.49</td>
<td>19</td>
<td>80%</td>
<td>75%</td>
</tr>
<tr>
<td>3.0-3.24</td>
<td>20</td>
<td>80%</td>
<td>82%</td>
</tr>
<tr>
<td>2.75-2.99</td>
<td>21</td>
<td>80%</td>
<td>82%</td>
</tr>
<tr>
<td>&lt;</td>
<td>&lt;</td>
<td>80%</td>
<td>82%</td>
</tr>
</tbody>
</table>

**Data Notes:**
Data includes full-time and part-time first year freshmen that enrolled at the two institutions
Data excludes international students
Minot State University:
For applicants who do not meet the Task Force’s recommended admissions guidelines, the individual regional institution would have the opportunity to review the applicants’ composite ACT score(s) and cumulative HS GPA data and admit the applicants by using a sliding scale (see suggested scale, below). Applicants not meeting the recommended admission guidelines or sliding scale criteria for the composite ACT and cumulative HS GPA could still be considered for admissions based on other criteria such as difficulty of coursework (including AP, IB, Honors, or Dual Credit), GPA in high school core courses, grade trends, essays/personal statements, recommendation letters, and background, skills, experiences, and other individual factors.

Minot State University Minimum Admission guidelines:
2.75 HS GPA, 21 ACT, and successful completion of 13 or more high school core courses.*

<table>
<thead>
<tr>
<th>GPA</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.75 – 4.0</td>
<td>17</td>
</tr>
<tr>
<td>3.50 – 3.74</td>
<td>18</td>
</tr>
<tr>
<td>3.25 - 3.49</td>
<td>19</td>
</tr>
<tr>
<td>3.00 - 3.24</td>
<td>20</td>
</tr>
<tr>
<td>2.75 - 2.99</td>
<td>21</td>
</tr>
</tbody>
</table>

Students who do not meet the minimum guidelines would still be encouraged to apply and their applications would be reviewed individually and more comprehensively. *GPAs below these standards require students to participate in provisional and/or credit hour limits to support students academically during their first year of enrollment.

Enrollment Impact for MiSU

<table>
<thead>
<tr>
<th>GPA</th>
<th>Min. ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.75-4.0</td>
<td>17</td>
</tr>
<tr>
<td>3.50-3.74</td>
<td>18</td>
</tr>
<tr>
<td>3.25-3.49</td>
<td>19</td>
</tr>
<tr>
<td>3.00-3.24</td>
<td>20</td>
</tr>
<tr>
<td>2.75-2.99</td>
<td>21</td>
</tr>
<tr>
<td>&lt;</td>
<td>&lt;</td>
</tr>
</tbody>
</table>
**Regional Institutions:**
For applicants who do not meet the Task Force’s recommended admissions guidelines, the individual regional institution would have the opportunity to review the applicants’ composite ACT score(s) and cumulative HS GPA data and admit the applicants by using a sliding scale (see suggested scale, below). Applicants not meeting the recommended admission guidelines or sliding scale criteria for the composite ACT and cumulative HS GPA could still be considered for admissions based on other criteria such as difficulty of coursework (including AP, IB, Honors, or Dual Credit), GPA in core high school courses, grade trends, essays/personal statements, recommendation letters, and background, skills, experiences, and other individual factors.

*Dickinson State University, Mayville State University, and Valley City State University*

**Minimum Admission guidelines:**
Regional institutions other than Minot State University, recommend a composite ACT score of 18, a cumulative HS GPA of 2.00, and successful completion of 13 or more high school core courses:

*Note:* As a guideline, the chart below provides the cumulative high school GPA and test score standards for admission to DSU, MSU, and VCSU; however, these are considered guidelines and do not guarantee admission. A higher cumulative HS GPA could counter a lower test scores in some circumstances, such as:

- 3.00 - 4.00 HS GPA / ACT 15
- 2.50 - 2.99 HS GPA / ACT 16
- 2.25 - 2.49 HS GPA / ACT 17
- 2.00 - 2.24 HS GPA / ACT 18

Students who do not meet the minimum guidelines would still be encouraged to apply and their applications would be reviewed individually and more comprehensively. In addition to these guidelines, the receiving research institution would have the option to evaluate other criteria, such as:

- difficulty of coursework (including AP, IB, Honors, or dual credit),
- GPA in high school core classes,
- grade trends,
- essays/personal statements,
- recommendation letters, and
- background, skills, and experiences.
Projected Enrollment Impact on NDUS’ Regional Institutions, If the Recommended Guide lines were Implemented (based on past data of first-time, full-time college students):

<table>
<thead>
<tr>
<th>GPA</th>
<th>Min. ACT</th>
</tr>
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<tbody>
<tr>
<td>3.0-4.0</td>
<td>15</td>
</tr>
<tr>
<td>2.50-2.99</td>
<td>16</td>
</tr>
<tr>
<td>2.25-2.49</td>
<td>17</td>
</tr>
<tr>
<td>2.00-2.24</td>
<td>18</td>
</tr>
</tbody>
</table>

### Enrollment Impact for Regional Institutions

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<tr>
<th></th>
<th>MaSU Fall 2011</th>
<th>VCSU Fall 2011</th>
<th>DSU Fall 2011</th>
<th>MaSU Fall 2012</th>
<th>VCSU Fall 2012</th>
<th>DSU Fall 2012</th>
<th>MaSU Fall 2013</th>
<th>VCSU Fall 2013</th>
<th>DSU Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Additional Review</td>
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<td>77%</td>
<td>80%</td>
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<td>23%</td>
<td>20%</td>
<td>36%</td>
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<td>13%</td>
<td>18%</td>
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<td>17%</td>
<td>18%</td>
<td>10%</td>
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<tr>
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(Percentages represent the proportion of students within each GPA and ACT range at each institution and time period.)
Comparisons Between the Admissions Criteria/Index Proposed in the Original Pathways to Student Success Plan and the Task Force’s Recommendations and Rationale:

Original Pathways formula (as of August 2012):

\[(2 \times \text{ACT}) + (1 \times \text{HS Rank}) + (20 \times \text{HS GPA}) + (5 \times \text{HS Core})\]

Revised Pathways formula (as of November 2012):

\[(3 \times \text{ACT}) + (20 \times \text{GPA}) + (5 \times \text{HS Core}) + (10 \times \text{ND Residency})\]
- HS Core capped at 15
- “Automatic Admission” scores based on Carnegie classifications with student not automatically admitted but reviewed individually on each campus
- Community Colleges open admission

Similarities. The main similarity in the Task Force’s approach and recommendations is the emphasis on admissions standards that aim to attract a more academically prepared student so that chances for success can be maximized. The current recommendations for admissions guidelines maintain more rigorous guidelines for each institution type and emphasize the applicant’s cumulative HS GPA as the most important predictor of success. While there is not a coefficient to increase the emphasis on the high school GPA, the higher requirements for the GPA as opposed to the ACT score shows the emphasis is being placed on the high school GPA, not the ACT score. The current recommendation increases emphasis on course rigor (13 or more high school core courses at the regional institutions to 15 or more high school core courses at the research institutions) and de-emphasizes ACT.

Differences. Differences in the Task Force’s recommendations (from those of the original and revised Pathways model) are outlined with the rationale for each:

- Guidelines versus a formula: The current recommendations use guidelines rather than a formula. As stated previously, a formula results in unpredictable outcomes, especially for students with extreme scores for a cumulative HS GPA or a composite ACT score. The Task Force believes it is virtually impossible to determine a fair index score that would admit the students with the best chance of success while not denying those who might also be successful. A guideline approach is consistent with national research and best practices, is clear and understandable to students, and will result in an enrollment neutral outcome.

- “Automatic Admission”: The term “automatic admit” gives a false promise to prospective students, over-simplifies the admission process, and exposes our institutions to challenges and appeals from students. Even a student with outstanding test scores and cumulative high school grades may be denied if s/he has a criminal background.

- Class Rank: Class rank is not a fair measure of a student’s ability, but rather a comparison of the student to his/her peers, the meaning of which is dependent on the rigor and size of the high school. In addition, many high schools refuse to rank students.

- Residency: Residence is neither a meaningful measure of student ability nor a good predictor of college success. While our primary purpose is to serve the students of
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North Dakota, it is also incumbent upon our institutions to recruit students from diverse backgrounds from other regions of the country, or globally.

**Timeline:**

August 2014  Begin communicating new standards to K-12 partners.
             Statewide committee of Admission Professionals appointed to operationalize the plan.
August – December 2014 Operational Committee to complete its work and make recommendations to NDUS Student Affairs Council and the Academic Affairs Council.
January 2015 – August 2016 Promotion of details on guidelines to prospective students.
Fall 2016    Implementation of new guidelines.

Benefits of this approach include:

- Guidelines communicate clear expectations for students who are college bound and planning to apply to NDUS’ research and/or regional institutions. It is transparent and will minimize confusion for prospective students and parents.
- Utilizes what we have learned from national research, as well as campus research in terms of the cumulative HS GPA being a more important and accurate predictor of academic performance and persistence to degree.
- Emphasis on increasing high school core courses (for the Research Institutions) encourages students to enroll in more rigorous college-prep courses and to work harder in their senior year.
- Comparable strategy and guidelines to our peers and competitors.
- Flexible approaches that will allow new variables such as scores from the Smarter Balanced administered in the ND public schools to be considered for course placement in NDUS’s institutions and Career and Technical Education courses (CTE) as data are available.
- Enrollment neutral due to the flexibility of the sliding scale.

**Future Considerations:**

The following issues need to be addressed prior to the proposed effective term of fall 2016. It is recommended that a committee of the campuses' admissions professionals, appointed by the SBHE address these remaining issues and provide recommendations.

- **Transfer students:** The original Pathways plan assumed all students not admitted to regional or research institutions would attend a NDUS community college; there is no evidence this would occur. Transfer student guidelines (which include students who transfer from a community college as well as another 4-year institution) that would be consistent with the Task Force’s recommendations should be addressed.
- **International students:** The original Pathways plan did not address International Student entrance requirements (i.e. they do not have ACT scores).
- **Non-traditional (e.g., Adults over age 22)/Re-entry students/General Educational Development (GED)** – Clarification is needed to address non-traditional/re-entry/GED students and their eligibility for entrance into each type of institution. The original *Pathways* plan did not address the admittance of any students who do not have composite ACT scores.

- **Smarter Balanced Assessment:** The role of Smarter Balanced scores should be examined for their use as a placement tool once additional information is obtained about this program.

- **Career and Technical Education (CTE)** – The role of CTE courses in admission and/or placement should be examined.

- **Emotional Intelligence scores** as evidence of persistence and resiliency, and admissions essays should also be considered as viable instrument for review in admissions decisions.

**Statement from Council on College Faculty**

CCF members have expressed concerns regarding the relationship between admission indices and institutional capacity for advising, resources for student support, and intermediate measures of success such as course load (perhaps weighted by GPA) and drop rates, i.e., what actually happens to students after they are admitted. Furthermore, it is key that the evolving model for admissions criteria strives for consensus among stakeholders which include the faculty who dedicate their careers to working directly with our students. With this in mind, it is recommended that a long-term strategy comprises a clear understanding that we have addressed appropriate measures of student success, examined complete and valid predictors of success using high quality datasets, and undertook a comprehensive approach to verify this across our campuses. Finally, this process should provide NDUS a solid, evidence-driven foundation for on-going improvement to refine and improve a strong linkage between admissions and student success.

**Sources Cited:**


Recommendations of NDUS’ Best Practices in Remedial/ Developmental Education Task Force: Mathematics

The members of the Best Practices in Remedial/Developmental Education Task Force as of 5/22/14 included Sonia Cowen, North Dakota University System, Moderator; Larry Brooks, Dakota College at Bottineau; Cole Davidson, North Dakota State University; Ken Haught, Dickinson State University; Joel Iiams, University of North Dakota; Maria Kaduc, North Dakota State College of Science; Dan Leingang, Bismarck State College; Cheryl Nilsen, Minot State University; Greta Paschke, Mayville State University; Josh Riedy, University of North Dakota; Kelly Sassi, North Dakota State University; and Eric Wolfe, University of North Dakota. A subset of the task force was responsible for the drafting of this document. However, it was distributed amongst the full group for final comment. A separate group that included faculty members from the mathematics programs at all eleven NDUS campuses was also consulted during the drafting process.

Issues with Implementation of the Pathways Initiative in Its Current Form

The Pathways to Student Success initiative requires that all remedial coursework taught in the North Dakota University System (NDUS) be delivered by the 2-year institutions. The mathematics sub-group of the taskforce has some of the same concerns as the sub-group for English/Language Arts. The first common concern regards “collaborative” scheduling and the provision of instruction. Since the 2-year institutions do not have adequate numbers of mathematics faculty to teach all of the necessary remedial coursework at all campuses, implementation of the Pathways initiative in its current form may result in the pool of instructors currently teaching remedial courses at the 4-year institutions being hired by the 2-year institutions to teach the same (or comparable) content in their current classrooms. While this practice would facilitate the “best practice” of students taking the entire remedial and foundational mathematics course sequence from the same instructor (discussed later in this paper), questions arise regarding faculty being able to qualify for full-time status at either institution, which institution would pay benefits for faculty, and what pay scales might be used.

An additional related concern regards responsibility for student support services related to the collaborative coursework. Which campus is responsible for providing the support services such as a mathematics center, mathematics tutoring, or COMPASS review – the 2-year institution or the host 4-year institution?

The definition of the term “remedial” in the context of mathematics is also an issue. For programs that are mathematics intensive, courses such as Math 107 Pre-Calculus may be deemed “remedial” while they would not be considered as such in other programs. Under the Pathways initiative in its current form, would the 2-year institutions be asked to deliver those courses on the 4-year campuses?

Implementation of the Pathways initiative in its current form would quickly prove to be an administrative burden with the additional manual processing of several hundred registrations per year per institution (depending on enrollment). The current collaborative enrollment process requires significant additional staff time. This is a Campus Connection issue that requires a
modification to the software to deal with all collaborative course registrations, not just those regarding remedial courses.

Many collaboratively enrolled students don’t understand that remedial course sections are offered by another campus, since those courses are generally taught at their home campus; students pay the home campus and receive financial aid through the home campus. Yet, these courses do not appear in their home campus schedule on Campus Connection until they are manually added by the Registrar’s office a few weeks into the semester. The students may not freely drop or add the courses, and book ordering requires special instructions. Faculty advisors cannot view the collaborative enrollments of their advisees which results in problems with advising and planning for future semesters. Again, this is a Campus Connection issue that requires a modification to deal with all collaborative course registrations.

Identified “Best Practices” in Teaching Mathematics

Students qualify for remedial mathematics coursework due to a variety of reasons. One reason is the amount of time that has elapsed since a student has taken his/her most recent mathematics course. This is the case for many older, non-traditional students and also for many entering freshmen who did not take a mathematics course in their senior year of high school. As the amount of elapsed time grows, the more likely the student is to have forgotten the mathematics learned in the most recent course, especially if the student did not use or practice the mathematics after taking the course. Other students have had bad experiences in mathematics in elementary, middle, or high school which resulted in students doing poorly in mathematics and/or causing students to not persist in learning mathematics or to believe they are not capable of learning mathematics. Some students have developed “math anxiety,” a phenomenon where students have difficulty focusing during mathematics instruction or during mathematics examinations which prevents them from demonstrating the mathematics they know because they are focusing on the anxiety issues rather than on the mathematics.

Several “best practices” have been identified that help students in remedial mathematics courses succeed. These practices are effective because they address one or more of the issues identified in the previous paragraph. Many of these practices are currently being utilized in NDUS institutions.

One “best practice” is the offering of a variety of support services for students in remedial and foundational mathematics courses. All NDUS institutions provide support services for these students, but particular services vary by campus. Tutoring is available at all campuses. Some campuses also have math help centers or math clinics where students can get assistance on a drop-in basis. Students on many campuses are also provided with information on where to access online math help resources such as ALEKS and the Khan Academy. While this type of online service is helpful for many students, having remedial mathematics courses taught entirely online is not a good practice. Students who have math anxiety or who have not been successful in prior mathematics courses do not do well in mathematics courses in the online environment. This is largely due to the isolation of the learner and the lack of frequent interaction in real time with the instructor. These students need to have someone at hand to answer questions, clarify
terminology, processes, and procedures as they arise in order to build their mathematical confidence and competence. The online environment doesn’t support such interaction well.

Placement in the appropriate mathematics course is a key factor for success in students’ learning of mathematics. Because appropriate placement is so important, especially at remedial levels of mathematics, all NDUS institutions utilize one or more placement examinations (COMPASS, MAA placement suite, and ALEKS PPL suite), ACT mathematics sub-scores, and students’ success (a grade of C or higher) in prerequisite mathematics courses to place students in remedial and foundation level mathematics courses. On some NDUS campuses, students are not allowed to enroll in remedial courses if they have not met the required placement test score or ACT math score or have not successfully completed prerequisite mathematics coursework. At others, students are allowed to enroll in Math 102 if they do not have placement scores or prerequisite coursework.

Because placement in the appropriate mathematics course is so crucial to student success, getting an accurate measure of students’ mathematical knowledge is important. For students who believe that their ACT math sub-score does not accurately reflect their mathematical understanding, and for those who do not have ACT scores, taking the COMPASS test is an option. Often students in these circumstances must take the COMPASS test during orientation sessions in the summer or as they enter the semester, both of which are not times when students will do their best work as they have other things on their minds and will not have done any review prior to taking the test. Thus another “best practice” is to allow students the opportunity to review and take the COMPASS test again after their review of mathematics. UND encourages students who need remediation prior to taking the COMPASS exam to utilize the University of Wisconsin (UW) at La Crosse’s MOOC for review. Other campuses offer or are considering offering face to face review assistance for these students. Some campuses are looking at the feasibility of holding “boot camps” for entering college freshmen the week prior to the start of their fall semester. During the “boot camp”, students would participate in an intensive review of the mathematics learned in high school and would culminate with students taking the COMPASS exam.

Another “best practice” is to provide opportunities for students to take the entire remedial and foundational mathematics course sequence from the same instructor. It has been shown that students are more successful in such arrangements due to the development of an understanding of faculty expectations, the consistency of terminology usage, and the faculty’s understanding of how the material in the sequenced courses are related. The faculty will know what has been taught previously and how it was taught and can then refer back to content and examples in prior courses. Many of the campuses do this with the Math 102 and Math 103 courses.

Most of the two-year schools in the NDUS have implemented a 3-course sequence designed for remediation. The ASC 091, ASC 092, and ASC 093 are 2-semester hour courses that can be taken in sequential 8-week blocks, thus allowing for fewer semesters spent in remedial coursework. In line with “best practices” for placement, students are placed into the appropriate course through the COMPASS or ACT exam. The COMPASS exam is also used as an exit exam at the end of courses at some campuses to ensure readiness for the student to move successfully into the next course. The 3-course sequence prepares students for entry level college math.
courses. Bismarck State College also offers a 16-week version of ASC 092 and ASC 093 for students with high anxiety.

Recommendations of the Mathematics Sub-Group

A Vertical Alignment Committee has been working this past year on formulating recommendations for the mathematics students need to take in K-12 schools in order to be ready for the mathematics courses they need to take in their post-secondary programs of study. Their recommendations and those of this task force need to be combined to create a coherent K-16 framework for mathematics teaching and learning. Recommendations from this task force include getting students to enroll in appropriate post-secondary mathematics coursework in the first semester (or at least in the first year) after high school graduation and getting students to take a mathematics course during their senior year of high school.

A second recommendation of the task force is that NDUS policy should allow each 4-year NDUS institution to offer and deliver all remedial mathematics coursework on its campus unless it chooses to enter a collaborative arrangement with one of the 2-year institutions. This would include courses that have been delivered through the collaborative process in the past few years. Whether or not a university elects to work with a community college to offer developmental courses encompasses a multitude of factors and should be the prerogative of the host campus. If a community college can assist with developmental instruction at a university, it should continue to be considered as another tool in the toolbox.
Recommendations of NDUS’ Best Practices in Remedial/Developmental Education Task Force: English

The members of the Best Practices in Remedial/Developmental Education Task Force as of 5/22/14 (the final meeting of the full group) included Sonia Cowen, North Dakota University System, Chair; Larry Brooks, Dakota College at Bottineau; Cole Davidson, North Dakota State University; Ken Haught, Dickinson State University; Joel Iiams, University of North Dakota; Maria Kaduc, North Dakota State College of Science; Dan Leingang, Bismarck State College; Cheryl Nilsen, Minot State University; Greta Paschke, Mayville State University; Josh Riedy, University of North Dakota; Kelly Sassi, North Dakota State University; and Eric Wolfe, University of North Dakota. A sub-set of the task force was responsible for crafting this document. However, it was distributed amongst the full group for final comment. A separate group that included faculty members from the English programs at all eleven NDUS campuses was also consulted during the drafting process.

Reactions to the NDUS Pathways to Student Success: 11/20/12 Version.

Task Force discussions supported two of the directives in Pathways: that the NDUS must work with public high schools to align curriculum and that the NDUS should establish transparency and simplicity of process with regard to student registration for developmental coursework. Another directive, that first-time students who are provisionally admitted to any campus should have priority access to developmental programs, was never addressed.

Those Pathway directives that charge the NDUS’ community colleges with exclusive responsibility for the delivery of all developmental courses system-wide met with mixed support. Some of NDUS’ research and regional institutions have established and are quite happy with their arrangements to have community colleges handle the developmental coursework on their campuses. However, some registered concerns. These concerns include:

- Capacity—the community colleges that need to make new arrangements to deliver developmental courses to regional or research universities may struggle to do so, especially in the western part of the state where distance and cost of living issues complicate hiring practices. They may hire instructors that are currently teaching the courses for the universities. In the short term, this can have positive consequences, as these instructors have established continuity with the university departments that will deliver the eventual university-level course. However, in the long term, compensation disparities and loss of full-time status may result in disincentives for those instructors to maintain that continuity and support.
• Administrative Burden—implementation of the initiative would add several hundred “collaborative” registrations per year per institution. Due to PeopleSoft™ issues, all such enrollments must be processed by hand in both the records and the financial aid offices, placing stress on the staff to the point where new staff may have to be hired. Further, at this time there is no system to inform academic advisors of “collaborative” registrations. With a dramatic increase in such registrations, a system should be added.

• Student Confusion—developmental students are usually freshmen, students who are already struggling to adapt to their new campus. When they have to register for “collaborative” classes, they must learn to navigate both their home campus study list and a host campus study list. They have to deal with special instructions for ordering books and utilizing financial aid to pay for them. In some instances they must learn a second online learning management system.

• Support Services—if community colleges are responsible for the delivery of developmental courses at the regional or research institutions, will they be expected to provide for or contribute to support services (professional, peer, and online tutoring; writing centers or laboratories; learning community arrangements; etc.) at those institutions? Developmental courses receive increased FTE funding under the Governor’s Funding Formula. This increased funding should, at least in part, pay for support services.

• Other Developmental Classes—the current Task Force has focused on mathematics and writing developmental classes. Will community colleges also be responsible for delivery of ELL classes and any future remedial classes? Will there be additional capacity issues?

Identified “Best Practices” in Teaching Developmental Writing.

The following “best practices” include those issues on which the Task Force was able to reach consensus during its several meetings. They are also informed by the contributions of faculty members from the English programs of the various NDUS institutions that served as consultants to the Task Force. The NDUS does well at many of these best practices. Implementation of Pathways may compromise a few.

• Whole to Part—developmental writing should be taught with primary focus on the need to communicate an elaborated idea to an audience. While sentence and paragraph level work can be helpful, decontextualized drills are not appropriate in contemporary writing classes. Grammar and form should be considered more as part of the rewriting process.

• Write a Lot—developmental students should be encouraged to write frequently. This could include an intensive summer institute or boot camp that prepares students for
further developmental work or for the college-level course. It could involve a First Year Experience Learning Community that simultaneously enrolls students in a developmental writing class and in a class from another discipline that also requires some writing. Moreover, these students should learn that good writing involves rewriting, the process of taking an essay through a series of drafts.

- **Authentic Writing**—developmental students should be expected to write about real-world challenges, topics, or situations. They should write about their personal experiences in their communities. They should be encouraged to do some writing in teams.

- **Tutoring Helps**—one-on-one discussion with and assistance from a more experienced writer is helpful for developmental students. That writer could be the instructor, a professional tutor, or a peer tutor. There should be intrusive advising that seeks to identify and solve problems early.

- **Technology Can Hinder**—developmental student persistence seems better when instruction and tutoring are personal and face-to-face. While the online environment can be personalized, it takes extra effort and skill to do so. Faculty members who would teach developmental writing online should have training in student engagement in that environment.

- **Placement, Outcomes, and Assessment**—all incoming students should be tested and placed in remediation, if necessary, using an appropriate instrument. The learning outcomes of remedial/developmental courses should be clarified for the students. The remedial program’s effectiveness should be assessed based on completion of remediation, of the college-level course, and of the students’ academic goals.

**A Key Controversy in the Teaching of Developmental Writing.**

A controversy emerged between the various NDUS institutions, stemming from whether there should be segregated developmental courses or not.

- One institution has experiences and/or data that has convinced it that all underprepared students should be placed in a developmental class in writing that keeps them segregated from the college-level class.

- Most, based on their experiences and/or data, are comfortable with two types of developmental classes: one that segregates the lowest performing students from the others, and another that provides developmental tutoring to students who underperform, but are close to the necessary cut score to take the college-level course. They enroll in both the developmental tutoring and the college-level class simultaneously.
• Based on their experiences and/or data, a few advocate (and one actually practices) only offering the integrated class that provides developmental tutoring to underperforming students while they are simultaneously enrolled in the college-level class. They cite research that finds that segregated remediation leads to higher levels of recidivism and attrition.

Recommendations.

The Task Force recognizes that many of the research and regional institutions are comfortable with their arrangements to have a community college deliver developmental classes to their students who need the help. Nevertheless, we recommend flexibility. We hope that the State Board of Higher Education will allow research and regional institutions to offer developmental courses, if they find that doing so best fits their individual situation, especially as regards concerns for capacity, concerns for simplicity of process, and concerns for availability of support systems (e.g., tutoring and learning communities).

The Task Force also recommends continued research and data gathering related to the efficacy of segregated developmental courses and integrated developmental courses.
Status Report Regarding the Recommendations of the North Dakota University System’s Remedial/Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools Task Force

Executive Summary.

In collaboration with the North Dakota (ND) State Department of Public Instruction (DPI), the North Dakota University System (NDUS) formed a task force of ND’s secondary and postsecondary leaders in December of 2013 to address the pending implementation of Pathways to Success Plan, as approved by ND’s State Board of Higher Education (SBHE) in November of 2012. Specific attention was paid to Pathway’s initiatives identified under the categories of “Quality” and “Learning”:

- “Ensure alignment between secondary and postsecondary standards and expectations…to increase student readiness”\(^1\)
- “Provide quality and timely feedback to K-12 for improvement in a P-20 environment…(in order to) provide the complete picture of preparation for college readiness.”\(^2\)

The task force noted that the primary emphasis in Pathways was to align the standards and expectations of student performance in K-12 and NDUS via NDUS’s provision of “timely feedback” to K-12 as regards the success of their students in college. The presumed objective of that action is that the feedback would help North Dakota’s (ND’s) public high schools identify what deficiencies in their graduates’ “college readiness” would need to be remediated (a.k.a. “developed”) in order for those graduates to achieve “success in entry level credit bearing courses”\(^3\) in NDUS’s institutions.

The task force recommends additional steps that “go beyond” just a provision of feedback, and that will result in the following outcomes through the implementation of specific primary initiatives and tasks by specific deadlines or on-going work:

- Significant reduction in the redundancy of, or gaps between, the curricula in math and English offered by ND’s public high schools and NDUS:
  - No later than the end of the AY 2014-2015, participants in the ND Vertical Alignment initiative will provide a set of recommendations to their respective boards to promote a full alignment of the curricula in math and English at ND’s public high schools and the “entry level credit bearing courses” in math and English offered at NDUS’ campuses.
  - No later than the end of the AY 2014-2015, recommendations and timelines specific to the Vertical Alignment of the math and English curricula at ND’s public high schools and NDUS’ campuses will be implemented.

- Significant reduction in the numbers/percentages of students who now graduate from ND’s public high schools but still need to enroll in remedial courses in math and English when they enter NDUS:
  - No later than the end of the AY 2014-2015, NDUS will provide ND’s public high schools with syllabi illuminating the math and English standards and metrics students would need to

\(^1\) NDUS Pathways to Student Success, 20 November 2012: pp. 1, 5.
\(^2\) Ibid, p. 5.
\(^3\) Ibid, p. 5.
demonstrate no later than their graduation (e.g., in Grade 12) in order to ensure their enrollment in NDUS’ “entry level credit bearing courses”\(^4\) without first enrolling in additional remedial math and/or English courses in college.

- No later than fall of 2017, students who are assessed as “not ready for college” may access remedial instruction in math and English during their senior year in ND’s public high schools.

- Reduction in students’ anxiety and failure in the study of math and English so students complete their studies with satisfactory grades and continue to study those subjects successfully:
  - No later than fall of 2017, begin changing the ways math and English at taught in high school and college so students complete their studies with satisfactory grades and continue to study those subjects successfully.

- High school students will transition successfully from the academic-social environment of high schools (i.e., that now or soon will incorporate competency/proficiency-based instruction and assessment) into their first-year, full-time studies in college:
  - No later than AY 2014-2015, ND’s public high schools and NDUS will need to identify subject matter teachers/faculty in math and English who will participate in professional development to learn, master, and implement competency/proficiency-based instruction in math and English in their respective courses. In doing so, this will ensure that
    - The curricula in math and English remains in “Vertical Alignment” between ND’s public schools and NDUS, and
    - Students who leave ND’s public schools (which is an academic environment in which competency/proficiency-based instruction is predominant) will not face “learning shock” by encountering a foreign approach to learning—rather, their struggles in learning will stem from an increasingly challenging, rigorous and ascending acquisition of new knowledge and competencies, as opposed to shifting to a new paradigm of “how” (competency/proficiency based learning vs “sage on stage in ‘send’ mode”) they learn.

- Increased understanding and incorporation of metacognitive analyses of student learning when ND’s high school teachers and NDUS’ faculty design and teach math and English courses, and when they assess students’ learning:
  - No later than the end of the AY 2015-2016, ND’s public high school teachers and NDUS’s faculty who teach math and English will have greater opportunities to participate purposefully and collaboratively in professional development regarding metacognitive analyses of student learning and assessment, and methodologies for competency/proficiency-based instruction;
  - No later than the end of the AY 2014-2015, NDUS’ teacher education institutions will identify or host professional development programs, courses, or conferences that may be attended by ND’s high school teachers (for college credit) and NDUS’ faculty (especially in math, English, and teacher education) where instruction in best practices in (1) remedial pedagogies, (2) math and English instruction and assessment via competency/proficiency-based approaches, and (3) metacognitive analyses and assessment may be learned, practiced, and enhanced or mastered.

\(^4\) Ibid, p. 5.
- Increased understanding and incorporation of pedagogies specific to best practices in teaching remedial education in math and English when ND’s high school teachers and NDUS’ faculty design and teach math and English courses, and when they assess students’ learning:
  - No later than the end of the AY 2015-2016, ND’s public high school teachers and NDUS’s faculty who teach math and English will have greater opportunities to participate purposefully and collaboratively in professional development regarding metacognitive analyses of student learning and assessment, and methodologies for competency/proficiency-based instruction;
- Increased opportunities for NDUS’ teacher education candidates to learn, apply, and master methodologies for competency/ proficiency-based instruction prior to their graduation and certification, so they are equipped to succeed “upon hire” as teachers in ND’s public high schools:
  - Newly certified graduates of NDUS’ teacher education programs for secondary teachers will transition successfully from their programs of study into teaching positions in ND’s public schools because they will mastered teaching strategies in competency/ proficiency-based instruction and assessments (as well as metacognitive analyses of learning) of high school students, and they will have had the opportunity to network with and learn alongside ND’s current high school teachers in math and English who will assemble during the summers, no later than fall of 2016, to learn and increase their mastery of competency/ proficiency-based instruction and assessments in professional development open to both pre-service and post-service teachers.
  - No later than the end of the AY 2014-2015, NDUS’ teacher education programs will revisit their curricula for secondary teacher education majors to revise or enhance the curricula of their methodologies courses and related courses or practica to introduce, emphasize, or reinforce their students’ exposure to and mastery of competency/ proficiency-based instruction and assessment, and metacognitive analyses of learning).

The communication and collaboration of ND’s public high school teachers and NDUS’ faculty in math and English primarily, with additional communication and collaboration with NDUS’ teacher education programs and ND’s leaders in secondary and postsecondary education, will be initiated through a number of formal and informal mechanisms year around, and will begin with SBHE’s approval of the task force’s recommended approaches and timelines. Additional stakeholders—including ND’s Center for Distance Education and ND’s Regional Education Associations—will most likely play a role during the initial two years of implementation. The primary means of assembling the primary stakeholders for communicating and collaborating in the alignment of curricula in math and English, in developing mastery in competency/ proficiency-based instruction and metacognitive analyses of learning and assessment, and in accessing professional development will be through the provision of summer conferences, or a series of summer conferences (that may be offered to ND’s high school teachers for continuing education credit through ND’s teacher education programs), commencing in the summer of 2015. Funds to enable participation in these initiatives by NDUS’ faculty and leaders has been proposed in the NDUS 2-15-2017 Biennial Budget Request/ Chancellor’s Recommendation (revised 06/10/14) as line item 33: College/Career Readiness.
Initiative in the amount of $752,840. Funding for those participating from ND’s public high schools and DPI will need to be secured separately by DPI et al.

Background.

In November of 2012, the North Dakota (ND) State Board of Higher Education (SBHE) approved the North Dakota University System’s (NDUS’) *Pathways to Student Success* Plan (hereafter/ herein referred to as the *Pathways Plan*), to implement “several initiatives which fall under the categories designated as Access, Quality, Affordability, Learning, and Accountability”\(^5\).

Upon her hire in mid-November of 2013, the NDUS Interim Vice Chancellor for Academic and Student Affairs was charged with forming task forces to address the implementation of the initiatives associated with *Access* (i.e., Admissions Index) and *Learning* (i.e., remedial instruction). In addressing *Learning*, she also addressed aspects of *Quality*.

After consulting with NDUS’ Chancellor, the Chancellor’s Cabinet, the Academic Affairs Council (AAC), the Student Affairs Council (SAC), and the President of the Council of College Faculty (CCF)—as well as the Superintendent of ND’s Department of Public Instruction (DPI)—the Interim Vice Chancellor issued a call to AAC, SAC, and CCF, as well as the North Dakota Student Association (NDSA), for representatives to serve on three task forces: (1) *NDUS’ Admissions Index for Student Success Task Force*, (2) *NDUS’ Best Practices in Remedial/ Developmental Education Task Force*, and (3) *NDUS’ Remedial/ Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools Task Force*.

This report exclusively provides a status on the recommendations of the *NDUS’ Remedial/ Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools Task Force* (hereafter/ herein referred to as the Task Force). The recommendations provided in this report apply only to the college-readiness of students who would be entering NDUS’s campuses directly from ND’s public high schools as first-time, full-college students.

With the Interim Vice Chancellor serving as chair, the following individuals were named to the Task Force:

- **Kirsten Baesler**, State Superintendent, North Dakota Department of Public Instruction (DPI);
- **Dr. Drake Carter**, Provost and Vice President for Academic Affairs, Bismarck State College (BSC);
- **Dr. Thomas DiLorenzo**, Provost and Vice President for Academic Affairs, University of North Dakota (UND);
- **Brett Johnson**, NDSA Representative to AAC, and UND Student (replaced on 1 May 2014 by **Derek LaBrie**, UND Student);

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\(^5\) Ibid, p. 5.
Dr. Paul Markel, Professor of Psychology at Minot State University (MiSU), and President of CCF (replaced on 30 January 2014 by Dr. Suzanne Russ, Associate Professor of Psychology and Education at Dickinson State College [DSU]);

Dr. Bruce Rafert, Provost and Vice President for Academic Affairs, North Dakota State University (NDSU);

Dr. Jeffrey M. Schatz, Superintendent of Fargo Public Schools; and,

Dr. Gary Thompson, Dean of Education and Graduate Studies, Valley City State University (VCSU).

The initial function of the Task Force was to assist the NDUS in addressing purposefully the charge of the SBHE to adopt the spirit, policies and recommended procedures of the Pathways Plan in order to most effectively and efficiently align best practices in remedial/developmental education (to be identified and recommended by the Best Practices in Remedial/Developmental Education Task Force) in the targeted preparation of first-year, full-time college freshmen to succeed in college-level courses offered through NDUS’ institutions.

The following charges (in boldface) and suggested approaches were issued to the Task Force via memos from the Interim Vice Chancellor (see Attachment A) on 19 and 31 December 2013:

- Identify and analyze the predicted impact of implementing the time lines and methodologies for the delivery of remedial instruction to students admitted to and enrolled in NDUS’ campuses—as currently prescribed by the Pathways Plan.

- Make recommendations, if applicable, for viable alternatives and models of delivery associated with best practices of remedial/developmental education at the high school and college levels, and the preparation of future teachers who will be engaged immediately upon hire by the ND public schools to adopt appropriate instructional strategies for advancing their students’ academic proficiencies in math and English in K-12 and into K-20Plus classrooms and coursework. Possible approaches to consider might include:
  
  o Identify a means to push the remediation of high school seniors’ readiness for college level coursework (and thus students’ persistence to degree completion in college) to Grade 12 in ND’s public high schools.

  o Identify a means for the community college faculty, with practical expertise in remedial/developmental education, to work directly with Grade 12 teachers in ND’s public high schools
    
    - To assist Grade 12 teachers in being effective remedial/developmental educators in strategies that improve their students’ math and English proficiencies to levels that improve the predictable success of their students in college-level coursework;
    
    - To monitor the progress of the Grade 12 students enrolled in remedial instruction at North Dakota’s public high schools (e.g., via Pearson™ software); and,
    
    - To include third or fourth year majors/professional candidacy students from NDUS’s teacher education programs as assistants in the Grade 12 classrooms so that they may learn first-
hand, and in tandem with their Grade 12 supervisors/mentors, how to adopt and apply new strategies in competency/ proficiency-based instruction that will be required of them once they are placed/hired into ND’s public schools.

- Identify a means to enrich the Grade 12 year of students in ND’s public schools by assisting the schools in the delivery of remedial and dual credit instruction (e.g., remedial instruction could be offered the first term of the 12th year, and dual credit instruction in MATH 103 and/or ENG 110 could be offered the second term) that could be offered to students who take the ACT in their junior year and score at or below the Admissions Index for admission to NDUS’ research, masters, and regional institutions.

- Identify a means to include opportunities for students in Grade 12 to engage in Career and Technical Education (CTE) courses and work force experiences that will help them identify career goals at an earlier age and motivate them to persist to completion of their high school education and college as a successful step of entry into an identified career field.

- Consider the value of retaining successful practices of remedial/ developmental education that pair introductory college-credit courses in math and English with remedial labs that address only the specific areas of deficiency unique to an individual student’s preparedness for college math and English courses.

- Consider the means to create a seamless approach to matching identified deficiencies in math and English (suggested by ACT scores and/or identified more specifically by Smarter Balanced™ assessments) at the junior year or upon high school graduation with specific remedial interventions and instruction in college-level courses and their supplemental instruction (e.g., via math or writing labs).

- Consider the rationale of aligning interventions of ND’s public schools for the improvements of math and English proficiencies with the timelines for implementing Pathways—i.e., consider the probability of greater student success if the high school graduate has had the opportunity to participate in all planned academic interventions to learn and assess his/her readiness for admission to his/her first choice of institutions and programs of study, and his/her persistence to graduation from the same; consider that the first cohort of high school graduates who will have completed all of ND public schools’ standards of readiness to admission to NDUS institutions will be the fall of 2017.

Prior to the Task Force’s initial meeting by phone on 6 January 2014, Superintendent Baesler and the Interim Vice Chancellor attended a meeting in Washington, D.C. where the Tennessee (TN) State Board of Higher Education showcased their SAIL (Seamless Alignment and Integrated Learning Support) initiative for the collaboration of community colleges and public high schools to push remediation in math and English to Grade 12. The objective of SAIL is to have high school students address their remedial needs with regard to college readiness before they arrive at the college campus. The initiative utilizes a self-paced, on-line “blended-learning” and tutorial-laboratory with on-site support approach to a high school senior’s learning and demonstrated mastery of college-level math and English (i.e., utilizing Pearson™—
which is utilized presently at four of NDUS’ five community colleges). Through SAILS, the collaboration between the community colleges and high schools is accomplished as follows:

- College developmental (a.k.a. remedial or college-readiness) math and English curriculum in the high school senior (Grade 12) year. The Tennessee Board of Regents (TBR) also sponsors Learning Support Math, a program that utilizes on-line, tutorial and instructional support from Pearson™ MyLab™ and related products. TBR is embedded in a high school Bridge Math course that is required of senior high school students who take the ACT in their junior year and score lower than 19.

- SAILS was implemented in TN through support from the “Department of Education, Tennessee Board of Regents, Tennessee Legislature, the Tennessee Higher Education Commission”, and Tennessee’s Governor with a grant of $1.124 million.

- “In Year One of SAILS…all 13 institutions of the TN Community College System partnered with 118 high schools serving 8,400 students.” During the first six months of their senior year, “more than one-third of the 6,003 high school students who started the fall term…completed the entire program, with approximately 2,400 more …starting in the spring. From August through December of 2013, students saved 6,350 semesters of learning support (remedial math in college) and $3.5 million in tuition and books.”

- The remedial math SAILS classroom “blends on-line instruction (via Pearson™) with individual assistance to give students the help they need…Students…gain up to three semesters and save $1,500 in college tuition. Students completing the program in the fall are eligible to take a college-level math class in spring and may qualify for Dual Enrollment Grant funds.”

- The Grade 12 subject matter teacher(s) in math and English serve as on-site resources in tutorial-laboratories open in the public schools to high school seniors who enroll in remedial math and/or English courses to improve their college readiness before they graduate from high school.

- The community college faculty who now teach remedial courses in math and English—and who utilize Pearson’s MyFoundationsLab™ with success regularly—serve as consultants to the Grade 12 faculty who are adopting the on-line resource in the tutorial-laboratory, and who monitor the academic progress of the participating high school seniors to determine and assure their readiness to advance, upon graduation from high school, directly into college-level introductory courses in math and English at a TN public college or university—without the need for further remedial coursework.

In recent years, TN has reported remarkable successes with this approach—resulting in an increasingly greater number of graduating high school seniors who are admitted to college without the need for

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7 Ibid, p.4.
additional remediation, and for whom their ACT scores have increased from 2-8 points after completing their remedial work in high school.

In addition to considering the SAIL initiative as a model (a.k.a. Grade 12 College Readiness Model) for NDUS and ND’s public high schools, the Superintendent and Interim Vice Chancellor wanted to enhance the model for consideration in ND by appending five additional objectives:

- Include the “world of work” in the Grade 12 for students who do not need to take remedial courses, so they may enroll in additional CTE units and/or participate in internships or shadowing business professionals in the ND workforce;
- Include teacher education faculty from NDUS in order to enhance specifically the curricula for teacher education candidates pursuing their degrees and credentials/licenses to teach at the secondary level in ND’s public schools, as well as the professional development of practicing teachers in ND’s public high schools who enroll in continuing education, with emphasis on those methodologies and strategies that best address teachers’ delivery and students’ learning via the competency/ proficiency-based instruction and curricula addressed in DPI’s standards;
- Enable students who are ready for college to enroll in more dual-credit and Advanced Placement (AP) courses;
- Encourage students who are considering college to complete more high school core courses; and,
- Enhance the communication between the teachers of ND’s public high schools and the NDUS faculty who teach math, English, and teacher education in terms of the standards, curricula, and metrics associated with high school students being assessed as “college ready” before they enter NDUS’ campuses as first-time, full-time students.

The resulting model (i.e., SAIL, with the five aforementioned enhancements) was presented to the Task Force at its initial meeting on 6 January of 2014 (see Attachment B). It was also presented at a meeting of State Senator Tim J. Flakoll, State Senator Mike Nathe, State Representative Mark Sanford, SBHE Chair Kirsten Diederich, NDUS Interim Chancellor Larry Skogen, State Superintendent Kirsten Baesler, and NDUS Interim Vice Chancellor on 27 January 2014. Later, it was presented in separate meetings to the Commissioner of the Department of Commerce, members of ND Governor Jack Dalrymple’s staff, the North Dakota Association of Colleges for Teacher Education (NDACTE) on 11 April 2014, and on multiple occasions to the AAC, SAC, CCF, and the NDUS Best Practices in Remedial Education/Development Task Force. The model was presented to the Joint Boards of Education (i.e., Board of CTE, Education Standards and Practices Board, SBHE, and State Board of Public School Education) at their meeting on 19 February 2014, and it was presented to attendees at the NACADA Drive-In Conference hosted by Bismarck State College (BSC) on 24 February 2014 for primarily academic support officers of the state’s public and private higher education institutions and tribal colleges. Lastly, the model was presented, in a status report on the work of the Task Force, to the SBHE on 27 March 2014.
Between 27 March and 23 May 2014, the model underwent additional evolutions, some of which were designed to include additional primary stakeholders, and which also addressed tactical approaches to implementing the model and identifying start dates for offering remedial courses at Grade 12 in ND’s public high schools.

One model included funding ND’s high schools directly, that would in turn contact their respective Regional Education Associations (REAs) to subcontract on-line tutorial and software vendors (e.g., Pearson™ or NROC™) or higher education math and English faculty through NDUS’s community colleges, or services through the ND Center for Distance Education (CDE)—all for the purpose of assisting Grade 12 teachers in offering remedial instruction or assessment of college readiness in math and English in their classrooms. This revised model resulted in a plan and proposed budget to create a College and Career Readiness Center at each of NDUS’ five community colleges (see Attachment C) as a one-stop approach to responding quickly:

- To requests by the REAs to contract with selected community college faculty to consult, one-on-one and on-site, with Grade 12 teachers; and,
- To address the varied remedial needs of students who have not entered college directly from high school (i.e., with some attention, when not addressed by local school districts, to GRE and Adult Basic Education [ABE] support).

Each rendition of the model included a means to address the Pathways Plan’s initiative in Quality by “aligning between secondary and postsecondary standards and expectations” through access to the ongoing work and recommendations of the NDUS-ND Public Schools' Vertical Alignment initiative funded through DPI to examine, communicate, and align the curricula of both high school and college curricula in math and English.

In addition, each rendition of the model included a means to assemble the primary stakeholders responsible for implementing the model:

- Selected Grade 12 subject matter teachers and the NDUS subject matter faculty (community college and/or all NDUS campuses) in math and English;
- NDUS faculty who primarily teach remedial courses in math and English;
- ND’s high school teachers who are “seasoned experts” in competency/ proficiency-based instruction;
- CTE instructors who rely upon students’ mastery in math and English to succeed in CTE courses;
- Selected business leaders from ND’s growing workforce who could identify and assist in arranging internship and job shadowing opportunities for Grade 12 students;
- Teacher education deans and faculty from each of NDUS’ regional and research universities who would revisit their curricula in order to infuse emphasize methodologies/ strategies in competency/ proficiency-based instruction;

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8 Pathways, p.1.
Teacher education candidates pursuing their degrees and credentials/licenses to teach at the secondary level; and,

Selected administrators from DPI, NDUS, the REAs, the CTE Council (CTEC), and CDE.

In each of its renditions, the evolving Grade 12 Readiness Model was designed to engage all primary stakeholders in an annual conference or a series of conferences—that might also be offered for credit to ND’s high school teachers seeking continuing education credit. The conference or series of conferences would introduce the model, share ideas and best practices, and engage attendees in planning the model’s operational steps to implementing college readiness (including remedial instruction in math and English) into the Grade 12 classroom and high school schedules. In addition, those meeting would identify the common enhancements in learning and utilizing the competency/ proficiency-based instructional strategies they would adopt at their respective high schools. This approach would enable NDUS’ teacher education candidates and teacher education faculty to work alongside ND’s public high school teachers and “seasoned experts” to learn and fine-hone their strategies and skills in competency/ proficiency-based instruction. It would be a means for any on-line tutorial and software vendors (that may be of interest to the stakeholders) to introduce and offer assistance in utilizing their products, and it would be a means for the primary stakeholders to network so they could continue their collaborations and consultations beyond the initial conference or set of conferences in subsequent years.

Positioning North Dakota’s Public Educators to Address the Readiness of First-Time, Full-Time College Students for College-Level Courses.

In the spring of 2013, ND’s public high schools graduated 7620 students. Of that number, 3270 enrolled at NDUS’s campuses as first-time, full-time college students. Of that number, 864 (26.4%) were placed into one or more remedial courses in math or English based on their high school GPAs, their ACT scores, and/or college placement tests. Because some may have enrolled at more than one campus during their first full-time year at college, the following numbers do not total 100%, but they do reflect a general distribution of those students with remedial needs who enrolled at NDUS’ campuses in the fall of 2013:

- 341 (39.5% of 864) entered NDUS’ community colleges;
- 242 (28% of 864) entered NDUS’ regional universities; and,
- 122 (14.2% of 864) entered NDUS’ research universities.

Preliminary data pertaining to students graduating from ND’s public high schools show that “fewer than 50 students” enrolled in remedial coursework prior to their graduation from high school between 2007 and 2014. Interpretation of the same data enabled SLDS (Statewide Longitudinal Data System) researchers to “hypothesize that by taking a math course in the senior year of high school, a student would …less likely (need) to take a remedial math course” in college (see Attachment D); however, difficulty in distinguishing high school math courses distinctively from remedial math courses—coupled with no confidence that the data represents all students taking math in Grade 12, hampered the researchers’ confidence to conclude that the two events (i.e., taking a remedial math course in high school negates the need to take a remedial
math course in college) are correlated. Again, because the researchers could not be confident that the data represented all students taking math in Grade 12, they could not conclude from the data that “there is a direct relationship between taking a senior math course” (“remedial” is not distinguished from “non-remedial”) and “on-time completion” of an associate degree in college (see Attachment D).

Each of NDUS’ institutions offer courses in remedial math and English; while they carry college credit, that credit does not contribute to the total number of credits a student is required to complete in order to graduate with a diploma, a certificate, or a degree from any of NDUS’ campuses.

Preliminary data from three of NDUS’ community colleges demonstrate the successes they have achieved in advancing students enrolled in remedial math and English courses to successful completion of the college-credit introductory courses in math and English that do contribute to the total credits students need to earn in order to graduate with a diploma, certificate, or a degree from NDUS’ programs of study (see Attachment E).

- Over the course of three academic years (i.e., 2011-2012, 2012-2013, and 2013-2014), 45% to 100% of those students who enrolled in remedial math courses (ASC 91, ASC 92, ASC 93, ASC 94, Math 102 and Math 102 Lab) at the three community colleges completed those courses with satisfactory grades. Of those who then enrolled in Math 103, 66.1% to 77% completed the course with satisfactory grades.
- Over the same academic years, 54.2% to 80% of those students who enrolled in remedial English courses (ASC 083, ASC 084, ASC 087, ASC 088) at the same three community colleges completed those courses with satisfactory grades. Of those students who then enrolled in ENG 110, 77% to 94.7% completed the course with satisfactory grades.

Data drawn from the records of 10,881 students (ND and out-of-state, and not necessarily direct from high school graduates) who first enrolled in “an NDUS community college between fall of 2008 and fall of 2010” show that only 35.1% of those who enrolled in one or more remedial courses graduated with a certificate or associate degree “on-time” (i.e., ≤ 3 years)—compared with 64.9% who did not graduate “on time” (see Attachment D.) This finding aligns with national trends: of those who must enroll in remedial courses upon admission to college, less than 40% “graduate on time”. In contrast, data drawn from the same population indicates that 52.8% of those students who did not need to enroll in a remedial course upon admission to NDUS’ community colleges graduated “on time”.

Additionally, data drawn from records of 3,602 students (ND and out-of-state, and not necessarily direct from high school graduates) who first enrolled in NDUS’ regional and research universities between fall of 2010 and fall 2013 show that 62.9% enrolled in remedial math courses and completed them successfully. “Of those who advanced to enrollment in Math 103, 57.0% completed Math 103 with passing grades.” Additionally, 807 students (again, ND and out-of-state, and not necessarily direct from high school graduates) who first enrolled in NDUS’ regional and research universities between fall of 2010 and fall 2013
show that 73.7% enrolled in remedial English courses and completed them successfully. “Of those who advanced to enrollment in English 110, 74.4% completed English 101 with passing grades.”

Data is not currently available to answer the following question: “What number of full-time students who enrolled in NDUS’ regional, masters, or research institutions and completed one or more remedial courses earn an undergraduate degree within 6 years?” (See Attachment D.)

Preliminary data provided by Minot State University (MiSU) indicates that on average, 76.45% of those college students who enroll in remedial math courses complete the courses with satisfactory grades. (See Attachment F.)

Preliminary data provided by Dickinson State University (DSU) indicates that like a study conducted in California’s community colleges in 2008, those students enrolled at DSU who “completed developmental mathematics and the subsequent college-level courses…do as well in completing their academic goals as those who could pass the college-level course without the developmental help.” However, DSU concurs with the findings of the California study: “remediation does work for some students” and helps them persist to graduation. (See Attachment F.)

With DPI in the lead, NDUS supports the statewide K-20Plus adoption of the nationally promoted Smarter BalancedTM approach to preparing high school students for college and career readiness. The scores accepted by ND’s public schools for advancement of their students through common readiness standards would align with the NDUS’ identification of scores that signify college-readiness for admission to and success in NDUS’ campuses. The Smarter BalancedTM summative assessment will be administered to all juniors (Grade 11) in ND’s public high schools in April of 2015. These assessments will inform juniors if they are on-track for college readiness. Beginning as early as the spring of 2016, the ACT exam may take place in the fall of 2016 for all seniors (Grade 12) in ND’s public high schools; this change would alleviate high school students taking the ACT during the spring term of their junior year. By fall of 2017, the first cohort of graduates from ND’s public high schools shall have completed all ND Standards for Readiness in preparation for admission to college (e.g., NDUS).

Revisions to the Grade 12 College Readiness Model and Recommendations of the Task Force.

While TN’s SAILS was a model the Task Force considered through April of 2014, a number of concerns were raised:

- Unlike TN, DPI does not have the authority to require juniors in ND’s public high schools, who score low on the ACT, to enroll in remedial instruction during their senior year.

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9 Research conducted by Dr. Samuel P. Unruh for SLDC, as reported in an email from the researcher to the Interim Vice Chancellor, NDUS, on 20 June 2014.
10 Bahr, P. (2008). Does mathematics remediation work?: A comparative analysis of academic attainment among community college students. Research in Higher Education, 49, 420-450. doi: 10.1007/211162-008-9089-4, as reported in a study conducted by DSU and reported by Dr. Ken Haught, Dean of Arts and Sciences at DSU, and as provided in Attachment F.
Unlike TN, DPI does not have the authority to require ND’s public high schools to utilize Grade 12 as a year for providing remedial instruction.

Unlike TN, not all of ND’s public high schools may welcome the use of Pearson™ and its products in their classrooms to accommodate the delivery of blended and tutorial-laboratory instruction in remedial education.

Unlike TN, only five community college institutions would be available in North Dakota to implement the collaborative model and some of the school districts may wish to work directly with their REAs or the CDE or other resource vendors for assistance in delivering remedial instruction and assessing their students’ college-readiness.

The Task Force met face-to-face on 23 May 2014 and revised the Grade 12 College Readiness Model significantly (see Attachment G).

- It removed reference to the “world of work” and focused primarily, and at first exclusively, on “college readiness” instead of “college and career readiness”.
- It narrowed the primary stakeholders to:
  o ND’s public high schools (self-selecting superintendents, principals, and Grade 12 teachers);
  o Those members of the Vertical Alignment initiative;
  o NDUS (teacher education deans and faculty, selected teacher education candidates, subject matter faculty in math and English, and faculty who teach remedial courses in math and English); and,
  o Selected administrators of DPI and NDUS who would facilitate the assembly of the primary stakeholders.
- While the Task Force intends to continue encouraging “college ready” high school students to enroll in dual-credit and AP courses in Grade 12, it wants to focus more directly on the following approaches:
  o Communicate standards and metrics of “readiness” (including syllabi) in NDUS’ introductory, college-level math and English courses to ND’s public high schools;
  o Continue completing the Vertical Alignment initiative that aligns the curricula and “college-readiness standards” of NDUS’ introductory courses in math and English to courses in math and English taught in ND’s public high schools—with an emphasis on soon implementing the recommendations resulting from that initiative;
  o Academically prepare and offer “practical application opportunities” to teacher education candidates who will need to demonstrate their adeptness in knowing and utilizing competency/proficiency-based instruction if/as soon as they are employed in ND’s public high schools; and,
  o Create and promote professional development opportunities for ND’s public high school teachers and NDUS’s faculty who teach math and English (in remedial courses as well as in introductory courses) and teacher education faculty—in order to improve the ways math and English are taught in ND’s high schools and at NDUS’ campuses, with an emphasis on the
best strategies/practices for metacognitive analyses of the learner, remedial instruction, and competency/ proficiency-based instruction.

