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?

Source: 2003 & 2005 National Survey of Student Engagement

Accreditation Status
2004-2005

* North Central Association of Colleges and Schools (NCA)
  Degrees & Programs: INSTITUTIONAL

Completed Re-Accreditations
* American Psychological Association (APA)
  Degrees & Programs: Clinical Psychology

* The American Occupational Therapy Association (ACOTE)
  Degrees & Programs: Occupational Therapy (Incl. OT @ Casper, WY)

* Accreditation Council for Continuing Medical Education (ACCME)
  Degrees & Programs: School of Medicine, M.D.

New Accreditation
* National Assoc. of Schools of Public Affairs and Administration (NASPAA)
  Degrees & Programs: Public Administration (Masters)

Pending Accreditations
* Committee on Professional Training & American Chemical Society
  Degrees & Programs: Chemistry

* Accreditation Council for Graduate Medical Education (ACGME)
  Degrees & Programs: Surgery Residency

Source: Office of the Vice President of Academic Affairs

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

- The University Assessment Committee membership is divided into teams that review the results of University-wide assessment methods document findings, make recommendations, communicate findings and recommendations to relevant units and seek to assist units in establishing action plans based on the data.
- The annual report template has been revised such that expectations for the documentation of assessment activities are clearly communicated.
- The University Assessment Committee reviewed departmental Annual Report submissions, documented findings and made recommendations.
- A template for the electronic submission of Department/Program Assessment Plans is available online.
- The assessment committee website has been updated and includes important resources and links for faculty, especially with regard to the filing of Assessment Plans this academic year.
- The Bush Program Assessment Resource Team (PART) conducted numerous assessment consultations and workshops for department chairs, faculty members, college assessment teams, and program directors.
- An on-campus three-session interactive workshop for graduate program directors entitled What Are Your Students Learning?: Keys to Effectively Assessing Your Graduate Program was conducted involving over 50 faculty representing almost 40 different programs.
- University faculty five-member team participated in a Higher Learning Commission workshop on the New Criteria for Accreditation and Assessment of Student Learning.

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.

International Connections
Student Enrollment in Study Abroad Programs

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

Freshmen

Senior

International Scholars at UND

Includes professors, research scholars, prof staff, and medical residents. Source: International Programs

Note: Yes = Have done or Plan to do
No = Have Not or Do Not Plan to do

Source: 2003 & 2005 National Survey of Student Engagement
To what extent has your college education contributed to your knowledge, skills, and personal development in acquiring a broad general education?

Freshmen

Source: 2003 & 2005 National Survey of Student Engagement

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?

What type of experiential learning did you participate in?

Source: 2003 & 2005 National Survey of Student Engagement

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.

Percentage of Faculty* with Terminal Degrees

<table>
<thead>
<tr>
<th>Professor</th>
<th>Associate</th>
<th>Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>92%</td>
<td>84%</td>
</tr>
<tr>
<td>91%</td>
<td>91%</td>
<td>83%</td>
</tr>
<tr>
<td>90%</td>
<td>90%</td>
<td>82%</td>
</tr>
<tr>
<td>88%</td>
<td>88%</td>
<td>79%</td>
</tr>
</tbody>
</table>

* Determined for tenured or tenure-track faculty; excludes instructors, lecturers, & non-ranked faculty.
Source: IR Faculty Database

IMPLEMENTED NEW FORM FALL 2003

University of North Dakota Instructional Rating Report Overall Mean of Evaluated Courses by Question

<table>
<thead>
<tr>
<th>Question</th>
<th>Fall 2004</th>
<th>Spring 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked instructor for feedback</td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>Participated when appropriate</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Completed homework and reading</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Attended all class sessions</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Course was well organized</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Textbook/materials were helpful</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Readings/assignments contributed to learning</td>
<td>4.0</td>
<td>4.1</td>
</tr>
<tr>
<td>Work req appropriate for credit given</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>Instr communicated ideas and info clearly</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Connected assignments to course goals</td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>Encouraged connection to real world situations</td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>Found ways to keep students interested</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Made good use of book/materials</td>
<td>4.2</td>
<td>4.1</td>
</tr>
<tr>
<td>Provided useful and timely feedback</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Treated students with respect</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Effectively used technology</td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>Applied grading criteria consistently</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>I put forth full effort for this course</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Instr effective in promoting my learning</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Course worthwhile addition to my univ experience</td>
<td>4.1</td>
<td>4.2</td>
</tr>
</tbody>
</table>

Key: 5=Strongly Agree  4=Agree  3=Neutral  2=Disagree  1=Strongly Disagree

American Indian Programs Council

FY05 Funded Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiter for American Indian Student Services</td>
<td>$30,479</td>
</tr>
<tr>
<td>Grant Writer for American Indian Student Services</td>
<td>$22,094</td>
</tr>
<tr>
<td>American Indian Student Services - Operating Budjet</td>
<td>$8,000</td>
</tr>
<tr>
<td>Time-Out/Wacipi</td>
<td>$3,500</td>
</tr>
<tr>
<td>INMED Powwow</td>
<td>$2,000</td>
</tr>
<tr>
<td>UNDIA's 2005 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>$9,000</td>
</tr>
<tr>
<td>Indians Into Aviation</td>
<td>$35,000</td>
</tr>
<tr>
<td>American Indian Student Services - Special Projects</td>
<td>$8,000</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>$5,151</td>
</tr>
<tr>
<td>Tribal Grant Development Fund</td>
<td>$2,050</td>
</tr>
<tr>
<td>Total FY05 Funded Activities</td>
<td>$143,274</td>
</tr>
</tbody>
</table>

Source: UND Budget Office
Overall, how would you evaluate the quality of academic advising you have received at your institution?

<table>
<thead>
<tr>
<th></th>
<th>Freshmen</th>
<th></th>
<th>Seniors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>22%</td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>48%</td>
<td></td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>22%</td>
<td></td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>8%</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

Source: 2005 National Survey of Student Engagement

The Academic Advising Committee 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 most undergraduate colleges, Student Academic Services, Registrar’s Office, Enrollment Management, and two student representatives.

Accomplishments for the 2004-2005 academic year include:
- Development of an advising philosophy statement and advisement brochure;
- Presentation of the Outstanding Faculty Advising Award;
- Campus wide advisor workshops based on feedback from an advisor questionnaire designed & developed by the committee.

Source: Student Academic Services

We have recently completed the fifth 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 have followed throughout the students’ careers 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. A preliminary report on the study, including results and recommendations, is available at www.und.edu/dept/vpaa/gedu/.

