University of North Dakota
Progress Report
(Based on the 2001 Strategic Plan Goals)
FY 2006
(2005-2006)

Prepared: November 2006
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
Goals A-G based on the 2001 Strategic Plan.

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.................................1-6

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...................................................................................................................................7-12

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 opportunities.................................................13-16

D. Improve the campus climate for living and learning........................................................................17-20

E. Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission..................................................................................................................21-26

F. Optimize the use of information technology to improve student learning, research, and the administration of the University...........................................................................................................27-28

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
University of North Dakota

How would you evaluate your entire educational experience at this institution?

![Graph showing evaluation of educational experience by students.]

Source: 2003 & 2005 National Survey of Student Engagement

Completed Re-Accreditations 2005-06

1. ND Board of Nursing
   Degrees & Programs: Baccalaureate and Masters Nursing Degree Programs

2. American Psychological Association
   Degrees & Programs: Counseling Psychology

3. Liaison Committee on Medical Education (LCME) of the American Medical Association & Association of American Medical Colleges
   Degrees & Programs: School of Medicine

Source: Vice President for Academic Affairs

Progress and initiatives in the assessment of student learning:

- The Provost appointed a steering committee, comprised of representatives from UND's colleges and from Student Services, to prepare for the Spring 2008 focused visit of the Higher Learning Commission of the North Central Association of Colleges and Universities.

- The University Assessment Committee rewrote the University Plan for the Assessment of Student Learning, and the new plan can be found on the Assessment Committee website.

- All departments offering undergraduate degrees have posted plans for assessment of student learning within their degree programs on the UND website.

- University faculty five-member team participated in American Association of Colleges & Universities Institute on General Education and is providing campus leadership in promoting planning and implementation of improvements in general education and its assessment.

- Departments offering graduate degrees have been developing plans for assessment of student learning within those programs; most plans are posted on UND's website.

- Members of the University Assessment Committee continued their review of assessment data submitted within departmental annual reports.

- Plans have been made for cyclical review of departmental annual reports, as well as reports from other services and programs on campus, for data relevant to achievement of general education and institutional goals.

- Outcomes for general education goals continue to be directly assessed on a rotating basis. A new general education plan is in development and direct outcomes assessment measures are being planned at the same time.

Source: University Assessment Committee and Office of Vice President for Academic Affairs

Progress Report, November 2006
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?

[Graph showing student enrollment in study abroad programs]

International Scholars at UND

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

University of North Dakota

Progress Report, November 2006
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**

Currently, 39 of 57 UND undergraduate departments require experiential learning coursework as part of their program curriculum. Another 18 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.)

Source: Center for Community Engagement

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: 2003 & 2005 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.

Percentage of Faculty* with Terminal Degrees

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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Spring 2006</th>
<th>Spring 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked instructor for feedback</td>
<td>4.3</td>
<td>4.2</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>4.2</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>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Textbook/materials were helpful</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td>Readings/assignments contributed to learning</td>
<td>4.1</td>
<td>4.0</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>4.3</td>
<td>4.2</td>
</tr>
<tr>
<td>Encouraged connection to real world situations</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Found ways to keep students interested</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Available during posted office hours</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Made good use of book/materials</td>
<td>4.1</td>
<td>4.0</td>
</tr>
<tr>
<td>Provided useful and timely feedback</td>
<td>4.2</td>
<td>4.1</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>4.3</td>
<td>4.2</td>
</tr>
<tr>
<td>Explained grading criteria clearly</td>
<td>4.2</td>
<td>4.2</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>4.2</td>
</tr>
<tr>
<td>Instructor 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>4.2</td>
<td>4.1</td>
</tr>
</tbody>
</table>

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

American Indian Programs Council
FY06 Funded Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiter for American Indian Student Services and Operating Costs</td>
<td>$45,705</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 Powwow &amp; Time-Out Wacipi</td>
<td>$9,000</td>
</tr>
<tr>
<td>Exploring the American Indian Experience</td>
<td>$5,000</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>$5,151</td>
</tr>
<tr>
<td>Total FY06 Funded Activities</td>
<td>$70,356</td>
</tr>
</tbody>
</table>

Source: UND Budget Office

Recruiter for American Indian Student Services and Operating Costs
Time-Out/Wacipi
INMED Powwow
UNDIA’s Powwow & Time-Out Wacipi
Exploring the American Indian Experience
Cultural Awareness
Total FY06 Funded Activities

Source: UND Budget Office

University of North Dakota
Recruiter for American Indian Student Services and Operating Costs
Time-Out/Wacipi
INMED Powwow
UNDIA’s Powwow & Time-Out Wacipi
Exploring the American Indian Experience
Cultural Awareness
Total FY06 Funded Activities

Source: UND Budget Office

American Indian Programs Council
Recruiter for American Indian Student Services and Operating Costs
Time-Out/Wacipi
INMED Powwow
UNDIA’s Powwow & Time-Out Wacipi
Exploring the American Indian Experience
Cultural Awareness
Total FY06 Funded Activities

Source: UND Budget Office

American Indian Programs Council
Recruiter for American Indian Student Services and Operating Costs
Time-Out/Wacipi
INMED Powwow
UNDIA’s Powwow & Time-Out Wacipi
Exploring the American Indian Experience
Cultural Awareness
Total FY06 Funded Activities

Source: UND Budget Office

American Indian Programs Council
Recruiter for American Indian Student Services and Operating Costs
Time-Out/Wacipi
INMED Powwow
UNDIA’s Powwow & Time-Out Wacipi
Exploring the American Indian Experience
Cultural Awareness
Total FY06 Funded Activities

Source: UND Budget Office

American Indian Programs Council
Recruiter for American Indian Student Services and Operating Costs
Time-Out/Wacipi
INMED Powwow
UNDIA’s Powwow & Time-Out Wacipi
Exploring the American Indian Experience
Cultural Awareness
Total FY06 Funded Activities

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

Freshmen

<table>
<thead>
<tr>
<th>Quality</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>22%</td>
</tr>
<tr>
<td>Good</td>
<td>48%</td>
</tr>
<tr>
<td>Fair</td>
<td>22%</td>
</tr>
<tr>
<td>Poor</td>
<td>8%</td>
</tr>
</tbody>
</table>

Source: 2005 National Survey of Student Engagement

Seniors

<table>
<thead>
<tr>
<th>Quality</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>20%</td>
</tr>
<tr>
<td>Good</td>
<td>45%</td>
</tr>
<tr>
<td>Fair</td>
<td>25%</td>
</tr>
<tr>
<td>Poor</td>
<td>10%</td>
</tr>
</tbody>
</table>

Source: 2005 National Survey of Student Engagement

Academic Advising

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 2005-2006 academic year include:
- Presentation of the Outstanding Faculty Advising Award;
- Campus wide advisor workshops;
- Development of an academic advisor website (to be unveiled in Fall 2006);
- Preliminary discussions of Strategic Plan II initiatives as they pertain to academic advising.

