University of North Dakota Mission Statement

The University of North Dakota, as a member of the North Dakota University System, serves the state, the country, and the world community through teaching, research, creative activities, and service. State-assisted, the University’s work depends also on federal, private, and corporate sources. With other research universities, the University shares a distinctive responsibility for the discovery, development, sponsorship and encouragement of basic and applied research, scholarship, and creative endeavor, the University contributes to the public well-being.

The University maintains its original mission in liberal arts, business, education, law, medicine, engineering and mines; and has also developed special missions in nursing, fine arts, aerospace, energy, human resources, and international studies. It provides a wide range of challenging academic programs for undergraduate, professional and graduate students through the doctoral level. The University encourages students to make informed choices, to communicate effectively, to be intellectually curious and creative, to commit themselves to lifelong learning and the services 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.

In addition to its on-campus instructional and research programs, the University of North Dakota separately and cooperatively provides extensive continuing education and public service programs for all areas of the state and region.

Acknowledgments: American Indian Student Services, Budget Office, Bursar, Center for Instructional & Learning Technologies, Continuing Education, Dean of Students Office, EERC, Enrollment Management, Graduate School, Housing Office, Human Resources, Office of Research & Program Development, Office of the Registrar, UND Police, President’s Office, Safety & Environmental Health Office, School of Medicine & Health Sciences, Student Health, Vice President of Academic Affairs, Vice President for Research, and Vice President for Student & Outreach Services
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G. In support of all of the above, ensure that the University has a well-prepared, enthusiastic faculty and staff, first-rate physical facilities, an adequate financial resource base, and an appropriate, efficient organizational structure .................................................................................................................................29-37
How would you evaluate your entire educational experience at this institution?

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>60%</td>
</tr>
<tr>
<td>Good</td>
<td>20%</td>
</tr>
<tr>
<td>Fair</td>
<td>10%</td>
</tr>
<tr>
<td>Poor</td>
<td>10%</td>
</tr>
</tbody>
</table>

Completed Re-Accreditations 2003-2004

* North Central Association of Colleges and Schools (NCA)

Degrees & Programs: INSTITUTIONAL

* National Accrediting Agency for Clinical Laboratory Science (NAACLS)

Degrees & Programs: Clinical Laboratory Science

* Accreditation Review Commission on Education for the Physician Assistant

Degrees & Programs: Physician Assistant

* Accreditation Board for Engineering and Technology (ABET)

Degrees & Programs: Chemical Engineering, Civil Engineering, Electrical Engineering, Geological Engineering, Mechanical Engineering

* National Association of Industrial Technology (NAIT)

Degrees & Programs: Industrial Technology

* Accreditation Council for Graduate Medical Education (ACGME)

Degrees & Programs: Family Medicine Residency (Minot)

* Accreditation Council for Graduate Medical Education (ACGME)

Degrees & Programs: Psychiatry Residency

Source: Office of the Vice President of Academic Affairs

Some new initiatives in the Assessment of Student Learning area include:

- Appointed part-time Assistant Provost for University Assessment
- Established a faculty Program Assessment Resource Team (PART) to provide faculty development to departments as they construct/revise/update and implement program assessment plans (OID funded by Bush Foundation).
- Revised University Assessment Plan and implemented mechanisms for review of data from University-wide assessment tools, communicating findings to relevant units and assisting units in establishing action plans based on the data.
- University faculty five-member team participated in AAC&U Institute on General Education and is providing campus leadership in promoting planning and implementation of improvements in general education and its assessment.
- Revised the portion of the Annual Report template on Assessment of Student Learning in order to receive better focused and more useful information on how departments are establishing goals, choosing assessment methods, interpreting assessment results and making improvements.
- Updated UND’s assessment website providing important links and resources to faculty.
- Added a regular feature on assessment of student learning to OID’s On Teaching publication.

Source: University Assessment Committee and Office of Vice President for Academic Affairs
A. Provide a quality curriculum with a solid liberal arts foundation for each field of study to prepare students for rich, full lives, productive careers, and civic leadership.

Do you plan to or have you studied abroad before your graduation from this institution?

Student Enrollment in Study Abroad

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Fall</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>54</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>2002-03</td>
<td>30</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>2003-04</td>
<td>28</td>
<td>22</td>
<td>18</td>
</tr>
</tbody>
</table>

NOTE: Enrollments as of End of Term
Source: cjw#sect5yr

Doct I & II - 2003-FR

International Scholars at UND

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>79</td>
<td>68</td>
</tr>
<tr>
<td>2002-03</td>
<td>90</td>
<td>86</td>
</tr>
<tr>
<td>2003-04</td>
<td>105</td>
<td>103</td>
</tr>
</tbody>
</table>

Includes professors, research scholars, flight & ATC instructors, prof staff, and medical residents.
Source: International Programs

Source: 2000 & 2003 National Survey of Student Engagement
University of North Dakota

To what extent has your college education contributed to your knowledge, skills, and personal development in acquiring a broad general education?

Freshmen

Seniors

Currently, 34 of 52 UND undergraduate departments require experiential learning coursework as part of their program curriculum. Another 14 programs offer experiential-learning courses on an elective basis. All students regardless of major have access to an experiential learning course through a newly created Interdisciplinary Studies course.

Do you plan to or have you completed a practicum, internship, field experience, co-op experience, or clinical assignment before graduation from this institution?

Source: 2000 & 2003 National Survey of Student Engagement

What type of experiential learning did you participate in?

Source: 2004 Graduate Survey

Graduate Survey Administered Every 3 Years
A. Provide a quality curriculum with a solid liberal arts foundation for each field of study to prepare students for rich, full lives, productive careers, and civic leadership.

The University of North Dakota (UND) School of Medicine and Health Sciences has been recognized again by a national family physicians’ group for its success in encouraging a high percentage of medical graduates to choose a career in family medicine.

American Indian Programs Council  
FY04 Funded Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiter for American Indian Student Services</td>
<td>$40,000</td>
</tr>
<tr>
<td>Grant Writer for American Indian Student Services</td>
<td>$28,500</td>
</tr>
<tr>
<td>Time-Out/Wacipi</td>
<td>$3,500</td>
</tr>
<tr>
<td>INMED Powwow</td>
<td>$3,800</td>
</tr>
<tr>
<td>UNDIA’s 2004 Powwow &amp; Time-Out Wacipi</td>
<td>$8,000</td>
</tr>
<tr>
<td>American Indian Adv Campaign</td>
<td>$10,000</td>
</tr>
<tr>
<td>Exploring the American Indian Experience</td>
<td>$15,000</td>
</tr>
<tr>
<td>American Indian Science &amp; Engineering Society Conference</td>
<td>$1,500</td>
</tr>
<tr>
<td>American Indian Student Services - Special Projects</td>
<td>$7,000</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>$5,050</td>
</tr>
<tr>
<td>Native American Newsletter</td>
<td>$2,020</td>
</tr>
<tr>
<td>Total FY04 Funded Activities</td>
<td>$124,370</td>
</tr>
</tbody>
</table>

Source: UND Budget Office

The University of North Dakota
Progress Report, November 2004
Overall, how would you evaluate the quality of academic advising you have received at your institution?