Source: UND Office of Instructional Development
First-Time Licensure Pass Rates
2004 Comparison of Graduates Scores to National Averages on Health Related Professional Licensure & Certification Exams

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: 2005 Accountability Measures Report

Performance on Nationally Recognized Exams

AY 2004-05 National Examination Reporting by Test Score

AY 2004-05 National Exam Reporting by Pass Rate

*Based on regional comparison due to cost of national results.

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: 2005 Accountability Measures Report
University of North Dakota

UND and School of Medicine Total Grant and Contract Awards

Dollar Amount of Sponsored Programs & Proposals

Percent Change of Awarded Dollars over Previous Year

Dollar Amount of Sponsored Research Expenditures

Cumulative Comparison of Awards

Source: UND ORPD

% of change 9.2% 10.3% 20.6% 12.2% 15.2% -17.9%

Progress Report, November 2005
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 of North Dakota has renamed and reorganized the Office of Research and Program Development. It is now called Research Development and Compliance and is responsible for research development, the grants and contracts office, and compliance with relevant Federal and State regulations. Research Development and Compliance is headed by the new Associate Vice President for Research, Dr. Barry Milavetz. The University of North Dakota has also appointed an Assistant Vice President for Research, Dr. Gary Johnson, who is responsible for administering the ND EPSCoR and special projects.

Consistent with the President’s Strategic Plan, the Division of Research has increased research funding approximately 20% since the hiring of the University’s first Vice President for Research, Dr. Peter Alfonso, has made available $50,000 to stimulate creative activities in the Arts and Humanities, and has seen a 10% increase in the number of grant proposals processed in the last year with a 54% increase in the value of the proposals.

UND is the regional leader in the number of research, creative activity, and scholarship experiences available to undergraduates.

Advanced Undergraduate Research Awards (AURA)
FY2000: 9 for $29,250
FY2001: 8 for $24,375
FY2002: 10 for $32,500
FY2003: 10 for $32,500
FY2004: 10 for $35,800
FY2005: 10 for $35,800

Science Bound Awards
FY2000: 10 for $49,580
FY2001: 13 for $43,080
FY2002: 15 for $49,580
FY2003: 14 for $35,503
FY2004: 16 for $42,188
FY2005: 16 for $57,260

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

Source: 2002 & 2005 Sophomore Survey
Sophomore Survey Administered Every 3 Years

The Rural Assistance Center (RAC) in the Center for Rural Health (CRH), University of North Dakota School of Medicine and Health Sciences, continues to provide 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.

Graduate Enrollments, by Year & Student Level
Fall Semester

- Fall Semester Graduate Enrollments, by Year & Student Level
- Source: Third-Week Report

Graduate Completions, by Year & Student Level

- Graduate Completions, by Year & Student Level
- Source: Third-Week Report

National Resource Center on Native American Aging

- Native American elders often share needs that are taken for granted by other elder populations. Services to address these needs remain unavailable, underdeveloped or unaccessible. The elderly native people comprise a rapidly growing population in the United States. Dramatic changes in the health care system need to occur in order to empower, enhance and preserve the vital resources embraced by the Native American elders.

- Empowerment of Native American leaders and service providers is crucial to the elder’s health and well-being. The ability to provide high-quality services while maintaining the individual's cultural values, stands to enhance the elder’s self-perception, worth and dignity.

- The National Resource Center on Native American Aging was established at the University of North Dakota (UND) in Grand Forks. The resource center is a collaboration between the UND Office of American Indian Student Services (formerly the Office of Native American Programs) and the UND Center for Rural Health. With one of the nation’s largest enrollments of Native American students, the University of North Dakota has a long-standing tradition of service to Native Americans. Governed by a culturally sensitive staff and national steering committee, the resource center continues this tradition of leadership and service to Native Americans and their communities.

- As a result of a Cooperative Agreement with the Administration on Aging, United States Department of Health and Human Services, the resource center’s purpose is to work closely with the local service providers throughout the nation to address the needs of American Indian, Alaskan Native and Native Hawaiian elders.
Selected UND NDUS Partnerships

- UND partners with numerous NDUS institutions in offering a variety of distance education programs via IVN.
- UND’s Educational Opportunity Center works in partnership with 34 high schools and community organizations across the northern half of the state. Three EOC advisors maintain offices at outreach sites, including Williston State College, Minot State University, and Northland Community and Technical College (EGF) to provide services to people who wish to enroll in the institutions, and to students who wish to transfer to another school, such as UND.
- UND’s Student Health and NDSU Student Health have a cooperative agreement to serve each others students when a student from one institution is at the other institution for a University function.
- UND Student Health, the Counseling Center and the Eating Disorders Institute in Fargo have developed a partnership to assist eating disorder students.
- UND’s Disability Support Services collaborates with all NDUS institutions’ disability services contacts to organize training and provide technical assistance through a formal Council (NDDSC) recognized by the NDUS Board. Tribal and private colleges in North Dakota are included in this group informally.
- UND’s Air Force Reserve Officer Training Corps (ROTC) Wing at UND and the Air Force ROTC Wing at NDSU are subordinate to Air Force ROTC, Detachment 610. Both Wings participate together in many combined military training activities in preparing Cadets for officer commissioning into the United States Air Force (USAF).
- UND’s Information Technology Systems and Services (ITSS) partners with all NDUS Chief Information Officers or IT Directors to plan and carryout NDUS-wide IT activities within the role of Higher Education Computer Network (HECN)-North site.
- UND’s Information Technology Systems and Services (ITSS) partners with NDUS institutions in a Network Steering Committee to plan, implement and monitor wide area network (WAN) service for all NDUS institutions.
- UND’s Departments of Chemical Engineering and Chemistry collaborate with NDSU’s Departments of Chemistry and Plant Sciences to study sustainable energy sources from crop oils.
- UND’s Departments of Chemical Engineering and Chemistry collaborate with Minot State University to encourage Chemistry students from Western North Dakota to pursue graduate studies in Chem/ChemE as part of our NSF REU program.
- UND’s Departments of Chemistry and Chemical Engineering in partnership with NDSU’s Department of Chemistry in the study of catalytic mechanisms and surface characterizations.

The Departments of History at UND and NDSU offer a joint Ph.D. program in History.
- UND’s Regional Weather Information Center (RWIC) 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 libraries participate in the Online Dakota Information Network (ODIN) with all NDUS libraries (except NDSU) and many public, special and K-12 libraries throughout the state. This cooperative library activity allows anyone with access to the Internet to look up information about the holdings at ODIN libraries.
- The NASA North Dakota Space Grant Consortium, housed in the Department of Space Studies, has affiliate participation from the five tribal colleges, the five two-year colleges, the four four-year universities and the two research universities in the state. The NDSSG promotes the enhancement of the NASA-related education and research infrastructure at both undergraduate and graduate levels.
- The Office of Continuing Medical Education and Outreach in the School of Medicine and Health Sciences has a letter of agreement to jointly offer Medicine 100, Intro to the Health Professions, with Lake Region State College to high school students in North Dakota via the Internet for college credit or continuing education. Career Services, with private and public colleges/universities in North Dakota has implemented a single consortium job listing site Team ND for employers to list job opportunities for college graduates at one single Internet website.

