REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

University of North Dakota
October 28 – October 30, 2013

FOR

The Higher Learning Commission
A commission of the North Central Association

EVALUATION TEAM

Fritz Erickson, Provost and Vice President for Academic Affairs, Ferris State University, Big Rapids, MI

Kelly Funk, Director, Academic Assessment, Program Review, and Accreditation, Michigan State University, East Lansing, MI

David Meabon, Director, Russell Center for Educational Leadership, University of Toledo, Toledo, OH

Jon Story, Senior Associate Dean of the Graduate School, Purdue University, West Lafayette, IN

Mo-Yin Tam, Professor of Economics, University of Illinois at Chicago, IL
Contents

I. Context and Nature of Visit ........................................................................................................... 3

II. Commitment to Peer Review .................................................................................................... 3

III. Compliance with Federal Requirements ...................................................................................... 5

IV. Fulfillment of the Criteria for Accreditation ............................................................................. 5

   a. Criterion One ......................................................................................................................... 5
   b. Criterion Two ....................................................................................................................... 9
   c. Criterion Three .................................................................................................................... 13
   d. Criterion Four ....................................................................................................................... 21
   e. Criterion Five ...................................................................................................................... 26

V. Team Recommendation ............................................................................................................. 32

VI. Embedded Changes in Affiliation Status .................................................................................... 33

VII. Additional Comments and Explanations .................................................................................. 33

Attachments

   a. Interactions with Constituencies ........................................................................................... 34
   b. Documents Reviewed ......................................................................................................... 36
   c. Federal Compliance Worksheet .......................................................................................... 40
   d. Multi-Campus Report(s) (Not applicable)
I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The Peer Review Team conducted a comprehensive visit to determine accreditation reaffirmation and compliance with the Higher Learning Commission’s requirements to meet federal regulations.

B. Institutional Context

The University of North Dakota (UND) is one of six universities in the North Dakota University System. It is the oldest and largest university in the State of North Dakota. The University is located on 550 acres in Grand Forks, ND. Its nine colleges and schools enroll approximately 15,000 students. Health professions, aviation, engineering, and business are the four most popular files of study at the University. UND is categorized as a high research activity university within the Carnegie Classification. Its research budget for 2012 was approximately $120 million. It offers over 30 online degree programs.

The University has been diligent in responding to its mission by creating a strategic vision that is entitled Exceptional UND. This vision statement was created in 2010 and provides the current framework for UND to implement strategic priorities that ensure future mission implementation. Two results of the University’s strategic planning initiatives are found in the strengthening of its commitment to multiculturalism and assessment. To affirm its dedication to multiculturalism, UND created a senior-level leadership position responsible for institutional diversity and inclusion. It enhanced campus-wide assessment efforts by identifying student learning as a number one university strategic priority.

C. Unique Aspects or Additions to the Visit

None

D. Additional Locations or Branch Campuses Visited (if applicable)

Not Applicable

E. Distance Delivery Reviewed

The peer review team evaluated the University of North Dakota’s distance education and distance learning programs. The findings are noted within applicable Criterion sections in this report.

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

Early in the fall semester of the 2010 academic year, the University of North Dakota (UND) appointed an Accreditation Self Study Leadership Team. The examination of the work of this Team and its accreditation-planning model, action calendar, and numerous subcommittee reports and documents revealed a thorough, purposeful, and strategic institutional initiative that engaged the entire campus in the preparation and execution of its comprehensive self study. Further, the UND Higher Learning Commission Publicity
Campaign website details the coordinated and integrated marketing initiatives used to build awareness of the self-study, generate involvement in the process, disseminate the findings of the study, and solicit comments and feedback from the campus and community. A self-study tag line was developed to brand the UND accreditation efforts. The tag line “think EXCEPTIONAL discover UND” and an accompanying insignia incorporating this tag line is one example of the comprehensiveness of the campus planning. This insignia was visible on self-study documents and materials throughout the time UND planned and prepared for the campus visit.

The Peer Reviewers compliment the UND Accreditation Self Study Leadership Team on the inclusiveness demonstrated in the process of developing of the self-study. Every indicator reviewed by the Reviewers clearly detailed a transparent and inclusive self-study process.

B. Integrity of the Self-Study Report

The Peer Review Team found the Report to be an accurate reflection of the University of North Dakota. The report contained a combination of self-evaluation, supporting evidentiary statements, and recommendations for improvement. The integrity of the Self-Study Report was validated by frequently embedded hyperlinks to specific institutional policies, practices, and materials referenced within the report. A review of these hyperlinks created a transparency that supported the University of North Dakota’s self study. This characteristic of full disclosure permeated the visit and enabled the Peer Review Team to gain evidence of institutional compliance. Additional confirmation of the integrity of the report was confirmed during interviews and examination of on-campus materials.

C. Adequacy of Progress in Addressing Previously Identified Challenges

Since the last comprehensive accreditation visit in 2003 and the focus visit in 2008, University has demonstrated substantial advancement in addressing previously challenges. For example, after reviewing selected program assessment plans and course syllabi from various school and colleges, the Peer Review Team determined that UND has make significant progress in this area.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

This requirement was fulfilled. The University of North Dakota’s Self Study Accreditation Self Study Leadership Team created a Publicity sub-committee charged to produce … “an integrated marketing communications (IMC) campaign targeted toward faculty, staff, and students. The campaign consisted of three phases:

- Phase 1: Solicit comments and feedback on the draft self-study report.
- Phase 2: Generate awareness for the HLC visit, Exceptional UND vision and promote the findings of the self-study report.
- Phase 3: Continue Exceptional UND momentum and implementation of self-study recommendations.”

A campus-wide photo contest substantiated the efforts taken to notify the campus about the self-study. This contest generated 79 entries and 3,265 Facebook likes. The winning photographs were included in the final UND Self-Study Report. Additional,
efforts of the notify alumni and Grand Fork residents generated third-party comments. Lastly, the front page of the Sunday, October 27, 2013 edition of the Grand Forks Herald contained a color picture of the UND campus and an article about the HLC visit. The headline read: “UND prepped and ready for the big test.” The article highlighted an invitation to the public to attend the Community Open Forum. Approximately 50 community members attended the Forum.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

As documented in Appendix C: Federal Compliance Worksheet, the Team found the University’s response in compliance with the Higher Learning Commission’s requirements to meet federal regulations. The Peer Review Team’s decision was made after examining University policies and documents regarding course credit, tuition and fees, student complaints, student transfer, student identification verification, Title IV program responsibilities, advertising and recruitment materials, University disclosures, and public notification and opportunity to comment.

IV. FULFILLMENT OF THE CRITERIA FOR ACCREDITATION

CRITERION ONE: MISSION. The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Component 1A: The institution’s mission is broadly understood within the institution and guides its operations.

- Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
- Subcomponent 2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
- Subcomponent 3. The institution’s planning and budgeting priorities align with and support the mission.

Team Determination: X Core Component is met

_ Core Component is met with concerns

_ Core Component is not met

Evidence:
The North Dakota State Board of Higher Education approved the mission of the University of North Dakota in December 1992. The University has been diligent in responding to its mission by creating a strategic vision that is entitled Exceptional UND. This vision statement was created in 2010 in a campus-wide collaborative process. It was intended to clearly articulate strategic priorities that ensure future mission implementation.

Evidence gathered from conversations and discussion with academic administrators, faculty, and students indicated a high level of understanding of the UND mission. The comments of the participants in the open forums reflected an awareness how UND was implementing its mission. Community constituents were vocal about their appreciation of how the University was mission oriented in its outreach to Grand Forks and the state of North Dakota.

A review of the March 2012 report entitled Review of Mission and Value Statements validated the fact that University unit missions and value statements were congruent with the stated mission of the University of North Dakota.
The strategic vision provided by the Exceptional UND unquestionably aligns institutional program, planning, and budgeting priorities with the mission of the University. Exceptional UND focuses the University strategies into five key initiatives: (1) enriching the student experience, (2) encouraging gathering, (3) facilitating collaboration, (4) expanding its presence, and enhancing the university’s quality of life for its faculty, staff, and students. Academic deans and program faculty indicated that these five priorities were foundational for both planning and funding. Student leaders described how the University had supported their effort to provide students with a larger voice in the budget process of assessment and allocation of student activity fees.

Conversations and meetings with administrators, staff, faculty, students, and confirmed that the mission of The University of North Dakota is widely understood. This was reinforced by the support for the mission voiced to the Team by North Dakota University System and State Board of Higher Education administrators and community members.

Core Component 1B: The mission is articulated publicly.

Subcomponent 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Subcomponent 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination: _x_ Core Component is met

__ Core Component is met with concerns

__ Core Component is not met

Evidence:

A review of the UND website provided the Peer Review Team with easy access the University mission statement. The UND homepage provides the statement. Additionally, University program website tabs either provide the mission statement or a tab to link back to the home mission statement. Printed materials reviewed during the site visit included the mission statement. The UND mission is articulated in its Academic Catalog. An electronic PDF of Academic Catalog is available on the WWW. A two-page story in the Grand Forks Herald discussed the University mission and how it was a focus of the HLC visit.

A review of University documents and reports indicated currency in institutional mission. Research projects of undergraduate and graduate students were explained as mission related. The UND Research website identifies student focused research as critical collaboration of faculty and students. Enriching the student experience is one of the five strategic priorities of UND. Encouraging personal interaction of faculty and students is another priority. This is just one of many pieces of evidence that the Peer Review Team gathered that indicated that UND met this subcomponent.

An examination of the University website, college documents, and program materials provided evidence that that the institutional mission identifies the role and scope of its constituents. The UND mission sharpens the focus of these institutional materials.
Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination: _X_ Core Component is met

_ _ Core Component is met with concerns

_ _ Core Component is not met

Evidence:

- One of the central themes found within the mission statement of the University of North Dakota is an institutional commitment to developing an understanding and appreciation within its academic community. The UND mission states “The University encourages students … to commit themselves to lifelong learning and the service of others, and to share responsibility both for their own communities and for the world. The University promotes cultural diversity among its students, staff and faculty.”

- The Diversity website located on the Provost’s home page provides a more detailed and specific mission statement on Diversity and Pluralism at the University of North Dakota. The University Senate and the President approved this Diversity statement in 2006.

- The 2011-2012 Report of the UND Diversity Advisory Council provided the Peer Review Team with a comprehensive perspective of the University’s continuing commitment to addressing its role in a multicultural society. The Diversity Advisory Council reports directly to the President. One of the recommendations of the Diversity Advisory Council for UND to create a senior level leadership position that would be a member of the President’s Cabinet and be responsible for enhancing the University’s processes and activities in the area of human diversity. Interviews with campus constituencies confirmed that UND had begun an initial reorganization activities to create an administrative unit that would be headed by the new Associate Vice President for Diversity and Inclusion.

- Connecting mission and action to Diversity was also noted by the Review Team in the priorities stated in Exceptional UND. The strategic priority to Enhance Quality of Life “…invests in its most important asset – our people. We … celebrate diversity… maintain an environment of openness and appreciation. Through initiatives such as…University Within the University, and Diversity Advisory Council…

- The UND materials identify fifteen Centers or Services that are focused on assisting faculty staff and students to understand and/or support human diversity. The UND Diversity website lists sixteen academic Departments and Programs that support its role in educating its students for life in multicultural society.

- Interviews with the American Indian Student Services staff revealed a long-standing distinctive mission of the University to serve American Indian students. Documents indicated that the North Dakota Legislature approved an Indian Studies Program at UND in 1971. Six years later, the Legislature funded Native American Program to provide specialized student support services for Native American Students.

- A review of the website for the Multicultural Student Services Program indicated a wide array of programs and services to “enhance African American, Asian American, and Hispanic American student success at the University.”

- The mission of Office of International Programs is to “build bridges between cultures and countries.” UND actively recruits international students to build these cultural bridges on
The Office of Institutional Research dashboards indicated that the international undergraduate population at UND grew from 3.4% in 2003 to 7.0% in 2012.

- The Diversity link on the Provost’s website supplied one added piece of evidence regarding how UND reflects its attention to human diversity. Within the Diversity website is a link labeled “Diversity Posters.” This link displays sixteen creatively designed colorful posters that communicate to the observer that they can celebrate or embrace diversity at UND.

**Core Component 1D:** The institution’s mission demonstrates commitment to the public good.

*Subcomponent 1.* Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

*Subcomponent 2.* The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

*Subcomponent 3.* The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

**Team Determination:**

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

**Evidence:**

- *The Center for Community Engagement* is one example of the evidence UND’s commitment to the public good. The Center connects student and faculty to community opportunities for experiential learning, internships, public scholarship, and service learning. A review of the Center’s Community fifteen member Advisory Board indicated representation from a wide variety of community groups and agencies. A ten member Campus Steering Committee include academic and program input to facilitate the integration scholarship with practice in these community-learning opportunities.

- The Peer Review Team believes that the designation of the University of North Dakota as a Community Engaged institution by the Carnegie Commission to be overwhelming evidence that demonstrates commitment to the public good. Moreover, the Carnegie Commission classification for Community Engagement “is an elective classification, meaning that it is based on voluntary participation by institutions.” This means that UND took deliberate action and invested substantial effort to submit the required institutional data and documentation of important aspects of institutional mission, identity and commitments, and necessary for consideration. Receiving the Carnegie Commission designation as an Engaged Campus is not an award. It an evidence-based documented process that recognized the University of North Dakota’s contribution to critic societal need and its contribution to the public good.