- It wants to address these tasks by assembling the following primary stakeholders in on-going communication and collaboration via an annual summer conference or set of conferences, which may be offered by NDUS’ teacher education departments for credit to ND’s high school teachers seeking continuing education credit. The following questions would need to be answered prior to or at the first conference(s):
  
  o **Who will “speak for the NDUS” and “ND’s public high schools” in identifying the academic standards (i.e., cognitive, competencies/ skills, affective) and metrics, and related assessment criteria that determine “college readiness” in math and English?** Some aspects of this question will be addressed by the recommendations of the Vertical Alignment initiative, the scoring of the Smarter Balanced™ summative assessments by DPI and NDUS, and sharing NDUS’s syllabi of introductory college courses in math and English with ND’s public high schools.

  o **Who determines where and when the summer conference(s) will be held and who will manage the “logistics” of assessing high school seniors’ “college-readiness” prior to arriving at NDUS’ campuses, extending invitations and information specific to the summer conference(s), identifying additional stakeholders and contracting with any outside consultants to assist NDUS’s faculty and ND’s public high school teachers in the provision of professional development, and who will oversee the “sharing of information” and the “collaboration” of faculty (math, English, and teacher education) on the individual campuses and across the NDUS, and between faculty and high school teachers?** Albeit the Task Force suggested that the teacher education programs across NDUS would be responsible primarily for sponsoring the professional development of the identified NDUS faculty, and ND’s public high schools would be responsible primarily for sponsoring the professional development of their high school teachers and administrators, it may be necessary to establish another task force or oversight planning/ implementation group (i.e., representing the primary stakeholder groups) to identify, contract, and extend invitations for joint attendance in professional development by the faculty and teachers for a common immersion in learning and applying metacognitive learning and assessment, as well as a consideration of best practices in how to improve teaching and learning of math and English across NDUS and ND’s public high schools.

  o **What is the business model and what is/are the source(s) of funding to underwrite expenses (e.g., travel and per diem, stipends for out-of-contract work, conference materials, assessment instruments, rental space if necessary, invited consultants or outside experts) of hosting the conference(s)?** Some expenses might be covered by tuition paid to NDUS’ teacher education campuses by teachers or districts that pay for teachers’ continuing education (if the conference/s is/are offered for credit); expenses specific to participating high schools and campuses might be reimbursed from their respective professional development funds (if existent) and the Vertical Alignment funds associated with their on-going dialogue of the project. Participation of the high schools and their personnel might be need to be financed
through new legislative funds directed to the participating high schools or through DPI; participation of the colleges and their designated personnel might need to be financed through new legislative funds directed to NDUS and then to the participating campuses. Funds for the hire of new high school teachers and/or the development of new curricula for Grade 12 may need to be secured from the high schools or other available revenues. Special “stipend scholarships” or personal funds might be needed for teacher education candidates who participate in the conference(s).

- It recommends the following timelines, if the recommendations of the Task Force are adopted by SBHE, supported by DPI, and funded to the levels necessary by participating stakeholders collectively or through actions of the 2015 session of the ND Legislature:

  o In the summer of 2015, the primary stakeholders would assemble in conference(s) to plan their approach to addressing college readiness at Grade 12, and to address implementation of the recommendations of the Vertical Alignment initiative.

  o By the close of the summer of 2015, outcomes of the conference would include agreement by the primary stakeholders to accomplish, as a minimum, the following during the AY 2015-2016:

    - The Vertical Alignment initiative would communicate its recommendations across NDUS and ND’s high schools and work towards adoption of those recommendations within a targeted timeline.

    - NDUS campuses would communicate to ND’s high schools the academic standards (i.e., cognitive, competencies/ skills, affective) and metrics, syllabi, and related assessment criteria that determine “college readiness” in math and English that will enable first-time, full-time college students (directly or recently from high school) to enter college-level introductory courses in math and English (i.e., MATH 103, ENG 110 or alternative courses). In most cases, this information will parallel the recommendations of the Vertical Alignment initiative.

    - The NDUS faculty (math, English, remedial math and English, and teacher education) will identify means to engage their colleagues and coordinate professional development in metacognitive learning and assessment, as well as competency/ proficiency-based instruction to improve the way students learn and instructors teach math and English effectively, and to incorporate competency/ proficiency-based “methodologies” instruction in teacher education.

    - Volunteering high schools would create their course schedules, hiring schedules, and curricular adjustments as regards adding remedial instruction in math and English.

    - Volunteering high schools would identify teachers in Grade 12 math and English who would be responsible for either teaching remedial math and English as stand-alone courses or embedding their Fourth-Year courses with the same.

    - Volunteering high schools would initiate revisions in their curricula, as necessary, to later offer remedial math and English in Grade 12.
- Designated high school teachers at volunteering high schools and the specific subject matter NDUS faculty (math, English, and teacher education) would engage (separately or together, with the later being ideal) in professional development specific to metacognitive analysis and assessment of student learning and motivation, as well as best practices for teaching math and English at the college-level, and for teaching remedial courses or alternative approaches to math and English at the college-level; this initiative might best be informed by teacher education faculty who have already engaged in teaching these approaches in their teacher education/ methodology and pedagogy courses; outside experts in effective teaching in remedial courses might also be consulted or contracted to assist in delivery of the professional development.

- Identify the sources and operational tactics for ND’s public high schools and NDUS’s faculty to secure on-going on-line or on-site consultation and assistance from high school colleagues and/or NDUS faculty, or other agencies, experts and vendors (e.g., CDE, Pearson™, NROC™) that inform and enable them to acquire/master higher-level abilities in competency/ proficiency-based instruction and remedial instruction in math and English.

- By the close of the summer of 2016, outcomes of the conference would include agreement by the primary stakeholders to accomplish, as a minimum, the following during the AY 2016-2017:
  - The Vertical Alignment initiative would communicate any additional recommendations across NDUS and ND’s high schools and work towards adoption of those recommendations within a targeted timeline.
  - Selected NDUS faculty (math, English, remedial math and English, and teacher education) and designated high school teachers shall have engaged their colleagues and coordinated professional development in metacognitive learning and assessment, as well as competency/ proficiency-based instruction to improve the way students learn and instructors teach math and English effectively. NDUS’s teacher education programs and faculty shall have identified “where in their secondary teacher education curriculum” they would introduce, emphasize and/or reinforce competency/ proficiency-based methodologies instruction in teacher education.
  - Both groups would have identified the sources and operational tactics for the high schools and NDUS faculty to secure on-going on-line or on-site consultation and assistance from high school colleagues and/or NDUS faculty, or other agencies, experts and vendors (e.g., CDE, Pearson™, NROC™) for building higher-level abilities in competency/ proficiency-based instruction and remedial instruction in math and English.
  - The participating high schools would review the results of the Smarter Balanced™ summative assessments of juniors in April of 2015 and 2016 to determine the number of high school courses/sections in remedial math and English they would need to make available for rising seniors interested in enrolling in them during the AY 2016-17.
  - NDUS would work directly with ND’s high schools to admit ND high school students who have demonstrated “college readiness” into additional sections of MATH 103 and/or ENG 110 as early as the fall of 2017.
By the close of the summer of 2017, outcomes of the conference would include agreement by the primary stakeholders to accomplish, as a minimum, the following during the AY 2017-2018:

- The Vertical Alignment initiative would have progressed to the implementation of its recommendations across NDUS and ND’s public high schools; additional work in the Vertical Alignment of STEM curricula might be initiated.
- Continued communication, collaboration, and professional development for the initial primary stakeholders as well as the induction of additional stakeholders (e.g., private higher education institutions and tribal colleges).
- A possible revision of the NDUS admissions standards to reflect greater confidence in the college-readiness of ND’s high school graduates to succeed as first-time, full-time college students at NDUS’ campuses.

Additional recommendations and operational strategies will need to be considered and adopted by NDUS, DPI, ND’s high schools and other stakeholders as the model is adopted, assessed, and refined. Once students are enrolled in Grade 12 remedial instruction, data regarding their achievement in those courses and their achievement in college will need to be secured each term and shared with those stakeholders who would inform the revision processes.

Continuation or reconfiguration of the existing Task Force, or formation of a new Task Force to identify “Next Steps”—including the development and realization of a business plan to fund the adoption of the desired model for “Grade 12 College Readiness” prior to AY 2014-15 may be necessary and desired.

Alignment of Recommendations and “Grade 12 College Readiness Model” with the Pathways Plan (20 November 2012)

The Pathways Plan identifies “several initiatives… under the categories designated as … Quality (and)… Learning….”11 that will “ensure alignment between secondary and postsecondary standards and expectations to increase student readiness.”12 The recommendations and “Grade 12 College Readiness Model” proposed herein directly address Pathway’s objectives to align the exiting competencies in math and English by graduates of ND’s public high schools with the entrance standards for first-year, full-time college students enrolling in the “entry level credit bearing courses” of NDUS’ campuses directly from high school. In addition to aligning the curricula and standards of the high school’s Grade 12 and NDUS’ entry college courses in math and English, NDUS will share data with the high schools as regards the success of their graduates in completing “entry level credit bearing courses” with satisfactory grades. In addition, NDUS faculty and high school teachers who teach math and English will communicate and collaborate to increase the “first to second year overall college retention of students” to graduation.13

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11 Pathways, p.1.
12 Ibid, p. 5.
13 Ibid, p. 5.
Although conversations across the State are still in progress with regard to decisions to adopt the “Common Core State Standards in K-12” in North Dakota’s public schools, NDUS is serving in the support role to DPI’s implementation of the Smarter Balanced™ summative assessment and will align the “college readiness” standards for graduating high school seniors with NDUS’ entrance into its institutions’ “entry level credit bearing courses.”

Specifically, adoption of the Task Force’s recommendations will ensure that high school students’ successful completion of “remedial/developmental coursework” will enable those students to enroll directly into NDUS’ “entry level credit bearing courses” without the need for remedial coursework in college.

Implementation of the “Grade 12 College Readiness Model” will require the establishment of standardized “common course outcomes, assessment standards” and seamless transitions from high school graduation into “entry level credit bearing courses.” Furthermore, the Model will enable students to access “on-line developmental coursework” as seniors in ND’s public high schools and will enable NDUS faculty and ND’s high school teachers to collaborate on the delivery of on-line instruction and tutorial support—if that is what the primary stakeholders elect to incorporate as a consequence of their on-going communication and collaboration.

The purposeful professional development of NDUS faculty and high school teachers in mega-cognitive analyses of learning and competency/proficiency-based instruction will enable the high schools and NDUS to help graduating high school seniors transition easily from the academic environment of the high school into a familiar climate of “same approaches” to instruction. Thus, although students in college will encounter increasingly more rigorous studies, they will not need to navigate unfamiliar “learning” approaches to math and English.

In addition, the immersion of teacher education candidates in learning, applying, and mastering competency/proficiency-based instructional methodologies alongside high school teachers (with whom they may study as student teachers) will enable current teachers and emerging teachers to increase the speed with which competency/ proficiency-based learning will implemented fully in ND’s public schools.

This tandem approach will also support Pathways’s goals to “work with select faculty work group(s) to develop a pre-service and in-service professional development program” that would support the adoption of the “common core state standards” if or once they are adopted fully. Furthermore, this approach will accomplish goals of Pathways to “work with teacher education programs to ensure future teachers are adequately prepared to meet the common core state standards” if they are fully adopted, as well as the

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16 Ibid, p. 7.
methodologies of competency/ proficiency-based methodologies that are already being adopted at selected public schools across the State.

Lastly, networking NDUS’ teacher education candidates with prospective colleagues and employers prior to their student teaching experiences will enable the candidates to be prepared to assume employment in ND’s public schools immediately upon completion of their studies and certification.
ATTACHMENT A:
Formation of and Charges to
NDUS' Remedial/Developmental Education
via Grade 12 of North Dakota's Public P-12 Schools Task Force

- Interim Vice Chancellor's Memo of 19 December 2013
- Interim Vice Chancellor's Memo of 31 December 2013
ELECTRONIC COMMUNIQUÉ

TO: NDUS Academic Affairs Council, NDUS Student Affairs Council, NDUS Student Association, and Council of College Faculty
FROM: Sonia S. Cowen, Interim Vice Chancellor for Academic and Student Affairs, NDUS
DATE: Wednesday, 19 December 2013
RE: NDUS TASK FORCES:

- NDUS’ Admissions Index for Student Success
- NDUS’ Remedial/Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools
- Best Practices in Remedial/Developmental Education

As per announcements made in recent weeks at our Academic (AAC) and Student Affairs (SAC) Councils, I am in the process of forming three task forces to assist our System in addressing purposefully the charge of the State Board of Higher Education (SBHE) to adopt the spirit, policies and recommended procedures of NDUS Pathways to Student Success, as approved by SBHE on 20 November 2012.

In the following pages, I’ve tried to anticipate a number of different questions that might be posed by you and your colleagues. In doing so, I’ve created a long memo, but I hope you’ll take time to read it thoroughly and feel free to call me if additional questions about the anticipated approaches and outcomes of the three task forces remain unaddressed. Please note that I am inviting your nomination of additional task force members—no later than noon on Monday. Please see the listings of those who have already been named.

Three Task Forces are being formed: (1) NDUS’s Admissions Index for Student Success Task Force, which will have greater representation by NDUS’ student affairs officers; (2) NDUS’ Remedial/Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools Task Force, which will have greater representation by NDUS’ academic affairs officers, and shall include a dean of teacher education from NDUS’ state regional universities as well as the Superintendent of North Dakota’s Department of Public Instruction; and (3) Best Practices in Remedial/Developmental Education Task Force, which will have greater representation by NDUS’ faculty, based upon their expertise in the literature and practice unique to student success in remedial/developmental education at the high school and college levels, and which shall include the president of the Council of College Faculty (CCF).

The composition of each task force will represent each of the three “types” of campuses identified in the NDUS Pathways to Student Success document, as revised on 1 March 2013. The size of each task force should total no more than eight (8) people in order to accommodate the need to meet frequently and quickly. While each of the three “types” of campuses will be represented on each of the three task forces, representatives will not necessarily be drawn from each campus. Because it is not logistically possible within our abbreviated timeframe to deliver recommendations of each task force to AAC, SAC, and NDSA (as well as CCF for the Best Practices Task Force)—before submitting the same to the Cabinet and the SBHE beginning in late January and ending in early March of 2014, no task force shall be comprised of the full membership of the Academic Affairs Council (AAC) and/or the Student Affairs Council (SAC) and/or the...
North Dakota Student Association (NDSA), and/or the full membership of the Council of College Faculty (CCF) for the Best Practices Task Force. Thus, at least one but no more than three members shall be drawn from each of the aforementioned representative groups to serve on each task force—however, the number of selected faculty invited to serve on the Best Practices in Remedial/Developmental Education Task Force may exceed three.

Given the primary oversight of their respective campus responsibilities (i.e., admissions vs. remedial/developmental education), it will be appropriate that the numbers of the NDUS Admissions Index for Student Success Task Force be represented by more student affairs officers than academic officers; conversely, it will be important that more academic affairs officers would serve on the Task Force for NDUS’ Remedial/Developmental Education...P-12 Schools Task Force, and that more faculty as experts in best practices in remedial/developmental education serve on their respective Best Practices in Remedial/Developmental Education Task Force. For example, then, it could be possible that two student affairs officers from two of the System’s three types of institutions might be joined by an academic affairs officer from the third type, and one appointee of the NDSA would serve on NDUS’s Admissions Index for Student Success Task Force. With respect to the composition of the Best Practices in Remedial/Developmental Education Task Force, it is possible that representation would be limited to five faculty experts (with at least one drawn from each of the three types of institutions), as well as the president of CCF, and one representative each from AAC and SAC. Given their probable lower level of expertise in the research and application of best practices in remedial/developmental education at this point in their academic lives, I have not included a representative from NDSA on the Best Practices Task Force.

During the course of their work, it will be important to keep the campuses’ academic and student affairs officers—as well as the appointed student organization representatives to the Academic Affairs and Student Affairs Councils— informed of the work and recommendations of the Admissions Index and Remedial/Developmental Education...P-12 Schools Task Forces; it will also be important for the faculty and CCF representative who will be serving on the Best Practices in Remedial/Developmental Education Task Force to keep the CCF, as well as the AAC and SAC, informed of their progress and draft recommendations. Thus, whenever it may be possible and practical, arrangements will be made to solicit input and feedback from AAC and SAC, and CCF when appropriate, to each task force’s work either in advance of, or at times during, their meetings; this may need to be accommodated by scheduled audio-accessible meetings while they are in progress, or via reporting of the work of the respective task forces at regularly scheduled or “specially scheduled” meetings of the Academic (AAC), Student (SAC) Affairs, and CCF meetings. It will also be important for the representatives to those respective task forces to consult directly with their peers across the System and with their direct reports on their campuses to determine if some of the recommendations they are considering or recommending could be implemented, and if so, by what earliest dates, and at what costs (i.e., funds or time), if any, to their respective campuses and the System.

Call for Representation on the Three Task Forces: I am hopeful that by Monday, 23 December 2013, I shall have filled the membership of the Admissions Index and Remedial/Developmental Education...P-12 Schools Task Forces with full representation of the three types of NDUS institutions, as well as representation from AAC, SAC, and NDSA. I am equally hopeful that by mid-January of 2014, I shall have filled the membership of the Best Practices...Task Force with faculty experts and one representative from CCF, AAC, and SAC. I therefore am relying heavily upon the campuses’ academic and student affairs officers, as well as CCF’s president, to make recommendations to me. If you have forwarded names to me via email or phone, and I have failed to list them herein, please know I did not intentionally leave those names off any of the task forces—it was simply an oversight on my part, and I would welcome you
repeating those recommendations to me via email prior to noon (CST) on Monday, 23 December 2013. Ideally, I could meet briefly with the Admissions Index and Remedial/Developmental Education...P-12 Schools Task Forces via phone (or IVN) in either late December or early January—but definitely prior to our joint meeting of the AAC and SAC on Wednesday, 8 January 2014. I do have a list of charges, timelines, and deliverables—as well as some ideas to offer each task force as soon as their full composition has been achieved.

While the work and recommendations of all the task forces are of importance, greater urgency for recommendations for consideration by AAC, SAC, and CCF by mid-February of 2014 resides primarily with the Admissions Index and Remedial/Developmental Education...Task Forces—because their work will establish the foundations for adopting recommendations from the Best Practices...Task Force.

Presently, the following representatives have either been nominated by their campuses or colleagues, or have volunteered to serve on the following task forces; where representation is still needed, and/or where the numbers need to increase, I called for additional nominations or volunteers. If you have been identified by this memo as a member of a specific task force but do not wish to serve, please let me know immediately via email (sonia.cowen@ndus.edu).

Because campuses have asked that any member of their campus be first vetted by their campus administration before they serve on a NDUS task force, I ask that if you have been nominated or you have volunteered to serve on one of the above-cited task forces, that you take the necessary steps soon to inform your most immediate supervisor(s) of your intent to serve (e.g., If you are the provost and vice president for academic affairs or the vice president for student affairs, please inform your president that you shall be so serving; if you are faculty, please inform your department/division chair and your provost and vice president for academic affairs that you shall be so serving).

- **NDUS’s Admissions Index for Student Success Task Force:**
  - **Members Identified:** Dr. Ray Gerszewski, Vice President for Student Affairs at MaSU will represent the state regional universities; Prakash Matthew, Vice President for Student Affairs at NDSU will represent the state research universities, as will Dr. Lori Reesor, Vice President for Student Affairs at UND; Collin Hanson, student at UND who will represent NDSA; and, Dr. Lisa Feldner, Vice Chancellor for IT and Institutional Research, who will serve as a member and resource to this task force.

  - **Call for Additional Representatives:** I would like to solicit a student affairs officer who could represent the community colleges/2-year campuses, as well as an academic affairs officer who could represent the state regional universities.

- **NDUS’ Remedial/Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools Task Force:**
  - **Members Identified:** Dr. Drake Carter, Provost and Vice President for Academic Affairs at BSC, will represent the community colleges; Dr. Tom DiLorenzo, Provost and Vice President for Academic Affairs at UND, will represent the two state research universities; Dr. Gary Thompson, Dean of the School of Education and Graduate Studies at VCSU, will represent NDUS’s deans of teacher education; and, Brett Johnson, student at UND, will represent NDSA. Kirsten Baesler, Superintendent of the North Dakota Department of Public Instruction, has also agreed to serve.
Call for Additional Representatives: I would like to solicit a student affairs officer who could represent the state regional universities.

Best Practices in Remedial/Developmental Education Task Force:

- **Members Identified:** Dr. Kristi Wold-McCormick, Registrar at NDSU; Daniel Leingang, Associate Professor of Mathematics at BSC; Dr. Cheryl Nilsen, Chair of Math and Computer Science at MiSU; and Dr. Paul Markel, Professor of Psychology at MiSU and President of CCF.

- **Call for Additional Representatives:** I would like to solicit additional faculty with research and successful practical expertise in best practices of remedial/developmental education in high schools and colleges. In addition, I’d like to solicit one academic affairs officer from the state research universities and one student affairs officer from the community colleges/2-year campuses.

Charges, Time Lines, and Deliverables Applicable to the Three Task Forces: Once I know the full membership of each task force, I'll send both a formal task force notification (i.e., specific charges, time lines, memberships, anticipated deliverables) to each task force’s members. I will also send diagrams of some possible approaches to the tasks of the Admissions Index and Remedial/Developmental Education...P-12 Schools Task Forces that I have discussed conceptually with Chancellor Skogen and Superintendent Baesler. In the meanwhile, I want to provide you with an idea of the charges, time lines, and deliverables I trust would be helpful to the task forces’ members in accomplishing the tasks before them within the constraints of time we have to make recommendations to our respective councils, the Cabinet, and ultimately the SBHE in late January and early March of 2014.

NDUS’s Admissions Index for Student Success Task Force:

- **Charges:**
  - Identify and analyze the predicted impact of implementing the **NDUS Pathways to Student Success** criteria and timelines.
  - Consider and recommend the criteria, and weight of the criteria, each type of institution (except the associate-level institutions—type: community college) would need/desire to apply to a given percentage of students who do not meet the scale of ACT composite and High School GPA scores ascribed for “automatic admission” at the “Research Institutions [type: research], Masters Institution [type: regional], and Regional Institutions [type: regional].”
  - If appropriate to the task force’s findings and inclinations, consider and recommend alternatives for determining, establishing, and implementing (with specific timelines) differentiated admissions criteria across (and possibly “within”) SBHE’s identified “types” of institutions.

- **Timelines:** SBHE is anticipating preliminary recommended revisions, with supporting evidence of need and rationale, as well as a proposal for implementation of the **Admissions Index** (as recommended for amendment, if applicable) at its 30 January 2014 meeting. It will be important for the Task Force to give a preliminary report of “direction” and/or progress to the joint meeting of the AAC and SAC on Wednesday, 8 January 2014, with a presentation of final recommendations to AAC and SAC in advance of 3 March 2014, when written recommendations would need to be submitted to NDUS for inclusion in the Cabinet and SHEB materials to be considered at their respective meetings on 27 March 2014.
- **NDUS’ Remedial/Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools Task Force:**
  - **Charges:**
    - Identify and analyze the predicted impact of implementing the timelines and methodologies for the delivery of remedial instruction to students admitted to and enrolled in NDUS’ campuses— as currently prescribed by the **NDUS Pathways to Student Success**.
    - Make recommendations, if applicable, for viable alternatives and models of delivery associated with best practices of remedial/developmental education at the high school and college levels, and the preparation of future teachers who will be engaged immediately upon hire by the North Dakota public schools to adopt appropriate instructional strategies for advancing their students’ academic proficiencies in math and English in high schools’ and colleges’/universities’ classrooms and coursework.
  - **Timelines:** It will be important for the task force to give a preliminary report of progress to the joint meeting of the AAC and SAC on Wednesday, 8 January 2014, and I will assist the task force, if desired, in that presentation. It is possible that a presentation of the preliminary recommendations would be requested by the joint meeting of the SBHE and the Board of the Department of Public Instruction in mid-February, 2014. A presentation of any additions or refinements to the recommendations would need to be presented to AAC and SAC in advance of 3 March 2014, when written recommendations would need to be submitted to NDUS for inclusion in the Cabinet and SHEB materials to be considered at their respective meetings on 27 March 2014.
  - **Deliverables:** An oral presentation of the preliminary recommended revisions, with supporting evidence of need and an explanation of rationale, as well as a proposal for implementation of the **Remedial/Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools initiative(s)** (as recommended for amendment, if applicable) to the AAC and SAC prior to 30 January 2014, as well as to the Cabinet and SHEB at their 30 January 2014 meetings. Refinement of the task force’s preliminary recommendations, and/or the development of new or additional recommendations, would need to be made in final written presentation to AAC and SAC in advance of 3 March 2014, and would need to be submitted to NDUS for inclusion in the Cabinet and SHEB materials to be considered at their respective meetings on 27 March 2014, when a formal presentation of the task force’s recommendations would be made to both groups.

- **Best Practices in Remedial/Developmental Education Task Force:**
  - **Charges:** Identify and make recommendations for the purposeful and collaborative adoption of proven best practices in remedial/developmental education by NDUS’s campuses and North Dakota’s public schools to ensure the optimal preparation of first-year college freshman for
admission to their NDUS institutions of first choice and for their continued success from the point of admission into and their persistence to graduation from NDUS’s campuses and their programs of study.

- **Timelines**: Make preliminary report/s of best practices and recommendation/s for the adoption of selected best practices to the CCF, AAC, and SAC at their regularly scheduled meetings in February of 2014. An oral presentation of the preliminary report/s and recommendation/s would need to be made to the Cabinet and SHEB at their 27 February 2014 meetings. Refinement of the task force’s preliminary report/s and recommendation/s, and/or the development of new or additional recommendations, would need to be made in final written format and submitted to NDUS for inclusion in the Cabinet and SHEB materials to be considered at their respective meetings on 27 March 2014, when a formal presentation of the task force’s report/s and recommendation/s would be made to both groups.

- **Deliverable/s**: An oral presentation of the preliminary report/s and recommendation/s, with supporting evidence of need and an explanation of rationale, as well as the report/s of best practices and an orally-delivered proposal for implementation of the recommended best practices to the CCF, AAC and SAC at their respective February 2014 meetings. Submission of the report/s and recommendation/s, in written form, to NDUS no later than 3 March 2014, for inclusion in the Cabinet and SHEB materials to be considered at their respective meetings on 27 March 2014, when a formal presentation of the task force’s report/s and recommendation/s would be made to both groups.

I hope this memorandum offers some clarity to the process of soliciting input and direction from the campuses and our public schools in analyzing and refining the approaches to and implementation of the valued elements of the **NDUS Pathways to Student Success** initiatives, as approved by SBHE on 20 November 2012. Again, I welcome your recommendations for staffing these task forces, and I look forward to working closely with you and your colleagues in North Dakota’s public schools and our NDUS campuses to chart directions that will enable our first-year college students to succeed in college and persist to graduation.

If you have questions or concerns, please don’t hesitate to contact me directly by phone (701-328-2965) or email (sonia.cowen@ndus.edu).

c: Dr. Larry Skogen, Interim Chancellor, NDUS
Dr. Lisa Feldner, Vice Chancellor for IT and Institutional Research
Academic Affairs Council—Academic Affairs Officers and NDSA’s Representative only
Student Affairs Council—Student Affairs Officers and NDSA’s Representative only
Council of College Faculty—Dr. Paul Markel as CCF President, and CCF’s Representative to the AAC only
Kirsten Baesler, Superintendent of North Dakota’s Dept. of Public Instruction
Daniel Leingang, BSC
Dr. Cheryl Nilsen, MiSU
Dr. Gary Thompson, VCSU
Dr. Kristi Wold-McCormick, NDSU
MEMORANDUM

TO: Members of NDUS’ Remedial/Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools Task Force

FROM: Sonia S. Cowen, Ph.D., Interim Vice Chancellor for Academic and Student Affairs

DATE: 31 December 2013

RE: Initial Meeting: Monday, 6 January 2014, 9:00 a.m. (CST); and, Charges to the Task Force, Including Models and Approaches to Consider, Timelines, and Anticipated Deliverables

Thank you for agreeing to serve on this task force. Our initial meeting shall be held by phone for an hour, beginning at 9:00 a.m. (CST), on Monday, 6 January 2014. The telephone number to use is 701-777-5900, with passcode 202534#. Some of you also may need to enter a campus long-distance authorization code in advance of the telephone number. Please consider the following information in tandem with my memorandum of 19 December 2013, addressed to AAC, SAC, and CCF, and in which I indicated the creation of 3 task forces: (1) NDUS’ Admissions Index for Student Success; (2) NDUS’ Remedial/Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools; and (3) Best Practices in Remedial/Developmental Education.

A preliminary report of our progress is scheduled for presentation, by one or more members of our task force, at the joint Academic Affairs Council (AAC) and Student Affairs Council (SAC) meeting on Wednesday, 8 January 2014. In preparation for our meeting on Monday and that preliminary report on Wednesday, I have herein provided the charge, timelines and anticipated deliverables of the task force. In addition, I’ve included some approaches to consider, and I’ve attached a model to consider also at our meeting on 6 January, and thereafter, as might be appropriate.

Task Force Title: NDUS’ Remedial/Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools

Primary Function: Assist the North Dakota University System (NDUS) in addressing purposefully the charge of the State Board of Higher Education (SBHE) to adopt the spirit, policies and recommended procedures of NDUS Pathways to Student Success (i.e., approved by SBHE on 20 November 2012) in order to most effectively and efficiently align best practices in remedial/developmental education (to be identified and recommended by the “Best Practices in Remedial/Developmental Education Task Force”) in the targeted preparation of first-year college freshmen to succeed in college-level courses offered through NDUS’ institutions.
Primary Outcome: Offer SBHE one or more evidence-based, data-driven, and experientially-informed recommendations for the full or amended implementation—or the delay or reconsideration of the implementation—of those organizational structures and partnerships in and between North Dakota’s Public P-12 Schools and NDUS’ institutions for the delivery of competency and proficiency based instruction in English and Math, as well as remedial/ developmental education, that offers the best approach(es) to the academic preparation of first-time freshmen for academic success in specific types of NDUS’ institutions (as identified in the *NDUS Pathways to Student Success* approved by SBHE on 20 November 2012). A related outcome might well be the development and presentation of one or more recommendations for approaches/procedures that ensure the optimal preparation of teachers (e.g., pre- and post-certification/licensure) in the best strategies for teaching and assessing students’ competencies and proficiencies in Math and English, as well as remedial education instruction, before first-year college freshmen enter college.

Charges (in boldface) to the Task Force and Approaches to Consider:

- Identify and analyze the predicted impact of implementing the time lines and methodologies for the delivery of remedial instruction to students admitted to and enrolled in NDUS’ campuses—as currently prescribed by the *NDUS Pathways to Student Success*.

- Make recommendations, if applicable, for viable alternatives and models of delivery associated with best practices of remedial/developmental education at the high school and college levels, and the preparation of future teachers who will be engaged immediately upon hire by the North Dakota public schools to adopt appropriate instructional strategies for advancing their students’ academic proficiencies in math and English in P-12 and into P-20Plus classrooms and coursework. Possible approaches to consider might include:

  o Identify a means to push the remediation of high school seniors’ readiness for college level coursework (and thus students’ persistence to degree completion in college) to Grade 12 in North Dakota’s public high schools.

  o Identify a means for the community college faculty, with practical expertise in remedial/developmental education, to work directly with Grade 12 teachers in North Dakota’s public high schools to (a) mentor the Grade 12 teachers as effective remedial/developmental educators in strategies that improve their students’ math and English proficiencies to levels that improve the predictable success of their students in college-level coursework, (b) to monitor the progress of the Grade 12 students enrolled in remedial instruction at North Dakota’s public high schools (e.g., via Pearson software), and (c) include third or fourth year majors/professional candidacy students from NDUS’s teacher education programs as assistants in the Grade 12 classrooms so that they may learn first-hand, and in tandem with their Grade 12 mentors, how to adopt and apply new strategies in proficiency instruction that will be required of them once they are placed/hired into the North Dakota schools.

  o Identify a means to enrich the Grade 12 year of students in North Dakota’s public schools by assisting the schools in the delivery of remedial and dual credit instruction (e.g., remedial instruction could be offered the first term of the 12th year, and dual credit instruction in MATH 103 and/or ENG 110) could be offered to students who took the ACT in their junior year and scored at or below the Admissions
Index recommended for admission to the “Research Institutions [type: research], Masters Institution [type: regional], and Regional Institutions [type: regional]”.

- Identify a means to include opportunities for students in Grade 12 to engage in CTE courses and workforce experiences that will help them identify career goals at an earlier age and motivate them to persist to degree completion as a step to entry into and success in an identified career field—either upon graduation from an associate or baccalaureate degree program, or after graduate studies.

- Consider the value of retaining successful practices of remedial/developmental education that pair introductory college-credit courses in Math and English with remedial labs that address only the specific areas of deficiency unique to an individual student’s math and English proficiencies.

- Consider the means to create a seamless approach to matching identified deficiencies in math and English proficiencies (suggested by ACT scores and/or identified more specifically by Smarter Balanced™ assessments) at the junior year or upon high school graduation with specific remedial interventions and instruction in college-level courses and their supplemental instruction (e.g., via math or writing labs).

- Consider the rationale of aligning interventions of the North Dakota public schools for the improvements of math and English proficiencies with the timelines for implementing Pathways—i.e., consider the probability of greater student success if the high school graduate has had the opportunity to participate in all planned academic interventions to learn and assess his/her readiness for admission to his/her first choice of institutions and programs of study, and his/her persistence to graduation from the same; consider that the first cohort of high school graduates who will have completed all ND standards of readiness to admission to NDUS institutions will be the Fall of 2017.

Timelines: It will be important for the task force to give a preliminary report of progress to the joint meeting of the AAC and SAC on Wednesday, 8 January 2014, and I will assist the task force, if desired, in that presentation. It is possible that a presentation of the preliminary recommendations would be requested by the joint meeting of the SBHE and the Board of the Department of Public Instruction in mid-February, 2014. A presentation of any additions or refinements to the recommendations would need to be presented to AAC and SAC in advance of 3 March 2014, when written recommendations would need to be submitted to NDUS for inclusion in the Cabinet and SHEB materials to be considered at their respective meetings on 27 March 2014.

Deliverables: An oral presentation of the preliminary recommended revisions, with supporting evidence of need and an explanation of rationale, as well as a proposal for implementation of the Remedial/Developmental Education via Grade 12 of North Dakota’s Public P-12 Schools initiative(s) (as recommended for amendment, if applicable) to the AAC and SAC prior to 30 January 2014, as well as to the Cabinet and SHEB at their 30 January 2014 meetings. Refinement of the task force’s preliminary recommendations, and/or the development of new or additional recommendations, would need to be made in final written presentation to AAC and SAC in advance of 3 March 2014, and would need to be submitted to NDUS for inclusion in the Cabinet and SHEB materials to be considered at their respective meetings on 27 March 2014, when a formal presentation of the task force’s recommendations would be made to both groups.

Attached is a model (expanding two pages) to consider during our meeting on Monday, 6 January 2013. I look forward to our conversation, and until then—Happy New Year!

Attachment: 2 pages

c: Dr. Larry Skogen, Interim Chancellor, NDUS
ssc/file “Memo to Remedial Dev Ed …Grade 12…Task Force 31DEC13 ssc. 1700 hrs”
ATTACHMENT B:
Initial “Grade 12 College Readiness Model”, presented to the
NDUS’ Remedial/Developmental Education
Via Grade 12 of North Dakota’s Public P-12 Schools Task Force
(6 January 2014)
And to ND’s Joint Board of Education
(19 February 2014)
Addressing Preparation of Prospective First-Year College Students (Graduating in AY 2014-15 and Thereafter from North Dakota High Schools) –with a Need for ADDITIONAL COLLEGE PREPARATION in Math and/or English Proficiencies—In Anticipation of Seeking Full Admission to NDUS Institutions of Higher Education

Lifetime Progression of Learning of ND Resident: P-20Plus

**Approach:** Think “System of Education” and Informed/Engaged Citizenship

**System/ Team(s):** (P-20Plus + Workforce + Civic Engagement):

**Role(s):** Seamless Provision of Education and Informed/Engaged Citizenship for ND Residents

**Beneficiary:** Same ND Resident at Different Points Throughout Lifetime

---

**ND Public Education/Schools +**

P-12 (Private & Public)  
Home

**NDUS (3 types of institutions)**

Comm. Colls.  
State Unvs.  
Research Unvs.

Remedial  
Tandem Remedial + T.Ed.

**Types of Delivery**

Campus/Off/Dist.

**Additional Sources**

CTE, Workforce, Military, Home

---

**STANDARDS + READINESS**

Eng & Math Proficiencies  
H.S. Common Core Courses  
ACT & & Smarter Balanced™

**12th Grade College Preparation**

1. College Prep + MATH 103 &/or ENG 110
2. Initial or continued enrollment in CTE, Dual Credit/ AP courses
3. Career Partnerships (Work Force)
4. Retake ACT in Spring

**Closing the Loop**

regarding readiness of first-year college freshmen and newly certified teachers

**STANDARDS:** READINESS + SUPPORT / ACCESS = PERSISTENCE TO DEGREE → Gainful Employment/ Responsible (informed & engaged) Citizenship

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DRAFT—FOR DISCUSSION PURPOSES ONLY—NOT FOR RELEASE TO ANYONE NOT SERVING OFFICIALLY AS MEMBERS OF SELECTED TASK FORCES ASSIGNED BY NDUS/ S. COWEN 18 DEC 2014.
ND Public Education/Schools + P-12 (Private & Public) & Home

NDUS (3 types of institutions)
Comm. Colls. Remedial
State Unvs. Tandem Remedial + T.Ed.
Research Unvs.

Types of Delivery
Campus/Off/Dist.
Additional Sources
CTE, Workforce, Home
Military, Home

STANDARDS + READINESS
Eng & Math Proficiencies
Common Core of Courses
ACT & Smarter Balanced™

12th Grade “Enrichment”
1. Remedial + MATH 103 &/or ENG 110
2. Dual Credit/ AP courses
3. Professional Learning Communities (e.g. CTE, Work Force)

Closing the Loop
regarding readiness of first-year college freshmen and first-years’ teachers

STANDARDS: READINESS + SUPPORT / ACCESS =
PERSISTENCE TO DEGREE → Gainful Employment/
Responsible Citizenship

ACT administered to HS Juniors: Spr 2014 (results available to NDUS by Apr/May 2015)
ACT administered to HS Seniors: Fall 2015 (results available to NDUS by Apr/May 2015)
SMARTER Balanced admin. to HS Juniors: Spr 2015 (results to NDUS by May 2015)
Vertical Alignment: ENG (BSC & VCSU, 2013; Fall 2014 for remaining State Universities; Spring 2015 for UND & NDSU)
Vertical Alignment: MATH (BSC & VCSU, 2013; Fall 2015 for Expanding it across NDUS)
Vertical Alignment: ENG & MATH (Fall 2016 for remaining)
Fall 2017: First class for H.S. completing courses in Vertical Alignment would be entering NDUS.

Fall 2017: First cohort of high school graduates who will have completed all ND Standards for Readiness for Admission to NDUS.

Teacher Education—dedicate coursework & on-site instruction/observation to prepare teachers for proficiency instruction in K-12

How to employ best practices in remediation

How to use data for readiness

World of Work & Informed Citizenry

Page 2 of 2

Draft: For discussion purposes only—NOT FOR RELEASE to anyone not serving officially as members of selected task forces created by NDUS/ S. Cowen 18 Dec 2013.
STANDARDS + READINESS
Eng & Math Proficiencies
N.D. Public H.S. Core Courses
ACT & Smarter Balanced™

How to employ best practices in remediation

Closing the Loop regarding readiness of first-year college freshmen and first-years’ teachers

World of Work — Informed & Engaged Citizenship

12th Grade College Preparation
1. College Prep + MATH 103 &/or ENG 110
2. Initial or continued enrollment in CTE, Dual Credit/ AP courses
3. Career Partnerships (Work Force)
4. Retake ACT in Spring

Teacher Education—dedicate coursework & on-site instruction/observation to prepare teachers for proficiency instruction in K-12

NDUS (3 types of institutions)
Remedial Tandem Remedial + T.Ed.

Types of Delivery
Campus/Off/Dial.

Additional Sources
CTE, Workforce, Home
Military, Home

STANDARDS: READINESS + SUPPORT / ACCESS = PERSISTENCE TO DEGREE → Gainful Employment /
Responsible (informed & engaged) Citizenship

Pending 2015 Legislative for Formative Growth Assessments for Grade 11/12 pending changes to NDCC 15.1-21-19): Apr 2015 = Last year ACT will be administered to H.S. Juniors (with results available to NDUS by late Spring 2015).

Pending 2015 Legislative for Formative Growth Assessments for Grade 11/12 pending changes to NDCC 15.1-21-19): Oct 2015 = First year ACT will be administered to H.S. Seniors (with results available to NDUS by Nov/Dec 2015)

Smarter Balanced™ summative assessment administered to HS Juniors: Apr 2015 (with results to NDUS by May 2015); future: NWEA (ACT’s Aspire)?

Vertical Alignment: ENG (BSC & VCSU, 2013; Proposed: Fall 2014 for remaining State Universities; Spring 2015 for UND & NDSU)

Vertical Alignment: MATH (BSC & VCSU, 2013; Proposed: Fall 2015 for Expanding it across NDUS)

Vertical Alignment: ENG & MATH (Proposed: Fall 2016 for remaining)

Fall 2018: First class for H.S. completing courses in Vertical Alignment would be entering NDUS. H.S. Class of 2026 will be 2014’s kindergarteners.
College and Career Readiness via Grade 12 of North Dakota’s Public Schools

February 19, 2014

12th Grade College & Career Preparation

1. College Prep + MATH 103 &/or ENG 110
2. Initial or continued enrollment in CTE, Dual Credit/ AP courses
3. Career Partnerships (Work Force)
4. Retake ACT in Spring

Community College faculty will serve as partners in monitoring the progress of students in remedial Math and English courses taught in Grade 12 by High School teachers, with assistance, when possible, by teacher education candidates. Community College faculty as well as Teacher Education faculty and candidates will participate with Grade 12 Math and English teachers in the development, adoption, alignment and use of new teaching strategies for the delivery of competency and proficiency based instruction in Math and English in Grade 12.

Teacher Education—dedicate coursework & on-site instruction/ observation to prepare teachers for proficiency instruction in K-12

DRAFT: For presentation and discussion purposes only; not intended for action by the Boards at this time (DPI and NDUS/ 13FEB14ssc).
ATTACHMENT C:
Modified “Grade 12 College Readiness Model”
With Reference to College and Career Readiness Centers
At NDUS’ Community Colleges
(Proposed and Considered between 27 March and 23 May 2014)
• Summer Orientation Workshops
  (optional credit for teachers and preservice)

• World of Work: CTE, Internships, Job Shadowing, Service Learning

• NDUS's Community Colleges' Resource Centers with Pearson Platform

• Teacher Education Candidates from NDUS's Regional & Research Institutions

 DPI and North Dakota's Center Distance Education

 North Dakota Public High Schools and Lead English/Math Teachers in Competency-Based Instruction

 Governor, Legislature, NDUS, Public Agencies, Businesses & Private Industries
Provision of College Academic Readiness (English/Math) in Grade 12

NDUS:

- Community College Resource Centers
- Community College Resource Centers
- Community College Resource Centers
- Community College Resource Centers
- Community College Resource Centers

ND Dept. of Public Instruction:

- Regional Education Agencies
- Regional Education Agencies
- Regional Education Agencies
- Regional Education Agencies
- Regional Education Agencies

N.D. Public High Schools:

- Grade 12
- Grade 12
- Grade 12
- Grade 12
- Grade 12

Resource centers contracted by REAs on behalf of specific school districts that will utilize Pearson in Grade 12 English/Math Labs to: (a) work with Grade 12 teachers as mentors in use of the Pearson platform, and (b) monitor student progress in achieving readiness to enter Eng 110 and Math 103 at NDUS institutions immediately or soon after high school graduation.

REAs can serve as mentors/monitors to school districts independently of Community College faculty and can either utilize Pearson or another product to assist/track student readiness for Eng 110 and Math 103 upon graduation from high school into any postsecondary institutions.
Provision of Summer Workshop (Credit course for Grade 12 Teachers/ Pre-Service) to Launch Grade 12 Academic College Readiness (Developmental Instruction/Labs for Math and Science)

Providers and/or Enrollees:

- Community College Resource Centers: Faculty (possibly space)
- 4-Year Institutions’ Teacher Education Programs: Faculty and Credit-Course
- 4-Year Institutions’ Teacher Education Programs: Teacher Ed. Candidates
- DPI and REAs: staff, recruiting, expertise in competency-based instruction possibly space
- Public High Schools: Grade 12 subject matter teachers (Eng./Math) and seasoned teachers with expertise in competency-based teaching

Instruction/Expertise:

- Expertise in remediation in Eng./Math at college level; expertise in use of Pearson
- Expertise in teaching methodologies in remediation/developmental in Eng./Math
- Developing experience in utilizing methodologies in proficiency-based instruction
- Expertise in implementing competency/proficiency-based instruction; expertise in platforms other than Pearson
- Expertise in Grade 12 readiness, competency-based instruction

On-Going Application/Pairing:

- Collaborate with Grade 12 teachers
- Deliver course and continue contact with Grade 12 teachers regarding needs for more instruction
- Collaborate with high schools for teacher candidate placements
- Collaborate with high schools to identify/contract additional assistance from other providers
- Collaborate with other high schools and providers

DRAFT: Model for Conference to Collaborate & Dev. Teachers for Grade 12 interventions and monitoring 10APR14sscowen
ATTACHMENT D:
Data Pertaining to Students Taking Math Courses in High School and Completion of College
(Data Provided by NDUS Core Technology Services [CTS])
19 June 2014
Questions 1 and 2) What number of North Dakota public high school students enrolled in remedial instruction (high school or college) before they completed high school graduation? Also, what number of those students persisted to completion of their certificates or degrees at NDUS institutions?

There were fewer than 50 students found to be taking remedial coursework prior to high school graduation from 2007-2014. Since this number is far too low for any meaningful study, another similar question can be analyzed relating to high school preparation in relation to remediation. A similar question that can be answered with current data is “What amount of students take a math course during their senior year, and what effect does it have on student success?”

1,766 students graduating from North Dakota high schools between 2008 and 2010 and enrolling in an NDUS Community College in the fall semester immediately following high school graduation were used to answer this question. Only students with full ACT records and valid senior GPAs were used. Students were only identified as having taken a senior math course if they took a course with a state course code in a Mathematics category during their senior year of high school. Caution should be used in interpreting these results as most, but not all, districts have fully mapped their courses to state course codes.

Two questions that could potentially be of interest are:

1) Is taking a math course in the senior year of high school inversely related to taking a remedial math course in college?
2) Is taking a math course in the senior year of high school directly related to completing an Associate degree on-time?

To help answer both of these questions, Spearman rank correlations were calculated between the act of taking or not taking a senior math class and various other characteristics of potential interest.

<table>
<thead>
<tr>
<th>Math Remediation</th>
<th>ACT Composite</th>
<th>ACT Math</th>
<th>School GPA</th>
<th>On Time Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Math</td>
<td>-0.034</td>
<td>0.149</td>
<td>0.177</td>
<td>0.08</td>
</tr>
</tbody>
</table>

Table 1: Spearman Correlations involving taking a Senior Math Course

Is taking a math course in the senior year of high school inversely related to taking a remedial math course in college?

<table>
<thead>
<tr>
<th>12th Grade Math?</th>
<th>Took Math Course</th>
<th>Did Not Take Math Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remedial</td>
<td>Non-Remedial</td>
</tr>
<tr>
<td></td>
<td>213 (21.4%)</td>
<td>782 (78.6%)</td>
</tr>
<tr>
<td></td>
<td>187 (24.3%)</td>
<td>584 (75.7%)</td>
</tr>
</tbody>
</table>

Table 2: Post-secondary remedial math status by 12th Grade Math Status

*All percentages are row percentages*

In table 2, it can be seen that the remedial math percentages do not vary much between the two groups. Students identified as having taken a 12th grade math course took remedial math courses 21.4% of the time, while those not identified as having taken a math course as a senior took remedial math courses 24.3% of the time.

It would seem reasonable to hypothesize that by taking a math course in the senior year of high school, a student would be less likely to take a remedial math course during their post-secondary
enrollment (inversely related). Using this statement as the alternative hypothesis to the null hypothesis that the two events are independent of one another, the normal approximation can be used for large sample Spearman rank correlation coefficient.

\[ z = r_s \sqrt{n - 1} \]

\[ z = -0.034 \sqrt{1765} = -1.428 \]

Given the test statistic of -1.428, which yields a p-value of 0.077, it cannot be concluded from this data set that the act of taking a math course in the senior year of high school is inversely related to taking a remedial math course in college.

It is worth noting that there are multiple explanations for this. First, it is quite possible that the two events are indeed independent of one another. However, it is also worth noting that students were only identified as having taken a math course if the transcript data for a student identified them as taking a course with a corresponding state mathematics course code during that year. This means that there are likely some students who did take a math course during their senior year, and are identified as not having taken one, due to the fact that not all school districts have mapped their courses to state course codes. While the number of students who fall in this category are likely low, the exact number cannot be known, and thus, it cannot be ruled out as a contributing factor to this result.

Is taking a math course in the senior year of high school directly related to completing an Associate degree on-time?

<table>
<thead>
<tr>
<th>12&lt;sup&gt;th&lt;/sup&gt; Grade Math?</th>
<th>Took Math Course</th>
<th>Did Not Take Math Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Time Graduate</td>
<td>413 (41.5%)</td>
<td>306 (39.7%)</td>
</tr>
<tr>
<td>Not On-Time Graduate</td>
<td>582 (58.5%)</td>
<td>465 (60.3%)</td>
</tr>
</tbody>
</table>

Table 3: On-Time Associate Degree completion by 12<sup>th</sup> Grade Math Status

*All percentages are row percentages*

As can be seen from Table 3, the on-time degree completion rates did not differ much between the group of students that did take 12<sup>th</sup> grade math, 41.5%, and the group that did not, 39.7%. While not shown explicitly in the table, it is also shown that 56.3% of the 1,766 students were found to have taken a 12<sup>th</sup> grade math class, as identified by state course codes.

Similar to the approach taken in the previous question, the null hypothesis can be defined as the act of taking a senior math course is independent from on-time Associate degree completion. The alternative hypothesis is that the two events are directly related.

\[ z = 0.018 \sqrt{1765} = 0.756 \]

Once again using the normal approximation for large sample Spearman rank correlation tests, the p-value for this test is 0.225. Given this value, it cannot be concluded from this data that there is a direct relationship between taking a senior math course and on-time Associate degree completion. It is again worth noting that there are likely some students who did take a math course during their senior year that are not identified by their course codes.
Questions 3 and 4) What number of students who enrolled in NDUS community colleges and completed one or more remedial courses earned a certificate or Associate degree within 3 years?

To answer this question, data was used from 10,881 students who first enrolled in an NDUS Community College between Fall 2008 – Fall 2010. This includes both students from North Dakota and out-of-state students. On-time degree or certificate completion is defined as completing an Associate degree or certificate within 3 years of initial enrollment in the Community college.

<table>
<thead>
<tr>
<th>Remedial Status</th>
<th>Took Remedial Course(s)</th>
<th>Did not take a Remedial Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Time Degree or Certificate Status</td>
<td>1704 (35.1%)</td>
<td>3147 (64.9%)</td>
</tr>
<tr>
<td>Not On-Time</td>
<td>3182 (52.8%)</td>
<td>2848 (47.2%)</td>
</tr>
</tbody>
</table>

Table 4: On-Time Associate Degree or Certificate Completion by Remedial Status

*All percentages are row percentages*

From Table 4, 35.1% of students that took a remedial course completed their Associate degree or certificate within 3 years of the first term of enrollment, compared to 52.8% of students that did not take a remedial course during their enrollment.

Questions 5 and 6) What number of full-time students who enrolled in NDUS regional, masters, or research institutions and completed one or more remedial courses earned an undergraduate degree within 6 years?

This data is not yet currently available. When the graduates list from Spring 2014 is loaded into the SLDS, the first available cohort of students can be examined.
ATTACHMENT E:
Data Pertaining to College Students Succeeding in Remedial College Courses
At Three of NDUS’s Community Colleges and Their Successes in College-Level Introductory Courses in Math and English
(Data Provided by BSC, NDSCS, and DCB)
June 2014
ASC Developmental Course Data

ASC Developmental Course Enrollment and Completion:

2010 – 2011 Academic Year

<table>
<thead>
<tr>
<th></th>
<th>Unduplicated Enrollment</th>
<th>Duplicated Enrollment</th>
<th>Successful Completion</th>
<th>Unsuccessful Completion</th>
<th>Withdrawals</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>939</td>
<td>1,408</td>
<td>868</td>
<td>61.6%</td>
<td>319</td>
<td>221</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ASC 082)</td>
<td>33</td>
<td>35</td>
<td>23</td>
<td>65.7%</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ASC 087 &amp; ASC 088)</td>
<td>404</td>
<td>453</td>
<td>323</td>
<td>71.3%</td>
<td>64</td>
<td>66</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ASC 092, MATH 102, &amp; MATH 102L)</td>
<td>721</td>
<td>920</td>
<td>522</td>
<td>56.7%</td>
<td>253</td>
<td>145</td>
</tr>
</tbody>
</table>
## ASC Developmental Course Data

### 2011 – 2012 Academic Year

<table>
<thead>
<tr>
<th></th>
<th>Unduplicated Enrollment</th>
<th>Duplicated Enrollment</th>
<th>Successful Completion*</th>
<th>Unsuccessful Completion</th>
<th>Withdrawals</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>777</td>
<td>1,198</td>
<td>644 53.8%</td>
<td>361 30.1%</td>
<td>193</td>
<td>97.5%</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>23</td>
<td>23</td>
<td>14 60.9%</td>
<td>5 21.7%</td>
<td>4</td>
<td>17.4%</td>
</tr>
<tr>
<td>(ASC 082)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>411</td>
<td>467</td>
<td>306 65.5%</td>
<td>94 20.1%</td>
<td>67</td>
<td>14.3%</td>
</tr>
<tr>
<td>(ASC 087 &amp; ASC 088)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>611</td>
<td>708</td>
<td>324 45.8%</td>
<td>262 37.0%</td>
<td>122</td>
<td>17.2%</td>
</tr>
<tr>
<td>(ASC 092, 91, 92, 93; MATH 102 &amp; 102L)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASC DEVELOPMENTAL COURSE DATA

2012 – 2013 Academic Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Unduplicated Enrollment</th>
<th>Duplicated Enrollment</th>
<th>Successful Completion*</th>
<th>Unsuccessful Completion</th>
<th>Withdrawals</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>694</td>
<td>1,186</td>
<td>685</td>
<td>57.8%</td>
<td>361</td>
<td>140</td>
</tr>
<tr>
<td>Reading (ASC 082)</td>
<td>23</td>
<td>23</td>
<td>14</td>
<td>60.9%</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>English (ASC 087 &amp; ASC 088)</td>
<td>381</td>
<td>422</td>
<td>296</td>
<td>70.1%</td>
<td>71</td>
<td>55</td>
</tr>
<tr>
<td>Math (ASC 092, 91, 92, 93; MATH 102 &amp; 102L)</td>
<td>471</td>
<td>741</td>
<td>375</td>
<td>50.6%</td>
<td>285</td>
<td>81</td>
</tr>
</tbody>
</table>

* Completion rate based on duplicated enrollment. Successful completion is defined as earning a letter grade of “C” or higher, or satisfactorily completing courses under the satisfactory/unsatisfactory grading system. Unsuccessful completion is defined as earning a letter grade of “D” or lower, or an unsatisfactory grade under the satisfactory/unsatisfactory grading system.
### Retention of Students Enrolled in ASC Courses:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Unduplicated Enrollment</th>
<th>Students Retained to Next Fall</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 – 2011</td>
<td>870</td>
<td>517</td>
<td>59.4%</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>777</td>
<td>443</td>
<td>57.0%</td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>634</td>
<td>370</td>
<td>58.4%</td>
</tr>
</tbody>
</table>

### Subsequent College Course Enrollment and Success:

#### English

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Unduplicated Enrollment</th>
<th>Unduplicated Successful Completers of Any ASC English Course</th>
<th>Subsequent English Course (ENGL 110) Enrollment*</th>
<th>Successful Completers of Subsequent English Course**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 – 2011</td>
<td>404</td>
<td>300</td>
<td>282</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>94.0%</td>
<td>79.8%</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>411</td>
<td>262</td>
<td>248</td>
<td>178</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>94.7%</td>
<td>71.8%</td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>381</td>
<td>262</td>
<td>236</td>
<td>173</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>90.1%</td>
<td>73.3%</td>
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</tbody>
</table>

#### Math

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Unduplicated Enrollment</th>
<th>Unduplicated Successful Completers of Any ASC Math Course</th>
<th>Subsequent Math Course (MATH 103 or 210) Enrollment*</th>
<th>Successful Completers of Subsequent Math Course**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 – 2011</td>
<td>721</td>
<td>449</td>
<td>244</td>
<td>178</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>54.3%</td>
<td>73.0%</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>611</td>
<td>302</td>
<td>192</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>63.6%</td>
<td>66.1%</td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>471</td>
<td>283</td>
<td>112</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>39.6%</td>
<td>69.6%</td>
</tr>
</tbody>
</table>

* Subsequent enrollment means the student enrolled in the college level course during the same semester as or at any point after successful completion of the first ASC course in that subject. The reported rate was not limited to whether or not the student enrolled in the college level course during the next semester immediately following successful completion of the ASC course.