**Freshmen**

Excellent: 23%
Fair: 23%
Good: 48%
Poor: 6%

**Seniors**

Excellent: 24%
Fair: 22%
Good: 43%
Poor: 11%

Source: 2003 National Survey of Student Engagement

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**Academic Advising**

The Academic Advising Committee, reestablished 2002-2003, is a joint venture between the UND-VPSOS and UND-VPAA offices. This committee meets regularly to discuss ways to improve and enhance academic advising. There are representatives from all undergraduate colleges, Student Academic Services, Registrar's Office, Enrollment Management, and two student representatives.

This last year, the Outstanding Faculty Advising Award was reinstated.

Source: Student Academic Services

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**General Education Study**

We have recently completed the fourth year of a long-term longitudinal study of general education at UND. Ten specially trained faculty, funded by a Bush Foundation grant, are conducting regular interviews with a group of randomly selected students, whom they will follow throughout the students’ career at UND. In the interviews, students are encouraged to talk about what they’re learning—more specifically, how and where they are learning the content and thinking skills we want them to learn as part of the University’s stated philosophy of general education.

Source: UND Office of Instructional Development
First-Time Licensure Pass Rates
2002 Comparison of Graduates Scores to National Averages on Health Related Professional Licensure & Certification Exams

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>UND Pass Rate</th>
<th>National Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anesthesia</td>
<td>100%</td>
<td>77.4%</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>60.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Clinical Lab Science Med Tech (12)</td>
<td>90.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Cytotechnology</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Dietetics</td>
<td>76.9%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Medicine - UND USMLE Step 1 (3,5)</td>
<td>98.0%</td>
<td>98.0%</td>
</tr>
<tr>
<td>Medicine - UND USMLE Step 2 (3,5)</td>
<td>98.0%</td>
<td>98.0%</td>
</tr>
<tr>
<td>Nursing-N-LEX/RN</td>
<td>90.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Occupational Therapy (6)</td>
<td>88.9%</td>
<td>88.9%</td>
</tr>
<tr>
<td>Physical Therapy (3,7)</td>
<td>94.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>69.0%</td>
<td>69.0%</td>
</tr>
</tbody>
</table>

Note: Rates are for 1st time examinees.
1 National Board of Registry
2 MiSU students take this exam with UND students
3 In order to provide access for underserved students, special effort was made by setting aside slots in nursing, medicine, and physical therapy; therefore scores may be affected.
4 National Council Licensure Exam for Registered Nurses
5 United States Medical Licensing Exam
6 Occupational Therapy Certification Exam
7 National Physical Therapy Exam
Source: 2003 Accountability Measures Report

Performance on Nationally Recognized Exams
AY 2002-03 National Examination Reporting by Test Score

<table>
<thead>
<tr>
<th>Test Score</th>
<th>National Average</th>
<th>UND Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPST: Reading [173-180]</td>
<td>178.8</td>
<td>178</td>
</tr>
<tr>
<td>PPST: Writing [172-178]</td>
<td>176.8</td>
<td>175</td>
</tr>
<tr>
<td>PPST: Math [172-178]</td>
<td>181.6</td>
<td>178</td>
</tr>
</tbody>
</table>

AY 2002-03 National Examination Reporting by Pass Rate

<table>
<thead>
<tr>
<th>Test Score</th>
<th>National Average</th>
<th>UND Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRAXIS II **</td>
<td>74.0%</td>
<td>94.0%</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>50.0%</td>
<td>73.0%</td>
</tr>
<tr>
<td>NCEES: Mechanical</td>
<td>100.0%</td>
<td>86.7%</td>
</tr>
<tr>
<td>NCEES FE General</td>
<td>82.4%</td>
<td>81.1%</td>
</tr>
<tr>
<td>NCEES FE Electrical *</td>
<td>82.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>NCEES FE: Civil *</td>
<td>79.2%</td>
<td>90.9%</td>
</tr>
<tr>
<td>NCEES FE: Chemical</td>
<td>50.0%</td>
<td>72.0%</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>48.7%</td>
<td>32.4%</td>
</tr>
<tr>
<td>Certified Public Accountant</td>
<td>34.7%</td>
<td>48.7%</td>
</tr>
</tbody>
</table>

*Based on regional comparison due to cost of national results.
** National data was not available
[1] Nationally established target ranges
NCEES FE: National Council of Examiners for Engineering and Surveying Fundamentals Exams, reported by exam
PPST: Pre-Professional Skills Test
PRAXIS: Teacher Education Subject Assessments
Source: 2003 Accountability Measures Report

A. Provide a quality curriculum with a solid liberal arts foundation for each field of study to prepare students for rich, full lives, productive careers, and civic leadership.
University of North Dakota

UND and School of Medicine Total Grant and Contract Awards

Dollar Amount of Sponsored Programs & Proposals

Dollar Amount of Sponsored Research Expenditures

Cumulative Comparison of Awards

Figure 1: Comparison of Awards

Source: UND ORPD

Percent Change of Awarded Dollars over Previous Year

<table>
<thead>
<tr>
<th>Year</th>
<th>% of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY00</td>
<td>9.2%</td>
</tr>
<tr>
<td>FY01</td>
<td>10.3%</td>
</tr>
<tr>
<td>FY02</td>
<td>20.6%</td>
</tr>
<tr>
<td>FY03</td>
<td>12.2%</td>
</tr>
<tr>
<td>FY04</td>
<td>15.2%</td>
</tr>
</tbody>
</table>

Source: UND ORPD
B. Expand and strengthen the University’s commitment to research and creative activity, both as a means of enriching the learning environment and as a driver for economic development.

Office of Vice President for Research

The University of North Dakota has established an Office of Technology Transfer & Commercialization within the Division of Research. Dr. James Petell was appointed in June 2004 as the University’s Technology Transfer Officer. The University is also conducting a search for an Associate Vice President for Research.

The Research Division is in line with the President’s Strategic Plan and has increased research activity almost 20% since the hiring of the first Vice President for Research, Dr. Peter Alfonso.