Source: Student Academic Services

General Education Study

We have recently completed the sixth and final year of a long-term longitudinal study of general education at UND. Ten specially trained faculty, funded by a Bush Foundation grant, conducted regular interviews with a group of randomly selected students, whom they followed throughout the students’ careers at UND. In the interviews, students were encouraged to talk about what they were learning -- more specifically, how and where they were learning the content and thinking skills we want them to learn as part of the University’s stated philosophy of general education. A report on the study, including results and recommendations, is available at www.und.edu/dept/vpaa/genedu/.

Source: UND Office of Instructional Development
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.

First-Time Licensure Pass Rates
2004 Comparison of Graduates Scores to National Averages on Health Related Professional Licensure & Certification Exams

Performance on Nationally Recognized 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

*Based on regional comparision due to cost of national results.
( ) Nationally established target ranges
NCEEES FE: National Council of Examiners for Engineering and Surveying Fundamentals Exams, reported by exam
CPA: Certified Public Accountant [ARE = Accounting and Reporting, AUDIT = Audit, FARE = Financial Reporting, LPR = Law]
EPPP: Examination of Professional Practice of Psychology
PPST: Pre-Professional Skills Test
PRAXIS: Teacher Education Subject Assessments
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

USD and Cumulative Comparison of Sponsored Awards

Source: UND RDC
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.

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)
- FY00: 9 for $29,250
- FY01: 8 for $24,375
- FY02: 10 for $32,500
- FY03: 10 for $32,500
- FY04: 10 for $35,800
- FY05: 10 for $35,800
- FY06: 8 for $63,312

New Faculty Startup Awards
- FY02: 10 positions $414,000
- FY03: 9 positions $655,000
- FY04: 13 positions $815,000
- FY05: 9 positions $485,000
- FY06: 5 positions $371,000

Doctoral Dissertation Awards
- FY02: 5 Grads $142,727
- FY03: 3 Grads $68,955
- FY04: 4 Grads $108,888
- FY05: 3 Grads $87,384
- FY06: 3 Grads $105,315

Source: EPSCoR Office

Comparison of Sponsored Awards By Unit

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

Sophomore Survey Administered Every 3 Years

A new website by the University of North Dakota (UND)'s Rural Assistance Center (RAC) will serve as a resource for residents along the U.S.-Mexico border and others across the nation seeking information on health and human services for border communities.

Officially launched Jan. 26, 2006, the USA-Mexico Border Health website serves as a virtual library of information pertaining to the unique health and human services issues faced by communities along the U.S.-Mexico border in the states of Texas, Arizona, New Mexico, and California. The site includes funding opportunities, grant writing information, pages on each border state, topic pages, federal activities and a searchable resource database.

Source: School of Medicine and Health Sciences
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.

Center for Health Promotion and Prevention Research
Living healthy is catching on among North Dakota schoolchildren thanks to a program by the Center for Health Promotion and Prevention Research at the UND School of Medicine and Health Sciences.

By combining and coordinating health education in the classroom, new physical activity and education programs, and healthier food choices in the cafeteria, the Coordinated Approach to Child Health (CATCH) program is showing elementary school children in eight schools across the state how to be healthy for the rest of their lives.

Burlington-Des Lacs, Ellendale, Grafton, Hettinger, Kenmare, Killdeer, Lisbon and Turtle Mountain community schools are participating in the program.

“CATCH is unique because all school personnel work together to improve children’s health,” said Nancy Vogeltanz-Holm, Ph.D., associate professor of clinical neuroscience and director of the center in Grand Forks. “The kids have healthier food choices, fun physical activities and classroom education that emphasize lifelong health.”

And it seems to be working. After the first year of the program, the center is reporting marked improvements in both physical activity and healthy eating among the children.

Source: School of Medicine and Health Sciences
University of North Dakota

Progress Report, November 2006

In the news 2005-2006...

Some Research Accomplishments

The University enjoyed a record level of sponsored program awards in FY06, totaling $94.3 million. UND faculty and staff submitted a record 974 proposals to external agencies in FY06 with a value of $255 million. UND’s sponsored program base has doubled over the last five years, and has seen a 240 percent increase since FY99. Overall, UND’s research portfolio, including ongoing and committed accounts, is $315 million as of June 30, 2006.

The Energy & Environmental Research Center led UND with a record level of R&D funding for FY06 of $32.2 million, a significant increase over the previous year. Other leading units were the School of Medicine and Health Sciences with $20 million in awards, followed by the College of Nursing with $4.9 million, the John D. Odegard School of Aerospace Sciences with $3.7 million, and the Northern Great Plains Center for People and the Environment with $3.1 million.

The University broke ground for three research buildings: the $4 million Northern Plains Center for Behavioral Research, one of the first buildings funded by the National Institutes of Health and designated for nursing scientists and interdisciplinary colleagues in the behavioral sciences; the National Center for Hydrogen Technology, and the Life Sciences and Advanced Technologies laboratory. The University also began construction on an addition to the recently completed Neuroscience Research Center on Hamline Street.

UND received three State Centers of Excellence for Economic Development awards for a total of $7 million of the total $20 million available. The awards will fund the construction of the National Center for Hydrogen Technology and the University Research Foundation’s Life-Sciences and Advanced Technologies facility, and will fund the Unmanned Aerial Systems program.

The Center for Innovation Foundation has increased its assets from $3 million in 2003 to $7.3 million in 2006.

The Society for Engineering Alternatives was responsible for the nation’s first University-designed and built hydrogen-powered fuel cell vehicle, which was entered in the 2005 Sunrayce from Austin to Calgary in the exhibition class.