Some students who completed ASC Math courses went on to complete both Math 103 and 210. For consistency, the first college level math course (either 103 or 210) enrolled in after completing the ASC course was used.

** Successful completion is defined as earning a letter grade of “C” or higher.
NDSCS Developmental Course Work Information

1. **Enrollment in ASC Developmental Courses:**

The table below depicts enrollment in the ASC Developmental Courses, the success rate, and the average GPA for the academic years starting in 2010 through 2014.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Unduplicated Enrollment</th>
<th>Duplicated Enrollment</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Withdrawals</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>596</td>
<td>1,234</td>
<td>921 (74.7%)</td>
<td>195 (15.7%)</td>
<td>118 (9.6%)</td>
<td>2.1</td>
</tr>
<tr>
<td>2011-2012</td>
<td>694</td>
<td>1,306</td>
<td>919 (69%)</td>
<td>246 (17%)</td>
<td>141 (14%)</td>
<td>2.03</td>
</tr>
<tr>
<td>2012-2013</td>
<td>645</td>
<td>1,842</td>
<td>1,281 (69.5%)</td>
<td>385 (20.9%)</td>
<td>175 (9.6%)</td>
<td>2.01</td>
</tr>
<tr>
<td>2013-2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Success in the Subsequent Classes:**

**Academic year 2011-2012**

Six hundred seventy-one developmental English courses (ASC 84, ASC 87, and ASC 88) were completed during the academic year 2011-2012. Out of these completers, 417 enrolled in a college-level English course, 333 (80%) achieved passing grades and 84 (20%) either failed or withdrew.

Seven hundred thirty-five developmental English courses (ASC 82, ASC 84, ASC 87, and ASC 88) were completed during the academic year 2011-2012. Out of these completers, 488 enrolled in a college-level psychology course, with 388 (80%) successfully completing and 100 (20%) either failing or withdrawing from the course; and 138 of these students enrolled in a college-level sociology course, with 87 (63%) successfully completing and 51 (37%) either failing or withdrawing from the course.

**Academic year 2012-2013**

Eight hundred fourteen developmental English enrollments (ASC 84, ASC 87, and ASC 88) were recorded during the academic year 2012-2013. Out of these completers, 406 enrolled in a college-level English course, 329 (81%) achieved passing grades, and 77 (19%) either failed or withdrew. The passing rate in English courses increased by 1% compared to the previous academic year.

Nine hundred forty-five developmental English enrollments (ASC 82, ASC 84, ASC 87, ASC 87L, and ASC 88) were completed during the academic year 2012-2013 compared to 735 in the previous academic year. Out of these completers, 321 enrolled in a college-level psychology course with 264 (82%) successfully completing, a 2% increase to the previous academic year, and 57 (18%) either failing or withdrawing from the course. One hundred sixty-two of these students enrolled in a college-level sociology course, with 116 (72%), a 9% increase compared to the previous academic year, successfully completing, and 46 (28%) either failing or withdrawing from the course.

Seven hundred sixty-one Algebra Prep enrollments (ASC 91, ASC 92, and ASC 93) were recorded during the academic year 2012-2013. Out of these, 493 (65%) were successfully completed, 207 (27%) were unsuccessful, and 61 (8%) withdrew. Out of these, one hundred
twenty-six students enrolled in a college level mathematics course, 97 (77%) successfully completed and 29 (23%) either failed or withdrew from the course.

3. Persistence – Retention:

Academic year 2011-2012
The fall to fall retention for NDSCS Wahpeton was 54.3%, for NDSCS-Fargo 52.3%, and the overall retention was 52.2 %.

Academic year 2012-2013
Three hundred forty-seven students were retained from fall 2012 to fall 2013, with an average GPA of 2.53, and 54 of these students were on the President’s Honor Roll.

4. Student Success Stories:

Student # 1: Incoming freshman from high school with ACT scores COMP 15, Reading 12, ENG 13. First semester took ASC 87 (College Writing Prep), second semester ASC 88 (Composition Lab) with ENGL 110 (College Composition I). Student’s current GPA is 3.519 and is graduating with a Two year Associate degree in Applied Science in Welding in May 2014. Had several job offers and is going to work immediately after graduation in the Welding field.

Student # 2: Incoming freshman, transfer from another technical college with ACT COMP score of 18, and a score of 19 in Math. Student took ASC 84 (Critical Reading), ASC 92 (Algebra Prep I)? and ASC 93 (Algebra Prep II)? first semester and passed all ASC courses. Currently enrolled in ENG 120 (Composition II) and current GPA is 3.5. Student will be continuing their education at NDSCS next year.

Student # 3: Completed GED program in Wahpeton, enrolled at NDSCS with an ACT COMP of 18. Student took ASC 70 (computer prep), ASC 88 (Composition Lab) and used the tutoring services provided by the ASC, earned an Associate in Applied Science degree in Practical Nursing with a GPA of 3.225. Student is currently employed as a nurse.

Student # 4: Incoming freshman with ACT COMP score of 12, ENG 9, READ 14. First semester took ASC 82 (Effective Reading) & ASC 87 (College Writing Prep). Second semester took ASC 62 (Medical Vocabulary), ASC 88 (Composition Lab), and ASC 97 (Pre-Anatomy). Third semester took ASC 66 (Spelling), ASC 92 (Beginning Algebra), ASC 71 Introduction to Keyboarding). Took ENG 110 and received a “C” and ENG 120 and received a “B” grade. Student graduated with a cumulative GPA of 3.093 with an Associate in Applied Science, Mental Health Care and is currently employed in a human service position.

Student # 5: Incoming freshman, student athlete with ACT COMP score of 12, ENG 8, MATH 14, READ 12, SCI 14. First semester took 21 credits, which included ASC 82 (Effective Reading), ASC 91 (Algebra Prep I), and ASC 92 (Algebra Prep II). Second semester took ASC 84 (Critical Reading), ASC 87 (College Writing Prep), ASC 93 (Algebra Prep III). Third semester took ASC 88 with ENGL 110, received a “C” in ENGL 110 and passed ASC 88. Student will graduate in May 2014 with a GPA of 3.0 with an Associate’s degree in Liberal Arts.

Student # 6: ACT COMP score of 19, MATH 15. Took ASC 92 (Beginning Algebra), ASC 93 (Algebra Prep III), graduated with honors with a GPA of 3.73 with an Associate in Applied
Science degree in Dental Assisting and is currently employed in the field as a dental assistant.

**Student # 7:** COMPASS MATH: 24 Pre-Algebra, COMPASS READING: 55, COMPASS WRITING: 15. Student took ASC 83 (Speed Reading), ASC 87 (College Writing Prep), ASC 88 (Composition Lab), MATH 102 (Intermediate Math). Graduated from NDSCS with an Associate in Arts degree in Liberal Arts in the spring of 2006, from NDSU in 2009 with a Bachelor’s degree in Criminal Justice, and completed a Police Academy in Florida. Worked on a police force for Moorhead, MN and currently works for Del-Com.

**Student # 8:** No scores posted, but he took ASC 88 and ASC 92 and Math 102. Graduated from NDSCS with an Associate in Arts degree in Liberal Arts in the spring of 2005. Graduated from Marquette University with a Bachelor’s degree in Communications in 2007. He is pursuing a Master’s Degree in Social Work. Look at the IMPRESSIVE link below… http://www.marquette.edu/alumni/awards/recipient_lott.php
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Duplicated</th>
<th>ASC Cross</th>
<th>Enrolled in College-level Course</th>
<th>Enrollment</th>
<th>Passed</th>
<th>Failed</th>
<th>Withdrew</th>
<th>Enrolled in MATH 103</th>
<th>Passed</th>
<th>Failed</th>
<th>Withdrew</th>
<th>Enrolled in MATH 103</th>
<th>Passed</th>
<th>Failed</th>
<th>Withdrew</th>
<th>Passed</th>
<th>Failed</th>
<th>Withdrew</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>12</td>
<td>ASC 94</td>
<td>MATH 102 Math</td>
<td>109</td>
<td>57</td>
<td>52%</td>
<td>53 36%</td>
<td>19 17%</td>
<td>32</td>
<td>25</td>
<td>76%</td>
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<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>14</td>
<td>ASC 94</td>
<td>MATH 102 Math</td>
<td>144</td>
<td>69</td>
<td>48%</td>
<td>56 39%</td>
<td>19 13%</td>
<td>32</td>
<td>25</td>
<td>76%</td>
<td>5 15%</td>
<td>33</td>
<td>3  8%</td>
<td>22%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>38</td>
<td>MATH 102</td>
<td>Math</td>
<td>183</td>
<td>83</td>
<td>45%</td>
<td>68 32%</td>
<td>32 17%</td>
<td>32</td>
<td>25</td>
<td>79%</td>
<td>0  0%</td>
<td>35</td>
<td>2  6%</td>
<td>22%</td>
<td></td>
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</tbody>
</table>

**Academic Year**

<table>
<thead>
<tr>
<th>Duplicated</th>
<th>ASC Cross</th>
<th>Enrolled in College-level Course</th>
<th>Enrollment</th>
<th>Passed</th>
<th>Failed</th>
<th>Withdrew</th>
<th>Enrolled in MATH 103</th>
<th>Passed</th>
<th>Failed</th>
<th>Withdrew</th>
<th>Enrolled in MATH 103</th>
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<th>Failed</th>
<th>Withdrew</th>
<th>Passed</th>
<th>Failed</th>
<th>Withdrew</th>
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</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>12</td>
<td>ASC 94 MATH 102 Math</td>
<td>144</td>
<td>69</td>
<td>48%</td>
<td>56 39%</td>
<td>19 13%</td>
<td>33</td>
<td>25</td>
<td>76%</td>
<td>5 15%</td>
<td>3</td>
<td>8  7%</td>
<td>7%</td>
<td>4</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>14</td>
<td>ASC 94 Math</td>
<td>159</td>
<td>86</td>
<td>53%</td>
<td>52 33%</td>
<td>22 14%</td>
<td>22</td>
<td>22</td>
<td>100%</td>
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<td>0%</td>
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<td>0</td>
<td>0%</td>
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<tr>
<td>2013-2014</td>
<td>38</td>
<td>MATH 102 Math</td>
<td>183</td>
<td>83</td>
<td>45%</td>
<td>68 32%</td>
<td>32 17%</td>
<td>29</td>
<td>25</td>
<td>89%</td>
<td>0  0%</td>
<td>1</td>
<td>0  0%</td>
<td>0%</td>
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</tbody>
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**Academic Year**

<table>
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<tr>
<th>Duplicated</th>
<th>ASC Cross</th>
<th>Enrolled in College-level Course</th>
<th>Enrollment</th>
<th>Passed</th>
<th>Failed</th>
<th>Withdrew</th>
<th>Enrolled in MATH 103</th>
<th>Passed</th>
<th>Failed</th>
<th>Withdrew</th>
<th>Enrolled in MATH 103</th>
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<tbody>
<tr>
<td>2011-2012</td>
<td>12</td>
<td>ASC 94 MATH 102 Math</td>
<td>144</td>
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<td>48%</td>
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<td>7%</td>
<td>4</td>
<td>3</td>
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<tr>
<td>2012-2013</td>
<td>14</td>
<td>ASC 94 Math</td>
<td>159</td>
<td>86</td>
<td>53%</td>
<td>52 33%</td>
<td>22 14%</td>
<td>22</td>
<td>22</td>
<td>100%</td>
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<td>ASC Cours</td>
<td>Enrolled in College-level Course</td>
<td>Enrollment</td>
<td>Passed</td>
<td>Failed</td>
<td>Withdrew</td>
<td>Passed then Enrolled in:</td>
<td>Enrolled in ASC 88 &amp; ENGL 110</td>
<td>Passed ENGL 110 &amp; ASC 88</td>
<td>Failed ENGL 110 but passed ASC 88</td>
<td>Failed ASC 88</td>
<td>Withdrew ASC 88</td>
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<td></td>
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<tr>
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<td>ASC 87</td>
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<td>37</td>
<td>0</td>
<td>6 7.0% Enrolled in:</td>
<td>29</td>
<td>44</td>
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<td>32 55.2%</td>
<td>1 1.7%</td>
<td>14 24.1%</td>
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<td>ASC 87</td>
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<td>15 13.6% Enrolled in:</td>
<td>21</td>
<td>72</td>
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<td>5 6.9%</td>
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<td></td>
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<tr>
<td></td>
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<td>ASC 88</td>
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<td>32 20.6% Enrolled in:</td>
<td>18</td>
<td>103</td>
<td>63 60.6%</td>
<td>3 29.3%</td>
<td>14 14.8%</td>
<td>6 5.7%</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
ATTACHMENT F:
Data Pertaining to College Students Succeeding
In Remedial Math College Courses and in
College-Level Introductory Math Courses
At Minot State University and Dickinson State University
(Data Provided by MiSU on 12 June 2014, and DSU on 19 June 2014)
**Math 102 Official Grades**

<table>
<thead>
<tr>
<th>Terms</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>Grand Total</th>
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<td><strong>25</strong></td>
<td><strong>23</strong></td>
<td><strong>8</strong></td>
<td><strong>11</strong></td>
<td></td>
<td><strong>839</strong></td>
</tr>
</tbody>
</table>
## Successful Remedial Students

<table>
<thead>
<tr>
<th>Terms</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Grand Total</th>
<th>Average Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1140</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>26</td>
<td>89.66%</td>
</tr>
<tr>
<td>1210</td>
<td>30</td>
<td>53</td>
<td>68</td>
<td>151</td>
<td>77.84%</td>
</tr>
<tr>
<td>1230</td>
<td>25</td>
<td>43</td>
<td>37</td>
<td>105</td>
<td>72.92%</td>
</tr>
<tr>
<td>1240</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>53.85%</td>
</tr>
<tr>
<td>1310</td>
<td>33</td>
<td>48</td>
<td>42</td>
<td>123</td>
<td>82.55%</td>
</tr>
<tr>
<td>1330</td>
<td>17</td>
<td>28</td>
<td>23</td>
<td>68</td>
<td>74.73%</td>
</tr>
<tr>
<td>1340</td>
<td>5</td>
<td>11</td>
<td>2</td>
<td>18</td>
<td>85.71%</td>
</tr>
<tr>
<td>1410</td>
<td>29</td>
<td>27</td>
<td>36</td>
<td>92</td>
<td>70.23%</td>
</tr>
<tr>
<td>1430</td>
<td>10</td>
<td>31</td>
<td>13</td>
<td>54</td>
<td>80.60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>25</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>160</strong></td>
<td><strong>2</strong></td>
<td><strong>232</strong></td>
<td><strong>644</strong></td>
<td><strong>76.45%</strong></td>
</tr>
</tbody>
</table>
## Not Successful Remedial Students

### Official Grades

<table>
<thead>
<tr>
<th>Terms</th>
<th>D</th>
<th>F</th>
<th>Total</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1140</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>10.34%</td>
</tr>
<tr>
<td>1210</td>
<td>21</td>
<td>22</td>
<td>43</td>
<td>22.16%</td>
</tr>
<tr>
<td>1230</td>
<td>12</td>
<td>27</td>
<td>43</td>
<td>27.08%</td>
</tr>
<tr>
<td>1240</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>46.15%</td>
</tr>
<tr>
<td>1310</td>
<td>11</td>
<td>15</td>
<td>26</td>
<td>17.45%</td>
</tr>
<tr>
<td>1330</td>
<td>10</td>
<td>13</td>
<td>23</td>
<td>25.27%</td>
</tr>
<tr>
<td>1340</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td>1410</td>
<td>13</td>
<td>26</td>
<td>39</td>
<td>29.77%</td>
</tr>
<tr>
<td>1430</td>
<td>8</td>
<td>5</td>
<td>13</td>
<td>19.40%</td>
</tr>
</tbody>
</table>

Grand Total: 82, 113, 195, 23.55% **Average Non-Success Rate**

*393 of the 839 (47%) of students enrolled in Math 102 between 1140-1430 are still enrolled as of 1430*
*217 of the 839 (26%) of students enrolled in Math 102 enrolled in Math 103 and are still enrolled as of 1430*

<table>
<thead>
<tr>
<th>CODE</th>
<th>TERM EQUIVALENT</th>
<th>CODE</th>
<th>TERM EQUIVALENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1140</td>
<td>Summer 2011</td>
<td>1330</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>1210</td>
<td>Fall 2011</td>
<td>1340</td>
<td>Summer 2013</td>
</tr>
<tr>
<td>1230</td>
<td>Spring 2012</td>
<td>1410</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>1240</td>
<td>Summer 2012</td>
<td>1430</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>1310</td>
<td>Fall 2012</td>
<td>1440</td>
<td>Summer 2014</td>
</tr>
</tbody>
</table>
Manual examination of transcripts can take considerable time, therefore only two semesters for each category of remediation (Math and English) were included in the sample. The transcripts of individuals registered for College Algebra for the Fall of 2011 and the Spring of 2013 and those of individuals registered for Composition I for the Spring of 2012 and the Fall of 2012 were pulled. Those who registered for these classes without having taken a remedial class were separated from those who registered for the classes after having completed a remedial class or two in the subject. The successful (defined as an A, B, or C grade) or unsuccessful (defined as a D, F, or W grade) completions of the class by the individuals in both groups were tallied.

<table>
<thead>
<tr>
<th>Without Remediation – 316 total</th>
<th>With Remediation – 117 total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did Complete</td>
<td>Did Not Complete</td>
</tr>
<tr>
<td>224</td>
<td>92</td>
</tr>
<tr>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>Did Complete</td>
<td>Did Not Complete</td>
</tr>
<tr>
<td>72</td>
<td>45</td>
</tr>
<tr>
<td>62%</td>
<td>38%</td>
</tr>
</tbody>
</table>

While a higher percentage of those without remediation completed, the difference is only 9 percentage points. Please keep in mind that this is raw data. No attempt was made to match high school GPA or ACT scores in the two samples. The underprepared students are being compared to the full range of prepared students.

While some studies question the efficacy of developmental programs, there are those that share findings that suggest those programs are successful. Long (2009) reports positive effects of remediation for students at public colleges in Ohio. She found that students who completed developmental math were 15% more likely to complete their degree and those who completed developmental English were 9% more likely to complete their degree than similar students who
did not take developmental courses. However, she does not say anything about what happens to those students that do not complete their developmental classes.

Bahr (2008) studied California Community College students that completed developmental mathematics and the subsequent college-level course, finding that they do as well in completing their academic goals as those who could pass the college-level course without the developmental help. He does add the caveat, however, that many students (75%) who enter developmental math courses do not complete them and most of that group (82%) does not complete a credential. He concludes that it is best to say “remediation does work for some students.”

Consequently, the Fall 2011 mathematics remedial classes (Math 101 Basic Algebra and Math 102 Intermediate Algebra) were tallied for completers and non-completers.

<table>
<thead>
<tr>
<th>Basic Algebra – 32 total</th>
<th>Intermediate Algebra – 65 total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did Complete</td>
<td>Did Not Complete</td>
</tr>
<tr>
<td>22</td>
<td>69%</td>
</tr>
</tbody>
</table>

Clearly, DSU remedial students are completing their remedial classes at a rate greater than those students in Bahr’s sample and at near the same rate as students who complete the college-level class without taking remediation. However, that same sample is not doing well at going on to complete the college-level class (Math 103).

<table>
<thead>
<tr>
<th>Basic Algebra – 32 total</th>
<th>Intermediate Algebra – 65 total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did Complete 103</td>
<td>Did Not Complete 103</td>
</tr>
<tr>
<td>9</td>
<td>28%</td>
</tr>
</tbody>
</table>
Dickinson State University believes that this non-completion issue is not due to the inability of remedial classes to prepare students for the college-level class, but due to students who make the choice not to continue their education. Those choices may have little to do with mathematics. Our surveys of withdrawing/non-returning students suggest that they leave due to full-time employment, transfer to another institution, health issues, or uncertainty about the value of a college education. Academic problems are well down the list of reasons given.

In general, we are happy with our remedial/developmental education programs. We have recently accelerated the curriculum in Mathematics and increased tutoring requirements in both Mathematics and English. We hope to see greater success and continual improvement of the programs.

References


ATTACHMENT G:
REVISED “Grade 12 College Readiness Model”
Developed by the
NDUS’ Remedial/Developmental Education
Via Grade 12 of North Dakota’s Public P-12 Schools Task Force
On 23 May 2014
REVISED DRAFT: NDUS/ ssc/ 23MAY2014 1430hrs.: Addressing Preparation of Prospective First-Year, Full-Time College Students (Graduating in AY 2015-16 and Thereafter from North Dakota High Schools)—with a Need for Remediation in Math and/or English Proficiencies—In Anticipation of Seeking Full Admission to NDUS Institutions of Higher Education with no need to enroll in college remediation courses in Math or English.

**STANDARDS + READINESS**

- English & Math Proficiencies
- N.D. Public H.S. Core Courses
- ACT & State Assessment (Smarter Balanced™)

**Closing the Loop:**

- improving readiness for success of more first-year, full-time college students and new teachers

**K-12 STANDARDS, and COLLABORATION of ND Public High Schools, DPI, and NDUS’s teacher education faculty, Math & English faculty, and faculty who excel in remediation: to improve teaching, learning, and assessment of ND high schools’ seniors for college readiness.**

**High School College Readiness**

1. College Prep + MATH 103 College Algebra (or alternate Math courses at entry to college credit) &/or ENG 110 Composition I
2. Initial or continued enrollment in CTE, Dual Credit/ AP courses

**Approach:**

- Summer conferences of K-12/ NDUS stakeholders, courses, K-12 & NDUS professional development, on-going consultation/collaboration, continue vertical alignments of high school and college curricula.

**NDUS Collaborates w/ K-12 System**

- (subject matter classroom teachers meeting with subject matter and teacher education faculty; motivation/meta-cognitive assessment of students as learners and strategies for teaching to improved learning for subject matter faculty; counselors; continue vertical alignment); collaborate identifying standards for High School-College coursework. What is syllabus for MATH 103, expectations so High Schools can prepare students for entry into college level coursework. Math may have 3 entry points.

**NDUS Teacher Education Programs/Faculty to Collaborate in Preparation of Teachers and Faculty for improvement of Teaching and Learning:** Dedicate college coursework & on-site instruction/observation to prepare teachers (pre-certification) for proficiency instruction in K-12, including emphasis in remediation/development for secondary teaching candidates. Assistance primarily to College subject matter faculty (Math/English—via professional development) and High School Grade 12 Math/English Teachers (via continuing education and/or professional development) in Pedagogy/Best Practices in Motivating Learners and Meta-Cognitive Development and Assessment. Consultation with college faculty whose remedial students excel.

Beginning in the Spring of 2016, ACT exam may take place during Fall of senior year for ND public high schools instead of Spring of junior year.

Smarter Balanced™ summative assessment administered to HS Juniors: Apr 2015.

Vertical Alignment: ENGLISH (NDUS and Secondary Teachers)
Vertical Alignment: MATH (NDUS and Secondary Teachers)
Vertical Alignment: ENG & MATH On-Going Process

High school Class of 2026 will be 2014’s kindergarteners.

**Fall 2017:** First cohort of high school graduates who will have completed all ND Standards for Readiness for Admission to NDUS.

Ssc/ NDUS “REVISED Remedial Schema page 2 5JAN2014 2300 hrs” (Rev’d from 17 and 18DEC13 versions)
DRAFT: For discussion purposes only—NOT FOR RELEASE to anyone not serving officially as members of selected task forces created by NDUS/ S. Cowen 18 Dec 2013; revised 5JAN2014/ REVISED DRAFT 23 May 14/ssc in Task Force Meeting at BSC 9am-2:30 p.m. DPI revisions 8JUN14.
July 19, 2013

Dear College or High School Administrator,

In the joint spirit of transparency and concern that a student’s educational goals are a top priority of both of our organizations, the North Dakota University System (NDUS) and the North Dakota Department of Public Instruction (NDDPI) are releasing clear expectations regarding the delivery of dual credit courses in North Dakota.

Joint standards have been developed for dual credit courses (college courses that students take during their high school years that become dually eligible for high school credit). These standards were created with some basic concepts in mind. Dual credit courses are college courses. Dual credit courses must maintain the academic rigor and achieve the expected outcomes of the college classes. Colleges/universities and high schools are expected to abide by the following standards.

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

- Instructors teaching credit-hearing 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.
- College credit courses will be offered within the term of one semester.
- Learning outcomes for dual credit courses offered in the high school will be assessed and are expected to match those for the course taught on campus.
- 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.
- Dual credit course shall be reviewed annually by appropriate campus personnel to ensure consistency with campus courses.
- Dual credit courses taught at the high school must use a college approved syllabus textbooks and materials.
- A college course must be at least 2 semester hours to be considered for dual credit unless the course is an affiliated science lab.
The ND Department of Public Instruction and the ND University System would like to thank all of the North Dakota educators who work for the educational success of our students. It is our intent that these dual credit standards will provide greater clarity to both the High Schools and institutions for Higher Education in our state with regard to our state's dual credit programs.

If you have further questions regarding the standards please contact Ryan Townsend, NDDPI (srtownsend@nd.gov or 701-328-2629) or NDUS academic affairs (ndus.office@ndus.edu or 701-328-2960) for further clarification.

Sincerely,

Larry C. Skogen
Acting Interim Chancellor
North Dakota University System

Kirsten Baesler
State Superintendent
Department of Public Instruction
Pathways Plan Tuition Model  
Report to SBHE June 2014, draft 6/16/14

PART 1

Status
Institutional and System personnel have been working diligently over the past several months to develop a comprehensive tuition model that incorporates the elements outlined in the Pathways Plan (plan components outlined below in Part II of document). The development of individual campus tuition model is complex given the number of simultaneous changing variables as follows:

- flat rate to per credit, at most campuses;
- blend non-mandatory fees with tuition;
- blended on-campus and on-line rate;
- changes in residency rates;
- limits on waivers

Doing this in a manner which limits the fiscal impact to students and the revenue implications to the institution has proven very difficult. Adding required common rates within tiers or sectors adds even more complexity as campuses currently do not have similar models or rates. For example, two year campus rates currently range from about $107 to $137 per credit hour. LRSC and WSC charge the resident rate to most, if not all, of their students. The other two-year campuses charge by residency category, with a few limited exceptions. Some two-year campuses currently charge more course fees than do others. There are also significant differences in student demographics between campuses. At LRSC, 48% of their enrolment is part-time, whereas at the other two-year campuses part-time students comprise about 20-27% of their enrolment.

Added to the complexity is the fact that we no longer have “traditional” students. Many students are part-time; simultaneously taking on-campus and on-line courses; taking a blend of courses—some with added fees, some without; enrolled simultaneously at more than one NDUS campus; etc. The impact of tuition model changes varies significantly based on courses taken, course load, delivery type, and residency classification.

In order to develop a model that, for example, blends together non-mandatory fees and tuition and has a common on-campus and on-line rate, requires an averaging of rates across all students. This results in some students paying significantly more than they are currently paying and others paying less.

As an example, a common two-year campus rate structure has been drafted following the principles of the Pathways Plan and calls for common low, medium and high band rates. Following this model and common rates within the two-year campuses, students at BSC would be impacted as follows per semester:

<table>
<thead>
<tr>
<th>Resident Students</th>
<th>Per semester $ Incr(decr)</th>
<th>Per semester % Incr(decr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus-low band rate</td>
<td>+$35</td>
<td>+2%</td>
</tr>
<tr>
<td>On-campus low band rate + one on-line course</td>
<td>-169.09</td>
<td>-8.6%</td>
</tr>
<tr>
<td>On campus-medium band</td>
<td>+136.11</td>
<td>7.6%</td>
</tr>
</tbody>
</table>
These rates allow some, but not all, two-year campuses to nearly breakeven on tuition revenues. At other two-year campuses it would create a significant revenue shortfall. For example, at LRSC it would result in an annual revenue shortfall of nearly $200,000. Reducing the tuition rates to limit the impact to students would negatively affect campus tuition revenues. Again, this is a result of the varying starting points in this conversion (e.g. some charge the resident rate to all students, some do not currently charge per credit hour, differing rates, etc.), and also the significant on-line activity (currently with differing structures and rates) at some two-year campuses.

At UND and NDSU, rate changes would vary significantly again given their varying starting points in terms of rates/structure and, also the different typical student demographic (full vs. part-time, on-line, etc.) between the two campuses. An increase of +$500 or +15% at UND for the typical resident undergraduate would be required, whereas at NDSU the rate increase would be less than $50 per semester. The changes are not as drastic at NDSU.

It is important to keep in mind that the potential rate increases noted above are related only to a model change. They do not take into account “regular” annual increases that are needed to fund the “student share” of any inflation or cost-to-continue increases.

The development of a tuition model and related revenue impacts is even further complicated by the pending admission standards. An enrollment impact is anticipated as a result of new admissions standards—either small or significant, positive or negative. The same is true of a change in pricing strategy. Having both of these changes happen simultaneously makes it extremely difficult to anticipate and plan revenue impacts and make the appropriate pricing decisions.

Lastly, the Pathways Plan was largely conceived before the adoption of the new higher education funding model. That model does not dictate common tuition rates among sector or tier. In fact, quite the contrary, the formula recognizes it takes differing rate increases to cover the student share of the “cost-to-continue” component of the biennial budget. So, while Pathways would create common rates upon implementation, they would be almost immediately undone in the next biennial budget process under the funding model. This raises the question of why attempt common rates among tiers now when it would not be sustainable.

**Chancellor’s Recommendation for Pathways Tuition Model**

Consistent with the overarching goal of increased simplicity and transparency, each campus individually (and where necessary, collectively) develop a tuition model that is consistent with the following primary Pathways Plan principles:

- per credit hour, except at UND and NDSU where a flat rate will be assessed at either 14 or 15 semester hours
- blend together tuition and non-mandatory fees, to the greatest extent possible; ensure consistency across the NDUS in blending (or not) of fees.
recognizes and creates special differential tuition rates for unique programs, where needed, to address high cost or unique programs

establishes a single combined rate incorporating all degree eligible delivery modes, including on-campus and on-line rate

assess tuition based on residency as follows:

- Residents-1.0
- Minnesota-established per reciprocity agreement
- Contiguous states and Canadian Provinces of Manitoba and Saskatchewan-1.25
- MHEC and WICHE consortiums- 1.5
- Other out of state students and International (including other Canadian provinces)- 1.75

over time, minimizes the fiscal impact to the “typical” institutional student and institutional revenue collections

Limited exceptions to the principles above will be considered, on a case-by-case basis, as outlined in a documented business case.

The above proposal would eliminate the requirement that campuses within a tier have the same rate(s). However, there may be instances where this is feasible and practical, and campuses are encouraged to work together in these instances to establish common rates.

Campuses are to develop and submit proposed rates and related transition plan to the Chancellor’s Office by not later than March 1, 2015, with the goal of completing full implementation of the new tuition model by not later than Fall 2017. Campuses would be permitted to make changes to begin transition prior to Fall 2017, as desired. (Note: new admission standards are recommended for implementation for new full-time freshmen beginning Fall 2016). In developing proposals campuses shall engage representative student organizations.

Tuition Waivers:

- Following approval of rate proposals and actual revenue experience, undergraduate tuition waiver limitations will be re-visited, with appropriate recommendations made at that time.
- UND, NDSU and MiSU have been directed to: “jointly develop a proposed model to support graduate students recognizing the importance of attracting top quality graduate research and teaching assistants, and the important impact these programs have on the workforce development needs of ND. The proposed model, which should take into account waivers and stipends, is to be submitted to the Chancellor for consideration by October 2015.”

PART 2

Pathways Plan, 11-9-12

5.1 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.

5.2 Foundation

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

5.3 Criteria

1. Tuition Model
   - To be announced in the fall 2013, for implementation in the fall 2014 as follows:
     - Research institutions assess per-credit hour through 15 semester credits with no charge thereafter; both UND and NDSU will have, at a minimum, the same base rate, including blending of tuition and non-mandatory fees. Additionally, they will have limited program specific tuition rates, which include fees, for high cost programs. The Chancellor may also approve exceptions to permit the assessment of a stand-alone program fee for highly unique programs, where necessary.
     - Regional universities assess per-credit hour; all four year campuses, perhaps with the exception of MiSU, will have, at a minimum, the same base rate, including blending of tuition and non-mandatory fees. The Chancellor may also approve exceptions to permit the assessment of a stand-alone program fee for highly unique programs, where necessary.
     - MiSU may charge according to the same rate(s) as the other four-year campuses or may suggest a unique per credit hour rate that blends together tuition and non-mandatory fees. The Chancellor may also approve exceptions to permit the assessment of a stand-alone program fee for highly unique programs, where necessary.
     - Community Colleges will assess per-credit hour; all two-year campuses will have, at a minimum, the same base rate including blending of tuition and non-mandatory fees. There may be up to two additional rates, including blending of tuition and non-mandatory fees to address medium and high cost programs. The Chancellor may also approve exceptions to permit the assessment of a stand-alone program fee for highly unique programs, where necessary.
     - A study of distance education tuition and fee rates will be completed by fall of 2013 with implementation of any changes in the fall of 2014.
     - In setting the rates – every effort will be made to ensure that the implementation of Pathways will be cost neutral to the majority of full-time students, taking into account both tuition and non-mandatory fees.
     - Campuses have discretion to use funds to support programmatic goals, with proper accountability.

2. Non-Mandatory Fees
   - Consolidate non-mandatory fees with tuition, where appropriate.
3. 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.

4. Tuition Rates by Residency Status
   - Standard and uniform tuition rate criteria will be followed by all institutions with regard to in-state, out-of-state, contiguous states (including Canadian provinces), and international students.
     - Announced in the Fall 2013, with implementation in Fall 2014, Community Colleges and Regional four year institutions will charge based on the following model:
       - 1.0 - In-State (ND Resident)
       - 1.25 – Contiguous states and Canadian provinces (Manitoba & Saskatchewan)
       - 1.50 – MHEC and WICHE consortiums
       - 1.75 – Out of state students and International (including other Canadian provinces)
       - MN rate per reciprocity agreement (if eliminated, a system-wide decision will need to be made regarding whether we revert to contiguous rate or MHEC rate).
     - The SBHE Executive Committee is recommending a four-year grandfathering period for currently enrolled and admitted students through Fall 2013 (with the cutoff being the last day to enroll for the Fall 2013 semester), to permit MiSU to charge the resident rate to all students, regardless of residency status. All other students pay according to the new rate schedule beginning in Fall 2017.
   - Research institutions will charge based on the following model:
     - 1.0 - In-State (ND Resident)
     - 1.5 – Contiguous states and Canadian provinces (Manitoba and Saskatchewan)
     - 1.50 – MHEC and WICHE consortiums
     - 1.75 – Out of state students and International (including other Canadian provinces)
5. Tuition Waivers
   - For undergraduate students:
     - 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). This includes statutorily required waivers, including military and Native Americans (defined as enrolled members with tribal documentation)
     - Those considered outside the 5% undergraduate waiver limitations are: employee, employee spouse and dependent, and student athletes (as determined by the Chancellor in concordance with divisional rules).
     - Waivers do not include fees.
   - For graduate students:
     - Develop a budget plan recognizing the importance of attracting top quality graduate research and teaching assistants utilizing national benchmark data.

5.4 Schedule

Per-credit tuition model, with blended non-mandatory fees
   Complete initial data analysis, modeling and announcement by Fall 2013, with system wide implementation in Fall 2014.

Mandatory Fees
   Student billing presentation and disclosure to be standardized by Fall 2013.

Tuition Rates by Residency Status
   Complete data analysis, modeling, and announcement by Fall 2013, with system wide implementation in Fall 2014.

Undergraduate Tuition Waivers
   Campuses begin to reduce tuition waivers in the Fall 2013, with waivers not to exceed 5% of previous year’s undergraduate tuition charges by Fall 2014, with implementation phased as needed.

Graduate Student Waivers/ Stipends
   Implement strategy and budget plan based on national benchmarks by Fall 2013.
1. Issue: Appointments to the Centers of Excellence Commission

2. Proposed motion: Motion to appoint Dr. Kevin Melicher to the Centers of Excellence Commission for a three-year term effective July 1, 2014.

3. Background: The Department of Commerce website provides the following information about the Centers of Excellence Commission:

The Research North Dakota and the Centers of Excellence & Research Excellence programs are overseen by a commission comprised of members from the North Dakota Economic Development Foundation and the State Board of Higher Education. The Centers of Excellence Commission manages the application process, makes funding determinations for projects, and oversees the monitoring of the Centers and Research North Dakota grant recipients.

Current Commission members are: Dr. Terry Hjelmstad, Don Morton, and Katherine Neset.

4. Financial implications to NDUS: None; all Commission expenses are paid by the ND Department of Commerce.

5. Academic implications: The enclosed Department of Commerce document explains the funding that has been authorized for NDUS centers of excellence programs.


7. Review Process:
   • Dr. Kirsten Diederich
   • Don Morton

8. Enclosures:
   • N.D.C.C. Chapter 15-69
   • N.D.C.C. Chapter 54-65
   • http://www.commerce.nd.gov/research/Commission/
   • NDUS Centers of Excellence
   • Commission Member Orientation
9. **Key contact person(s) concerning issue:**
   - Dr. Kirsten Diederich

10. **Chancellor's Recommendation:** Recommend the appointment of Dr. Kevin Melicher for a three-year term effective July 1, 2014.

MGS:20140611
Commission

The Research North Dakota and the Centers of Excellence & Research Excellence programs are overseen by a commission comprised of members from the North Dakota Economic Development Foundation and the State Board of Higher Education. The Centers of Excellence Commission manages the application process, makes funding determinations for projects, and oversees the monitoring of the Centers and Research North Dakota grant recipients.

**North Dakota Economic Development Foundation Members**

- **Mark Nisbet, Chairman**
  - North Dakota Principal Manager Xcel Energy, Fargo

- **Tim Hennessy, Vice Chairman**
  - Regional President US Bank, Bismarck

- **Jim Traynor**
  - Director of Client/Channel Management Intelligent InSites, Fargo

**State Board of Higher Education Members**

- **Terry Hjelmstad**
  - School Administrator (retired) Minot Public Schools, Minot

- **Don Morton**
  - Senior Director Microsoft, Fargo

- **Katherine Neset**
  - President Nset Consulting Service, Inc.
Commission Member Orientation

Centers of Excellence, Enhancement
Centers of Research Excellence, Base realignment, LD-CAP
Research ND, Research ND BIO, Venture

The North Dakota Centers of Excellence programs was designed to create higher paying jobs and business opportunities for North Dakota citizens.

The goal of the Research ND and Venture grant programs is to have a long term positive economic impact on the State and Private Sector.

The core of these initiatives is a belief in the power of science and technology to invent the business opportunities of tomorrow that will help the next generation of North Dakotans prosper.
Legacy Programs

Centers of Excellence History

In 2005, the Hoeven Administration proposed and the Legislative Assembly passed authority for a Centers of Excellence program at North Dakota's 11 colleges and universities. They spelled out a long-term vision with a 10-year time-frame for evaluation.

Centers of Excellence Enhancement grants were available during the 09-11 biennium to research universities under the control of the state board of higher education or nonprofit university-related foundations for use in infrastructure or enhancement of economic development and employment opportunities.

Centers of Research Excellence History

In 2011, the Legislature separated the workforce and research components of the Centers of Excellence program. Research related proposals were left under the management and oversight of the Centers of Excellence Commission.

The Legislature, also, authorized both the Base Realignment grant program and the Limited Deployment-Cooperative Airspace Project. The purpose of the Base Realignment program was to provide grants to enhance economic development and employment opportunities associated with the Grand Forks Air Force Base resulting from action by the federal defense base closure and realignment commission.

The Limited Deployment-Cooperative Airspace Project was to support the development and testing ADS-B navigational systems for general aviation.

Management and Oversight

The Commission is responsible for the continued management and oversight of the Centers of Excellence and Centers of Research Excellence programs. Centers must be monitored for a minimum of six years and maximum of ten years for their economic impact.

Commission responsibilities include directing the Department of Commerce to disburse funds to approved Centers, monitor the Centers for compliance with award requirements, review and approve all changes to the assertions made in the Center applications and conduct post-award monitoring of the Centers.

The North Dakota Department of Commerce provides staffing for the Centers of Excellence Commission and assists with post-award monitoring, arranging of Commission meetings, administrative support of the Commission, arranges Commission meetings, and distributes information to the Commission.
# Approved Centers

<table>
<thead>
<tr>
<th>Center</th>
<th>Location</th>
<th>Launch Date</th>
<th>Awards</th>
<th>Match Received</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Centers of Excellence Awards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beef Systems Center of Excellence</td>
<td>NDSU</td>
<td>Oct-07</td>
<td>$800,000.00</td>
<td>$2,000,000.00</td>
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<tr>
<td>Center for Advanced Electronics Design and Manufacturing</td>
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<td>Feb-06</td>
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<tr>
<td>Center for Advanced Technology Development and Commercialization</td>
<td>NDSU</td>
<td>Nov-12</td>
<td>$3,900,000.00</td>
<td>$68,573.00</td>
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<tr>
<td>Center for Agbiotechnology: Oilseed Development</td>
<td>NDSU</td>
<td>Aug-09</td>
<td>$3,500,000.00</td>
<td>$12,000,000.00</td>
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<tr>
<td>Center for Biopharmaceutical Research and Production</td>
<td>NDSU</td>
<td>May-12</td>
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<td>$6,262,266.00</td>
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<tr>
<td>Center for Innovation</td>
<td>UND</td>
<td>Jan-05</td>
<td>$800,000.00</td>
<td>$3,565,000.00</td>
</tr>
<tr>
<td>Center for Integrated Electronic Systems</td>
<td>NDSU</td>
<td>Jun-09</td>
<td>$2,050,000.00</td>
<td>$4,237,867.00</td>
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<tr>
<td>Center for Sensors, Communications and Control</td>
<td>NDSU</td>
<td>Jan-11</td>
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<tr>
<td>Center for Surface Protection 2</td>
<td>NDSU</td>
<td>May-06</td>
<td>$4,000,000.00</td>
<td>$9,262,465.00</td>
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<tr>
<td>Center of Excellence in Life Sciences and Advanced Technologies</td>
<td>UND</td>
<td>Mar-07</td>
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<tr>
<td>COE for Passive Therapeutics</td>
<td>UND</td>
<td>Jun-09</td>
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<tr>
<td>COE in Space Technology and Operations</td>
<td>UND</td>
<td>Jun-09</td>
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<tr>
<td>Dakota Center for Technology Optimized Agriculture 2</td>
<td>LRSC</td>
<td>Jun-10</td>
<td>$850,000.00</td>
<td>$2,301,638.00</td>
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<tr>
<td>Enterprise University</td>
<td>VCSU</td>
<td>May-06</td>
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<tr>
<td>Entrepreneurial Center for Horticulture</td>
<td>DCB</td>
<td>Jun-11</td>
<td>$400,000.00</td>
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<td>Institute for Technology and Business</td>
<td>DSU Strom Center</td>
<td>Oct-06</td>
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<tr>
<td>National Center for Hydrogen Technology</td>
<td>UND</td>
<td>Feb-06</td>
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<td>National Energy Center of Excellence</td>
<td>BSC</td>
<td>Feb-06</td>
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<tr>
<td>NDSU Research Technology Incubator</td>
<td>NDSU</td>
<td>Mar-07</td>
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<tr>
<td>Petroleum Research, Education, &amp; Entrepreneurship Center</td>
<td>UND</td>
<td>Jun-09</td>
<td>$3,000,000.00</td>
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<tr>
<td>Petroleum Safety and Technology Center</td>
<td>WSC</td>
<td>May-06</td>
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<tr>
<td>SUNRISE BioProducts</td>
<td>UND</td>
<td>Jun-09</td>
<td>$2,950,000.00</td>
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<td>Unmanned Aircraft Systems Center of Excellence 2</td>
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<td>Mar-08</td>
<td>$2,500,000.00</td>
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**Enhancement Grants**

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<thead>
<tr>
<th>Grant Name</th>
<th>Location</th>
<th>Launch Date</th>
<th>Awards</th>
<th>Match Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate Programs for Full Motion Video and Activity Based Intelligence Analysis</td>
<td>UND CFI</td>
<td>Jun-11</td>
<td>$746,000.00</td>
<td>$0.00</td>
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<tr>
<td>GFABF Realignment Business Transition Enhancement Grant</td>
<td>UND</td>
<td>Jun-11</td>
<td>$200,000.00</td>
<td>$172,269.06</td>
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<tr>
<td>Law Enforcement Small UAS Training</td>
<td>UND</td>
<td>May-12</td>
<td>$230,000.00</td>
<td>$74,970.10</td>
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<tr>
<td>Materials and Nanotechnology Centre Enhancement Grant</td>
<td>NDSU</td>
<td>Sep-11</td>
<td>$1,000,000.00</td>
<td>$0.00</td>
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<tr>
<td>North Dakota UAS Airspace Initiative Enhancement Grant</td>
<td>UND</td>
<td>Mar-11</td>
<td>$100,000.00</td>
<td>$6,516.00</td>
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<tr>
<td>Research 1 Expansion Enhancement Grant</td>
<td>NDSU</td>
<td>Jan-11</td>
<td>$4,000,000.00</td>
<td>$3,613,347.80</td>
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<tr>
<td>UAS Research, Education &amp; Training Enhancement Grant</td>
<td>UND</td>
<td>Jun-10</td>
<td>$2,754,000.00</td>
<td>$1,357,961.00</td>
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<tr>
<td>UAS Software and Curriculum Development Enhancement Grant</td>
<td>UND</td>
<td>Mar-11</td>
<td>$600,000.00</td>
<td>$192,803.00</td>
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<tr>
<td>V2 Aerospace</td>
<td>UND CFI</td>
<td>Sep-11</td>
<td>$370,000.00</td>
<td>$43,819.80</td>
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</table>

**Centers of Research Excellence**

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Location</th>
<th>Launch Date</th>
<th>Awards</th>
<th>Match Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Avian Therapeutics for Infectious Diseases</td>
<td>UND</td>
<td>Jun-13</td>
<td>$700,000.00</td>
<td>$1,301,550.87</td>
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<tr>
<td>Center for Biobased Materials Science and Technology</td>
<td>NDSU</td>
<td></td>
<td>$1,132,500.00</td>
<td>$0.00</td>
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<tr>
<td>Center for Gas Utilization</td>
<td>UND</td>
<td></td>
<td>$300,000.00</td>
<td>$0.00</td>
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<tr>
<td>Center for Life Sciences Research and Applications</td>
<td>NDSU</td>
<td>Nov-2</td>
<td>$1,350,000.00</td>
<td>$0.00</td>
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<tr>
<td>Center for Technologically Innovative Processes and Products</td>
<td>NDSU</td>
<td>Aug-2</td>
<td>$1,331,250.00</td>
<td>$112,258.00</td>
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**Base Realignment**

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<thead>
<tr>
<th>Project Name</th>
<th>Location</th>
<th>Launch Date</th>
<th>Awards</th>
<th>Match Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airspace Integration Team - UAS National Test Site</td>
<td>UND</td>
<td>Nov-12</td>
<td>$500,000.00</td>
<td>$123,753.00</td>
</tr>
<tr>
<td>Enhanced Use Lease (EUL) for Grand Forks Air Force Base III</td>
<td>UND CFI</td>
<td>Nov-12</td>
<td>$921,050.00</td>
<td>$127,295.00</td>
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<tr>
<td>Enhanced Use Lease Phase IV</td>
<td>UND CFI</td>
<td>Jul-13</td>
<td>$160,000.00</td>
<td>$0.00</td>
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<tr>
<td>Global Hawk Sensor Operator Part Task Trainer</td>
<td>UND</td>
<td>Dec-1</td>
<td>$878,204.00</td>
<td>$11,406,988.00</td>
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<tr>
<td>Integrating UAS into the National Airspace, Phase II</td>
<td>UND</td>
<td>Dec-11</td>
<td>$255,440.00</td>
<td>$150,102.00</td>
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<tr>
<td>Joint Distributed Common Ground System</td>
<td>UND CFI</td>
<td>Dec-11</td>
<td>$125,706.00</td>
<td>$46,191.00</td>
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</table>

**Limited Deployment Cooperative Airspace Projects**

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Location</th>
<th>Launch Date</th>
<th>Awards</th>
<th>Match Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automatic Dependent Surveillance-Broadcast Miniaturization Program</td>
<td>NDSU</td>
<td>Nov-11</td>
<td>$1,300,000.00</td>
<td>$2,911,291.74</td>
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<tr>
<td>Limited Deployment Cooperative Airspace Project</td>
<td>UND</td>
<td>Oct-11</td>
<td>$2,700,000.00</td>
<td>$4,658,649.00</td>
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</tbody>
</table>

**Grand Totals**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$73,669,150.00</td>
<td>$204,403,999.11</td>
</tr>
</tbody>
</table>
Research ND History

In 2013, the Dalrymple Administration proposed and the Legislative Assembly passed authority for a Research ND grant program for research, development and commercialization activities related to a private sector partner. Also proposed and passed was the Research ND Venture grant program to provide grants to a research university for pursuing further commercialization of technology developed by the research university or developed jointly by the research university and a startup or spinoff business operating in North Dakota.

A portion of the funds allocated to the Research ND program were designated for projects related to the research, development and commercialization of vaccines and antibodies for the prevention, treatment or cure of cancer, virally infectious diseases or other pathogens. This has been designated as the Research ND BIO program and follows all the same policies and procedures of the Research ND program.

Up to two million dollars was to proved grants to a research university for pursuing further commercialization of technology developed by the research university or developed jointly by the research university and a startup or spinoff business operating in North Dakota. These grants have been designated as Venture Grants.

Specific information about these programs can be found in the Research ND Policies located at www.ResearchND.com.

Funding Process

- Applications submitted to ND Department of Commerce
- Initial Review for Completeness
- Applications sent out for Review
- Review scores and reviewer comments sent to applicants
- Applications, Reviews, and PI comments sent to Commission
- Presentations given to Commissioners
- Commission makes funding decision related to each proposal
- Agreement outlining monitoring requirements, disbursements and the responsibilities of each party executed
- Final Report submitted to the Commission
- Economic impact data collected for no more than five years

Management and Oversight

The Commission is responsible for the management and oversight of the Research ND programs which includes reviewing grant applications, approving or rejecting applications, entering into Agreements that outline the right and responsibilities of grant recipients, reviewing changes made to the proposed scope of work outlined in the applications, and monitoring of the awards as the projects progress.

The North Dakota Department of Commerce provides the same services for Research ND as it does for the Legacy Programs. In addition, the North Dakota Department of Commerce provides any additional administrative help as outlined in the Research ND policy document.
NDUS Centers of Excellence

Centers of Excellence Locations

Bismarck State College
National Energy Center of Excellence

Dakota College at Bottineau
Entrepreneurial Center for Horticulture

Dickinson State University
Strom Center for Entrepreneurship and Innovation-Institute for Technology and Business

Lake Region State College
Dakota Center for Precision Agriculture

North Dakota State University
Beef Systems Center of Excellence
Center of Excellence for Advanced Electronics Design and Manufacturing
Center for Advanced Technology Development and Commercialization
Center for Biopharmaceutical Research and Production
Center for Integrated Electronic Systems
Center for Sensors, Communications, and Control
Center for Surface Protection
Center of Excellence for Agriotechnology: Oilsseed Development
Technology Incubator

University of North Dakota
Center for Innovation
Center of Excellence in Life Sciences and Advanced Technologies
Center of Excellence in Space Technology and Operations
Center of Excellence for Passive Therapeutics
National Center for Hydrogen Technology
Petroleum Research, Education, and Entrepreneurship Center of Excellence
Center for Unmanned Aircraft Systems Research, Education & Training
SUNRISE Bioproducts, Center of Excellence

Valley City State University
Enterprise University

Williston State College
Petroleum Safety and Technology Center

[ Back to website ]
CHAPTER 15-69
CENTERS OF EXCELLENCE
[Repealed effective August 1, 2023, by S.L. 2011, ch. 5C, § 34]

In this chapter, unless the context otherwise requires:
1. "Board" means the state board of higher education.
2. "Center" means a center of excellence relating to economic development which has been designated or named under this chapter.
3. "Commission" means the centers of excellence commission.
4. "Department" means the department of commerce.
5. "Foundation" means the North Dakota economic development foundation.
6. "Infrastructure" means new building construction or major building renovation. The term does not include a purchase of equipment or remodel of an existing building.


15-69-03. (Effective through July 31, 2023) Centers of excellence commission.
The centers of excellence commission consists of six members. The foundation shall appoint three of the foundation's members to serve on the commission and the board shall appoint three of the board's members to serve on the commission. The commission members shall designate a chairman and a vice chairman of the commission. Each member of the commission shall serve for a term of three years, beginning July first; may be reappointed for additional terms; and serves at the pleasure of the appointing entity. If a commission member ceases to serve as a member of the appointing entity, that member's membership on the commission ceases immediately and the appointing entity shall appoint a new member for the remainder of the term. Terms of commission members must be staggered. On a meeting-by-meeting basis, an appointing entity may substitute a member of that appointing entity to serve in place of one of the regular members appointed by that entity. If the commission chairman and vice chairman are not present at a meeting, the commission members present at that meeting shall select a commission member to serve as chairman for that meeting. A commission member may receive compensation and travel and expense reimbursement from the appointing entity. The department of commerce shall provide the commission with appropriate staff services as may be requested by the commission.

15-69-04. (Effective through July 31, 2023) Centers of excellence program.
1. The department of commerce shall assist with postaward monitoring as may be requested by the commission.
2. The commission shall meet as necessary to direct the department of commerce to distribute funds to the centers; monitor centers for compliance with award requirements; review changes in assertions made in center applications; and conduct postaward monitoring of centers.
3. For no fewer than six years and no more than ten years following center designation, the commission shall monitor the center's activities in order to determine whether the center is having the desired economic impact.

15-69-05. (Effective through July 31, 2023) Use of funds - Terms of funds - Distribution of funds.
1. A center shall use funds awarded under this chapter to enhance capacity and leverage state, federal, and private sources of funding. A center awarded funds under this chapter may not use the funds for infrastructure, to supplant funding for current operations or academic instructions, or to pay indirect costs.
2. As a condition for receipt of funds under this chapter, a center shall agree to provide the department, foundation, and budget section of the legislative management with annual audits on all funds distributed to the center under this chapter. The annual audits must be provided until the completion of the commission's postaward monitoring of the center. As a condition for receipt of funds under this chapter, a center shall agree to provide the commission with the information necessary to monitor the postaward activities of the center. Instead of requiring annual audits under this subsection, the commission may require that the center be audited on all funds distributed to the center under this chapter after the second full fiscal year of the postaward monitoring and after all funds distributed to the center under this chapter have been expended and that for all other years during the postaward monitoring the center contract with an independent accountant for an agreed-upon procedures engagement. A center may use funds distributed to the center under this chapter to pay for audits required under this subsection or for an agreed-upon procedures engagement. At a minimum, an agreed-upon procedures engagement under this subsection must include:
   a. Verification of the accuracy of jobs data regarding jobs claimed created by the center, distinguishing between the creation of private sector jobs and jobs within the institution of higher education;
   b. Verification of compliance with the centers of excellence program matching fund requirements;
   c. Verification awarded center funds were used for authorized uses;
   d. Verification the center complied with the center's application timeline and any authorized revisions;
   e. Verification the center complied with the center's scope of activities as provided under the center's application and any authorized revisions;
   f. Review of a sample of center expenditures to verify the expenses were approved, supported with documentation, and made in accordance with the scope identified in the center's application;
   g. Verification of a sample of labor charged to the center; and
   h. Comparison of the center's application budget to the center's actual expenditures, including documentation explaining any material differences.

3. Before the commission directs the department of commerce to distribute funds awarded under this chapter, the center shall provide the commission with detailed documentation of private sector participation and the availability of two dollars of matching funds for each dollar of state funds to be distributed under this chapter. Of the two dollars of matching funds, at least one dollar must be cash, of which at least fifty cents must be from the private sector. The matching funds may include funds facilitated through the collaboration of the private sector participants with other funding entities. The noncash matching funds may include in-kind assets with itemized value. Private sector participation may be established through equity investments or through contracts for services with private sector entities.

4. The commission shall direct the department of commerce to distribute the funds awarded under this chapter in disbursements consistent with the center's budget and timeframe outlined in the approved award. The commission may not direct distribution of funds under this chapter if there are no private sector partners participating or if the statutorily required matching funds are not available.

5. If, before funds are distributed by the department of commerce, a center undergoes a change in the terms of or assertions made in its application, the commission may direct that the department of commerce withhold all or a portion of any undistributed funds pending commission review of the changes.

6. The department may use funds available within the centers of excellence fund to pay for the department's administrative expenses related to this program.
15-69-06. (Effective through July 31, 2023) Centers of excellence fund - Continuing appropriation.