- The 2011 UND news release announcing this classification noted that..."In its application, UND identified 511 service learning courses last year in which nearly 18 percent of students had participated. In addition, 48 departments (79 percent) were
identified as participants in service learning.”

- The review of the academic curriculum provided further evidence of the robust connection between educational offerings and community needs. Through a partnership with the North Dakota University System, UND responded to a statewide need for graduate public health education.

- The Osher Lifelong Learning Institute and its special focus on adults was considered by the Peer Review Team as evidence of UND’s engagement with its identified external constituencies and communities of interest and its respond to their needs as its mission and capacity allow. The Osher Lifelong Learning Institute is a non-profit organization located on the UND campus that provides educational opportunities for adults 50 years of age or older. UND has active programs on its Grand Forks campus and the campus of Bismarck State College.

Team Determination on Criterion One:

- X Criterion is met
- _ Criterion is met with concerns
- _ Criterion is not met

Summary Statement on Criterion:

A review of mission related documents and institutional websites provided evidence that UND’s mission is clear and articulated publicly; it guides the institution’s operations. Interviews and discussions with individuals and groups for the campus and community validated the fact UND is mission driven.

CRITERION TWO: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Team Determination:

- X Core Component is met
- _ Core Component is met with concerns
- _ Core Component is not met

Evidence:

- Policies and procedures developed by the North Dakota State Board of Higher Education and by the North Dakota University System were developed for use by all administrators, faculty and staff of the University of North Dakota and are presented on the university’s website. UND makes every effort to assure that these parties are aware of the policies and procedures by providing direct links to the documents on the Human Resources and Payroll Services website. Evidence presented in the Self Study indicates that nearly 75% of recipients reported having read and understood these policies.

- Evidence from interviews with the leadership of the health and safety committee indicated a strong cooperative working relationship that assures ready response to a host of emergency situations on campus. A rapid alert system is able to notify students of any emergency in detail simultaneously. An example of the activities of
this group to provide a safe environment for students is the Campus Life and Safety Team (CLAST). Representatives from the Dean of Students Office, Police Department, residence halls and fraternity and sorority houses, health and wellness and others meet to review conditions on campus and initiate changes to improve safety and wellbeing.

- Results from conversations with the leadership of the Diversity Advisory Committee and American Indian Student Service provided evidence that diversity on the UND campus needs attention to communication. A great deal of promise is expressed for the appointment of the to-be-named Associate Vice President for Diversity and Inclusion and for the improvement in communication and conditions for diverse populations on campus. Support for this transition from the University will be essential to fulfilling these expectations.

- Meetings with both the Vice President for Finance & Operations and with a number of budget management staff along with a review of various audit reports clearly indicate that the integrity of financial operations is paramount to the university. It is very important to note that in meetings with budget operational staff the commitment to budget integrity was not only high it was clearly linked to the mission of the institution. Budgeting at UND is seen by those that work most closely with the budget as a responsibility to manage the budget in such a way that it supports the mission of the institution and the needs of faculty and students.

- A review of North Dakota University System budgeting and financial process indicates a strong commitment to appropriately managing the resources of the institution. This commitment is further articulated in annual financial reports of the institution. This is also supported in meeting with those that have financial responsibilities within the university. At UND there is real care and a passion for being stewards of public resources.

Core Component 2B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Team Determination: x Core Component is met
_ Core Component is met with concerns
_ Core Component is not met

Evidence:

- Review of the UND website revealed a host of information for students, faculty and staff, clearly presented and easily found. Contact information was easily available for issues that might be beyond the scope of what was presented.
  o Admission requirements for new students and for transfer students are clearly outlined and note is made of the potential changes that will be instituted in the near future, i.e. increasing minimum requirements. Comments made to the team at the open session with students indicated the accuracy of that information and the support and ease with which students are able to transfer to UND.
  o Information about and meaning of HLC accreditation of UND is presented as well as the accreditation status of programs requiring such action.
  o Random checking of faculty pages found them to contain adequate information on education background, research expertise and teaching assignments. Course descriptions are available in several locations but
sylabli for courses were more difficult to find.
  o Tuition and fees are clearly outlined on the website and include information
    about possible course fees, etc. that might result in additional costs.
  • The site visit, along with a review of the financial documentation, reveals a deep
    commitment to appropriately managing the financial resources of the institution. The
    audit reports indicates that there is an appropriate use of funds and that these funds
    are managed in a way that supports the institution. The integrity of the financial
    systems appears to be exemplary as there is a commitment to an open and
    transparent financial process.
  • At the University of North Dakota there is a culture of financial ethics as
    demonstrated by North Dakota University System and UND policies. This culture of
    financial ethics is reflected in the work of the leadership of the institution.

Core Component 2C: The governing board of the institution is sufficiently autonomous to
make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board’s deliberations reflect priorities to preserve and
enhance the institution.

Subcomponent 2. The governing board reviews and considers the reasonable and relevant
interests of the institution’s internal and external constituencies during its decision-making
deliberations.

Subcomponent 3. The governing board preserves its independence from undue influence on the
part of donors, elected officials, ownership interests, or other external parties when such influence
would not be in the best interest of the institution.

Subcomponent 4. The governing board delegates day-to-day management of the institution to
the administration and expects the faculty to oversee academic matters.

Team Determination:   X Core Component is met
                      _ Core Component is met with concerns
                      _ Core Component is not met

Evidence:
  • The organization of the governance of The University of North Dakota is described
    on page 76 of the self-study. UND operates under direction of the North Dakota
    State Board of Higher Education (SBHE) which is set forth in the State’s Constitution.
    The SBHE has authority on all matters concerning UND and the other publicly
    supported institutions in the North Dakota University System (NDUS). The NDUS is
    led by a Chancellor and support staff. The Chancellor and the president of the
    SBHE confirmed that UND is entrusted the execution of their internal administration
    and operation. The Chancellor and SBHE are charged with the larger goal of
    overseeing that the eleven institutions of higher education in the NDUS “enhance the
    quality of life” and “the economic and social vitality of North Dakota.
  • Discussions with the SBHE President and the NDUS described their role in
    regulating all new academic programs and budgetary allocations to UND. As such
    they insulate the University from external constituencies in this process. This system
    is designed to provide a link that separates the University from factors that might
    seek to influence their direction.
  • Examination of the minutes of the SBHE indicates their efforts to consider all aspects
    of the operation of the institutions under their purview while allowing the campuses to
maintain autonomy in their daily operations. The minutes suggest an independent board operating without external influence and acting in the best interest of the University with the State Legislature concerning funding.

Core Component 2D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Team Determination: X Core Component is met
_ Core Component is met with concerns
_ Core Component is not met

Evidence:
- UND lists four primary documents that summarize all facets of the University’s policies concerning academic freedom, the UND Constitution, policies of the SBHE, the UND Faculty Handbook, and the UND Code of Student Life. All of these documents are readily available to faculty, staff and students as well as any other interested party on the University’s website.
- These documents confirm the freedoms listed in the self study, including choosing textbooks, teaching methods and conduct of their research efforts resulting in students being exposed to the latest in teaching methodology as well as course content. Similarly students are provided, to the extent practical, freedom to choose curriculum, teachers, etc.
- The Standing Committee on Faculty Rights considers faculty grievances. Procedures for that process are clearly outlined in the Faculty Handbook. Student issues are referred to the Student Conduct Administrator with the Vice President of Student Affairs being designated by the President as the person ultimately responsible for administering the Code of Conduct.

Core Component 2E: The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

Team Determination: X Core Component is met
_ Core Component is met with concerns
_ Core Component is not met

Evidence:
- The Office of Research Development and Compliance within the Division of Research and Economic Development houses the Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC) and the Institutional Biosafety Committee. These committees are the primary route to the university’s compliance for integrity of research and scholarly activity. Evidence collected in talking with faculty and administrators during our visit indicates very positive interaction between
these committees and those they serve.

- IACUC is accredited by the Association for Assessment and Accreditation for Animal Laboratory Care and Use and IRB by the Association for the Accreditation of Human Research Protection Programs.
- In meetings with the leadership of the above committees, concern was expressed for the efficiency and waste involved in the submission and review of protocols for review as a result of the need to use paper documents. Similar issues exist for other documents (e.g. conflict of interest reporting). Access to available software management systems would greatly reduce the inefficiencies and paper needed for these offices to operate.
- Several mechanisms are employed to assure students are given guidance in the ethical use of information resources. One of the goals stated for the Essential Studies Program is the “effective, efficient and ethical” use of information. First year English composition courses also emphasize issues surrounding academic integrity and plagiarism.
- The institution defines and enumerates the penalties for breaches of policies surrounding academic honesty and integrity in the Code of Student Life (Appendix IIIa-3)

**Team Determination on Criterion Two:**

- X Criterion is met
- _ Criterion is met with concerns
- _ Criterion is not met

**Summary Statement on Criterion:**

As presented above, the University of North Dakota provided evidence that its policies and procedures provide for ethical and responsible conduct of the University. Interviews and general sessions with administrators, faculty, students and staff indicate that these policies result in the University treating all of these groups with integrity. The result is a University that operates in a very transparent manner and creates a learning environment conducive to outstanding student outcomes thus serving to better serve the needs of the citizens of the State of North Dakota.

**CRITERION THREE: Teaching and Learning: Quality, Resources, and Support.**
The institution provides high quality education, wherever and however its offerings are delivered.

**Core Component 3A:** The institution’s degree programs are appropriate to higher education.

- **Subcomponent 1.** Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
- **Subcomponent 2.** The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
- **Subcomponent 3.** The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).
Team Determination:  _X_ Core Component is met
  __ Core Component is met with concerns
  _ Core Component is not met

Evidence:

- New course and programs are appropriately reviewed and existing programs are regularly evaluated by UND with university system oversight provided by the North Dakota University System (NDUS) and State Board of Higher Education (SBHE). Many programs also currently hold accreditation status with their respective academic professional accreditation bodies. To minimize redundancy in these review processes for maintaining high quality and currency of their programs, the institution has recently requested the NDUS to align the timing of the internal review process with the external accreditation cycles for those programs which are also accredited by academic professional bodies.
  - UND has an adequate review and approval process of new courses and programs with appropriate faculty control, as well as unit and campus oversight. Prior to final approval by the State Board of Higher Education (SBHE), new course and program proposals are reviewed by the North Dakota University System (NDUS) and SBHE to safeguard against duplication of offerings across institutions within the University system.
  - SBHE requires all existing programs both at the undergraduate and graduate levels to be reviewed regularly. The review process includes a self-study of the program, a review by an external team and a final report. Documents provided to the HLC Review Team include copies of all program review reports, many of which include recommendations for program improvement. Conversations with various groups during the review visit confirm that units are held accountable to implement those recommended program improvements through their required annual reports to the Provost. Units also are asked to include an update of program improvement in their next cycle of program review.
  - A number of the UND programs are also reviewed externally. The institutional lists on its website all of its programs accredited by 35 professional academic bodies. A random check on those professional academic bodies confirms the accreditation status of those programs.

- Programs at different levels have differentiated student-learning goals. The institutional general education (called Essential Studies in UND) program also has clearly articulated student-learning objectives.
  - A random check of program reviews confirms that program-level goals are articulated differentially for undergraduate and graduate degree programs.
  - The 4 learning objectives for the ES program are clearly stated on its website.

- There has been an increase in online course offering in UND. This is consistent with the directive from NDUS to increase access to higher education for population in many less densely populated areas of the state. The approval process of new programs and review process of continuing programs which aim at ensuring program quality and currency are the same for online and on-campus programs. Instructional and technical support for online course development and delivery is provided at the campus level. Ensuring program quality remains the responsibility of the respective units. Funding is made available to units for course development.
  - UND has been increasing its online course and program offerings. About 25% of its instructional delivery is now online. This includes both online and hybrid courses. It is evident from conversations with the university system (NDUS) leadership that they also consider online instruction delivery vital to provide access of higher education especially to less densely populated and rural regions of the state.
  - UND has the same new program approval and existing program review processes for online and on-campus programs. It is evident that the student learning objectives are same for course and programs whether they are offered online or on campus.
The Center for instructional & Learning Technology (CILT) provides instructional design support to the faculty. Staff in this unit has been increased with the expansion of the online delivery offered by the institutions. Checking the institutional website confirms availability of technological support to faculty including the online tutoring tool named Smartthinking. One-stop shop student services support to online students has been provided since 2008 through the Office of Extended Learning. A review of the website of the Office of Distance Learning shows that self-help support is also available to students through that site.