The EERC; the UND Facilities Department; NDSU; the U.S. Environmental Agency; the cities of Moorhead, Grand Forks, Fargo, East Grand Forks, and West Fargo, and Grand Forks and Cass Counties have partnered to form a regional storm water coordination program to assist managers in complying with new storm water regulations.

UND’s Housing Office has partnered with housing offices from all 11 NDUS campuses for successful implementation of THD Adirondack Solutions Inc.’s housing management software system.

Selected “Other” Partnerships

- UND’s Crisis Coordination Team has partnered with the Community Violence Intervention Center and Altru Hospital to provide assistance to students and their families during times of crisis or in emergency situations by coordinating responses and exchanging expertise to better serve those in need.
- UND’s Housing Office has continued to support the Community Violence Intervention Center by providing office space and computer support to their campus advocate.
- UND’s National Center of Excellence in Women’s Health Region VIII Demonstration Project (a contract with the federal Office on Women’s Health, HHS, which is sponsored by Altru Health System, our clinical partner) has partnered with Women’s Way (ND Department of Health) and the Grand Forks Community Violence Intervention Center to promote women’s health. Informal relationships are also be developed with United Tribes Technical College, ND Partnering for Women’s Health, and Senator Dorgan’s Office.
- The Chester Fritz Library is providing supplemental reference assistance to American Centers and Corners libraries located in Russia. There are twenty-five American Centers and Corners located throughout Russia and former Soviet countries. The Centers were established through a program developed by the U.S. State Department, and the Library’s involvement stemmed from contracts developed by President Kuchchella.
- RWIC partners with the Rural Geospatial Innovations in America (RGIS) consortium to promote the adoption and diffusion of geospatial technologies in rural America. Members of the consortium include the University of Wisconsin-Madison which administers the program. Additional member institutions are located at Pennsylvania State University, Wilkes-Kings College, University of Arkansas-Fayetteville, Central Washington University, the Southwestern Polytechnic Institute and the University of North Dakota.
- UND’s Department of Teacher Education partners with the Grand Forks Public Schools in the preparation of teachers through a Professional Development School arrangement. Faculty from the public schools and the university work together to prepare educators in programs that meet state, disciplinary and national standards.
- UND’s College of Business and Public Administration partners with the ND Small Business Development Center to provide one-on-one consulting services to small businesses across the state.
- UND’s College of Business and Public Administration has partnered with a variety of sponsors including the Myra Foundation, Optimists Club, Hershey’s, Marketplace for Kids, and Hugos to offer the sixth annual Buzz on Biz. This program is designed to introduce middle school aged students to entrepreneurship and the idea of owning their own business.
- UND’s Psychological Services Center has contracted with the Grand Forks Jail to provide services for inmates.
- UND’s Department of Nutrition and Dietetics has collaborated with the North Dakota Department of Health to develop and implement a USDA WIC Special Projects Grant, which will study the effectiveness of implementing motivational interviewing in local WIC clinics.
- UND’s Department of Nutrition and Dietetics has collaborated with other health care disciplines in Project CRISTAL (Collaborative Rural Interdisciplinary Service Training and Learning), a project designed to improve health care services to rural/ununderserved populations in ND while providing interdisciplinary training for students. Project CRISTAL is sponsored by the Health Resources Services Administration of the Department of Health and Human Services and was collaboratively developed by Turtle Mountain Community College and the UND School of Medicine and Health Sciences.
- UND’s Center for Community Engagement sponsored an internal UND grant competition resulting in five faculty/community research and creative projects funded. Partners included individuals and organizations interested in the French-Michif heritage in North Dakota, North Dakota school counselors, a North Dakota agricultural association, the local Girl Scouts, and the Grand Forks public schools.
- UND’s School of Engineering and Mines partners with tribal/community colleges and high schools to provide access for American Indian students to engineering education.
- UND’s Department of Communication Sciences and Disorders is providing audiological testing services for Upper Valley Special Education; a consortium that encompasses 10 ND school districts.
- UND’s Disability Support Services serves as a resource to the Midwest Center for Post-Secondary Outreach for Deaf and Hard of Hearing by providing technical assistance nationally regarding post production video captioning as well as applying captioning to existing videos for the region.
- UND’s Student Health maintains a partnership with the Federal Aviation Administration to conduct flight and air traffic control physicals.
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 $4.5 million Neuroscience Research Facility was completed in December and will house the Medical School’s Molecular Imaging department.

- NASA’s cooperative agreement with UND to house the NASA DC-8 was finalized in 2005. Safety and Environmental Health staff have put significant effort into developing regulatory compliance documentation that allows these research activities to move forward.

- Ina Mae Rude Center for Innovation was dedicated in October.

- Facilities’ assistance in the grant application by the College of Nursing for a research addition was successful. The Northern Plains Research Facility will now begin the design phase. This will be located south of the Nursing Building.

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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?

**UND Freshmen**

- Plan to do: 23%
- Done: 4%
- Have not decided: 48%
- Do not plan to do: 25%

**UND Seniors**

- Plan to do: 12%
- Done: 15%
- Have not decided: 22%
- Do not plan to do: 51%

Source: 2005 National Survey of Student Engagement

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**North Dakota Women’s Health CORE**

The University of North Dakota School of Medicine and Health Sciences (UNDSMHS) Department of Family Medicine in partnership with Altru Health System has been selected as a National Center of Excellence (CoE) in Women’s Health Region VIII Demonstration Project. (Region VIII: Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming)

In order to best express our commitment to the women of North Dakota, we have entitled the project the North Dakota Women’s Health CORE (Clinical, Outreach, Research, Education).

The CoE strives for an integrated model of health care, bringing together the five key areas (clinical, outreach, research, professional education, and leadership) into a single setting. The ideal clinical concept is a one-stop shop for women’s health care integrated with the other components. The Demonstration Project will focus on the needs of women of all ages, with particular emphasis toward women in rural areas as well as the needs of diverse populations, especially Native American women.
Undergraduate UND In-State Tuition and Fees Compared to Peer Institutions

Source: UND Budget Office

FY 2005 UND Tuition & Fees as % of Median Household Income Compared to Peer Institutions

Source: IPEDS Institutional Characteristics

FCY Credit Hours Generated by College
Three-Year Summary of Credit Workshops (900’s)

END OF TERM DATA

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 74 events held at the CFA during FY05 over 64,400 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. Three successful years with an average of 55 participants per year have covered topics in brain, heart, and infectious disease processes.