The centers of excellence fund is a special fund in the state treasury. All moneys in the centers of excellence fund are appropriated to the department of commerce on a continuing basis for the purpose of implementing and administering this chapter. Interest earned on moneys in the fund must be credited to the fund.
CHAPTER 54-65
CENTERS OF RESEARCH EXCELLENCE

54-65-01. Definitions.
In this chapter, unless the context otherwise requires:
1. "Center" means a center of research excellence that has been designated under this chapter.
2. "Commission" means the centers of excellence commission as defined under chapter 15-69.
3. "Department" means the department of commerce.
4. "Industry cluster" means one of the following industries:
   a. Advanced manufacturing;
   b. Energy;
   c. Information and technology;
   d. Value-added agriculture; or
   e. An industry, including the aerospace industry, specifically identified by the department of commerce as an industry that will contribute to the gross state product.
5. "Infrastructure" means new building construction or major building renovation. The term does not include a purchase of equipment or remodel of an existing building.
6. "Research university" means an institution under the control of the state board of higher education which has a full-time student enrollment in excess of nine thousand students.

54-65-02. Centers of research excellence - Application - Eligibility.
1. The department shall establish a centers of research excellence program. The commission shall make funding award determinations under this program. A center must be a research university or a nonprofit university-related or college-related foundation of a research university which is working in partnership with the private sector.
2. The department shall provide center application forms, accept applications, review applications for completeness and compliance with commission policy, forward complete applications to the commission in accordance with guidelines established by the commission, and assist with preaward reviews and postaward monitoring as may be requested by the commission.
3. The commission shall meet as necessary to review all complete applications; consider the potential need for independent, expert review of complete applications; approve or disapprove complete applications; make funding award recommendations for commission-approved proposed centers; direct the department to distribute funds to the centers; monitor centers for compliance with award requirements; review changes in assertions made in center applications; and conduct postaward monitoring of centers.
4. In considering whether to approve or disapprove a center application, the commission shall determine whether the applicant has conducted the due diligence necessary to put together a viable proposal, the commission shall determine whether the applicant has provided information in the application which clearly outlines how the matching fund requirement will be met, and the commission shall consider whether the center will:
   a. Use university research to promote private sector job growth and expansion of knowledge-based industries or use university research to promote the development of new products, high-tech companies, or skilled jobs in this state;
   b. Create high-value private sector employment opportunities in this state;
   c. Provide for public-private sector involvement and partnerships;
   d. Leverage other funding, including cash from the private sector;
   e. Promote the commercialization of new products and services in industry clusters; and
f. Establish and meet a deadline for acquiring and expending all public and private funds specified in the application.

5. In considering whether to approve an application, the commission may provide for an independent, expert review of the application to determine whether the proposed center is viable and whether the proposed center is likely to have the desired economic impact. As necessary, the commission may contract for additional technical review of applications. The commission may not approve an application unless the commission determines the proposed center has a high likelihood of viability and success in positively impacting economic development in the state.

6. The board rules adopted under subsection 9 of section 15-10-17, relating to ownership of intellectual property, inventions, and discoveries, must address activities and issues unique to centers.

54-65-03. Use of funds - Terms of funds - Distribution of funds - Postaward monitoring.

1. A center shall use center grant funds to enhance capacity and leverage state, federal, and private sources of funding. A center awarded center funds under this chapter may not use the funds for infrastructure, to supplant funding for current operations or academic instructions, or to pay indirect costs.

2. For no fewer than six years and no more than ten years following center designation, the commission shall monitor the center's activities in order to determine whether the center is having the desired economic impact.

3. As a condition for receipt of funds under this chapter, a center shall agree to provide the board, foundation, and budget section of the legislative management with annual audits on all funds distributed to the center under this chapter. The annual audits must be provided until the completion of the commission's postaward monitoring of the center. As a condition for receipt of funds under this chapter, a center shall agree to provide the commission with the information necessary to monitor the postaward activities of the center. Instead of requiring annual audits under this subsection, the commission may require that the center be audited on all funds distributed to the center under this chapter after the second full fiscal year of the postaward monitoring and after all funds distributed to the center under this chapter have been expended and that for all other years during the postaward monitoring the center contract with an independent accountant for an agreed-upon procedures engagement. A center may use funds distributed to the center under this chapter to pay for audits required under this subsection or for an agreed-upon procedures engagement. At a minimum, an agreed-upon procedures engagement under this subsection must include:
   a. Verification of the accuracy of jobs data regarding jobs claimed created by the center, distinguishing between the creation of private sector jobs and jobs within the institution of higher education;
   b. Verification of compliance with the centers of excellence program matching fund requirements;
   c. Verification awarded center funds were used for authorized uses;
   d. Verification the center complied with the center's application timeline and any authorized revisions;
   e. Verification the center complied with the center's scope of activities as provided under the center's application and any authorized revisions;
   f. Review of a sample of center expenditures to verify the expenses were approved, supported with documentation, and made in accordance with the scope identified in the center's application;
   g. Verification of a sample of labor charged to the center; and
   h. Comparison of the center's application budget to the center's actual expenditures, including documentation explaining any material differences.

4. Before the commission directs the department to distribute center funds awarded under this chapter, the center shall provide the commission with detailed documentation of private sector participation and the availability of two dollars of
matching funds for each dollar of state funds to be distributed. Of the two dollars of matching funds, at least one dollar must be cash, of which at least fifty cents must be from the private sector. The matching funds may include funds facilitated through the collaboration of the private sector participants with other funding entities. The noncash matching funds may include in-kind assets with itemized value. Private sector participation may be established through equity investments or through contracts for services with private sector entities. In making funding recommendations and designation determinations, the commission shall give major consideration to the portion of the matching funds provided in cash by the private sector.

5. The commission shall direct the department to distribute the center funds awarded under this chapter in disbursements consistent with the center's budget and timeframe outlined in the approved award. The commission may not direct distribution of center funds under this chapter if there are no private sector partners participating or if the statutorily required matching funds are not available.

6. If, before center funds are distributed by the department, a center undergoes a change in the terms of or assertions made in its application, the commission may direct that the department withhold all or a portion of any undistributed funds pending commission review of the changes.

7. The commission may use funds appropriated for the centers of research excellence program to pay for the commission's administrative expenses.

54-65-04. Base realignment grants.
As part of the centers of research excellence program, the department of commerce shall establish and administer a base realignment grant program to provide grants to a research university or a nonprofit university-related foundation to enhance economic development and employment opportunities associated with the Grand Forks air force base resulting from action by the federal defense base closure and realignment commission and infrastructure and economic development projects or programs to accommodate growth in proximity to or at the Grand Forks air force base. Under this program, the commission shall make grant award determinations. The department shall work with the commission in establishing guidelines to qualify for a grant under this section.

54-65-05. Centers of research excellence fund - Continuing appropriation.
The centers of research excellence fund is a special fund in the state treasury. All moneys in the centers of research excellence fund are appropriated to the department of commerce on a continuing basis for the purpose of implementing and administering this chapter. Interest earned on moneys in the fund must be credited to the fund.

54-65-06. Research North Dakota grants.
The department shall establish and administer a research North Dakota grant program to provide grants to a research university for research, development, and commercialization activities related to a private sector partner. The centers of excellence commission, established under chapter 15-69, shall make grant award determinations under this section. The department shall work with the centers of excellence commission in establishing guidelines to qualify for a grant under this section, including the requirement that an application must be accompanied by a partnership agreement between the private sector partner and a research university. The agreement must include details regarding the scope of the work, the budget, the location of the work to be completed, the intellectual property ownership rights, and the intellectual property income distribution. The commission may approve changes to the scope of the work or the budget only to the extent that the changes are agreed upon by the private sector partner and the research university. Before the commission directs the department to distribute funds awarded under this section, the research university shall provide the commission with detailed documentation of private sector participation and the availability of one dollar of matching funds for each dollar of state funds to be distributed. Matching funds must be in the form of cash and may not include in-kind assets.
The department shall establish and administer a research North Dakota venture grant program to provide grants to a research university for pursuing further commercialization of technology developed by the research university or developed jointly by the research university and a startup or spinoff business operating in North Dakota. The department shall collaborate with the centers of excellence commission in establishing guidelines to qualify for a grant under this section.

54-65-08. Research North Dakota fund - Continuing appropriation.
The research North Dakota fund is a special fund in the state treasury. All moneys in the research North Dakota fund are appropriated to the department of commerce on a continuing basis for the purpose of implementing and administering the research North Dakota grant program and the research North Dakota venture grant program. Interest earned on moneys in the fund must be credited to the fund.
1. **Issue:** Extension of current strategic plan.

2. **Proposed motion:** Move to extend the current strategic plan until December 31, 2014.

3. **Background:** The SBHE developed guidance, during its 2009 retreat, for the current 2009-2013 strategic plan. In 2013, the SBHE extended the strategic plan through June 2014. This motion will provide an additional six months for the board to update the current strategic plan.

4. **Financial implications:** None.

5. **Academic implications:** None.

6. **Legal/policy issues:** N.D.C.C. 15-10-14.2 states:
   
   1. The state board of higher education shall adopt a strategic planning process and develop a strategic plan to define and prioritize university system goals and objectives. The board shall provide an annual performance and accountability report regarding performance and progress toward the goals outlined in the university system's strategic plan and accountability measures.
   2. The state board of higher education shall report to the legislative assembly during each regular legislative session regarding the status of higher education in this state.

7. **Review Process:**
   - Chancellor’s senior staff

8. **Enclosures:**
   - The strategic plan is at [http://www.ndus.edu/board/strategic-plan/](http://www.ndus.edu/board/strategic-plan/)

9. **Key contact person(s) concerning issue:**
   - Connie Sprynczynatyk, Director of Strategic Planning

10. **Chancellor’s Recommendation:** Recommend approval.
MEMORANDUM OF AGREEMENT

THIS AGREEMENT is made this ________ day of ________________, ________. By and between the University of North Dakota, hereinafter “UNIVERSITY”, and the North Dakota Department of Mineral Resources Geological Survey, hereinafter “DEPARTMENT”, with respect to the Wilson M. Laird Core and Sample Library, hereinafter “the Core Library”.

WHEREAS, the DEPARTMENT has statutory responsibility to preserve and protect oil and gas cores and samples for the benefit of the citizens of North Dakota;

WHEREAS, the DEPARTMENT’s Core Library is currently located on the UNIVERSITY campus on land owned by the State Board of Higher Education doing business as the University of North Dakota;

WHEREAS, a significant number of UNIVERSITY’s graduate student theses and dissertations, as well as its faculty and research grants, have been based upon cores and samples housed in the Core Library;

AND WHEREAS, the DEPARTMENT employs approximately a dozen UNIVERSITY students as temporary employees in the Core Library.

THEREFORE, this Memorandum of Agreement is made between the UNIVERSITY and the DEPARTMENT as a means of acknowledging the mutual benefits of continuing to locate an expanded Core Library on the UNIVERSITY campus at 2835 Campus Road.

POINTS OF AGREEMENT:

1) The DEPARTMENT and UNIVERSITY are in agreement as to the extent of the proposed boundaries of the expanded Core Library as depicted on the EAPC map dated May 2014 which allows for a coal pile access road to accommodate semi-trucks for coal delivery (Attachment A).

2) The DEPARTMENT agrees to seek funds to pay for an overhead walkway to connect the Core Library to Leonard Hall to facilitate continued collaboration.

3) The DEPARTMENT and UNIVERSITY are in agreement that the Core Library expansion will remove 74 parking spaces from the UNIVERSITY parking system.

4) The DEPARTMENT agrees to include in its budget request to the Office of Management and Budget for the 64th Legislative Assembly a request for funds to replace the removed parking spaces with 74 parking spaces in a future parking structure as provided in section 5.

5) The DEPARTMENT and UNIVERSITY agree that parking space replacement in the DEPARTMENT’s budget request will be at the rate of $25,000 per parking stall for a total of $1.85 million.

6) The DEPARTMENT agrees that it will make appropriate personnel available to testify before future Legislative Assemblies in support of parking space replacement if the sum of $1.85 million is not appropriated to the UNIVERSITY during the 64th Legislative Assembly.
7) The UNIVERSITY agrees that the DEPARTMENT can begin expansion of the Core Library as soon as the State Legislature appropriates the construction funds (effective date of the Legislation).

8) The DEPARTMENT and UNIVERSITY agree that construction will take place in the quickest manner possible while taking steps necessary to minimize impact on UNIVERSITY activities. The DEPARTMENT and UNIVERSITY also agree that a Construction Manager at Risk will be used for project delivery. UNIVERSITY staff will be responsible for project oversight and coordination.

9) The UNIVERSITY agrees that the DEPARTMENT will not pay to lease the property the building is situated upon. This provision shall survive the termination of this Memorandum of Agreement.

10) The DEPARTMENT and UNIVERSITY agree that upon completion of the expansion contemplated herein, the custodial costs paid by DEPARTMENT to UNIVERSITY for the Core Library in accordance with any and all prior agreements and/or courses of dealing between the parties will, increase commensurate with increased square footage office and restroom space.

11) The DEPARTMENT agrees to continue to pay for building repairs, garbage collection, and pest control, in accordance with any and all prior agreements and/or courses of dealing between the parties as relates to the Core Library.

12) The UNIVERSITY agrees to continue to provide utilities, security, ground maintenance, and snow removal in accordance with any and all prior agreement and/or courses of dealing between the parties as relates to the Core Library.

13) The DEPARTMENT agrees to provide laboratory space for UNIVERSITY faculty and students and make available the Core Library conference room to faculty for meetings and lectures when not in use by DEPARTMENT staff.

14) The DEPARTMENT agrees that the UNIVERSITY faculty and students will be forever exempted from any per foot core charges or laboratory rental fees that might be implemented on Core Library users in the future unless otherwise provided by law. The provisions of this paragraph shall survive the termination of this Memorandum of Agreement.
REVIEW AND MODIFICATION

This Memorandum of Agreement shall be effective upon execution by the UNIVERSITY and DEPARTMENT. It may be modified upon the initiation of either entity. Modifications must be in writing and signed by the authorized officials of both entities.

Unless earlier terminated by written agreement signed by both parties, this Memorandum of Agreement shall be in effect until such time that DEPARTMENT no longer operates the Core Library on the UNIVERSITY campus.

This Memorandum of Agreement shall be reviewed at least every two years, and if deemed necessary a meeting will be held between the two entities to discuss any modifications or changes in procedures needed.

Except as may otherwise be expressly provided herein, this Memorandum of Agreement shall not supersede any prior agreement, written or unwritten, between the parties and concerning the operation of the Core Library.

Dated this ______ day of ______________, ______.

UNIVERSITY OF NORTH DAKOTA

_______________________________________________
Robert O. Kelley, President

NORTH DAKOTA DEPARTMENT OF MINERAL RESOURCES

_______________________________________________
Lynn D. Helms, Director

Approved by Board of Higher Education __/__/__
Approved by North Dakota Industrial Commission __/__/__
NDUS SYSTEM-WIDE MASTER PLAN

Summary of Recommendations for Implementation by NDUS Facilities Planning

FACILITY CONDITION ASSESSMENT

1. Complete the assessment of remaining state-funded facilities and infrastructure
2. Establish a target value (percentage of CRV) for deferred maintenance
3. Establish a funding scenario to reduce deferred maintenance

PROJECT APPROVAL PROCESS

1. Restructure how projects are submitted to provide efficiency
2. Review facilities policies and procedures for best practices
3. Establish policy and procedures for reporting deferred maintenance

INSTITUTION MASTER PLAN PROCESS

1. Establish a data-driven process for evaluating projects that includes information on space inventory and space utilization
2. Revise the institution planning process to adhere to strategic planning at the system level
3. Establish standards for design at each institution
4. Establish campus metrics which establish standards for deferred maintenance, utilization, and enrollment/space as each applies to new capital projects
5. Revise the 6-year planning cycle

CAPITAL REQUEST EVALUATIONS

1. Establish a transparent ranking process which balances deferred maintenance needs with strategic capital investments
2. Establish space utilization data for each campus
3. Establish space inventory information for each campus

NDUS STRATEGIC PLANNING

Facility Master Plans are the tactical instruments for identifying and fulfilling the facility needs which support and follow a Strategic Plan or Initiative. Successful development of institutional master plans requires the establishment of Strategic Plans at both the System and Institutional level. It is therefore critical to the success of any master plan endeavor that strategic plans which address the future educational needs of North Dakota be established as soon as possible.
1. Issue: The University of North Dakota (UND) requests approval to establish the Center for Comparative Effectiveness Analytics, effective fall of 2014.

2. Proposed actions. Approve The University of North Dakota’s (UND’s) Stage 2 request to establish the Center for Comparative Effectiveness Analytics, effective fall of 2014.

3. Background information. UND proposes that establishment of the Center for Comparative Effectiveness Analytics, as “an entrepreneurial model of academic/industry/government partnership that responds to the latest trends in industry”, will have the potential to “increase the quality, effectiveness, accessibility, and efficiency of health care and public health” in North Dakota. The Center will organize faculty into new research, will house specific programs of study—especially those now associated with the Master of Public Health (MPH), and will coordinate some of its operations, research, and studies with many now specific to North Dakota State University (NDSU).

4. Financial implications. The Center “will have space in the MPH Program office suite” in the School of Medicine and Health Sciences’ (SMHS’s) “building” and it “will require no appropriated funding. The School of Medicine and Health Sciences will provide staffing, Director time, and funding as needed during the start-up period…The Center will seek grants and contracts at the regional level through private/public partnerships…The Center will move toward self-support through external funding” with the “only restriction on funding” being that it “must support the overall mission and goals of the Center.”

5. Legal/policy issues. SBHE Policy 307.1 Institutional Organization—Notice and Approval:

“Board approval is required to create, discontinue or name a school, college, center or institute. Institutions shall submit such requests, along with rationale and supporting information, to the Chancellor and the Chancellor shall forward the proposal to the Board with a recommendation.

“As used in this policy, "center or institute" means a unit that has as a primary function or activity academic instruction, research, or service beyond the immediate campus community. The terms do not include space designations, or units that simply have the word "center" in their title, or units that provide non-academic services, such as dining centers.”

6. Academic issues. No academic issues have been raised.
7. **Coordination.** On 6 May 2014, the AAC voted unanimously to recommend that UND’s Stage 2 request be approved by the SBHE. The Chancellor’s Cabinet and the Interim Chancellor will consider recommendation of this request at their meeting on 14 May 2014. The SBHE Committee of the Academic and Student Affairs will consider recommendation of this request at its meeting on 15 May 2014.

8. **Attachments.**
   The initial Stage 2 proposal from UND is attached.

9. **Contact information.** Sonia S. Cowen, Ph.D., Interim Vice Chancellor for Academic and Student Affairs, North Dakota University System; Ph: 701-328-2965/ email: sonia.cowen@ndus.edu.

10. **Recommendations of the Chancellor’s Cabinet and the Chancellor:** Recommended for approval by the Chancellor’s Cabinet and the Chancellor on 11 June 2014.

11. **Recommendation of the SBHE Academic and Student Affairs Committee:** Recommended for approval by the SBHE Academic and Student Affairs Committee on 12 June 2014.
North Dakota University System

ACADEMIC AFFAIRS FORMAL REQUEST
STAGE II COVER PAGE

This form is to accompany each academic request to the System office for State Board of Higher Education or Chancellor action. The purpose of the form is to streamline the request process, promote consistency, and foster improved record-keeping.

Institution: University of North Dakota

I. Action requested:
   □ Approval of new program, Policy 403.1, "Program Approval", SBHE approval
   □ Approval of new prefix
   □ Termination of program, Policy 403.1.1, "Program Termination", SBHE approval
   □ Place program on inactive status, Policy 403.1.3, "Inactive Programs", Chancellor approval
   □ Program title change, Policy 403.4, "Changes in Program Titles", Chancellor approval
   □ Corresponding degree title change
   □ Approval of new program fee, Policy 805.3, 2.d
   □ Distance education approval, Policy 404.1, "Distance Learning Credit Activities", Chancellor approval
   □ Organizational change, Policy 307.1, "Institutional Organization-Notice and Approval", SBHE approval
   □ Other, Policy__ __ __ __ __

   □ New  □ Change  □ Update Notice
   □ New  □ Change  □ Termination

   Effective Date: __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ ___
REQUEST to ESTABLISH a
CENTER or INSTITUTE
SBHE Policy 307.1
(submit Stage II cover page with this form)

1. Proposed Center Name: Center for Comparative Effectiveness Analytics

2. Center’s Address:
   UND School of Medicine and Health Sciences
   501 North Columbia Road, Room 2370
   University of North Dakota
   Grand Forks, ND 58202-9037

3. Center’s Telephone: 701-777-6079

4. Proposed Center’s Directors and Formal Title:
   Raymond Goldsteen, DrPH
   Professor, Family and Community Medicine
   Director, Master of Public Health Program

5. Who has the authority to commit the proposed Center to financial obligation?
The Director will have this authority, and will function in parallel fashion to Program Directors. The Director will authorize purchases, utilizing the purchasing and payment structure of UND. Joshua Wynne, Vice President for Health Affairs, has ultimate authority over all entities within the UND School of Medicine and Health Sciences.

6. Describe the proposed Center’s organizational structure.
The Center for Comparative Effectiveness Analytics will be located at the University of North Dakota, and will be hosted in the School of Medicine and Health Sciences. The Director will be Raymond Goldsteen, Director of the MPH Program, and he will report to the Vice President for Health Affairs.

7. Will there be an advisory committee? If so, list areas of representation.
There will be an advisory committee comprised of UND and SMHS leadership and representatives from external stakeholders in the fields of health care and public health. The Center will have space in the MPH Program office suite in the SMHS building.

8. What are the Mission, Goals, and Objectives of the Center?
The mission of the Center is to improve population health in North Dakota and the Northern Plains through research on the quality, value, accessibility, and effectiveness of health care and public health. The Center will develop public/private collaborations, as well as seek more typical academic funding from government and foundations.
The Center will:

Goal 1: Analyze clinical and administrative databases for patterns related to utilization, cost, accessibility, and quality.
- Search for patterns in data and have clinical experts interpret
- Improve expert systems (i.e., are there acceptable patterns of practice that the expert system is not programmed to find?)
- Identify non-conforming practice patterns for educational interventions
- Identify non-conforming patterns for possible changes to evidence-based, clinical guidelines
- Develop expert systems that look for patterns in the data that conform to evidence-based, clinical guidelines (predetermined patterns)
- Develop analytical tools such as a risk-adjuster for specific populations

Goal 2: Conduct analytic studies of health care utilization, cost, accessibility, and quality.
- Impact analysis of policies such as insurance expansion or wellness incentives
- Clinical outcomes analytics
- Cost-benefit studies
- Trend analysis
- Predictive modeling for utilization and costs
- Population health modeling

Goal 3: Recommend health policy and interventional options based on research and evaluation studies.
- Health promotion and prevention interventions
- Clinical diagnosis, treatment, and monitoring practices

Goal 4: Evaluate health policy changes and interventions undertaken as a result of research and evaluation studies.
- Health promotion and prevention interventions
- Clinical diagnosis, treatment, and monitoring practices

9. Does establishment of the Center duplicate or enhance any existing campus programs?
The Center does not duplicate or enhance any existing North Dakota University System (NDUS) center or institute. There is no equivalent center in South Dakota or Montana.

10. Identify and explain relationships to other institutions, agencies, and/or academic departments.
The Center will have a positive impact on economic vitality in North Dakota. Through its collaboration with payers and providers of healthcare and public health services, the Center has the potential to increase the quality, effectiveness, accessibility, and efficiency of healthcare and public health and, thereby, improve population health. The Center will be an entrepreneurial model of academic/industry/government partnership
that responds to the latest trends in industry. The services of the Center will be available to organizations outside the State as well. The Center will play a critical role in the education of students in the MPH program, medical school, and other clinical training programs in the School of Medicine and Health Sciences by providing practical experiences in comparative effectiveness research in the health care and public health fields. Within the MPH program, it will be the site of internships and Practicums for students in the Population Health Research and Evaluation specialization. Within the medical school and other clinical training programs, the Center will provide practical experiences in comparative effectiveness analytics that may result in rotations and scholarly projects. The goal of the Center will be to develop long-term partnerships that will be sustained over time because of the quality and relevance of the work produced by its faculty and staff.

11. Identify and explain relationships to state or federal programs.
The Center will strengthen existing relationships with state and federal agencies including the North Dakota Department of Health, the North Dakota Health Information Network, local health departments, the Center for Medicare and Medicaid Services (CMS), the Agency for Healthcare Research and Quality (AHRQ), the Prevention Institute (PI), and the Patient-Centered Outcomes Research Institute (PCORI). These relationships currently include formal and informal partnerships for training and research. Although no other specific relationships with any state or federal agencies are determined at this point, the establishment of the proposed Center is likely to increase our ability to foster such opportunities.

12. Provide an assessment of the potential value to the campus and to the community.
Enormous changes are occurring in our expectations for the health care and public health systems. Policymakers increasingly want evidence that these two complimentary systems are providing effective, efficient, and accessible interventions that improve health and prevent disease and disability in individuals and populations. At the same time, our ability to study health problems and the most effective and efficient ways of preventing, diagnosing, treating, and monitoring them is growing. Advances in information technology and the routine collection of electronic data as a byproduct of service delivery have created massive datasets that are accessible for these purposes. The Center will respond to the need of payers and providers of health care and public health services to demonstrate their efficacy in promoting health and preventing disease and disability by providing expertise in analytics, particularly using existing clinical and administrative data. The Center will draw upon the full range of expertise at the University of North Dakota including the School of Medicine and Health Sciences, the Department of Political Science and Public Administration in the College of Business and Public Administration, and the Department of Geography in the College of Arts and Sciences.

13. How will the effectiveness of the Center (in terms of costs, stated objectives and benefits to clientele and the university) be evaluated?
The Center will be evaluated on the number of contracts it secures from health care and public health stakeholders to conduct comparative effectiveness studies, based on the
assumption that continued contracts indicate the Center’s value. The hallmark of the Center will be public/private partnerships that result in economic benefit and improved health for North Dakota and potentially the region.

14. What level of funding will be required (both immediate and future)? Will the Center use appropriated (hard) monies and/or grants and contracts (soft monies)? Provide actual dollars.

The Center will require no appropriated funding. The School of Medicine and Health Sciences will provide staffing, Director time, and funding as needed during the start-up period. The Center is not seeking appropriated funds. The Center will seek grants and contracts at the regional level through private/public partnerships. Later, the Center will seek federal grants and contracts from the Center for Medicare and Medicaid Services (CMS), the Agency for Healthcare Research and Quality (AHRQ), the Prevention Institute (PI), and the Patient-Centered Outcomes Research Institute (PCORI). The PI and PCORI have non-sequestered funding streams. Thus, the Center will move toward self-support through external funding, which will be sought from multiple sources such as the examples cited previously. The only restriction on funding is that it must support the overall mission and goals of the Center.

15. What are the space requirements for the proposed Center? How will they be met?

The space requirements at start-up will be met through existing space in the Master of Public Health Department in the UND School of Medicine and Health Sciences. It is expected that more space may be required in the long-term, and planning for that space is being integrated into the on-going building plans for the new building of the UND School of Medicine and Health Sciences.

16. What are the equipment requirements for the proposed Center? How will they be met?

The equipment for conducting the evaluation and research activities are already in place within the UND School of Medicine and Health Sciences. Any additional equipment needs specific to future projects will be met through the funding sources for those projects.

17. How many clients will be served by the Center?

The Center will serve, at least initially, a small number of clients each year, but these clients will be influential in the delivery of health care and public health services. The relatively small number of clients will not reflect the impact of the Center. Because of the potential impact of analytics produced by the Center, it is anticipated that long-term and ongoing external funding is almost a certainty.
June 26, 2013

Larry,

Wanted to let you know that at our June 24, 2013 CTE Board meeting these institutions were granted their annual renewal of authorization to operate in ND. This renewal occurs in June of each year. We worked with the System Office and they had all received recommendations from the Chancellor as required. The approval letter to each school alerts them to the change in regulatory responsibility.

With the passage of HB1103 the Board of Higher Ed will be approving all private degree granting institutions as of Aug 1st, CTE will retain the approval process for Career Schools.

If you have any questions let me know. Again, no action is needed on your part I just wanted to make sure you were aware of reauthorizations and that any assistance we can provide to the NDUS in your preparations to take over the authorization to operate process for private degree granting institutions please let us know.

Wayne
June 25, 2013

Ms. Carey Williams
Associate Director of Academic Support
Embry-Riddle Aeronautical University Worldwide
Minot Campus
156 Missile Avenue, Suite 223
Minot AFB, ND 58705

Dear Ms. Williams,

RE: Authorization to Operate

On June 24, 2013, the North Dakota State Board for Career and Technical Education voted to approve Embry-Riddle Aeronautical University’s application for renewal of authorization to operate in this state through June 30, 2014.

This correspondence will also serve to inform you of impending legislative changes affecting Embry-Riddle Aeronautical University. Effective August 1, 2013, the North Dakota State Board for Higher Education will assume regulatory responsibility for Embry-Riddle Aeronautical University operations in North Dakota. For your reference, a copy of the legislation may be accessed, here

Contact information for the North Dakota University System is as follows:

North Dakota University System
10th Floor, State Capitol
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505-0230
701-328-2960
701-328-2961 (fax)

Please feel free to contact me at concerns.

Sincerely,

Debra J. Huber
Administrator
Private Postsecondary Institutions

Cc: Wayne Kutzer, State Director and CEO
Dr. Larry Skogen, Acting Chancellor
June 25, 2013

Dr. Martin Y. Iguchi, Ph.D.
Dean, School of Nursing & Health Studies
Georgetown University
37th & C Streets, NW
Washington, DC 20057

Dear Dr. Iguchi:

RE: Authorization to Operate

On June 24, 2013, the North Dakota State Board for Career and Technical Education voted to approve Georgetown University’s application for renewal of authorization to operate in this state through June 30, 2014.

This correspondence will also serve to inform you of impending legislative changes affecting Georgetown University. Effective August 1, 2013, the North Dakota State Board for Higher Education will assume regulatory responsibility for Georgetown University operations in North Dakota. For your reference, a copy of the legislation may be accessed here.

Contact information for the North Dakota University System is as follows:

North Dakota University System
10th Floor, State Capitol
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505-0230
701-328-2960
701-328-2961 (fax)

Please feel free to contact me at or 701.328.2678 should you have questions or concerns.

Sincerely,

Debra J. Huber
Administrator
Private Postsecondary Institutions

Cc: Wayne Kutzer, State Director and CEO
   Dr. Larry Skogen, Acting Chancellor
June 25, 2013

Mr. Michael Droge
President
Park University
8700 NW River Park Drive
Parkville, MO 64152

Dear Mr. Droge:

RE: Authorization to Operate

On June 24, 2013, the North Dakota State Board for Career and Technical Education voted to approve Park University’s application for renewal of authorization to operate in this state through June 30, 2014.

This correspondence will also serve to inform you of impending legislative changes affecting Park University. Effective August 1, 2013, the North Dakota State Board for Higher Education will assume regulatory responsibility for Park University operations in North Dakota. For your reference, a copy of the legislation may be accessed here:

Contact information for the North Dakota University System is as follows:

North Dakota University System
10th Floor, State Capitol
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505-0230
701-328-2960
701-328-2961 (fax)

Please feel free to contact me at or 701.328.2878 should you have questions or concerns.

Sincerely,

Debra J. Huber
Administrator
Private Postsecondary Institutions

Cc: Wayne Kutzer, State Director and CEO
    Dr. Larry Skogen, Acting Chancellor
June 25, 2013

Dr. Merodie A. Hancock, Ph D
Central Michigan University
802 Industrial Drive
Mount Pleasant, MI 48858

Dear Dr. Hancock:

RE: Authorization to Operate

On June 24, 2013, the North Dakota State Board for Career and Technical Education voted to approve Central Michigan University’s application for renewal of authorization to operate in this state through June 30, 2014.

This correspondence will also serve to inform you of impending legislative changes affecting Central Michigan University. Effective August 1, 2013, the North Dakota State Board for Higher Education will assume regulatory responsibility for Central Michigan University operations in North Dakota. For your reference, a copy of the legislation may be accessed here: [Link]

Contact information for the North Dakota University System is as follows:

North Dakota University System
10th Floor, State Capitol
600 East Boulevard Ave, Dept 215
Bismarck, ND 58505-0230
701-328-2960
701-328-2961 (fax)

Please feel free to contact me at or concerns.

Sincerely,

[Signature]

Debra J. Huber
Administrator
Private Postsecondary Institutions

Cc: Wayne Kutzer, State Director and CEO
Dr. Larry Skogen, Acting Chancellor
June 25, 2013

Mr. John Smith-Coppes
Rasmussen College
Moorhead Campus
1250 29th Avenue South
Moorhead, MN 56560

Dear Mr. Smith-Coppes:

RE: Authorization to Operate

On June 24, 2013, the North Dakota State Board for Career and Technical Education voted to approve Rasmussen College’s application for renewal of authorization to operate in this state through June 30, 2014.

This correspondence will also serve to inform you of impending legislative changes affecting Rasmussen College. Effective August 1, 2013, the North Dakota State Board for Higher Education will assume regulatory responsibility for Rasmussen College operations in North Dakota. For your reference, a copy of the legislation may be accessed here: [Website Link]

Contact information for the North Dakota University System is as follows:

North Dakota University System
10th Floor, State Capitol
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505-0230
701-328-2960
701-328-2961 (fax)

Please feel free to contact me at [Contact Information]

Sincerely,

[Signature]

Debra J. Huber
Administrator
Private Postsecondary Institutions

Cc: Wayne Kutzer, State Director and CEO
Dr. Larry Skogen, Acting Chancellor
June 25, 2013

Mr. John Smith-Coppes
Rasmussen College
Bismarck Campus
1701 East Century Avenue
Bismarck, ND 58503

Dear Mr. Smith-Coppes:

RE: Authorization to Operate

On June 24, 2013, the North Dakota State Board for Career and Technical Education voted to approve Rasmussen College’s application for renewal of authorization to operate in this state through June 30, 2014.

This correspondence will also serve to inform you of impending legislative changes affecting Rasmussen College. Effective August 1, 2013, the North Dakota State Board for Higher Education will assume regulatory responsibility for Rasmussen College operations in North Dakota. For your reference, a copy of the legislation may be accessed here:


Contact information for the North Dakota University System is as follows:

North Dakota University System
10th Floor, State Capitol
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505-0230
701-328-2960
701-328-2961 (fax)

Please feel free to contact me at or 701.328.2678 should you have questions or concerns.

Sincerely,

Debra J. Huber
Administrator
Private Postsecondary Institutions

Cc: Wayne Kutzer, State Director and CEO
    Dr. Larry Skogen, Acting Chancellor
June 25, 2013

Mr. John Smith-Coppes
Rasmussen College
Fargo Campus
4012 19th Avenue Southwest
Fargo, ND 58103

Dear Mr. Smith-Coppes:

RE: Authorization to Operate

On June 24, 2013, the North Dakota State Board for Career and Technical Education voted to approve Rasmussen College’s application for renewal of authorization to operate in this state through June 30, 2014.

This correspondence will also serve to inform you of impending legislative changes affecting Rasmussen College. Effective August 1, 2013, the North Dakota State Board for Higher Education will assume regulatory responsibility for Rasmussen College operations in North Dakota. For your reference, a copy of the legislation may be accessed here:

Contact information for the North Dakota University System is as follows:

North Dakota University System
10th Floor, State Capitol
600 East Boulevard Ave., Dept. 215
Bismarck, ND 58505-0230
701-328-2960
701-328-2961 (fax)

Please feel free to contact me at concerns.

Sincerely,

Debra J. Huber
Administrator
Private Postsecondary Institutions

Cc: Wayne Kutzer, State Director and CEO
    Dr. Larry Skogen, Acting Chancellor
1. Issue:
Renewal of State Authorization for Central Michigan University to operate in North Dakota

2. Proposed actions.
Recommend approval of renewal of state authorization for Central Michigan University to operate in North Dakota.

3. Background information.
Established in 1892, Central Michigan University is a nurturing institution that fosters the transformative power of advanced learning. From our roots as a teachers’ college, CMU has grown to offer nationally acclaimed programs in areas ranging from the health professions and engineering to business and communications. Central Michigan University has a 26,902 total enrollment, 200+ academic programs, $355 million scholarships and financial aid distributed yearly, 21:1 student to faculty ratio, #1 Online undergraduate programs in the nation, according to U.S. News & World Report, 1 of the nation’s 100 largest public universities, #6 Best Online M.B.A. program in America.

Central Michigan University (CMU) is regionally accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, and as a regionally accredited institution is authorized to operate as an institution of higher education. Since 1982, Central Michigan University has been providing exceptional service to our military service members, their spouses, dependents, and civilians at CMU’s Minot AFB center. The education center is located on the second floor of the Minot AFB Education Center. The Education Center consists of 13 classrooms including one science lab and four computer labs. Most of the computer resource rooms have a smart board/ceiling projector/computer available for use. A majority of the classrooms have smart boards permanently installed which include a ceiling projector and computer. Seven of the rooms have an AVerVision installed.

Central Michigan University has paid the $1,200 renewal to operate fee.

5. Legal/policy issues.
Central Michigan University has met the requirements of 15-18.1 of the North Dakota Century Code, relating to authority of the State Board of Higher Education to provide authorizations to operate postsecondary educational institutions offering instruction at the associate in arts level or higher.
6. Academic issues.
Central Michigan University is among the nation's 100 largest public universities with more than 20,000 students on its Mount Pleasant campus and another 7,000 enrolled online and at 50 locations across North America. CMU offers more than 200 academic programs at the undergraduate, masters, specialist and doctoral levels. In addition, CMU has established the nation’s 137th College of Medicine to address a growing shortage of primary care physicians in Michigan. The inaugural class of 64 students began its studies in August 2013.
Programs authorized at this location include the Master of Arts degree in Education with concentrations in Adult Education and Instruction; and the Master of Science in Administration with concentrations in General Administration, Health Services Administration, Human Resources Administration, Information Resource Management, and Leadership.

7. Coordination.
- Central Michigan’s Renewal to Operate Application has been reviewed by Dr. Tanya Spilovoy, Director of Distance Education and State Authorization for NDUS and has been found to satisfy requirements.
- Central Michigan’s Renewal to Operate Application has been reviewed by Mr. Tim Carlson, Chief Auditor for SBHE, and has been found to satisfy bond and financial stability requirements.

8. Attachments.
- Authorized Application
- Articles of Incorporation
- Bond
- Independent Audit Report
- State Approval Documentation
- Higher Learning Commission Accreditation Documentation
- Catalog and Student Handbook
- Global Campus Handbook
9. Contact information.
Tanya Spilovoy, D. Ed.
Director, Distance Education & State Authorization
NORTH DAKOTA University System
1815 Schafer St., Ste. 202
Bismarck, ND 58501-1217
701.224-2498
tanya.spilovoy@ndus.edu

Kari Rojas, Coordinator, Licensure & Regulatory Services
Central Michigan University’s Global Campus
802 Industrial Drive
Mount Pleasant, MI 48858
ph. (989) 774-3233
fax (989) 774-7409

10. Recommendation of the SBHE Academic and Student Affairs Committee: Recommended for approval by the SBHE Academic and Student Affairs Committee on 12 June 2014.
Authorized Application

General

Name: Central Michigan University's Global Campus
Phone number: 800-950-1144

Address: 802 Industrial Drive
Mount Pleasant MI 48858
Fax number: 989-774-7409
Web address: http://global.cmich.edu/

Institution type

Contacts

Primary contact: Shelle Haut
Director: Peter Ross

Ownership

1. How is the ownership of this institution structured?
   public

2. If applicable, provide a copy of the articles of incorporation or other documentation of the state's authorization for your corporation to operate and indicate below the state under whose laws the entity is organized and the name of the institution exactly as it appears on the document of state authorization.

   Legal business name: Central Michigan University

   State: MI

   CMU Established by the Constitution of the State of Michigan.pdf (https://nous.edvera.com/files/exhibits/176266/attachment/123a0166387389e778ac4a3573f1a1332aa6e27)

3. Indicate the legal tax status of your institution

   State:

Owners/Board Members (if applicable)
Authorized Application: SAMS

Owner/board member: Brian Fannon
Length of ownership/member: Term expires December 31, 2014
Ownership %: 1
Date acquired

Owner/board member: John Hurd
Length of ownership/member: Term expires December 31, 2016
Ownership %: 1
Date acquired

Owner/board member: William Kanine
Length of ownership/member: Term expires December 31, 2018
Ownership %: 1
Date acquired

Owner/board member: Tricia Keith
Length of ownership/member: Term expires December 31, 2020
Ownership %: 1
Date acquired

Owner/board member: Patricia Mooradian
Length of ownership/member: Term expires December 31, 2018
Ownership %: 1
Date acquired

Owner/board member: Sarah Opperman
Length of ownership/member: Term expires December 31, 2016
Ownership %: 1
Date acquired

Owner/board member: Robert Wardrop II
Length of ownership/member: Term expires December 31, 2014
Ownership %: 1
Date acquired
Owner/board member: William Weideman

Length of ownership/member: Term expires December 31, 2020

History

1. For accreditation, the institution must have been in continuous operation for a period of at least two (2) years.

   Length of operation: Central Michigan University was established in

2. Specify the month and year during which the institution began to operate legally with any applicable state agency approval.

   Date of operation began: Central Michigan University was approved by it.

3. Has the school operated under any other names? If so, specify other names used and dates of use.

   Previous name: NA

Bonds

1. Please attach a letter of intent from the bonding company stating that a bond has been secured and will be issued upon approval of this application for a Certificate of Approval. After this application is approved, please send us the original completed bond document with bond date matching the date of renewal that NDUS provides.

   Please scan and upload the bond document before mailing.

   ND Appendix A - F2F Gross Inc Stmt FY 13-Final.doc (https://ndus.edvera.com/files/exhibits/176452/attachment/6db5566fcec81654714817481c699b0594b7b56)

   ND Bond 69002447.pdf (https://ndus.edvera.com/files/exhibits/176455/attachment/049badac0145ca5425debe98f3c9c366e5dc28a)

State Agency Approvals

Arkansas Higher Education Coordinating Board

Accreditation Date: 2012-10-01

Expiration Date: 

Accreditation letter:


Oregon Student Access Commission Office of Degree Authorization
<table>
<thead>
<tr>
<th>Accreditation</th>
<th>Expiration</th>
<th>Accreditation Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td><strong>Commonwealth of Virginia</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation Date</td>
<td>2013-08-01</td>
<td></td>
</tr>
<tr>
<td>Accreditation Letter</td>
<td></td>
<td><a href="https://ndus.edvera.com/files/exhibits/176323/attachment/10bbdeb0826395e2cc30b88337f2d98f1b1a59b60">Link</a></td>
</tr>
<tr>
<td><strong>Georgia Nonpublic Postsecondary Education Commission</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation Date</td>
<td>2014-05-01</td>
<td></td>
</tr>
<tr>
<td>Accreditation Letter</td>
<td></td>
<td><a href="https://ndus.edvera.com/files/exhibits/176299/attachment/0e72264414173e182bb393ae80e44be89e0ec4d9">Link</a></td>
</tr>
<tr>
<td><strong>Illinois Board of Higher Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation Date</td>
<td>2012-07-01</td>
<td></td>
</tr>
<tr>
<td>Accreditation Letter</td>
<td></td>
<td><a href="https://ndus.edvera.com/files/exhibits/176300/attachment/678e65fe010af26325476d4b20d4071be3f5">Link</a></td>
</tr>
<tr>
<td><strong>Kansas Board of Regents</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation Date</td>
<td>2013-05-01</td>
<td></td>
</tr>
<tr>
<td>Accreditation Letter</td>
<td></td>
<td><a href="https://ndus.edvera.com/files/exhibits/176331/attachment/3a0bd2ae35abcdebc2d28acde066647e1ab78367">Link</a></td>
</tr>
</tbody>
</table>
State of Louisiana Board of Regents

Accreditation Date: 2013-12-01

Accreditation letter:
LA Board of Regents Postsecondary Institution License through Dec 4, 2015.pdf
https://ndus.edvera.com/files/exhibits/176329/attachment/id03099d4ea3f0a2b2bad7df33be8e5da7e19706)

Maryland Higher Education Commission

Accreditation Date: 2010-08-01

Accreditation letter:
Maryland Online Approval through June 30, 2014.pdf
https://ndus.edvera.com/files/exhibits/176327/attachment/5500c78ec1f56bdc7ae19722f3e9f7278d1911
MD Approval F2F through August 31, 2015.pdf
https://ndus.edvera.com/files/exhibits/176307/attachment/eba9d397f88426b05a02a6cdd7c22e32f624397

Minnesota Office of Higher Education

Accreditation Date: 2014-05-01

Accreditation letter:
Minnesota Renewal Annual Approval Letter May 6, 2014.pdf
https://ndus.edvera.com/files/exhibits/176305/attachment/a6b48f6df407ca450f10a4320e23299dd2a3dc54

Mississippi Community College Board

Accreditation Date: 2014-05-01

Accreditation letter:
Mississippi - No further action needed 12 months from May 5, 2014.pdf
https://ndus.edvera.com/files/exhibits/176308/attachment/138a4ce63810c6b42cebd9a54620503d1cac3dc
North Dakota Department of Career and Technical Education

Accreditation Date
- 2013-06-01

Expiration Date

Accreditation letter

Commonwealth of Pennsylvania

Accreditation Date
- 2013-02-01

Expiration Date

Accreditation letter
PA - Approval Letter valid through June 30 2016.pdf (https://ndus.edvera.com/files/exhibits/176310/attachment/bd7897267a5edbc45135346616d8876f0e583e)

Iowa College Student Aid Commission

Accreditation Date
- 2014-03-01

Expiration Date

Accreditation letter
Iowa Registration Approval Central MI Univ Mar 2014 through March 2016.pdf (https://ndus.edvera.com/files/exhibits/176312/attachment/56110c2b9f6e39e1225f2b59862b10c237c43ae)

Tennessee Higher Education Commission

Accreditation Date
- 2013-07-01

Expiration Date

Accreditation letter

The University of North Carolina

Accreditation Date
- 2013-07-01

Expiration Date

State of Utah Department of Commerce

Accreditation Date
- 2014-05-01

Expiration Date

Accreditation letter

Department of Education State of Wyoming

Accreditation Date
- 2013-07-01

Expiration Date

Accreditation letter
Wyoming Department of Education Registration through June 30 2014.pdf

Ohio Board of Regents

Accreditation Date
- 2010-04-01

Expiration Date

Accreditation letter
Ohio CMU F2F Approvals through December 31 2017.pdf

Accreditations

Accreditation Date

Expiration Date

Conditions

Accreditation letter
If "yes", explain here including the date of the final action, the name of the accrediting agency and the general area of concern upon which the decision was based:

Explanation

Financial Information

1. Please attach an audited or reviewed financial report for your most recently completed fiscal year.


2. Please indicate the ending month of the institutional fiscal year

   Fiscal year end month: June

3. Is the institution already participating in federal financial aid programs?
   - Title IV Eligible?
     - Yes
   - OPEID
     - 00224300

4. Within the past 24 months, has your institution been subject to heightened financial monitoring or restrictions by any regulatory agency?

   - No

5. Further Explanation of School’s Financial Stability

   No supporting documents.

Programs & Instruction

1. Please add all programs your institution would like approved:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>CIP Code</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
<th>Tuition ($)</th>
<th>Fees ($)</th>
<th>Other Costs ($)</th>
<th>Award Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Education with concentration in Adult Education</td>
<td>13.0403 - Adult and Continuing Education Administration</td>
<td>396.0</td>
<td>26.4</td>
<td>16071.0</td>
<td>100.0</td>
<td>2300.0</td>
<td>Master’s degree</td>
</tr>
<tr>
<td>Master of Arts in Education with concentration in Instruction</td>
<td>13.0344 - Educational, Instructional, and Curriculum Supervision</td>
<td>396.0</td>
<td>26.4</td>
<td>16071.0</td>
<td>100.0</td>
<td>2300.0</td>
<td>Master’s degree</td>
</tr>
<tr>
<td>Master of Science in Administration with concentration in General Administration</td>
<td>52.0201 - Business Administration and Management, General</td>
<td>432.0</td>
<td>28.8</td>
<td>17532.0</td>
<td>100.0</td>
<td>2500.0</td>
<td>Master’s degree</td>
</tr>
<tr>
<td>Master of Science in Administration with concentration in Health Services Administration</td>
<td>51.2211 - Health Services Administration</td>
<td>432.0</td>
<td>28.8</td>
<td>17532.0</td>
<td>100.0</td>
<td>2500.0</td>
<td>Master’s degree</td>
</tr>
</tbody>
</table>
### Program Title

<table>
<thead>
<tr>
<th>Program Title</th>
<th>CIP Code</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
<th>Tuition ($)</th>
<th>Fees ($)</th>
<th>Other Costs ($)</th>
<th>Award Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Administration with concentration in Human Resources Administration</td>
<td>52.1001 - Human Resources Management/Personnel Administration, General.</td>
<td>432.0</td>
<td>28.8</td>
<td>17532.0</td>
<td>100.0</td>
<td>2500.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Administration with concentration in Information Resource Management</td>
<td>52.1206 - Information Resources Management.</td>
<td>432.0</td>
<td>28.8</td>
<td>17532.0</td>
<td>100.0</td>
<td>2500.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Administration with concentration in Leadership</td>
<td>52.9999 - Business, Management, Marketing, and Related Support Services, Other.</td>
<td>432.0</td>
<td>28.8</td>
<td>17532.0</td>
<td>100.0</td>
<td>2500.0</td>
<td>Master's degree</td>
</tr>
</tbody>
</table>

2. Do you offer any other programs?

Yes - Central Michigan University's (CMU) Global Campus offers a large number of programs (See, http://global.cmich.edu/programs/), however programs offered at the Minot AFB Center include: the Master of Arts in Education with concentration in Adult Education and concentration in Instruction; and the Master of Science in Administration.

---

**Catalog and Published Description of Programs**

1. A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at a minimum all the items specified in the NDUS Catalog Requirements Checklist (Appendix D.3). SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information in Appendix D.3, please briefly explain:

   2013-14-Global Campus Bulletin.pdf (https://ndus.edvera.com/files/exhibits/176230/attachment/e2b7569819eb2a440485b2b455ec8f101cf54d1b)

2. **Please upload catalog:**

   No supporting documents.

   Please describe where to find the following catalog checklist items in the catalog.

   - Item 1
Catalog and Published Description of Programs

A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at least all the items specified in the NDUS Catalog Requirements Checklist. SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information, please briefly explain.

2013-14-Global Campus Bulletin pdf (https://ndus.edvera.com/files/exhibits/176290/attachment/62b7569819eb2a44048bb26455ec8f10f1c54d1b)

• Please upload catalog:

No supporting documents.

Please describe where to find the following catalog checklist items in the catalog. Include page numbers where applicable.

1. Name, address, phone & fax numbers for the institution. Email & Website addresses, if available.
   http://global.cmich.edu/locations/location.aspx?site=MINOT Central Michigan University, Minot AFB Center 156 Missile Avenue, Room 219 Minot AFB, ND 58705-5026 Phone: (701) 727-5535 or (888) 955-4755 Fax: (701) 727-5361 Email MinotAFB@cmich.edu

2. If institution's headquarters are in another state or jurisdiction, the street address, mailing address, phone & fax numbers.
   2013-2014 Global Campus Bulletin, p. 3 Central Michigan University's Global Campus 802 Industrial Drive Mount Pleasant, MI 48858 ph. 989-774-3865 or 800-950-1144 Or visit the Global Campus home page at http://global.cmich.edu/

3. Effective date of catalog.

4. Names and Titles of:
   • Members of Board of Directors
5. List of all programs offered.

2013-2014 Global Campus Bulletin, pp. 47-112 Academic Programs Listing

6. For each program offered:

- Topical outline, including statement of purpose, objectives, subjects, units, skills/job to be learned in the program. Numbers of clock and/or credit hours for the program.


- Admission requirements

Central Michigan University's Global Campus Academic Calendar http://global.cmich.edu/calendar/#tabs-5 Extended Calendar

- Tuition, costs and fees

2013-2014 Global Campus Bulletin, pp. 18-19 Master of Arts in Education – Graduate, Standard $487, Graduate, Military $288 per credit hour Master of Science in Administration – Graduate, Standard $487, Graduate, Military $288 per credit hour

- Equipment/technology requirements or competencies


- Clinical training, practicum, externships or special features
Graduate employment opportunities.


Requirements for graduate to practice.

2013-2014 Global Campus Bulletin, pp. 78-79; 99-109 Master of Arts in Education - This is not a certification program Master of Science in Administration - This is not a certification program

7. Available student payment schedules and financing options complying with requirements in R4-39-405.


8. Student eligibility requirements regarding tuition reductions, tuition discounts, educational loans, tuition scholarships, and financing options complying with requirements in R4-39-308 & 405.


2013-2014 Global Campus Bulletin, pp. 20-21

10. Student services to be provided by the institution.

2013-2014 Global Campus Bulletin, pp. 7; 13-17, 18-21; 22-27; 28-31 Student Disability Services, Student Ombuds Office, Admissions, Registration, Financial Aid, Academic Advising, CMU Writing Center, Tutoring for Mathematics and Statistics Courses, Global Campus Library Services, Career Services and Resource Center, Transfer Credit, and Prior Learning Assessment Credit Process. CMU’s Global Campus Student Services (http://global.cnmich.edu/services)

11. A description of each educational delivery system available, including class-based instruction, directed study, distance education, and on-line computer-based learning.

CMU’s Global Campus Student Orientation Module 5-Your CMU Courses Course Formats and Delivery http://global.cnmich.edu/orientation/orientation/Default.aspx?Page=27

12. Calendar, identification of:

- Admission requirements or program registration.
Central Michigan University's Global Campus Academic Calendar http://global.cmich.edu/calendar/#tabs-5 Extended Calendar

- Vacation periods, holidays, etc.
  
  Central Michigan University's Global Campus Academic Calendar http://global.cmich.edu/calendar/#tabs-5 Summer 2014, Fall 2014, Spring 2015, Holidays/Graduation, Drops/Credit-No Credit

13. Policies & regulations governing:

- Quarter term or session offered (Start & end dates for each semester).

  Central Michigan University's Global Campus Academic Calendar http://global.cmich.edu/calendar/#tabs-5 Extended Calendar

- Program or course cancellation.

  Based on student enrollments and student demand.

- Grading procedures & satisfactory progress tracking

  2013-2014 Global Campus Bulletin, pp. 37-41

- Change in student status (LOA)

  2013-2014 Global Campus Bulletin, p. 38

- Student re-enrollment.


- Student Probation, suspension or expulsion.

  2013-2014 Global Campus Bulletin, p. 41

- Grade reporting & transcripts:
14. Student Grievance Procedures:
- Establish written procedures and timelines for a student to file a grievance.
  2013-2014 Global Campus Bulletin, pp. 7 (Student Ombuds Office); 39-40 (Grade Grievance Policy)

- List all publications and the page number in which the Student Grievance Procedure is published.
  https://www.cmich.edu/office_president/ombuds/Pages/default.aspx; https://www.cmich.edu/ess/studentaffairs/Documents/GRADE_GRIEVANCE_POLICY.pdf#search=grade%20grievance;

15. Data regarding student completion and job placement and other Gainful Employment data for the two most recent reporting periods.
CMU Graduation Statistics – Five Year History https://www.cmich.edu/office_provost/academic_administration/OIR/Reports/Documents/graduation_statistics_five_year_1112.pdf

graduation_statistics_five_year_1112.pdf (https://ndus.edvera.com/files/exhibits/176291/attachment/6f42c0f3c886515260e6ece6972cf33700c843d30)

16. Pass rate of school's graduates for license of any certificate exam required by state or city for employment.
CMU does not offer certification programs at Minot AFB Center.

17 Disclosure statement – indicates student should review approved catalog for factual information.

http://global.cmich.edu/orientation/ - New Student Orientation* *Additionally, once a student has been admitted a hard copy of the approved campus bulletin is mailed to their recorded place of residence.

18. College Credit – Disclaimer Statement

The granting of any college credit to students who participated in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

2013-2014 Global Campus Bulletin, pp. 30-31 Graduate Transfer Credit Policy

Agreement and Fees

- This application requires fees according to NDUS fee schedule.
  
  NDUS Fee Schedule (https://s3.amazonaws.com/edvera_production/public/organizations/nados/NORTH_DAKOTA_UNIVERSITY_SYSTEM_Fee_Schedule.pdf)

  Please calculate your fee amount.

  1200.00

  Please describe how you calculated this amount:

  Fee Schedule #5 - The Annual Renewal Registration Fee $1,200

- I hereby attest to the accuracy and completeness of this document and all attached materials. I certify that I have reviewed the current Standards of Accreditation and I hereby attest that the institution/program(s) is willing to abide by the NDUS Standards of Accreditation, Policies, and Procedures should accreditation be granted.

  Attestation by: Shellie Haut
1. **Issue:**
Renewal of State Authorization for Embry-Riddle Aeronautical University

2. **Proposed actions.**
Recommend approval of renewal of state authorization for Embry-Riddle Aeronautical University to operate in North Dakota.

3. **Background information.**
Embry-Riddle Aeronautical University (ERAU) is an established leader in aerospace education and applied research. Founded in 1926, ERAU is has a main campus in Daytona Beach, FL, over 150 branch locations worldwide mostly located on military bases, along with an Online Learning campus. All campuses are regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The location at Minot Air Force Based opened in July of 1988.