Undergraduate Research

UND is the regional leader in the number of research, creative activity, and scholarship experiences available to undergraduates. For EPSCoR sponsored programs for student research...

Advanced Undergraduate Research Awards (AURA)

<table>
<thead>
<tr>
<th>Year</th>
<th>Awards</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2000:</td>
<td>9</td>
<td>$29,250</td>
</tr>
<tr>
<td>FY2001:</td>
<td>8</td>
<td>$24,375</td>
</tr>
<tr>
<td>FY2002:</td>
<td>10</td>
<td>$32,500</td>
</tr>
<tr>
<td>FY2003:</td>
<td>10</td>
<td>$35,800</td>
</tr>
<tr>
<td>FY2004:</td>
<td>10</td>
<td>$35,800</td>
</tr>
</tbody>
</table>

Science Bound Awards

<table>
<thead>
<tr>
<th>Year</th>
<th>Awards</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2000:</td>
<td>10</td>
<td>$49,580</td>
</tr>
<tr>
<td>FY2001:</td>
<td>13</td>
<td>$43,080</td>
</tr>
<tr>
<td>FY2002:</td>
<td>15</td>
<td>$49,580</td>
</tr>
<tr>
<td>FY2003:</td>
<td>14</td>
<td>$35,503</td>
</tr>
<tr>
<td>FY2004:</td>
<td>16</td>
<td>$42,188</td>
</tr>
</tbody>
</table>

Source: EPSCoR Office
Students (Sophomores): How much has your education at UND contributed to your personal growth in conducting research?

Student Credit Hour Production By College

Note: Credit hours are reported under the department's college of record as of 2004
Source: Third-Week Report

The Rural Assistance Center (RAC) in the Center for Rural Health (CRH), University of North Dakota School of Medicine and Health Sciences, is designated by the Health Resources and Services Administration, a division of the U.S. Department of Health and Human Services, as the national resource for rural communities and others seeking information on health and human services. RAC has provided assistance through a state-of-the-art web site, email, phone, fax and in-person requests to people in 49 states and Washington, D.C.
B. Expand and strengthen the University's commitment to research and creative activity, both as a means of enriching the learning environment and as a driver for economic development.

The University’s 100,000th degree was awarded during the General Commencement Ceremony May 15, 2004. UND held its first commencement in 1889 with a class of six women and two men.

The Center for Rural Health (CRH) at the University of North Dakota School of Medicine and Health Sciences recently received two grants totaling $541,000 to improve health care in rural North Dakota communities. The CRH received $230,000 for the Rural Access to Emergency Devices (RAED) program and $311,000 for the Small Hospital Improvement Program (SHIP), both funded through the Office of Rural Health Policy of the U.S. Health Resources and Services Administration, a division of the U.S. Department of Health and Human Services. The RAED grant will be used to purchase and place automatic external defibrillators (AEDs) in eligible rural areas and to train first-responders and members of the lay public in the proper usage of the AEDs. AEDs have been proven to save lives. The program has placed 110 AEDs in more than 80 communities in rural North Dakota.
Selected NDUS Partnerships

- Articulation Agreements
- UND, NDSU, and Moorhead State Women’s Studies Programs have collaborated to offer an Annual Red River Valley Women’s Studies Conference.
- UND and Minot State University are partnering to expand the Resident Teacher model for preparing special education teachers for North Dakota.
- UND’s College of Business and Public Administration has partnered with campuses from across the state and the Greater North Dakota Association (GNDA) on the BOSS (Business Opportunity and Self Employment Search) business plan competition. Support given to the Tech Savvy program has been shifted to this competition.
- UND has collaborated with Williston State College to provide two years of flight education for Williston State College students.
- UND’s Regional Weather Information Center provides severe weather monitoring support to North Dakota State University in partnership with the NDSU Vice President of Student Affairs. This support is provided on an around-the-clock basis during periods of unfavorable weather.
- UND’s School of Medicine and Health Sciences has contracted Bismarck State College, Division of Corporate & Continuing Education for conference planning of the 2004-Dakota Conference on Rural and Public Health.
- UND’s Career Services partners with NDSU’s Career Center to schedule the Spring Career Fairs back-to-back to accommodate employers who participate in both events.
- UND’s Career Services joins five NDUS institutions and two private North Dakota schools to host the North Dakota Education Connection, a job fair for educators, held annually on the UND campus in April.
- UND’s Career Services is collaborating with other NDUS schools and private institutions in pursuing a single consortium job listing site for employers to list job opportunities for college graduates at one single Internet website.
- The University Learning Center developed, organized, implemented and coordinated the first North Dakota Learning Centers Conference along with developing, organizing, and coordinating the North Dakota Learning Centers Association.
- UND’s Conflict Resolution Center provides mediation or facilitation to NDUS colleges and universities including United Tribal Technical College, Minot State, and NDSU.
- UND’s Energy and Environmental Research Center has collaborated with North Dakota State University, the Dept of Energy, the North Dakota Industrial Commission, Montana-Dakota Utilities Company, Otter Tail Power Company, Basin Electric Power Cooperative, the North Dakota Lignite Energy Council, Great River Energy, The Dakota Gasification Company, Minnkota Power Cooperative, Ducks Unlimited Canada, and Prairie Public Television to form the Plains Carbon Dioxide Reduction Partnership to reduce carbon dioxide emissions through alternate uses and/or underground storage of carbon dioxide.
- UND’s Energy and Environmental Research Center has collaborated with the NDSU Carrington Research Extension Center, the North Dakota Industrial Commission, the State Board of Agricultural Research and Education, Great River Energy, the North Dakota Department of Health, Otter Tail Power Company, Power Products Engineering Inc., and the U.S. Department of Energy to study using coal fly ash as a low-cost alternative to placing concrete in livestock feedlots.

... 