Source: Office of University Relations

Source: School of Medicine and Health Sciences

U.S. Department of Human Services extended for five years a cooperative agreement with the Rural Assistance Center (RAC). Grant includes $756,000 per year for the operation of RAC, a partnership between UND’s Center for Rural Health and the Rural Policy Research Institute.

Center for Rural Health awarded $500,000 as part of the Building Research Infrastructure Program designed to help rural health providers identify new ways to improve patient safety and to achieve better health care services (March, 2006).

Eating disorders researcher in Department of Clinical Neuroscience was awarded nearly $2 million from the National Institutes of Health for project titled “Ecological Momentary Assessment of Anorexia Nervosa.” This is a multi-site project involving UND, the Neuropsychiatric Institute (NRI) in Fargo, the University of Chicago School of Medicine, and the University of Minnesota School of Medicine (April, 2006).

Some Research Accomplishments

Source: School of Medicine and Health Sciences

In the news 2005-2006...

The University broke ground for three research buildings: the $4 million Northern Plains Center for Behavioral Research, one of the first buildings funded by the National Institutes of Health and designated for nursing scientists and interdisciplinary colleagues in the behavioral sciences; the National Center for Hydrogen Technology, and the Life Sciences and Advanced Technologies laboratory. The University also began construction on an addition to the recently completed Neuroscience Research Center on Hamline Street.

UND received three State Centers of Excellence for Economic Development awards for a total of $7 million of the total $20 million available. The awards will fund the construction of the National Center for Hydrogen Technology and the University Research Foundation’s Life-Sciences and Advanced Technologies facility, and will fund the Unmanned Aerial Systems program.

The Center for Innovation Foundation has increased its assets from $3 million in 2003 to $7.3 million in 2006.

The Society for Engineering Alternatives was responsible for the nation’s first University-designed and built hydrogen-powered fuel cell vehicle, which was entered in the 2005 Sunrayce from Austin to Calgary in the exhibition class.

Source: Office of University Relations

Source: School of Medicine and Health Sciences

In the news 2005-2006...

Some Research Accomplishments

The University enjoyed a record level of sponsored program awards in FY06, totaling $94.3 million. UND faculty and staff submitted a record 974 proposals to external agencies in FY06 with a value of $255 million. UND’s sponsored program base has doubled over the last five years, and has seen a 240 percent increase since FY99. Overall, UND’s research portfolio, including ongoing and committed accounts, is $315 million as of June 30, 2006.

The Energy & Environmental Research Center led UND with a record level of R&D funding for FY06 of $32.2 million, a significant increase over the previous year. Other leading units were the School of Medicine and Health Sciences with $20 million in awards, followed by the College of Nursing with $4.9 million, the John D. Odegard School of Aerospace Sciences with $3.7 million, and the Northern Great Plains Center for People and the Environment with $3.1 million.

The University broke ground for three research buildings: the $4 million Northern Plains Center for Behavioral Research, one of the first buildings funded by the National Institutes of Health and designated for nursing scientists and interdisciplinary colleagues in the behavioral sciences; the National Center for Hydrogen Technology, and the Life Sciences and Advanced Technologies laboratory. The University also began construction on an addition to the recently completed Neuroscience Research Center on Hamline Street.

UND received three State Centers of Excellence for Economic Development awards for a total of $7 million of the total $20 million available. The awards will fund the construction of the National Center for Hydrogen Technology and the University Research Foundation’s Life-Sciences and Advanced Technologies facility, and will fund the Unmanned Aerial Systems program.

The Center for Innovation Foundation has increased its assets from $3 million in 2003 to $7.3 million in 2006.

The Society for Engineering Alternatives was responsible for the nation’s first University-designed and built hydrogen-powered fuel cell vehicle, which was entered in the 2005 Sunrayce from Austin to Calgary in the exhibition class.

Source: Office of University Relations

Source: School of Medicine and Health Sciences
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?

Source: 2005 National Survey of Student Engagement

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.

Source: School of Medicine and Health Sciences
University of North Dakota

Tuition & Fees as % of Median Household Income
FY 2006

Source: UND Budget Office

Undergraduate UND In-State Tuition and Fees Compared to Peer Institutions

Source: IPEDS Institutional Characteristics

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business &amp; Public Admin</td>
<td>376</td>
<td>506</td>
<td>539</td>
<td>280</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>827</td>
<td>452</td>
<td>524</td>
<td>804</td>
</tr>
<tr>
<td>Total</td>
<td>5,477</td>
<td>7,159</td>
<td>6,209</td>
<td>5,317</td>
</tr>
</tbody>
</table>

*PeopleSoft conversion timing may have pushed some summer courses into fall.

Chester Fritz Auditorium

The Chester Fritz Auditorium (CFA) 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 FY06, the Fritz hosted 38 campus events. A total of 69 events at the CFA, brought over 63,300 people to the campus. The CFA Box Office has continued to be a major ticketing source for the city of Grand Forks. Tickets are sold for UND Athletic events, those of the many smaller arts organizations of Grand Forks (Empire Arts Center, Firehall Theatre, GGF Symphony, etc.), Ralph Engelstad Arena (REA), and the Alerus Center. The CFA Box Office is also a Ticketmaster outlet. In total, the CFA Box Office issued 36,770 tickets for 197 events in the region. UND athletic tickets issued to students and sold to the general public account for 3,738 of these tickets.

Source: Chester Fritz Auditorium
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.

UND’s School of Medicine & Health Sciences collaborative project titled BORDERS, “Biochemical Organic Radioactive Educational Response System” continues to conduct training events aimed at improving the ability of health professionals across all disciplines prepare for and respond to acts of bioterrorism in increasing diverse situations and populations. In the past year, the project trained over 6,000 physicians and health care provider participants.

“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. Four successful years with an average of 75 participants per year have covered topics in brain, heart, and infectious disease processes.
2005-2006 Some Noteworthy Accomplishments

• 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. The sponsored programs alone have an economic impact of well over $160 million, generating more than a thousand jobs. The University of North Dakota is second only to the Air Force as the largest employer in North Dakota.

• The University’s program in Entrepreneurship, currently enrolling nearly 100 students, was rated eighth among the nation’s top entrepreneurship programs by Forbes and Entrepreneur magazines.