The campus at Minot offers it students courses taught by an in-class instructor as well as courses taught by an instructor who elsewhere but is broadcast into the classroom in real time with teacher / student interaction via video and tele-conferencing. Students can also take completely online classes outside of a classroom setting. ERAU enrolls military members and their families as well as civilians who are cleared to enter the base.

4. **Financial implications.**
Embry-Riddle Aeronautical University has paid the $1,200 renewal fee.

5. **Legal/policy issues.**
Embry-Riddle Aeronautical University has met the requirements of 15-18.1 of the North Dakota Century Code, relating to authority of the State Board of Higher Education to provide authorizations to operate postsecondary educational institutions offering instruction at the associate in arts level or higher.

6. **Academic issues.**
Led by a faculty comprised of industry professionals, many of whom come from military backgrounds, ERAU’s programs are designed specifically to suit demanding schedules. ERAU offers twenty-seven programs, including twelve undergraduate degree programs, two undergraduate certificate programs, and fourteen graduate degree programs. Students are given the flexibility with twelve enrollment dates per year.
7. **Coordination.**

- Embry-Riddle Aeronautical University Renewal to Operate Application has been reviewed by Dr. Tanya Spilovoy, Director of Distance Education and State Authorization for NDUS and has been found to satisfy requirements.
- Embry-Riddle Aeronautical University Renewal to Operate Application has been reviewed by Mr. Tim Carlson, Chief Auditor for SBHE and has been found to satisfy bond and financial stability requirements.

8. **Attachments.**

- Application for Authorization to Operate in North Dakota
- Articles of Incorporation (Florida)
- Bond
- Independent Auditor’s Report
- Student Handbook
- Catalog

9. **Contact information.**

Tanya Spilovoy, D. Ed.
Director, Distance Education & State Authorization
NORTH DAKOTA University System
1815 Schafer St., Ste. 202
Bismarck, ND 58501-1217
701.224-2498
tanya.spilovoy@ndus.edu

Dustin M. Heil
Resource Manager
Office of Military and Government Relations
Embry-Riddle Aeronautical University – Worldwide Campus
600 South Clyde Morris Blvd.
Daytona Beach, Florida 32114
Office: (386)226-4936
Fax: (386)323-8692
dustin.heil@erau.edu

10. **Recommendation of the SBHE Academic and Student Affairs Committee:** Recommended for approval by the SBHE Academic and Student Affairs Committee on 12 June 2014.
Authorized Application

General

Name: Embry-Riddle Aeronautical University

Address: 600 South Clyde Morris Boulevard
Daytona FL 32114-3900

Phone number: 386-226-4936

Fax number: 386-323-8692

Web address: http://www.erau.edu

Institution type

Contacts

Primary contact: Dustin Heil

Director: John Watrel

Ownership

1. How is the ownership of this institution structured?

   Corporation

2. If applicable, provide a copy of the articles of incorporation or other documentation of the state's authorization for your corporation to operate and indicate below the state under whose laws the entity is organized and the name of the institution exactly as it appears on the document of state authorization.

   Legal business name: Embry-Riddle Aeronautical University, Inc.

   State: FL

   /21321d1f8d7a2a54ae996cd7770bc620a5dc40e07)

   /89d39c707f8589eb88aed2f2c77fb8362cc27)

   ArticlesIncorporation.pdf (https://ndus.edvera.com/files/exhibits/171135/attachment
   /c53582e16516dc5a3c57a0852988f5d41ed0f175)

3. Indicate the legal tax status of your institution

   Non Profit

Owners/Board Members (if applicable)

Owner/board member: John Johnson

Ownership %: 100
Authorized Application: SAMS

Owner/board member: Moni Hosseini

Length of ownership/member: 9 years
Date acquired: 2005-11-01
Ownership %: 100
Date acquired: 1999-04-01

History

1. For accreditation, the institution must have been in continuous operation for a period of at least two (2) years.

   Length of operation: 89

2. Specify the month and year during which the institution began to operate legally with any applicable state agency approvals.

   Date operation began: November 1960

3. Has the school operated under any other names? If so, specify other names used and dates of use.

   Previous name:

Bonds

1. Please attach a letter of intent from the bonding company stating that a bond has been secured and will be issued upon approval of this application for a Certificate of Approval. After this application is approved, please send us the original completed bond document with bond date matching the date of renewal that NDUS provides.

   Please scan and upload the bond document before mailing.

   North Dakota State 2014 Renewal - Form 2009 9.pdf (https://ndus.edvera.com/files/exhibits/176412/attachment/e3bb20ef924af7162c1eb2b004d4207f0f0f02)
   ND Change Rider & Continuance Certif 6-14 thru 6-15 20140423.pdf (https://ndus.edvera.com/files/exhibits/172452/attachment/28803e9f4025b566aa1a2bac225e3124d9850d07)

State Agency Approvals

FL Florida - Florida Department of Education, Commission on Independent Education

Accreditation Date: 2011-06-01
Expiration Date:

Accreditation letter:
Accreditations

Accreditation Date
- Conditions
- Accreditation letter

Expiration Date

Has your institution been denied accreditation or had previous accreditation revoked or placed on probation?

Adverse decisions?  No

If "yes", explain here including the date of the final action, the name of the accrediting agency and the general area of concern upon which the decision was based:

Explanation

Financial Information

1. Please attach an audited or reviewed financial report for your most recently completed fiscal year.

ERAU Financial Statements FY 2013.pdf

2. Please indicate the ending month of the institutional fiscal year

Fiscal year end month  June

3. Is the institution already participating in federal financial aid programs?
- Title IV Eligible?
  - Yes
- OPEID
  - 001479

4. Within the past 24 months, has your institution been subject to heightened financial monitoring or restrictions by any regulatory agency?

No

5. Further Explanation of School's Financial Stability

U.S. Department of Ed. CompositeScores.xls

Programs & Instruction

1. Please add all programs your institution would like approved.
<table>
<thead>
<tr>
<th>Program Title</th>
<th>CIP Code</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
<th>Tuition ($)</th>
<th>Fees ($)</th>
<th>Other Costs ($)</th>
<th>Award Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Science in Aeronautics</td>
<td>49.0101 - Aeronautics/Aviation/Aerospace Science and Technology, General</td>
<td>0.0</td>
<td>0.0</td>
<td>20100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Aviation Business Administration</td>
<td>52.0299 - Business Administration, Management and Operations, Other</td>
<td>0.0</td>
<td>0.0</td>
<td>20100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Aviation Maintenance</td>
<td>47.0608 - Aircraft Powerplant Technology/Technician.</td>
<td>0.0</td>
<td>0.0</td>
<td>20100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Technical Management</td>
<td>52.0299 - Business Administration, Management and Operations, Other</td>
<td>0.0</td>
<td>0.0</td>
<td>20100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Aviation Maintenance Technology Part 65 Undergraduate Certificate</td>
<td>47.0608 - Aircraft Powerplant Technology/Technician.</td>
<td>0.0</td>
<td>0.0</td>
<td>6030.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Certificate</td>
</tr>
<tr>
<td>Bachelor of Science in Aeronautics</td>
<td>49.0101 - Aeronautics/Aviation/Aerospace Science and Technology, General</td>
<td>0.0</td>
<td>0.0</td>
<td>40200.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Aviation Business Administration</td>
<td>52.0299 - Business Administration, Management and Operations, Other</td>
<td>0.0</td>
<td>0.0</td>
<td>40200.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Aviation Maintenance</td>
<td>47.0608 - Aircraft Powerplant Technology/Technician.</td>
<td>0.0</td>
<td>0.0</td>
<td>40200.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Aviation Security</td>
<td>43.0120 - Protective Services Operations.</td>
<td>0.0</td>
<td>0.0</td>
<td>40200.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Engineering Technology</td>
<td>15.0801 - Aeronautics/Aerospace Engineering Technology/Technician.</td>
<td>0.0</td>
<td>0.0</td>
<td>40200.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Fire Science</td>
<td>43.0203 - Fire Science/Fire-fighting.</td>
<td>0.0</td>
<td>0.0</td>
<td>40200.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Technical Management</td>
<td>Not specified</td>
<td>0.0</td>
<td>0.0</td>
<td>40200.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Transportation</td>
<td>52.0209 - Transportation/Mobility Management.</td>
<td>0.0</td>
<td>0.0</td>
<td>40200.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Doctor of Philosophy in Aviation</td>
<td>49.0101 - Aeronautics/Aviation/Aerospace Science and Technology, General</td>
<td>0.0</td>
<td>0.0</td>
<td>52000.0</td>
<td>1250.0</td>
<td>0.0</td>
<td>Doctorate</td>
</tr>
<tr>
<td>Information Assurance (National Security Agency) Undergraduate Certificate</td>
<td>45.0901 - International Relations and Affairs.</td>
<td>0.0</td>
<td>0.0</td>
<td>3015.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Certificate</td>
</tr>
<tr>
<td>Master of Aeronautical Science</td>
<td>49.0102 - Airline/Commercial/Professional Pilot and Flight Crew.</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Business Administration in Aviation</td>
<td>52.0299 - Business Administration, Management and Operations, Other</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Aviation Finance</td>
<td>52.0209 - Transportation/Mobility Management.</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Engineering Management</td>
<td>14.2701 - Systems Engineering.</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Program Title</td>
<td>CIP Code</td>
<td>Credit Hours</td>
<td>Clock Hours</td>
<td>Tuition ($)</td>
<td>Fees ($)</td>
<td>Other Costs ($)</td>
<td>Award Level</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-------------</td>
<td>-------------</td>
<td>----------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Master of Science in Information Security and Assurance</td>
<td>52.1201 - Management Information Systems, General</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Leadership</td>
<td>49.0104 - Aviation/Aviation Management and Operations.</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Logistics and Supply Chain Management</td>
<td>52.0203 - Logistics, Materials, and Supply Chain Management</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Management</td>
<td>49.0104 - Aviation/Aviation Management and Operations.</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Management Information Systems</td>
<td>52.1201 - Management Information Systems, General</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Occupational Safety Management</td>
<td>15.0701 - Occupational Safety and Health Technology/Technician</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Project Management</td>
<td>52.0211 - Project Management</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Science in Unmanned Systems</td>
<td>49.0102 - Airline/Commercial /Professional Pilot and Flight Crew</td>
<td>0.0</td>
<td>0.0</td>
<td>20160.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
<tr>
<td>Master of Systems Engineering</td>
<td>14.2701 - Systems Engineering</td>
<td>0.0</td>
<td>0.0</td>
<td>22500.0</td>
<td>100.0</td>
<td>0.0</td>
<td>Master's degree</td>
</tr>
</tbody>
</table>

2. Do you offer any other programs?

Catalog and Published Description of Programs

1. A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at least all the items specified in the NDUS Catalog Requirements Checklist (Appendix D.3). SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information in Appendix D.3, please briefly explain:

The most current catalog for 2014-2015 is in electronic format and can be found at the following web address: http://catalog.erau.edu/worldwide/


2. Please upload catalog:

2013-14 ERAU-W Catalog.pdf (https://ndus.edvera.com/files/exhibits/171174/attachment/a9aded147b6595e6e707e21c21056a7bbb861f0)

Please describe where to find the following catalog checklist items in the catalog.

- Item 1
Locations

- Minot, Minot AFB, ND (Branch) (/documents/70/document_submissions/5645)

Catalog and Published Description of Programs

- A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at a minimum all the items specified in the NDUS Catalog Requirements Checklist. Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information, please briefly explain.

The most current catalog for 2014-2015 is in electronic format and can be found at the following web address:
http://catalog.erau.edu/worldwide/


- Please upload catalog:

2013-14 ERAU-W Catalog.pdf (https://ndus.edvera.com/files/exhibits/171174/attachment/a9aded147b5595e5e707e21c21056aa7bb86110)

Please describe where to find the following catalog checklist items in the catalog. Include page numbers where applicable.

1. Name, address, phone & fax numbers for the institution. Email & Website addresses, if available.
   - Cover and Page 7

2. If institution's headquarters are in another state or jurisdiction, the street address, mailing address, phone & fax numbers.
   - Page 7

3. Effective date of catalog.
4. Names and Titles of:
   - Members of Board of Directors
     Page 105
   - Manager/Director of School
     Page 102
   - All persons w/ 20% or more ownership or interest
     Page 105

5. List of all programs offered
   Pages 31-58

6. For each program offered:
   - Topical outline, including statement of purpose, objectives, subjects, units, skills/job to be learned in the program.
     Numbers of clock and/or credit hours for the program.
   Pages 31-58

   - Admission requirements
     Pages 11-14

   - Tuition, costs and fees
     Page 16

   - Equipment/technology requirements or competencies
- Clinical training, practicum, externships or special features
  N/A

- Graduate employment opportunities.
  Page 28

- Requirements for graduate to practice.
  N/A

7. Available student payment schedules and financing options complying with requirements in R4-39-405.
   Pages 15-16

8. Student eligibility requirements regarding tuition reductions, tuition discounts, educational loans, tuition scholarships, and financing options complying with requirements in R4-39-308 & 405.
   Pages 15-16

   Page 16 and http://worldwide.erau.edu/locations/state-authorization/index.html

10. Student services to be provided by the Institution.
    Pages 17-25

11. A description of each educational delivery system available, including class-based instruction, directed study, distance education, and on-line computer-based learning.
12. Calendar, identification of:
   - Admission requirements or program registration.
     Pages 11-14.

   - Vacation periods, holidays, etc.
     Pages 25-27

13. Policies & regulations governing:
   - Quarter term or session offered (Start & end dates for each semester).
     [Link](http://worldwide.erau.edu/Assets/worldwide/forms/acad-calendar-13-14.pdf)

   - Program or course cancellation.
     Page 17 Student Handbook Page 4

   - Grading procedures & satisfactory progress tracking
     Page 25

   - Change in student status (LOA).
     Page 23

   - Student re-enrollment.
     Pages 17-24

   - Student Probation, suspension or expulsion.
- Grade reporting & transcripts.
  Pages 21-25

- Student Records as applicable.
  Page 24

- Student Attendance
  Page 26

- Credit for previous education, training, work or life experience.
  Pages 18-20

14. Student Grievance Procedures:
   - Establish written procedures and timelines for a student to file a grievance.
     Page 26 and http://worldwide.erau.edu/locations/state-authorization/index.html

   - List all publications and the page number in which the Student Grievance Procedure is published.

15. Data regarding student completion and job placement and other Gainful Employment data for the two most recent reporting periods.

   N/A

   No supporting documents.
17. Disclosure statement – indicates student should review approved catalog for factual information.

Page 17 Student Handbook Page 4

18. College Credit – Disclaimer Statement
The granting of any college credit to students who participated in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

Pages 6 and 18-20

Agreement and Fees

- This application requires fees according to NDUS fee schedule.

NDUS Fee Schedule (https://s3.amazonaws.com/edvera_production/public/organizations/ndus/NORTH_DAKOTA_UNIVERSITY_SYSTEM_Fee_Schedule.pdf)

Please calculate your fee amount.

$1,200.00

Please describe how you calculated this amount.

Based on Embry-Riddle Aeronautical University's past approval with the state of North Dakota, it has been advised that this application for authorization is a renewal application. As such, the annual renewal registration fee of $1,200 is applicable.

- I hereby attest to the accuracy and completeness of this document and of all attached materials. I certify that I have reviewed the current Standards of Accreditation and I hereby attest that the institution/program(s) is willing to abide by the NDUS Standards of Accreditation, Policies, and Procedures should accreditation be granted.

Attestation by: Dustin Heil
1. **Issue:**
   Renewal of State Authorization for Park University

2. **Proposed actions.**
   Recommend approval of renewal of state authorization for Park University to operate in North Dakota.

3. **Background information.**
   Park University is a comprehensive, independent, non-profit institution with a full range of undergraduate and graduate programs. Founded in 1875 in Parkville, MO, within the Greater Kansas City metropolitan area, Park now serves more than 24,000 students system-wide through our home campus, our additional 40 campus locations throughout the U.S. and our online network. We pride ourselves in our long-standing partnership with the U.S. military and are recognized as one of the largest providers of online undergraduate education to the armed forces.
   Park University has two locations in North Dakota. Our location at Grand Forks Air Force base opened in August 1978.

4. **Financial implications.**
   Park University has paid the $1,200 renewal fee

5. **Legal/policy issues.**
   Park University has met the requirements of 15-18.1 of the North Dakota Century Code, relating to authority of the State Board of Higher Education to provide authorizations to operate postsecondary educational institutions offering instruction at the associate in arts level or higher.

6. **Academic issues.**
   Park University has two locations in North Dakota. The location at Grand Forks Air Force base opened in August 1978. This location offers three associate degrees in criminal justice administration, management, and social psychology. This location also offers 10 bachelor’s degrees including criminal justice administration, information and computer science, social psychology, management, and management with concentrations in accounting, computer information systems, health care, human resources, logistics, and marketing. Park University’s second location in North Dakota is located at Minot Air Force Base which opened in May of 1998. This location offers 6 associates degrees including criminal justice administration, information and computer science, management, management/accounting, management/logistics, and social psychology. The Minot campus also offers 11 bachelor’s degrees in criminal justice administration, information and computer science, management, management with concentrations in accounting, computer information systems, finance, health care, human resources, logistics, and marketing, and social psychology.
The degrees offered are at the discretion of the command at the Air Force installations and is based on needs assessments for those locations. Park University is accredited by the North Central Association of Schools of the Higher Learning Commission. Park has been accredited with the Higher Learning Commission since 1913 and has recently received its 10 year renewal with the accrediting body.

7. Coordination.
   - Park University Renewal to Operate Application has been reviewed by Dr. Tanya Spilovoy, Director of Distance Education and State Authorization for NDUS and has been found to satisfy reauthorization requirements.
   - Park University Renewal to Operate Application has been reviewed by Mr. Tim Carlson, Chief Auditor for SBHE and has been found to satisfy bond and financial stability requirements.

8. Attachments.
   - Application for Authorization to Operate in North Dakota
   - Articles of Incorporation (Missouri)
   - Bond
   - Accreditation
   - Audit
   - Catalog/Student Handbook

9. Contact information.
Tanya Spilovoy, D. Ed.
Director, Distance Education & State Authorization
NORTH DAKOTA
University System
1815 Schafer St., Ste. 202
Bismarck, ND 58501-1217
701.224-2498
tanya.spilovoy@ndus.edu

David Turner, M.B.A. *Coordinator for State Approval and Licensure*
Park University * 8700 N.W. River Park Drive, Box #68 * Parkville, MO 64152
816-584-6242 * 816-741-6138(fax) * David.Turner@park.edu

10. Recommendation of the SBHE Academic and Student Affairs Committee: Recommended for approval by the SBHE Academic and Student Affairs Committee on 12 June 2014.
Authorized Application

General

Name: Park University
Address: 8700 NW River Park Drive
        PMB #68
        Parkville MO 64152

Phone number: 816-584-6242
Fax number: 816-741-6138
Web address: http://www.park.edu

Institution type:

Contacts

Primary contact: David Turner
Director: David Turner

Ownership

1. How is the ownership of this institution structured?
   
   corporation

2. If applicable, provide a copy of the articles of incorporation or other documentation of the state's authorization for your corporation to operate and indicate below the state under whose laws the entity is organized and the name of the institution exactly as it appears on the document of state authorization.

   Legal business name: Park University
   State: MO

   [Link to Articles of Incorporation pdf]

3. Indicate the legal tax status of your institution:
   
   Non Profit

History

1. For accreditation, the institution must have been in continuous operation for a period of at least two (2) years.
   
   Length of operation: 139 Years

2. Specify the month and year during which the institution began to operate legally with any applicable state agency approvals.

   Date operation began: 1875
3. Has the school operated under any other names? If so, specify other names used and dates of use.
Previous name  Park College from 1875-2000

Bonds

1. Please attach a letter of intent from the bonding company stating that a bond has been secured and will be issued upon approval of this application for a Certificate of Approval. After this application is approved, please send us the original completed bond document with bond date matching the date of renewal that NDUS provides.

Please scan and upload the bond document before mailing.

ND_Bond.pdf (https://ndus.edvera.com/files/exhibits/174700/attachment/f5071c5ec13a2a742cd59e0da18fbc9f2f42b30)

State Agency Approvals

Missouri Department of Higher Education

Accreditation Date  Expiration Date
• 1950-01-01  • 2044-12-01

Accreditation letter
MO DHE.docx (https://ndus.edvera.com/files/exhibits/174348/attachment/70dd375be840ac5c94508530c956620d1dde70d9fa)

Accreditations

North Central Association of Schools Higher Learning Commission

Accreditation Date  Expiration Date
• 1950-01-01  • 2023-12-01

Conditions
• Originally accredited 1913, next review 2023/2024

Accreditation letter
The Higher Learning Comm...pdf (https://ndus.edvera.com/files/exhibits/174701/attachment/c492b39364b61ea68e0578dce4dc567b3b9f173)

Has your institution been denied accreditation or had previous accreditation revoked or placed on probation?:

Adverse decisions?  No

If "yes", explain here including the date of the final action, the name of the accrediting agency and the general area of concern upon which the decision was based:
Financial Information

1. Please attach an audited or reviewed financial report for your most recently completed fiscal year.
   AUD - 2013 (Short).pdf

2. Please indicate the ending month of the institutional fiscal year.
   Fiscal year end month: June

3. Is the institution already participating in federal financial aid programs?
   ○ Title IV Eligible?
     Yes
   ○ OPEID
     002498

4. Within the past 24 months, has your institution been subject to heightened financial monitoring or restrictions by any regulatory agency?
   No

5. Further Explanation of School's Financial Stability
   No supporting documents.

Programs & Instruction

1. Please add all programs your institution would like approved.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>CIP Code</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
<th>Tuition ($)</th>
<th>Fees ($)</th>
<th>Other Costs ($)</th>
<th>Award Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Science in Criminal Justice</td>
<td>43.01 - Criminal Justice and Corrections</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Management</td>
<td>52.0201 - Business Administration and Management, General</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Management/Computer Information Systems</td>
<td>52.12 - Management Information Systems and Services.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Associate of Science in Management/Human Resources</td>
<td>52.10 - Human Resources Management and Services.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Associate of Science in Social Psychology</td>
<td>42.1601 - Social Psychology</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Bachelor of Science in Criminal Justice</td>
<td>43.0103 - Criminal Justice/Law Enforcement Administration.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
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<td>-----------</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td>Bachelor of Science in Information and Computer Science</td>
<td>11.0701 - Computer Science</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
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<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Accounting</td>
<td>52.0305 - Accounting and Business/Management</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Health Care</td>
<td>51.0701 - Health/Health Care Administration/Management</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Marketing</td>
<td>52 - BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
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<td>42.1601 - Social Psychology</td>
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<td>30000.0</td>
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<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
</tbody>
</table>

2. Do you offer any other programs?

Catalog and Published Description of Programs

1. A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at a minimum all the items specified in the NDUS Catalog Requirements Checklist (Appendix D.3). SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information in Appendix D.3, please briefly explain:

   No supporting documents.

2. Please upload catalog:

   2013-14UnderCat.pdf (https://ndus.edvera.com/files/exhibits/172458/attachment/d9300535620df3ca53f072f68b6e4f1bdc36682)

Please describe where to find the following catalog checklist items in the catalog.

   ○ Item 1
Locations

No locations specified.

Catalog and Published Description of Programs

- A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at a minimum all the items specified in the NDUS Catalog Requirements Checklist. SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information, please briefly explain.

No supporting documents.

- Please upload catalog:

  2013-14UnderCat.pdf (https://ndus.edvera.com/files/exhibits/172458/attachment/d93c03535620df3ca53f072f68b66edf1bdc36682)

Please describe where to find the following catalog checklist items in the catalog. Include page numbers where applicable.

1. Name, address, phone & fax numbers for the institution. Email & Website addresses, if available.

   Page 1

2. If institution’s headquarters are in another state or jurisdiction, the street address, mailing address, phone & fax numbers.

   Page 1

3. Effective date of catalog.
4. Names and Titles of:
   - Members of Board of Directors
     Page 353
   - Manager/Director of School
     Page 354
   - All persons w/ 20% or more ownership or interest
     N/A

5. List of all programs offered.
   Pages 110-112

6. For each program offered:
   - Topical outline, including statement of purpose, objectives, subjects, units, skills/job to be learned in the program.
     Numbers of clock and/or credit hours for the program.
     Pages 123-231

   - Admission requirements
     Pages 40-43

   - Tuition, costs and fees
     Pages 76-77

   - Equipment/technology requirements or competencies
- Clinical training, practicum, externships or special features
  
  N/A

- Graduate employment opportunities.
  
  Page 88

- Requirements for graduate to practice.
  
  Pages 107-109

7. Available student payment schedules and financing options complying with requirements in R4-39-405.
  
  Page 78

8. Student eligibility requirements regarding tuition reductions, tuition discounts, educational loans, tuition scholarships, and financing options complying with requirements in R4-39-308 & 405.
  
  Pages 80-85

  
  Pages 79-80

10. Student services to be provided by the Institution.
  
  Pages 87-92

11. A description of each educational delivery system available, including class-based instruction, directed study, distance education, and on-line computer-based learning.
12. Calendar, identification of:
   - Admission requirements or program registration
     Pages 40-43
   - Vacation periods, holidays, etc.
     Page 40

13. Policies & regulations governing:
   - Quarter term or session offered (Start & end dates for each semester)
     Pages 40-43
   - Program or course cancellation
     Page 98
   - Grading procedures & satisfactory progress tracking
     Pages 96-97
   - Change in student status (LOA)
     Pages 102-103
   - Student re-enrollment
     Page 103
   - Student Probation, suspension or expulsion
- Grade reporting & transcripts.
  Page 100

- Student Records as applicable.
  Pages 53-54

- Student Attendance
  Page 98

- Credit for previous education, training, work or life experience.
  Pages 73-74

14. Student Grievance Procedures:
- Establish written procedures and timelines for a student to file a grievance.
  Pages 94-95

- List all publications and the page number in which the Student Grievance Procedure is published.
  Pages 94-95

15. Data regarding student completion and job placement and other Gainful Employment data for the two most recent reporting periods.

N/A

No supporting documents.
16. Pass rate of school's graduates for license of any certificate exam required by state or city for employment.

N/A

17. Disclosure statement – indicates student should review approved catalog for factual information.

Page 1

18. College Credit – Disclaimer Statement
The granting of any college credit to students who participated in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

Page 105

Agreement and Fees

- This application requires fees according to NDUS fee schedule.
  NDUS Fee Schedule (https://s3.amazonaws.com/edvera_production/public/organizations/ndus/NORTH_DAKOTA_UNIVERSITY_SYSTEM_Fee_Schedule.pdf)

Please calculate your fee amount.

1200.00

Please describe how you calculated this amount.

Previously approved, renewal fee

- I hereby attest to the accuracy and completeness of this document and of all attached materials. I certify that I have reviewed the current Standards of Accreditation and I hereby attest that the institution/program(s) is willing to abide by the NDUS Standards of Accreditation, Policies, and Procedures should accreditation be granted.

Attestation by: David Turner
Authorized Application

General

Name: Park University-Minot
Address: 5th FSS/FSDE
156 Missile Ave
Minot AFB ND 58705-5008
Phone number: 701-727-0469
Fax number: 701-727-0470
Web address: http://www.park.edu

Institution type

Contacts

Primary contact: David Turner
Director: David Turner

Ownership

1. How is the ownership of this institution structured?
   - corporation

2. If applicable, provide a copy of the articles of incorporation or other documentation of the state's authorization for your corporation to operate and indicate below the state under whose laws the entity is organized and the name of the institution exactly as it appears on the document of state authorization.
   - Legal business name: Park University
   - State: MO

   Download Articles of Incorporation pdf (https://ndus.edvera.com/files/exhibits/174263/attachment/2b38fe4e974e78003a5e0d017c566e2b0909e2239)

3. Indicate the legal tax status of your institution:
   - Non Profit

History

1. For accreditation, the institution must have been in continuous operation for a period of at least two (2) years.
   - Length of operation: 139 Years

2. Specify the month and year during which the institution began to operate legally with any applicable state agency approvals.
   - Date operation began: 1875
Bonds

1. Please attach a letter of intent from the bonding company stating that a bond has been secured and will be issued upon approval of this application for a Certificate of Approval. After this application is approved, please send us the original completed bond document with bond date matching the date of renewal that NDUS provides.

Please scan and upload the bond document before mailing.

ND_Bond.pdf (https://ndus.edvera.com/files/exhibits/174415/attachment/560b666dc807b83ee3b87a5a18452790594f665d5)

State Agency Approvals

Missouri Department of Higher Education

Accreditation Date
- 1950-01-01

Expiration Date
- 2044-12-01

Accreditation letter
MO DHE.docx (https://ndus.edvera.com/files/exhibits/174702/attachment/03c20f2b09b7daaf89d2f25fe6d3c24360cf03)

Accreditations

North Central Association of Schools, Higher Learning Commission

Accreditation Date
- 1950-01-01

Expiration Date
- 2023-12-01

Conditions
- Initial Accreditation 1913, next review 2023/2024

Accreditation letter
The Higher Learning Comm...pdf (https://ndus.edvera.com/files/exhibits/174707/attachment/ea163e609107f7391c3c73a514487e0e757a0d2b)

Has your institution been denied accreditation or had previous accreditation revoked or placed on probation?

Adverse decisions? No

If "yes", explain here including the date of the final action, the name of the accrediting agency and the general area of concern upon which the decision was based:
Financial Information

1. Please attach an audited or reviewed financial report for your most recently completed fiscal year.
   AUD - 2013 (Short).pdf
2. Please indicate the ending month of the institutional fiscal year:
   Fiscal year end month: December
3. Is the institution already participating in federal financial aid programs?
   ○ Title IV Eligible?
     Yes
   ○ OPEID
     002498
4. Within the past 24 months, has your institution been subject to heightened financial monitoring or restrictions by any regulatory agency?
   No
5. Further Explanation of School's Financial Stability
   No supporting documents.

Programs & Instruction

1. Please add all programs your institution would like approved

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<th>CIP Code</th>
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<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Information and Computer Science</td>
<td>11 - COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Management</td>
<td>52.0201 - Business Administration and Management, General.</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Associate of Science in Management/Accounting</td>
<td>52 0305 - Accounting and Business/Management.</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
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<tr>
<td>Associate of Science in Management/Logistics</td>
<td>52 0203 - Logistics, Materials, and Supply Chain Management.</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
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<td>0.0</td>
<td>Associate's degree</td>
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<tr>
<td>Associate of Science in Social Psychology</td>
<td>42.1601 - Social Psychology.</td>
<td>900.0</td>
<td>60.0</td>
<td>15000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Bachelor of Science in Criminal Justice</td>
<td>43.0103 - Criminal Justice/Law Enforcement Administration.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Program Title</td>
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<tr>
<td>Bachelor of Science in Information and Computer Science</td>
<td>11.0701 - Computer Science.</td>
<td>1800.0</td>
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<td>30000.0</td>
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<td>Bachelor's degree or equivalent</td>
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<tr>
<td>Bachelor of Science in Management/Accounting</td>
<td>52.0305 - Accounting and Business/Management.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Computer Information Systems</td>
<td>11.10 - Computer/Information Technology Administration and Management.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Finance</td>
<td>52.08 - Finance and Financial Management Services</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
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<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Health Care</td>
<td>51.0701 - Health/Health Care Administration/Management.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
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<td>Bachelor of Science in Management/Human Resources</td>
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<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Logistics</td>
<td>52.0203 - Logistics, Materials, and Supply Chain Management.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Management/Marketing</td>
<td>52.1401 - Marketing/Marketing Management, General.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
<td>Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Bachelor of Science in Social Psychology</td>
<td>42.1501 - Social Psychology.</td>
<td>1800.0</td>
<td>120.0</td>
<td>30000.0</td>
<td>125.0</td>
<td>0.0</td>
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</tr>
</tbody>
</table>

2. Do you offer any other programs?

Catalog and Published Description of Programs

1. A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at a minimum all the items specified in the NDUS Catalog Requirements Checklist (Appendix D.3). SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information in Appendix D.3, please briefly explain.
2 Please upload catalog:

2013-14UnderCat.pdf (https://ndus.edvera.com/files/exhibits/174255/attachment/e80a5881a78ba851b2dbb5f591c91b71e8a7d4)

Please describe where to find the following catalog checklist items in the catalog.

- Item 1

Locations

No locations specified.

Catalog and Published Description of Programs

- A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at a minimum all the items specified in the NDUS Catalog Requirements Checklist. SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information, please briefly explain.

No supporting documents.

Please upload catalog:

2013-14UnderCat.pdf (https://ndus.edvera.com/files/exhibits/174255/attachment/e80a5881a78ba851b2dbb5f591c91b71e8a7d4)

Please describe where to find the following catalog checklist items in the catalog. Include page numbers where applicable:

1. Name, address, phone & fax numbers for the institution. Email & Website addresses, if available.
2. If institution's headquarters are in another state or jurisdiction, the street address, mailing address, phone & fax numbers.

Page 1

3. Effective date of catalog.

Page 3

4. Names and Titles of:
   - Members of Board of Directors
     Board of Trustees - Page 353
   - Manager/Director of School
     Page 354
   - All persons w/ 20% or more ownership or interest
     N/A

5. List of all programs offered.

Pages 110-112

6. For each program offered:
   - Topical outline, including statement of purpose, objectives, subjects, units, skills/job to be learned in the program.
     Numbers of clock and/or credit hours for the program.
     Pages 123-231
   - Admission requirements
     Page 40
   - Tuition, costs and fees
- Equipment/technology requirements or competencies
  Pages 48-47

- Clinical training, practicum, externships or special features
  N/A

- Graduate employment opportunities.
  N/A

- Requirements for graduate to practice.
  Pages 107-109

7. Available student payment schedules and financing options complying with requirements in R4-39-405.
  Pages 78-79

8. Student eligibility requirements regarding tuition reductions, tuition discounts, educational loans, tuition scholarships, and financing options complying with requirements in R4-39-308 & 405.
  Pages 80-85

  Page 367

10. Student services to be provided by the Institution.
    Pages 87-92
11. A description of each educational delivery system available, including class-based instruction, directed study, distance education, and on-line computer-based learning.

Pages 13-34

12. Calendar, identification of:
   - Admission requirements or program registration
     Page 40
   - Vacation periods, holidays, etc.
     Page 40

13. Policies & regulations governing:
   - Quarter term or session offered (Start & end dates for each semester)
     Pages 40-43
   - Program or course cancellation
     Page 98
   - Grading procedures & satisfactory progress tracking
     Grading: Pages 100-101 Satisfactory Progress: Pages 96-97
   - Change in student status (LOA)
     Pages 102-103
   - Student re-enrollment
     Page 108
- Grade reporting & transcripts.
  Pages 100-101

- Student Records as applicable.
  Pages 53-54.

- Student Attendance
  Page 98

- Credit for previous education, training, work or life experience.
  Pages 73-74

   - Establish written procedures and timelines for a student to file a grievance.
     Pages 58-59

- List all publications and the page number in which the Student Grievance Procedure is published.
  2013-2014 Undergraduate Catalog pages 58-59

15. Data regarding student completion and job placement and other Gainful Employment data for the two most recent reporting periods.

   N/A

   No supporting documents.
16. Pass rate of school's graduates for license of any certificate exam required by state or city for employment

   N/A

17. Disclosure statement – indicates student should review approved catalog for factual information.

   Page 1

18. College Credit – Disclaimer Statement

   The granting of any college credit to students who participated in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

   Page 105

Agreement and Fees

- This application requires fees according to NDUS fee schedule.
  NDUS Fee Schedule (https://s3.amazonaws.com/edvera_production/public/organizations/ndus/NORTH_DAKOTA_UNIVERSITY_SYSTEM_Fee_Schedule.pdf)

  Please calculate your fee amount.

  $1200.00

  Please describe how you calculated this amount.

  Previously approved, Renewal Fee

- I hereby attest to the accuracy and completeness of this document and of all attached materials. I certify that I have reviewed the current Standards of Accreditation and I hereby attest that the institution/program(s) is willing to abide by the NDUS Standards of Accreditation, Policies, and Procedures should accreditation be granted.

  Attestation by: David Turner
1. **Issue:**
Renewal of State Authorization for Rasmussen College to operate in North Dakota

2. **Proposed actions.**
Recommend approval of renewal of state authorization for Rasmussen College to operate in North Dakota.

3. **Background information.**
Rasmussen College operates two campuses in North Dakota; one in Bismarck and one in Fargo. Rasmussen acquired Aaker’s College in 1998, but the two institutions were not officially merged until 2007. Prior to the acquisition, Aaker’s College had been in operation since 1902.
In addition to North Dakota, Rasmussen College operates physical campuses in Minnesota, Wisconsin, Illinois, Kansas, Florida, and online in all 50 states.

4. **Financial implications.**
Rasmussen College has paid the $2,400 renewal to operate fees total for two campuses (Bismarck and Fargo).

5. **Legal/policy issues.**
Rasmussen College has met the requirements of 15-18.1 of the North Dakota Century Code, relating to authority of the State Board of Higher Education to provide authorizations to operate postsecondary educational institutions offering instruction at the associate in arts level or higher.

6. **Academic issues.**
Rasmussen College offers degrees in Business, Design, Education, Health Sciences, Justice Studies, Nursing, and Technology. To date, Rasmussen College has graduated more than 2,000 students in North Dakota.

7. **Coordination.**
- Rasmussen’s Renewal to Operate Application has been reviewed by Dr. Tanya Spilovoy, Director of Distance Education and State Authorization for NDUS and has been found to satisfy requirements.
- Rasmussen’s Renewal to Operate Application has been reviewed by Mr. Tim Carlson, Chief Auditor for SBHE, and has been found to satisfy bond and financial stability requirements.

8. **Attachments.**
- Authorized Application
- Articles of Incorporation
- Bonds for Fargo and Bismarck
- State Approval Documentation
• Higher Learning Commission Accreditation Documentation
• Independent Auditor’s Report
• Catalog and Student Handbook

9. Contact information.
Tanya Spilovoy, D. Ed.
Director, Distance Education & State Authorization
NORTH DAKOTA University System
1815 Schafer St., Ste. 202
Bismarck, ND 58501-1217
701.224-2498
tanya.spilovoy@ndus.edu

Andrew J. Thomas, J.D.
Licensing Specialist
Rasmussen College – Twin Cities Office
Phone: (952) 806-3984
andrew.thomas@rasmussen.edu
www.rasmussen.edu

10. Recommendation of the SBHE Academic and Student Affairs Committee: Recommended for approval by the SBHE Academic and Student Affairs Committee on 12 June 2014.
Authorized Application

General

Name: Rasmussen College
Address: 8300 Norman Center Drive
         Suite 300
         Bloomington MN 55437
Phone number: 952-806-3800
Fax number: 952-631-0624
Web address: http://www.rasmussen.edu

Institution type:

Contacts

Primary contact: Andrew Thomas
Director: Andrew Thomas

Ownership

1. How is the ownership of this institution structured?
   Corporation

2. If applicable, provide a copy of the articles of incorporation or other documentation of the state's authorization for your corporation to operate and indicate below the state under whose laws the entity is organized and the name of the institution exactly as it appears on the document of state authorization.

   Legal business name: Rasmussen College, Inc.
   State: DE

   Ras Col - Cert of Auth 3-24-14.pdf
   Ras Col - Cert of Authority 12-12-13.pdf

3. Indicate the legal tax status of your institution.
   For Profit

History

1. For accreditation, the institution must have been in continuous operation for a period of at least two (2) years.
   Length of operation: 114 Years

2. Specify the month and year during which the institution began to operate legally with any applicable state agency approvals.
3. Has the school operated under any other names? If so, specify other names used and dates of use.

Previous name: Aakers College: 1902 - 2007

Bonds

1. Please attach a letter of intent from the bonding company stating that a bond has been secured and will be issued upon approval of this application for a Certificate of Approval. After this application is approved, please send us the original completed bond document with bond date matching the date of renewal that NDUS provides.

Please scan and upload the bond document before mailing.

Bismarck Bond 4-22-14 FINAL.pdf

Fargo Bond 4-22-14 FINAL.pdf

State Agency Approvals

Alaska Commission on Postsecondary Education

Accreditation Date: 2013-03-01
Expiration Date: 2015-03-01

Accreditation letter

AK - Letter of Approval.pdf

Alabama Commission on Higher Education

Accreditation Date: 2013-03-01
Expiration Date: 2015-03-01

Accreditation letter

AR [ACHE] Letter of Approval.pdf

Alabama Department of Postsecondary Education

Accreditation Date: 2013-05-01
Expiration Date: 2015-05-01

Accreditation letter

Delaware Department of Education

Accreditation Date
- 2012-02-01

Expiration Date
- 2015-01-01

Accreditation letter
DE-APPROVED-online programs 2-1-12.pdf (https://ndus.edvera.com/files/exhibits/172507/attachment/deaef2beaccdf895517d6366f61c9343ccd5982b1)

Florida Commission on Independent Education

Accreditation Date
- 2014-04-01

Expiration Date
- 2015-11-01

Accreditation letter
Tampa-Brandon 2014.pdf (https://ndus.edvera.com/files/exhibits/172513/attachment/d27d7453b2321de45c13af0ec7c27ee2a3b602c2ba)
Ocala.pdf (https://ndus.edvera.com/files/exhibits/172512/attachment/2f40b0182fde13c3c0323d86a78e9346eb570da3)
Ocala School of Nursing.pdf (https://ndus.edvera.com/files/exhibits/172511/attachment/227b4e29540eaa28e1625b307014acc665b9ee3e)
Land O' Lakes.pdf (https://ndus.edvera.com/files/exhibits/172509/attachment/eb39b6e2eb37d0c8e8065f46c1f6f7b257e8c7a0)
Ft. Myers.pdf (https://ndus.edvera.com/files/exhibits/172508/attachment/dc39fb7afeb37d60e6f46c1f6e7b257e8c7a0)

Georgia Nonpublic Postsecondary Education Commission

Accreditation Date
- 2013-05-01

Expiration Date
- 2014-05-01

Accreditation letter

Iowa College Student Aid Commission

Accreditation Date
- 2011-05-01

Expiration Date
- 2015-05-01

Accreditation letter
IA Registration 5-26-11.pdf (https://ndus.edvera.com/files/exhibits/172515/attachment/c24214630b66ceeb7b0e592f26c705a68a5a1028)

Illinois Board of Higher Education
Authorized Application: SAMS

Accreditation Date  
• 2014-01-01  

Expiration Date  
• 2015-01-01  

Accreditation letter
IL - Approved - Health Sciences IBHE 4-3-2014.pdf (https://ndus.edvera.com/files/exhibits/172517/attachment/8ca85f5a844a8bfe8528b1acdf263ac6c596539b6)  
IL - Approvals as of 4-23-14 but Health Sci. AAS not on this list yet (is approved).pdf (https://ndus.edvera.com/files/exhibits/172516/attachment/6fa9e685f20eb8000f0956a4e2227241ae9db3a4)

Kansas Board of Regents  

Accreditation Date  
• 2014-03-01  

Expiration Date  
• 2015-03-01  

Accreditation letter
KS Approval Ltr - Topeka.pdf (https://ndus.edvera.com/files/exhibits/172520/attachment/688991111a950375ac1d8c567e7b52ae51acec4)  
KS Approval Ltr - Online.pdf (https://ndus.edvera.com/files/exhibits/172518/attachment/63dcdef6b28a2e7239808e3986677578d79570)

Maryland Higher Education Commission  

Accreditation Date  
• 2013-06-01  

Expiration Date  
• 2014-06-01  

Accreditation letter
MD - Letter of Approval.pdf (https://ndus.edvera.com/files/exhibits/172521/attachment/c05d95cc6d871d8eb8c8cf09d44fa9bd40373ad)

Minnesota Office of Higher Education  

Accreditation Date  
• 2013-09-01  

Expiration Date  
• 2014-09-01  

Accreditation letter

Missouri Department of Higher Education  

Accreditation Date  
• 2013-06-01  

Expiration Date  
• 2014-06-01  

Accreditation letter
Mississippi Community College Board

Accreditation Date
• 2013-05-01

Expiration Date
• 2014-05-01

Accreditation letter
MS - Letter of Approval.pdf (https://ndus.edvera.com/files/exhibits/172524/attachment/4e6e3ac0108b8ac0594ed72d43beb491607cb8c)

Montana University System

Accreditation Date
• 2014-01-01

Expiration Date
• 2015-01-01

Accreditation letter
MT - Letter of Approval.pdf (https://ndus.edvera.com/files/exhibits/172525/attachment/810d2dc5783d2e79e8cb4c95ce6d7ac5cbb56076)

Oregon Office of Degree Authorization

Accreditation Date
• 2013-06-01

Expiration Date
• 2014-06-01

Accreditation letter

Pennsylvania Department of Education

Accreditation Date
• 2013-06-01

Expiration Date
• 2014-06-01

Accreditation letter
PA - Ltr of Approval.pdf (https://ndus.edvera.com/files/exhibits/172528/attachment/9b71a4c9412c0f0b21777125df6e6bca81ee95d)

Utah Department of Commerce

Accreditation Date
• 2013-06-01

Expiration Date
• 2015-06-01
Wisconsin Education Approval Board

Accreditation Date
• 2013-12-01

Expiration Date
• 2014-12-01

Accreditation letter
Wl EAB 2014 Renewal 12-31-2013 OPT.pdf

Wyoming Department of Education

Accreditation Date
• 2013-06-01

Expiration Date
• 2014-06-01

Accreditation letter
WY - Letter of Approval.pdf

Accreditations

Higher Learning Commission - North Central Association

Accreditation Date
• 2010-04-01

Expiration Date
• 2020-04-01

Conditions
• None

Accreditation letter
HLC Ltr - SAS 4-27-11.pdf

Has your institution been denied accreditation or had previous accreditation revoked or placed on probation?

Adverse decisions?  No

If 'yes', explain here including the date of the final action, the name of the accrediting agency and the general area of concern upon which the decision was based:
Financial Information

1. Please attach an audited or reviewed financial report for your most recently completed fiscal year.

2. Please indicate the ending month of the institutional fiscal year
   Fiscal year and month: September

3. Is the institution already participating in federal financial aid programs?
   - Title IV Eligible?
     Yes
   - OPEID
     Fargo - 00869408; Bismarck - 00869415

4. Within the past 24 months, has your institution been subject to heightened financial monitoring or restrictions by any regulatory agency?
   No

5. Further Explanation of School's Financial Stability
   No supporting documents

Programs & Instruction

1. Please add all programs your institution would like approved

<table>
<thead>
<tr>
<th>Program Title</th>
<th>CIP Code</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
<th>Tuition ($)</th>
<th>Fees ($)</th>
<th>Other Costs ($)</th>
<th>Award Level</th>
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<td>Accounting Diploma</td>
<td>52 0302 - Accounting Technology/Technician and Bookkeeping</td>
<td>760.0</td>
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<td>Clock Hours</td>
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<td>Other Costs ($)</td>
<td>Award Level</td>
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<td>Business Management - Human Resources</td>
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<td>Business Systems Analysis (AccelerateED)</td>
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<td>1820.0</td>
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<tr>
<td>Program Title</td>
<td>CIP Code</td>
<td>Credit Hours</td>
<td>Clock Hours</td>
<td>Tuition ($)</td>
<td>Fees ($)</td>
<td>Other Costs ($)</td>
<td>Award Level</td>
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<td>Criminal Justice - Client Services/Corrections</td>
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Authorized Application: SAMS

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<th>Program Title</th>
<th>CIP Code</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
<th>Tuition ($)</th>
<th>Fees ($)</th>
<th>Other Costs ($)</th>
<th>Award Level</th>
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<td>Fees ($)</td>
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2. Do you offer any other programs?
   
   Yes - But not in North Dakota.

Catalog and Published Description of Programs

1. A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at a minimum all the items specified in the NDUS Catalog Requirements Checklist (Appendix D.3). SUBMIT Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information in Appendix D.3, please briefly explain.

Enrollment Agreement: Rasmussen College utilizes enrollment agreements (EA) with its students. It includes a disclosure statement, among other important details. A copy of an enrollment agreement is included with this application. Website: The College also lists important information on its website, including digital versions of all the catalogs. The address is www.rasmussen.edu.

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EA-Online.pdf (https://ndus.edvera.com/files/exhibits/172543/attachment/975cbb155aedf3fe1a7a5c2c7983f9962ed7631c)
EA-Accelerated Finance BS.pdf (https://ndus.edvera.com/files/exhibits/172542/attachment/3de15f16d361e02c38fd100ec17e7619c8c44d8)
EA_ND_Accounting BS.pdf (https://ndus.edvera.com/files/exhibits/172541/attachment/fab454ba75782d9d8d4ee5e6e024004e260132b)

2. Please upload catalog:

2013_2014_AcceleratED_addendum.pdf (https://ndus.edvera.com/files/exhibits/172547/attachment/7c7bf4dbb73963d1814e9a557277b886d0aee638)
2013_2014_AcceleratED_catalog(4).pdf (https://ndus.edvera.com/files/exhibits/172546/attachment/3ac7e93737677e32c465a517e97e44d0cadd9ce48)
2013_2014_ND_addendum(8).pdf (https://ndus.edvera.com/files/exhibits/172545/attachment/72a5cbe726f0e4d1ce0ce8996402ae899286d235)
Locations

No locations specified.

Catalog and Published Description of Programs

- A catalog or related document must describe the programs and courses offered. The catalog is also reviewed in the Self-Study process to confirm that certain policies and procedures are provided to prospective students. The catalog must contain at a minimum all the items specified in the NDUS Catalog Requirements Checklist. SUBMIT: Complete and submit the Catalog Requirements Checklist and an electronic copy of the catalog and any related supplements. If documents other than a catalog are used to convey the information, please briefly explain.

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9755cbbb553edf3fe1a7a5c2c7583b9852ed7631c)
3de15f16d361092c388da106c17e7619c88c44d8)
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- Please upload catalog:

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ccbc06f2956d42984bbd40eaa1086502462ab96)

Please describe where to find the following catalog checklist items in the catalog. Include page numbers where applicable.

1. Name, address, phone & fax numbers for the institution. Email & Website addresses, if available.
2. If institution's headquarters are in another state or jurisdiction, the street address, mailing address, phone & fax numbers:

   http://www.rasmussen.edu/about-rasmussen-college/contact-us/

3. Effective date of catalog:

   Page 1 in all catalogs.

4. Names and Titles of:
   - Members of Board of Directors
     North Dakota: page 77; Accelerated: page 39
   - Manager/Director of School
     North Dakota: page 77; Accelerated: page 39
   - All persons w/ 20% or more ownership or interest
     Not listed on any College materials.

5. List of all programs offered:
   North Dakota: pages 4-32; Accelerated: pages 5-14

6. For each program offered:
   - Topical outline, including statement of purpose, objectives, subjects, units, skills/job to be learned in the program.
     Numbers of clock and/or credit hours for the program.
     North Dakota: pages 4-32, Accelerated: pages 5-14

   - Admission requirements
226
Authorized Application: SAMS

North Dakota: pages 60 - 61; AcceleratED: pages 24 - 25

- Tuition, costs and fees
  North Dakota: pages 55 - 58; AcceleratED: page 22

- Equipment/technology requirements or competencies
  North Dakota: page 65; AcceleratED: page 28

- Clinical training, practicum, externships or special features
  North Dakota: pages 4-32; AcceleratED: pages 5-14

- Graduate employment opportunities
  Career Opportunities sections - North Dakota: pages 4-32; AcceleratED: pages 5-14

- Requirements for graduate to practice
  None of the programs have a requirement for a graduate to practice. There are, however, certifications a student can achieve in addition to their degree. http://www.rasmussen.edu/why-rasmussen/fact/career-outcomes/#industry-certification

7. Available student payment schedules and financing options complying with requirements in R4-39-405
   North Dakota: pages 62 - 63; AcceleratED: pages 25 - 26; http://www.rasmussen.edu/tuition/

8. Student eligibility requirements regarding tuition reductions, tuition discounts, educational loans, tuition scholarships, and financing options complying with requirements in R4-39-308 & 405.
   North Dakota: pages 62 - 63; AcceleratED: pages 25 - 26; http://www.rasmussen.edu/tuition/

   North Dakota: pages 74 - 75; AcceleratED: pages 36 - 37; Page 6 of Enrollment Agreement
10. Student services to be provided by the institution.

North Dakota: page 3; AcceleratED: page 4; http://www.rasmussen.edu/student-life/student-support/

11. A description of each educational delivery system available, including class-based instruction, directed study, distance education, and on-line computer-based learning.

North Dakota: page 3; AcceleratED: page 4

12. Calendar, identification of:

- Admission requirements or program registration
  North Dakota: pages 60 - 61; AcceleratED: pages 24 - 25

- Vacation periods, holidays, etc.
  North Dakota: page 1; AcceleratED: page 1

13. Policies & regulations governing:

- Quarter term or session offered (Start & end dates for each semester).
  North Dakota: page 1; AcceleratED: page 1

- Program or course cancellation.
  North Dakota: pages 63 (Class Content) & 76 (Limitations); AcceleratED: pages 26 (Class Content) & 38 (Limitations); Page 6 of Enrollment Agreement

- Grading procedures & satisfactory progress tracking.
  North Dakota: pages 63 - 64, 65; AcceleratED: pages 26 - 28

- Change in student status (LOA).
  North Dakota: pages 74 - 75; AcceleratED: pages 37 - 38

- Student re-enrollment.
- Student Probation, suspension or expulsion.
  North Dakota: page 60; AcceleratED: page 24; http://www.rasmussen.edu/admissions/returning-students/, Page 6 of the Enrollment Agreement

- Grade reporting & transcripts.
  North Dakota: page 68; AcceleratED: page 30

- Student Records as applicable.
  North Dakota: page 71; AcceleratED: page 33; Page 10 of Enrollment Agreement

- Student Attendance
  North Dakota: page 68; AcceleratED: page 30

- Credit for previous education, training, work or life experience.
  North Dakota: pages 66 - 67; AcceleratED: page 29 - 30

14. Student Grievance Procedures:
- Establish written procedures and timelines for a student to file a grievance.
  North Dakota: page 71; AcceleratED: pages 33 - 34

- List all publications and the page number in which the Student Grievance Procedure is published.
  North Dakota: page 71; AcceleratED: pages 33 - 34; Pages 6-7 on Enrollment Agreement (included in all catalogs)

15. Data regarding student completion and job placement and other Gainful Employment data for the two most recent reporting periods.
From July 1, 2012 - December 31st, 2013 Rasmussen College has data that shows 284 graduates. Of those 284 graduates, 268 or 94% have found employment in-field. An Excel spreadsheet containing specific graduate data will be sent as a supplement to this application.

No supporting documents.

16. Pass rate of school's graduates for license of any certificate exam required by state or city for employment:
Not Applicable.

17. Disclosure statement – indicates student should review approved catalog for factual information:
Enrollment Agreement

18. College Credit – Disclaimer Statement
The granting of any college credit to students who participated in and/or completed a program at a licensed private career school is solely at the discretion of the institution of higher education that the student may opt to subsequently attend.

North Dakota: page 68; AcceleratED: page 30

Agreement and Fees

- This application requires fees according to NDUS fee schedule.
  NDUS Fee Schedule (https://s3.amazonaws.com/edvera_production/public/organizations/indus/NORTH_DAKOTA_UNIVERSITY_SYSTEM_Fee_Schedule.pdf)
  Please calculate your fee amount.
  $2,400
  Please describe how you calculated this amount.
  Rasmussen College operates two campuses in North Dakota. According to the NDUS fee schedule it is $1,200 per renewal. The total for both campuses then is $2,400.

- I hereby attest to the accuracy and completeness of this document and of all attached materials. I certify that I have reviewed the current Standards of Accreditation and I hereby attest that the institution/program(s) is willing to abide by the NDUS Standards of Accreditation. Policies, and Procedures should accreditation be granted.

Attestation by: Andrew Thomas
1. **Issue: SBHE approval of tenure.** Although North Dakota State University (NDSU) submitted 35 recommendations for faculty tenure to the SBHE for its April 2014 meeting, and it submitted two additional recommendations for faculty tenure to the SBHE for its May 2014 meeting, NDSU has submitted another recommendation for faculty tenure of M. Beth Fisher Ingram, Ph.D., to SBHE for approval at its June 2014 meeting.

2. **Proposed motion.** Approve tenure for M. Beth Fisher Ingram, Ph.D., effective for the Academic Year of 2014-15, as a Professor of Economics in the Department of Agribusiness and Applied Economics in the College of Agriculture, Food Sciences, and Natural Resources at North Dakota State University.

3. **Background information.** Dr. Beth Fisher Ingram, who was tenured as a Professor of Economics at the University of Iowa, has been hired as the Provost at North Dakota State University, beginning 7 July 2014, and her appointment includes tenure as Professor of Economics in the Department of Agribusiness and Applied Economics in the College of Agriculture, Food Sciences, and Natural Resources at North Dakota State University.

4. **Financial implications.** Any additional expenses associated in contracting Dr. Ingram as tenured Professor will be drawn from the NDUS' budget for the AY 2014-15, and thereafter.

5. **Legal/policy issues.** SBHE Policy 605.1, Academic Freedom and Tenure—Academic Appointments, requires Board approval of candidates for tenure at the respective institutions.