Source: UND Academic Affairs

Selected “Other” Partnerships

- UND’s College of Education and Human Development Teacher Education Program and Native American Center has partnered with United Tribes Technical College on a grant, Tribes Community Educatory Program, to identify prospective teachers and provide financial and academic support to complete a teacher education licensing program at UND.
- UND’s School of Medicine and Health Sciences has collaborated with Turtle Mountain Community College as co-applicants on the Quentin N. Burdick Rural Interdisciplinary Training Grant Program developing interdisciplinary rotations for students in the health professions.
- UND’s School of Medicine and Health Sciences has subcontracted with Fort Berthold Community College to arrange health professional student rotations for the Quentin N. Burdick grant program described above.
- UND’s Department of Psychology, USDA-ARS Nutrition Lab, and the Energy and Environmental Research Center have collaborated to examine the effects of pesticide exposure on cognition, motor development, health and learning in children.
- The EERC is partnering with the U.S. Department of Energy, the Gas Research Institute, and Environment Canada in a program focused on groundwater cleanup for the oil and gas industry.
- Partnering with the U.S. Department of Energy, the RETEC Group Inc., Niagara Mohawk, Northeast Gas Association, and EPRI, the EERC is performing characterization using advanced analytical methods like selective supercritical fluid extraction. This characterization will be used to select strategies to clean up contaminated sites.
- The North Dakota Department of Health and the U.S. Department of Energy are teaming with the EERC in efforts to demonstrate new technologies to clean up soils and groundwater that have been contaminated by petroleum leaks from storage tanks. Cleanup projects have been undertaken at sites in Minot (Behm’s Truck Stop), Dunseith (Dale’s Cash Supply), Hazen (Independent Oil Company), and Bismarck (Mohler Oil Company). Technical assistance for the cleanup efforts was also provided by Specialty Systems Integrators, Inc., of Plymouth, Minnesota.
- UND’s Teacher Education Program is partnering with the University of North Texas, University of Mississippi, and the University of Texas El Paso on a FIPSE grant to improve the preparation of pre-service teachers in the area of parental involvement in education.
- UND’s College of Business and Public Administration is collaborating with the University of Shanghai Science and Technology (USST) in an exchange program. Thus far, BPA faculty has visited and taught at their campus and students have also participated. BPA is currently sending executives in residence to USST to offer courses and offering a minor in Chinese Studies: Culture and Business which includes required study at USST.
- The Chester Fritz Library is providing supplemental reference assistance to American Centers and Corners libraries located in Russia. There are 25 American Centers and Corners located throughout Russia and other former Soviet countries. The centers were established through a program developed by the United States State Department, and the library’s involvement stemmed from contacts developed by President Kupchella.

... 

Source: UND Academic Affairs
Faculty: During the present term, how many hours per week on the average do you actually spend on research and scholarly writing?

Do you plan to or have you worked on a research project with a faculty member outside of course or program requirements before you graduate from your institution?

The University of North Dakota (UND) School of Medicine and Health Sciences dedicated a new $4 million, high tech laboratory for brain research, funded by the Office of National Drug Control Policy (ONDCP). The laboratory houses highly sophisticated equipment which will be used by biomedical researchers to explore the brains of laboratory mice in an effort to better understand the causes of drug addiction and diseases such as Parkinson’s, Alzheimer’s, ALS (Lou Gehrig’s), multiple sclerosis, epilepsy and other diseases of the nervous system.
Undergraduate UND In-State Tuition and Fees Compared to Peer Institutions

Source: UND Bursar

Extension Credit Hours Generated by College Three-Year Summary of Credit Workshops (900's)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>376</td>
<td>506</td>
<td>539</td>
</tr>
<tr>
<td>Business &amp; Public Admin</td>
<td>827</td>
<td>452</td>
<td>524</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>5,477</td>
<td>7,159</td>
<td>6,209</td>
</tr>
<tr>
<td>Total</td>
<td>6,680</td>
<td>8,117</td>
<td>7,272</td>
</tr>
</tbody>
</table>

Studio One’s 300th Show

Studio One reached an important milestone with the production of the 300th live show. This milestone represents 17 years of live productions, 359 awards and more than 500 graduates who have participated in Studio One since its inception in 1987.

The 300th live show was telecast on September 30, 2004.

Chester Fritz Auditorium

The Chester Fritz Auditorium enhances the life of the University of North Dakota and the Upper Red River Valley by sponsoring shows, hosting regional events, and supporting local productions. In conjunction with the 69 events held at the CFA during FY04 59,900 people were brought into the campus community for events.
C. Serve the people of North Dakota, the region, the nation, and the world more effectively through applied and basic research, cultural experiences, and economic development programs as well as through a comprehensive array of educational offerings.

### Medical School for the Public

“Medical School for the Public” offered by UND’s School of Medicine & Health Sciences is an effective means of offering the public a view into how medical education is conducted and conveying the newest information and knowledge about human health.

UND’s School of Medicine & Health Sciences two-year project titled BORDERS, “Biochemical Organic Radioactive Educational Response System” is a collaborative program aimed at improving the ability of health professionals across all disciplines to prepare for and respond to acts of bioterrorism in increasingly diverse situations and populations.
University of North Dakota

Sources of Grants and Contracts Funding: FY 2004

- Federal: 70.5%
- Multi-Sponsor: 11.1%
- Other: 9.4%
- Industry: 8.7%
- Foundation: 2.9%

Source: UND ORPD

Average Age of UND Students

Average Age of UND Students

2003-2004 Selected Highlights

* Overall enrollment grew for the sixth straight year, reaching a record 13,034 in the fall of 2003. Enrollment in the graduate school grew to 1,894.
* The dollar value of new grants and contracts was up for the seventh straight year, reaching $67 million compared to $61.1 million in 2002-2003.
* The gap between UND’s average faculty pay and the national average has been cut in half since 1998.
* The Higher Learning Commission of the North Central Association of Colleges and Schools renewed UND’s accreditation for another ten years.

Source: UND University Relations

Faculty: During the present term, how many hours per week on average do you actually spend on community or public service?

Source: 2002 HERI Faculty Survey

HERI Faculty Survey Administered Every 5 Years

Source: Third-Week Report
University of North Dakota

Progress Report, November 2004

C. Serve the people of North Dakota, the region, the nation, and the world more effectively through applied and basic research, cultural experiences, and economic development programs as well as through a comprehensive array of educational offerings.