**Degree Programs Offered Completely Online & Non-Traditional Hours**

<table>
<thead>
<tr>
<th>Year</th>
<th>Online Programs</th>
<th>Other Distance Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2001</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>2002</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>2003</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>2004</td>
<td>7</td>
<td>14</td>
</tr>
</tbody>
</table>

Source: Continuing Education

**Internet Course Enrollment**

- **Summer**: 149, 236, 126
- **Fall**: 833, 406, 521
- **Spring**: 448, 542, 542

Source: Data as of Third Week

**Number of Fall Courses Offered in the Evening**


**Number of Fall Enrollments in Evening Courses**

- **Lower**: 2002-03: 1,000, 2003-04: 2,000, 2004-05: 3,000
- **Upper**: 2002-03: 1,000, 2003-04: 2,000, 2004-05: 3,000
- **Graduate**: 2002-03: 1,000, 2003-04: 2,000, 2004-05: 3,000

Source: Reg438

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. In the past year, the project trained over 6,000 physicians and health care provider participants.
2004-2005 Noteworthy Accomplishments

- The University of North Dakota served 15,295 students in the 2004-05 academic year and serves more than 25,000 different people in some kind of educational program each year.
- The University of North Dakota has an annual impact of nearly $1 billion on the economy of the state and region, according to a North Dakota University System study.
- Faculty and staff of the University submitted well over a quarter billion dollars ($300 million) in research and project proposals to external agencies, which brought in more than $80 million dollars.
- In a November 2005 ceremony at the Grand Forks Air Force Base, UND officially opened its new National Suborbital Education and Research Center. At its heart is NASA's DC-8 “suborbital laboratory.”
- Faculty members in Nursing and in Psychology were successful in securing a $4 million grant to build a behavior science research facility. It will be the first building in the country designated for nursing research.
- The College of Business & Public Administration neared its goal of $20 million in a vibrant capital campaign, literally allowing us to renovate Gamble Hall from the inside out.
- UND was named 14th in “The Top 25 Most Highly Entrepreneurial Undergraduate Universities” in the country by Forbes.com and The Princeton Review. UND also was ranked 19th in the country on The Princeton Review’s list of the “25 Most Connected Campuses.”
- The University began the $500,000 American Indian Center.
- In Athletics, the UND hockey team played for the national title, losing to Denver, and also played in the semi-final championship game in football. The composite GPA for all scholarship athletes was above 3.0. Again, 26 players recognized as first, second, or third team All-Americans. The hockey team competed for the national title for the 12th time, having won 7 of the 12. The athletic programs at UND continue to be one of the classiest, most successful by every measure, intercollegiate athletic programs in the country.
- The UND School of Medicine & Health Sciences, which celebrated 100 years of educating doctors, was again ranked in the top three in the nation for accomplishments in rural health by US News and World Report. The School of Medicine was also included in a study commissioned by the Carnegie Foundation to study medical education models for the 21st Century. UND’s school was the only community-based medical school chosen for the study.

Sources of Grants and Contracts Funding: FY 2005

Federal, 72.60%

State, 3.50%

Foundation, 0.70%

Industry, 9.80%

Multi-Sponsor, 11.40%

Source: UND ORPD

Academic Requests approved by NDUS

For 2004-05, UND added three certificate programs, and five distance programs. Four programs had little changes and one minor was terminated.

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

### American Indian Programs

- **American Indian Student Services (AIS)***
- **Computer Science, Engineering, and Mathematics Scholars Program***
- **IDEA Networks for Biomedical Research Excellence (INBRE)***
- **Department of Indian Studies***
- **Dakota Geriatric Center***
- **Grand Forks Human Nutrition Research Center***
- **Indians into Geological Sciences (INGEOS)***
- **Indians Into Medicine (INMED)***
- **Indians Into Psychology Doctoral Education (INPSYDE)***

**Multicultural Scholars into Dietetics Program***
- ND Family to Family Network
- Northern Plains Indian Law Center
- Native American Law Project
- Northern Plains Tribal Judicial Training Institute
- Tribal Environmental Law Project
- Institute for the study of Tribal Gaming Law and Policy
- National Resource Center on Native American Aging
- United Tribes Principal Leadership for American Indians in Native Schools (UT-PLAINS)

**Recruitment and Retention of American Indians into Nursing (RAIN)***
- Working towards Indian Nursing Development (WIND) Grant
- Native Media Center
- TRIO Programs
- Educational Opportunity Center (EOC)
- Ronald E. McNair Post-Baccalaureate Achievement Program
- Student Support Services
- Talent Search Program
- Upward Bound Program
- UND GRO Americorps*Vista Project

**United Tribes Community Educators Program II (UTCEP II)***
- UND National Resource Center on Native American Aging
- UND Physicians Assistant Program (UND-PA)
- Multicultural Scholars Into Dietetics Program (MSDP)
- North Dakota Bridges to Baccalaureate Program
- United Tribes Special Educator Program (UT-SEP)

**Source:** Opportunities for American Indians at UND

### Cooperative Education Student Enrollment

#### Summer

<table>
<thead>
<tr>
<th>Year</th>
<th>UG</th>
<th>GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>199</td>
<td>200</td>
</tr>
<tr>
<td>2000</td>
<td>201</td>
<td>202</td>
</tr>
<tr>
<td>2001</td>
<td>203</td>
<td>204</td>
</tr>
</tbody>
</table>

**Note:** Data as of End of Term Source: #sect5yr

#### Fall

<table>
<thead>
<tr>
<th>Year</th>
<th>UG</th>
<th>GRAD</th>
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</thead>
<tbody>
<tr>
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<td>199</td>
<td>200</td>
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<tr>
<td>2000</td>
<td>201</td>
<td>202</td>
</tr>
<tr>
<td>2001</td>
<td>203</td>
<td>204</td>
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</tbody>
</table>

#### Spring

<table>
<thead>
<tr>
<th>Year</th>
<th>UG</th>
<th>GRAD</th>
</tr>
</thead>
<tbody>
<tr>
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<td>201</td>
<td>202</td>
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<tr>
<td>2001</td>
<td>203</td>
<td>204</td>
</tr>
<tr>
<td>2002</td>
<td>205</td>
<td>206</td>
</tr>
</tbody>
</table>
### Continuation and Cumulative Graduation Rates
#### All Degree Seeking First-Time Full-Time Freshmen*

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th># in Cohort</th>
<th>AVG ACT</th>
<th>Continuation to 2nd Year</th>
<th>Continuation to 3rd Year</th>
<th>4 Years Graduated within 4 Years</th>
<th>5 Years Graduated within 5 Years</th>
<th>6 Years Graduated within 6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993*</td>
<td>1,622</td>
<td>22.5</td>
<td>77%</td>
<td>66%</td>
<td>19%</td>
<td>37%</td>
<td>40%</td>
</tr>
<tr>
<td>1994*</td>
<td>1,563</td>
<td>22.7</td>
<td>78%</td>
<td>66%</td>
<td>17%</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>1995*</td>
<td>1,597</td>
<td>22.5</td>
<td>76%</td>
<td>58%</td>
<td>16%</td>
<td>35%</td>
<td>36%</td>
</tr>
<tr>
<td>1996*</td>
<td>1,603</td>
<td>22.9</td>
<td>75%</td>
<td>65%</td>
<td>14%</td>
<td>38%</td>
<td>41%</td>
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<tr>
<td>1997*</td>
<td>1,510</td>
<td>22.9</td>
<td>76%</td>
<td>65%</td>
<td>17%</td>
<td>38%</td>
<td>40%</td>
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<tr>
<td>1998</td>
<td>1,465</td>
<td>22.8</td>
<td>79%</td>
<td>66%</td>
<td>22%</td>
<td>40%</td>
<td>46%</td>
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<tr>
<td>1999</td>
<td>1,742</td>
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<td>80%</td>
<td>71%</td>
<td>23%</td>
<td>43%</td>
<td>49%</td>
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<tr>
<td>2000</td>
<td>1,832</td>
<td>22.9</td>
<td>78%</td>
<td>68%</td>
<td>22%</td>
<td>40%</td>
<td>49%</td>
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<tr>
<td>2001</td>
<td>1,973</td>
<td>23.1</td>
<td>78%</td>
<td>68%</td>
<td>22%</td>
<td>40%</td>
<td>49%</td>
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<tr>
<td>2002</td>
<td>1,996</td>
<td>22.9</td>
<td>78%</td>
<td>67%</td>
<td>22%</td>
<td>40%</td>
<td>49%</td>
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<tr>
<td>2003</td>
<td>2,217</td>
<td>22.9</td>
<td>75%</td>
<td>68%</td>
<td>22%</td>
<td>40%</td>
<td>49%</td>
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<tr>
<td>2004</td>
<td>2,182</td>
<td>22.7</td>
<td>75%</td>
<td>68%</td>
<td>22%</td>
<td>40%</td>
<td>49%</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>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>1993</td>
<td>22.5</td>
<td>77%</td>
<td>66%</td>
<td>19%</td>
<td>37%</td>
</tr>
<tr>
<td>1994</td>
<td>22.7</td>
<td>78%</td>
<td>66%</td>
<td>17%</td>
<td>38%</td>
</tr>
<tr>
<td>1995</td>
<td>22.5</td>
<td>76%</td>
<td>58%</td>
<td>14%</td>
<td>35%</td>
</tr>
<tr>
<td>1996</td>
<td>22.9</td>
<td>75%</td>
<td>65%</td>
<td>16%</td>
<td>40%</td>
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<tr>
<td>1997</td>
<td>22.9</td>
<td>76%</td>
<td>65%</td>
<td>17%</td>
<td>38%</td>
</tr>
<tr>
<td>1998</td>
<td>22.8</td>
<td>79%</td>
<td>66%</td>
<td>22%</td>
<td>40%</td>
</tr>
<tr>
<td>1999</td>
<td>22.8</td>
<td>80%</td>
<td>71%</td>
<td>23%</td>
<td>43%</td>
</tr>
<tr>
<td>2000</td>
<td>22.9</td>
<td>78%</td>
<td>68%</td>
<td>22%</td>
<td>40%</td>
</tr>
<tr>
<td>2001</td>
<td>23.1</td>
<td>78%</td>
<td>67%</td>
<td>22%</td>
<td>40%</td>
</tr>
<tr>
<td>2002</td>
<td>22.9</td>
<td>78%</td>
<td>67%</td>
<td>22%</td>
<td>40%</td>
</tr>
<tr>
<td>2003</td>
<td>22.9</td>
<td>75%</td>
<td>68%</td>
<td>22%</td>
<td>40%</td>
</tr>
</tbody>
</table>

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

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

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

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

- Resigned
- Retired
- Discharged
- Laid Off
- Deceased
- NDUS System
- Transferred to another ND State agency

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

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

Access is evidenced by academic achievement of students with disabilities that is similar to students without disabilities. For example, 57% of students registered with DSS earned GPAs between 2.5 and 3.0, compared to 59% of the general student population.

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

Source: Disability Support Services
University of North Dakota

Students: To what extent have you been satisfied with racial harmony at UND?

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

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

Faculty: Overall Job Satisfaction (Very Satisfied or Satisfied)

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years

Faculty: Overall Job Satisfaction (Very Satisfied or Satisfied)

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

Source: 2002 HERI Faculty Survey
HERI Faculty Survey Administered Every 5 Years
University of North Dakota
Progress Report, November 2005

D. Improve the campus climate for living and learning.

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.

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.

Murder/Homicide 0 0 0 0 0
Sexual Assault (Frcible) 3 5 7 10 5
Sexual Assault (Non-Frcible) 0 0 0 0 0
Robbery 0 0 1 0 0
Aggravated Assault 2 4 2 1 1
Burglary 38 13 21 10 17
Motor Vehicle Theft 9 6 12 8 9

Citations
Liquor Law Violations* 358 276 181 265 220
Weapons Violations 2 1 1 0 2
Drug Violations 48 54 29 29 34

*Does not include DUI arrests
Source: UND Police

UND Counseling Center
UND Counseling Center provided services to about 6,800 individuals through its counseling, chemical abuse interventions, psychiatric services, testing, career, education, graduate student training, and outreach programs. The Counseling Center maintains quality and timely interventions to students with traditional developmental issues as well as increasing numbers of students with more serious problems. We are bringing on board more technological interventions utilizing electroencephalogram and other physiological indicators for teaching stress management, relaxation and adaptive mental imagery. The Counseling Center has increased services for chemical abuse problems in expanding a part-time position to full time alcohol and drug counselor position.
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>2004</th>
<th>2005</th>
<th>2006 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>2169</td>
<td>1884</td>
<td>2205</td>
</tr>
<tr>
<td>New Transfer</td>
<td>665</td>
<td>724</td>
<td>839</td>
<td>920</td>
<td>884</td>
<td>781</td>
<td>689</td>
<td>850</td>
</tr>
<tr>
<td>Other UG</td>
<td>6241</td>
<td>6561</td>
<td>6999</td>
<td>7370</td>
<td>7633</td>
<td>7760</td>
<td>7925</td>
<td>8420</td>
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<tr>
<td>Graduate</td>
<td>1492</td>
<td>1492</td>
<td>1557</td>
<td>1714</td>
<td>1894</td>
<td>2045</td>
<td>1995</td>
<td>2100</td>
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<tr>
<td>Professional</td>
<td>418</td>
<td>417</td>
<td>422</td>
<td>432</td>
<td>429</td>
<td>432</td>
<td>461</td>
<td>425</td>
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<tr>
<td>Correspondence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fall Enrollment</td>
<td>10590</td>
<td>11031</td>
<td>11764</td>
<td>12423</td>
<td>13034</td>
<td>13187</td>
<td>12954</td>
<td>14000</td>
</tr>
</tbody>
</table>

*Correspondence Students added beginning Fall 2001

Source: Assoc VP Enrollment Mgmt

FTE Fall Enrollment Compared with Peer Institutions

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

Continuing Education Opportunities: New Enrollments for 2005

Work Force Development Enrollment

Conferences Enrollment

Certificate Programs Enrollment (Non-Credit)

Extension Enrollment

University Within The University (U2) Enrollment

Note: These numbers reflect enrollment and not head count.
Source: UND Continuing Education
Selected Summer Activities Offered at UND

**Summer Reading Program**

For more than a decade, the College of Education and Human Development has sponsored the summer reading program for area children. Fifty-two students attended the Summer 2004 program. The college and the teaching and learning department work in collaboration with the Grand Forks Public School District as well as several rural schools in the area. The program is designed to promote the literacy development of young readers and writers. In addition, the program serves as a clinical practicum for undergraduates majoring in elementary education and graduates enrolled in the reading master’s program. It is designed for children entering second through seventh grades next fall.

The program is interactive, with all students participating in a four-week quest to become better readers. There are also a variety of fun activities, including mini-field trips to interesting sites around campus.

**Space Studies Star Parties**

Space Studies hosted a weekly series of star parties. During September -October 2004 approximately 170 people participated and April-October 2005 another 300-400 people attended.

The year’s theme, “Have dinner with the stars!” provided Grand Forks area residents with weekly opportunities to enjoy the night sky, learn about astronomy and the universe in which we live, observe through a variety of telescopes, and learn about efforts to build North Dakota’s first professional astronomical observatory.

The purposes of the star parties include educating the Grand Forks’ community about the science and beauty of astronomy, fostering greater understanding of the relevance of astronomy to human society, and promoting space studies’ efforts to build a large astronomical observatory.

**Community Music Program**

During Summer 2004 to Spring 2005 eighty-eight students attended the Community Music Program sponsored by the UND Music Department. Thirty-nine attendees were applied students in guitar, piano and voice and 49 attended the Musiktanz program. The Musiktanz program is a curriculum developed by Dr. Lorna Lutz Heyge, an internationally recognized author and early childhood music educator. She is the founder of *Kindermusik* and co-author of the early childhood curriculum *Kindermusik for the Young Child*.

Musiktanz is based on the English edition of her latest work, *A Cycle of Seasons*. In the Musiktanz program, the teacher acts as a role model to assist the parents/caregivers in working musically with their children from ages 15 months to 5 years old. The parents/caregivers attend the children’s lessons and participate with them in classes which are comprised of a variety of developmentally appropriate musical activities involving singing, moving, playing, creating, and listening.
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

UNIVERSITY OF NORTH DAKOTA

Program Agreements
2003-2005 Catalog Year

UND continues to serve our transfer students with many opportunities. UND updated and maintained a total of 756 program agreements and 64 course agreements for the 2003-2005 catalog year. In addition, we added 88 new program agreements.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>North Dakota</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Minnesota</td>
<td>12</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>South Dakota</td>
<td>1</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>47</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

Source: UND Office of Registrar

Course Articulation Agreements
Comparative Catalog Year

NOTE: Maintaining our course-by-course articulation has been our objective.
ACT Averages of Entering Freshmen

Source: ACT

New Freshmen by Home State
Fall 2004

New Transfers by Home State
Fall 2004

Source: Third-Week Report (ussrg540/residence of first-time students)

ACT Averages of Entering Freshmen

Source: ACT
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?

[Graph showing percentages for different years, with data points for each year from 1998 to 2004.]

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years

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

[Graph showing percentages for different years, with data points for each year from 1997-98 to 2002-03.]

Source: 2004-05 Placement Survey of 2002-03 graduates

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

[Graph showing percentages for different years, with data points for each year from 1996-97 to 2002-03.]

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years

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

[Graph showing percentages for different years, with data points for each year from 1996-97 to 2002-03.]

Source: 2004-05 Placement Survey of 2002-03 graduates

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

Source: UND SMHS

Retention of ND High School Graduates After UND Education

Source: 2004-05 Placement Survey of 2002-03 graduates

50.9% 55.9% 42.8% 47.8% 43.5% 49.8%
Optimize the use of information technology to improve student learning, research, and the administration of the University.

Selected Highlights for Fiscal Year 2005

The 4th annual IT conference, Beyond Boundaries, was held in October, 2005 with participants from the region, including Manitoba, Canada.

Upgraded the Blackboard system for reliability and increased capacity through an STF award.

Expanded the network authentication system used in the Residence Halls to wireless and open port access in the Memorial Union and Chester Fritz Library.

Information Technology Security Officer provides security awareness through a Web Site and in his participation in campus IT groups.

$250,000 in campus funds allowed telecommunications to install singlemode fiber to support Gigabit network capacity among campus buildings.

$85,000 in campus funds allowed telecommunications to continue upgrading internal building cabling towards use of one network for voice, video and data. With this 2nd year of funding, the riser cabling (among cable rooms within buildings) is all that remains for this project to be complete.

Bandwidth allocation from UND to the commodity Internet increased from 31.5 Mbps to 95 Mbps in February providing faster Internet response—incoming and outgoing—and more reliable video conferencing out of STAGENet. A redundant OC3 provides 90 Mbps failover in the event of an outage to the primary circuit.

Student Technology Assistant (STA) pilot program provided student computer lab assistants in 7 academic departments which improved availability of computers to students and minimized faculty technical work. Pilot project has been continued for an additional year.

Wireless network access was added in the Education Building and areas of Twamley, Skalicky, and Corwin-Larimore.

ITSS implemented a SPAM policy to take preventive measures against the proliferation of Spam.

The Student Technology Fee provided $745,000 in funding IT projects across the UND campus. The Student Technology Fee Committee comprised of students, faculty and staff reviewed proposals and recommended awards for projects to support student’s access to and use of technology in computer facilities and classrooms. http://www.und.edu/org/stf/funded.html

UND processes were moved to the ConnectND Oracle PeopleSoft finance, human resources, and campus community (student administration). Employees contributed leadership and an enormous amount of time to assist with the transition which is still on-going.

Source: UND Chief Information Officer
F. Optimize the use of information technology to improve student learning, research, and the administration of the University.

The Basic Sciences Imaging Center at the UND School of Medicine and Health Sciences provides advanced instrumentation for researchers interested in investigating biological processes at the cellular, sub-cellular, and molecular level.

The center consists of two facilities:

The light microscopy core is equipped with sophisticated, laser-scanning confocal microscopes that can be used, for example, to study molecular interactions within live cells or the distribution of molecules within human tissue. Renovation of the light microscopy core and purchase of a Zeiss LSM 510 META confocal and FCS system, a state-of-the-art confocal microscope and fluorescence correlation spectrometer, was made possible with funds awarded through COBRE, a special program (Centers of Biomedical Research Excellence) that NIH designed to cultivate research expertise among junior faculty and strengthen the research infrastructure of states that do not receive as much NIH funding as some large states.

The electron microscopy core, housing a Hitachi 7500 TEM and a Hitachi 4700 field emission SEM, provides modern and powerful scanning and transmission electron microscopic capabilities, necessary for examining the fine ultrastructure of cells and tissue down to the level of individual molecules.

Using Telemedicine for Medical Education

Advanced Technology is now available for educating medical students in clinical skills involving eye and ear examinations.
Dr. Wade Talley, associate director of the University of North Dakota (UND) Center for Family Medicine in Minot, achieved the nation’s top score on his 2005 board certification examination. Talley scored in the 100th percentile on the certification examination given by the American Board of Family Medicine (ABFM). He was one of approximately 10,000 physicians who took the test in 2005. The board certification exam, a full-day, written test, is one part of the ABFM's process of certifying the competence of the nation’s family physicians. Since 2001 Talley has been with the UND Center for Family Medicine where he maintains his own practice. Last year, he received the Reverend Elmer and Min West Memorial Faculty Award presented to an outstanding faculty member at the UND medical school.

### Some Facility Highlights...

- Completion of the Neuroscience Research Facility for the School of Medicine increased total square footage of campus buildings which now totals 5,248,907 square feet.
- Planning began for a new parking structure located in the Swanson Hall/Memorial Union parking lot.
- Planning began for a new residential housing complex to replace West Green I apartments, west of Chester Fritz Auditorium.
- Old Main Marketplace foodcourt opened in October 2005 in the Memorial Union.
- Carnegie Building mechanical renovation was completed which allowed Enrollment Services to complete the move into this new welcome center.

### 2005 & 2002 Campus Quality Survey

#### Employee Satisfaction

<table>
<thead>
<tr>
<th>Overall Satisfaction with Employment</th>
<th>2005</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>29.3%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>47.0%</td>
<td>51.3%</td>
</tr>
<tr>
<td>Neutral</td>
<td>11.3%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>10.4%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Not satisfied at all</td>
<td>2.0%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Impression of Quality</th>
<th>2005</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>25.8%</td>
<td>18.4%</td>
</tr>
<tr>
<td>Good</td>
<td>52.2%</td>
<td>53.6%</td>
</tr>
<tr>
<td>Average</td>
<td>18.5%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Below Average</td>
<td>2.6%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>0.9%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Source: 2005 & 2002 Campus Quality Surveys
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.

Source: American Association of University Professors
Hourly Salary Market Comparison for Staff, By Job Band
Percentage Differences between UND and Regional Salaries

Employees Utilizing the Tuition Waiver Incentive
Fall Semester

Staff Awards 2003 through 2005

<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></td>
<td>2003</td>
<td>2004</td>
<td>2005</td>
</tr>
<tr>
<td>40 years</td>
<td>$200.00</td>
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<tr>
<td>35 years</td>
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<td>6</td>
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<tr>
<td>30 years</td>
<td>$100.00</td>
<td>9</td>
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<tr>
<td>25 years</td>
<td>$100.00</td>
<td>27</td>
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<tr>
<td>20 years</td>
<td>$50.00</td>
<td>63</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>89</td>
<td>92</td>
</tr>
</tbody>
</table>

**Meritorious Service Award**

<table>
<thead>
<tr>
<th>Amount Awarded</th>
<th>Nbr Awarded</th>
<th>Total per Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,000.00</td>
<td>10</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

**Ken & Toby Baker UND Proud Award**

<table>
<thead>
<tr>
<th>Amount Awarded</th>
<th>Nbr Awarded</th>
<th>Total per Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,000.00</td>
<td>1</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

* 2002 Initial start year of Barnes & Noble Gift Certificates
Source: UND Human Resources
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.

Students (Sophomores): To what extent have you been satisfied with the attitude of non-teaching staff toward students?

![Bar Chart: Student Satisfaction with Non-Teaching Staff Attitude]

- **Satisfied/Very Satisfied**:
  - 1999: 65.8%
  - 2002: 55.1%
  - 2005: 63.6%

- **Neutral**:
  - 1999: 25.7%
  - 2002: 34.6%
  - 2005: 30.8%

- **Dissatisfied/Very Dissatisfied**:
  - 1999: 8.5%
  - 2002: 10.3%
  - 2005: 5.6%

Source: 2005 Sophomore Survey

**Sophomore Survey Administered Every 3 Years**

Students (Graduates): To what extent have you been satisfied with the attitude of non-teaching staff toward students?

![Bar Chart: Student Satisfaction with Non-Teaching Staff Attitude]

- **Satisfied/Very Satisfied**:
  - 1999: 65.5%
  - 2002: 69.6%
  - 2001: 72.9%
  - 2004: 71.3%

- **Neutral**:
  - 1999: 22.5%
  - 2002: 24.7%
  - 2001: 20.3%
  - 2004: 18.0%

- **Dissatisfied/Very Dissatisfied**:
  - 1999: 12.0%
  - 2002: 5.7%
  - 2001: 6.8%
  - 2004: 10.7%

Source: 2004 Graduate Survey

**Graduate Survey Administered Every 3 Years**

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

![Bar Chart: Student Satisfaction with Academic Experience]

- **Satisfied/Very Satisfied**:
  - 1996: 79.7%
  - 1999: 84.4%
  - 2001: 85.1%
  - 2004: 88.0%

- **Neutral**:
  - 1996: 15.8%
  - 1999: 12.2%
  - 2001: 10.9%
  - 2004: 9.6%

- **Dissatisfied/Very Dissatisfied**:
  - 1996: 4.5%
  - 1999: 3.4%
  - 2001: 4.8%
  - 2004: 2.4%

Source: 2004 Graduate Survey

**Graduate Survey Administered Every 3 Years**

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

![Bar Chart: Student Satisfaction with Academic Experience]

- **Satisfied/Very Satisfied**:
  - 1996: 82.0%
  - 1998: 87.1%
  - 2001: 86.5%
  - 2004: 87.2%

- **Neutral**:
  - 1996: 13.3%
  - 1998: 9.6%
  - 2001: 10.3%
  - 2004: 11.2%

- **Dissatisfied/Very Dissatisfied**:
  - 1996: 4.7%
  - 1998: 3.3%
  - 2001: 4.2%
  - 2004: 1.6%

Source: 2004 Graduate Survey

**Graduate Survey Administered Every 3 Years**

Students: In general, how satisfied are you with your experiences at UND?