• The Ina Mae Rude Entrepreneur Center continues to be an important element in the creation and nurturing of new business ventures. During 2005-06, 23 incubator companies employed 110 people. The companies included two faculty spinoff ventures, eight student companies, and 13 regional entrepreneurs.

• The University was, again, listed among the 326 most interesting universities by Princeton Review.

• The John D. Odegard School of Aerospace Sciences remains the single most technologically complete aerospace science college in the United States. It is the only university program having a 360-degree three-dimensional digital air traffic control tower simulator fully integrated with departure and approach simulator capability.

• The Department of Mathematics is one of 11 such departments nationwide piloting an experimental college algebra curriculum designed to increase students’ problem-solving skills. The project is coordinated by the Mathematical Association of America with funding from the National Science Foundation.

• The John D. Odegard School of Aerospace Sciences signed a contract to train 200 pilots from Tokai University in Tokyo, in conjunction with Al Nippon Airways. The school also signed an agreement to revise space studies and other courses through satellite/distance learning technology in India in conjunction with 20 U.S. universities and the Gates Foundation.

• UND’s program in Occupational Therapy celebrated its 50th anniversary this past year, graduating 32 students with a master’s degree, including the first 10 students to complete an online transitional Master of Occupational Therapy for Practitioners.

• New agreements have been established for international program collaboration at Amrita University in India, Goa University in India, the University of Buea in Cameroon, and Osh State University in Kyrgyzstan this past year.

• The College of Business and Public Administration surpassed its goal of $20 million in a vibrant capital campaign, supporting extensive renovation of classrooms, laboratories and offices in Gamble Hall.

• During the 2005-06 academic year, the University awarded 2,649 degrees. This included 1,874 bachelor’s degrees, 610 graduate degrees, 60 degrees in law, and 57 degrees in medicine. UND awarded 40 Ph.D./Ed.D./Specialist degrees and 71 doctorates in physical therapy during the 2005-06 school year.

• The University welcomed a new class of more than 160 new Presidential Scholars, bringing the total currently enrolled at the University to more than 800. Presidential Scholars must have a minimum 3.65 cumulative high school GPA and a composite ACT score of 29-36, or 1300-1600 combined SAT score, or be a National Merit Finalist.

• In May 2006, 100 percent of the nursing graduates who took the NCLEX passed the exam. The College of Nursing also saw a 100 percent pass rate on the board exam for nurse anesthetists.

• The College of Nursing also saw a 100 percent pass rate on the board exam for nurse anesthetists.

• UND’s Flying Team captured its 14th national championship title at the National Intercollegiate Flying Association Conference in Columbus, Ohio. The competition included 30 schools from across the nation. This was UND’s 14th title in just 22 years.

• UND’s $20 million Student Wellness Center opened in September. This superb facility, second to none in the United States, is supported entirely by student fees.

• The University continues to promote the development of the Bronson Property. The initial townhome complex was completed last year. A service center was opened, as was the Suite 49 restaurant. A second phase of townhome development was launched this summer, as was a second phase of a mall-apartment complex, ultimately to take the shape of a commercial-residential quad on the east side of the property.

• Construction was begun on the University’s first parking ramp at the corner of University Avenue and Columbia Road. Construction also began on a $20 million student apartment style housing complex on University Avenue.

• The University completed construction of a new American Indian Center, which was dedicated this spring as part of the annual Time Out/Wacipi Week.

• The UND Foundation achieved a record gift year totaling more than $20 million.

• The Department of Accountancy has four new classrooms as a result of the capital campaign in the College of Business and Public Administration. All four have been updated with new technology and furnishings, and are now state-of-the-art learning centers.

• The Earl Strinden Chair has now been established as the College of Business and Public Administrations third endowed chair as a result of its capital campaign. Two other endowed chairs are the Aarestad Endowed Chair of Banking held by Dr. Steve Davis, and the Endowed Chair in Entrepreneurship held by Dr. Jeffrey Stamp.

• UND received a bequest of $10 million from the Roy and Elnora (Hopper) Danley estate. Part of this will be used to construct a memorial/chapel complex along the English Coulee. The bequest will also support scholarships and a professorship in our College of Education and Human Development.

• A two-year $250,000 renovation of the Memorial Union Ballroom was completed this fall.

Source: UND University Relations

Noteworthy Accomplishments continued...

Academic Requests Approved by NDUS

The following is a listing of new program changes that were approved by the North Dakota University System during the 2005-06 academic year (as of August 2006).

New Programs

Bachelors:
- BFA with a Major in Graphic Design and New Art Media
- BS with a Major in Graphic Design Technology

Masters:
- Master of Science in Forensic Psychology
- Master of Arts in Forensic Psychology

Doctorates:
- PhD in Atmospheric Sciences

Distance Programs:
- Master of Arts- Forensic Psychology
- Distance Education update: M.S., M.S. Ed. Instructional Design and Technology
Number of Students in Entrepreneurship Major Fall Semester (New Major Approved in Fall 2000)

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

American Indian Programs

- American Indian Student Services (AIS)  
- IDeA Networks for Biomedical Research Excellence (INBRE)  
- Department of Indian Studies  
- Grand Forks Human Nutrition Research Center  
- Indians Into Medicine (INMED)  
- Indians Into Psychology Doctoral Education (INPSYDE)  
- American Indians in Native Schools (UT-PLAINS)  
- North Dakota Bridges to Baccalaureate Program

Source: Third-Week Report

Cooperative Education Student Enrollment

Source: Third-Week Report

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

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.