Number of Students in Entrepreneurship Major (New Major Approved in Fall 2000)

Source: Third-Week Report

Entrepreneurship Student Credit Hours (SCH) Summer, Fall, & Spring

Source: Third-Week Report

American Indian Programs

Source: Opportunities for American Indians at UND

Cooperative Education Student Enrollment

Note: Data as of End of Term Source: sect5yr

Source: Opportunities for American Indians at UND
University of North Dakota

Continuation and Cumulative Graduation Rates
All Degree Seeking First-Time Full-Time Freshmen*

<table>
<thead>
<tr>
<th>FALL</th>
<th># in Cohort</th>
<th>AVG ACT</th>
<th>Continued to 2nd Year</th>
<th>Continued to 3rd Year</th>
<th>Continued to 4th Year</th>
<th>Graduated within 4 Years</th>
<th>Continued to 5th Year</th>
<th>Graduated within 5 Years</th>
<th>Continued to 6th Year</th>
<th>Graduated within 6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>1,725</td>
<td>22.1</td>
<td>76%</td>
<td>62%</td>
<td>54%</td>
<td>16%</td>
<td>36%</td>
<td>37%</td>
<td>13%</td>
<td>44%</td>
</tr>
<tr>
<td>1993</td>
<td>1,622</td>
<td>22.5</td>
<td>77%</td>
<td>66%</td>
<td>59%</td>
<td>19%</td>
<td>37%</td>
<td>40%</td>
<td>13%</td>
<td>47%</td>
</tr>
<tr>
<td>1994</td>
<td>1,563</td>
<td>22.7</td>
<td>76%</td>
<td>66%</td>
<td>58%</td>
<td>17%</td>
<td>38%</td>
<td>37%</td>
<td>14%</td>
<td>47%</td>
</tr>
<tr>
<td>1995</td>
<td>1,597</td>
<td>22.5</td>
<td>75%</td>
<td>66%</td>
<td>54%</td>
<td>14%</td>
<td>35%</td>
<td>36%</td>
<td>12%</td>
<td>44%</td>
</tr>
<tr>
<td>1996</td>
<td>1,603</td>
<td>22.9</td>
<td>75%</td>
<td>65%</td>
<td>60%</td>
<td>16%</td>
<td>40%</td>
<td>42%</td>
<td>14%</td>
<td>49%</td>
</tr>
<tr>
<td>1997</td>
<td>1,510</td>
<td>22.9</td>
<td>76%</td>
<td>65%</td>
<td>59%</td>
<td>17%</td>
<td>38%</td>
<td>41%</td>
<td>14%</td>
<td>49%</td>
</tr>
<tr>
<td>1998</td>
<td>1,213</td>
<td>22.8</td>
<td>79%</td>
<td>66%</td>
<td>63%</td>
<td>19%</td>
<td>43%</td>
<td>43%</td>
<td>15%</td>
<td>50%</td>
</tr>
<tr>
<td>1999</td>
<td>1,351</td>
<td>22.8</td>
<td>77%</td>
<td>69%</td>
<td>63%</td>
<td>19%</td>
<td>43%</td>
<td>43%</td>
<td>15%</td>
<td>50%</td>
</tr>
<tr>
<td>2000</td>
<td>1,413</td>
<td>22.9</td>
<td>75%</td>
<td>64%</td>
<td>61%</td>
<td>19%</td>
<td>43%</td>
<td>43%</td>
<td>15%</td>
<td>50%</td>
</tr>
<tr>
<td>2001</td>
<td>1,414</td>
<td>23.1</td>
<td>76%</td>
<td>62%</td>
<td>62%</td>
<td>19%</td>
<td>43%</td>
<td>43%</td>
<td>15%</td>
<td>50%</td>
</tr>
<tr>
<td>2002</td>
<td>1,481</td>
<td>22.9</td>
<td>75%</td>
<td>62%</td>
<td>62%</td>
<td>19%</td>
<td>43%</td>
<td>43%</td>
<td>15%</td>
<td>50%</td>
</tr>
</tbody>
</table>

*New freshmen entering without college credit.
Source: IPED & retental.sas (CSRDE)

Six-Year Graduation Rates, by Cohort Year and Race Ethnicity
All Degree Seeking First-Time Full-Time Freshmen*

Employee Terminations
7/1/2002 through 6/30/2004

Fall Full-time Tenure, Tenure-track Faculty, and Non-Returning Faculty

Note: Excludes School of Medicine Faculty
Source: UND Academic Affairs (November 15)

Source: UND Human Resources
D. Improve the campus climate for living and learning.

Disability Support Services

Disability Support Services assists UND in making all programs and services accessible to students with disabilities.

Access is evidenced by our representation of students with disabilities similar to students without disabilities. For example, 54% of DSS students registered with DSS received 2.5 GPA’s as compared to 60% campus wide.

Other outcome measures, such as, honors, involvement in co-curricular activities, and visible accommodations in the classroom, reflect a campus climate that is welcoming and inclusive for students with disabilities.

Source: Disability Support Services
Students: To what extent have you been satisfied with racial harmony at UND?

<table>
<thead>
<tr>
<th>Year</th>
<th>Satisfied/Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>56.9%</td>
<td>33.0%</td>
<td>10.1%</td>
</tr>
<tr>
<td>1998</td>
<td>64.0%</td>
<td>29.7%</td>
<td>6.3%</td>
</tr>
<tr>
<td>2001</td>
<td>55.0%</td>
<td>32.0%</td>
<td>13.0%</td>
</tr>
<tr>
<td>2004</td>
<td>65.9%</td>
<td>24.4%</td>
<td>9.7%</td>
</tr>
</tbody>
</table>

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years

Students: To what extent have you been satisfied with the overall social experience at UND?

<table>
<thead>
<tr>
<th>Year</th>
<th>Satisfied/Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>73.2%</td>
<td>20.9%</td>
<td>5.9%</td>
</tr>
<tr>
<td>1998</td>
<td>78.8%</td>
<td>19.8%</td>
<td>3.4%</td>
</tr>
<tr>
<td>2001</td>
<td>79.7%</td>
<td>17.7%</td>
<td>2.6%</td>
</tr>
<tr>
<td>2004</td>
<td>84.0%</td>
<td>12.8%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years

Faculty: Indicate your satisfaction with cultural diversity and campus climate in supporting your work as a faculty member.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cultural diversity</th>
<th>Campus climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>Very satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>1994</td>
<td>Neutral</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>Dissatisfied</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>Very dissatisfied</td>
<td></td>
</tr>
</tbody>
</table>

Source: 2002 HERI Faculty Survey
HERI Faculty Survey Administered Every 5 Years

Faculty: Overall Job Satisfaction (Very Satisfied or Satisfied)

<table>
<thead>
<tr>
<th>Year</th>
<th>UND</th>
<th>All 4-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>68.1%</td>
<td>67.7%</td>
</tr>
<tr>
<td>2002</td>
<td>72.8%</td>
<td>73.6%</td>
</tr>
</tbody>
</table>

Source: 2002 HERI Faculty Survey
HERI Faculty Survey Administered Every 5 Years

Progress Report, November 2004
D. Improve the campus climate for living and learning.