![Bar Chart: Student Satisfaction with General Experience]

- **Satisfied/Very Satisfied**:
  - 1999: 65.8%
  - 2002: 55.1%
  - 2005: 63.6%

- **Neutral**:
  - 1999: 25.7%
  - 2002: 34.6%
  - 2005: 30.8%

- **Dissatisfied/Very Dissatisfied**:
  - 1999: 8.5%
  - 2002: 10.3%
  - 2005: 5.6%

Source: 2005 Sophomore Survey

**Sophomore Survey Administered Every 3 Years**

Students: In general, how satisfied are you with your experiences at UND?

![Bar Chart: Student Satisfaction with General Experience]

- **Satisfied/Very Satisfied**:
  - 1999: 65.5%
  - 2002: 69.6%
  - 2001: 72.9%
  - 2004: 71.3%

- **Neutral**:
  - 1999: 22.5%
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  - 2004: 18.0%

- **Dissatisfied/Very Dissatisfied**:
  - 1999: 12.0%
  - 2002: 5.7%
  - 2001: 6.8%
  - 2004: 10.7%

Source: 2004 Graduate Survey

**Graduate Survey Administered Every 3 Years**
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 (2)
4. On the whole, the campus is well-maintained (2)
5. Library resources and services are adequate (2)
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)

Note: 2002 rank shown in parentheses
Source: 2004 Student Satisfaction Inventory

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 (2)
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 (5)
8. Living conditions in the residence halls are comfortable (3)
9. Financial aid awards are announced to students in time to be helpful in college planning (8)
10. Financial aid counselors are helpful (7)

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

Significant steps that have occurred in 2004-2005

**Tobacco:**
- Grand Forks Public Health allocated $10,000 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, the Student Health Promotion Office and the North Dakota Quit Line.
- Exposure to second hand smoke was significantly reduced through the passage of a work site ordinance in August of 2004.
- The 30 day prevalence rate for smoking remained the same as 2002 at 25.1%.
- UND residence halls were designated non smoking from fall 2003 and UND apartments from July 2004.

**Alcohol:**
- Parents now receive a booklet on alcohol abuse and a letter of encouragement to talk to their children about the issue. The letter and booklet are sent by Dr. Boyd.
- Data from the NCHA (2004 survey) indicate that UND students remember receiving information on alcohol and other drugs at a greater rate (56%) than do other students nationally (45% reference group) and above rates recommended by Health Campus 2010 (55%).

**Overall:**
- The quality of health services provided was significantly improved when 4 nurses passed a national certification in college health, bringing the number of nurses certified in college health to 5 at UNDSHS.

Source: UND Student Health Services

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The Wellness Center

Located on the third floor of the Hyslop Sports Center, The UND Student Wellness Center offers the University community a welcoming place to exercise. Users have access to 32 pieces of cardio equipment, 17 select-free weight machines, and a variety of free weight equipment. Beyond the personal workout, the Wellness Center provides two of the fastest growing instructional classes in the nation, reformer Pilates and gravity.

Currently the new Student Wellness Center is under construction and is set to open in August 2006. The new facility will provide users a premier space in which to have fun, relax, and work out. The Wellness Center staff is excited for the future of Wellness on campus and looks forward to supporting the needs of our students and the University community.

For further information on Wellness at UND, please visit the website at [www.wellness.edu](http://www.wellness.edu).

Source: UND Wellness Department
State Appropriations and Net Tuition and Fees per FTE Student
UND and Peer Institutions

Source: IPEDS Finance (Updated annually in the Fall)

Expenditures by Function

Source: UND Budget Office

Revenues By Source

Expenditures

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.

Source: IPEDS Finance (Updated annually in the Fall)
Alumni Giving

The 2004-05 fiscal year was capped-off with tremendous support from alumni and friends across the globe. In total, 12,756 donors contributed $10.8 million toward the mission of the University. This is the second-highest number of donors in the UND Foundation's 27-year history.

The UND Foundation Call Center, which features current UND students, also operated with great success in its second official year, raising $245,466 of the Foundation's total. Directly to the University, the UND Foundation allocated $5.8 million, $3.5 million of which was through academic and athletic scholarships.

American Indian Center

With a blessing by Spirit Lake Sioux Tribe’s Ambrose Littleghost and an Honor Song by Eagle Thunder, the University of North Dakota broke ground for a new $500,000 American Indian Center Friday, April 2, 2005.

UND’s first facility for American Indian programs and students, then known as the Native American Cultural Center, opened in the late 1960s on the far east side of the campus, and like the current structure, was a remodeled private home.

“A new facility was critically needed for UND to continue to provide outstanding support services and activities for our growing numbers of American Indian students,” Jeanotte said. “We’ve utilized every corner of the building we’re in now, and there simply is no room to meet current needs or to expand and improve services. President Kupchella has stated that UND intends to become a national leader in American Indian higher education, and the new Center will help us achieve that goal. Most importantly, students will benefit most from this new facility, and not just American Indian students. It will enhance entire campus community.”

UND’s first such facility was the Native American Cultural Center in the late 1960s. The Center which moved around campus over the years from a remodeled private home to the old train Depot on campus (now gone), then to the old East Hall, a former mens’ residence hall, to the current location, a former private residence.

The new 5,272 square-foot American Indian Center will house American Indian Student Services and several Amerian Indian student organizations. The Center will provide students with a place to gather, study, relax, or seek assistance with academic advisement, admissions, registration, financial aid procurement and tutorial support. The Center will be equipped with a kitchen, lounge with television, staffed computer lab and study area, meeting rooms, and office space.

Tuesdays @ 9

The implementation of PeopleSoft, the central component of ConnectND, required extensive changes to business processes. “Tuesdays @ 9” meetings were scheduled every week providing information and training presentations which assisted campus administrative staff. Critical care sessions provided one-on-one training and listservs were established to handle questions from departments on a continuous basis. A Connect"U"ND website was created with cheat-sheets, cross-walks and tips and was an excellent resource for users.

FY2004 UND Average Ratio of Faculty and Staff to Students (All FTE)

Student to Faculty Ratio 14.1:1
Student to Staff Ratio 9.0:1

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