Core Component 3B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Team Determination:  _X_ Core Component is met
                     _   Core Component is met with concerns
                     _   Core Component is not met

Evidence:
- After an extensive review (supported financially by a grant) of the general education requirements conducted by a group including faculty, staff and students, UND launched the Essential Studies (ES) program in 2008. ES became UND requirements in general education for freshmen from fall 2008 forward and for transfer students from fall 2009 forward. The four student learning goals of the ES program are appropriate to and consistent with the mission, educational offerings, and degree levels of the institution.
  - The four ES student learning goals (Thinking and Reasoning, Communication, Information Literacy and Diversity) represent broad learning and skills essential to programs of higher education.
  - The institution has an appropriate process for "validation" of new ES courses and "re-validation" of existing ES courses to ensure that each of them has stated student learning outcomes (consistent to the ES goals) and a plan to assess them. A random review of those courses shows compliance to this requirement. All students are also required to complete an ES capstone course. The ES Committee provides an oversight to the program.
  - 50 ES Capstone courses have been developed. Conversations during the open forum with faculty confirm faculty support for the ES program.
1. Support for design for ES courses is provided by the Office of Instructional Development (OID) and the Director of Assessment and Regional Accreditation.

- The purpose, content and intended learning outcomes of the ES program are clearly stated in the website of the program. It was launched in fall 2008 for freshmen and in fall 2009 for transfer students after a thoughtful review of the need to impart broad knowledge and develop skills for UND graduates.
- The multi-year review of general education requirement included discussions with faculty and interviews with groups of randomly selected students. The subsequent launch of the ES program in 2008 includes a plan to assess whether or not UND graduates has achieved the 4 explicitly stated learning outcomes of this program.
- A review of the ES website provides evidence that information about the program including its goals, requirements and available courses, are made available to the faculty and staff. Freshmen are provided information about the program during orientation and they are guided by their academic advisors in the selection of ES courses to complete the requirement. Electronic degree audit is also available to students.
- Articulation of ES courses by transfer students is guided by the GERTA (General Education Requirement Transfer Agreement). In the open forum with students during the review visit, transfer students expressed satisfaction with this process.

2. In general, degree programs in UND provide analytical training and communication skills to its students and prepare them for the changing world.
   - Graduate programs train graduates to investigate and generate new knowledge.
   - The ES requirements aim at providing all undergraduate students analytical reasoning and thinking training, communication and information skills and exposure to cultural and global diversity. Continued effort to increase research opportunities for undergraduate students would expand its effort to engage them in mastering modes of inquiry or creative work.

3. With diversity being a core element of the institution and one of the 4 goals in its ES program, UND students are exposed to an educational experience recognizing human and cultural diversity.
   - The institution recently sent a strong signal for its commitment to diversity through its establishment of the Diversity Advisory Council (DAC) in 2010. Upon the recommendation of DAC, the institution is committed to create and hire a senior leader for diversity and inclusion. This campus commitment seemed to be appreciated by students who expressed strong support to this campus initiative in the open forum with students during the review visit. The new diversity leader will report to the Provost with a dotted reporting line to the Vice President of Student Affairs. This arrangement would strengthen the institutional effort to provide students with a learning environment recognizing diversity and inclusion.

4. UND is one of the two research universities among the 11 institutions within the North Dakota University System. Its faculty and student contribute to scholarship, creative work and the discovery of knowledge appropriate to its mission as a research university. With increasing emphasis on its research mission, UND should continue to devote more resources to support research activities.
   - It is evident that researchers at UND have been active in research. During 2010-11, UND received $110 million in external grants and awards.
   - It is evident that UND provides to its faculty and graduate students research support including travel fund to attend and present papers at professional conferences. Also, in response to the concern expressed by the faculty on insufficient staff support on research, the Provost has taken a broad approach to review the entire research infrastructure in order to identify areas for improvement. He has also renewed collaboration with North Dakota State U (the other research university in North Dakota university system) on research effort in areas including
It is clear that faculty has engaged undergraduate students in their research. Data collected by the Higher Education Research Institute (HERI) showed that almost half of the faculty involved undergraduate students in their research projects. Also, faculty supervised undergraduate students in the students’ research projects and Honors thesis. In addition, there is some dedicated funding to support students’ research opportunities.

As faculty are asked to contribute more to the institution’s research mission, there seems to be a tension brewing due to competing demand of faculty effort between research and teaching; indicated by some faculty in the forum during the review visit. In addition, a couple of faculty members expressed concern for inadequate TA support. Faculty also indicated a reluctance to take development (sabbatical) leave for professional development as they carry a pay rate of only 75 percent in some colleges. The institution should look into these areas of concern as it continues to embark on a more ambitious research mission.

Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Team Determination:  

_X_ Core Component is met  

_ Core Component is met with concerns  

_ Core Component is not met

Evidence:

- There has been corresponding increase in faculty numbers at UND as the institution expanded its student body. New course and program proposals as well as existing program reviews are conducted by faculty with appropriate unit, campus and university system oversight. Faculty have been involved with assessment of student learning.

- As the institution increases its student enrollment, it has kept its student-to-faculty full-time equivalent ratio constant by hiring additional faculty. In fall 2012, more than 90% of its faculty members were classified as full-time and about 61% of them were in the tenure system. The institution is also exploring a new budgetary system to
address the variation in the change in faculty demands across academic units; for example, there has been a recent surge in enrollment in petroleum engineering.

- There seems to be an emerging faculty culture of assessment in student learning. Random checks of course syllabi provide evidence that student-learning objectives have been indicated clearly in course syllabi. Academic program descriptions include a plan to assess student-learning outcomes.

- Faculty are involved in the development, certification and recertification ES courses. Continued faculty effort is needed in the offering of ES capstone courses (required for all undergraduate students) especially for its online students.

- The instructors of the institutions are appropriately credentialed. Many of its programs hold external academic professional accreditation

- There are appropriate faculty evaluation processes, including annual evaluation, promotion and tenure process, as well as triennial post-tenure review. Evaluation policies are available on the institution websites.

- The institution supports professional development of its faculty. The Center for Instructional & Learning Technologies (CILT) and the Office of Instructional Development (OID) provide instructional training opportunities for its faculty. The Alice T. Clark Scholars Mentoring Program supports professional development for new faculty members.

- The Center for Instructional & Learning Technologies (CILT) provides support to faculty especially in the use of technology for teaching. The Office of Instructional Development (OID) provides teaching seminars and instructional workshops for faculty members. These include seminars featuring best practice in teaching, Scholarship of Teaching Colloquium and Small Group Instructional Diagnosis. Faculty in the open forum praised the support provided to them through these support units. However, UND should consider the implementation of the recommendation made by its Undergraduate Learning Working Group (ULWG) to increase staff in the OID.

- The OID also run the Alice T. Clark Scholarship Mentoring programs for new faculty members. In the open forum with faculty during the review visit, new faculty members indicated that they had benefited from these programs.

- Funding support for faculty in teaching and instructional development includes grant for course and curriculum development provided by the Senate Faculty Instructional Development Committee and travel support to attend workshops on teaching.

- Results from surveys such as the National Survey of Student Engagement (NSSE) support that the faculty have been reasonably accessible for student inquiry. Faculty are also engaged undergraduate students in their research as well as directing them in inquiry through independent study courses.

- Staff members are appropriately qualified. They are provided support to attend conference for professional development. The University Within the University (U2) Program administered by the Office of Human Resources and Payroll Services offers a large number of development and training workshops for its staff members. When asked by the review team in the open forum with staff during the review visit, almost all the staff members participating in the open forum with staff indicated that they had participated in the U2 Program.

**Core Component 3D:** The institution provides support for student learning and effective teaching.

**Subcomponent 1.** The institution provides student support services suited to the needs of its student populations.
Subcomponent 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

Subcomponent 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

Team Determination:

_ X_ Core Component is met

_ Core Component is met with concerns

_ Core Component is not met

Evidence:

- Entering students are provided orientation to UND either through the Freshman Summer Orientation Program for new freshmen, a one-day advisement and registration program for new transfer students and an Adult-Reentry program for nontraditional students or adult learners. The international student population is supported by the Office of International Program. Students who participated in the open forum for students during the visit indicated that they were satisfied with the support provided to students by the institution.

- The Honors Program also provides small-size orientation sessions for its students. Faculty in that program follow-up with their students especially through their first year at UND.

- The institution has an appropriate placement process to direct admitted students to appropriate courses. In the fall of 2011, the Retention Committee was formed with a charge to strengthen the collaboration between Student Affairs, Academic Affairs, and Finance & Operations to enhance student success. First-Year Experience (FYE) was initiated in the fall of 2011 to provide support to the students through its First-Year Seminar program and its Living-Learning Communities program. In the spring of 2012, the Enrollment Management Planning Committee (EMPC) was formed as a cooperative effort between Academic Affairs and Student Affairs to shape its undergraduate student body and to prepare them for success at the institution.

  - The First-Year Seminar (FYS) program aims at helping student’s transition to college life. The classes offered are often small in size (about 25 students). The Honors Program offers some of the seminars. The FYS program is part of the effort to increase student success at UND.

  - Living-learning communities are offered in a number of areas including Engineering & Mines, Aviation and the Honors programs. Those communities have been expanding. These programs provide opportunities for students to live in the same resident hall enabling peer-to-peer learning and support.

  - The Enrollment Management Planning Committee (EMPC) is charged by the Provost to provide recommendations driven by data (managed by the recently established dashboard) for student success to both Academic and Student Affairs.

- The institution provides appropriate academic advising to its students.

  - Each of its undergraduate students is assigned an academic advisor. Those students who have declared their major are provided an advisor from their respective academic units. Those who have not yet declared a major are assigned an advisor in the Student Success Center.

  - With coordinated effort provided by the Vice President for Academic Affairs (Provost)
and the Vice President for Student Affairs, the institution is about to offer a one-stop support center providing a variety of services to its students. In their open forum during the review visit students expressed strong support for this initiative.

- The institution provides appropriate infrastructure and resources to support effective teaching and learning for its students including library and technology support.
  - The institution has a number of computer labs accessible to students. Wireless connection is provided throughout the campus. Its smart and technology classrooms include a SCALE-UP (Student-Centered Active Learning Environment for Undergraduate Program) classroom.
  - The review visit includes a tour of teaching and learning infrastructure and resources including the Chester Fritz Library and a visit to the SCALE-UP classroom.

- The institution provides appropriate guidance to its students in the effective use of research and information resources. Many of faculty members have engaged students in research projects. Its libraries provide online research guides to students. Also, all undergraduate students are required to take courses in the area of information literacy, one of the four goals of its ES program.

**Core Component 3E:** The institution fulfills the claims it makes for an enriched educational environment.

**Subcomponent 1.** Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

**Subcomponent 2.** The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

**Team Determination:**

_ X_ Core Component is met

_ Core Component is met with concerns

_ Core Component is not met

**Evidence:**

- The institution provides opportunities to students to broaden their experience beyond campus life. Opportunities include study abroad programs, internship opportunities, and programs such as Studio One to create and broadcast television projects. Students participating in the open forum indicated that there was broad institutional support for the formation of student groups and organizations. Some of them indicated that they had participated in internship programs identified by the institution.

**Team Determination on Criterion Three:**

_ X_ Criterion is met

_ Criterion is met with concerns

_ Criterion is not met

**Summary Statement on Criterion:**

The evidence presented above support that the University of North Dakota provides appropriate oversight to its degree programs, both on campus and online, to ensure their quality; the goals for its Essential Studies (General Education) program are well-articulated and are consistent with its mission; its faculty and students has contributed to discovery of
knowledge appropriate to its programs and its mission; and the institution has faculty and staff needed to effectively support its degree programs and its student population.

**CRITERION FOUR: Teaching and Learning: Evaluation and Improvement.** The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

**Core Component 4A:** The institution demonstrates responsibility for the quality of its educational programs.

- **Subcomponent 1.** The institution maintains a practice of regular program reviews.
- **Subcomponent 2.** The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.
- **Subcomponent 3.** The institution has policies that assure the quality of the credit it accepts in transfer.
- **Subcomponent 4.** The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
- **Subcomponent 5.** The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
- **Subcomponent 6.** The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

**Team Determination:**  
_X_ Core Component is met  
_ _ Core Component is met with concerns  
_ _ Core Component is not met

**Evidence:**

- All undergraduate and graduate programs are reviewed on a rotating cycle in accordance with the North Dakota State Board of Higher Education policy governing the evaluation of instructional programs. Undergraduate programs are reviewed on a 7-year cycle. Graduate programs are reviewed on a 10-year cycle. A sample review of program review documents confirmed the institution follows this process.
- A review of program review documents revealed a consistent reporting format as well as a thorough and systematic means of institutional response to the reviews. Conversations with the Associate Vice President for Academic Affairs and the Dean of the School of Graduate Studies confirm that academic units report progress on implementation of recommendations in the annual report. Reviews of the annual reports of academic units confirm systematic and thoughtful responses to the recommendations found in the program review documents.
• In general, the institution posts as transfer credit all college-level credit attempted at a regionally-accredited institution of higher education. Exceptions to this policy are clearly articulated and publicly available on the institution’s website as evidenced by a review of the 2011-2013 Undergraduate and Graduate Academic Catalog.
• Credit may be awarded through examinations as referenced in the Catalog and in accordance with the NDUS guidelines for credit by examination.
• The institution has established articulation agreements with other institutions and information regarding transferrable courses is available to students on the institutional website.
• The university accepts as transfer credit (with some exceptions) college level credit attempted at a regionally accredited institution of higher education. Students may also demonstrate learning through the Special Examination for Credit procedure.
• A common general education agreement has been adopted by all institutions of the North Dakota University System and is overseen by the NDUS.
• Application of transfer credits toward the major is determined by the appropriate department or college. Interviews with department chairs confirmed the authority of the faculty to determine how transfer credit fulfills a student’s progress toward a degree.
• The institution maintains specialized accreditation relationships with 34 different agencies. A review of the site visitors’ reports from the National Association of Schools of Art and Design (Art Department) and the National Association of Schools of Music (Department of Music) confirmed accredited status with no major concerns cited.
• In addition, ten random programs in the list of accredited programs at UND were selected for verification of accredited status. All ten programs were reflected on the agency’s directory of accredited programs.
• A review of the Baccalaureate Graduates survey data indicates consistent employment/graduate school placement trends over the past ten years although the response rate of the survey has also consistently declined. Employee satisfaction has remained consistent, evidenced by a review of the 2005-06, 2007-08, and the 2009-10 Employer Satisfaction surveys.
• A review of acceptance into medical school for pre-medical students indicates an average of 52% acceptance rate in the first year of application over the last five years.
• Placement information is gathered on a consistent basis, is readily available on the institution’s website, and is presented at the level of both the institution and major course of study.