Campus Security Act Statistics

These statistics reflect activities reported to the UND Police for the main campus and contiguous areas under the Federal Campus Crime Awareness Act.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/Homicide</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sexual Assault (Forcible)</td>
<td>5</td>
<td>7</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Sexual Assault (Non-Forcible)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Burglary</td>
<td>13</td>
<td>21</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>6</td>
<td>12</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

Citations

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Liquor Law Violations*</td>
<td>276</td>
<td>181</td>
<td>265</td>
<td>220</td>
</tr>
<tr>
<td>Weapons Violations</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Drug Violations</td>
<td>54</td>
<td>29</td>
<td>29</td>
<td>34</td>
</tr>
</tbody>
</table>

*Does not include DUI arrests

Source: UND Police

Council on Campus Climate

The Council, chaired by the President, was formed in Spring 2002 and meets once per semester. Forty members from throughout the University and the community work to help the University enhance and sustain a positive environment on campus for working and learning. It considers a wide range of issues such as diversity, multicultural awareness, the intellectual vibrancy of the campus, the physical environment, and identifying and eliminating barriers to positive interpersonal interactions between and among students, faculty and staff.

UND Counseling Center

UND Counseling Center provided services to about 6,000 student encounters through counseling, testing, educational programs, and outreach. The Counseling Center added a part-time psychiatrist due to the increased complexity of student issues and initiated a Suicide Intervention Team to address students with potential suicide issues.

All Student & Outreach Services departments are expected to:

1. Participate in more activities that would increase their diversity awareness.

2. Acknowledge their staff member’s participation in diversity activities outside of assigned duties by including a section on, or addendum to, employee evaluation forms that identify personal and professional development activities such as diversity seminars, U2 activities, and UND classes, conferences, etc.

3. Continue to include the promotion of diversity initiatives in their strategic plans and annual reports.

4. Actively seek underrepresented populations such as students and staff of diverse backgrounds when appointing or organizing committees.

5. Include cultural aesthetics in their office areas that reflect a welcoming message to various cultural groups.

6. Share any relevant information from travel to national, regional, and/or local conferences, seminars and/or workshops with the entire division. For example, this can be achieved through email, campus mail, lunchtime brown bag discussions, and/or a campus presentation.
Fall Enrollment History and Target Goals

<table>
<thead>
<tr>
<th>Types of Students</th>
<th>1999</th>
<th>2000</th>
<th>2001*</th>
<th>2002</th>
<th>2003</th>
<th>2005 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Freshman</td>
<td>1754</td>
<td>1837</td>
<td>1947</td>
<td>1987</td>
<td>2194</td>
<td>1850</td>
</tr>
<tr>
<td>New Transfer</td>
<td>665</td>
<td>724</td>
<td>839</td>
<td>920</td>
<td>884</td>
<td>800</td>
</tr>
<tr>
<td>Other UG</td>
<td>6261</td>
<td>6561</td>
<td>6999</td>
<td>7370</td>
<td>7635</td>
<td>7475</td>
</tr>
<tr>
<td>Graduate</td>
<td>1492</td>
<td>1492</td>
<td>1557</td>
<td>1714</td>
<td>1894</td>
<td>1650</td>
</tr>
<tr>
<td>Professional</td>
<td>418</td>
<td>417</td>
<td>422</td>
<td>432</td>
<td>429</td>
<td>425</td>
</tr>
<tr>
<td>Correspondence</td>
<td>(135)</td>
<td>(206)</td>
<td>(190)</td>
<td>(196)</td>
<td>(196)</td>
<td>485</td>
</tr>
<tr>
<td>Total Fall Enrollment (Head Count)</td>
<td>10590</td>
<td>11031</td>
<td>11764</td>
<td>12423</td>
<td>13034</td>
<td>14000</td>
</tr>
</tbody>
</table>

*Correspondence Students added beginning Fall 2001

Source: Assoc VP Enrollment Mgmt
E. Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University's mission.

Note: These numbers reflect enrollment and not head count.
Source: UND Continuing Education
Seventeen students in grades 9 through 12 attended the two-week UND Summer Writing Camp for Teens. Sponsored by the English Department, the participants were exposed to a variety of different writing genres, including:

- Memoir
- Fiction
- Script Writing
- Journalism
- Creative Nonfiction

**Get the Buzz on Biz!...**

*NxLevel Youth Entrepreneurial Camp* sponsored by the College of Business is a 5-day summer camp which offers a hands-on approach to educating those students entering grades 6 - 8 about the fast-growing, innovative world of small business.

**Summer Haven 2004 Inaugural Year**

In its inaugural year, June 1 – July 31, 2004, this pilot program strives to strengthen the relationship between alumni, friends, UND staff and faculty, and the Greater Grand Forks community.

The Summer Haven program is a life-long learning adventure designed to enrich the mind, energize the body and enlighten the spirit within the collegiate atmosphere of the University of North Dakota. A unique combination of active living in an on campus residential environment along with academic courses taught by faculty, staff and community experts complemented the leisure activities offered. UND alumni, local adults and visiting adults were invited to experience all that the University of North Dakota and the Greater Grand Forks area has to offer.

**Summer Institute of Linguistics**

The Summer Institute of Linguistics at UND is international in scope. In recent years, participants have come from Scotland, England, Norway, Russia, France, Switzerland, Italy, Eritrea, Kenya, Kazakhstan, Tajikistan, Mongolia, Burma, Malaysia, Papua New Guinea, Korea, Japan, Brazil, Chile, Costa Rica, Panama, Mexico and Canada. Classes discuss a wide range of languages from all around the world, including many that are not well known outside of the country where they are spoken. **SIL-UND has been operating every summer since 1952.**
E. Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission.

**Program Articulation Agreements**

**Comparative Catalog Year**

<table>
<thead>
<tr>
<th>Source: UND Office of Registrar</th>
</tr>
</thead>
</table>

**Number of Institutions UND had/has Program Articulation Agreements With by Catalog Year**

<table>
<thead>
<tr>
<th></th>
<th>2001-2003</th>
<th>2003-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Dakota</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Minnesota</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>South Dakota</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>

**Course Articulation Agreements**

**Comparative Catalog Year**

<table>
<thead>
<tr>
<th></th>
<th>2001-2003</th>
<th>2003-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>South Dakota</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Minnesota</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>North Dakota</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

**Note:** Maintaining our course-by-course articulation has been our objective.

Source: UND Office of Registrar
University of North Dakota

ACT Averages of Entering Freshmen

Source: ACT

Source: Third-Week Report (ussrg540/residence of first-time students)
E. Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission.

Students: Do you think there are job opportunities in ND in your primary major area of study?

Students: Do you believe there are job opportunities for you in your area of interest in ND?

Students: Would you be willing to accept employment in ND?

Students: If a job were available in your area of interest, would you want employment in ND?

Retention of ND High School Graduates After UND Education

608 UND School of Medicine and Health Sciences Physicians Practicing in ND

Source: UND SMHS

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years

Source: 2004 Placement Survey
Graduate Survey Administered Every 3 Years

Source: 2004 Placement Survey

Optimize the use of information technology to improve student learning, research, and the administration of the University.

Selected Highlights for Fiscal Year 2004

The Student Technology Fee Committee invested $200,000 over two years to upgrade general classroom presentation equipment.

The second annual IT conference, Beyond Boundaries, was held in October, 2003. The conference attracted nearly 100 participants. The third Beyond Boundaries conference was held September 23-24, 2004.

In cooperation with CILT, negotiated and purchased an upgraded, enterprise version of Blackboard, a learning management system, which meets the growing number of faculty and students using the Blackboard system.

The UITC recommended two new policies. The first established an official email for faculty, staff and students for receiving official UND business; second, a network policy defining the standards for connecting devices and provisioning of services to the University’s network.

Worked with residence hall personnel to pilot an authentication procedure to enhance the security of the UND network.

Information Technology Security Officer position was established to assist with the development and implementation of IT security policies and practices.

Over $300,000 was invested in upgrading cabling across campus that added capacity and speed within internal networks including the campus core network. Results provide for greater network efficiency within the network, improved end user experience with applications, and positions UND to include voice, video and data in one network.

Completion of projects to improve reliability of UND IT: 1) electrical generator in Upson II assures back up power to systems hosted in ITSS machine room, and 2) redundant path from UND campus to STAGENet wide area network is installed.

Completed the first semester of a three semester Student Technology Assistant pilot program focused on using student technical support to improve availability of departmental student lab computers.

The Student Technology invested $700,000 in funding 45 IT projects across the UND campus.

Many UND employees contributed leadership and an enormous amount of time to assist with the rollout of the ConnectND project.

ConnectND is the project to implement PeopleSoft ERP software system to replace the current administrative computer functions that handle student administration on campuses, and financial and human resource applications throughout higher education and North Dakota state government.

In September 2004 UND implemented the recruitment and admissions functions. Under the current schedule, UND will go live in January 2005 with the human resources functions (including payroll) and finance (accounts payable, purchasing, grants and contracts, fixed assets) followed by student finance (business office), financial aid and student records in spring/summer 2005.

UND personnel continue to be heavily involved in the implementation of PeopleSoft, assisting at the project level as well as focusing on campus specific activities.

The project team, consultants and campuses are working together to meet the implementation deadline set by the Board of Higher Education.

As of November 23, 2004

Approximate Number of Computers Available for General Student Use
F. Optimize the use of information technology to improve student learning, research, and the administration of the University.

Students: To what extent has your college education contributed to your knowledge, skills, and personal development in using computing and information technology?

Personal Digital Assistant (PDA) Program

UND SMHS instituted a Personal Digital Assistant (PDA) Program to focus on assessment and documentation of competency in fundamental clinical skills. Students document their patient encounters during the Year 3 clerkships. All units are equipped with software appropriate for patient encounter data collection.

This data is used for program evaluation and documentation of content strengths and weaknesses within and between clerkships across campuses. The clerkship director reviews student evaluations of their experiences at alternative sites to identify any persistent variations in educational experiences or evaluation methods. This enables the clerkship director to monitor what students see and do by site, campus, preceptor, and student. These numbers permit appropriate distribution of students and intervention into acute problems on a real time basis.

Additionally, the Medical Curriculum Committee can monitor what students see and do by rotations. This analysis allows for appropriate distribution of students and curricular design targeted to the clinical activity of each entity.

Using Telemedicine for Medical Education

Advanced Technology is now available for educating medical students in clinical skills involving eye and ear examinations.
Job Satisfaction at UND

The full-time undergraduate faculty were asked how satisfied they were with the above 15 aspects of their jobs. Fifty percent or more of the UND faculty were satisfied or very satisfied with 12 of the 15 aspects.
G. In support of all of the above, ensure that the University has a well-prepared, enthusiastic faculty and staff, first-rate physical facilities, and adequate financial resource base, and an appropriate, efficient organizational structure.
University of North Dakota

Hourly Salary Market Comparison for Staff, By Job Band Percentage Differences between UND and Regional Salaries

Source: UND Personnel Office (SBHE Report of Weighted Average % Differ)

2002 Campus Quality Survey Employee Satisfaction

<table>
<thead>
<tr>
<th>Overall Satisfaction with Employment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>18.0%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>51.0%</td>
</tr>
<tr>
<td>Neutral</td>
<td>12.0%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>16.1%</td>
</tr>
<tr>
<td>Not satisfied at all</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Impression of Quality</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>18.0%</td>
</tr>
<tr>
<td>Good</td>
<td>54.0%</td>
</tr>
<tr>
<td>Average</td>
<td>21.0%</td>
</tr>
<tr>
<td>Below Average</td>
<td>5.0%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Source: 2002 Campus Quality Survey

Employees Utilizing the Tuition Waiver Incentive Fall Semester

Source: UND Bursar

Staff Awards 2004

<table>
<thead>
<tr>
<th>Years of Service Recognition Award*</th>
<th>Amount Awarded</th>
<th>Nbr Awarded</th>
<th>Total per Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 years</td>
<td>$200</td>
<td>1</td>
<td>$200</td>
</tr>
<tr>
<td>35 years</td>
<td>$100</td>
<td>6</td>
<td>$600</td>
</tr>
<tr>
<td>30 years</td>
<td>$100</td>
<td>9</td>
<td>$900</td>
</tr>
<tr>
<td>25 years</td>
<td>$100</td>
<td>27</td>
<td>$3,400</td>
</tr>
<tr>
<td>20 years</td>
<td>$50</td>
<td>63</td>
<td>$3,150</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>89</td>
<td>$7,450</td>
</tr>
<tr>
<td>Meritorious Service Award</td>
<td>$1,000</td>
<td>10</td>
<td>$10,000</td>
</tr>
<tr>
<td>Ken &amp; Toby Baker UND Proud Award</td>
<td>$1,000</td>
<td>1</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

*2002 Initial start year of Barnes & Noble Gift Certificates

Source: UND Human Resources

-8.65%
-6.49%
-3.46%
-7.64%
-5.81%
-4.37%
-8.30%
-6.19%
-5.45%
-6.84%
-2.94%
-4.68%
-12.89%
-12.03%
-8.48%
-8.14%
-4.49%
-7.80%
-14.00%
-12.00%
-10.00%
-8.00%
-6.00%
-4.00%
-2.00%
0.00%
14.00%
G. In support of all of the above, ensure that the University has a well-prepared, enthusiastic faculty and staff, first-rate physical facilities, and adequate financial resource base, and an appropriate, efficient organizational structure.
**2004 Student Satisfaction Inventory**

### 10 Strengths
1. Gender equity and equal opportunity exist in the classroom (3)
2. I feel comfortable with the atmosphere of this campus (4)
3. Computer labs are adequate and accessible (5)
4. On the whole, the campus is well-maintained (2)
5. Library resources and services are adequate (6)
6. Faculty are usually available after class and during office hours (9)
7. There is a good variety of courses provided on this campus (5)
8. I am able to experience intellectual growth here (6)
9. There are opportunities in co-op, internships, student teaching, or other experiential learning experiences (10)
10. Nearly all of the faculty are knowledgeable in their field (11)

### 10 Challenges
1. The amount of student parking space on campus is adequate (1)
2. Student activities fees are put to good use (4)
3. Parking lots are well-lighted and secure (3)
4. I am able to register for classes I need with few conflicts (5)
5. Adequate financial aid is available for most students (5)
6. I seldom get the “run-around” when seeking information on this campus (2)
7. This institution shows concern for students as individuals (3)
8. Living conditions in the residence halls are comfortable (7)
9. Financial aid awards are announced to students in time to be helpful in college planning (8)
10. Financial aid counselors are helpful (7)

**Note:** 2002 rank shown in parentheses

Source: 2004 Student Satisfaction Inventory

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**Important Factors For Your Decision to Enroll at UND**

(1=Not Important at all   -   -   -   7 = Very Important)

### Satisfaction Mean: Rate your overall satisfaction with your experience here thus far (7=Very Satisfied)?

### Expectation Mean: So far, how has your college experience met your expectations (7=Much better than expected)?

Source: 2004 Student Satisfaction Inventory
Progress Report, November 2004

The Wellness Center

Plans for the new $19.5 million Wellness Center are well underway. Construction began in August 2004 and opening of the building is planned for August 2006.

The current Wellness Center, located in Hyslop, offers 32 pieces of cardio equipment and 50 pieces of strength equipment to meet the needs of the campus community. The Wellness Center also continues to expand programming and services, which now include offerings such as pilates reformers, the new gravity system, and weight management classes.

The Center has partnered with the Department of Physical Education and Exercise Science and the Department of Physical Therapy to develop and offer four new academic classes.

Source: UND Wellness Department

Progress on curtailing the abuse of alcohol and use of tobacco on campus.

Significant steps that have occurred in 2003-2004

Alcohol:

- The Dean of Students Office began conducting student disciplinary hearings for selected off campus incidents and implemented parental notification, in partnership with Residence Services.

- Additional dollars were allocated by the President to support alcohol prevention programs.

- The PARTIE fund was created to provide financial support to student groups who organize alcohol free activities.

- The Counseling Center ADAPT updated web based alcohol education and implemented “E-Chug,” an online alcohol assessment tool.

Tobacco:

- Grand Forks Public Health allocated $9,000 in tobacco settlement funds to Student Health Services

- Tobacco cessation and prevention services for students, faculty, and staff were expanded through ND PERS, Grand Forks Public Health, and the Student Health Promotion Office.

- UND residence halls became smoke free from fall 2003 and UND apartments from summer of 2004.

Source: UND Student Health Services
State Appropriations and Net Tuition and Fees per FTE Student
UND and Peer Institutions

Revenues

Expenditures

Source: IPEDS Finance (Updated annually in the Fall)

Instructional Expenditures per FTE Student
UND and Peer Institutions

Source: IPEDS Finance (Updated annually in the Fall)

Source: UND Budget Office
G. In support of all of the above, ensure that the University has a well-prepared, enthusiastic faculty and staff, first-rate physical facilities, and adequate financial resource base, and an appropriate, efficient organizational structure.
UNF Facilities wins national award for its energy savings program:

UND is first among educational facilities to receive the prestigious Administrator Award from the Western Area Power Administration (WAPA), part of the U.S. Department of Energy, for its superior achievements in energy efficiency and providing a safe, quality, energy-efficient learning environment. Conservation and energy management programs help avoid some $2 million in costs per year.

Memorial Union Renovation

During fall 2004 semester, the campus will celebrate the completion of a student funded $3.5 million renovation project that brings the Memorial Union in line with what is seen at campuses across the country. The renovation demonstrates the commitment and pride that students have long had towards the Memorial Union, resulting in a unique sense of community that improves the campus climate for learning and living. Newly upgraded study lounges, meeting rooms and conference center space for student organizations and institutional departments attracted over 3,300 events in FY04 (up from 2,900 in FY03), and reflected attendance in FY04 by over 170,000 participants. The addition of new traffic counters at Memorial Union entrances in FY04 registered a staggering 1.4 million hits, indicating that daily use of the newly-renovated facility is soaring. Students are excited with the results of the renovation, which includes a new Internet Cafe, upscale coffee shop, convenience store and an entertainment venue. A modernized and renovated Food Court opened this fall. The $1.2 million project will increase seating capacity to meet the needs of growing enrollment and will introduce new UND-operated national brand food franchises that will incorporate into students’ meal plans. As a result of these projects, the Memorial Union is well on track to become a great place for students to study, find involvement, shop, play, eat, work, and build social networks.

Alumni Giving

The 2003-04 fiscal year was noteworthy in the consistency of growth in key areas. Total donors were up 2,598 from the prior year, and 2,381 of those were first-time donors. In fact the 11,206 total donors in the 2003-04 year was the second highest number of donors in the Foundation’s 26-year history, surpassed only by the post-flood 1997 numbers. Consistent with the volume of donors, 2003-04 surpassed the ten-year average of gifts, breaking a three-year pattern of declining contributions.

FY2003 UND Average Ratio of Faculty and Staff to Students (All FTE)¹ ²

<table>
<thead>
<tr>
<th></th>
<th>FY03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student to Faculty Ratio</td>
<td>13.8:1</td>
</tr>
<tr>
<td>Student to Staff Ratio</td>
<td>8.8:1</td>
</tr>
</tbody>
</table>

¹ Includes all appropriated and locally-funded positions, but excludes positions funded from grants and contracts.
² Includes all employees of the medical school, but excludes all employees of EERC.

Faculty Development Program

Since Fall 2000, the University has been involved in a major faculty development program designed to get faculty engaged in assessment as a way of enhancing teaching and learning. With the help of two major grants from the Bush Foundation, the program is bringing faculty together to work on assessment at three different levels: the individual course, the program or major, and the general education program. Preliminary results of the program are available now, with more specific reports due when the current grant ends in 2006.

Source: UND Office of Instructional Development