Source: Opportunities for American Indians at UND

Source: Progress Report, November 2006
### 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 RATES</th>
<th>CUMULATIVE GRADUATION/CONTINUATION RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 YEARS</td>
<td>5 YEARS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Graduated</td>
<td>Continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>within 4</td>
<td>to 5th Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Years</td>
<td></td>
</tr>
<tr>
<td>1993*</td>
<td>1,622</td>
<td>22.5</td>
<td>77%</td>
<td>66%</td>
</tr>
<tr>
<td>1994*</td>
<td>1,563</td>
<td>22.7</td>
<td>78%</td>
<td>66%</td>
</tr>
<tr>
<td>1995*</td>
<td>1,597</td>
<td>22.5</td>
<td>75%</td>
<td>58%</td>
</tr>
<tr>
<td>1996*</td>
<td>1,603</td>
<td>22.9</td>
<td>75%</td>
<td>65%</td>
</tr>
<tr>
<td>1997*</td>
<td>1,510</td>
<td>22.9</td>
<td>76%</td>
<td>65%</td>
</tr>
<tr>
<td>1998</td>
<td>1,465</td>
<td>22.8</td>
<td>79%</td>
<td>66%</td>
</tr>
<tr>
<td>1999</td>
<td>1,742</td>
<td>22.8</td>
<td>80%</td>
<td>71%</td>
</tr>
<tr>
<td>2000</td>
<td>1,832</td>
<td>22.9</td>
<td>78%</td>
<td>68%</td>
</tr>
<tr>
<td>2001</td>
<td>1,973</td>
<td>23.1</td>
<td>78%</td>
<td>67%</td>
</tr>
<tr>
<td>2002</td>
<td>1,996</td>
<td>22.9</td>
<td>78%</td>
<td>67%</td>
</tr>
<tr>
<td>2003</td>
<td>2,217</td>
<td>22.9</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>2,182</td>
<td>22.7</td>
<td>75%</td>
<td></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>4-yr Graduated</th>
<th>5-yr Graduated</th>
<th>6-yr Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>22%</td>
<td>77%</td>
<td>57%</td>
</tr>
<tr>
<td>1994</td>
<td>22.5%</td>
<td>78%</td>
<td>58%</td>
</tr>
<tr>
<td>1995</td>
<td>22.5%</td>
<td>78.5%</td>
<td>58%</td>
</tr>
<tr>
<td>1996</td>
<td>22.5%</td>
<td>77%</td>
<td>58%</td>
</tr>
<tr>
<td>1997</td>
<td>22.5%</td>
<td>78%</td>
<td>59%</td>
</tr>
<tr>
<td>1998</td>
<td>22.5%</td>
<td>78%</td>
<td>59%</td>
</tr>
<tr>
<td>1999</td>
<td>22.5%</td>
<td>79%</td>
<td>60%</td>
</tr>
<tr>
<td>2000</td>
<td>22%</td>
<td>78%</td>
<td>60%</td>
</tr>
<tr>
<td>2001</td>
<td>22%</td>
<td>78%</td>
<td>60%</td>
</tr>
<tr>
<td>2002</td>
<td>22%</td>
<td>78%</td>
<td>60%</td>
</tr>
<tr>
<td>2003</td>
<td>22%</td>
<td>78%</td>
<td>60%</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 and Health Sciences Faculty
Source: UND Academic Affairs

### Employee Terminations 7/1/2002 - 6/30/2006

Source: UND Human Resources
Disability Support Services

Disability Support Services assists UND in making all programs and services accessible to students with disabilities. Accessibility is indicated when the academic achievement of students with disabilities is similar to students without disabilities. For example, the mean grade point average of students registered with DSS was 2.72 as compared to 2.97 in the general student population indicating similar access.

Other outcome measures signifying a campus climate that is welcoming and inclusive for students with disabilities include: the respectful provision of disability accommodations in the classroom, students with disabilities participating in co-curricular activities, and students with disabilities represented in honors. 11% of DSS students achieved a 4.0 grade point average compared to 14% of the general population.

Source: Disability Support Services
University of North Dakota

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

Included diverse perspectives (by race, religion, gender, political) in class discussions or assignments.

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>17.8%</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

Participated in a community-based project as part of a regular course.

<table>
<thead>
<tr>
<th>Year</th>
<th>FR</th>
<th>SR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>1.18</td>
<td>1.44</td>
</tr>
<tr>
<td>2005</td>
<td>1.42</td>
<td>1.49</td>
</tr>
</tbody>
</table>

Source: 2005 NSSE Survey

<table>
<thead>
<tr>
<th>Year</th>
<th>FR</th>
<th>SR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>1.58</td>
<td>1.63</td>
</tr>
<tr>
<td>2005</td>
<td>1.49</td>
<td>1.76</td>
</tr>
</tbody>
</table>

Source: 2005 NESSE Survey

Progress Report, November 2006
D. Improve the campus climate for living and learning.

All Student & Outreach Services departments are expected to:

1. Indicate any diversity-related events and activities that members of your unit attend and/or participate in throughout the year.
2. Indicate the ways in which your unit intentionally and consistently encourages, acknowledges and/or documents diversity activities and involvement.
3. Discuss methods your unit uses to actively seek and recruit Historically Underrepresented Populations (African, Asian, Hispanic/Latino, and American Indian) as part of your staffing or for involvement on committees or focus groups.
4. In an attempt to help our division become a more welcoming place for all people, indicate how your unit creates a welcoming environment that promotes respect for community and cultural differences.
5. SOS staff may have opportunities for professional and/or personal development at the regional or national level. Explain ways that your unit promotes and encourages staff attending and presenting at these events. Also, explain ways in which the acquired knowledge is then shared with other members of the SOS division.
6. Identify other diversity activities (not discussed previously) involving your unit.

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.

Counseling Center

UND Counseling Center

UND Counseling Center provided services to about 8,600 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 students with more serious problems. We are bringing on board more technological interventions utilizing biofeedback 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.

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>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sexual Assault (Forcible)</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Sexual Assault (Non-Forcible)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Burglary</td>
<td>23</td>
<td>38</td>
<td>13</td>
<td>21</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>12</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Personal Injury (Hate Crimes Only)</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

Citations

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Liquor Law Violations*</td>
<td>394</td>
<td>358</td>
<td>276</td>
<td>181</td>
<td>265</td>
<td>220</td>
</tr>
<tr>
<td>Weapons Violations</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Drug Violations</td>
<td>57</td>
<td>48</td>
<td>54</td>
<td>29</td>
<td>29</td>
<td>34</td>
</tr>
</tbody>
</table>

*Does not include DUI arrests
Fall Enrollment (1883-2005)