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
Subcomponent 3. The institution uses the information gained from assessment to improve student learning.
Subcomponent 4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.
Team Determination:  
_X Core Component is met  
_ Core Component is met with concerns  
_ Core Component is not met

Evidence:

- The institution has established and maintained a cycle of reporting on the assessment of student learning for both undergraduate and graduate programs. A review of the assessment plans for individual academic units reveals programs have developed learning outcomes, established appropriate methodologies to gather data, and show evidence of the analysis and use of assessment data to improve the curriculum. The University Assessment Committee reviews assessment plans on a rotating basis. Reviews of the written responses of this committee confirm a clear feedback cycle from the Committee to the academic unit exists.

- A review of assessment reports spanning several years provides evidence the departments make improvements in their assessment processes in accordance with the recommendations made by the University Assessment Committee.

- The institution made available for review its 2006, 2010, and 2012 iterations of the institutional Plan for Assessment of Student Learning and Development. Reviews of these three documents clearly indicate growth in the institutional assessment processes, with the most recent (2012) plan including the Essential Studies learning outcomes. The plan clearly articulates the responsibilities of the University Assessment Committee as well as the academic programs. In addition to the review of plans by the Assessment Committee, all academic units report on assessment activities and results in both academic program review and in the annual reports submitted by each unit. A review of a sample of annual plans confirms this reporting mechanism.

- The university provides oversight of assessment through the work of the University Assessment Committee. In addition to reviewing assessment plans and providing written responses to those plans, it also conducts a thorough meta-analysis to provide an institutional snapshot of assessment activities and general areas that might need improvement. The institution uses this meta-analysis to provide faculty development opportunities and additional training in selected areas.

- A review of this meta-analysis as well as individual plans confirms the institution assesses both its curricular and co-curricular programs. Co-curricular programs submit assessment plans to the University Assessment Committee and participate in the same annual report process as academic programs. A review of both the plans and the annual reports for co-curricular programs indicate they are in various stages of development; however, progress is clearly evident in a comparison of yearly plans for individual units.

- Assessment plans, academic program review documents, and annual reports require individual units to discuss how assessment has been used to improve student learning. A review of these documents reveals many examples of curricular changes made in response to assessment results. In addition, the meta-analysis of assessment processes conducted by the University Assessment Committee clearly indicates the majority of programs report actions taken as a result of assessment information.

- The Essential Studies (ES) program was developed as a result of a 6-year longitudinal study conducted by the institution to determine the impact of its then-existing general education program. The Essential Studies program has assessed four of its learning goals. The assessment process, analysis procedures, findings,
and suggestions for future work are readily available through the On Teaching publication from the Office of Instructional Development. Because the Essential Studies program is a relatively new initiative by the institution, it has only begun its “it has only begun its outcomes assessment process” (course-level assessment of learning around ES goals has (been continuous). An interview with the Director of Essential Studies confirms the remaining learning outcomes are scheduled to be reviewed in subsequent years.

- The responsibility for assessment processes and methodologies rest with the faculty of individual academic units. Faculty, department chairs, the Associate Vice President for Academic Affairs, and the Director of the Office of Instructional Development all clearly stated faculty develop learning outcomes and assessment processes.
- Review of the assessment plans indicate the institutional approach to assessment of student learning reflect good practice. Assessment methodologies include both direct and indirect demonstration of student learning. Learning outcomes are clearly stated. The annual reports provide evidence the data are collected, analyzed, shared, and used for improvement of student learning.
- The Essential Studies program was developed with participation of faculty teams and faculty continue to be represented on the ES Committee that oversees the program. Rubrics for the Essential Studies learning outcomes were developed by faculty.

Core Component 4C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

  Subcomponent 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

  Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

  Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

  Subcomponent 4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Team Determination:  
_X_ Core Component is met  
___ Core Component is met with concerns  
___ Core Component is not met

Evidence:  
The Exceptional UND strategic vision was developed in 2010-11. This planning document guides the institution’s strategic priorities, one of which is to address the creation of environments that ensure student learning, focus on student engagement with the institution, and address retention and completion rates.
• The Retention Committee was formed in 2011. Their work resulted in the Year in Review 2012 Report which identified five areas for future focus.

• Using outside consultants, the institution engaged in an enrollment planning process and in 2012 formed the Enrollment Management Planning Committee.

• The institution routinely reports enrollment and persistence data through IPEDS and NDUS reporting mechanisms. It maintains membership in the Consortium for Student Retention Data Exchange as well as the National Student Clearinghouse.

• The institution has recently invested in i-Dashboard, an analytics technology tool which will allow it to track student enrollment, retention, and performance at the institutional, college/school, programmatic, and course level. Currently being introduced to the campus, it is expected the system will be provide relevant data to assist the institution in managing enrollment, identifying courses or programs presenting academic challenges to students, and in developing appropriate interventions to aid retention. A system demonstration confirmed student performance can be analyzed at the course level, thus allowing UND to compare student performance in courses offered both on-line and on campus and will allow it to differentiate between student performance in on-line and comparable on campus programs.

• The First Year Experience Program was developed in response to student academic performance in a set of courses that raised concern about the success of first year students.

• Living and Learning Communities, already in existence, were enhanced and expanded as part of the FYE initiative. Preliminary data comparisons of students enrolled in the Living Learning Communities associated with a particular academic program against all students enrolled in that program show clear indications that students in the LLCs are retained at a higher rate.

• The work of the Undergraduate Learning Working Group led to the development of the First Year Seminar courses. These courses, in their second year, are both academically challenging in content and designed to assist students in developing the skills needed for academic success.

• The institution uses the IPEDS definitions of retention and graduation rates to insure data is consistent both for internal purposes and for peer comparisons.

Team Determination on Criterion Four:

  _X_ Criterion is met
  ___ Criterion is met with concerns
  ____ Criterion is not met

Summary Statement on Criterion:
UND has a variety of institutional and systems-level practices in place which assist the institution in evaluating and improving the quality of its educational programs, learning environments, and support services. The institution maintains programmatic accreditation as appropriate. Program review processes are in place at the undergraduate and graduate levels and non-academic units also participate in this process. The assessment of student learning is well established at all levels of the institution and, while uneven in some places, provides UND with a systematic means of gathering evidence and using the information to
inform curricular change. The institution clearly demonstrates responsibility for the quality of its educational enterprise through an extensive and robust system of continuous improvement processes.

CRITERION FIVE: Resources, Planning, and Institutional Effectiveness. The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Component 5A: The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Subcomponent 2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

Subcomponent 4. The institution’s staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination: _X_ Core Component is met
_ Core Component is met with concerns
_ Core Component is not met

Evidence:
- Evidence of the financial stability of the institution comes from a historical analysis of funding sources over the past 10 years. This includes documented evidence of state appropriation increases over this period of time of over 60%. This is further evidenced by a stable model of resource allocation at UND. Although it should be noted that new a new allocation model is being considered.
- Meetings with a variety of administrators support the institutional commitment to a transparent budgeting and allocation process that appears to be influenced by the strategic visioning process.
- As evidenced by meetings with operational staff for and with the Vice President for Finance & Operations, it is clear that budget management and accountability is taken very seriously with the direct and expressed goals of using the resource base to support the strategic vision of the institution.
- UND appears to have an appropriate funding balance for both direct and indirect educational purposes. As evidenced in reviewing the university budget it appears that an appropriate balance exists with the use of all resources including the use of student fees. It appears that even with the transition from Division II to Division I athletics the appropriate budget balance has been maintained.
- The budget model for online design and delivery was reviewed and confirmed in meetings with various administrators. Based on a 60% - 40% split with 60% of online
revenue returning directly to the offering college, it appears that this budget model is effective in supporting the design and delivery of online coursework.

- Student government was given the authority to establish and set a portion of student fees. This also includes the authority to recommend the use and distribution of those fees.

- After reviewing the web site and other sources it appears that the institutions staff are well qualified. It is clear in discussions with faculty and administrators that, while 89% of faculty surveyed view teaching as their primary purpose, there is a strong desire to continue to both increase and broaden the scholarly, research and funding base. While there has been some decline the number of submitted and awarded proposals, there seems to be broad-based agreement that this is a time of both excitement and change that will impact the campus community in different ways depending on academic areas and interests.

- UND has worked to strike a balance that has helped keep tuition lower than many peer institutions. An examination of how tuition at UND compares to other peer institutions, particularly in the Midwest, clearly indicates that the institution has paid attention to controlling costs. However, changes in budgeting models being considered by the North Dakota University System Office and potentially the North Dakota legislature has the potential to disrupt the delicate balance of needed revenue and tuition and fees paid by students.

- One indicator of a stable budget allocation process is that over a six year period the institution has increased total enrollment yet has also increased the total number of faculty. This commitment of maintaining a 17:1 student ratio is to be commended.

- UND is a vibrant, attractive and an appropriately equipped campus. Of note are the upcoming additions for both law and medicine as only two examples of a growing investment in facilities.

- Stability in funding is also demonstrated through the high level of support some programs receive in the form of gifts and revenue generation. The School of Aerospace Sciences is a stellar example of this linkage to external constituencies and the role that plays in funding high quality academic programs.

- Investments in faculty and staff continue to increase at UND. As indicated by salary data there has been a marked reduction in the salary gap of faculty with peer institutions. While this gap still exists and work needs to continue, this commitment is noted.

- Leadership development is a growing priority at UND as evidenced by the number of individuals that raised the issue in direct conversations. Most specifically the University Senate Executive Committee is deeply interested in promoting faculty leadership through service as a commitment to shared governance.

- The University of North Dakota annual financial report and audit documents are further evidence of the financial base of the institution and the link to the mission of the institution.

- The University of North Dakota’s resource base is clearly sufficient to support the educational mission of the institution. This resource base is derived from four primary funding sources including state appropriations, tuition and fees, grants and contract and auxiliary sales, services and gifts. Each of these four represents approximately 25% of the total funding for the institution. All indications are that this strong funding foundation will continue for the foreseeable future.

**Core Component 5B:** The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination:  _X_ Core Component is met  
_ Core Component is met with concerns  
_ Core Component is not met

Evidence:

- In reviewing the North Dakota University System State Board of Higher Education policies and specific UND policies and procedures, it is clear that the institution uses these policies and procedures as both formal and informal structures for the institution’s governance.
- Evidence of effective governance also arises through conversations with various constituency groups including the University Senate Executive Committee, President’s Cabinet and with representatives from the North Dakota University System office and the State Board of Higher Education.
- In reviewing governing documents such as academic college bylaws, strategic plans (Exceptional UND, Building on Excellence), the North Dakota State University System Accountability report along with a wealth of other documents as confirmed in meetings with several institutional constituencies, there is clear indication that the governing roles and responsibilities for the institution are being met.
- The North Dakota State Board of Higher Education Policy Manual provides specific evidence for appropriate oversight of both financial and academic policies. This is further supported in conversations with the President of the State Board of Higher Education and Chancellor of the North Dakota University System.
- Supporting educational needs of rural North Dakota is an important aspect of the mission of UND. To support rural education UND has invested significant resources in the design, development and delivery of online coursework and select degree programs. As evidenced in meetings with academic administrators and faculty, online delivery is supported broadly. This is further evidenced by an examination of the online instructional capacity and faculty. Tenure and tenure track faculty deliver the majority of online courses.
- Meetings with divisional vice presidents confirm that there is a high degree of collaboration across divisions in support of the universities mission. The president and the entire university should be commended for developing a highly effective and responsive senior leadership team.
- Meetings with the University Senate Executive Committee, deans, department heads, and faculty confirm that involvement of the entire university community (faculty, staff, students and administration) in developing academic requirements and policy. This is further evidenced by several supporting documents including the NDUS Faculty Policy,
University Bylaws, University Senate minutes and agendas, Student Government Constitution and Bylaws and the University of North Dakota Constitution.