Paragraph 1-c specifies the authority of the SBHE, and states:

Tenure is awarded by the Board upon recommendation of the Chancellor, following review and recommendations made pursuant to the procedures established at the institution and a recommendation by the institution's president to the Chancellor. A favorable recommendation means that the applicant meets all of the prerequisites and criteria and the award of tenure is consistent with the sound fiscal management and academic priorities of the institution and the system of education under the control of the Board. Tenure recommendations submitted to the Board shall include a brief summary of the candidate's qualifications and reasons for the recommendation. Tenure is not an entitlement, and the granting of tenure requires an affirmative act by the Board. Tenure is limited to the academic unit or program area in the institution in which tenure is granted and shall not extend to an administrative or coaching position.

The effective dates of the tenure appointments are fall 2014 for the 2014-2015 Academic Year (AY). Paragraph 2-a provides definitions for “Academic Year” and “Faculty”, as follows:

"Academic Year" means the period, approximately nine months in duration, starting with the beginning of the Fall semester and ending following completion of the Spring semester.

"Faculty" means all members of the academic staff, excluding only coaches and administrators in their capacities as coaches or administrators.
Paragraph 3-b specifies the role of the individual campuses in establishing and applying criteria for tenure that is “consistent with the nature of mission” of each institution, and so reads:

The criteria for tenure evaluation and continuing evaluation of probationary and tenured faculty shall include scholarship in teaching, contribution to a discipline or profession through research, other scholarly or professional activities, and service to the institution and society. Institutions may adopt additional criteria. The regulations defining these criteria shall be consistent with the nature and mission of the institution.

Paragraph 3-c specifies the probationary period of time a faculty member has to be considered for tenure, and so reads:

Eligibility for tenure requires a probationary period of six years of continuous academic service to the institution, during which the faculty member is evaluated at least annually according to an evaluation process designed to foster continuous improvement. The term may be extended beyond six years or the continuous service requirement may be waived in exceptional circumstances. Institutions shall establish procedures for granting extensions or waivers of the continuous service requirement in exceptional circumstances, which must include maternity or parental leave and appropriate accommodations for faculty members with disabilities. Institution procedures may define additional exceptional circumstances including, for example, family emergencies or extended illness.

Paragraph 3-c specifies the timeframe in which contracts must be issued and accepted between an individual institution and its faculty, and in the case where a tenure recommendation is approved by the SBHE for the AY 2014-2015, an institution would need to issue a contract with the continuing faculty no later than 30 June of 2014, and receive acceptance of that contract no later than 20 July of 2014.

6. Academic issues. Comments specific to the candidate are provided in Dr. Ingram’s respective Candidate Recommendation (see attached).

7. Coordination. NDUS’s president, Dr. Dean Bresciani, approved this request.

8. Attachment. The tenure recommendation from North Dakota State University is attached, and it documents the Dr. Ingram’s earned tenure credit, qualifications, instructional accomplishments, research/creative activity, service, review, and recommendation for tenure.


10. Recommendation of the SBHE Academic and Student Affairs Committee: Recommended for approval by the SBHE Academic and Student Affairs Committee on 12 June 2014.
CANDIDATE RECOMMENDATION

CANDIDATE: M. Beth Fisher Ingram, Ph.D.
INSTITUTION: North Dakota State University
TENURE UNIT: Department of Agribusiness and Applied Economics
TENURE COLLEGE: College of Agriculture, Food Sciences, and Natural Resources
CURRENT RANK: Professor

NUMBER OF YEARS OF TENURE CREDIT EARNED AT CURRENT INSTITUTION (INCLUDING CURRENT YEAR): 0
NUMBER OF YEARS OF TENURE CREDIT AWARDED FOR PREVIOUS PROFESSIONAL EXPERIENCE: not applicable

Dr. Beth Ingram, a tenured Professor of Economics at the University of Iowa, has been selected to serve as Provost at North Dakota State University, starting July 7, 2014. Dr. Ingram’s selection for this position is based on her exceptional record in teaching, research, and service. She has been extended an offer of tenure as Full Professor, subject to the approval by the State Board of Higher Education.

Dr. Ingram received her BS (with Honors and Distinction) in Economics and Mathematics from the University of Iowa in 1981, and her Ph.D. in Economics from the University of Minnesota in 1986. Dr. Ingram’s academic career began at Cornell University, where she was an Assistant Professor of Economics, 1986-88. Since 1988, she has been at the University of Iowa. She was the C. Woody Thompson Professor of Economics (2006-2010), and currently holds the Henry B. Tippie Professorship in Economics, both at the University of Iowa.

Dr. Ingram’s accomplishments are many and exceptional. Dr. Ingram's research interests and publications have focused, among other things, on Macroeconomics and Econometrics. Her academic experience is highlighted by her stellar publication record, editorship of leading and influential journals in her field, and over $670,000 in NSF and university grants. Dr. Ingram is an award winning teacher, and her teaching repertoire includes undergraduate and graduate courses, mentoring (students and faculty), and chairing thesis committees.

In terms of administrative leadership and service, Dr. Ingram has worn many hats. She has held a number of administrative positions at the University of Iowa: among these are Director, Institute for Economic Research; Chair, Department of Economics; Associate Dean for Undergraduate Programs; and (currently) Associate Provost for Undergraduate Education. Dr. Ingram’s record of university service (Task Force on Student Success, Experiential Learning Council, Gender Equity Task Force, to cite only a few) is equally matched by her service to her profession (NSF Panelist, External Program Reviewer, Delegate, Summit on Retirement Savings, Washington, D.C.).

Indubitably, Dr. Ingram’s distinguished record in teaching, research, and service exceeds all three criteria for award of tenure.

RECOMMENDATION: Award Tenure.
## History of General Fund Appropriations by Function

(Millions of Dollars)

<table>
<thead>
<tr>
<th></th>
<th>(1) Health &amp; Human Services</th>
<th>(2) Elementary, Secondary, and Other Education</th>
<th>(3) North Dakota University System</th>
<th>(4) NDSU Research &amp; Extension</th>
<th>(5) Other State Agencies</th>
<th>(6) Total General Fund Appro.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 1983-85</td>
<td>$197.21</td>
<td>$402.69</td>
<td>$166.29</td>
<td>$32.42</td>
<td>$176.50</td>
<td>$1,005.11</td>
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<td>3.1%</td>
<td>17.6%</td>
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<tr>
<td>B. 1984-87</td>
<td>$257.68</td>
<td>$429.94</td>
<td>$221.22</td>
<td>$35.28</td>
<td>$195.45</td>
<td>$1,133.65</td>
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<tr>
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<td>22.7%</td>
<td>37.4%</td>
<td>16.5%</td>
<td>3.1%</td>
<td>17.3%</td>
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</tr>
<tr>
<td>C. 1985-89</td>
<td>$233.01</td>
<td>$419.16</td>
<td>$211.82</td>
<td>$32.57</td>
<td>$109.51</td>
<td>$1,057.17</td>
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<td>20.0%</td>
<td>3.1%</td>
<td>18.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>D. 1989-91 - Post Referral</td>
<td>$254.16</td>
<td>$569.72</td>
<td>$227.48</td>
<td>$33.00</td>
<td>$132.25</td>
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<td>E. 1991-93</td>
<td>$274.12</td>
<td>$449.11</td>
<td>$203.73</td>
<td>$38.20</td>
<td>$173.38</td>
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<td>F. 1993-95</td>
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<td>$467.06</td>
<td>$292.12</td>
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<td>$189.12</td>
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<tr>
<td>G. 1996-97</td>
<td>$339.40</td>
<td>$500.53</td>
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<td>$38.90</td>
<td>$211.08</td>
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<tr>
<td>H. 1997-99</td>
<td>$355.11</td>
<td>$545.28</td>
<td>$302.24</td>
<td>$44.15</td>
<td>$241.46</td>
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<td>18.2%</td>
<td>100.0%</td>
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<tr>
<td>I. 1999-01</td>
<td>$366.46</td>
<td>$589.05</td>
<td>$327.41</td>
<td>$47.13</td>
<td>$283.09</td>
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<td>3.0%</td>
<td>17.8%</td>
<td>100.0%</td>
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<tr>
<td>J. 2001-03</td>
<td>$339.30</td>
<td>$506.36</td>
<td>$386.85</td>
<td>$51.74</td>
<td>$341.63</td>
<td>$1,745.98</td>
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<tr>
<td>% of Total Budget</td>
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<td>3.0%</td>
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<td>100.0%</td>
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<td>K. 2003-05</td>
<td>$430.10</td>
<td>$630.92</td>
<td>$381.54</td>
<td>$50.77</td>
<td>$309.26</td>
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<td>34.9%</td>
<td>20.1%</td>
<td>2.9%</td>
<td>18.3%</td>
<td>100.0%</td>
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<tr>
<td>L. 2005-07</td>
<td>$506.57</td>
<td>$894.68</td>
<td>$387.16</td>
<td>$56.01</td>
<td>$375.43</td>
<td>$1,969.45</td>
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<tr>
<td>% of Total Budget</td>
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<td>33.4%</td>
<td>19.5%</td>
<td>2.8%</td>
<td>18.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>M. 2007-09</td>
<td>$521.70</td>
<td>$748.51</td>
<td>$468.65</td>
<td>$76.29</td>
<td>$545.82</td>
<td>$2,401.97</td>
</tr>
<tr>
<td>% of Total Budget</td>
<td>22.3%</td>
<td>32.5%</td>
<td>20.0%</td>
<td>3.0%</td>
<td>22.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>N. 2009-11 (All)</td>
<td>$701.22</td>
<td>$1,155.74</td>
<td>$593.30</td>
<td>$87.61</td>
<td>$711.49</td>
<td>$3,256.36</td>
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<tr>
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<td>35.5%</td>
<td>18.2%</td>
<td>3.0%</td>
<td>21.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>O. 2011-13 (Inc Special Session)</td>
<td>$986.65</td>
<td>$1,352.74</td>
<td>$657.79</td>
<td>$97.90</td>
<td>$1,141.01</td>
<td>$4,236.69</td>
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<td>% of Total Budget</td>
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<td>31.9%</td>
<td>15.5%</td>
<td>2.3%</td>
<td>26.9%</td>
<td>100.0%</td>
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<tr>
<td>P. 2013-15</td>
<td>$1,222.15</td>
<td>$1,777.37</td>
<td>$602.93</td>
<td>$11.24</td>
<td>$2,008.20</td>
<td>$6,862.98</td>
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<tr>
<td>% of Total Budget</td>
<td>18.0%</td>
<td>25.6%</td>
<td>13.2%</td>
<td>1.6%</td>
<td>41.4%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Q. Percent increase from 1983-85 to 2013-15</td>
<td>320%</td>
<td>341%</td>
<td>360%</td>
<td>243%</td>
<td>1508%</td>
<td>583%</td>
</tr>
<tr>
<td>R. Percent increase from 1983-85 to 2013-15</td>
<td>314%</td>
<td>280%</td>
<td>256%</td>
<td>202%</td>
<td>1333%</td>
<td>-48%</td>
</tr>
</tbody>
</table>

North Dakota University System Fall Headcount enrollment

- 1983 = 34,155
- 2012 = 48,303

Percent change in enrollment - North Dakota University System
- K-12 public enrollment 1983 = 110,689
- K-12 public enrollment 2012 = 99,192

Percent change in enrollment - K-12
- 1983 = 41.1%

NOTES:
Includes capital projects funded from general fund cash (excludes state bonded projects).

©SpiritHillHE Budget and Revenue Committee 2014-15 hearing material @ Spirit Hill, Bismarck, North Dakota
Schedule of NDUS General Fund BASE Increases, State Funded Major Capital Projects (General fund, Permanent Oil Trust & State Bonding) & Other One-time Increases
(Excludes NDSU Research & Extension, Upper Great Plains Transportation Institute and Northern Crops Institute)

<table>
<thead>
<tr>
<th>NDUS GF BASE Increase (Decrease)</th>
<th>State Funded Major Capital Projects 1/</th>
<th>Other One-time Increases 2/</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ Increase (Decrease)</td>
<td>% Increase (Decrease)</td>
<td>General fund</td>
</tr>
<tr>
<td>2011-13</td>
<td>$71,965,336</td>
<td>13.4%</td>
</tr>
<tr>
<td>2009-11</td>
<td>$91,259,736</td>
<td>20.6%</td>
</tr>
<tr>
<td>2007-09</td>
<td>$52,597,688</td>
<td>13.5%</td>
</tr>
<tr>
<td>2005-07</td>
<td>$26,970,123</td>
<td>7.5%</td>
</tr>
<tr>
<td>2003-05</td>
<td>$(8,994,585)</td>
<td>-2.4%</td>
</tr>
<tr>
<td>2001-03</td>
<td>$28,496,461</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

1/ "Major capital projects" include major renovation, additions and new construction. Regular repair and replacement funds are in the base. In addition to the "state" funds identified above, the following was provided from the Governor's flexible ARRA funds during the 2009-11 biennium: $500,000 to UND for a simulation laboratory initiative, $11.2 million for the UND Education Building and $5 million for Swain Hall at MUS.

2/ Examples of "one-time funding" uses include: deferred maintenance; Northern Tier Network infrastructure; ConnectND (CND) system support; start-up funding for various campus programs, including (as examples) oil rig program at WSC and nanoscience/technology training program at NDSU; special assessments; WSC funding from 11-13 special session; etc.

3/ The ND University System's share of the state budget has decreased each biennium, from 2001-03 to 2013-15. NDUS's percentage of the state budget is/was as follows: 21% in 2001-03; 20.1% in 2003-05; 19.5% in 2005-07; 19.0% in 2007-09 and 18.2% in 2009-11; 15.5% in 2011-13 and 13.2% in 2013-15.
## NDUS 15-17 Biennial Budget Request-Chancellor's Recommendation (Revised 06/23/14)
(Does not include 15-17 compensation adjustments-Governor to consider separately and possible initiatives)

<table>
<thead>
<tr>
<th>1</th>
<th>13-15 Adj. Base Appropriation, excluding one-time</th>
<th>$679,271,846</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I Base Budget Request</strong></td>
<td><strong>Base</strong></td>
<td><strong>One-Time</strong></td>
</tr>
<tr>
<td>2</td>
<td>Cost to Continue, Operating Inflation &amp; Utility Increases (State share only):</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Cost to continue FY15 salary increases</td>
<td>$6,289,207</td>
</tr>
<tr>
<td>4</td>
<td>Operating Inflation (2.4%/2.5%)</td>
<td>$5,381,913</td>
</tr>
<tr>
<td>5</td>
<td>Utilities Cost Increases</td>
<td>$5,564,798</td>
</tr>
<tr>
<td>6</td>
<td>Subtotal, based on current state/student shares (Campus portion $15.9 million is equivalent to overall average increase of $2.19 per ASCH in funding model)</td>
<td>$17,235,919</td>
</tr>
<tr>
<td>7</td>
<td>Governor's ASCH Model (Excl $2.5 base increase at WSC and MISU for ASCH calculation purposes only; assumes $2.5 million remain in WSC and MISU base in 15-17 biennium):</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Fund updated student credit hours at final 13-15 funding/ASCH and bring funding to highest in tier (excl $2.5 M base increase at WSC and MISU for ASCH calculations purposes only)</td>
<td>$49,012,427</td>
</tr>
<tr>
<td>9</td>
<td>Decrease in required capital bond payments from 2013-15 to 2015-17</td>
<td>($3,067,209)</td>
</tr>
<tr>
<td>10</td>
<td><strong>Total Part I</strong></td>
<td><strong>$64,181,137</strong></td>
</tr>
<tr>
<td>11</td>
<td><strong>Increase over 2013-15 Base</strong></td>
<td><strong>9.4%</strong></td>
</tr>
<tr>
<td><strong>Part II Optional Base Budget Request</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td><strong>Campuses:</strong></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Campus Security ($2,411,750 - 24x7 coverage) and System Emergency and Continuity of Operations Planning ($2,157,750)</td>
<td>$4,569,500</td>
</tr>
<tr>
<td>14</td>
<td>DSU - Student Mental Health Support Service (1.0 FTE licensed counselor/psychologist/abuse counselor)</td>
<td>$141,700</td>
</tr>
<tr>
<td>15</td>
<td>DSU - Funding for Theodore Roosevelt Center documentation/microfiche</td>
<td>$750,000</td>
</tr>
<tr>
<td>16</td>
<td>UND - Statewide Nursing Consortium added costs for: student fee subscription to HER; consortium evaluation; faculty/staff/student workshop; simulation equipment replacement; simulation techs; administrative fees</td>
<td>$309,000</td>
</tr>
<tr>
<td>17</td>
<td><strong>Subtotal - Optional Base Budget Campus Requests</strong></td>
<td><strong>$6,770,200</strong></td>
</tr>
<tr>
<td>18</td>
<td><strong>System:</strong></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>CTS: Expanded IT security (see added $1,350,000 one-time costs-Line 46)</td>
<td>$152,900</td>
</tr>
<tr>
<td>20</td>
<td>CTS: Centralized document imaging system (see added $270,000 one-time costs-Line 47)</td>
<td>$915,400</td>
</tr>
<tr>
<td>21</td>
<td>CTS - State fully fund ODIN by replacing fees charged to NDUS ($1.259M) and non-NDUS ($854,000)</td>
<td>$2,113,000</td>
</tr>
<tr>
<td>22</td>
<td>Libraries</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>CTS: Eliminate campus assessments for three campus staff</td>
<td>$900,000</td>
</tr>
<tr>
<td>24</td>
<td>CTS: Fully fund tegrity, lecture capture, at the system level, as opposed to CTS/campuses (Currently, CTS pays $196,000 &amp; campuses pay $324,000)</td>
<td>$324,000</td>
</tr>
<tr>
<td>25</td>
<td>CTS: Eliminate chargeback for Qualtrics Survey Software used by 8 campuses</td>
<td>$104,000</td>
</tr>
<tr>
<td>26</td>
<td>CTS: Maintenance of software for grant pre-award, compliance &amp; effort reporting (see added $1,055,000 one-time costs-Line 50)</td>
<td>$20,000</td>
</tr>
<tr>
<td>27</td>
<td>CTS: PAR &amp; Starfish/Hobsons (In addition to $181,500 one-time-Line 51)</td>
<td>$1,910,000</td>
</tr>
<tr>
<td>28</td>
<td>EPSCoR: 1:1 match on NSF funds(Incl current base of $7.05M to $8M)</td>
<td>$950,000</td>
</tr>
<tr>
<td>29</td>
<td>EPSCoR: seed grants; undergrad research</td>
<td>$3,000,000</td>
</tr>
<tr>
<td>30</td>
<td>EPSCoR: faculty start-up packages</td>
<td>$1,050,000</td>
</tr>
<tr>
<td>31</td>
<td>Student Mental Health Support Service Enhancement (In addition to $282,520 in current 13-15 base includes after hours crisis intervention, system wide operations and grad assistant for NDUS Director of Student Affairs</td>
<td>$77,480</td>
</tr>
<tr>
<td>32</td>
<td>Internal Audit - 7 FTE (5 filled, 1 vacant and 1 new) &amp; eliminate campus assessments. [Increase total internal audit budget from $1,067,330 to $2,026,400]</td>
<td>$959,068</td>
</tr>
<tr>
<td>33</td>
<td>Internal Audit - 3 add'l (new) FTE &amp; consultant (Add'l increase to the internal audit budget, for total of $2.89 million)</td>
<td>$863,664</td>
</tr>
<tr>
<td>34</td>
<td>College/Career Readiness Initiative</td>
<td>$752,840</td>
</tr>
<tr>
<td>35</td>
<td>Consulting services for continuation of the deferred maintenance, space utilization, and space inventory evaluation initiated in 2013-15</td>
<td>$750,000</td>
</tr>
<tr>
<td>36</td>
<td>Diversity education/awareness</td>
<td>$100,000</td>
</tr>
<tr>
<td>37</td>
<td><strong>Subtotal - Optional Base Budget System Requests</strong></td>
<td><strong>$14,942,352</strong></td>
</tr>
<tr>
<td>38</td>
<td><strong>Total - Optional Base Budget Campus and System Requests</strong></td>
<td><strong>$20,712,552</strong></td>
</tr>
<tr>
<td>39</td>
<td><strong>Total Parts I-II</strong></td>
<td><strong>$84,933,689</strong></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td><strong>12.5%</strong></td>
</tr>
</tbody>
</table>
NDUS 15-17 Biennial Budget Request-Chancellor's Recommendation (Revised 06/23/14)
(Does not include 15-17 compensation adjustments-Governor to consider separately and possible initiatives)

<table>
<thead>
<tr>
<th></th>
<th>13-15 Adj. Base Appropriation, excluding one-time</th>
<th>$679,271,846</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Part III Optional One-time Requests, Not Capital Related</strong></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td><strong>Campuses:</strong></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Campus Security</td>
<td>$8,796,496</td>
</tr>
<tr>
<td>42</td>
<td>UND - Petroleum engineering equipment</td>
<td>$500,000</td>
</tr>
<tr>
<td>43</td>
<td><strong>Subtotal - One-Time Campus Requests</strong></td>
<td>$8,796,496</td>
</tr>
<tr>
<td>44</td>
<td><strong>System:</strong></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>CTS: Expanded IT security (see added $152,900 base costs-Line 19)</td>
<td>$1,350,000</td>
</tr>
<tr>
<td>46</td>
<td>CTS: Centralized document imaging system (see added based costs of $915,400-Line 20)</td>
<td>$270,000</td>
</tr>
<tr>
<td>47</td>
<td>CTS: Identity Management System</td>
<td>$1,020,000</td>
</tr>
<tr>
<td>48</td>
<td>CTS: Implement systemwide dashboard tools</td>
<td>$200,000</td>
</tr>
<tr>
<td>49</td>
<td>CTS: Analysis and integration services for grant pre-award, compliance and effort reporting (Consulting services) See added $20,000 base costs-Line 25</td>
<td>$1,055,000</td>
</tr>
<tr>
<td>50</td>
<td>CTS: PAR consulting/training (in addition to $1.3 million base-Line 26)</td>
<td>$181,500</td>
</tr>
<tr>
<td>52</td>
<td><strong>Open Educational Resources Initiative</strong></td>
<td>$500,000</td>
</tr>
<tr>
<td>53</td>
<td><strong>Subtotal - One-Time System Requests</strong></td>
<td>$4,576,500</td>
</tr>
<tr>
<td>54</td>
<td><strong>Total One-Time Requests</strong></td>
<td>$13,372,996</td>
</tr>
</tbody>
</table>

*Note: It is anticipated that additional key functions in the NDUS Office, which may include TrainND, Project Management, etc., would be funded within the current NDUS Office budget, assuming no changes are made to current 13-15 funding levels.*

<table>
<thead>
<tr>
<th></th>
<th><strong>Part IV  Forest Service and SMHS Optional Base and One-time Requests</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td><strong>Forest Service Cooperative Fire Protection Initiative</strong></td>
<td>$633,731</td>
</tr>
<tr>
<td>57</td>
<td><strong>SMHS Healthcare Workforce Initiative (HWI)</strong></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>SMHS: Continue $7.4 million 13-15 appropriation one-time funding</td>
<td>$7,414,806</td>
</tr>
<tr>
<td>59</td>
<td>SMHS: Continued growth in HWI (Expectation that it will continue in 17-19)</td>
<td>$11,100,000</td>
</tr>
<tr>
<td>60</td>
<td><strong>SMHS Rural Med Program - Additional funding to provide tuition waivers for continued growth in the program (to encourage up to 8 medical students per year into family medicine), originally approved by the 2009 Legislature</strong></td>
<td>$996,843</td>
</tr>
<tr>
<td>61</td>
<td><strong>Total Forest Service and SMHS</strong></td>
<td>$1,630,574</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Part V Student Affordability</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>Cost increase to maintain current ACA/CTE scholarship at $1,500/year for 4 full classes for 4 years</td>
<td>$3,500,000</td>
</tr>
<tr>
<td>64</td>
<td>Increase ACA/CTE scholarship from $1500--$2500/yr</td>
<td>$7,345,000</td>
</tr>
<tr>
<td>65</td>
<td>Gap Scholarship for low and middle income families (joint effort NDUS/BND, assumed funded from SLTF)</td>
<td>$0</td>
</tr>
<tr>
<td>66</td>
<td>Increase in state grant program annual award of 4% per year from $1650 (14-15) to $1716 (15-16) to $1784 (16-17)</td>
<td>$1,723,000</td>
</tr>
<tr>
<td>67</td>
<td>State funding to freeze tuition rates for two years, at two-year campuses only, in the 15-17 biennium: Add1 cost to change state/student share at 2-yr. campuses from 75/25 to 100/0 for CTC FY15 salary increases, operating inflation &amp; utilities. [NOTE-An additional $2.3 million would be needed to eliminate tuition increases for the student share of an estimated annual 4% salary increase &amp; estimated health and retirement increases in 2015-17]</td>
<td>$579,250</td>
</tr>
<tr>
<td>68</td>
<td><strong>Total Student Affordability</strong></td>
<td>$13,147,250</td>
</tr>
</tbody>
</table>
Northern Crops Institute (NCI), Upper Great Plains Transportation Institute (UGPTI) and NDSU Experiment Station and Extension (SBARE)

Summary of 2015-17 Biennial Budget Requests

<table>
<thead>
<tr>
<th></th>
<th>Base Increases</th>
<th>One-Time Increases</th>
<th>Total Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NCI - Drying System in Extrusion Laboratory</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UGPTI</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation Infrastructure &amp; Safety</td>
<td>$2,738,000</td>
<td></td>
<td>$2,738,000</td>
</tr>
<tr>
<td>Energy Logistics &amp; Transportation</td>
<td>$747,500</td>
<td></td>
<td>$747,500</td>
</tr>
<tr>
<td>Air Services Planning</td>
<td>$651,500</td>
<td></td>
<td>$651,500</td>
</tr>
<tr>
<td>Transportation &amp; Logistics Workforce Development</td>
<td>$265,000</td>
<td></td>
<td>$265,000</td>
</tr>
<tr>
<td>Transportation Security</td>
<td></td>
<td>$398,000</td>
<td>$398,000</td>
</tr>
<tr>
<td><strong>Total UGPTI</strong></td>
<td>$4,402,000</td>
<td>$398,000</td>
<td>$4,800,000</td>
</tr>
<tr>
<td><strong>SBARE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ND Experiment Station:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Initiatives</td>
<td>$10,365,000</td>
<td></td>
<td>$10,365,000</td>
</tr>
<tr>
<td>Oil Patch Salary Differential Pool</td>
<td></td>
<td>$430,000</td>
<td>$430,000</td>
</tr>
<tr>
<td>Deferred Maintenance</td>
<td></td>
<td>$1,440,465</td>
<td>$1,440,465</td>
</tr>
<tr>
<td>Main Station Greenhouse Increase for Geothermal Well Capacity and Utilities</td>
<td>$1,600,000</td>
<td></td>
<td>$1,600,000</td>
</tr>
<tr>
<td>Capital Projects</td>
<td>$31,633,796</td>
<td></td>
<td>$31,633,796</td>
</tr>
<tr>
<td><strong>ND Extension Service:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Initiatives</td>
<td>$3,095,000</td>
<td></td>
<td>$3,095,000</td>
</tr>
<tr>
<td>Oil Patch Salary Differential Pool</td>
<td></td>
<td>$250,000</td>
<td>$250,000</td>
</tr>
<tr>
<td>Technical Assistance Grants to Soil Conservation Districts</td>
<td>$75,000</td>
<td></td>
<td>$75,000</td>
</tr>
<tr>
<td><strong>Total - SBARE</strong></td>
<td>$10,365,000</td>
<td>$35,104,261</td>
<td>$45,469,261</td>
</tr>
</tbody>
</table>

NOTE: SB2003 (Section 12) amended Subsection 6 of NDCC 4-05.1-19 related to SBARE duties, that they shall "Develop a biennial budget request based on its prioritized needs list and submit that request to the president of North Dakota state university and the state board of higher education, and forward its prioritized needs list and request without modification to the office of management and budget and the appropriations committees of the legislative assembly."
Northern Crops Institute Initiative

Enhancing Capabilities in Extrusion $384,000 (one-time request)

NCI is requesting one-time funding authorization of $384,000 to expand its capabilities by purchasing and installing a drying system in the extrusion laboratory. We have seen a significant interest in the production of extruded snacks for Southeast Asia using pulses. North American interest is increasing as well as we see an increase in the popularity and demand for gluten free products. Currently we can only dry very limited and small samples of the extruded food products that we make in our laboratory. We cannot produce extruded products that are representative of the commercial process and this limits the scalability of the work we do with our extrusion equipment. Without a dryer it limits our training and educational capabilities and we cannot provide the experience or product development for the full extrusion technology process. The NCI will pursue efforts to raise monies through a combination of equipment donations and funding from industry and commodity groups, which may reduce the final general fund request.
NDSU’s Upper Great Plains Transportation Institute (UGPTI) is requesting appropriations to continue, expand, or initiate five high-priority program areas. These initiatives are recommended by UGPTI’s Advisory Council, which considers them to be critical state needs.

<table>
<thead>
<tr>
<th>Program Initiative/Emphasis Area</th>
<th>Type of Request</th>
<th>Requested Biennial Appropriation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation Infrastructure and Safety</td>
<td>Base Funding</td>
<td>$2,738,000</td>
</tr>
<tr>
<td>Energy Logistics and Transportation</td>
<td>Base Funding</td>
<td>$747,500</td>
</tr>
<tr>
<td>Transportation Security</td>
<td>One-Time Funding</td>
<td>$398,000</td>
</tr>
<tr>
<td>Air Services Planning</td>
<td>Base Funding</td>
<td>$651,500</td>
</tr>
<tr>
<td>Transportation &amp; Logistics Workforce Development</td>
<td>Base Funding</td>
<td>$265,000</td>
</tr>
</tbody>
</table>

**Transportation Infrastructure and Safety Center**

Given current and expected growth in energy production and related industries, transportation infrastructure planning is critical to the future prosperity of North Dakota. Not only are record investments being made in highways and bridges, but substantial outlays are being made for pipelines, freight terminals, and railways. All of these assets must be managed to achieve optimal service lives and performance. A continuous effort is needed by the UGPTI to assess road and bridge conditions, estimate future investment needs, and recommend maintenance practices.

The North Dakota Legislature provided $1.25 million in “one-time funding” for the 2013-2015 biennium so that UGPTI could match federal funds and undertake transportation infrastructure studies. With constantly changing transportation demands from the energy sector, changes in agricultural production, and growth in manufacturing and service industries, a long-term focus on transportation infrastructure is needed. While one-time funding is greatly appreciated, it does not allow UGPTI to plan for continued research activities and technical assistance and retain talented researchers in a competitive market. In a broader sense, it is difficult for UGPTI to ramp-up for one-time funding, ramp-down again, and yet respond to time-sensitive requests from the legislature and state and local governments.

The value of (and need for) the requested base funding is demonstrated by the current statewide road and bridge which is providing unprecedented information about county and township infrastructure. With the requested funding, UGPTI can continue to forecast road and bridge investment needs, while developing management tools for state and local agencies. The funding will be used to: (1) develop comprehensive roadway data inventories and GIS analysis systems; (2) implement annual data collection procedures to continuously monitor county and township roads and bridges and provide reports to the Governor and Legislature; (3) develop on-line tools to measure and report the performance and effectiveness of the capital investments funded by the Legislature; and (4) provide technical assistance to MPOs, counties, cities, townships, transit operators, and regional railroads. With this funding, UGPTI will help local governments implement asset management systems to preserve and maintain roads and bridges and optimize the state’s capital investments. In addition, UGPTI will provide technical assistance to regional railroads, as they identify track rehabilitation and maintenance needs and provide essential rail services in the state, and establish a much-needed safety research and technical assistance program.
The potential for enhanced natural gas processing and the production of high-value natural gas liquids (NGLs) pose great economic opportunities. However, Bakken crude oil, NGLs, and related byproducts must be transported safely before this economic potential can be realized. With the requested base funding of $2.738 million, UGPTI can continue its road and bridge studies while developing and sustaining a long-term safety research and technical assistance effort. The primary focus will be on movements of hazardous commodities and inputs and overall freight transportation safety and will encompass motor carrier, railway, and pipeline transportation.

Energy Logistics and Transportation Center

North Dakota energy producers are located great distances from east, gulf, and west coast markets and major distribution centers. Given its location, efficient interstate transportation is vital to North Dakota. While intrastate truck movements are indispensable, interstate pipeline and railway services are necessary for the marketing of crude oil, natural gas, and refined products. In a similar vein, railway transportation is essential to the distribution of ethanol and biofuels in distant markets. While production efficiencies are necessary for North Dakota to be competitive nationally, downstream logistical challenges can limit economic growth. Price relationships among markets, shifts in supply and demand, pipeline and railway service levels, transloading capabilities, refiner or receiver conditions, and other logistical constraints may reverberate through supply chains and negatively impact North Dakota energy producers.

With funding from the Legislature, the UGPTI has constructed detailed models of energy outputs and input flows within the state that can be used to forecast truck trips on individual road segments. However, these movements represent only a small portion of the overall distribution network. Methods of tracking movements of ND energy products within the United States and identifying problems and constraints do not currently exist. Such models are needed to analyze midstream and downstream logistical issues and identify options for ND producers. While private companies possess internal models, these tools are not publicly available because they consider such information to be proprietary. In a strategic sense, there is a role for an objective entity to identify options and solutions that benefit North Dakota as a whole. The primary goal is to provide information to state agencies and industry associations to assist them in their efforts to competitively position ND energy producers in national and world markets.

To this end, a biennial appropriation of $747,500 is requested. These funds will allow UGPTI to add capabilities and programs to benefit the state, including new research efforts in pipeline and railway transportation. The requested funds will be used to: (1) establish a pipeline research program; (2) expand UGPTI’s railway research effort; (3) develop comprehensive logistics models of the oil and gas industries; (4) develop similar models for lignite coal, ethanol, other biofuels, and wind energy generation; and (5) analyze the roles, economics, and capacities of pipeline and railway systems in moving North Dakota energy products. Investment needs will be analyzed, as well as the road savings generated by moving freight via pipelines and railways. The expertise developed from this initiative will have long-run benefits for economic development in the state. Public and private entities will benefit. Because federal funding for pipeline and railway research is limited, state funding is essential.

Transportation Security Research, Training, and Technical Assistance Program

A rapid increase in shipments of flammable liquids and other hazardous cargo has amplified the state’s vulnerability to accidental and deliberate actions that could result in environmental and
community disasters. With law enforcement capacity already strained, terrorists could potentially exploit security gaps. Growing international trade with Canada has increased the potential for threats across borders—heightening the need for perimeter security. In addition, crime rates in western North Dakota are rising. Throughout the state, there is growing awareness by cities, counties, and state agencies of the need to focus on transportation security to protect against potential terrorist actions and threats from radical social, environmental, and activists groups opposed to certain types of energy and land use developments.

The proposed transportation security research program will focus on the risks and vulnerabilities of land transportation and critical infrastructure, such as pipelines, rail lines, bridges, terminals, and depots, as well as the security of hazardous materials movements and other goods that could be deliberately contaminated or tampered with. The needs for advanced security protocols, including applications in remote sensing and infrastructure monitoring, will be assessed; as well as the potential for enhancing security through technological innovations and applications. A biennial appropriation of $398,000 would allow UGPTI to study applications of emerging technologies and information systems that are useful in risk assessment, security planning, emergency response, and threat mitigation. This effort would assess the potential to deploy Intelligent Transportation Systems, sensor technologies, and unmanned aircraft systems (UAS) for security and transportation planning. Potential applications include using UAS to monitor oil pipelines, railways, hazardous cargo loading/unloading locations and to provide perimeter security. Ground sensing applications include deploying video surveillance and sensors near "hot spots" such as oil extraction sites, bridges and other critical infrastructures. In addition to these applications of advanced technologies, the requested funds would be used to expand UGPTI's training efforts for law enforcement officials and security professionals and offer training through a wide variety of media.

**Air Services Research, Planning, and Technical Assistance Program**

Aviation plays a critical role in supporting the state's growing economy, especially the rapidly expanding oil and gas industries. Population growth, coupled with the demand for executive and business travel to and from the region by suppliers, specialists, and other professionals, is spurring the demand for air travel and creating urgent requests for airport renovations, expansions, and improvements in flight schedules and services.

A biennial appropriation of $651,000 would permit the UGPTI to establish an Air Services Planning Program (while partnering with the UND Aerospace Center). The requested funds would be used for research and technical assistance, focusing on: (1) the long term infrastructure and capital necessary to sustain the projected growth in aviation activity; (2) the monitoring of pavement deterioration, so that airports can develop pavement management programs needed to receive federal matching grants; (3) service demands at general aviation airports that are increasingly being asked to provide services typically available at mid-sized airports; (4) new navigation technologies, referred to as "next-gen" that are the means by which aircraft will navigate between airports; and (5) the use of unmanned aerial vehicles safely within the current airways systems and their applications in oil, gas, and agribusiness logistics.

**Workforce Development for Western North Dakota**

Oil and gas production and the development of tertiary enterprises in North Dakota are fueling the demand for skilled workers, including transportation and logistics experts, which are needed in many sectors of the state's economy. In spite of this critical need, transportation and logistics
curricula are not widely available throughout the state, especially at the undergraduate level. While NDSU has faculty expertise and offers graduate programs in transportation and logistics, undergraduate programs in these fields are not available or easily accessible where they are most needed—in the western part of the state.

A partnership among institutions within the North Dakota University System is needed to provide access to critical knowledge throughout the state. A biennial appropriation of $265,000 would allow UGPTI to partner with other universities to offer undergraduate programs in transportation and logistics, making these programs widely accessible throughout the state. Many of the courses developed with this funding could be offered online or in a compressed format and utilized by programs at several universities—thus, benefiting the entire state, while offering efficiency gains through collaboration and program integration. The courses would allow other institutions to offer undergraduate certificates or minors in transportation or logistics, thereby enhancing their existing programs in management.
<table>
<thead>
<tr>
<th>1</th>
<th>Bioinformatics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situation:</strong> Bioinformaticists utilize sophisticated computer programs to identify the appropriate genetic codes responsible for desired traits by analyzing extremely large data sets. This important task is a bridge from genetists to plant breeders and other researchers, with the ultimate goals of enhancing the efficiencies of plant breeding programs, understanding the genetics of disease and insect pests, and increasing the knowledge base in animal genomics.</td>
<td></td>
</tr>
<tr>
<td><strong>Need:</strong> (3.0 FTE, Main Station) - $1,200,000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Precision Ag</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situation:</strong> Developing Unmanned Aerial System (UAS)-precision agricultural systems would offer agriculturists in the state and nation increased opportunities to manage their resources for maximum profit. UAS technology, coupled with other precision ag technologies such as GPS instrumentation, variable rate technology, fertilizer placement options, soil and crop sensors, complemented with ground-based research on the large number of crops grown in the state, will provide needed momentum for N.D. to become a leader in the field, given that N.D. was designated as a Federal test site.</td>
<td></td>
</tr>
<tr>
<td><strong>Need:</strong> Increased funding for operating: scientist and technician (2.0 FTE, Main Station) - $2,910,000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Enhancing Research Infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situation:</strong> Research costs continue to escalate throughout the AES. This increased cost hampers the ability of scientists to carry out their research mission, reduces their ability to hire students, and limits their ability to purchase and utilize the necessary equipment that will allow them to carry out their research for the benefit of North Dakota.</td>
<td></td>
</tr>
<tr>
<td><strong>Need:</strong> Additional funding for the Revolving Equipment Funds (Main Station and REC), additional GRA support (Main Station) - $1,900,000</td>
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</tbody>
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<table>
<thead>
<tr>
<th>4</th>
<th>Risk and Trade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situation:</strong> Center for Ag Policy and Trade Studies (CAPTS) - The Center is the premier agricultural policy center in the region, currently evaluates state, domestic, and international policies that affect demand-supply of grains and net farm income. Analyzing farm policy and providing timely information relevant to the state's agricultural industries have been important to crafting farm policies beneficial to the state and addressing issues to increase competition of N.D. agriculture. Risk Management - Risk in agriculture has increased three to four times since 1980 and will continue to grow in importance as a management strategy, given the wide fluctuations in yield, prices, input costs, availability of crop insurance, land costs, and food safety. With the mix of crop commodities in the state (and the importance of these commodities), the need to develop risk management strategies is critical. The Commodity Trading Room provides a research lab for marketing information for farmers and outreach groups.</td>
<td></td>
</tr>
<tr>
<td><strong>Need:</strong> Policy and trade issues research scientist, risk management support staff, increased funding for operating (2.0 FTE, Main Station) - $420,000</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>5</th>
<th>Enhancing Research Capacity at the RECs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situation:</strong> The RECs play a very important role in carrying out applied research in the Agricultural Research Station. The addition of one technical support staff position in livestock research at Helgeland REC will greatly enhance research productivity and ease the burden of the only animal scientist at the center, who also serves as Center Director. Dust created by extensive truck traffic servicing the oil industry in N.D. has led to a number of crop and livestock issues on farms and ranches in the Oil Patch. One technical support position at Dickinson REC would allow scientists at the Main Station and other Centers to carry out research in the affected area to reduce the adverse effect of dust on crop and livestock productivity. Two new technical support staff positions at Carrington and Dickinson RECs in livestock research will enhance our research productivity using two vastly different systems for livestock production. The confined cow/calf research effort at CREC is known nationally for its research on a unique and profitable management system; similarly, the unique management opportunities in the short grass prairies of western N.D. are known in similar areas of the world, where livestock in semi-arid environment are important. New technical support staff are critical to expanding our livestock research enterprise. Western N.D. has seen an increase in the number of crops grown in the area in recent years. These crops are not without disease challenges, yet the closet plant pathologist is located at Carrington REC. A team of a plant pathologist and one technical support staff will allow the NDAES to provide expertise in plant pathology and disease management to farmers located in western ND and to address all of the crops that are &quot;new&quot; to the region.</td>
<td></td>
</tr>
<tr>
<td><strong>Need:</strong> Technical support staff (1.0 FTE, HREC), (1.0 FTE, DREC), (2.0 FTE, CREC, DREC), scientist and technical support (2.0 FTE, WREC), increased funding for operating (all 7 RECs) - $1,270,000</td>
<td></td>
</tr>
</tbody>
</table>
6 Genetics and Genomics Initiative
Situation: Epigenetics is the study of genetic expression modified by external environmental influences. Genetics of an organism codes the potential of the organism—the internal environment affects the expression of many genes that influence final phenotypic expression of the organism (e.g., diet of the parents affecting carcass quality of the offspring). Understanding these external influences on gene expression may allow for enhanced benefits and profits to the livestock industry. Statistical genomics uses statistical methodologies to determine genetic linkages and markers beneficial to crop improvement programs. Statistical genomics works with bioinformaticists to interpret the data to meaningful information for use by plant breeders and geneticists for desired traits. Metagenomics is the method to study contributions the microbiome makes toward plant, animal, and soil health. It is the interaction of microbial genomics with plant and animal genomics, which may lead to greater efficiencies, less disease, and a greater understanding of epigenetic factors.

Need: Epigenetics scientist and technician (2.0 FTE, Main Station); statistical genomics scientist and support staff (2.0 FTE, Main Station); metagenomics scientist and technical support (2.0 FTE, Main Station); increased funding for operating - $1,305,000

7 Livestock Research to enhance productivity and profitability
Situation: Microbiome initiative - The microbiome is the ecological community of commensal, pathogenic, and symbiotic microorganisms that impact livestock production. Animal scientists will study the role of the microbiome in nutrition, disease, and environmental impact and, ultimately, human health. Forage Nutrition - Forage and hay represent the greatest amount of nutrition received by beef cattle in North Dakota. Differences in the nutritional quality of forages and hay affect growth, development, and productivity of individual animals, thereby affecting profitability of the livestock producer. Developing a program in forage nutrition can assist producers throughout the state in improving forage quality and potentially increase profitability. This will complement existing programs in forage management, nutrition management, and range management.

Need: Microbiome scientist and technical support (2.0 FTE, Main Station); forage nutrition scientist and technical support (2.0 FTE, Main Station) - $710,000

8 Food Safety/Global Institute for Food Security and International Agriculture
Situation: Food safety and security are identified as among the most significant topics globally. Each nation is concerned about food security—a food supply to nourish the citizens of a specific country, safely from environmental or created catastrophes, terrorism, and trade disputes. Similarly, food that is free from contamination and is safe to consume is critical to ensure the health of a country's citizens. Food Safety involves research collaboration across disciplines and Extension. The AES has several established food safety research collaborations and seeks to expand its capabilities to enhance the efforts of the new global institute.

Need: Increased funding for operating (Main Station) - $350,000

9 Soil Health research support
Situation: The rise of the oil industry in western N.D. may have long-term impacts on land quality, which may reduce agricultural productivity. Brine spills and soil compaction have reduced land quality and crop productivity in western North Dakota.

Need: increased operating to build upon the Soil Health Initiative supported in the 2011-13 Legislative Session (Main Station) - $150,000

Total $10,365,000
Unranked Capital Request:

Funding of $400,000 was appropriated by the sixty-third Legislative Assembly. Bids received for the project were significantly over budget. The amount requested is an estimate to complete the project as presented. The amount was calculated by the architectural firm that has been contracted for all agronomy lab construction projects that were funded this biennium.

Agronomy Lab CGREC

With the addition of a forage agronomist at the CGREC, the center is in need of a forage lab building. Currently, samples collected in the field by the scientist are processed in a corner of an equipment storage building with a dirt floor. The dust from opening the overhead door and moving equipment renders this area very dusty and difficult to keep clean. The building would house the forage drying oven, computer, scale, etc., for sample data processing. It would also house the grinders and equipment to process the forage samples in preparation for nutrient analysis. - $783,796

Ranked Capital Requests:

1. Veterinary Diagnostic Lab replacement - Main Station

The NDAES Veterinary Diagnostic Lab (VDL) may lose accreditation because it does not meet modern laboratory standards. Loss of accreditation would affect North Dakota veterinarians and livestock producers relying on the facility for test results; would affect affiliation with the National Animal Health Laboratory Network (subsequently affecting funds for diagnostic equipment, proficiency testing for regulatory diseases, partial salary support for an IT position, and would prevent competition for surveillance testing contracts); would restrict access to federal funds for bioterrorism preparedness and partial funding of technical support; inhibits the ability to conduct regulatory testing for animals crossing state and international borders; restricts surveillance of diseases of human health significance, such as rabies, anthrax, and West Nile virus; affects the ability of the VDL to participate in the Veterinary Laboratory Response Network for toxicology testing. Veterinary clinics often require the use of an accredited veterinary diagnostic lab for biopsies and bacterial culture. The loss of accreditation would result in significantly higher costs for animal health and regulatory testing for North Dakota livestock producers, veterinarians, and the public. The state would be unable to respond to animal health emergencies in a timely fashion.

A new and modern facility to house the veterinary diagnostic laboratory (VDL) at North Dakota State University should be a minimum of 20,000 square feet (current facility is approximately 8,000 square feet) and be designed to allow cost effective addition of laboratory space, as needed, to meet future testing demands (e.g., meat testing, analysis of feed and animal samples for petroleum residues, international animal export testing). The facility should include adequate laboratory and office space for sample receiving, toxicology, serology, information technology, administration, clinical pathology, gross pathology, histology, quality assurance, bacteriology/mycology, virology and molecular diagnostic services. In addition, space to house a library and conference/meeting room that can accommodate presentations for producer groups, veterinary groups, and student groups should be included. Since the future of carcass rendering is uncertain, it is necessary to install a tissue digester to insure safe and adequate carcass disposal capacity. A new VDL needs to have dedicated Biosafety Level 3 necropsy/labatory space (including the ability to capture effluent) to safely address current and future public health threats and potential introductions of foreign animal diseases. This facility should have a biosecure visitor’s entry with dedicated bathrooms. Adequate parking space, semi-truck and trailer access and a radiology room are needed. An enclosed receiving area that will allow for off-loading of animal carcasses, as well as live animals that may require euthanasia, is required. Appropriate storage for archival records and data storage is necessary. Adequate freezer space for individual labs and lockup of samples involved in litigation cases is important. The post mortem laboratory should have access points that allow shower/flushout capability for personnel as well as biosecure entry and exit points to safely contain animal and human pathogens. The entire building must be sufficiently secure with electronic card key access to individual laboratories. An alarm system including monitoring of major equipment, and a back-up power source are necessary as well. Building surveillance cameras are suggested. - $18,000,000
NDSU NORTH DAKOTA AGRICULTURAL EXPERIMENT STATION

2015-17 Capital Improvement and One-time Requests as Ranked by SBARE

2. Meats Lab Facility – Main Station
A new/ upgraded facility urgently needed. The current Meats Lab is approximately 7,500 sq. ft. and was built in the 1950’s and no longer serves the needs of modern meat science research. Annual repair and maintenance costs to the current facility continue to increase. Additionally, the Lab continues to struggle to meet the U.S. Department of Agriculture inspection requirements for safe meat handling and processing. A new facility is necessary because opportunities to grow the state’s livestock industries are tied to the knowledge of the end product and how that product meets the needs of national and international consumers. Design features of a 19,000 sq. ft. facility would include animal holding and handling areas, an abattoir, processing and fabrication rooms, research labs, walk-in coolers and freezers, sensory evaluation labs, preparation kitchens, conference rooms, and other miscellaneous support, storage, and equipment rooms. - $7,600,000

3. Seed Cleaning Facilities – CREC, LREC, NCREC, WREC
Seed cleaning facilities at CREC, LREC, NCREC, and WREC need to be replaced. Current facilities are antiquated, lack reliable capability to ensure high quality seed, are slow, and inefficient. These facilities were designed to handle cereal crops and have limited/no capability of cleaning pulse crops and other fragile seed that are in high demand. Also, the existing facilities pose considerable worker safety issues. The request is for four portable mills and a storage facility for the mill when not in use. Each Center will have one mill, with appropriate air screen cleaner, incen mill and gravity mill, augers, conveyors, and cyclone dust cleaning system. The capacity would be approximately 300 bu/hr, depending on type of crop being cleaned. The facility will have the appropriate electrical, ventilation, and heating necessary for electric eye separators (at CREC, NCREC, and WREC) to ensure a high quality product. - $5,250,000

One-time Requests:

Oil Patch Salary Differential Pool
The oil industry on the infrastructure, salary, and cost of living in western North Dakota is having a wide and lasting impact on the state’s western population and the state’s workers residing in the area. This will provide salary support to aid in the retention and recruitment of Experiment Station employees at REC’s located in oil-impacted counties, which are experiencing the pressure of high market competition and high housing costs. - $430,000

Deferred Maintenance Increase
Deferred maintenance funding continues to be an important issue. Updates and repairs to facilities that enhance worker safety and productivity are needed across the AES. The CREC, specifically, has maintenance issues with all residences, barns, and office buildings. Similar issues exist at other centers, primarily with respect to facility updates and repairs. - $1,440,465

Main Station Greenhouse
- Increase geothermal well capacity $1,200,000 – funding for the greenhouse construction allowed for a portion of geothermal wells to be installed – the system is working well, but additional well capacity is needed to heat/ cool the greenhouse building. It is estimated that 200 additional wells will be needed, given the high heating and cooling demand of the facility.
- Utilities $400,000 — underestimated in construction phase. As the BL-3 portion of the facility comes online, utility costs will increase further. This request would provide needed funds and allow data to be collected on usage and costs that will be used for a formal permanent request in 2017.

- $1,600,000

Total Capital Projects - $31,633,792

North Dakota State University does not discriminate on the basis of age, color, disability, gender expression/identity, genetic information, marital status, national origin, public assistance status, race, religion, sex, sexual orientation, or status as a U.S. veteran. Direct inquiries to the Vice President for Equity, Diversity, and Global Outreach, 201 CM Mott, (701) 231-7708. This publication will be made available in alternative formats for people with disabilities upon request, (701) 231-7861.
1 Agricultural Programs and Capacity
Situation: For agriculture to maintain its cutting edge, increased Extension capacity is needed in livestock, precision agriculture and support infrastructure. The livestock industry of southwest North Dakota lacks educational support on forage resources for backgrounding and other management practices. In precision agriculture, producers need assistance with management of large quantities of data and integration with financial decisions. To meet increased demands of delivering information in a variety of media, Extension needs increased technological capacity. Specialists need increased technical support to efficiently program in the departments of Animal Science, Soil Science, Plant Pathology and Plant Sciences.
Need: Area livestock specialist-HREC (1.0 FTE) and operating; Extension precision agriculture economist (1.0 FTE) and operating; increased operating support for Extension's technology infrastructure; Extension fellows (3.75 FTE) for increased support of specialists - $1,285,000

2 Community Vitality
Situation: The social, environmental and economic well-being of many North Dakota communities is in danger if communities do not take steps to shape their own future. The unprecedented growth is driving the demand for Extension assistance in community development. Community-based issues can be addressed more effectively through community-based leadership, public dialogue, planning processes, organized public forums and informed decision making. Specialists can develop programs and utilize agents to bring educational programming to local communities. North Dakota's farm and ranch owners also have a critical need to begin transition/transition planning. One of the three requested specialists will focus on transition and succession planning programs.
Need: Area community vitality specialists (3.0 FTE) and operating - $780,000

3 Food Systems and Health
Situation: North Dakota needs healthy people and communities, including farm/ranch families. Educational programs can enhance health by targeting chronic disease prevention, food systems consumer education and food safety, including education on the Food Safety Modernization Act. Extension is uniquely positioned to address each of these needs with factual information and to leverage its strong partnerships with health organizations and specific community-based task forces to meet local needs. Area specialists (east and west) will provide leadership to address these needs. A salary pool will increase our capacity for county agents to provide local programming.
Need: Area food and health specialists (2.0 FTE) and operating funds, and a salary pool to increase local county programming - $720,000

4 Water Resources
Situation: Water is extremely important for the life of all North Dakotans, such as water quality for livestock, drinking water quality in homes, impacts of saltwater spills, and best management practices to prevent nutrient movement to surface water. A water specialist is needed to provide educational programs and information to assist land owners and citizens to make informed decisions when using and protecting our precious water resources.
Need: Extension water specialist (1.0 FTE) and operating funds - $310,000

Details on other unranked Extension needs are available upon request.

County commissioners, North Dakota State University and U.S. Department of Agriculture cooperating. North Dakota State University does not discriminate on the basis of age, color, disability, gender, religion, sex, national origin, public assistance status, race, or veteran status in its programs, activities, or employment.

This publication will be made available in alternative formats for people with disabilities upon request, (701) 231-7708.
One-time Request: Oil Patch Salary Differential Pool

One-time funds are requested to provide salary support to aid in the retention and recruitment of Extension employees in the heaviest-impacted oil counties. These Extension educators are essential for the NDSU Extension Service to fulfill our mission to serve North Dakotans in this region. Data from the Job Service ND documents that the average salaries in the targeted eight counties were 50% greater than the state average as a result of oil industry market competition. As a result, our efforts to recruit employees into these counties and retain employees who live and work in these counties is a major challenge because of market competition and housing costs. - $250,000

Additional Request

Funding to provide technical assistance grants to soil conservation districts to help landowners reduce soil erosion, improve water quality, and enhance tree plantings, grazing lands, and wildlife habitat. - $75,000
TO: Members, State Board of Higher Education
FROM: Larry Skogen, Interim Chancellor
DATE: June 16, 2014
RE: 2014-15 Annual Budget for NDUS Office

Memo #M-14-4

SBHE policy 802.6 g requires the “SBHE shall approve the Board and system office annual operating budgets.” The 14-15 (FY15) SBHE budget for travel and per diem was approved by the Board in May. Attached is the proposed FY15 budget plan for the NDUS Office, with highlights noted below.

System Governance includes the operations of the SBHE and NDUS office, including: the State Approving Agency; campus assessments for legal, audit and compliance; and, the UND and NDSU legal and audit staff that were transferred to the NDUS effective 7-1-2013. Significant budget changes planned for FY15 include:

- Overall base average salary increase of 3%, Office salary increases were developed based on the following:
  - Market rates: Weighted 25% based on market data: 1.) support staff = ND Job Service data; 2.) all other staff including senior staff = CUPA-HR University System Offices
  - Performance: Weighted 75% based on annual employee performance evaluation
  - Provide a minimum of 3% or $100 per month, whichever is greatest.
  - No salary adjustment scheduled for FY15 for four fixed term positions as follows: Chancellor, Chief of Staff, VC for Academic and Student Affairs and Director of Strategic Planning

- New positions budgeted for FY15: 1.) Internal control/risk assessment (IC/RA) position; 2.) attorney position and 3.) two audit positions. The IC/RA position, reporting to management, is responsible for developing and administering the risk assessment process and assisting with development of sound internal controls for the NDUS. Currently, the Chief of Staff is also serving as the Director of Legal Services and, after the resignation of the NDUS general counsel, legal advisor to the SBHE. The additional legal position would allow the Chancellor to fill the Director of Legal Services position, thereby allowing the Chief of Staff to focus on his responsibilities. The two audit positions have been identified for hire by the Chief Auditor for FY15.

- Current Searches underway for existing positions are as follows: Administrative and Internal Auditing Assistant (replacement, and increase from .5 to 1.0 FTE), Director of Academic Affairs (replacement), Auditor Manager (replacement), Internal Control and Risk Assessment (new), and Office Manager/Legal Assistant NDUS Grand Forks Office (replacement).