Source: Factbook 2004 & Third-Week Report

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>1,754</td>
<td>1,837</td>
<td>1,947</td>
<td>1,987</td>
<td>2,194</td>
<td>2,169</td>
<td>1,884</td>
<td>2,205</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>6,261</td>
<td>6,561</td>
<td>6,999</td>
<td>7,370</td>
<td>7,633</td>
<td>7,760</td>
<td>7,925</td>
<td>8,420</td>
</tr>
<tr>
<td>Graduate</td>
<td>1,492</td>
<td>1,492</td>
<td>1,557</td>
<td>1,714</td>
<td>1,894</td>
<td>2,045</td>
<td>1,995</td>
<td>2,100</td>
</tr>
<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>
</tr>
<tr>
<td>Correspondence</td>
<td>(135)</td>
<td>(206)</td>
<td>(196)</td>
<td>(220)</td>
<td>(221)</td>
<td>(285)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fall Enrollment</td>
<td>10,590</td>
<td>11,031</td>
<td>11,764</td>
<td>12,423</td>
<td>13,034</td>
<td>13,187</td>
<td>12,954</td>
<td>14,000</td>
</tr>
<tr>
<td>(Head Count)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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

Summer Student Enrollment

Source: Third-Week Reports

Summer Student Credit Hours

Source: Third-Week Reports
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
Selected Summer Activities Offered at UND

Start-Up Mini Grant Program (SPEC)
The SPEC Start-Up Mini-Grant Program, was created to foster positive learning experiences for the citizens of the Red River Valley Region and beyond by extending the resources of the university. The Mini-Grant funds help cover the development, marketing and start-up costs for courses and programs held at UND during the summer months. In FY06, SPEC awarded seven summer programs a total of $19,031. The Start-Up Mini-Grant Programs receiving the awards were:

- **Buzz on Biz Youth Entrepreneurship Camp, College of Business & Public Administration**
The Buzz on Biz curriculum teaches campers what it takes to be successful entrepreneurs and how to organize, manage and fund a business.

- **cScibot Lego Robotics Camp, Computer Science Department**
The curriculum provides an exciting environment where students are taught how to build and program LEGO Mindstorm Robots to accomplish various tasks.

- **Mini-Society Entrepreneurship Camp, Center for Innovation**
The experience-based program provides students the opportunity to learn more about the interrelationships between entrepreneurship, citizenship, and leadership.

- **Our Nanoworld: Introduction to Nanoscience and Nanotechnology Workshop, Physics Department**
The workshop curriculum provides an overview of the new field of nanoscience for science teachers of all disciplines.

- **The Red River Chamber Music Festival, Music Department**
The festival is a week-long program of chamber music performance and instruction in viola, violin, and cello for college and advanced high school string musicians.

- **Summer Moviemaking Camp for Teens, English Department**
The purpose of the camp is to bring together students to learn the basics of writing, producing, shooting, and editing short films.

- **Summer Writing Camp for Teens, English Department**
The curriculum introduces new skills and introduces students to a variety of writing genres. It also introduces students to working writers in the community and creates a youth-oriented literary community.

Source: Summer Programs & Events

INMED Summer Institute Prepares Students
Native American junior and high-school-level students from across the country were at UND for six weeks this summer as part of the Indians into Medicine (INMED) Summer Institute program.

The annual Summer Institute is designed to bolster participants’ math and science skills, teach students about health careers, and help them develop their potential to achieve in health science classes.

Approximately 90 Native American junior and high-school-level students from 10 states attended INMED Summer Institute this year.

The program includes daily group and individualized instruction in mathematics, physics, chemistry, biology, communication and study skills. Indian health professionals and experts who represent a variety of health disciplines serve as guest speakers, giving an overview of health careers opportunities. The Summer Institute experience also includes field trips, recreation, pow wows, and Indian awareness workshops.

Source: School of Medicine and Health Sciences
University of North Dakota

Program Agreements 2005-2007 Catalog Year

UND continues to serve our transfer students with many opportunities. UND has updated and maintained a total of 812 program articulations and 65 course articulations for the 2005-2007 catalog year.

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>Total</td>
<td>27</td>
<td>47</td>
<td>51</td>
</tr>
</tbody>
</table>

Source: UND Office of Registrar

Program Articulation Agreements Comparative Catalog Year

Course Articulation Agreements Comparative Catalog Year

E. Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission.

NOTE: Maintaining our course-by-course articulation has been our objective.
All Enrolled Students by Home State
Fall 2006

New Freshmen by Home State
Fall 2006

New Transfers by Home State
Fall 2006

ACT Averages of Entering Freshmen

Source: ACT

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

Progress Report, November 2006
Students: Do you think there are job opportunities in ND in your primary major area of study?

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

Retention of ND High School Graduates After UND Education

Source: 2005-06 Placement Survey of 2003-04 graduates

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

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

Source: 2005-06 Placement Survey of 2003-04 graduates

E. Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission.
Selected Highlights for Fiscal Year 2006

- Redundant network paths and increased network capacity and speed between campus buildings (to gigabit per second) and to the Internet (tripled) increased network reliability and performance. Wireless access was added to four academic buildings and 14 residence halls for availability in 29 campus buildings.

- Through the Student Technology Fee provided $798,000 in funding campus proposals for IT enhancements to enhance students’ academic experience. General purpose classrooms and computing clusters were enhanced and updated with $269,000 in STF funds.

- Upgraded Blackboard learning management system to version 7.1, adds enhanced assessment and communication features for 10,000 users in 900 courses.

- Provided IT support for faculty creative projects such as Initiatives in French Midwest (IFMidwest) and Soaring Eagle Prairie.

- Developed an online resource site ASKIT.UND.EDU to assist students in meeting campus defined literacy objectives.

- Strengthened IT security awareness through the ITSO web site; seminars and presentations to faculty, staff and students; and a 32 member user group.

- Implemented IT Security Risk Assessment software and steering group to begin assessments.

- Developed a plan and budget request to connect the Alerus Center to UND though funds are not yet identified.

- 250 participants in higher education and K-12 from the upper Midwest and Canada attended the Beyond Boundaries conference.

Source: ITSS

Using Telemedicine for Medical Education

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

Source: School of Medicine and Health Sciences

Chester Fritz Library

The Largest Library In The State Of North Dakota

The Chester Fritz Library is the main library in the UND system and is designated a U.S. Patent and Trademark depository and a regional depository of U.S. Government publications.