- The structure of the University Senate organizational structure includes faculty but also staff, students and administration. Interviews with this body and with others indicate that this is an effective approach for the institution. This structure clearly promotes effective collaboration across various aspects of the university.
- Interviews with Academic Cabinet (College Deans, Associate Provosts, etc.) along with a look at individual college policies and procedures confirm the appropriate involvement of a wide constituency in academic and program approval processes. The college deans spoke eloquently to their collective support for promoting and expanding cross college collaboration in a variety of areas including curriculum innovation.

Core Component 5C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination: _X_ Core Component is met
    _ Core Component is met with concerns
    _ Core Component is not met

- The University of North Dakota completed a comprehensive strategic visioning and planning process titled Exceptional UND in 2011. Framed as a true visioning process for the institution, Exceptional UND has come to collectively define the direction of the institution focused in to five areas – Enriching the Student Experience, Encourage Gathering, Facilitate Collaboration, Expand UND’s Presence and Enhance Quality of Life.
- Evidence including UND Audit Report, North Dakota University System Accountability Report, UND Annual Progress Reports (2003-2012), among others, support that the institution seeks to align resources with the institutions mission, vision and priorities.
- Interviews with a wide range of stakeholders including college deans, department heads, faculty, staff and students indicate the planning process considers a variety of viewpoints. While not all stakeholders or stakeholder groups decided to participate in the development of the strategic vision, the involvement in divisional and college level planning is continuing to bring more points of view for consideration.
- There is indication that there are linkages to student success through the budgeting and planning process. For example, the FY2012 Annual Budget Retention Initiatives speaks directly to the importance of student success and the funding model designed to support this effort.
• The online budget model representing 40% to central operations and 60% to college in support of direct delivery of coursework provides direct linkage between resources and online design, development and support. It is noted that from the 40% of online revenue generation that reverts centrally the Center for Instructional Learning & Technologies receives direct funding to provide a host of instructional support directly to colleges, departments and faculty.

• The linkage between assessment of student learning, evaluation and planning is evidenced by the connections of the Introduction to University Life class the First-Year Seminar Program and the initial development of the First-Year Experience to students.

• The commitment to online learning is evidenced through the Center for Instructional Learning & Technologies and the number of instructional designers that exist to support faculty development of effective online courses. As indicated on the center web site, instructional designers are well qualified, with advanced degrees, to support instructional design. This financial commitment is an indication of the link between student learning and university budgeting.

• The University of North Dakota has made considerable effort to invest in both facilities and people. Salary documents, CUPA data, programmatic accreditation data confirm this increase along with a noticeable investment of infrastructure in the revitalization of several campus facilities along with new construction are evidence of this ongoing investment.

• As evidenced by increased state appropriations and a stable enrollment pattern at the university, all indications are that the financial base of the institution is sound with sufficient reserves. Conversations with members of the university leadership team confirm various budget documents and audit reports

• The institution is currently engaged in a comprehensive budgeting review process and is exploring the development of a new budgeting model. Not only does this demonstrate the foresight of the institution in planning for changes that face much of higher education, the institution should be commended for the beginnings of what appears to be an open and transparent process.

• Planning for the institution continues to be active. Rather than completing a new strategic plan, it was clear in multiple meetings with a variety of stakeholders that the goal was to establish a strategic vision followed by a series of individual college or unit strategic plans. As evidenced by changes to the existing plan early in its implementation, the strategic vision are dynamic, not static, documents.

• The exploration of a new budget model is one indication of the institutions planning for changes not only in North Dakota but from a national and global perspective. This is also reflected in a number of documents including the FY2012 Annual Budget Retention Initiatives.

**Core Component 5D:** The institution works systematically to improve its performance.

  **Subcomponent 1.** The institution develops and documents evidence of performance in its operations.

  **Subcomponent 2.** The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

**Team Determination:** _X_ Core Component is met
_ Core Component is met with concerns
_ Core Component is not met
Evidence:
- The University of North Dakota has made a considerable investment in time, energy and funding in developing a series of dashboards and other data sharing tools to provide direct access to various learning analytics. Based on an examination of these dashboards it is clear that a host of learning data analytics is available for broad use. Confirmed in meetings with academic administrators and others, these dashboards provide a strong foundation for direct improvement in a variety of student success areas.
- The Undergraduate Learning Working Group is a collaborative group made up of faculty, administrators, staff and students charged by the provost to improve student learning by considering a variety of data as it relates to student success.
- The University of North Dakota Accountability Reports provide evidence that the institution documents performance in a host of institutional operations.
- A review of the Annual Financial Reports reveals a strong linkage with financial operations and the assessment of institutional operations. Clearly these annual reports not only indicate how dollars are appropriated and expended but why.
- The institution’s commitment to continuous improvement is also displayed through the use of a variety of program level accreditations ABET, ACS, AACSB, ACGME, CCNE and many others.
- The Center for Instructional Learning & Technologies provides a wide-ranging approach to the improvement of instruction. In reviewing their web site as well as meeting with the center leadership, there is a strong indication of support for these efforts.
- The Center for Instructional Learning & Technologies web site and meetings with center leadership reveals a commitment to supporting online learning development and support. Of note are efforts this center provides in helping faculty deliver effective online coursework.
- Meetings with curricular stakeholders including faculty, staff, students, deans and others reveals a strong commitment to appropriate oversight of online course and program delivery. The University Senate Executive Committee reports that the same curricular oversight process for on campus courses is applied to online courses and programs.

Team Determination on Criterion Five:

\[\begin{array}{l}
\checkmark \text{ Criterion is met} \\
\_ \text{ Criterion is met with concerns} \\
\_ \text{ Criterion is not met}
\end{array}\]

Summary Statement on Criterion:
The University of North Dakota is actively engaged in an ongoing process of systematic and integrated planning that permeates the campus community. The institution has identified a strategic vision titled *Exceptional UND* that brings a wide range of institutional stakeholders together toward a common outcome. An extensive review of policy and planning documents and extended interviews provided clear and compelling evidence that the institution works to systematically improve its performance. This happens at multiple levels throughout the University with the success of students at the forefront of the work of the entire university community. The University of North Dakota values shared and collaborative governance and has a highly effective leadership structure that promotes collaborations between multiple academic and administrative units.
V. TEAM RECOMMENDATION

A. Affiliation Status

1. Recommendation:

Based upon the evidence presented, policies reviewed, documents examined, and interviews conducted, the Peer Review Team determined that The University of North Dakota met all Core Components and each of the five Criterions and recommends institutional reaffirmation of accreditation.


3. Rationale:

4. The University North Dakota is responding to the needs of its various constituencies. It is financially stable. Its active and aggressive research agenda should expand its national presence in strategically selected scholarly and academic fields. It was clear to the Peer Review Team that the University leadership, faculty, and staff are dedicated to enhancing student learning and the quality of the campus experience. This perception is reflected in the support the University receives from the community. The strategic vision of creating an exception UND is focusing the entire institutional on a mission driven future of service and student growth and development.

Criterion-related Monitoring Required (report, focused visit):

Monitoring: None Recommended
Rationale: All criterions met.

5. Federal Compliance Monitoring Required (report, focused visit):

Monitoring: None Recommended
Rationale: All criterions met.

B. Commission Sanction or Adverse Action N/A

VI. EMBEDDED CHANGES IN AFFILIATION STATUS

Did the team review any of the following types of change in the course of its evaluation? Check Yes or No for each type of change.

( ) Yes ( X ) No Legal Status
( ) Yes ( X ) No Degree Level
( ) Yes ( X ) No Program Change
( ) Yes ( X ) No Distance or Correspondence Education
( ) Yes ( X ) No Contractual or Consortial Arrangements
( ) Yes ( X ) No Mission or Student Body
( ) Yes ( X ) No Clock or Credit Hour
VII. ADDITIONAL COMMENTS AND EXPLANATIONS

- The institution may wish to more clearly differentiate the demonstration of student learning in programs that are offered both on campus and on-line. Comparing student performance in identical programs delivered through different modalities would allow the institution to insure the achievement of student learning outcomes is the same in both delivery systems.

- As faculty are asked to contribute more to the institution’s research mission, the Peer Review Team sensed a tension of competing demand of faculty effort between research and teaching; indicated by some faculty in the forum during the review visit. In addition, faculty members expressed concern for inadequate TA support. Faculty also indicated a reluctance to take development (sabbatical) leave for professional development as they carry a pay rate of only 75 percent in some colleges. UND should look into these possible areas of concern as it continues to embark on its ambitious research mission.

The team encourages the University to continue on the path of strengthening and encouraging its commitment to diversity and inclusion on campus as well as within the community. The formation of the Diversity Advisory Council is a good beginning and the planned hiring of an Associate Vice President for Diversity and Inclusion, both reporting directly to the President, is a great first step. The Diversity Advisory Council’s vision statement exhibits a clear direction for improved communication across campus and with the entire University community. These efforts should be a high priority for the future.
Appendix A
Interactions with Constituencies

System Administration
- Chancellor – North Dakota University System
- President - North Dakota State Board of Higher Education

University Administration
- President - University of North Dakota
- Executive Assistant to the President
- Athletic Director
- Provost/Vice President for Academic Affairs
- Vice President for Student Affairs
- Vice President for Health Affairs & Dean of the School of Medicine & Health Sciences
  Senior Associate Dean for the School of Medicine and Health Sciences
- Associate Vice President for Academic Affairs,
- Vice President for Finance and Operations
- Executive Vice President & CEO - UND Alumni Association & Foundation
  Chief Development Officer & Associate VP - UND Alumni Association & Foundation

Finance
- Associate Vice President for Finance & Operations
- Controller
- Budget Manager
- Cost Manager

ULWG executive committee members
- Associate VP for Academic Affairs
- Dean of School of Graduate Studies
- Department Chairs
- University Senate Executive Committee
- Faculty Members – Open Meeting – Approximately 80 attendees
- Community Members– Open Meeting – Approximately 40 attendees
- Students – Open Meeting – Approximately 50 attendees
- University Staff – Open Meeting – Approximately 70 attendees
- University Diversity Advisory Committee
- Associate Vice President & Dean of Students
- Student Body President
- Student Body Vice President
- Members of Student Government (Senate)
- Director of Assessment & Regional Accreditation
- Director of Instructional Development
- Director of Center for Instructional and Learning Technologies
- Director of Distance Education
- Director of Libraries
- Director of Multicultural Services
- Director of Essential Studies Program
- Director of Honors Program
- University of North Dakota Ombudsperson
- Director of Office of Institutional Research
- University Registrar
- Director of Libraries
- IRB Coordinator
- IRB Chair
- IRB Vice Chair
- Institutional Animal Care and Use Committee Chair
- Chair of Institutional Biosafety Committee
- Chair of the Senate’s Standing Committee on Faculty
Health and Safety
  Director of Public Safety & UND Police Chief
  Associate Director for Safety
  Environmental Health & Safety Technician
  Chair of Loss Control Committee
  Insurance Specialist
  Cyclotron Specialist

Retention
  Associate VP for Academic Affairs,
  Assistant VP for Student Affairs
  Vice Provost & CIO
  Assistant VP for Admissions & Financial Aid
  Members of the Retention Committee

HLC Self-study Steering Committee
American Indian Services Center
  Director
  Associate Director
  Program Coordinators
  Administrative Secretaries

Dean, John D. Odegard School of Aerospace Sciences
Appendix B
Principal Documents, Materials, and Web Pages Reviewed

The University of North Dakota is commented for the transparency that was demonstrated in the development of the Electronic Resource Room (ERR) provided to the Peer Review Team. The ERR consisted of a 16 page PDF file of UND documents and files organized and by HLC Criteria. The ERR contains approximately 1800 institutional documents, minutes of committee meetings, policies and procedures regarding academic, administrative, financial, and student issues procedures. Reports from accrediting agencies, contracts, and Title IV compliance documents were included. Each document cited in the UND Self study was linked to a corresponding electronic file in the ERR. A hyperlink for each of the reference was embedded into the UND Self Study. This provided easy access to those materials that supported an institutional claim or comment. A separate document password-protected index was provided the Peer Review Team. The index permitted examination of documents as separate pieces of evidence of the University’s adherence to specific criteria. All requests for additional information or documentation were met with immediate responses. A sampling of the documented reviewed include but are not limited to the following.