- The budget assumes continuation of other recently filled replacement or new positions as follows: Director of Strategic Planning, Administrative Assistant for Academic and Student Affairs, Director of Facilities, Contract and Project Specialist and Communication Specialist.

- The NDUS Office will continue to assess campuses and CTS in FY15 for previously assessed positions (including associated cost increases) as they are filled, as follows:
Memo M-14-4  
June 16, 2014  
Page #2

- (2) full-time NDUS System audit positions (University Auditor; and, Audit Manager, as filled.)
- (1) full-time Director of Compliance
- A portion (.25%) of two legal positions
- .3 Public Affairs (assessed to CTS only)

The ongoing biennial operating budget includes an estimated $255,936 for undesignated system projects. With previous SBHE approval, the use of these funds was delegated to the Chancellor, with actual use disclosed to the SBHE as part of the annual budget process. In FY14, funds were expended for Project Vital Link publications and HLC site visitation costs. Expenses in the following areas are currently budgeted during FY15: continuation of Project Vital Link, SBHE Consultant/Facilitators, and Strategic Planning Software and accountability surveys.

General fund operating carryover from 2011-13 was $212,351, with $146,124 expended to date in FY14. It is anticipated the remaining balance of about $65,000 will be expended in FY15.

**Student Grant Programs** – Highlights of the individual programs include the following:

- **State Grant Program** – By action previously approved by the SBHE, the FY15 budget reflects increased awards from $1648 to $1650 and grants to part-time students. Approximately 7,200 full-time awards could be awarded depending on their enrollment status (part-time or full-time), depending on “need”.
- **Scholars Program** - Awards totaling $1.103 million, which will fund 47 freshmen in 14-15, as well as continuing funding of all upperclassmen. In addition, one-time annual stipends of $2,000 will continue to be awarded to all incoming freshmen.
- **ND Indian Scholarship Program** – The ND Indian Scholarship received additional state funding for the 13-15 biennium in the amount of $75,000. In part, the additional funding is to be directed toward increasing awards to graduate students. The 2014-15 goals for graduate students are 30 students funded at $1,870 per student. The 2014-15 goals for undergraduate students are 240 students funded at $1,250 per student. The Board approved funding for summer 2014 for up to $19,000.
- **PSEP** - In FY15, state funding is projected for existing students and the following new student slots in WICHE, Iowa and Minnesota programs in FY15:
  - Iowa: 6 new freshmen and 11 ongoing; $418,570
  - KSU: 3 new freshmen and 12 ongoing; $402,611
  - MN Vet Med: 0 new freshmen and 3 ongoing; $35,362
  - MN Dentistry: 5 new freshmen and 14 ongoing; $336,584
  - WICHE Vet Med: 1 new freshman and 4 ongoing; $156,500
  - WICHE Dentistry: 2 new freshmen and 7 ongoing; $219,600
  - WICHE Optometry: 7 new freshmen and 18 ongoing; $420,000

- **Education Incentive Program** - The funding will provide loan forgiveness for the Teacher Shortage Loan Forgiveness Program ($1,000 per year, up to 3 years) with an estimated 460 awards and the STEM Occupations Student Loan Forgiveness Program ($1,500 per year up to 4 years or $6,000) with an estimated 740 awards for each year an eligible applicant is employed in an approved Science, Technology, Engineering, and Mathematics (STEM)
occupation in North Dakota. Full biennial funding in support of UND and NDSU doctoral programs in the amount of $260,000 was fully allocated during FY14.

- **Academic Scholarship and the North Dakota Career and Technical Education Scholarship Program** - This consists of scholarships that reward high school students for taking challenging coursework in preparation for attending an accredited North Dakota public, private or tribal college or university. The maximum award is $750 per semester up to a maximum award of $6,000. Estimated number of students receiving awards in FY15 is about 4,400.

- **Tribal Community College grants** - One half of the $1 million biennial appropriation, or $500,000, is budgeted in 2014-15 for allocation to the tribal colleges based on non-beneficiary student enrollment.

**System Grant Programs and System Projects** – Significant changes include the following:

- The Legislature appropriated funds in several pools for 2013-15 as follows:
  - **Student Mental Health** - $282,520 which $242,933 is anticipated being spent in FY15 for afterhours crisis contracting; behavioral intervention team training; mental health first aid training; and psychiatric services at all 11 campuses.
  - **Master Plan & Space Utilization Study** – The balance of the $1,000,000 appropriated for this study or about $150,000 will be expended during FY15, as the study will be completed in about June 2014.
  - **Performance Pool Funding** – The full 13-15 appropriation of $5,000,000 is budgeted as an expenditure in FY15.
  - **Capital Projects Contingency Pool** - $5,483,413 is available for the biennium, with the remaining unallocated balance of $3,595,791 budgeted in FY15, however this could change depending upon the timing of campus projects that are eligible for these funds.
  - **Deferred Maintenance Pool** - $10,000,000 biennial appropriation was allocated during FY14.
  - **ND Higher Education Challenge Fund** – The balance of the $29,000,000 biennial appropriation or $22,543,090 is anticipated to be expended in FY15.
  - **Capital Bond Payments** budget is based upon estimates provided by the Industrial Commission.

**PROPOSED SBHE MOTION:** Approve proposed FY15 NDUS Office budget as proposed. Furthermore, approve 2014-15 salary ranges for Chancellor, Vice Chancellors and other system senior officers as noted consistent with SBHE policy 705.1

Attachments
## NORTH DAKOTA UNIVERSITY SYSTEM
### ANALYSIS OF 2013-15 LEGISLATIVE APPROPRIATION BY LINE ITEM (SB 203)
#### NDUS Office

<table>
<thead>
<tr>
<th>SBHE to Approve for FY15 6-26-2014</th>
<th>2014-15 Estimated Budget</th>
<th>2013-14 Estimated Expense</th>
<th>Incr (Decr)</th>
<th>$ change</th>
<th>% change</th>
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</thead>
<tbody>
<tr>
<td><strong>System Governance:</strong></td>
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<tr>
<td>Operations</td>
<td>1/</td>
<td>0.732,517</td>
<td>5,056,579</td>
<td>1,545,938</td>
<td>32.4%</td>
</tr>
<tr>
<td>Operations-Campus Assessment</td>
<td>4/</td>
<td>705,653</td>
<td>543,884</td>
<td>321,769</td>
<td>59.1%</td>
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<tr>
<td>2011-13 Carryover</td>
<td></td>
<td>148,227</td>
<td>(70,897)</td>
<td>-54.7%</td>
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<tr>
<td>Subtotal all funds</td>
<td></td>
<td>7,604,367</td>
<td>5,908,587</td>
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<tr>
<td>Less estimated income</td>
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<td>831,762</td>
<td>565,377</td>
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<td>Subtotal general fund appropriation</td>
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<td>6,772,605</td>
<td>5,343,210</td>
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<tr>
<td><strong>Student Grant Programs:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Financial Assistance Grants</td>
<td></td>
<td>11,880,000</td>
<td>8,338,064</td>
<td>2,541,936</td>
<td>30.3%</td>
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<td>Scholars Program</td>
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<td>1,103,242</td>
<td>1,114,371</td>
<td>(1,129)</td>
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<tr>
<td>ND Indian Scholarship Program</td>
<td></td>
<td>358,100</td>
<td>311,200</td>
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<tr>
<td>Professional Student Exchange Program</td>
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<td>1,097,045</td>
<td>1,076,661</td>
<td>120,384</td>
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<tr>
<td>Education Incentive Programs</td>
<td></td>
<td>1,022,494</td>
<td>1,143,043</td>
<td>(110,549)</td>
<td>-9.6%</td>
</tr>
<tr>
<td>Academic &amp; Technical Education Scholarships</td>
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<td>9,560,252</td>
<td>5,403,500</td>
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<tr>
<td>Tribal Community College Grants</td>
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<tr>
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<td>20,978,359</td>
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<td>Less estimated income</td>
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<td>48,063</td>
<td>416,044</td>
<td>(368,581)</td>
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<td>Subtotal general fund appropriation</td>
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<td>20,392,415</td>
<td>3,274,822</td>
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<td><strong>System Grant Programs:</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSCoR</td>
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<td>3,525,000</td>
<td>3,525,000</td>
<td>0</td>
<td>0.0%</td>
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<tr>
<td>Title II Grant</td>
<td></td>
<td>536,750</td>
<td>376,245</td>
<td>159,505</td>
<td>41.5%</td>
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<tr>
<td>System Information Technology Services</td>
<td></td>
<td>0</td>
<td>159,559</td>
<td>(159,559)</td>
<td>-100.0%</td>
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<td>Two-year Campus Marketing</td>
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<td>434,600</td>
<td>365,400</td>
<td>69,200</td>
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<td>Student Mental Health</td>
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<td>342,920</td>
<td>38,587</td>
<td>304,333</td>
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<td>(325,000)</td>
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<td>Master Plan &amp; Space Utilization Study</td>
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<td>150,000</td>
<td>850,000</td>
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<td>Performance Pool Funding</td>
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<td>0</td>
<td>1,806,022</td>
<td>1,806,022</td>
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<tr>
<td>Capital Projects Contingency Pool</td>
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<td>3,565,704</td>
<td>1,765,166</td>
<td>1,800,538</td>
<td>102.5%</td>
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<td>Deferred Maintenance Pool</td>
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<td>0</td>
<td>10,000,000</td>
<td>(10,000,000)</td>
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<tr>
<td>ND Higher Education Challenge Fund</td>
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<td>22,540,030</td>
<td>2,456,916</td>
<td>20,083,114</td>
<td>814.1%</td>
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<tr>
<td>Subtotal all funds</td>
<td></td>
<td>39,030,164</td>
<td>23,981,824</td>
<td>15,048,340</td>
<td>62.0%</td>
</tr>
<tr>
<td>Less estimated income</td>
<td></td>
<td>528,750</td>
<td>376,245</td>
<td>159,505</td>
<td>41.9%</td>
</tr>
<tr>
<td>Subtotal general fund appropriation</td>
<td></td>
<td>35,481,414</td>
<td>23,605,579</td>
<td>11,875,835</td>
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<td><strong>System Projects:</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Assets-Bond Payments</td>
<td></td>
<td>4,821,596</td>
<td>5,614,448</td>
<td>(792,852)</td>
<td>-14.1%</td>
</tr>
<tr>
<td>Subtotal all funds</td>
<td></td>
<td>4,821,596</td>
<td>5,614,448</td>
<td>(792,852)</td>
<td>-14.1%</td>
</tr>
<tr>
<td>Less estimated income</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td>Subtotal general fund appropriation</td>
<td></td>
<td>4,821,596</td>
<td>5,614,448</td>
<td>(792,852)</td>
<td>-14.1%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total all funds</td>
<td></td>
<td>72,276,200</td>
<td>55,981,210</td>
<td>16,294,991</td>
<td>29.1%</td>
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<tr>
<td>Loss estimated income</td>
<td></td>
<td>1,416,875</td>
<td>1,282,016</td>
<td>134,859</td>
<td>10.5%</td>
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<tr>
<td>Total general fund appropriation</td>
<td></td>
<td>73,693,075</td>
<td>57,263,226</td>
<td>16,429,851</td>
<td>29.8%</td>
</tr>
</tbody>
</table>

1/ Salary & Operating expenses for Office, SAA, System Project (Additional Staff & operating)
2/才华 31 consists of NDUS Online Carry Over 11-13 Only NDUS SITS has their own budget- all funds were expensed in 13-14
3/ Increase in budget for FY15 due to line 35, 38 & 39 System Grant Programs
4/ Estimated for budget approval purpose only (includes Audit, Compliance and 25% of Legal)
### Section 1  
**Salary Recommendation**

<table>
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<tr>
<th>Position</th>
<th>13-14 Current Salary 1/</th>
<th>14-15 Salary</th>
<th>Dollar Increase</th>
<th>Percentage Increase</th>
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</thead>
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<tr>
<td>Chancellor</td>
<td>$291,000</td>
<td>$291,000</td>
<td>$0</td>
<td>0.00%</td>
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<tr>
<td>VC for Academic and Student Affairs (interim)</td>
<td>$187,000</td>
<td>$187,000</td>
<td>$0</td>
<td>0.00%</td>
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<tr>
<td>VC for Administrative Affairs</td>
<td>$187,165</td>
<td>$195,120</td>
<td>$7,955</td>
<td>4.25%</td>
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<tr>
<td>VC for Instl Research and IT</td>
<td>$200,000</td>
<td>$207,500</td>
<td>$7,500</td>
<td>3.75%</td>
</tr>
<tr>
<td>General Counsel, Chief of Staff, Ethics Officer</td>
<td>$200,000</td>
<td>$200,000</td>
<td>$0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Chief Auditor</td>
<td>$135,000</td>
<td>$139,050</td>
<td>$4,050</td>
<td>3.00%</td>
</tr>
</tbody>
</table>

### Section 2  
**13-14 Market Data (CUPA-HR University System Offices)**

<table>
<thead>
<tr>
<th></th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
<th>(7)</th>
</tr>
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<tbody>
<tr>
<td>13-14 Current Salary 1/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chancellor</td>
<td>$291,000</td>
<td>$280,000</td>
<td>$750,000</td>
<td>$425,758</td>
<td>$340,606</td>
<td>$510,910</td>
<td>68%</td>
</tr>
<tr>
<td>VC for Academic and Student Affairs</td>
<td>$187,000</td>
<td>$160,000</td>
<td>$408,953</td>
<td>$271,320</td>
<td>$217,056</td>
<td>$325,584</td>
<td>69%</td>
</tr>
<tr>
<td>VC for Administrative Affairs</td>
<td>$187,165</td>
<td>$155,000</td>
<td>$420,900</td>
<td>$247,435</td>
<td>$197,948</td>
<td>$296,922</td>
<td>76%</td>
</tr>
<tr>
<td>VC for Institutional Research and IT</td>
<td>$200,000</td>
<td>$115,536</td>
<td>$335,000</td>
<td>$228,779</td>
<td>$183,023</td>
<td>$274,535</td>
<td>87%</td>
</tr>
<tr>
<td>General Counsel, Chief of Staff, Ethics Officer</td>
<td>$200,000</td>
<td>$88,504</td>
<td>$416,000</td>
<td>$217,500</td>
<td>$174,000</td>
<td>$261,000</td>
<td>92%</td>
</tr>
<tr>
<td>Chief Auditor</td>
<td>$135,000</td>
<td>$83,587</td>
<td>$405,000</td>
<td>$141,692</td>
<td>$113,354</td>
<td>$170,030</td>
<td>95%</td>
</tr>
</tbody>
</table>

1/Does not include state employee benefits

C:/Users/terry.meyer/AppData/Local/Microsoft/Windows/Temporary Internet Files/Content.Outlook/8K8S2/WLA/Staff matrix Chancellor and senior staff (2).xlsx

Staff matrix
1. **Issue:** Distribution plan for TIAA-CREF

2. **Proposed motion:** Approve TIAA-CREF Revenue Credit disbursement as follows: Provide an annual set aside of a small portion for operational costs (about 3% of total revenue credit balance) (to be reviewed annually), with the balance be distributed pro-rata based on accumulated balances, to only those TIAA-CREF participants that generated the revenue credit balance.

3. **Background:** In May 2011, TIAA-CREF announced it was changing the way in which they price their products and services based on the size of the account and plan performance. At that time, the NDUS was moved to the highest class—premier class. This resulted in a reduction in fund expenses for the NDUS plan. Since then, TIAA-CREF has created another class called institutional class, which is the highest level plan classification. A revenue credit is generated based on plan performance in participating accounts which include the annuity accounts. The revenue credit amount is placed in a suspense account under the terms of each plan which is funded with excess revenue generated from that Plan. The revenue credit total balance as of June 3, 2014 is $1,302,496.60. The revenue credit account may only be used either to pay direct, reasonable and necessary expenses of the plans or to provide benefits for the plan participants and beneficiaries in the form of a revenue credit. The Retirement Plan Oversight Committee has compiled and reviewed information from two comparison groups regarding utilization of revenue credit; University of Iowa and MnSCU.

The following disbursement options have been considered:

1. Divided equally, based on a fixed dollar amount, to every TIAA-CREF participant.
2. Pro-rata distribution to all TIAA-CREF participants based on participant accumulation.
3. Pro-rata distribution to only those TIAA-CREF participants that generated the revenue credit allocated based on participant accumulations.
4. Set aside a small portion of the revenue credit account for "operational" costs including possible consulting fees (e.g. legal, investment, etc.), committee expenses, and part-time staff support.

4. **Financial implications:** TIAA-CREF participants in qualifying annuity retirement accounts will be eligible for a disbursement back to their retirement account on an annual basis, or as the revenue credit accounts accumulate. The annuity accounts are
currently the only accounts that generate revenue. NDUS offers Institutional Share Class Mutual Funds, which do not have a plan services expense offset. Until April of 2013 NDUS offered Premier Share Class Mutual Funds, which did generate revenue, with a plan services expense offset of 15 basis points. TIAA-CREF participants invested in those accounts will receive a ‘one time only’ pro-rata distribution. Upon NDUS Plan Sponsor approval, TIAA-CREF will facilitate plan service credit communication to eligible participants and execute the revenue credit disbursements, which will be made directly to participant accounts. TIAA-CREF participants who are invested in the revenue credit generating accounts/investments (as outlined below) will be eligible for a revenue credit. Eligibility will be determined on the date of the disbursement i.e. those invested in revenue credit generating accounts/investments. Participants not invested in revenue credit generating accounts/investments (as outlined below) will not receive a revenue credit disbursement. It is anticipated that this will occur on an annual basis as the revenue credit balance funds accumulate.

**Investment Menu**

Investment accounts that generate a revenue credit:

**Annuity Accounts**
- TIAA Traditional Annuity
- CREF Money Market Account
- CREF Bond Market Account
- CREF Social Choice Account
- CREF Global Equities Account
- CREF Equity Index Account
- CREF Growth Account
- CREF Inflation Linked Bond Account
- TIAA Real Estate Account
- CREF Stock Account

Investment funds that do not generate a revenue credit:

**TIAA-CREF Mutual Funds**
- TIAA-CREF International Equity Fund
- TIAA-CREF Large-Cap Value Fund
- TIAA-CREF Mid-Cap Growth Fund
- TIAA-CREF Mid-Cap Value Fund
- TIAA-CREF Small-Cap Equity Fund
TIAA-CREF Lifecycle Funds-
TIAA-CREF Lifecycle 2010 Fund
TIAA-CREF Lifecycle 2015 Fund
TIAA-CREF Lifecycle 2020 Fund
TIAA-CREF Lifecycle 2025 Fund
TIAA-CREF Lifecycle 2030 Fund
TIAA-CREF Lifecycle 2035 Fund
TIAA-CREF Lifecycle 2040 Fund
TIAA-CREF Lifecycle 2045 Fund
TIAA-CREF Lifecycle 2050 Fund
TIAA-CREF Lifecycle 2055 Fund
TIAA-CREF Lifecycle Retirement Income Fund

5. Academic implications: none

6. Legal/policy issues: none

7. Review Process:
   - Retirement Plan Oversight Committee approved April 16, 2014
   - Debra Linder, Outside Legal Counsel
   - NDUS Cabinet, June 11, 2014 meeting agenda
   - SBHE Budget and Finance Committee, June 17, 2014 meeting agenda

8. Enclosures: Retirement Plan Oversight Committee overview doc.

9. Contact person:
   - Laura Glatt, NDUS Vice Chancellor for Administrative Affairs
     Laura.Glatt@ndus.edu
   - Jane Grinde, NDUS Retirement Plan Oversight Coordinator
     Jane.Grinde@ndus.edu

Summary of Proposed Action
SBHE Meeting – June 26, 2014

1. **Issue:** Review and approve Retirement Plan Investment Policy Statement (IPS).

2. **Proposed motion:** Approve the proposed retirement plan Investment Policy Statement.

3. **Background:** An Investment Policy Statement ("IPS") has been created by the NDUS Retirement Plan Oversight Committee to help establish and record investment processes and decision-making as it relates to the defined contribution retirement plans of the NDUS. The IPS will provide guidance for how investment decisions will be made. The presence of an IPS helps to create an environment of transparency and assists in establishing fiduciary responsibility of the plan. A properly written investment policy statement can be critical in minimizing the legal liability of those serving in a fiduciary capacity (e.g., Plan Sponsors, Board Members and Investment Committee Members). This Investment Policy Statement was created from resources provided by TIAA-CREF and reviewed by outside legal counsel. It is intended to assist the Committee in effectively structuring an appropriate investment menu. This includes establishing a prudent process for selecting, monitoring and, as necessary, recommending replacement funding options.

4. **Financial implications:** The IPS promotes fiduciary responsibility for the Plans and minimizes risk.

5. **Academic implications:** none

6. **Legal/policy issues:** none

7. **Review Process:**
   - Retirement Plan Oversight Committee, approved March 28, 2014
   - Debra Linder, Outside Legal Counsel
   - NDUS Cabinet, June 11, 2014 meeting agenda
   - SBHE Budget and Finance Committee, June 17, 2014 meeting agenda
8. Enclosures: IPS

9. Contact person:
   - Laura Glatt, NDUS Vice Chancellor for Administrative Affairs, Laura.Glatt@ndus.edu
   - Jane Grinde, NDUS Retirement Plan Oversight Coordinator Jane.Grinde@ndus.edu

Retirement Plan Oversight Committee

Membership
Faculty Representatives
- Barb Thorsen, Visual Arts Department, Bismarck State College, term ends: June 30, 2018
- Jerry Stai, Assistant Professor of Finance, Accounting & Finance Department, Minot State University, term ends: June 30, 2016

Staff Representatives
- Melissa Friday, Compensation Manager, North Dakota State College of Science, term ends: June 30, 2016
- Brittnee Steckler, Associate Director of Benefits & Employee Development, North Dakota State University, term ends June 30, 2017

Administrative Affairs Council Representative
- Mark Lowe, Vice President for Finance and Administration, Dickinson State University, term ends: June 30, 2017

Legal Representative
- Murray Sagsveen, Chief of Staff/Ethics Officer/Director of Legal Services, NDUS, term ends June 30, 2015

Human Resource Representative
- Pat Hanson, Director, Human Resources and Payroll Services, University of North Dakota, term ends June 30, 2018

Vice Chancellor for Administrative Affairs
- Laura Glatt, System Office

Retirement Plan Coordinator
- Jane Grinde, NDUS/Core Technology Services

Purpose
The Retirement Plan Oversight Committee provides fiduciary oversight for the retirement plans of the North Dakota University System. The committee's role is to advise the Plan Sponsor (NDUS) in matters related to the following:

- Understanding participant needs
- Advising and assisting to ensure fiduciary compliance
- Assist with plan investment oversight and review of NDUS retirement plans
- Recommend an Investment Policy Statement
- Recommend the overall number and types of options to be offered to participants
- Review performance of investment options and make recommendations
- Review and monitor the costs associated with the plans
- Participate in annual fiduciary training
- Provide input on a revenue credit account spending strategy and budget
- Evaluate and select appropriate consultant needs and scope of services
- Comply with the provisions of all pertinent federal and state laws and regulations
- Perform other activities consistent with this charge deemed appropriate by the Plan Sponsor
- Provide recommendations to select and terminate funding options
- Monitor performance of funding options and recommend investment changes when necessary
- Document activities of the Committee
- Advise on effective participant communication strategies, services, etc.
- Review plan to identify if participants are meeting their retirement goals
- Annually review and update plan default investment option

All members shall have a basic understanding and/or interest in retirement plans and investments. Each member will contribute to the review of plan investments; ensuring that participants have the resources they need to make informed enrollment, deferral, and investment decisions; making sure the plan is compliant with industry regulations; and identifying and implementing best practices for resolving issues relating to plan administration, compliance, enrollment, and operations. Committee membership will be reviewed bi-annually or as often as necessary and recommend changes, if any, will be made to the board. Approximate Meeting Schedule: March, June, October
An Investment Policy Statement ("IPS") has been created by the NDUS Retirement Plan Oversight Committee to help establish and record investment processes and decision-making as it relates to the defined contribution retirement plans of the NDUS. The IPS will provide guidance for how investment decisions will be made. The presence of an IPS helps to create an environment of transparency and assists in establishing fiduciary responsibility of the plan. A properly written investment policy statement can be critical in minimizing the legal liability of those serving in a fiduciary capacity (e.g., Plan Sponsors, Board Members and Investment Committee Members).

This Investment Policy Statement was created from resources provided by TIAA-CREF and reviewed by outside legal counsel. It is intended to assist the Committee in effectively structuring an appropriate investment menu. This includes establishing a prudent process for selecting, monitoring and, as necessary, recommending replacement funding options. Specifically, the IPS is intended to:

- Define investment objectives for the Plan
- Provide participants a range of diversified investment options along the risk-return spectrum to assist participants in their retirement investment decision making
- Describe the criteria and procedures the Plan will use in selecting investment options
- Define the procedure for the ongoing monitoring of funding options

This "IPS" shall be reviewed at least annually by the Committee and, if appropriate, can be amended to reflect changes in the capital markets, Plan participant objectives, Plan demographics, legislative and regulatory changes, or other factors relevant to the Plan.
INVESTMENT POLICY STATEMENT

2014
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<td>14</td>
<td>Adoption and Approval</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Appendix A</td>
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</tr>
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1. PLAN INFORMATION

The North Dakota University System ("NDUS") retirement plans, 403 (b), 457 (b) and 401 (a), ("the Plan") are intended to provide eligible employees the opportunity to generate the long-term accumulation of retirement savings through employer and employee contributions to individual participant accounts and the earnings thereon. The Plan is an employee benefit plan intended to comply with all applicable federal laws and regulations. The Plan’s purpose is to provide a vehicle to accumulate and grow assets to fund retirement needs on an individual basis for eligible employees. The Chancellor, as CEO of the North Dakota University System, who is the Plan Administrator, appoints the NDUS Retirement Plan Oversight Committee (the "Committee") and delegates authority to the Committee to monitor the plan and make recommendations to the Plan Administrator or Plan Sponsor which is the North Dakota University System (NDUS) and it’s governing board the State Board of Higher Education (SBHE). It is the intent to provide a range of investment options under the Plan that will enable participants to invest according to varying risk tolerances, and other financial goals. The investment options offered under the Plan shall be administered solely in the interests of the plan participants and their beneficiaries. The Committee is responsible for maintaining a written record of its decisions and steps taken in connection with the monitoring of the Plan.

2. PURPOSE OF THE INVESTMENT POLICY STATEMENT

This Investment Policy Statement ("IPS") is intended to assist the Committee in effectively structuring an appropriate investment menu. This includes establishing a prudent process for selecting, monitoring and, as necessary, recommending replacement funding options. Specifically, the IPS is intended to:

- Define investment objectives for the Plan
- Provide participants a range of diversified investment options along the risk-return spectrum to assist participants in their retirement investment decision making
- Describe the criteria and procedures the Plan will use in selecting investment options
- Define the procedure for the ongoing monitoring of funding options

This "IPS" shall be reviewed at least annually by the Committee and, if appropriate, can be amended to reflect changes in the capital markets, Plan participant objectives, Plan demographics, legislative and regulatory changes, or other factors relevant to the Plan.

3. STATEMENT OF OBJECTIVES

The Plan will encourage participants to take an active role for their retirement by providing education and information so that they can make informed decisions about their participation and investment option selections. The Plan’s investment options will be selected to:

- Provide returns comparable to nationally recognized industry standards for the asset categories
- Provide opportunities to diversify across the risk return spectrum
• Provide a manageable number of investment choices to minimize Plan complexity
• Control administrative, management and participant costs.

4. ROLES AND RESPONSIBILITIES OF PARTIES INVOLVED

NORTH DAKOTA UNIVERSITY SYSTEM (NDUS)—Plan Sponsor
Chancellor—Plan Administrator
Leads the North Dakota University System, a unified system of higher education governed by the State Board of Higher Education. Organized in 1990, the system includes two research universities, four regional universities and five community colleges. The Chancellor is the Plan Administrator and a fiduciary of the plan.

State Board of Higher Education (SBHE)—Governing Body of Plan Sponsor
• The State Board of Higher Education is the policy-setting and advocacy body for the North Dakota University System and the governing body for North Dakota’s 11 publicly supported colleges and universities. The SBHE retains authority and must approve changes to the Plan including plan design, contributions, eligibility and investment menu and also approves the IPS proposed by the Retirement Plan Oversight Committee. SBHE members are fiduciaries of the plan. The SBHE may delegate investment fiduciary responsibilities to the Chancellor and/or Retirement Plan Oversight Committee for plan performance review, employee education and communication, compliance and other operational activities proposed by the Retirement Plan Oversight Committee.

RETIREMENT PLAN OVERSIGHT COMMITTEE:
Serving a three year term:
• 2 Faculty Representatives (Ask for up to 4 names from CCF, at least one with an economics or finance background and a representative from each institutional sector)
• 2 Staff Representatives (Ask for up to 4 names from State Staff Senate, at least one from 1000 & 3000 bands and one from 4000-7000 bands and a representative from each institutional sector)
• 1 Admin. Affairs Council Representative
• 1 Legal Representative
• 1 Human Resource Representative
• Vice Chancellor for Administrative Affairs
• Retirement Plan Coordinator, Chair

The Committee serves as an advisor to the Plan Sponsor and is generally responsible for:
• Understanding participant needs as a group
• Advising and assisting to ensure fiduciary compliance
• Assist with plan investment oversight and review of NDUS retirement plans
• Recommend an Investment Policy Statement
• Recommend the overall number and types of options to be offered to participants
• Review performance of investment options and make recommendations
• Review and monitor the costs associated with the plans
• Participate in annual fiduciary training
• Provide input on a revenue credit account spending strategy and budget
• Evaluate and select appropriate consultant needs and scope of services
• Comply with the provisions of all pertinent federal and state laws and regulations
• Perform other activities consistent with this charge deemed appropriate by the Plan Sponsor
• Provide recommendations to select and terminate investment options
• Monitoring the performance of the investment options and make recommendations on investment changes when necessary
• Document activities of the Committee
• Advise on effective participant communication strategies, services, etc.
• Review plan to identify if participants are meeting their retirement goals
• Annually review and update plan default investment option

Investment Manager/Plan Vendor (Investment Consultant, if used) is responsible for:
• Following client’s investment policy statement
• Proposing investment options according to established criteria in client’s investment policy statement
• Reporting and reviewing investment options’ performance according to frequencies required (quarterly, semi-annually or annually) by client’s investment policy statement against established peer groups and benchmarks
• Monitoring changes at fund management firms
• Offering advice on plan improvements
• Advising on statutory and regulatory changes
• Providing plan demographic information

5. CURRENT INVESTMENT LINEUP

The current investment options offered under the Plan shall be listed in Appendix A to this IPS, together with the appropriate industry standards used for benchmarking.

6. INVESTMENT MENU DESIGN

While offering a variety of investment options is important, efforts will be made to keep the total number to a prudent level that balances the benefits of broad diversification with the disadvantages of too many choices. At a minimum, the Plan shall offer enough investment options to well represent at least four major asset classes: Guaranteed or Stable Value, Cash or
Cash Equivalents, Domestic and International Fixed Income and Equities. Other alternative asset classes such as Real Estate and Emerging Markets Equities may also be included.

With respect to the establishment of an upper limit on the number of investment options, the plan should not provide so many options as to create excessive redundancy in investment options, generate increased fund monitoring and/or administrative costs, or cause undue complexity in plan design.

7. ASSET CLASS GUIDELINES

The Plan shall provide each participant with the ability to diversify among an array of asset classes in order to construct individual portfolios consistent with their desired level of risk over their respective time horizons. The Plan will offer investment options through mutual funds and annuities in the following asset categories listed below (may include all or several of these):

- Cash or Equivalents
- Guaranteed or Stable Value
- Lifecycle/Target-Dates Funds
- Balanced/Allocation Target-Risk Funds
- U.S. Fixed Income (Government, Government/ Credit, High Yield, Short/Intermediate/Long Term)
- U.S./Global Inflation-Protected Bond
- Global/International Bond
- U.S. Equities (All Cap, Large/Mid/Small Caps, in Value/Core/Growth Styles)
- Global/International Equities (All Cap, Large/Mid/ Small Caps, in Value/Core/Growth styles)
- U.S./Global Socially Responsible Equities
- U.S./Global REIT
- U.S./Global Direct Real Estate

8. QUALIFIED DEFAULT INVESTMENT ALTERNATIVE ("QDIA")

The Lifecycle and Targeted Retirement Date funds, which provide participants with age appropriate asset allocation, are designated as the default investment option in the Plan. These age appropriate investment options are intended to meet the requirements of the applicable Department of Labor (DOL) regulation on Qualified Default Investment Alternatives, Section 2550.404c-5. The default options will be used in situations where a participant does not actively select investment options under the Plan. On an annual basis, each default option shall be reviewed by the committee to ensure it continues to be an appropriate default option. TIAA-CREF will provide Qualified Default Investment Notices (QDIA), and distribute to employees both prior to eligibility in the plan and annually, before the beginning of the plan year.
9. PLAN VENDORS, INVESTMENT MANAGERS AND INVESTMENT OPTIONS SELECTION PROCESS

The Plan Sponsor shall conduct an assessment of the company providing the asset management of an investment option no less than every three years. The Committee will be responsible for conducting the periodic assessment of the company on behalf of the Plan Sponsor. At a minimum, the assessment can include a review of the following, if applicable:

- History of the firm
- Part II of Form ADV for investment advisors under the Investment Advisers Act of 1940
- Management and ownership structure
- Breadth of products offered
- Financial stability of the company issuing the investment option
- Investment philosophy
- Any material pending or concluded legal or ethical violations

Additional aspects of the Investment Provider may be reviewed at the discretion of the Plan Sponsor.

GENERAL SELECTION REQUIREMENTS FOR ALL INVESTMENT OPTIONS

All Plan investment options should maintain the following characteristics:

- Diversification by Holdings: Except for Insurance Company General Account products, all investment options shall maintain a sufficient number and breadth of holdings to provide an adequate representation of the primary characteristics consistent with acceptable industry standards.

- Competitive Fee Structure: The impact of fees on the long-term performance of the investment options within the Plan shall be an important consideration. Overall expenses, including sales loads, 12b-1 fees, administrative charges, and mortality and expense charges (for annuity accounts) can significantly detract from long-term performance. The net expense ratio shall be below median expense level of the industry standard. (The net expense ratio is what the investor pays currently and the gross expense ratio is what the investor could potentially pay if there were no fee waivers.) No mutual funds with front-end or back-end sales charges shall be allowed. All fee information should be adequately disclosed to participants.

- Track Record of Investment Option: Each actively managed investment option should have a minimum track record of three years during which the same portfolio management team managed the investment. The three-year requirement may be waived at the discretion of the Committee if the manager has a proven track record of managing assets in the same category under consideration, or if the investment is an “index” strategy.
• Track closely to their stated investment objective: Each investment option’s objective should remain consistent with the option’s role within the Plan’s overall investment structure.

SELECTION REQUIREMENT FOR ALL INVESTMENT OPTIONS

Guaranteed or Stable Value

• Investment Objective: A Guaranteed option provided by the Insurance Company or Investment Manager (Issuer), which seeks to provide a minimum level of income while preserving principal. This option is typically supported by the Trust Fund of the Manager or the General Account of the Insurance Company.

Guidelines:

• Performance: This investment option should have a guaranteed rate of return that is competitive with other similar options in the marketplace.

• Issuer Credit Rating: The issuer shall have and maintain a rating that conveys significant financial strength as determined by nationally recognized statistical rating agencies such as A.M. Best, Standard & Poor’s, Moody’s, and Fitch.

Cash or Cash Equivalents

• Investment Objective: The cash option shall invest in a portfolio of short-term securities to maximize current income while preserving capital.

Guidelines:

• Performance: Annualized investment return shall be compared to appropriate benchmarks. Investment performance (gross of fees) shall either (a) approximate or exceed relevant benchmarks or (b) be above the appropriate peer universe, in either case over one, three or five years.

Fixed Income

• Investment Objective: To seek favorable long-term returns by investing in a diversified portfolio of fixed income securities achieving returns through interest payments and capital appreciation of the underlying securities.

Guidelines:

• Performance: Annualized investment return shall be compared to appropriate benchmarks. Investment performance (gross of fees) shall either (a) approximate or exceed relevant benchmarks or (b) be above the appropriate peer universe, in either case over one, three or five years.
Equities

- Investment Objective: To seek favorable long-term returns from capital appreciation and dividend income by investing in a portfolio composed of a broad cross-section of common stocks. These funds can invest in domestic stocks, foreign stocks, or a combination of the two.

Guidelines:

- Performance: Annualized investment return shall be compared to appropriate benchmarks. Investment performance (gross of fees) shall either (a) approximate or exceed relevant benchmarks or (b) be above the appropriate peer universe, in either case over one, three or five years.

Real Estate

- Investment Objective: To seek favorable long-term returns from income and appreciation primarily from real estate investments.

Guidelines:

- Performance: Annualized investment return shall be compared to appropriate benchmarks. Investment performance (gross of fees) shall either (a) approximate or exceed relevant benchmarks or (b) be above the appropriate peer universe, in either case over one, three or five years.

- Investment Process: This option shall invest in real estate primarily through ownership of properties. The holdings shall be diversified both by property type (including commercial office, residential, and retail) and geography.

Index Funds

- Investment Objective: To achieve a rate of return that approximates the return of a specific benchmark investment index after making a reasonable allowance for costs.

Guidelines:

- Performance: The returns of the investment option [less fees] shall be compared to appropriate benchmarks, and investment performance (gross of fees) shall approximate the return of the relevant benchmark.

- Investment Process: The investment option will seek to approximate the return of its target benchmark by investing in the same or a representative sampling of those securities that are held by the benchmark.
Lifecyle Funds

- Investment Objective: To provide a multi-asset-class funding solution that offers investment diversification incorporating an allocation that progresses from more aggressive to more conservative as the participant approaches a given target retirement date.

Guidelines:

- Performance: Annualized investment return shall be compared to appropriate benchmarks. Investment performance (gross of fees) shall either (a) approximate or exceed relevant benchmarks or (b) be above the appropriate peer universe, in either case over one, three or five years.

- A periodic review of the Lifecycle Fund’s asset allocation and rebalancing strategies will be undertaken to ensure the prudence of these processes. Consideration will also be given to the stability and continuity of the funds included in the Lifecycle offering.

- Investment Process: Lifecycle fund portfolio is composed of allocations to a variety of underlying funds with differing risk/return characteristics. Multiple Lifecycle funds are made available, each with a different target maturity date to accommodate Plan participants’ various ages and anticipated retirement dates. The composition of each Lifecycle fund is modified over time following a predetermined schedule, slowly adapting from a more aggressive allocation to an allocation that assumes less risk as the retirement date approaches.

10. PERIODIC REVIEW

The ongoing monitoring of Plan investment options must be a regular and disciplined process. It is the mechanism for measuring ongoing compliance by each investment option against the evaluation criteria specified below. While frequent change in investment options is neither expected nor desirable, monitoring the performance of the investments in the Plan relative to specified guidelines is an ongoing activity, intended to be conducted no less frequently than annually. Periodic reviews will be performed by the Retirement Plan Oversight Committee at least annually. Investment resources and reports will be provided by the Plan Vendor and utilized by the committee on an ongoing basis.

Each investment option shall be reviewed pursuant to the following evaluation criteria:

- Adherence to the original investment/account selection requirements, including long-term performance measures
- Any material changes to the option’s organization, process, or portfolio manager or team
- Any material litigation or regulatory action against the firm that may impact future performance or the reputation of the provider
- Significant loss or growth of assets under management
- The fund/account is sufficiently utilized by plan participant

If an assessment of an investment option against the evaluation criteria does not identify any significant issues, no further action by the Committee is necessary. If a material issue is identified
for a particular investment option against any of the criteria, then the Committee may decide, in
its sole judgment, to (i) take no action if it concludes that it has reasonable basis for such a
conclusion, (ii) monitor the investment closely on a regular basis. (as a means of evaluating
future progress in addressing the issue of concern or (iii) recommend termination of the
investment option to the Plan Sponsor (consider the pros and cons of allowing participants to
keep existing money in the fund).

It is important to recognize that the IPS provides guidelines to assist the Committee in its
recommendation to select, retain or replace an investment option or investment manager, but
the final decision shall not be made based on the outlined IPS criteria in isolation. The final
decision shall be based on the Committee’s recommendation based on the research of the
investment option’s ability to perform competitively in the future. Any final decision shall be
determined by the Plan Sponsor.

11. “WATCH LIST” PROCEDURE
(Plan sponsor remains as the sole decision maker for fund addition and deletion based on investment
evaluation criteria specified below, with or without a “Watch list.”)

An investment option may be placed on a “Watch list” for closer monitoring when one or more of
the following occur but is not limited to these items:

- An investment option performs below the median for its peer group over 3- or 5-year
cumulative measurement period.
- There is a style drift away from the stated investment approach for more than two years.
- There is a significant change in the professionals managing the investment.
- There is a significant decrease in the investment option’s asset under management.
- There is an increase in the investment fees and expenses.
- Any extraordinary event occurs that may interfere with an investment manager’s ability to
  prudently manage investment assets.

An investment may be placed on the “Watch list”. The Committee will review and evaluate the
appropriateness of the offering for the Plan and make a recommendation to the Plan Sponsor.

12. ANNUITY PAY-OUT OPTIONS

The Committee shall review annuity pay-out contracts as required by the Plan that provide for
periodic payments that are guaranteed to continue as long as the participant or beneficiary lives.
In choosing such options the Committee shall:

- Appropriately consider the cost (including fees and commissions) of the annuity contract
  in relation to the benefits and administrative services to be provided under the contract;
- Appropriately conclude that, at the time of then selection, the annuity provider is
  financially able to make all future payments under the annuity contract and that the cost
of the annuity contract is reasonable in relation to the benefits and services provided under the contract; and

- Ensure annuity contact providers have met and maintain a rating that conveys significant financial strength as determined by nationally recognized statistical rating agencies such as A.M. Best, Standard & Poor's, Moody's, and Fitch.

14. EDUCATION AND ADVICE

It is the responsibility of the Committee to ensure that adequate participant education and communication are provided by the vendor(s). The Committee will assess whether the quantity and quality of plan participant education and communication is appropriate. Plan participant education can be achieved through a variety of channels including printed materials, websites, group meetings and individual counseling.

15. ADOPTION AND APPROVAL

The members of the Committee and Plan Sponsor approve and adopt this Investment Policy Statement and reserve the right to amend or terminate it upon written recommendation from the assigned fiduciaries.

Date:

____________________________________

North Dakota University System, Plan Sponsor

____________________________________

Vice Chancellor for Administrative Affairs

____________________________________

Retirement Plan Oversight Coordinator
Appendix A
Investment Menu

TIAA-CREF Annuity Contract
TIAA Traditional Annuity
TIAA Real Estate Account
CREF Stock Account
CREF Money Market Account
CREF Bond Market Account
CREF Social Choice Account
CREF Global Equities Account
CREF Equity Index Account
CREF Growth Account
CREF Inflation Linked Bond Account

TIAA-CREF Mutual Funds
TIAA-CREF International Equity Fund
TIAA-CREF Large-Cap Value Fund
TIAA-CREF Lifecycle Retirement Income Fund
TIAA-CREF Mid-Cap Growth
Mid-Cap Value Fund
TIAA-CREF Small-Cap Equity Fund

TIAA-CREF Lifecycle Funds
TIAA-CREF Lifecycle 2010 Fund
TIAA-CREF Lifecycle 2015 Fund
TIAA-CREF Lifecycle 2020 Fund
TIAA-CREF Lifecycle 2025 Fund
TIAA-CREF Lifecycle 2030 Fund
TIAA-CREF Lifecycle 2035 Fund
TIAA-CREF Lifecycle 2040 Fund
TIAA-CREF Lifecycle 2045 Fund
TIAA-CREF Lifecycle 2050 Fund
TIAA-CREF Lifecycle 2055 Fund
TO: Members, State Board of Higher Education
FROM: Laura Glatt, Vice Chancellor for Administrative Affairs
DATE: June 9, 2014

SB2003—the NDUS appropriation bill—includes $10 million in deferred maintenance funding to the NDUS and provides for the following specific legislative intent: "The deferred maintenance funding pool line item includes funding that must be used to address deferred maintenance and other infrastructure needs at institutions based on the university system master plan and space utilization study. However, the state board of higher education may distribute up to one-half of the funds in the pool to institutions prior to the completion of the master plan and space utilization study."

The SBHE approved allocation of $5 of the $10 million on September 25, 2013. Given the facility master plan was not completed at the time, the initial $5 million was distributed based on the following:

- statewide OMB extraordinary repairs formula, which addresses both buildings and infrastructure to bring campuses to a common (or close to common) percent position of the formula;
- Each campus/entity should receive some minimum amount of funding—recommended $75,000 minimum, except for the Forest Service a minimum of $30,000;
- Make adjustments to recognize that some campuses have to use a portion of their extraordinary repair formula funding for the payment of city special assessments, on infrastructure not owned by the campus.

With the near completion of the System facility master plan, the timing is optimal to distribute the remaining $5 million so campuses can begin much needed projects. The Chancellor's recommendation is to:

- first allocate $275,000 to VCSU to address a recently identified safety issue at VCSU in the recently retired Science Building. The $275,000 includes costs for engineering services, relocation and demolition. It does not include other costs related to build a barrier for the hill or to replace asphalt.

In April 2014, the SE wall on the main floor of the VCSU Science Building began to buckle, significantly reducing the structural integrity of that portion and the upper two levels of the building. Additionally, the roof on the SW corner has been
significantly compromised and the ceiling in that area has failed. VCSU engaged a structural engineer to analyze the building. The engineer indicated that VCSU should transition remaining operations to another site immediately due to safety concerns. VCSU has and continues to move forward with the transition in a practicable and safe manner. The cost of $275,000 does not include cost to build a retaining wall or a barrier for the hill and replace asphalt.

- allocate remaining $4,725,000 to the 11 institutions based on the average of: the actual deferred maintenance for facilities examined by consultants during the master plan visits (represents about 24% of the overall state appropriated GSF for Type I and II buildings) = +$200 million; extrapolated deferred maintenance when applied to all appropriated buildings, based on above “sample” condition (“If the condition of these buildings represents similar condition in the rest of the buildings and identified needs to the heating plants and site infrastructure are added in.”)

**Proposed Motion:** Allocate remaining $5 million in 13-15 deferred maintenance funds consistent as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>BSC</td>
<td>$271,791</td>
</tr>
<tr>
<td>LRSC</td>
<td>$181,259</td>
</tr>
<tr>
<td>WSC</td>
<td>$154,001</td>
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<tr>
<td>UND</td>
<td>$948,434</td>
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<td>NDSU</td>
<td>$1,192,620</td>
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<td>NDSCS</td>
<td>$220,089</td>
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<tr>
<td>DSU</td>
<td>$291,924</td>
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<tr>
<td>MaSU</td>
<td>$233,223</td>
</tr>
<tr>
<td>MiSU</td>
<td>$574,389</td>
</tr>
<tr>
<td>VCSU</td>
<td>$725,337</td>
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<tr>
<td>DCB</td>
<td>$206,933</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,000,000</strong></td>
</tr>
</tbody>
</table>

Attachments

g:\laura\docs\wp\def maint\13 15 allocation, balance of $5 million \06.14.docx
## NDUS, 13-15 Deferred Maintenance Allocation (remaining $5 million)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Systemwide Master Plan - Deferred Maintenance Assessment Based on Limited Bldg. Sample 1/</th>
<th>Percent Total</th>
<th>Pro Rate Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC</td>
<td>$15,548,000</td>
<td>7.72%</td>
<td>$386,103</td>
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<tr>
<td>DCE</td>
<td>$12,588,000</td>
<td>6.25%</td>
<td>$312,998</td>
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<tr>
<td>DSU</td>
<td>$14,340,000</td>
<td>7.32%</td>
<td>$356,125</td>
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<tr>
<td>IRSC</td>
<td>$8,650,000</td>
<td>4.30%</td>
<td>$214,806</td>
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<tr>
<td>MaSU</td>
<td>$12,983,000</td>
<td>6.45%</td>
<td>$322,407</td>
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<tr>
<td>MISU</td>
<td>$32,116,000</td>
<td>15.95%</td>
<td>$797,537</td>
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<tr>
<td>NSCS</td>
<td>$9,323,000</td>
<td>4.63%</td>
<td>$231,518</td>
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<tr>
<td>NDSCS</td>
<td>$9,342,000</td>
<td>19.39%</td>
<td>$969,530</td>
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<tr>
<td>NDSU</td>
<td>$9,342,000</td>
<td>19.39%</td>
<td>$969,530</td>
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<tr>
<td>UND</td>
<td>$28,897,000</td>
<td>34.35%</td>
<td>$717,590</td>
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<tr>
<td>VCSU</td>
<td>$26,680,000</td>
<td>30.28%</td>
<td>$513,770</td>
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<td>WSC</td>
<td>$7,169,000</td>
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<td>$178,028</td>
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<td><strong>TOTAL</strong></td>
<td>$201,345,000</td>
<td>100.00%</td>
<td>$5,000,000</td>
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<table>
<thead>
<tr>
<th>Institution</th>
<th>Systemwide Master Plan - Deferred Maintenance Extrapolated to all Appropriated Bldgs. 2/</th>
<th>Percent Total</th>
<th>Pro Rate Share</th>
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<tbody>
<tr>
<td>BSC</td>
<td>$28,595,000</td>
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<td>DCE</td>
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<td>$125,356</td>
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<td>DSU</td>
<td>$39,579,000</td>
<td>5.23%</td>
<td>$251,723</td>
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<tr>
<td>IRSC</td>
<td>$25,326,000</td>
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<td>MaSU</td>
<td>$25,885,000</td>
<td>3.42%</td>
<td>$171,838</td>
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<td>MISU</td>
<td>$63,221,000</td>
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<td>31.09%</td>
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<td>NDSU</td>
<td>$23,240,063</td>
<td>25.24%</td>
<td>$1,262,031</td>
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<tr>
<td>UND</td>
<td>$2,007,268</td>
<td>20.27%</td>
<td>$1,003,634</td>
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<td>VCSU</td>
<td>$64,380,000</td>
<td>8.75%</td>
<td>$439,325</td>
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<td>WSC</td>
<td>$2,236,047</td>
<td>2.96%</td>
<td>$147,901</td>
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<td><strong>TOTAL</strong></td>
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<table>
<thead>
<tr>
<th>Institution</th>
<th>Systemwide Master Plan - Deferred Maintenance Allocation (1 and 4) combined</th>
<th>Percent Total</th>
<th>Pro Rate Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC</td>
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<td>IRSC</td>
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<td>NSCS</td>
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<td>UND</td>
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<td>VCSU</td>
<td>$953,094</td>
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<td>WSC</td>
<td>$325,928</td>
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<td>$162,964</td>
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<td><strong>TOTAL</strong></td>
<td>$10,000,000</td>
<td>100.00%</td>
<td>$5,000,000</td>
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</tbody>
</table>

1/2. = Page 45 of DRAFT NDUS Systemwide Master Plan, Paulien and Assoc.

3/ Provide funding for engineering, relocation and demolition and removal costs, including asbestos abatement for the vacated VCSU Science Bldg.

In April 2014, the SE wall on the main floor began to buckle, significantly reducing the structural integrity of that portion and the upper two levels of the building. Additionally, the roof on the SW corner has been significantly compromised and the ceiling in that area has failed. VCSU engaged a structural engineer to analyze the building. The engineer indicated that VCSU should transition remaining operations to another site immediately due to safety concerns. VCSU has and continues to move forward with the transition in a practicable and safe manner. The cost of $275,000 does not include cost to build a retaining wall or a barrier for the hill and replace asphalt.

Legislative Intent (SB2003, section 21): The deferred maintenance pool line item includes funding that must be used to address deferred maintenance and other infrastructure needs at institutions based on the university master plan and space utilization study. However, the state board of higher education may distribute up to one-half of the funds in teh pool to institutions prior to the completion of the master plan and space utilization study.

© 2014, PAMCO. DRAFT NDUS Deferred Maintenance Allocation ($5 million).
### NDUS Portfolio Summary of All Deferred Maintenance Needs, 2014-2020

#### 6 Year System Lifecycle Deferred Maintenance + Extraordinary Repairs

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<th></th>
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<th>DCB</th>
<th>DSU</th>
<th>LRSU</th>
<th>MLUS</th>
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<th>VCSU</th>
<th>WSC</th>
<th>OVERALL</th>
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<tr>
<td><strong>ASSESSSED BUILDINGS FOR SAMPLE</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td># Bldgs Assessed</td>
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<td>3</td>
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<tr>
<td>% of Approp. SSF Assessed</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
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<td>26%</td>
<td>26%</td>
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<tr>
<td>6YR Def'Mnt. Sample Cost/$</td>
<td>$790/SF</td>
<td>$920/SF</td>
<td>$1160/SF</td>
<td>$110/SF</td>
<td>$94/SF</td>
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<td>6YR Def'Mnt. Sample Condition</td>
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<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
</tr>
<tr>
<td>6YR Def'Mnt. Sample Cost $</td>
<td>15,349,000</td>
<td>21,585,000</td>
<td>14,340,000</td>
<td>8,550,000</td>
<td>12,653,000</td>
<td>12,116,000</td>
<td>9,329,000</td>
<td>39,042,000</td>
<td>27,516,000</td>
<td>26,089,000</td>
<td>7,169,000</td>
</tr>
</tbody>
</table>

**EXTRAPOLATING SAMPLE TO ALL ASSIGNED BUILDINGS**

<table>
<thead>
<tr>
<th>Appropriated Bldg Cost</th>
<th>Extrapolated 6YR Def'Mnt Cost $</th>
</tr>
</thead>
<tbody>
<tr>
<td>38,935 000</td>
<td>21,336,000</td>
</tr>
</tbody>
</table>

#### Heating Plants

<table>
<thead>
<tr>
<th></th>
<th>BSC</th>
<th>DCB</th>
<th>DSU</th>
<th>LRSU</th>
<th>MLUS</th>
<th>NDSUS</th>
<th>NDSUS</th>
<th>UND</th>
<th>VCSU</th>
<th>WSC</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GSD Assessed</strong></td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>% of Approp. SSF Assessed</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Boiler Risk of Failure</td>
<td>PS3 &amp; PS2</td>
<td>PS3 &amp; PS2</td>
<td>PS3 &amp; PS2</td>
<td>PS3 &amp; PS2</td>
<td>PS3 &amp; PS2</td>
<td>PS3 &amp; PS2</td>
<td>PS3 &amp; PS2</td>
<td>PS3 &amp; PS2</td>
<td>PS3 &amp; PS2</td>
<td>PS3 &amp; PS2</td>
<td>PS3 &amp; PS2</td>
</tr>
<tr>
<td>6YR Def'Mnt. Repl. in Kind Cost $</td>
<td>565,000</td>
<td>565,000</td>
<td>2,465,000</td>
<td>7,000</td>
<td>995,000</td>
<td>7,200,000</td>
<td>8,919,000</td>
<td>6,037,000</td>
<td>12,425,000</td>
<td>2,150,000</td>
<td>40,040,000</td>
</tr>
</tbody>
</table>

#### Site Infrastructure

<table>
<thead>
<tr>
<th></th>
<th>BSC</th>
<th>DCB</th>
<th>DSU</th>
<th>LRSU</th>
<th>MLUS</th>
<th>NDSUS</th>
<th>NDSUS</th>
<th>UND</th>
<th>VCSU</th>
<th>WSC</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total 6 Year Needs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12,000,000</td>
<td>12,000,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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TOTAL 6 YEAR NEEDS

<table>
<thead>
<tr>
<th>Appropriated Bldgs + 6YR Plants GSD</th>
<th>Extrapolated GSD Total Cost/$</th>
</tr>
</thead>
<tbody>
<tr>
<td>29,581,000</td>
<td>19,500,000</td>
</tr>
</tbody>
</table>

---


Does not include site infrastructure unless noted in planning and reporting criteria.
Authorize BSC to enter into a land lease agreement with the Student Housing, LLC (a wholly owned subsidiary of the Bismarck State College Foundation) to enable the construction by the Student Housing, LLC, of apartment units on the BSC campus to provide housing for BSC students, and approve terms of the land lease agreement between BSC and the Student Housing, LLC.

Project Description

One of the most significant issues identified in the Bismarck State College Strategic Plan for 2013-2018 was the need for additional student housing. Because BSC has a current debt load that we do not want to exceed (recent bonded projects – Lidstrom Hall and Student Union) we have asked the Student Housing, LLC to consider constructing and owning this student housing project for the benefit of Bismarck State College.

Our current campus housing consists of 307 beds and is 100% occupied. Over the past years we have maintained waiting lists for students who requested campus housing but were not able to contract for a bed. Up until recently these students have been able to find affordable housing in the local housing market. That situation has changed with limited housing availability and increased demand resulting in higher rental rates. We have documented evidence that students who have been accepted to BSC are not attending due to lack of student housing on campus.

Due to student affordability concerns associated with the housing project we are looking into design construction and financing options that will reduce the overall project cost while still fitting with our overall campus environment. While we have not settled on a final design, we are considering two 16-plex apartment-style units, utilizing wood construction. Each unit would have two bedrooms, two bathrooms, a kitchenette, in-unit laundry facilities and would house 4 students. Beds would be reserved for a Residence Supervisor and resident assistants as well as common space. Cash flow analysis is based on a minimum 118 paying beds.

Under the cost scenario outlined below, the resident hall rate would range from $3,485 to $3,570 per academic year (equivalent to $410-$420 per month for 8.5 months). Our highest rate currently is $2,964 at Mystic Hall, which was built in 1979 and each unit has only one bathroom and no kitchen facilities. Based on our analysis of the Bismarck-Mandan market, the $410-$420 range is reasonable, considering the student will not have to pay utilities and cable or transportation costs to campus.

Consistency with Campus Master Plan and Budget

This project is consistent with the March 2012 campus master plan.

SBHE and/or Legislative History

On November 15, 2012, BSC requested SBHE approval to allow for legislative action on this project during the 2013 legislative session. On July 31, 2013, BSC returned to the SBHE for authorization to proceed with the entire project. BSC is now requesting approval of the terms of the land lease agreement between BSC and Student Housing, LLC.
Estimated Total Purchased or Donated Costs

BSC will enter into a 30 year land lease with the Student Housing, LLC for this student housing project. The property as identified below is a 4.67 acre tract located on the college campus:

All that part of the Northwest ¼ of Section 32, Township 139 North, Range 80 West of the Fifth Principal Meridian Burleigh County, North Dakota described as follows:

Beginning at the southwest corner of Schafer Heights Addition to the City of Bismarck in the Northwest ¼ of Section 32; Thence south 89 degrees 32 minutes 00 seconds west along the north line of Edwards Avenue a distance of 647.63 feet; thence north 00 degrees 28 minutes 00 seconds west a distance of 341.32 feet; thence north 89 degrees 32 minutes 00 seconds east a distance of 544.97 feet to the west line of Schafer Heights Addition; thence south 17 degrees 12 minutes 39 seconds east along said west line of Schafer Heights Addition a distance of 356.43 feet to the point of beginning.

All construction costs for the project will be assumed by the Student Housing, LLC and the Student Housing, LLC will manage the project and determine the appropriate financing vehicle and terms.

Based on current construction costs in the Bismarck-Mandan area, total cost is estimated to be about $4.5 million:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paying beds</td>
<td>118</td>
</tr>
<tr>
<td>Units</td>
<td>32</td>
</tr>
<tr>
<td>Cost/unit*</td>
<td>$125,000</td>
</tr>
<tr>
<td>Construction Costs</td>
<td>$4,000,000</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>500,000</td>
</tr>
<tr>
<td>Total Financed Cost</td>
<td>$4,500,000</td>
</tr>
</tbody>
</table>

*per 2 bedroom unit (4 beds) per architect input (wood construction), no garages

Future Operating/Improvement Costs and Funding Sources

Furnishings & fixtures to outfit the apartments will be paid by BSC with auxiliary reserves and ownership of these items will be retained by BSC. This is similar to how BSC has provided furnishings and fixtures to occupy other leased facilities (ex. Horizon Building, Meadowlark Building and Allied Health Building).

All operating expenses would be paid from the revenues generated by the facility. Final cost of the project in the planning stage and determination of the financing terms will need to consider 1) this project must cash flow; and 2) the charges to students must remain affordable.

Below is an estimate of ongoing operating costs and rent BSC would pay the Student Housing, LLC for use of the facility. The Student Housing, LLC would breakeven on operating costs and retain about a 5% upcharge for a repair and maintenance reserve.
BSC will enter into Apartment Master Lease Agreement with the Student Housing, LLC to utilize the facilities for student housing. The agreement may include a provision for BSC to provide in-kind services such as grounds maintenance and property management. These services would be absorbed into BSC’s current auxiliary operations and are not expected to add additional costs.

**Source and availability of Funds**

This project will be funded by the Student Housing, LLC, with cash flow provided by student rental payments.

**Estimated Project Timeline and Completion Date**

BSC is anticipating construction to begin July 2014 with a completion date of August 2015.

---

### PROFORMA REVENUE/EXPENSE STATEMENT - CASH BASIS

<table>
<thead>
<tr>
<th>Total Beds</th>
<th>Total Sq Ft</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>118</td>
<td>32,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Operating Revenue

- **Contracts (97% occupancy)**
  - Year 1: 403,758
  - Year 2: 407,795
  - Year 3: 411,873
  - Year 4: 415,992
  - Year 5: 420,152
- **Summer**
  - Year 1: 20,000
  - Year 2: 20,400
  - Year 3: 20,800
  - Year 4: 21,200
  - Year 5: 21,600

**Total Operating Revenue**

- Year 1: 423,758
- Year 2: 428,195
- Year 3: 432,673
- Year 4: 437,192
- Year 5: 441,752

#### Operating Expenses

- **Custodial**
  - Year 1: 14,200
  - Year 2: 14,500
  - Year 3: 14,800
  - Year 4: 15,100
  - Year 5: 15,400

- **Rent to Lessor**
  - Year 1: 364,558
  - Year 2: 367,795
  - Year 3: 371,073
  - Year 4: 374,392
  - Year 5: 377,752

- **Other Operating**
  - Year 1: 5,000
  - Year 2: 5,100
  - Year 3: 5,200
  - Year 4: 5,300
  - Year 5: 5,400

- **Residence Supervisor**
  - Year 1: 40,000
  - Year 2: 40,800
  - Year 3: 41,600
  - Year 4: 42,400
  - Year 5: 43,200

**Total Operating Expenses**

- Year 1: 423,758
- Year 2: 428,195
- Year 3: 432,673
- Year 4: 437,192
- Year 5: 441,752

#### Net Cash Outflows

- Year 1: -
- Year 2: -
- Year 3: -
- Year 4: -
- Year 5: -

BSC’s costs includes: maintenance, grounds & custodial staffing, residence supervisor, mgmt of housing operations.
GROUND LEASE  
between  
BISMARCK STATE COLLEGE and STUDENT HOUSING, LLC

This Ground Lease ("Lease" or "Lease Agreement") is made and is effective on this _____ day of ____________, 2014, by and between the North Dakota State Board of Higher Education on behalf of Bismarck State College ("Lessor" or "College") and Student Housing, LLC, 1255 Schafer Street, Bismarck, ND 58501 ("Lessee");

Recitals:

WHEREAS, The Lessee desires to develop and construct a student apartment housing complex on a parcel of land on Bismarck State College campus as described hereinafter and Lessor desires to lease this land to Lessee for such purpose; and

WHEREAS, The construction and development of a student apartment housing complex on the College campus will enhance the Bismarck State College community; and

WHEREAS, The construction and development of a student apartment housing complex on the College campus will provide a multitude of long-term benefits for the College, including but not limited to:

1. Provide affordable housing options for BSC and other NDUS institutions’ students.
2. The continued support of the College through endowments and gifts to the College’s Foundation.
3. The facility will create an additional long-term asset which will benefit the College’s Foundation and will produce additional revenue to promote the continued health of the College; and

WHEREAS, The development and construction of the student apartment housing complex will also promote opportunities for education and training in the City of Bismarck and State of North Dakota.

NOW, THEREFORE, The parties agree as follows:

ARTICLE I  
PREMISES

Lessor leases to the Lessee the tract of land as described in Attachment 1, located on the grounds of Lessor in the City of Bismarck, North Dakota, and consisting of approximately 4.67 acres.

ARTICLE II  
TERM and RIGHT UPON TERMINATION

The term of this Lease shall be for 30 years beginning on its effective date. Upon termination of the term, Article IV entitled “Use of Premises; Expiration of Lease Agreement” shall apply.
ARTICLE III
RENT FROM LESSEE

During the term of the Lease, College shall enter into a separate operation and lease agreement (“Apartment Master Lease”) with Lessee for the constructed student housing apartment complex for use as a College student housing facility. There are no separate rent payments to be paid by Lessee to College during the term of this Lease Agreement in exchange for College’s use of the constructed apartment complex as College student housing.

ARTICLE IV
USE OF PREMISES; EXPIRATION OF LEASE AGREEMENT

Lessee shall use the Premises for the development and construction of an apartment complex. Use of the Premises shall be in compliance with all applicable laws, regulations, and ordinances.

Construction shall commence not later than two years following the execution of this Lease Agreement and be completed or substantially complete, with the building ready for occupancy, not later than three years following execution of this Lease Agreement. If construction is not completed and a certificate of occupancy is not issued by three years after execution of this Lease Agreement, this Lease Agreement will terminate at the option of Lessor. Upon termination pursuant to this section, the Premises shall return to the exclusive control of Lessor. Premises at Lessor’s option and at Lessee’s expense shall be returned in the same condition as existed prior to Lease Agreement.

Lessor shall enter into Apartment Master Lease Agreement with Lessee to utilize the completed apartment complex for student housing. No change in the use of the leased premises by the Lessee shall be made or permitted without the express written consent of the Lessor. The Apartment Master Lease Agreement will address responsibilities for maintenance and repairs of the Premises and Improvements during the term of that Apartment Master Lease Agreement.

Lessee shall at all times comply with all applicable law, rules, regulations, and ordinances.

Building design and construction shall be compatible with other campus buildings. Specific locations, plans, and specifications are subject to approval of the College president or his designee, who may not unreasonably withhold such approval.

Lessee shall be responsible for all construction costs, including the building, landscaping, utilities, and related costs. Lessee assumes all responsibility and obligation for providing safety and security on the Premises during the course of construction, including but not limited to making all necessary arrangements with the College Security Office, and Bismarck City Policy Department and Fire Department.

Building and improvements shall comply with North Dakota Century Code section 48-01.2-24 and with the Uniform Federal Accessibility Standards contained in 41 C.F.R part 101-19.6, including any amendments. The building and construction shall comply with all applicable state and local building and other codes.

During the term of this Lease Agreement, title to the leased premises shall continue to be held by Lessor, and Lessee shall be the owner of the building and improvements constructed or made by Lessee.
Upon termination of this Lease Agreement, Lessor shall exercise one of the following options: 1) Lessee will retain title to said improvements and parties will enter into a new Lease Agreement; or 2) Lessor will seek legislative approval to procure title to said improvements, and if so given, Lessor will negotiate a fair purchase price of said improvements with Lessee, and Lessee hereby agrees to execute all necessary and appropriate documents to vest title to said improvements in Lessor free and clear of any and all liens, encumbrances and security interests; or 3) Lessee, at Lessee’s sole expense, will remove all improvements from the Premises.

ARTICLE V
TAXES AND ASSESSMENTS

Lessee shall be responsible to pay or have paid, any applicable real estate and personal property taxes, general and special assessments and other charges of every description levied on or assessed against the Premises and leasehold improvements as may be required by law, excepting those taxes agreed to be paid by Lessor in the Apartment Master Lease. In the event Lessee is in possession of the Premises for a partial year, Lessee’s responsibility with respect thereto shall be prorated to said possession.

ARTICLE VI
INSURANCE AND IMDEMNIFICATION

Liability Insurance:

1. Lessee shall secure and keep in force during the term of this Lease, from an insurance company, authorized to do business in North Dakota, commercial general liability insurance covering any and all claims of any nature arising out of this Agreement. The minimum limits of liability required are $250,000 per person and $1,000,000 per occurrence. Lessor shall be endorsed on the policy as an additional insured. Lessee shall furnish a certificate of insurance and endorsement to Lessor upon request by Lessor. Said endorsement shall contain a “Waiver of Subrogation” waiving any right of recovery the insurance company may have against Lessor as well as provisions that the insurance policy and/or endorsement may not be canceled or modified without thirty (30) days prior written notice to Lessor.

2. Lessee’s insurance coverage shall be primary (i.e., pay first) as respects any insurance, self-insurance or self-retention maintained by Lessor. Any insurance, self-insurance or self-retention maintained by Lessor shall be in excess of Lessee’s insurance and shall not contribute with it.

3. Any deductible amount or other obligation under the policy(ies) shall be the sole responsibility of Lessee.

4. An attorney who represents Lessor under the policy must first qualify and be appointed by the ND Attorney General as a Special Assistant Attorney General as required under NDCC section 54-12-08.

Property Insurance:

Lessee shall, at its expense, procure and maintain builder’s risk insurance against damage or destruction by fire and full extended coverage including vandalism and malicious mischief, covering all improvements to be erected and all materials for the same which are on or about the Premises during the entire period of any construction on the leased premises; and shall insure and keep insured all buildings and improvements at the replacement value during the term of this Lease Agreement,
together with “extended coverage.” All of the insurance policies shall include Lessor as one of the insured parties and shall fully protect both Lessor and Lessee, as their respective interests may appear.

Indemnification:

Each party shall be responsible for claims, losses, damages, and expenses which may arise out of the wrongful or negligent acts or omissions of that party or its agents, employees, or representatives, acting within the scope of their employment, in the performance of this lease.

The liability of the Lessor is limited by the constitution and laws of the State of North Dakota and by the limits of the Lessor’s liability coverage. Nothing herein shall preclude either party from asserting against third parties any defenses to liability it may have under North Dakota law or be construed to create a basis for a claim or suit when none would otherwise exist.

ARTICLE VII
REPAIRS

Except as may be set forth through terms and conditions of the Apartment Master Lease, it is agreed that Lessee shall keep and maintain the Premises in good and sanitary order, condition and repair, excluding, however, ordinary wear and tear. Lessee hereby waives all rights granted by law to require Lessor to make repairs to the Premises, except as may otherwise be provided by the terms and conditions of the Apartment Master Lease. If, during the term of this Lease Agreement, the Premises are totally or partially destroyed from a risk insured by insurance proceeds, Lessee shall restore the Premises to substantially the same condition they were in immediately prior to the destruction unless this provision is waived in writing by Lessor. Such destruction shall in no way render null or void this Agreement. Lessor agrees to maintain surrounding property in good and sanitary order, condition and repair, excluding, however, ordinary wear and tear, so as to avoid loss in value of Lessee’s apartment complex due to the actions of Lessor. All rights, privileges, options and powers as are reserved by Lessor with respect to the Premises shall be exercised in a reasonable manner, without unnecessary and unreasonable interference with Lessee’s use of the Premises. Further, Lessor reserves the right to further develop or improve the adjacent property in Lessor’s sole discretion, regardless of the desires or opinions of Lessee

ARTICLE VIII
UTILITIES AND SERVICES

Lessor shall provide utility easements and connections to existing parking lots for efficiency and accessibility. Lessor shall work with Lessee to obtain appropriate hookups and connections for all utilities and services necessary or in the best interest of the parties in order to develop the premises in accordance with this agreement. Except as may be set forth through terms and conditions of the Apartment Master Lease, Lessee shall pay or cause to be paid all gas, heat, electrical, sewer, telephone, janitorial, garbage disposal service, and all other utilities and services supplied or to be supplied to the premises

ARTICLE IX
SUBLEASES, ASSIGNMENTS AND SUBORDINATION

Lessee shall not at any time assign any part of this Lease Agreement or assign any of the Premises without the prior written approval of Lessor. No assignment shall be valid unless the assignee expressly
assumes and agrees to perform every covenant of this Lease Agreement, which, by its terms, Lessee agrees to keep and perform. The assignee’s assumption shall be evidenced by a recordable instrument, either by joinder in the assignment itself or by separate instrument. The assignment shall not be deemed valid unless it and the assumption agreement are promptly filed for record in the appropriate office, and an executed original thereof delivered to Lessor. If Lessee’s interest in and to this Agreement is unlawfully assigned, its liability for the performance of every term, condition, covenant or agreement contained herein shall remain in full force and effect.

ARTICLE X
MORTGAGES AND ENCUMBRANCES

A. Lessee shall have the right at any time to subject the buildings and improvements to one or more mortgages as security for a loan or loans or other obligations of the Lessee, provided that:
1. The mortgage and all rights acquired under it shall be subject to each and all of the covenants, conditions and restrictions stated in this Lease and all other covenants, conditions, and restrictions of record; and
2. Lessee shall give Lessor notice of any such mortgage along with a true and correct copy of the mortgage.

B. If Lessee defaults under the terms of any permitted leasehold mortgage, and the mortgagee requires Lessee’s leasehold estate, whether by exercising its power of sale, by judicial foreclosure, by an assignment in lieu of foreclosure, or exercise of a power of sale, Lessor agrees to such acquisition of Lessee’s interests conditioned on Mortgagee making the following:
1. payment of all current and back taxes, assessments, and insurance premiums required by this Lease;
2. payment of all current and back rents;
3. payments of all current and back utility charges;
4. performing all of Lessee’s obligations for maintaining the Premises and improvements in good order and repair; and
5. otherwise complying with the terms of this Lease.

C. The mortgagee may take an assignment in lieu of foreclosure whether or not permitted by the note or mortgage. The mortgage document shall also contain provisions that all notices or default under the note and mortgage must be sent to Lessor and Lessee, and that Lessor shall have the right, but not the duty, to cure any monetary default if Lessee fails to do so. Neither Lessor’s right to cure any default or any exercise of such right shall constitute an assumption of liability under the note or mortgage.

D. Each Party agrees at any time and from time to time, upon not less than ten (10) days prior written request from the other Party, to execute, acknowledge, and deliver to the other Party a statement in writing certifying that this Lease is unmodified and in full force and effect (or if there have been modifications, that the same is in full force and effect as modified, and stating the modifications), the dates to which the fixed rent and other charges have been paid (if applicable), and stating whether or not, to the best knowledge of the signer of such certificate, Lessor or Lessee, as the case may be, is in default in the observance or performance of any covenant, agreement or condition contained in this Lease, and if so, specifying each such default of which the signer has knowledge.
ARTICLE XI
HAZARDOUS MATERIALS AND PROHIBITED USES

Lessee represents and warrants that during the term of this Lease, it shall not cause anything to be done on the Premises in violation of any environmental law or regulation nor damage the property or abuse or neglect it nor allow the property to be used unlawfully or so as to create any nuisance.

ARTICLE XII
DEFAULT

A. If the Lessee defaults in the payment of any charge or in the performance of any other of Lessee’s obligations hereunder and fails to commence actions to remedy such default within 90 days after written notification from Lessor, Lessee shall be declared in default of this Lease, and Lessor may immediately terminate this Lease in its entirety.

B. If Lessee at any time shall fail to pay any taxes, assessments, liens or to make any payment or perform any act required by this Lease to be made or performed by it, except as provided for within the lease, Lessor, without waiving or releasing Lessee from any obligation or default under this Lease, may (but shall be under no obligation to) at any time thereafter make such payments or perform such act for the account and at the expense of the Lessee. All sums so paid by Lessor shall constitute sums payable by Lessee under this Lease and shall be paid by Lessee to Lessor upon demand.

C. All rights and remedies of Lessor herein enumerated shall be cumulative, and shall not exclude any other remedies allowed at law or in equity.

D. If Lessee shall fail for any reason to substantially develop and complete the property for an apartment complex within three years after the date of the execution of this Lease, Lessee shall be automatically declared in default of this Lease, and Lessor may immediately terminate this Lease in its entirety.

E. Lessee shall be declared in default of this Lease by the filing of a petition, voluntary or involuntary, for the adjudication of Lessee as a bankrupt; or by the general assignment for the benefit of creditors; and Lessor shall have the right to terminate this Lease in its entire immediately upon such events.

ARTICLE XIII
INDEPENDENT ENTITY

Lessee shall perform its duties under this contract as an independent entity. Lessee, its employees, agents, or representatives are not employees of Lessor for any purpose, including, but not limited to, the application of the Social Security Act, the Fair Labor Standards Act, the Federal Insurance Contributors Act, the North Dakota Unemployment Compensation law, and the North Dakota Workers Compensation Act. No part of this contract shall be construed to represent the creation of an employer/employee relationship. Lessee will retain sole discretion in the manner and means of carrying out Lessee’s activities and responsibilities under this Agreement, except to the extent specified herein. This provision shall not prevent Lessor’s employees who may serve on Lessee’s Board of Directors or
provide other services to Lessee from being determined to be within the scope of their employment for Lessor.

ARTICLE XIV
FORCE MAJEURE

Except as may be herein otherwise specifically provided, neither Lessor nor Lessee shall be held responsible for any delay or failure in performance hereunder caused in whole or in part by fires, strikes, floods, embargoes, labor disputes, delays or failures of subcontractors, acts of sabotage, riots, accidents, delays of carriers or suppliers, voluntary or mandatory compliance with any governmental act, regulation or request, acts of God or by public enemy, acts omissions by other causes beyond Party’s control or without the fault or negligence of the Party; provided however that the affected Party shall have given the other Party prompt notice in writing of the delay or failure in performance.

ARTICLE XV
MISCELLANEOUS

A. All notices, demands, payments, and other communications required to be given or made hereunder shall be in writing and shall be duly given if delivered by hand or if mailed by certified or registered mail, first class postage prepaid, and shall be effectively received upon actual receipt by the other party or upon proof of acceptance by the other party, or if made by electronic mail resulting in actual delivery, to the respective parties hereto at the addresses set forth below their signatures below, or to such other address as Lessor and Lessee shall provide to each other in writing.

B. This agreement shall be governed by and construed and enforced in accordance with the laws of the State of North Dakota, without regards to any otherwise applicable principles of conflicts of law. Further, the venue of any legal proceedings or non-judicial alternative dispute proceedings shall be in Bismarck, North Dakota.

C. This agreement will be binding on the successors and assigns of the Parties hereto. This agreement may be executed in multiple original copies, each of which shall be deemed an original and all of which taken together shall be one and the same Agreement.

D. This agreement constitutes the entire understanding of the Parties and supersedes all prior agreements, written or oral, and cannot be changed or modified, except in a writing executed by the Parties.

E. Whenever the context shall require, the singular shall include the plural, the plural shall include the singular and words of any gender shall be deemed to include words of any other gender.

F. The captions contained in this Agreement are inserted only as a matter of convenience and in no way define, limit, extend or describe the scope of this Agreement or the intent of any provisions hereof.

G. In the event one or more of the provisions of this Agreement are declared invalid, illegal or unenforceable in any respect, such invalidity or unenforceability shall not affect any other
provisions hereof, and this Agreement shall be construed as if such invalid, illegal, or 
unenforceable provision had never been contained herein.

H. A waiver by Lessor of a breach by Lessee or any of Lessee’s promises, covenants or duties made 
in this Agreement shall not be a waiver by Lessor of a breach of any other promise, covenant, or 
duty by Lessee or of a later breach of any promise, covenant, or duty.

I. Any Notice required or desire to be served by either party upon the other may be served by 
depositing such notice in certified U.S. mail, return receipt requested, in a sealed envelope, postage 
prepaid and addressed as follows:

To Lessor:  

To Lessee:  

The parties, by the execution below of their authorized signatories, indicate their consent to the terms 
of this Lease.

LESSOR:
NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION ON BEHALF OF 
BISMARCK STATE COLLEGE

_______________________________________
By: Kirsten Diederich, President

Attest: __________________________________
Kari Reichert, Secretary

LESSEE:  
STUDENT HOUSING, LLC

_______________________________________
By:  

Its:  

8
Attachment 1
to Ground Lease between Bismarck State College and Student Housing, LLC:
Description of Leased Premises

All that part of the Northwest ¼ of Section 32, Township 139 North, Range 80 West of the Fifth Principal Meridian Burleigh County, North Dakota described as follows:

Beginning at the southwest corner of Schafer Heights Addition to the City of Bismarck in the Northwest ¼ of Section 32; Thence south 89 degrees 32 minutes 00 seconds west along the north line of Edwards Avenue a distance of 647.63 feet; thence north 00 degrees 28 minutes 00 seconds west a distance of 341.32 feet; thence north 89 degrees 32 minutes 00 seconds east a distance of 544.97 feet to the west line of Schafer Heights Addition; thence south 17 degrees 12 minutes 39 seconds east along said west line of Schafer Heights Addition a distance of 356.43 feet to the point of beginning.
Lake Region State College, June 26, 2014

Approve an increase in the mandatory student activity fee from $300 to $480, an increase of $6 per credit hour, up to a maximum of 15 credits per semester, effective Fall 2016; and, based on student demand provide an exemption from the 1% limitation outlined in NDCC 15-10.3-03. Further, that the increase is contingent upon passage of a Devils Lake city-wide vote for a ½ cent sales tax increase to fund construction and operation of a wellness center/activity facility to be located on campus and appropriately executed lease documents.

BACKGROUND INFORMATION
The City of Devils Lake is planning a special election this fall (2014) to vote on a proposed ½ cent sales tax increase to fund the construction of a $16 million wellness center/activity facility on the campus of LRSC. LRSC has no financial obligation to the construction costs. The location would be on campus, adjacent to Highway 20, and connected to the main campus building. LRSC (the state) would lease the land to the City of Devils Lake at no cost (unless a minimal charge is legally required). It is projected that the new center will be operational in Fall 2016. The facility, while located on the LRSC campus, will not become part of the LRSC facility inventory and therefore, the State will have no responsibility for the maintenance, upkeep or replacement of the facility.

LRSC’s requested increase for the student activity fee of $6 per credit hour, up to a maximum of 15 credits per semester, would generate an estimated $150,000 per year. The funds would provide access to and full membership in the wellness center and access to the athletic facilities for all enrolled students. On May 9, 2014, the LRSC Student Senate unanimously voted in favor of supporting the increase in the student activity fee for the wellness center. The LRSC Student Senate is the student governing body. Its membership varies from year to year but approximately 25 students were active members during the 2013-2014 academic year. The Student Senate and other interested parties, listened to a presentation by the City of Devils Lake regarding the potential wellness center/activity facility at a noon meeting on March 12th on campus.

The $6 per hour increase would not begin until Fall 2016. Because the City of Devils Lake will use the projected revenue from the student fee increase as a portion of the ongoing funds needed to operate the facility, approval is being requested of the SBHE at this time, so the City can include that fact to promote the project in the upcoming city-wide vote. The student activity fee increase is contingent upon the city-wide vote passing. If it doesn’t pass, the increase will not occur. In addition to the commitment of the student fee revenue to the City, the campus would also commit $100,000 per year for athletics to utilize the facilities for games and practices. The source of the $100,000 would be through an internal allocation of any new 15-17 biennial appropriation.

NDCC 15-10.3-03 limits mandatory fee increases to no more than 1% of the latest available average full-time, resident, on-campus, undergraduate tuition rate at that institution, unless the state board determines that an exemption from the requirements of this section is necessitated as a result of:

1. Student demand, as evidenced by a campus-wide student election or formal action by an institution’s student governing board or committee.
2.a, Before mandatory fees on students may be increased to support the construction or renovation of a campus building valued at more than $1 million, the use must be approved by a majority of the students voting on the question at a campuswide election (this subsection does not apply to any construction or renovation for which the use of mandatory fees was authorized before 7/1/13).
Lake Region State College
Request for Exemption From Limitation of Mandatory Fee Increase For FY17 (Beginning Fall 2016)
(As Required Per NDCC 15-10.3-03 and 15-10.3-04)

Lake Region State College is requesting an increase in mandatory fees, totaling $6 per credit hour, or an annual increase of $180 for an average student taking 15 credit hours per semester, from 2014-15 to 2015-16.

NDCC 15-10.3-03 limits mandatory fee increases as follows:

1. The total amount of mandatory fees, other than program-specific fees, which an institution under the control of the state board of higher education assesses each full-time and part-time student, may not increase from one academic year to the ensuing academic year by more than one percent of the latest available average full-time, resident, on-campus, undergraduate tuition rate at that institution, unless the state board determines that an exemption from the requirements of this section is necessitated as a result of student demand, as evidenced by a campuswide student election or formal action by an institution's student governing board or committee.

2. a. Before mandatory fees on students may be increased to support the construction or renovation of a campus building valued at more than one million dollars, the use must be approved by a majority of the students voting on the question at a campuswide election.

b. This subsection does not apply to any construction or renovation for which the use of mandatory fees was authorized before July 1, 2013.

The $180.00 requested increase exceeds the 1% limitation, which in LRSC’s case, is $31.97. The requested fee increases and criteria (a-f) that the SBHE is required to consider before approving the requested increases (per NDCC 15-10.3-04) are provided below.

<table>
<thead>
<tr>
<th>Description of Mandatory Fee</th>
<th>2016-17 Proposed Fee</th>
<th>2014-15 Current Fee</th>
<th>Requested $/Incr</th>
<th>%/Incr</th>
<th>(a). The estimated revenue collection to be generated by the proposed fee increase;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activity Fee (Ave student taking 15 credit hours per semester)*</td>
<td>$480.00</td>
<td>$300.00</td>
<td>$180.00</td>
<td>63.0%</td>
<td>$150,000</td>
</tr>
<tr>
<td>Requested incr per SBHE 805.2 (Appvd by Pres)</td>
<td>$480.00</td>
<td>$300.00</td>
<td>$180.00</td>
<td>63.0%</td>
<td>$150,000</td>
</tr>
<tr>
<td>Requested technology fee increase (Requires approval by Chancellor per 805.3-1e)</td>
<td>$480.00</td>
<td>$300.00</td>
<td>$180.00</td>
<td>63.0%</td>
<td>$150,000</td>
</tr>
<tr>
<td>Total requested increase in mandatory fees</td>
<td>$480.00</td>
<td>$300.00</td>
<td>$180.00</td>
<td>63.0%</td>
<td>$150,000</td>
</tr>
</tbody>
</table>

1% of 2014-15 average full-time resident undergraduate tuition rate $31.97

* LRSC normally caps student fees at 16 credits/semester, however the proposed Wellness Center fee will be capped at 15 credits/semester. The Student Activity fees reflected above are stated for the average student taking 15 credits/semester.

(b & e). The specific purpose to which the generated revenue will be allocated, and the extent to which students were allowed to participate in the decision making process that preceded and resulted in the request for a fee increase (See Attached Memo):

(c). Other anticipated tuition and fee increases

None.

(d). A delineation of fee increases during the preceding five - year period and the revenues collected as a result of each increase

Please complete information in separate tab

(f). The approximate number of students that would be assessed the fees each year is 835 FTE.
Lake Region State College fee increases during the preceding five-year period and the revenues collected as a result of each increase

<table>
<thead>
<tr>
<th>Increases:</th>
<th>Technology Fee Increases</th>
<th>College Fee Increases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prior Fee</td>
<td>Fee After Increase</td>
</tr>
<tr>
<td>08-09 to 09-10</td>
<td>$200.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>09-10 to 10-11</td>
<td>$200.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>10-11 to 11-12</td>
<td>$200.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>11-12 to 12-13</td>
<td>$200.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>12-13 to 13-14</td>
<td>$200.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>5-Year Cumulative Increase</td>
<td>$0.00</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

List specific fee that increased: Increase Prior year fee increases used to fund the following:
Student Activity Fee increased to support Athletics by $2 credit. $0.00 Additional athletic team sports added: Men's Baseball, Women's Fastpitch Softball, Women's
$60.00 Volleyball, and Golf.
$0.00
$0.00
$0.00
$0.00
June 9, 2014

Chancellor Larry Skogen
North Dakota University System
10th Floor, State Capitol
600 East Boulevard Ave, Dept. 215
Bismarck, ND 58505-0230

Dear Chancellor Skogen:

Lake Region State College is requesting an increase in mandatory fees, totaling $5.00 per credit hour, or an annual increase of $180.00 for an average student taking 15 credit hours per semester. The fee would provide access to and full membership in the wellness center and access to the athletic facilities for all enrolled students.

Per NDCC 15-10.30-03 "... an exemption from the requirements of this section is necessitated as a result of student demand, as evidenced by a campus wide student election or formal action by an institution's student governing board or committee." The LRSC Student Senate met on May 9th 2014 and unanimously passed a resolution supporting the addition of a $6/ credit fee capped at 15 credits per semester. The fee would begin in Fall of 2015 and would be contingent upon the City of Devils Lake constructing the wellness center on the LRSC campus.

The city is planning a special election this fall to vote on the proposed sales tax increase to fund the project. Support from LRSC students and the State Board of Higher Education by approving this fee will allow residents to cast an informed vote on this issue.

I have attached the required form(s) and supporting information to this request. Please place this request on the SBHE agenda.

Respectfully,

Doug Darling, Ph.D., President
Lake Region State College

CC: Laura Glatt
STUGOV 05-1314

DATE: 6-09-14
FROM: LRSC Student Senate
RE:

WHEREAS, there is no wellness center or home gym for sporting events at Lake Region State College,

WHEREAS, the Lake Region State College Athletics should have their own gym for sporting events,

WHEREAS, Lake Region State College would not have to use the Devils Lake high school gym for athletic events.

Therefore, BE IT RESOLVED, that Lake Region State College Student Senate supports adding $6 per credit per semester for the purpose of the wellness center,

BE IT FURTHER RESOLVED that the Student Senate is in favor of this move by unanimous vote of the current delegation.

Respectfully Submitted,

[Signature]

Taylor Hartje, President
Lake Region State College Student Senate
NORTH DAKOTA STATE UNIVERSITY – May 29, 2014

Request ratification of the Chancellor’s authorization for NDSU to increase spending authority for the new STEM Classroom/Lab building from $28,120,000 to $29,367,709 (4.4371%), an increase of $1,247,709 to be funded from the capital project contingency pool as per SB 2003.

Project Description
This new state-of-the-art STEM (Science-Technology-Engineering-Mathematics) instruction building on campus will be built to address the classroom and laboratory needs of students. NDSU believes that the “universal” design of the building will also serve as a statewide model for other colleges and universities. Most of the current classrooms and laboratories are 40-100 years old and do not have the technology, infrastructure or environment required to meet the teaching needs of the University today or in the future. In addition, the shortage of classroom and limited office space on campus has made it difficult to renovate outdated, deteriorating academic buildings.

This project would 1) provide state-of-the-art, safe spaces for science and technology instruction; 2) free up and allow for better use of existing space to support research and teaching in STEM areas; 3) support the unanimous top capital project priority of all colleges, deans and senior academic leadership at NDSU, the business community and the state of North Dakota by providing excellent educational opportunities in the STEM fields of study; and 4) align with the third goal of the SBHE, which states “Economic development through quality education, research, training and service”. This project also addresses $150,000 in deferred maintenance issues.

Spaces in the building would be devoted almost if not exclusively to labs and traditional science and engineering classrooms as well as modular “open frame” flexible classrooms that would range in size from 20 to an auditorium that would house 250-500 students. The building would also add much needed classroom space to the campus as student enrollment has outgrown the available space and there are no accommodations for any future growth.

As part of this project, the C.I. Nelson Building will be removed and that vacated space was incorporated into the pre-design for the STEM building. The final costs of this project did include relocating a Fargo’s Metro Area transit shelter and infrastructure to a more safe and efficient location adjacent to the new building.

The bids were opened for the STEM facility on May 7, 2014. The base project was designed to match the approved spending amount of $28,120,000 and alternates were bid that would allow the building to meet the original project scope that was submitted as part of the 2012 master plan. The base bid and other estimated construction project costs were below the budget of $28,120,000. Alternate #1 included 5,333 gross square feet consisting of two laboratories and converting a small classroom into a much needed 300 seat auditorium. Alternate #2 included 4,902 gross square feet and consisted of two classrooms and one laboratory. The combined bid of both alternates was $1,662,353. By reducing the project construction contingency of the base project from $567,750 to $313,998, the estimated total construction project cost is $29,367,709.

Consistency with Campus Facility Master Plan and Budget
The STEM classroom/lab building was listed as Priority #1 – State Funded projects in the NDSU 2012 Campus Master Plan revision for the 2013-15 biennium in the amount of $29,600,000.
SBHE and/or Legislative History
SBHE authorized NDSU to proceed with the construction of the new STEM Classroom/Lab building in the amount of $28,120,000 to be funded from 13-15 state general funds capital asset funding on September 25, 2013.

The STEM classroom/lab building appeared as Priority #2 on the NDUS 2013-15 Major Capital Projects list in the amount of $29,600,000. The project was included in the Executive Budget, approved by the Sixty-Third Legislative Assembly in Section 1, Subdivision 7 of SB 2003 and the appropriation is declared to be an emergency.

<table>
<thead>
<tr>
<th>Planning, Permits and Insurance (design costs associated with current project, OMB preplanning revolving funds, architect and engineer fees, permits, insurance)</th>
<th>Original Legislative Request</th>
<th>Revised Authorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,700,000</td>
<td>$1,870,000</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Land/Building Preparation and Purchase or Donated Costs (land acquisition and site preparation/development)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demolition and Disposal (C.I. Nelson Building)</td>
<td>$100,000</td>
</tr>
<tr>
<td>Construction (foundation and building construction or renovation, including fixed equipment, landscape, infrastructure and utilities, mechanical and electrical, parking and driveways or roadways)</td>
<td>$24,460,000</td>
</tr>
<tr>
<td>Institutional work (value of work completed by institutional trade staff)</td>
<td>$50,000</td>
</tr>
<tr>
<td>Contingency</td>
<td>$1,850,000</td>
</tr>
<tr>
<td>Hazardous Material Abatement</td>
<td>$15,000</td>
</tr>
<tr>
<td>Other, including 3rd party costs (please describe)</td>
<td>$25,000</td>
</tr>
<tr>
<td>SUBTOTAL (if total exceeds $250,000, requires SBHE approval)</td>
<td>$28,200,000</td>
</tr>
<tr>
<td>Furniture, Fixture and Equipment (FF&amp;E)</td>
<td>$1,400,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$29,600,000</td>
</tr>
</tbody>
</table>

**Future Operating/Improvement Costs and Funding Sources**
NDSU submitted a request for appropriated funds to cover $375,000 for utilities and $215,000 for staffing needs for a total of $590,000 of operating funds.

**Source and Availability of Funds**
State General Funds – 2013-15 Capital Assets – Major Capital Projects, including the aforementioned capital contingency pool. All funds are sufficient and available for this project.

**Project Management Oversight (consistent with 9/25/13 SBHE approved guidelines)**
The NDSU Facilities Management Director will be the project manager supporting this project in compliance with SBHE guidelines approved 9/25/13.

**Estimated Project Timeline and Completion Date**
The project schedule was extended to allow for more bidders and better competitive bids. The updated
schedule calls for starting on May 27, 2014 and substantially complete the project on November 1, 2015. The building will be ready for spring semester 2016.
VALLEY CITY STATE UNIVERSITY, June 26, 2014

VCSU is requesting approval of a line item transfer from the operations line to the capital assets line, totaling $95,000, as permitted in Section 35 of SB2003. The transfer is for the construction of a new storage facility to house various departments’ equipment and supplies and allows VCSU to remove an old grain building currently used for storage.

Project Description
Currently VCSU utilizes an old grain storage bin to house athletic and other equipment. Construction of a new storage building will allow for the removal of the old grain storage bin as well as consolidating other storage needs throughout campus, freeing space for better utilization.

Consistency with Campus Facility Master Plan and Budget
VCSU included the storage facility in its 2013-14 annual operating budget.

SBHE and/or Legislative History
N/A

Estimated Total Purchased or Donated Costs (ALL costs should be included in the estimate, unless specifically noted otherwise).

<table>
<thead>
<tr>
<th>Description</th>
<th>Requested Authorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning, Permits and Insurance (design costs associated with current project, OMB preplanning revolving funds, architect and engineer fees, permits, insurance)</td>
<td>$0</td>
</tr>
<tr>
<td>Land/Building Preparation and Purchase or Donated Costs (land acquisition and site preparation/development)</td>
<td>$1,000</td>
</tr>
<tr>
<td>Demolition and Disposal</td>
<td>$0</td>
</tr>
<tr>
<td>Construction (foundation and building construction or renovation, including fixed equipment, landscape, infrastructure and utilities, mechanical and electrical, parking and driveways or roadways)</td>
<td>$90,000</td>
</tr>
<tr>
<td>Institutional work (value of work completed by institutional trade staff)</td>
<td>$0</td>
</tr>
<tr>
<td>Contingency</td>
<td>$4,000</td>
</tr>
<tr>
<td>Hazardous Material Abatement</td>
<td>$0</td>
</tr>
<tr>
<td>Other, including 3rd party costs (please describe)</td>
<td>$0</td>
</tr>
<tr>
<td>SUBTOTAL (if total exceeds $250,000, requires SBHE approval)</td>
<td>$95,000</td>
</tr>
<tr>
<td>Furniture, Fixture and Equipment (FF&amp;E)</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$95,000</td>
</tr>
</tbody>
</table>

No other work, other than that specified within this request, is required for the completion of the project nor is other work planned to supplement this project using funding or authority not included within this request.
**Future Operating/Improvement Costs and Funding Sources**
Future operating/improvement costs will include additional utility costs for a portion of the building that requires heat and lighting that was not present in the old grain bin. VCSU will fund additional costs with appropriated operation funding.

**Source and Availability of Funds (including FF&E)**
VCSU allocated $95,000 out of its general appropriated operating funds to complete the facility.

**Project Management Oversight (consistent with 9/25/13 SBHE approved guidelines)**
For this authorization request, a NDUS Capital Project Management Checklist is included with this request per option #3 of the Project Management Oversight Guideline, 08-23-13.

**Estimated Project Timeline and Completion Date**
Project is estimated to be completed by August 2014.
VALLEY CITY STATE UNIVERSITY, June 26, 2014

Authorize VCSU to proceed with the Demolition of Retired Science Building at an estimated cost of $500,000 to be funded up to $500,000 appropriated deferred maintenance funds.

Project Description
The three-story retired science building was built in 1911 and served as the science education center for VCSU until the construction of the Rhoades Science Building in 1973. At the time the new building was approved in 1973 it was agreed that VCSU would not use the space for academic learning. VCSU did not receive funding at the time the sciences transitioned to the new building to remove the existing structure. Continuing from 1973 Facilities Services has utilized the space for a carpenter shop and inventory warehouse.

Due to the lack of academic function in the building and very tight budgets, VCSU dedicated deferred maintenance funding to academic buildings. The result is a building which has received very little in the way of maintenance over the past 41 years.

In April 2014 the southeast wall on the main floor began to buckle, significantly reducing the structural integrity of that portion and the upper two levels of the building. Additionally, the roof on the southwest corner has been significantly compromised and the ceiling in that area has failed. VCSU engaged a structural engineer, Sandman Consulting PC, to analyze the building in April 2014. The engineer indicated that VCSU should transition remaining operations to another site immediately due to safety concerns. VCSU has and continues to move forward with the transition in a practicable and safe manner.

VCSU cannot predict when or if a total failure will occur that will dramatically impact campus, but wants to ensure the safety of people, buildings, vehicles, and required transportation routes.

Consistency with Campus Facility Master Plan and Budget
VCSU has included the need for the retired science building to be removed ever since Foss Architects included the comment: “Demolish Plant Services and Storage building, south of McFarland, at such time that it becomes structurally unstable due to shifting soils at the base of the adjacent embankment” in VCSU’s 2008 Master Plan.

SBHE and/or Legislative History
N/A
**Estimated Total Purchased or Donated Costs** (ALL costs should be included in the estimate, unless specifically noted otherwise).

<table>
<thead>
<tr>
<th>Description</th>
<th>Requested Authorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning, Permits and Insurance (design costs associated with current project, OMB preplanning revolving funds, architect and engineer fees, permits, insurance)</td>
<td>$20,000</td>
</tr>
<tr>
<td>Land/Building Preparation and Purchase or Donated Costs (land acquisition and site preparation/development)</td>
<td>$50,000</td>
</tr>
<tr>
<td>Demolition and Disposal</td>
<td>$225,000</td>
</tr>
<tr>
<td>Construction (foundation and building construction or renovation, including fixed equipment, landscape, infrastructure and utilities, mechanical and electrical, parking and driveways or roadways)</td>
<td>$75,000</td>
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<tr>
<td>Institutional work (value of work completed by institutional trade staff)</td>
<td>$0</td>
</tr>
<tr>
<td>Contingency</td>
<td>$30,000</td>
</tr>
<tr>
<td>Hazardous Material Abatement</td>
<td>$100,000</td>
</tr>
<tr>
<td>Other, including 3rd party costs (please describe)</td>
<td>$0</td>
</tr>
<tr>
<td>SUBTOTAL (if total exceeds $250,000, requires SBHE approval)</td>
<td>$500,000</td>
</tr>
<tr>
<td>Furniture, Fixture and Equipment (FF&amp;E)</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$500,000</td>
</tr>
</tbody>
</table>

*No other work, other than that specified within this request, is required for the completion of the project nor is other work planned to supplement this project using funding or authority not included within this request.*

**Future Operating/Improvement Costs and Funding Sources**

Future operating/improvement costs will be less due to no utilities and less deferred maintenance (replacing building with retaining wall and asphalt).

**Source and Availability of Funds (including FF&E)**

VCSU anticipates $275,000 of additional deferred maintenance funding from the North Dakota University System’s allocation of the remaining $5,000,000 deferred maintenance pool if SBHE approves the System’s recommendation.

**Project Management Oversight (consistent with 9/25/13 SBHE approved guidelines)**

For this authorization request, a NDUS Capital Project Management Checklist is included with this request per option #3 of the Project Management Oversight Guideline, 08-23-13.

**Estimated Project Timeline and Completion Date**

An engineer was selected at the end of May 2014 and designs are currently being completed. Advertisement for bids are planned for the end of June with demolition beginning in the middle of July. Demolition is contemplated to be completed by the end of August 2014.
**NDUS CAPITAL PROJECT MANAGEMENT CHECKLIST**

08-23-13

**Section 1 – Pre-Planning and Authorization**

<table>
<thead>
<tr>
<th>Task</th>
<th>Status (completed, ongoing, to be completed)</th>
<th>Individual Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architect has been retained for pre-planning cost estimates or estimates have been completed internally; and all contracts have had the proper legal review – See SBHE policies 902.3, #5 and 902.5</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>SBHE and/or Legislative authorization (if required) has been requested – See SBHE policies 902.1, 902.3 and procedure 902</td>
<td>In process</td>
<td>Douglas Dawes</td>
</tr>
<tr>
<td>Project impact on institution has been reviewed and properly communicated</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>Project cost estimate includes all components including design costs; architect and engineer fees; permits; insurance; land acquisition, and site preparation or development; demolition and disposal; foundation and building construction or renovation including fixed or attached equipment and furnishings; landscaping; infrastructure and utilities; mechanical or electrical; parking and driveways or roadways; hazardous materials abatement; third-party costs; contingencies; and value of work completed by institution trade staff – See SBHE policy 902.3, 6</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>Local municipality, third-part code official, or other competent licensed official has been consulted on project for code compliance, regulatory considerations, and building permits as required.</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
</tbody>
</table>

**Section 2 – Project Design**

<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
<th>Individual Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency head has appointed selection committee for Architect if required by estimated fee (over $25,000) – See SBHE policy 902.5</td>
<td>completed</td>
<td>Douglas Dawes</td>
</tr>
<tr>
<td>Architect informed of project funding requirements as it applies to scope of work and what must be included within the project budget – See SBHE policy 902.3, 6</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>Institution and architect will determine what construction delivery method is most appropriate – See SBHE policy 902.5 (Note: if CM selected, architect</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
</tbody>
</table>
will confirm that construction delivery method(s) comply with NDCC 48-01.2) if CM selected, project is automatically exempt from completion and filing of this checklist.

<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
<th>Individual Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/E Contract reviewed by legal counsel for compliance</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>Institution confirms that Architect’s design complies with statutory regulations for code compliance including ADA</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>Bid process is in compliance with laws and policies – See SBHE policy 902.3, 8</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
</tbody>
</table>

**Section 3 – Construction**

<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
<th>Individual Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Builder’s risk insurance is in place – See SBHE policy 902.3, 10</td>
<td>In process</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>Institution has identified an individual who will be responsible to coordinate work with the Prime Contractor</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>It has been communicated to the General Contractor that they will be responsible for coordinating work between trades</td>
<td>In process</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>Institution has identified an individual who will review and approve change orders</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>Institution has identified an individual who will review and approve pay requests and monitor expenditures against project budget</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>Institution has identified an individual who will conduct regular site observations and monitor project schedule</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>Any changes in project scope and/or funding source or use have received the appropriate approvals – See 902.3, (1)</td>
<td>to be completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>Institution will notify State Fire and Tornado of additional new space if required</td>
<td>to be completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>Institution will confirm municipality or other code official has issued a Certificate of Occupancy prior to occupancy</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
<tr>
<td>Institution has identified an individual who will conduct final inspection and sign-off</td>
<td>completed</td>
<td>Douglas Dawes Ron Pommerer</td>
</tr>
</tbody>
</table>
University of North Dakota  June 26, 2014

Authorize UND to proceed with miscellaneous renovations of the Old Main Marketplace food court located within the Memorial Union at an estimated cost of $360,000 to be funded from local funds.

Project Description: Project includes updates and renovations in the Old Main Marketplace food court service area. The work will include general, electrical and mechanical changes that will allow for additional and enhanced utilization, as well as obtaining a replacement licensed franchise. These renovations will provide services requested by the student body. Student input was sought through campus focus groups and a campus-wide survey.

Additional work within the Memorial Union previously authorized by the SBHE (Student Service Center and related functions) is being completed within the same time period as proposed by this project request. The projects are unrelated as to need and function, use separate funding sources, and are in separate locations within the facility. As a result, the projects are considered autonomous, having separate authorizations, but referenced here to acknowledge all work being completed within the building at this time.

Consistency with Campus Facility Master Plan and Budget: This project coincides with the goals of the UND Dining Master Plan in its directives to maintain the dining facilities in an attractive, marketable condition to encourage student utilization.

SBHE and/or Legislative History: No prior SBHE or Legislative history exists for this project.

Estimated Total Purchased or Donated Costs: $600,000

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning, Permits and Insurance (design costs associated with current project, OMB preplanning revolving funds, architect and engineer fees, permits, insurance)</td>
<td>$60,000</td>
</tr>
<tr>
<td>Land/Building Preparation and Purchase or Donated Costs (land acquisition and site preparation/development)</td>
<td>$0</td>
</tr>
<tr>
<td>Demolition and Disposal</td>
<td>$20,000</td>
</tr>
<tr>
<td>Construction (foundation and building construction or renovation, including fixed equipment, landscape, infrastructure and utilities, mechanical and electrical, parking and driveways or roadways)</td>
<td>$262,000</td>
</tr>
<tr>
<td>Institutional work (value of work completed by institutional trade staff)</td>
<td>$0</td>
</tr>
<tr>
<td>Contingency</td>
<td>$18,000</td>
</tr>
<tr>
<td>Hazardous Material Abatement</td>
<td>$0</td>
</tr>
<tr>
<td>Other, including third party costs (please describe) Miscellaneous and advertisement</td>
<td>$0</td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td>$360,000</td>
</tr>
<tr>
<td>Furniture, Fixture and Equipment (FF&amp;E)</td>
<td>$240,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$600,000</td>
</tr>
</tbody>
</table>

No other work, other than that specified within this request, is required for the completion of the project nor is other work planned to supplement this project using funding or authority not included within this request.
Future Operating/Improvement Costs and Funding Sources: No significant increase in operating or improvement costs is anticipated as a result of this project.

Source and Availability of Funds (including FF&E): All costs for this project will be funded by excess housing and dining revenue bond funds and are sufficient and available for the project.

Project Management Oversight (consistent with 9/25/13 SBHE approved guidelines): UND has retained Construction Manager at Risk (CMaR) services for this project, which will reduce the overall project management requirements. University architect, Fawn Behrens-Smith, in conjunction with the capital project coordinator, Craig Swenson, have significant project management experience and together with the CMaR and project architect will ensure project management needs are met.

Estimated Project Timeline and Completion Date: All work is anticipated to be completed by summer 2015.
University of North Dakota   June 26, 2014

Request modification of November 2010 SBHE approval of the Master’s Degree in Public Health (MPH) degree program to remove the following language: “Neither university will offer any tuition waivers during the ‘core course’ phase unless otherwise specified by NDUS policy.”

SBHE History: The MPH program was established in 2010 as a joint program of study offered between UND and NDSU. At the November 4, 2010 SBHE meeting, the SBHE approved the MPH program. The approved request specified, “Neither university will offer any tuition waivers during the ‘core course’ phase unless otherwise specified by NDUS policy.” The rationale for this policy was the need to share tuition in the “core course” phase of the program since the core courses were jointly offered by the two universities.

Rationale: This program is operated through a cooperative agreement between the University of North Dakota (UND) and North Dakota State University (NDSU). In June 2013, the MPH Steering Committee (was renamed MPH Coordinating Committee), composed of the UND and NDSU deans and program directors, agreed to coordinate the two MPH programs, so that they would be independent in terms of admissions, specializations offered, application for accreditation, and day-to-day operations. As a result, there is no longer a need to share tuition in the “core course” phase. As a result, the previous language should be removed as follows: “Neither university will offer any tuition waivers during the ‘core course’ phase unless otherwise specified by NDUS policy.”
1. In addition to waivers provided under subsection 2 of this policy, institutions may adopt procedures providing for waiver of tuition and fees. Institutions are encouraged to use this authority to promote enrollment of a culturally diverse student body, including members of Indian tribes and economically disadvantaged students, for the benefit of all students and the academic community, to promote enrollment of graduate students and research, and for other purposes consistent with an institution’s mission. Institutions may grant partial waivers or waive non-resident or resident tuition. Institutions may also waive tuition and fees as part of a program guarantee under which the institution guarantees that graduates or program completers are minimally qualified for at least entry-level positions in an occupation or job classification.

2. Institutions shall waive tuition or fees as follows:
   a. Tuition and fees of the student member of the Board;
   b. Pursuant to N.D.C.C. §§ 15-10-18.2 and 15-10-18.3, tuition and fees shall be waived for dependents of resident veterans who were killed in action, died of service-related causes, were prisoners of war or declared missing in action, subject to the limitations stated in those statutes;
   c. Pursuant to N.D.C.C. §§ 15-10-18.4 and 15-10-18.5, tuition and fees shall be waived for survivors of firefighters, emergency medical services personnel or peace officers who died as a direct result of injuries received in the performance of official duties, subject to the limitations stated in those statutes;
   d. Pursuant to N.D.C.C. ch. 37-07.1, tuition shall be waived for qualified members of the national guard, subject to the limitations stated in that chapter and national guard rules; and

3. Employee tuition waivers, including student activity fees, mandatory student fees, for a “benefited employee,” as that term is defined in Policy 703.2. The waiver or payment shall be limited to no more than three academic classes during each calendar year for NDUS undergraduate and graduate courses as outlined below. Employees may be released from work for one class each academic term with approval of the employee’s supervisor or department head; approval shall be granted if it does not interfere with completion of the employee’s essential job duties and the essential work of the institution. This waiver does not apply to continuing education or other self-supporting programs, except as provided by institution policy. Each institution shall adopt a policy defining circumstances under which the institution will grant employee tuition waivers, within the limits of this policy, for credit
courses offered through continuing education or other self-supporting programs. Institutions shall record tuition waivers as a reduction of estimated income and prepare an annual report showing the number and type of tuition waivers and dollar amounts.

a. For on campus face to face academic classes, a waiver will be applied with students responsible for non-covered fees.

b. For off campus Face to Face, hybrid/blended, Independent Study, Online Asynchronous, Online Synchronous, or Interactive Video-based courses, the employing institution shall waive or pay, at a minimum, 50% of the cost, with the employee paying any remaining balance.

c. Employees may be released from work for one face-to-face class each academic term with approval of the employee’s supervisor or department head; approval shall be granted if it does not interfere with completion of the employee’s essential job duties and the essential work of the institution.

d. Each institution shall adopt a policy defining circumstances under which the institution will waive or pay for these courses, within the limits of this policy.

e. This waiver does not apply to continuing education programs, except as provided by institution policy.

f. Institutions shall record tuition waivers as a reduction of estimated income and prepare an annual report showing the number and type of tuition waivers and dollar amounts.

SUBJECT: 700s: Retirement

Section 703.3

Effective:

1. NDUS Retirement Plans

   a. The North Dakota University System ("NDUS") retirement plans, 403(b), 457(b) and 401(a), ("the Plan") are intended to provide eligible employees the opportunity to generate the long-term accumulation of retirement savings through employer and employee contributions to individual participant accounts and the earnings thereon. The Plan is an employee benefit plan intended to comply with all applicable federal laws and regulations. The Plan’s purpose is to provide a vehicle to accumulate and grow assets to fund retirement needs on an individual basis for eligible employees.

   b. It is the intent to provide a range of investment options under the Plan that will enable participants to invest according to varying risk tolerances, and other financial goals. The investment options offered under the Plan shall be administered solely in the interests of the plan participants and their beneficiaries.

2. Responsibilities

   a. The SBHE, as plan sponsor, retains authority and must approve changes to the Plan including plan design, contributions, eligibility and investment menu and also approves the Investment Policy Statement (IPS) proposed by the Retirement Plan Oversight Committee. SBHE members are fiduciaries of the plan. The SBHE may delegate investment fiduciary responsibilities to the Chancellor and/or Retirement Plan Oversight Committee for plan performance review, employee education and communication, compliance and other operational activities proposed by the Retirement Plan Oversight Committee.

   b. The Chancellor, as CEO of the North Dakota University System, is the Plan Administrator and a fiduciary of the Plan. The Chancellor appoints the NDUS Retirement Plan Oversight Committee (the “Committee”) and delegates authority to the Committee to monitor the plan and make recommendations to the Plan Administrator or Plan Sponsor. The Chancellor may also retain legal and financial advisors or consultants to assist the SBHE, Chancellor, and Committee. The Chancellor shall report to the SBHE at the end of each fiscal year concerning the administration of the plans.