The Library’s Special Collections Department preserves unique, historical records and offers a large collection of genealogical resources. Three branch libraries: the Energy and Environmental Research Library, the F. D. Holland Geology Library and the Gordon Erickson Music Library provide focused services for subject collections. The Library holds more than 2 million volumes and provides access to over 30,000 electronic journals and scholarly resources. The Library offers computer, printing and scanning workstations, modern study areas and research consulting services. It is a member of ODIN, the On-Line Dakota Information Network, which provides information about holdings at other libraries and supports access to the latest in scholarly research through interlibrary loan.

Source: Chester Fritz Library
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.

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

**Freshmen**

<table>
<thead>
<tr>
<th>Very Little</th>
<th>Some</th>
<th>Quite a Bit</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Little</td>
<td>Some</td>
<td>Quite a Bit</td>
<td>Very Much</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>New technology</th>
<th>Upgraded technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>15,23</td>
<td>30</td>
</tr>
<tr>
<td>1998-99</td>
<td>54</td>
<td>73</td>
</tr>
<tr>
<td>1999-00</td>
<td>73</td>
<td>78</td>
</tr>
<tr>
<td>2000-01</td>
<td>88</td>
<td>93</td>
</tr>
<tr>
<td>2001-02</td>
<td>162</td>
<td>188</td>
</tr>
<tr>
<td>2002-03</td>
<td>202</td>
<td></td>
</tr>
</tbody>
</table>

Source: Center for Instructional Learning Technologies
New Interprofessional Health Care Course ensures future health care and human service professionals work as a team

The new Interprofessional Health Care Course at UND will ensure that future health care and human service professionals can better work as a team to provide high quality and consistent care to patients. The new course involves students from the full spectrum of health care: medicine, nursing, physical therapy, social work, communication sciences and disorders, dietetics, occupational therapy, clinical lab science and the physician assistant program.

In response to a national movement, UND began development of an interprofessional course two years ago. The first group of just over 80 students to enroll in the new course met for the first time January 10, 2006.

“This course shows UND's commitment to producing quality graduates for our workforce,” said UND President Charles Kupchella. “The people who worked together as a team to develop this course across departmental boundaries have shown their commitment to a unified goal to enhance the professional skills of future health care and human service professionals.”

Leading a national movement

In 2001, the national Institute of Medicine (IOM) issued a report which argued that to improve the quality of medical care provided in this country, doctors and other health care professionals need to be taught to work in interdisciplinary teams. According to the IOM, members of the health care team must learn approaches to deliver the best possible care to patients through collaborative work, ensure that timely information reaches those who need it, and manage patient transitions across settings and over time, even when team members are in different locations.

Source: School of Medicine and Health Sciences
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.

Source: American Association of University Professors
University of North Dakota

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

Staff Awards 2003 through 2006

<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</td>
<td>$200</td>
<td>$600</td>
</tr>
<tr>
<td>35 years</td>
<td>$100</td>
<td>$100</td>
<td>$300</td>
</tr>
<tr>
<td>30 years</td>
<td>$100</td>
<td>$900</td>
<td>$1,400</td>
</tr>
<tr>
<td>25 years</td>
<td>$100</td>
<td>$2,700</td>
<td>$2,800</td>
</tr>
<tr>
<td>20 years</td>
<td>$50</td>
<td>$2,750</td>
<td>$3,400</td>
</tr>
<tr>
<td>Total</td>
<td>$7,550</td>
<td>$7,450</td>
<td>$7,300</td>
</tr>
<tr>
<td>Meritorious Service Award</td>
<td>$1,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Ken &amp; Toby Baker UND Proud Award</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

*2002 Initial start year of Barnes & Noble gift certificates.

Source: UND Human Resources

Employees Utilizing the Tuition Waiver Incentive Fall Semester

2005 & 2002 Campus Quality Survey Employee Satisfaction

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

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

Source: 2005 & 2002 Campus Quality Surveys
Students (Sophomores): To what extent have you been satisfied with the attitude of non-teaching staff toward students?

<table>
<thead>
<tr>
<th>Year</th>
<th>Satisfied/Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>65.8%</td>
<td>55.1%</td>
<td>25.7%</td>
<td>8.5%</td>
</tr>
<tr>
<td>2002</td>
<td>55.1%</td>
<td>34.6%</td>
<td>10.3%</td>
<td>5.6%</td>
</tr>
<tr>
<td>2005</td>
<td>63.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Year</th>
<th>Satisfied/Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>65.5%</td>
<td>69.6%</td>
<td>22.5%</td>
<td>12.0%</td>
</tr>
<tr>
<td>1998</td>
<td>69.6%</td>
<td>72.9%</td>
<td>24.7%</td>
<td>5.7%</td>
</tr>
<tr>
<td>2001</td>
<td>72.9%</td>
<td>71.3%</td>
<td>20.3%</td>
<td>6.8%</td>
</tr>
<tr>
<td>2004</td>
<td>71.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Satisfied/Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>79.7%</td>
<td>84.4%</td>
<td>15.8%</td>
<td>4.5%</td>
</tr>
<tr>
<td>1998</td>
<td>84.4%</td>
<td>85.1%</td>
<td>12.2%</td>
<td>3.4%</td>
</tr>
<tr>
<td>2001</td>
<td>85.1%</td>
<td>86.0%</td>
<td>10.9%</td>
<td>4.6%</td>
</tr>
<tr>
<td>2004</td>
<td>86.0%</td>
<td></td>
<td>9.6%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Satisfied/Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>82.0%</td>
<td>87.1%</td>
<td>13.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>1998</td>
<td>87.1%</td>
<td>86.5%</td>
<td>9.6%</td>
<td>3.3%</td>
</tr>
<tr>
<td>2001</td>
<td>86.5%</td>
<td>87.2%</td>
<td>10.3%</td>
<td>4.2%</td>
</tr>
<tr>
<td>2004</td>
<td>87.2%</td>
<td></td>
<td>11.2%</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years

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.
**2006 Student Satisfaction Inventory**

**Top 10 Strengths** (*was not ranked in top 10 in 2004*)

1. Adequate scholastic training and professional development.
2. Nearly all the faculty are knowledgeable in their field. (10)
3. Academic advisor is knowledgeable about my major requirements.
4. Opportunities for experiential learning experiences.
5. The campus is safe and secure for all students.
6. I am able to experience intellectual growth here. (8)
7. Major requirements are clear and reasonable.
8. My academic advisor is approachable.
9. There is a good variety of courses provided on this campus. (7)
10. Opportunities for study abroad that are available through UND.

**Top 10 Challenges** (*was not ranked in top 10 in 2004*)

1. The instruction in my major field is excellent.
2. The content of courses within my major is valuable.
3. Able to register for classes I need with few conflicts (4)
4. The quality of instructions in most of my classes is excellent.
5. Tuition paid is worthwhile investment.
6. Faculty are fair and unbiased in their treatment of students.
7. Faculty provide timely feedback about student progress in a course.
8. Adequate financial aid is available for most students. (5)
9. I seldom get the run-around when asking information. (6)
10. UND shows concern for students as individuals.

Note: 2004 rank shown in parentheses
Source: 2006 Student Satisfaction Survey

**Important Factors For Your Decision to Enroll at UND**
(1=Not Important at all - - - 7=Very Important)

<table>
<thead>
<tr>
<th>Important Factor</th>
<th>2006</th>
<th>2004</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Reputation</td>
<td>5.24</td>
<td>5.17</td>
<td>5.34</td>
</tr>
<tr>
<td>Cost</td>
<td>5.38</td>
<td>5.38</td>
<td>5.38</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>5.09</td>
<td>5.09</td>
<td>5.09</td>
</tr>
<tr>
<td>Size of Institution</td>
<td>4.45</td>
<td>4.45</td>
<td>4.45</td>
</tr>
<tr>
<td>Personalized Attention</td>
<td>4.45</td>
<td>4.45</td>
<td>4.45</td>
</tr>
<tr>
<td>Campus Appearance</td>
<td>4.53</td>
<td>4.53</td>
<td>4.53</td>
</tr>
<tr>
<td>Geographic Setting</td>
<td>4.56</td>
<td>4.56</td>
<td>4.56</td>
</tr>
<tr>
<td>Recommendations from Family/Friends</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Opportunity to Play Sports</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
</tr>
</tbody>
</table>

Source: 2006 Student Satisfaction Inventory

**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: 2006 Student Satisfaction Inventory
THE WELLNESS CENTER

Opened on September 25, 2006, the UND Student Wellness Center offers the University community a place to experience the Seven Dimensions of Wellness (Physical, Spiritual, Intellectual, Environmental, Occupational, Social and Emotional). This 106,000 square-foot, $20 million facility is a great addition to the campus of the University of North Dakota. This state-of-the-art facility intends on serving approximately 3,000 daily guests during its first year of operation; a significant increase from the 700 daily guests at the interim facility which was utilized from the fall of 2002 until the summer of 2006.

In addition to the 200 meter track, 3 basketball courts, multi-activity court and fitness areas that UND Student Wellness Center offers, this facility also includes several unique areas including the following:

- Hopper-Danley Quiet Lounge- Quiet area used for meditation and relaxation.
- Rock Wall- Climbing wall standing 28 feet high for beginning and advanced climbers.
- Wearhouse- Store selling UND apparel and much more.
- Burnt Toast- Demonstration kitchen that offers several classes.
- Element- Spa offering several forms of massages by a massage therapist.
- The Well- Juice bar serving guests with smoothies, fruit, sandwiches and much more.

For further information on Wellness at UND, please visit the website at www.wellness.edu.

Progress in curtailing the abuse of alcohol and use of tobacco on campus. Significant steps that occurred in 2005-2006

Tobacco

- The percentage of UND students who reported smoking in the last 30 days dropped from 32.7% in 2000 to 18.5% in 2006, according to the National College Health Assessment administered at UND by Student Health Services. The daily smoking rate dropped from 10.1% to 5% during the same time period.
- Grand Forks Public Health allocated $10,000 in tobacco settlement fund to Student Health Services for tobacco prevention and cessation activities.
- The City of Grand Forks and the State of North Dakota celebrated the 1-year anniversary of the smoke-free workplace legislation in August of 2006. All indoor environments at UND have been smoke-free since July of 2004. These laws and policies have significantly reduced exposure to second hand smoke.
- Tobacco cessation support is available for faculty, staff and students through an array of programs offered through the ND Quit Line, ND PERS, GF Public Health, and Student Health Services.

Alcohol and Tobacco

- A social norms marketing campaign entitled “We are the Majority” was conducted to highlight positive behaviors of students related to alcohol, tobacco and other lifestyle behaviors through a partnership between Student Health Services and the Substance Abuse Prevention Office.

Alcohol

- All parents of incoming freshmen receive a booklet on alcohol abuse prevention and a letter of encouragement to talk to their children about this issue from Dr. Boyd, Vice President for Student and Outreach Services.
- The Substance Abuse Prevention Office and the Alcohol and Drug Abuse Prevention Team (ADAPT) conduct a variety of alcohol free activities and prevention initiatives throughout the year.
- A Community Town Hall Meeting was held at Chester Fritz Auditorium in March of 2006 to explore ways to reduce underage drinking.
- The Dean of Students Office, Housing, and the University Counseling Center work collaboratively to address alcohol violations on campus, offer educational opportunities to students, and assist them in accessing services.
University of North Dakota

State Appropriations and Net Tuition and Fees per FTE Student
UND and Peer Institutions

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)

Revenues by Source

Source: IPEDS Finance (Updated annually in the Fall)

Expenditures by Function

Source: UND Budget Office
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.

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

The 2005-2006 fiscal year was a record year on two very important fronts: number of donors and total donations. Proudly, 12,841 alumni and friends contributed to the ongoing growth of the University. Dollars raised from those donors surpassed $20 million and benefited areas of campus. The fiscal year was highlighted by the Creating Business Leaders campaign within the College of Business and Public Administration, the bi-annual Sioux-Per Gala & Auction, increased participation from first-time donors as a result of the Foundation’s Call Center, and a generous gift from the late Roy and Elnora (Hopper) Danley for various campus enhancement projects including a new spiritual center and gardens.

Endowed funds through the UND Foundation continue to increase and provide support for programs, scholarships and faculty into perpetuity. At the fiscal year end, the UND Foundation’s assets totaled $162 million. Monies allocated to student and faculty enrichment reached $6.2 million, of which nearly $3 million funded academic and athletic student scholarships.

Source: UND Alumni Association & UND Foundation