Documents reviewed by category:
The Peer Review Team conducted a comprehensive review of numerous reports, pamphlets, catalogs, and bulletins. These documents included but were not limited to:
- Academic admissions, good standing and completion policies
- Budgets and expenditure reports
  - Selected colleges, programs, and other administrative and service units
  - University financial reports (past five years)
  - UND financial audits
- Bylaws of faculty and staff assemblies and other governance and representative bodies
- Catalogs, bulletins, viewbooks, and other promotional materials
- Federal Compliance documents – Title IV compliance, Credit Hours, Recertification
- Student Affairs policies
  - Residence halls, student codes of conduct, student health, financial aid, student records)
- University Committee Minutes
- Major University Committees including Self-Study Committee

Documents Reviewed

- 2013 Student Affordibility Report (State Board of Higher Education- January 2013)
- Programs Offered and Completed at North Dakota Institutions of Postsecondary Education: July 1. 2011-June 30, 2012 (State Board of Higher Education)
- Accountability Measures Report for 2012 (State Board of Higher Education)
- Academic Policy and Procedures Manual
  - Refund/Class Changes Policy
  - Incomplete Policy
  - Withdrawal from University
  - Transcript – Academic Credit
  - Attendance Progress
  - Degree Requirements
  - Student Load
  - Student Credit
- Credit Hour Worksheet
- Courses Over Sixteen Weeks Worksheet
- 2013 Compliance Report
• Annual Security Report 2012
• Athletic Graduation Rates
• Course Equivalencies
• Distance Student Current Student Information
• Student Default Management Plan
• Student Cohort Rate 2010
• Law School Credit Hour Definition
• Medical School Credit Hour Definition
• Medical School Complaints
• Student Accounts Services Complaints (2008-2012)
• NDUS Complaint Policy UND
• Ombuds Reports (January 2013)
• Ombuds Report (September 2013)
• UND Student Complaints Report - Written (2004-2013)
• Student Disclosure Information
  o Student Consumer Brouchure
  o Student Compliant Process
• UND Code of Conduct
• Code of Student Life
• Dean if Students Annual Report FY11
• Satisfactory Academic Progress Policy (May 2013)
• Law email ref Bar Placement and Academic Success (March 2013)
• UND Progress Dashboard Reports
  o FY 2010
  o FY 2011
  o FY 2012
• IPEDS Student Financial Aid 2012-13 Component Overview
• Clery Act Correspondence
  o Letter – Evans – Gust (April 17, 2013)
  o Letter – Hawthorne – Rosen (May 17, 2013)
  o Letter - Gust - Kelley ( March 29,2013)
• Clery Act Policy (Revised - July 2013)
• 2013- 2014 Individual Flight Training Course Cost Sheet
• Program Agreement with American College of Norway
• American Indian Services Recruitment Materials
• American Indian Related Programs and Initiatives Brouchre
• American Indian Student Services Annual Report 2012-2013
• TRIO Alumni Newsletter (Winter 2013)
• Student Government Budget 2013
• Letter – Oversen – Kelley ref Student Fee Allocation Committee (March30, 2012)
• 2011-2012 Diversity Advisory Council Report
• 2008 Diversity Conference Executive Summary
• NDSU Strategic Plan for Equity & Community July 18, 2007
• Exceptional UND (strategic plan)
• UND Faculty Handbook
• New Course and Program Proposal Documents (institutional and from the SBHE
• Validation Process for Essential Studies courses
• General Education Requirement Transfer Agreement
• Data from the National Survey of Student Engagement
• Institutional Program Review Guidelines
• North Dakota State Board of Higher Education Policy regarding program evaluation
• Sampling of institutional program review documents for several academic programs
• Sampling of Annual Reports for several academic programs at the graduate and undergraduate levels.
• Undergraduate and Graduate Academic Catalog
• NDUS guidelines for Credit by Examination
• Accreditation site visit reports from the National Association of Schools of Art and Design and the National Association of Schools of Music
• Baccalaureate Graduates Survey data
• Employer Satisfaction Survey data
• Assessment Plans for academic units
• Written responses to academic units regarding assessment plans from the University Assessment Committee
• 2006, 2010, 2012 institutional Plan for Assessment of Student Learning and Development
• On Teaching publication from the Office of Instructional Development

Web Pages Reviewed

North Dakota State Board of Higher Education (SBHE)
  SBHE Minutes
  SBHE Strategic Plan
  SBHE – Legislative Bill Tracking Summary
  SBHE Role & Responsibilities
  SBHE Policy 100.4 – Mission and Vision of the NDUS
  SBHE Policy 100.5 – Beliefs and Core Values of the SBHE
  SBHE Policy 100.6 – Authority and Responsibility of the SBHE
  SBHE Policy 310.1 – Board President and Member Responsibilities
  SBHE Fall 2012 Annual Enrollment Report
  SBHE Fall 2013 Annual Enrollment Report

North Dakota University System
  Home Page
  2103 NDUS Resource Guide
  Accountability Measures Report
  2013 Legislative Session

University of North Dakota
  Home Page
  Discover UND
  Campus Virtual Tour
  Provost Office - Diversity
  UND – Satisfactory Academic Progress
  Program State Articulation Agreements
  Graduate School – Graduate Program Assessment
  American Indian Student Services – UND Website
  American Indian Student Services – Facebook
  Student Government – UND Website
  Student Government – Facebook
  Master of Public Health-School of Medicine and Health Sciences
  Master of Public Health-Facebook
  UNDerground
  TRIO Programs at the University of North Dakota
  Division of Finance and Operations
  University of North Dakota Faculty Handbook
  Office of the Registrar
    Fields of Study
    2013-2015 Academic Catalog
Cancellation/Withdrawal
Student Navigation and Tips for CampusConnection:
FERPA Information
Student Consumer Information
Apply - Admissions
First Year Students
Transfer Students
International Students
Online Students
Essential Studies Program
Office of Distance learning
Office of Instructional Development
Office of Instructional and Learning Technologies

**Visits and Demonstrations**
Chester Fritz Library
SCALE-UP Classroom
i-Dashboard demonstration
Appendix C
Federal Compliance Worksheet

Federal Compliance Worksheet for Evaluation Teams
Effective September 1, 2013 – August 31, 2014

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation, where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution’s ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team’s conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. The worksheet becomes an appendix to the team’s report. If the team recommends monitoring on a Federal Compliance requirement in the form of a report or focused visit, it should be included in the Federal Compliance monitoring sections below and added to the appropriate section in the team report template.

Institution under review: University of North Dakota

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the “Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and on Clock Hours” in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.
6. Check the appropriate response that reflects the team’s conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
The University of North Dakota (UND) has developed and maintains an effective system of monitoring and resolving student complaints and grievances. This is supported by the presence of a comprehensive Code of Student Life. Depending on the specific nature of a grievance, the student can find resolution of their issue through informal discussions or more formal procedures. The presence of an Ombuds Office and Conflict Resolution Center is further evidence that UND meets this requirement. A review of the Student Complaint records revealed that complaints are monitored and followed-up. The records also indicate that timeframe for resolution is appropriate.

Additional monitoring, if any: None

**Publication of Transfer Policies**

_The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions._

1. Review the institution’s transfer policies.
2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.
3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team’s conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
The UND website presents its transfer policies in an informative manner on its link labeled *Transfer Students: Your Next Step in Your Academic Career*. One of the strengths of the transfer website is the clarity that it provides in describing five steps that are required for a transfer student to be admitted to the University. The grade point average requirements for admission as well as the general framework for transferable of academic credit is highlighted. The website provides URL links to the UND academic catalog and specific academic program requirements. The course equivalency link providing transfer students with a list of approved courses from other institutions is further documentation that UND has met this requirement. The UND Academic Catalog and published Transfer Student materials provide the same descriptive information in print.

Additional monitoring, if any: None

---

**Practices for Verification of Student Identity**

_The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy._

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. The team should ensure that the institution’s approach respects student privacy.

2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).

3. Check the appropriate response that reflects the team’s conclusions:

   - **X** The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

   - ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

   - ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

   - ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
Student identity polices at UND are detailed and described online by those offices protecting student identity. Blackboard is the online course management platform used by UND. Interviews with the Registrar and Distant and Online Education staff confirmed the process whereby a secure login is required by Blackboard before an individual student can log into a course. When a student takes an online quiz they must designate a Proctor for the specific examination. UND’s Proctor Policy requires prior approval of the Designated Proctor. Before a student can access an examination the Proctor must verify the student’s identity by photo ID. The secure password for the examination is only provided to the Proctor. Only the Proctor can enter the password into Blackboard. During the campus visit, the Peer Review Team learned that UND is piloting a secure electronic proctoring system to replace its current one. The new system could be fully operational in the Spring 2014 semester.

Additional monitoring, if any: None
Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

- **Financial Responsibility Requirements.** The institution has provided the Commission with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.

- **Student Right to Know.** The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance.** The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon
as possible. The team should direct the institution to review the Contractual Change Application on the Commission’s web site for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission’s web site for more information.)

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

2. Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor in the A-133 has raised any issues about the institution’s compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.

4. If issues have been raised with the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (Core Component 2.A and 2.B).

5. Check the appropriate response that reflects the team’s conclusions:
   - X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   - ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   - ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   - ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
The Peer Review Team reviewed the correspondence between the Administrative Actions and Appeals Service Group of the U.S. Department of Education and the University of North Dakota regarding previous Clery Act violations. This correspondence revealed that the University of North Dakota had taken the required action, corrections, and revisions required by the U.S. Department of Education. No further University action was necessary. UND has purchased and installed Clery compliant software. A revised policy is available on the university website. Student Right to Know Information, Satisfactory Academic Progress, and Default Rate information and data were reviewed. Interviews and website reviews validated the availability of Student Disclosure Information including Consumer Information regarding Financial Aid, Health and Safety, Student Outcomes, and Intercollegiate Athletics.

Additional monitoring, if any: None

---

**Required Information for Students and the Public**

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.
2. Check the appropriate response that reflects the team’s conclusions:

__X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
The Peer Review Team found evidence on appropriate University unit webpages that provided accurate information about its academic calendar, program requirements, tuition, fees, and refunds.

The Aviation program is one example of the documentation that the Team used to verify compliance that UND was making its program and course costs and information available to its students and the public. The Aviation Degree Projected Costs (2013-2014) sheet details the anticipated costs for each of its undergraduate degree programs. In the public interest, the cost sheet prominently notifies the reader that “…UND Aerospace offers two degree programs with a total of seven academic majors. Each has its own flight course requirements which affect the cost of the degree program.” The John D. Odegard School Aerospace Sciences provides further costs on a 2013-2014 Projected Individual Course Training Costs Sheet. This publication identifies the program costs for course such as Fixed Wing, Helicopter, Unmanned Aircraft, or Advanced Jet Transition. Each course lists individual expenses within the course for instructor time, simulation time, and credit hour.

Additional monitoring, if any: None

---

**Advertising and Recruitment Materials and Other Public Information**

*The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

1. Review the institution’s disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission’s web address.

2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

3. Review the institution’s catalog, brochures, recruiting materials, and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team’s conclusions:

__X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
A sampling of institutional recruitment literature brochures, and online information describing the university and its schools and colleges provided clear evidence that UND meets this requirement. Professional accreditation and program certification data were current and readily available.

Additional monitoring, if any: None

---

**Review of Student Outcome Data**

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.

2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team’s conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
A review of the Office of Institutional Research website provides vast documentation and evidence of UND’s commitment to the management of information for decision-making. One link provides access to a Survey page that describes twenty-two different surveys that are administered on a calendared basis. Further evidence of data driven decisions were found in the periodic Research Briefs produced by IR and distributed to the campus community. Strategic Reports for Departments expand information utilization on campus by providing academic departments with information about their students (admissions, enrollment statistics, course enrollment, student academic status, completion and graduation data, student assessment of teaching, employee salary and dashboard profiles, financial summary information, and survey descriptions and timetables). The information, data, survey results, and report are “noted as public information, with the exception of secure links.” A closer examination of the secure links revealed that this data had the potential to be student specific and was locked because it is protected under FERPA. Access to this data is available by special approval of the Institutional Research Office. The results of student surveys are made public by a link (For Students – What Surveys Tell Us) on the Assessment webpage. The reports on this page include such items as end-of-course evaluations, FYE, FSSE, NSSE, and SSS. Discussions with administrators, faculty and staff validate the use of these types of data in institutional decision-making.
Additional monitoring, if any: None

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.

2. Determine whether this information provides any indication about the institution’s capacity to meet the Commission’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team’s conclusions:

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

The University of North Dakota is in good standing with all accreditation agencies and bodies.

Additional monitoring, if any: None

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.
1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.

3. Check the appropriate response that reflects the team’s conclusions:
   _X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   ____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   ____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   ____ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
   The request for involvement in the self-study process and announcement of the visit was made at various times throughout the process. UND used the local media, alumni magazine and newsletter, and campus email to solicit comments and invite participation.

Additional monitoring, if any: None

---

**Institutional Materials Related to Federal ComplianceReviewed by the Team**

Provide a list materials reviewed here:

- University of North Dakota Federal Compliance Report (HLC Report)
- UND Satisfactory Academic Progress Policy
- UND Student Financial Aid Budget Construction Policy
- UND Compliance Notification Report
- Financial Aid Conflict of Interest Policy and Code of Conduct Policy
- Distance Education UND Tuition and Fees
- Clery Act – US Department of Education – Correspondence
- Accountability Measures Report for 2012 (State Board of Higher Education)
- Academic Policy and Procedures Manual
  - Refund/Class Changes Policy
  - Incomplete Policy
  - Withdrawal from University
  - Transcript – Academic Credit
  - Attendance Progress
  - Degree Requirements
  - Student Load
  - Student Credit
- Credit Hour Worksheet
- Courses Over Sixteen Weeks Worksheet
- 2013 Compliance Report
- Annual Security Report 2012
- Athletic Graduation Rates
- Course Equivalencies
- Distance Student Current Student Information
Student Default Management Plan  
Student Cohort Rate 2010  
Law School Credit Hour Definition  
Medical School Credit Hour Definition  
Medical School Complaints  
Student Accounts Services Complaints (2008-2012)  
NDUS Complaint Policy UND  
Ombuds Reports (January 2013)  
Ombuds Report (September 2013)  
UND Student Complaints Report - Written (2004-2013)  
Student Disclosure Information  
  o Student Consumer Brochure  
  o Student Compliant Process  
UND Code of Conduct  
Code of Student Life  
Satisfactory Academic Progress Policy (May 2013)  
UND Progress Dashboard Reports  
  o FY 2010  
  o FY 2011  
  o FY 2012  
IPEDS Student Financial Aid 2012-13 Component Overview  
Clery Act Correspondence  
  o Letter – Evans – Gust (April 17, 2013)  
  o Letter – Hawthorne – Rosen (May 17, 2013)  
  o Letter - Gust - Kelley (March 29, 2013)  
Clery Act Policy (Revised - July 2013)  
2013-2014 Individual Flight Training Course Cost Sheet  
Financial Aid Website  
Satisfactory Academic Progress Website  
Aviation Degree Projected Costs (2013-2014)  
2013-2014 Projected Individual Course Training Costs-Aviation  
Office of Institutional Research Website  
Assessment Website  
MSW Distance Concentration Program for Applicants with Advanced Standing  
Social Work Department Webpage  
MSW Distance Program Computer Requirements  
Doctorate in Educational Administration (Brochure & Webpage)  
UND Common Data Set
Appendix

Team Worksheet for Evaluating an Institution’s Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: ___ University of North Dakota

Part 1: Program Length and Tuition

Instructions
The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the “Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours” as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution’s degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

__X__ Yes  ____ No

Comments:

Are the institution’s tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

__X__ Yes  ____ No

Comments:

A review of the University of North Dakota webpage for the Office of Student Accounts provided abundant documentation of good practice in both cost disclosure and fee support for its academic programs and student services. The Student Account Services website is information rich. The website provides students with both university tuition costs as well as individual program costs and course fees. A link on this website contains the specific fees for 664 courses across all disciplines and programs. Furthermore, online students are notified that there are no institutional costs for taking online examinations. Online students are cautioned to check with their Designated Proctor before taking an examination to determine if he or she charges a fee. A review of the graduate programs in the College of Nursing and Professional Disciplines provided
additional evidence. Students are notified that they will be charged a “clinical site visit fee” to support expenses related to the course.

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution’s program length and tuition practices?

_____ Yes  _X___ No

Rationale: After an extensive review of a variety of source materials the Team determined that no Commission follow-up is needed.

Identify the type of Commission monitoring required and the due date: None online

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution’s academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution’s policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.

2. Identify the institution’s principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
   - Associate’s degrees = 60 hours
   - Bachelor’s degrees = 120 hours
   - Master’s or other degrees beyond the Bachelor’s = at least 30 hours beyond the Bachelor’s degree
   - Note that one quarter hour = .67 semester hour
   - Any exceptions to this requirement must be explained and justified.

3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
• Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.

• Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

   • At a minimum, teams should anticipate sampling at least a few programs at each degree level.

   • For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

   • Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

   • For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

   • The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.

   • Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

   • Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?

   • Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

   • For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?

   • Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

   • If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

   • If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more
than one year that demonstrates the institution has a revised policy and evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

**Worksheet on Assignment of Credit Hours**

A. **Identify the Sample Courses and Programs Reviewed by the Team** (see #5 of instructions in completing this section)

**Campus Based Programs and Courses Reviewed**

- **Bachelor - Anthropology**
  - ANTH 300 Archaeological Laboratory Methods
  - ANTH 325: Human Origins
  - ANTH 330: Human Variation
  - ANTH 375: Women in Prehistory
  - ANTH 388: Method and Theory in Archaeology
  - ANTH 380: Archeological Field School
  - ANTH 426: Lithic Technology

- **Bachelor - Biology**
  - BIO 150: General Biology
  - BIO 150L: General Biology Laboratory
  - BIO 312: Evolution
  - BIO 315: Genetics
  - BIO 315R: Genetics Recitation
  - BIO 332: General Ecology
  - BIO 332L: General Ecology Laboratory
  - BIO 410: Molecular Biology Techniques
  - BIO 480: Senior Capstone Seminar

- **Bachelor - Civil Engineering**
  - CE 306/ME 306: Fluid Mechanics (Summer Class)
  - CE 301: Civil Engineering Laboratory
  - CE 313: General Surveying
  - CE 414: Foundation Engineering
  - CE 423: Hydraulic Engineering
  - CE 431: Environmental Engineering I
  - CE 432: Environmental Engineering II
  - CE 482: Senior Design

- **Master of Sociology**
  - SOC 510: Sociological Inquiry
  - SOC 511: Contemporary Sociological Theories
  - SOC 520: Advanced Research Design
  - SOC 521: Advanced Analytical Methods
  - SOC 538: Seminar in Social Organization
• PhD – History
  o HIST 502: Graduate Seminar in Historiography
  o HIST 513: Research Seminar in World History
  o HIST 515: Modern Europe
  o HIST 520: Material Culture
  o HIST 551: Graduate Seminar in Teaching History

• PhD - Anatomy and Cell Biology
  o ANAT 505: Anatomy and Cell Biology Seminar
  o ANAT 513: Gross Anatomy
  o ANAT 522: Graduate Neuroscience

**Online Programs and Courses Reviewed**

• Bachelor – Civil Engineering
  o CE 306/ME 306: Fluid Mechanics (Summer Class)
  o CE 301: Civil Engineering Laboratory
  o CE 313: General Surveying
  o CE 414: Foundation Engineering
  o CE 423: Hydraulic Engineering
  o CE 431: Environmental Engineering I
  o CE 432: Environmental Engineering II
  o CE 482: Senior Design

• Master of Aviation
  o AVIT 501: Issues in Aviation
  o AVIT 502: Aviation Economics
  o AVIT 504: Research Methods
  o AVIT 512: Aviation Environmental Issues
  o AVIT 514: Aviation Management Theory
  o AVIT 517: Airline Labor Relations & Law

• Master of Business Administration
  o ACCT509: Accounting Information for Decision and Control
  o ECON 509: Macroeconomics Decision Making
  o FIN501: Managerial Finance
  o MGMT 501: Quantitative Analysis for Management Decisions
  o MGMT 515: Advanced Managerial Theory
  o MGMT 585 – Advanced Strategic Management
  o MRKT510: Strategic Marketing Planning

• Nursing – PhD
  o N568: Teaching Practicum
  o N569: Assessment and Evaluation
  o N571: Theoretical Development in Nursing
  o N573: Research Grantsmanship
  o N575: Qualitative Nursing Research
  o N579: Dissertation Seminar

B. Answer the Following Questions

1) Institutional Policies on Credit Hours
Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

__X__ Yes  ____ No

Comments:
A review of UND’s worksheets prepared for the Self Study (Credit Hour Worksheet, Courses 6 or more credits, courses over 16 weeks, part-term courses, summer courses, online courses etc.) provided documentation that it is following its policy for awarding credit address all the delivery formats.

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution’s policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

__X__ Yes  ____ No

Comments:
Both documents and interviews confirmed that the University policy relates the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution. The Registrar’s Office indicated that it conducts independent periodic technical reviews to course compliance. Outcomes of previous technical reviews have resolved inconsistencies that were found with homework, online coursework, and summer classes. These technical reviews have proven to be a valuable tool to assure policy compliance and credit hour consistency.

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

__X__ Yes  ____ No

Comments:
Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

__X__ Yes  ____ No

Comments:
UND policies and procedures conform to the North Dakota University System policy: 441 Degree Credit, Non-Degree Credit, Developmental Coursework, and Non-Credit Instructional Activity

2) Application of Policies
Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

__X__ Yes  _____ No

Comments:

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

__X__ Yes  _____ No

Comments:
The Peer Review Team examined over eighty course syllabi representing ten different academic programs. Campus-based face-to-face and online programs and courses at the undergraduate and graduate levels were sampled. The syllabi contained specific learning outcomes. The courses and programs reviewed were in keeping with the institution’s policy on the award of credit.

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

__X__ Yes  _____ No

Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

__X__ Yes  _____ No

Comments:

Is the institution’s actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

__X__ Yes  _____ No

Comments:
Program and Course sampling reflected adherence to credit hour policies. Course syllabi were found to identify learning outcomes and the course requirements are appropriate for credit hours awarded for the course. Interviews with faculty and staff validated that UND practice is reasonable and appropriate within commonly accepted practice in higher education.

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded “no” to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.
Is any Commission follow-up required related to the institution’s credit hour policies and practices?

____ Yes  ____X__ No

Rationale:
Courses were sampled in selected academic programs at the baccalaureate, master, and doctoral level. Courses and programs selected also reflected different delivery systems. Assignment of credit to courses was reflective of institutional policy and good practice. The Peer Review Team concluded that there is no Commission follow-up necessary.

Identify the type of Commission monitoring required and the due date: None

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour
Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

____ Yes  _____X_ No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

____ Yes  _____X__ No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet only if the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?

____ Yes  _____ No

Comments:
If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)

____ Yes  ______ No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

____ Yes  ______ No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution’s credit to clock hour conversion?

____ Yes  ______ No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution’s policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution’s clock hour policies and practices?

____ Yes  ______ No

Rationale:

Identify the type of Commission monitoring required and the due date:
**INSTITUTION and STATE:** University of North Dakota ND  
**TYPE OF REVIEW:** Comprehensive Evaluation  
**DESCRIPTION OF REVIEW:**  
**DATES OF REVIEW:** 10/28/2013 - 10/30/2013  
☐ No Change in Statement of Affiliation Status

### Nature of Organization

**CONTROL:** Public  
**RECOMMENDATION:** No change  
**DEGREES AWARDED:** Certificate, Bachelors, Masters, Specialist, Doctors  
**RECOMMENDATION:** No change

### Conditions of Affiliation

**STIPULATIONS ON AFFILIATION STATUS:**  
Out of state offerings are limited to the Masters in Occupational Therapy degree in Casper, WY and the BS in Medical Laboratory Science in Rochester, MN.  

**RECOMMENDATION:** No change

### APPROVAL OF NEW ADDITIONAL LOCATIONS:

The Commission’s Notification Program is available for new locations within the United States.  

**RECOMMENDATION:** No change

### APPROVAL OF DISTANCE EDUCATION DEGREES:
Recommendations for the
STATEMENT OF AFFILIATION STATUS

The institution has been approved under Commission policy to offer up to 100% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

RECOMMENDATION: No change

ACCREDITATION ACTIVITIES:

Advisory Visit, Advisory Visit: 2013 - 2014
A visit to the North Dakota University System office and the ten universities in the North Dakota System to gather additional information about how the Universities and the Board work together to ensure compliance with the Commission's Criteria for Accreditation, particularly Criterion Two, Core Components 2.A and 2.C and Criterion Five, Core Component 5.B.

RECOMMENDATION:
No change

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2003 - 2004

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2013 - 2014

RECOMMENDATION: 2023-24
ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1523 University of North Dakota ND

TYPE OF REVIEW: PEAQ: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

XXX  No change to Organization Profile

Educational Programs
Programs leading to Undergraduate
Associates  0
Bachelors  90

Programs leading to Graduate
Masters  54
Specialist  1
Doctors  29

Certificate programs
Certificate  33

Recommended Change:

Off-Campus Activities:
In State - Present Activity
Campuses:  None.

Additional Locations:
UND Bismarck Center - Bismarck, ND
North Dakota State University - Fargo, ND
Skills & Tech Training Center - Fargo, ND
Sitting Bull Tribal College - Fort Yates, ND

Recommended Change:

Out Of State - Present Activity
Campuses:  None.
### Additional Locations:
- UND/Casper Site - Casper, WY
- Mayo Clinic - Rochester, MN

### Recommended Change:
- **Out of USA - Present Activity**
- **Campuses:** None.
- **Additional Locations:** None.

### Recommended Change:

**Distance Education Programs:**

**Present Offerings:**
- Master 45.0602 Applied Economics Master of Science in Applied Economics Internet
- Certificate 14.1401 Environmental/Environmental Health Engineering Graduate Certificate - Environmental Engineering Internet
- Bachelor 14.3901 Geological/Geophysical Engineering Bachelor of Science in Geological Engineering Internet
- Bachelor 14.0701 Chemical Engineering Bachelor of Science in Chemical Engineering Internet
- Bachelor 14.0801 Civil Engineering, General Bachelor of Science in Civil Engineering Internet
- Bachelor 26.01 Biology, General Bachelor of Science with Major in Biology - Pre-Health Emphasis Internet
- Bachelor 14.1001 Electrical and Electronics Engineering Bachelor of Science in Electrical Engineering Internet
- Bachelor 14.1901 Mechanical Engineering Bachelor of Science in Mechanical Engineering Internet
- Doctor 13.0401 Educational Leadership and Administration, General Doctorate of Philosophy in Educational Leadership Internet
- Master 13.0501 Educational/Instructional Technology Master of Science in Instructional Design and Technology Internet
- Certificate 13.1013 Education/Teaching of Individuals with Autism Graduate Certificate - Autistic Spectrum Disorders Internet
- Master 13.0401 Educational Leadership and Administration, General Master of Education in Educational Leadership Internet
Doctor 49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General Doctorate of Philosophy in Aerospace Sciences Internet

Master 51.2201 Public Health, General Master of Public Health Internet

Bachelor 05.0207 Women's Studies Bachelor of Art with Major in Women and Gender Studies Internet

Certificate 13.0501 Educational/Instructional Technology Graduate Certificate - Instructional Design and Technology - eLearning Internet

Certificate 13.0501 Educational/Instructional Technology Graduate Certificate - Instructional Design and Technology - Corporate Training and Performance Internet

Certificate 45.0799 Geography, Other Graduate Certificate - Geographic Information Science Internet

Master 42.2812 Forensic Psychology Master of Arts in Forensic Psychology Internet

Master 49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General Master of Science in Space Studies Internet

Master 51.3817 Nursing Education Master of Science in Nursing - Nurse Educator Track Internet

Bachelor 40.0601 Geology/Earth Science, General Bachelor of Art with Major in Geology Internet

Bachelor 30.00 Multi-/Interdisciplinary Studies, General Bachelor of Art with Major in Interdisciplinary Studies Internet

Master 13.1001 Special Education and Teaching, General Master of Science in Special Education Internet

Bachelor 40.0501 Chemistry, General Bachelor of Science in Chemistry Internet

Master 52.0201 Business Administration and Management, General Master of Business Administration Internet

Bachelor 09.0101 Speech Communication and Rhetoric Bachelor of Art with Major in Communication Internet

Master 13.1101 Counselor Education/School Counseling and Guidance Services Master of Arts in Counseling with a K-12 School Emphasis Internet

Master 13.1210 Early Childhood Education and Teaching Master of Science in Early Childhood Education Internet

Master 51.3805 Family Practice Nurse/Nursing Master of Science in Nursing - Family Nurse Practitioner Track Internet

Bachelor 24.0102 General Studies Bachelor General Studies with Major in General Studies Internet

Master 51.3821 Geriatric Nurse/Nursing Master of Science in Nursing - Adult-Gerontology Nursing Track (CNS or NP) Internet
Doctor 51.3802 Nursing Administration Doctorate of Philosophy in Nursing Internet

Master 51.3810 Psychiatric/Mental Health Nurse/Nursing Master of Science in Nursing - Psychiatric & Mental Health Nursing Track (CNS or NP) Internet

Bachelor 42.0101 Psychology, General Bachelor of Art with Major in Psychology Internet

Master 44.0401 Public Administration Masters of Public Administration Internet

Bachelor 45.0101 Social Sciences, General Bachelor of Art with Major in Social Science Internet

Master 44.0701 Social Work Masters of Social Work Internet

Certificate 51.3805 Family Practice Nurse/Nursing Post-Master's Certificate - Family Nurse Practitioner Track Internet

Certificate 51.3810 Psychiatric/Mental Health Nurse/Nursing Post-Master's Certificate - Psychiatric and Mental Health Track (CNS or NP) Internet

Certificate 51.0701 Health/Health Care Administration/Management Graduate Certificate - Health Administration Internet

Certificate 13.0501 Educational/Instructional Technology Graduate Certificate - Instructional Design and Technology - K-12 Technology Integration Internet

Certificate 44.0501 Public Policy Analysis, General Graduate Certificate - Policy Analysis Internet

Certificate 44.0401 Public Administration Graduate Certificate - Public Administration Internet

Bachelor 40.0506 Physical Chemistry Bachelor of Science with Major in Chemistry - Physical Science Internet

Bachelor 45.0201 Anthropology Bachelor of Art with Major in Anthropology Internet

Bachelor 50.0701 Art/Art Studies, General Bachelor of Art with Major in Visual Arts Internet

Bachelor 50.0409 Graphic Design Bachelor of Fine Arts with Major in Graphic Design and New Art Media Internet

Bachelor 26.0101 Biology/Biological Sciences, General Bachelor of Science with Major in Biology Internet

Bachelor 26.0709 Wildlife Biology Bachelor of Science in Fisheries and Wildlife Biology Internet

Bachelor 26.0202 Biochemistry Bachelor of Science with Major in Chemistry - Biochemistry Internet

Bachelor 51.0201 Communication Sciences and Disorders, General Bachelor of Art with Major in Communication Sciences and Disorders Internet

Bachelor 11.0101 Computer and Information Sciences, General Bachelor of Science in Computer Science Internet
Bachelor 43.0104 Criminal Justice/Safety Studies Bachelor of Science in Criminal Justice Studies Internet

Bachelor 45.0601 Economics, General Bachelor of Art with Major in Economics Internet

Bachelor 23.0101 English Language and Literature, General Bachelor of Art with Major in English Internet

Bachelor 43.0106 Forensic Science and Technology Bachelor of Science with Major in Forensic Science Internet

Bachelor 45.0701 Geography Bachelor of Science with Major in Geography Internet

Bachelor 40.0601 Geology/Earth Science, General Bachelor of Science in Geology Internet

Bachelor 54.0101 History, General Bachelor of Art with Major in History Internet

Bachelor 05.0202 American Indian/Native American Studies Bachelor of Art with Major in Indian Studies Internet

Bachelor 30.0000 Multi-/Interdisciplinary Studies, General Bachelor of Science with Major in Interdisciplinary Studies Internet

Bachelor 30.2001 International/Global Studies Bachelor of Art with Major in International Studies Internet

Bachelor 05.0123 Chinese Studies Bachelor of Art with Major in Chinese Studies Internet

Bachelor 16.0901 French Language and Literature Bachelor of Art with Major in French Internet

Bachelor 16.0501 German Language and Literature Bachelor of Art with Major in German Internet

Bachelor 16.0502 Scandinavian Languages, Literatures, and Linguistics Bachelor of Art with Major in Norwegian Internet

Bachelor 16.0905 Spanish Language and Literature Bachelor of Art with Major in Spanish Internet

Bachelor 16.1200 Classics and Classical Languages, Literatures, and Linguistics, General Bachelor of Art with Major in Classical Studies Internet

Bachelor 27.0101 Mathematics, General Bachelor of Science with Major in Mathematics Internet

Bachelor 50.0901 Music, General Bachelor of Music with Major in Performance Internet

Bachelor 38.0101 Philosophy Bachelor of Art with Major in Philosophy and Religion: Philosophy Concentration Internet

Bachelor 38.0201 Religion/Religious Studies Bachelor of Art with Major in Philosophy and Religion: Religion Concentration Internet

Bachelor 40.0801 Physics, General Bachelor of Science with Major in Physics Internet
Bachelor 40.0801 Physics, General Bachelor of Science with Major in Physics - Applied Physics Track Internet

Bachelor 40.0801 Physics, General Bachelor of Science with Major in Physics - Astrophysics Track Internet

Bachelor 40.0801 Physics, General Bachelor of Science with Major in Physics - Computers in Physics Track Internet

Bachelor 40.0801 Physics, General Bachelor of Science with Major in Physics - Materials Science Track Internet

Bachelor 45.1001 Political Science and Government, General Bachelor of Art with Major in Political Science Internet

Bachelor 45.1101 Sociology Bachelor of Art with Major in Sociology Internet

Bachelor 50.0501 Drama and Dramatics/Theatre Arts, General Bachelor of Art with Major in Theatre Arts Internet

Bachelor 52.0301 Accounting Bachelor of Accountancy Internet

Bachelor 52.0701 Entrepreneurship/Entrepreneurial Studies Bachelor of Business Administration with Major in Entrepreneurship Internet

Bachelor 52.0807 Investments and Securities Bachelor of Business Administration with Major in Investments Internet

Bachelor 52.0304 Accounting and Finance Bachelor of Business Administration with Major in Managerial Finance and Accounting Internet

Bachelor 11.0501 Computer Systems Analysis/Analyst Bachelor of Business Administration with Major in Information Systems Internet

Bachelor 52.1001 Human Resources Management/Personnel Administration, General Bachelor of Business Administration with Major in Human Resource Management Internet

Bachelor 52.0201 Business Administration and Management, General Bachelor of Business Administration with Major in Management Internet

Bachelor 52.0205 Operations Management and Supervision Bachelor of Business Administration with Major in Operations and Supply Chain Management Internet

Bachelor 49.0104 Aviation/Airway Management and Operations Bachelor of Business Administration with Major in Airport Management Internet

Bachelor 49.0104 Aviation/Airway Management and Operations Bachelor of Business Administration with Major in Aviation Management Internet

Bachelor 52.1401 Marketing/Marketing Management, General Bachelor of Business Administration with Major in Marketing Internet
Bachelor 44.0401 Public Administration Bachelor of Science in Public Administration with Major in Public Administration Internet

Bachelor 15.0612 Industrial Technology/Technician Bachelor of Science Industrial Technology Internet

Bachelor 10.0301 Graphic Communications, General Bachelor of Science Graphic Design Technology Internet

Bachelor 51.38 Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing Bachelor of Science in Nursing Internet

Bachelor 51.3102 Clinical Nutrition/Nutritionist Bachelor of Science in Community Nutrition Internet

Bachelor 51.3101 Dietetics/Dietitian Bachelor of Science in Dietetics Internet

Bachelor 31.0301 Parks, Recreation and Leisure Facilities Management, General Bachelor of Science in Recreation and Tourism Studies Internet

Bachelor 51.2314 Rehabilitation Science Bachelor of Science in Rehabilitation and Human Services Internet

Bachelor 44.0701 Social Work Bachelor of Science in Social Work Internet

Bachelor 13.1210 Early Childhood Education and Teaching Bachelor of Science in Education with Major in Early Childhood Education Internet

Bachelor 13.1202 Elementary Education and Teaching Bachelor of Science in Education with Major in Elementary Education Internet

Bachelor 13.1203 Junior High/Intermediate/Middle School Education and Teaching Bachelor of Science in Education with Major in Middle Level Education Internet

Bachelor 13.1317 Social Science Teacher Education Bachelor of Science in Education with Composite Major in Social Studies Internet

Certificate 30.05 Peace Studies and Conflict Resolution Conflict Transformation Certificate Internet

Master 51.1005 Clinical Laboratory Science/Medical Technology/Technologist Medical Laboratory Science Internet

Master 49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General Master of Science in Aviation Internet

Master 13.1401 Teaching English as a Second or Foreign Language/ESL Language Instructor Master of Education in English Language Learners Education Internet

Certificate 13.1401 Teaching English as a Second or Foreign Language/ESL Language Instructor Graduate Certificate - English Language Learners Education Internet

Certificate 52.0206 Non-Profit/Public/Organizational Management Certificate in Nonprofit Leadership
Master 13.0501 Educational/Instructional Technology Master of Education in Instructional Design and Technology Internet

Certificate 44.99 Public Administration and Social Service Professions, Other Graduate Certificate - Social Entrepreneurship Internet

Certificate 51.3817 Nursing Education Post-Master's Certificate - Nurse Educator Track Internet

Bachelor 11.0101 Computer and Information Sciences, General Bachelor of Art with Major in Computer Science Internet

Bachelor 45.0601 Economics, General Bachelor of Business Administration with Major in Banking and Financial Economics Internet

Bachelor 45.0601 Economics, General Bachelor of Business Administration with Major in Business Economics Internet

Certificate 51.3811 Public Health/Community Nurse/Nursing Post-Master's Certificate - Advanced Public Health Nurse Track Internet

Master 51.3811 Public Health/Community Nurse/Nursing Master of Science in Nursing - Advanced Public Health Nurse Track Internet

Bachelor 50.0901 Music, General Bachelor of Music with Major in Music Education Internet

Bachelor 14.2501 Petroleum Engineering Bachelor of Science in Petroleum Engineering Internet

Bachelor 42.0101 Psychology, General Bachelor of Science with Major in Psychology Internet

Certificate 51.1005 Clinical Laboratory Science/Medical Technology/Technologist Medical Laboratory Science - Hematology/Hemostasis Internet

Certificate 51.1005 Clinical Laboratory Science/Medical Technology/Technologist Medical Laboratory Science - Clinical Chemistry/Urinalysis Internet

Certificate 51.1005 Clinical Laboratory Science/Medical Technology/Technologist Medical Laboratory Science - Immunohematology Internet

Certificate 51.1005 Clinical Laboratory Science/Medical Technology/Technologist Medical Laboratory Science - Microbiology Internet

Certificate 51.1007 Histologic Technology/Histotechnologist Histotechnician Internet

Doctor 13.0401 Educational Leadership and Administration, General Doctorate of Education in Educational Leadership Internet

Specialist 13.0401 Educational Leadership and Administration, General Specialist in Educational Leadership Internet

Master 51.2306 Occupational Therapy/Therapist Master of Occupational Therapy Internet
Recommended Change:

**Correspondence Education Programs:**
Present Offerings:
Bachelor 24.0102 General Studies Bachelor General Studies with Major in General Studies
Bachelor 45.0101 Social Sciences, General Bachelor of Art with Major in Social Science

Recommended Change:

**Contractual Relationships:**
Present Offerings:
None.

Recommended Change:

**Consortial Relationships:**
Present Offerings:
None.

Recommended Change: