University of North Dakota
Progress Report
FY 2007 (2006-07)
Based on the 2005 Strategic Plan Goals

Printed: May 2008
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, Center for Instructional & Learning Technologies, Continuing Education, Dean of Students Office, Energy & Environmental Research Center, Enrollment Management, Graduate School, Housing Office, Human Resources, Information Technology Systems & Services, Instructional Development, UND Police, President’s Office, Registrar’s Office, Research & Program Development, Safety & Environmental Health, School of Medicine & Health Sciences, Student Account Services, Student Health, Student Success Center, Vice President for Academic Affairs, Vice President for Finance and Operations, Vice President for Research, Vice President for Student & Outreach Services, and Wellness Center.
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H. 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.............................................................................31-39
How would you evaluate your entire educational experience at this institution?


Completed Re-Accreditations 2006-07

1. Aviation Accreditation Board International
   Degrees and Programs:
   - Commercial Aviation
   - Air Traffic Control

2. AACSB International – The Association to Advance Collegiate Schools of Business
   Degrees and Programs:
   - Accounting and Business Law
   - Information Systems and Business Education (partial)
   - Economics (partial)
   - Finance
   - Management
   - Marketing

3. Council on Social Work Education
   Degrees and Programs:
   - Social Work (Graduate)
   - Social Work (Undergraduate)

4. National Accrediting Agency for Clinical Lab Science (NAACLS)
   Degrees and Programs: Histotechnician

5. Commission on Accreditation in Physical Therapy Education (CAPTE)
   Degrees and Programs: Physical Therapy

Source: Vice President for Academic Affairs

Progress and initiatives in the assessment of student learning:

- A steering committee continues work in preparation for the April 2008 focused visit of the Higher Learning Commission of the North Central Association of Colleges and Universities.
- Two workshops were held on “Closing the Assessment Loop” and more than 50 faculty participated.
- Retreat grant awards are enabling more than 15 departments to review assessment data and use what’s learned to improve learning and/or improve assessment planning.
- Four pilot-scale value-added assessment projects are underway in departments across campus, with project outcome to be reported in 2007-08.
- A new general education plan has been adopted by the University Senate, and plans for assessment of learning under the new program are in process.
- All departments on campus offering undergraduate or graduate degree programs have assessment plans posted on the website established for that purpose.
- Assessment Committee members have established a three-year cycle for review of departmental assessment activity, and have now completed two years of the first cycle.
- A review of assessment reports for student support offices has been completed, as outlined in the recently adopted University Assessment Plan.

Source: University Assessment Committee and Office of Vice President for Academic Affairs
University of North Dakota
Progress Report 2006 - 07

A. Prepare students to lead rich, full lives, to enjoy productive careers, and to make meaningful contributions to society by providing them with a high-quality educational experience solidly grounded in the liberal arts.

Student Enrollment in Study Abroad Programs

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

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

International Scholars at UND

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

International Connections

University of North Dakota

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

Source: 2005 & 2007 National Survey of Student Engagement

A. Prepare students to lead rich, full lives, to enjoy productive careers, and to make meaningful contributions to society by providing them with a high-quality educational experience solidly grounded in the liberal arts.
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?

<table>
<thead>
<tr>
<th>Class</th>
<th>Very Much</th>
<th>Quite a Bit</th>
<th>Some</th>
<th>Very Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2000</td>
<td>2003</td>
<td>2005</td>
<td>2007</td>
</tr>
<tr>
<td>Seniors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2000</td>
<td>2003</td>
<td>2005</td>
<td>2007</td>
</tr>
</tbody>
</table>

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: 2005 & 2007 National Survey of Student Engagement

What type of experiential learning did you participate in?

- Internship: 23%
- Co-op: 9%
- Other: 6%
- Student teaching: 9%
- Clinical experience: 9%
- No experiential learning: 44%

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years
Percentage of Faculty* with Terminal Degrees

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Assoc</td>
<td>96%</td>
<td>94%</td>
<td>92%</td>
<td>90%</td>
<td>82%</td>
</tr>
<tr>
<td>Asst</td>
<td>84%</td>
<td>89%</td>
<td>91%</td>
<td>91%</td>
<td>83%</td>
</tr>
</tbody>
</table>

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

American Indian Programs Council
Fiscal Year 2007 Funded Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<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>10,000</td>
</tr>
<tr>
<td>Indians into Aviation</td>
<td>15,700</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>5,151</td>
</tr>
<tr>
<td><strong>Total Fiscal Year 2007 Funded Activities</strong></td>
<td><strong>36,351</strong></td>
</tr>
</tbody>
</table>

Source: UND Budget Office

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Spring 2007</th>
<th>Spring 2006</th>
<th>Spring 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked instructor for feedback</td>
<td>4.3</td>
<td>4.3</td>
<td>4.2</td>
</tr>
<tr>
<td>Participated when appropriate</td>
<td>4.4</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>
<td>4.2</td>
</tr>
<tr>
<td>Attended all class sessions</td>
<td>4.3</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>
<td>4.2</td>
</tr>
<tr>
<td>Textbook/materials were helpful</td>
<td>4.0</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td>Readings/assignments contributed to learning</td>
<td>4.1</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>
<td>4.1</td>
</tr>
<tr>
<td>Instr communicated ideas and info clearly</td>
<td>4.2</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Connected assignments to course goals</td>
<td>4.3</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>
<td>4.3</td>
</tr>
<tr>
<td>Found ways to keep students interested</td>
<td>4.1</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Available during posted office hours</td>
<td>4.3</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Made good use of book/materials</td>
<td>4.1</td>
<td>4.1</td>
<td>4.0</td>
</tr>
<tr>
<td>Provided useful and timely feedback</td>
<td>4.2</td>
<td>4.2</td>
<td>4.1</td>
</tr>
<tr>
<td>Treated students with respect</td>
<td>4.4</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Effectively used technology</td>
<td>4.3</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>
<td>4.2</td>
</tr>
<tr>
<td>Applied grading criteria consistently</td>
<td>4.3</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>
<td>4.2</td>
</tr>
<tr>
<td>Instructor effective in promoting my learning</td>
<td>4.3</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>4.2</td>
<td>4.1</td>
</tr>
</tbody>
</table>

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

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American Indian Programs Council
Fiscal Year 2007 Funded Activities

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</tr>
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</table>

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

![Ratings Pie Chart](chart.png)

Source: 2007 National Survey of Student Engagement

### General Education Longitudinal Study

The General Education Longitudinal Study, launched seven years ago with funding provided by a Bush Foundation grant, concluded in Spring 2006. However, the findings of that study informed a major general education reform effort that began in the last year of the study and was completed in Spring 2007, with the approval of a new general education program. The program is designed to focus general education around four key goals. A report on the longitudinal study, including results and recommendations, can be found on the Academic Affairs website under “general education.” A report on the general education revision can be found on the Instructional Development website under “general education task force.”

Source: UND Office of Instructional Development

### National Pass Rates

**PRAXIS Results**

**Academic Year 2006-07**

<table>
<thead>
<tr>
<th>Exam Name</th>
<th># Participants</th>
<th># Passed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRAXIS I: PPST-Math</td>
<td>108</td>
<td>103</td>
<td>95%</td>
</tr>
<tr>
<td>PRAXIS I: PPST-Reading</td>
<td>117</td>
<td>98</td>
<td>84%</td>
</tr>
<tr>
<td>PRAXIS I: PPST-Writing</td>
<td>114</td>
<td>98</td>
<td>86%</td>
</tr>
<tr>
<td>PRAXIS II: Elementary Education</td>
<td>86</td>
<td>83</td>
<td>97%</td>
</tr>
<tr>
<td>PRAXIS II: Principles of Learning &amp; Teaching</td>
<td>86</td>
<td>80</td>
<td>93%</td>
</tr>
<tr>
<td>PRAXIS II: Middle School Math</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>PRAXIS II: Eng. Lang. Lit. Comp.</td>
<td>46</td>
<td>45</td>
<td>98%</td>
</tr>
<tr>
<td>PRAXIS II: Early Childhood</td>
<td>18</td>
<td>15</td>
<td>83%</td>
</tr>
<tr>
<td>PRAXIS II: Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Praxis: Teacher Education Subject Assessments**

**PPST: Pre-Professional Skills Test**

For purposes of confidentiality, this table does not include assessments in which five or fewer students participated.

**PRAXIS: The Praxis Series assessment provide test and other services that states use as part of their teacher’s licensing certification process.**

Source: 2007 Accountability Measures Report
A. Prepare students to lead rich, full lives, to enjoy productive careers, and to make meaningful contributions to society by providing them with a high-quality educational experience solidly grounded in the liberal arts.
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

UND Cumulative Comparison of Sponsored Awards

Source: UND RDC
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.

EPSCoR sponsored programs for student research...

Advanced Undergraduate

Research Awards (AURA)  

<table>
<thead>
<tr>
<th>Year</th>
<th># of Awards</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY00</td>
<td>9 for $29,250</td>
<td></td>
</tr>
<tr>
<td>FY01</td>
<td>8 for $24,375</td>
<td></td>
</tr>
<tr>
<td>FY02</td>
<td>10 for $32,500</td>
<td></td>
</tr>
<tr>
<td>FY03</td>
<td>10 for $32,500</td>
<td></td>
</tr>
<tr>
<td>FY04</td>
<td>10 for $35,800</td>
<td></td>
</tr>
<tr>
<td>FY05</td>
<td>10 for $35,800</td>
<td></td>
</tr>
<tr>
<td>FY06</td>
<td>8 for $63,312</td>
<td></td>
</tr>
<tr>
<td>FY07</td>
<td>9 for $70,425</td>
<td></td>
</tr>
</tbody>
</table>

Doctoral Dissertation Awards

<table>
<thead>
<tr>
<th>Year</th>
<th># of Awards</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY02</td>
<td>5 Grads $142,727</td>
<td></td>
</tr>
<tr>
<td>FY03</td>
<td>3 Grads $68,955</td>
<td></td>
</tr>
<tr>
<td>FY04</td>
<td>4 Grads $108,888</td>
<td></td>
</tr>
<tr>
<td>FY05</td>
<td>3 Grads $87,384</td>
<td></td>
</tr>
<tr>
<td>FY06</td>
<td>3 Grads $105,315</td>
<td></td>
</tr>
<tr>
<td>FY07</td>
<td>7 Grads $193,417</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>IP Disclosures¹</th>
<th>Filed U.S. Applications²</th>
<th>Issued Patents Reg Trademarks³</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2003</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2004</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2005</td>
<td>18</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>2006</td>
<td>20</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>15</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

¹Includes intellectual property disclosures for patents and trademarks.
²Includes U.S. or sole U.S. designated PCT applications and trademarks.
³Includes U.S. issued patents and registered trademarks.

Source: Div of Research Annual Report of Sponsored Activity

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.

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 inaccessible. 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 in 1994 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.
**In the news 2006-2007...**

Some Research Accomplishments

The UND School of Medicine and Health Sciences received a renewal of its $10.1 million grant from the National Institutes of Health to continue the study of various neurodegenerative diseases, such as Alzheimer’s, Parkinson’s, ALS (Lou Gehrig’s disease), multiple sclerosis and epilepsy.

The School of Medicine and Health Sciences, through a $370,000 grant, is engaged in a project with nurse practitioners and physician assistants to look at best ways to maintain high-quality care in their practices.

Source: School of Medicine and Health Sciences

The National Institutes of Health recently ranked the UND College of Nursing 11th among the country’s top 100 nursing programs in terms of research funding.

The College of Nursing was awarded a three-year grant totaling nearly $760,000 from the Health Resources and Services Administration to address mental health issues facing North Dakotans. The grant will fund the Advanced Public/Community Health Clinical Nurse Specialist program, focusing on adult and family nursing.

UND broke ground on NIH-funded Northern Plains Center for Behavioral Research building, which will be used to study Alzheimer’s disease, alcoholism, diabetes, nutritional disorders, and other conditions.

The Department of Aviation was awarded more than $3 million for various new research projects during the year, including studies of human factors, vision systems, runway lighting, and unmanned aircraft systems.

Source: Office of University Relations

UND enjoyed a record level of sponsored program awards in FY07, totaling $100.2 million. UND faculty and staff submitted 967 proposals to external agencies in FY07 with a value of $390 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, 2007.

The Energy & Environmental Research Center led UND with a record level of R&D funding for FY07 of $37.2 million, a significant increase over the previous year. Other leading units were the School of Medicine and Health Sciences with $17.8 million in awards, followed by the Northern Great Plains Center for People and the Environment with $8.6 million, John D. Odegard School of Aerospace Sciences with $5.4 million, and the School of Engineering and Mines $4.7 million.

UND received two State Centers of Excellence for Economic Development awards for a total of $4 million of the total $10 million available. The awards will fund the Unmanned Aerial Systems program and biomedical device development project.

The Center for Innovation Foundation has increased its assets from $1 million in 2002 to $7.6 million in 2007.

Source: VP Research
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 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.
## University of North Dakota

### Tuition & Fees as % of Median Household Income

**Fiscal Year 2007**

<table>
<thead>
<tr>
<th>College</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>UND</td>
<td>6.6%</td>
<td>7.5%</td>
<td>8.5%</td>
<td>12.6%</td>
<td>12.6%</td>
</tr>
<tr>
<td>University of Nevada-Reno</td>
<td>8.5%</td>
<td>14.1%</td>
<td>14.1%</td>
<td>15.3%</td>
<td>16.5%</td>
</tr>
<tr>
<td>University of Utah</td>
<td>12.7%</td>
<td>16.0%</td>
<td>17.0%</td>
<td>20.0%</td>
<td>21.8%</td>
</tr>
<tr>
<td>University of Alabama</td>
<td>12.7%</td>
<td>16.5%</td>
<td>16.8%</td>
<td>18.0%</td>
<td>19.5%</td>
</tr>
<tr>
<td>SUNY-Buffalo</td>
<td>14.1%</td>
<td>17.0%</td>
<td>17.0%</td>
<td>20.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>U Kentucky</td>
<td>14.1%</td>
<td>17.0%</td>
<td>17.0%</td>
<td>20.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>U Missouri-KC</td>
<td>14.1%</td>
<td>17.0%</td>
<td>17.0%</td>
<td>20.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>U Illinois-Chic</td>
<td>14.1%</td>
<td>17.0%</td>
<td>17.0%</td>
<td>20.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>U Vermont</td>
<td>14.1%</td>
<td>17.0%</td>
<td>17.0%</td>
<td>20.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>U Pittsburgh-Main</td>
<td>14.1%</td>
<td>17.0%</td>
<td>17.0%</td>
<td>20.0%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

Source: UND Budget Office

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

<table>
<thead>
<tr>
<th>College</th>
<th>FY06</th>
<th>FY07</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nevada-Reno</td>
<td>$0</td>
<td>$2,000</td>
</tr>
<tr>
<td>University of Utah</td>
<td>$2,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>University of Alabama</td>
<td>$4,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>SUNY-Buffalo</td>
<td>$6,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>$8,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>University of Missouri-KC</td>
<td>$10,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>University of Illinois-Chic</td>
<td>$12,000</td>
<td>$14,000</td>
</tr>
<tr>
<td>University of Vermont</td>
<td>$14,000</td>
<td>$16,000</td>
</tr>
<tr>
<td>University of Pittsburgh-Main</td>
<td>$16,000</td>
<td>$18,000</td>
</tr>
</tbody>
</table>

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>College</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05*</th>
<th>2005-06*</th>
<th>2006-07*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>506</td>
<td>539</td>
<td>280</td>
<td>425</td>
<td>304</td>
</tr>
<tr>
<td>Business &amp; Public Admin</td>
<td>452</td>
<td>524</td>
<td>804</td>
<td>587</td>
<td>648</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>7,159</td>
<td>6,209</td>
<td>5,317</td>
<td>5,717</td>
<td>5,499</td>
</tr>
<tr>
<td>Engineering &amp; Mines</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>8,117</td>
<td>7,272</td>
<td>6,401</td>
<td>6,729</td>
<td>6,463</td>
</tr>
</tbody>
</table>

* PeopleSoft conversion may have pushed some summer courses into the next fall semester.

### 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 fiscal year 2007, the Fritz hosted 29 campus events. A total of 67 events at the CFA, brought over 64,700 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 35,800 tickets for 169 events in the region. UND athletic tickets issued to students and sold to the general public account for 2,500 of these tickets.

Source: Chester Fritz Auditorium
C. Serve the people of North Dakota and the world more effectively through applied and basic research, cultural programs, and economic development programs as well as through a comprehensive array of educational offerings.

**University of North Dakota**

**Progress Report 2006 - 07**

**Internet Course Enrollment**

![Internet Course Enrollment Graph]

Source: Data as of ThirdWeek

Footnote: System changes resulted in enhanced course identification

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

![Number of Fall Courses Offered in the Evening Graph]

**Number of Fall Enrollments in Evening Courses**

![Number of Fall Enrollments in Evening Courses Graph]

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

![Degree Programs Offered Completely Online & Non-Traditional Hours]

Source: Continuing Education

**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.

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.
2006-2007 Some Noteworthy Accomplishments

- The School of Medicine and Health Sciences is one of the best medical schools in the country for producing family medicine physicians, according to rankings from the American Academy of Family Physicians. Ranked fourth of 125 medical schools in the country, UND earned an Achievement Award from the organization.
- UND is ranked among top 100 public universities in the United States by Washington Monthly magazine.
- U.S. News and World Report ranked UND’s School of Medicine and Health Sciences fifth for its commitment to rural medicine this past year.
- The School of Medicine and Health Sciences has been named a Center of Excellence for Drug Abuse Education by the National Institute on Drug Abuse. UND is one of the first four centers that serve as national models to support the advancement of addiction awareness, prevention and treatment in primary care practices targeting medical students and resident physicians.
- The Carnegie Foundation designated UND as an “engaged campus,” one of 76 colleges and universities selected for the classification to recognize collaborations between institutions of higher education and their larger communities.
- The College of Business and Public Administration was ranked ninth among the top 10 best undergraduate programs in the United States by Entrepreneur magazine and The Princeton Review. The criteria for this award include an entrepreneurial emphasis in the curriculum, mentoring, experiential learning opportunities, and success of graduating students and alumni.
- The College of Business and Public Administration has been reaccredited by the Association to Advance Collegiate Schools of Business, the premier accrediting agency for business colleges worldwide. Less than 10 percent of the world’s business schools have earned accreditation from AACSB International. The reaccreditation is for five years, the longest period available.
- In concert with UND’s Aerospace Foundation, three new international flight education contracts were initiated this past academic year, including students from Taiwan, The People's Republic of China, and Japan.
- Stardust, the first mission conducted by UND while managing NASA's DC-8 research aircraft, was named the top astronomy story of the year by Astronomy magazine.
- The Engelstad Family Foundation has given the UND Foundation $20 million, the largest gift made to the foundation and the second-largest to benefit the University of North Dakota, behind only the $104 million Ralph Engelstad Arena.
- The $20 million Student Wellness Center opened for use on September 26, 2006.
- UND breaks ground for the new Center of Excellence for Life Sciences and Advanced Technologies (COELSAT) facility.
- The College of Education and Human Development awarded 38 doctoral degrees this past year, more than half of the total doctoral graduates for the University last year.
- The Chester Fritz Library, the largest library in the state supporting student learning and faculty research, now holds 1.4 million volumes. In addition, it provides access to over 30,000 electronic journals and 25,000 electronic books.

Noteworthy Accomplishments continued..

- With an increased emphasis on private fundraising and development, the School of Medicine and Health Sciences last year had a record 1,257 donors, receiving nearly $3 million in cash, irrevocable gifts, and pledges.
- The College of Business and Public Administration completed Phase One of its capital campaign, raising well over $20 million for various college projects. The campaign resulted in the addition of 24 new endowments, including three new endowed chairs.
- UND’s Student Health Services achieved accreditation by the Accreditation Association for Ambulatory Health Care, underscoring a long-standing commitment to providing the highest possible level of quality care to the University community.
- This past year, the Office of University Relations and the campus won seven awards at the annual CASE District VI conference in Kansas City: three gold, two silver, and two bronze awards for print and electronic communication.
- Sophomore forward Ryan Duncan won the 2007 Hobey Baker Memorial Award as the nation’s top collegiate hockey player. The Calgary, Alberta, native is just the second UND player to receive the award; Tony Hrkac was the first in 1987.
- Five UND coaches were honored as “Coach of the Year” by their peers.
- Fourteen of UND’s 20 athletic teams were represented in NCAA post-season play.
- UND seniors in electrical engineering swept the top three places in the Institute of Electrical and Electronics Engineers (IEEE) Red River Valley Section Presentation Contest, an annual competition between UND and NDSU.

Source: UND University Relations

UND 2006-07 ACADEMIC REQUESTS APPROVED BY NDUS

The following is a listing of new programs, terminations, title changes and organizational changes that were approved by the North Dakota University System during the 2006-07 academic year (As of June 28, 2007).

NEW PROGRAMS:

Certificates:
- IDT Graduate Certificate in K-12 Technology Integration
- IDT Graduate Certificate in Corporate Training and Performance

Minors:
- Minor in Literacy Education

Bachelors:
- None

Masters:
- M.S. – RN to MS

Doctorates:
- None

DISTANCE PROGRAMS:
- IDT Graduate Certificate in K-12 Technology Integration
- IDT Graduate Certificate in Corporate Training and Performance
- Master of Science with a Major in Nursing Certificate Program: Policy Analysis
- Certificate Program: Public Administration RN to MS

Distance Education Update: Master of Education in Ed Leadership

Source: UND University Relations
C. Serve the people of North Dakota and the world more effectively through applied and basic research, cultural programs, and economic development programs as well as through a comprehensive array of educational offerings.

American Indian Programs

- American Indian Student Services (AISS)
- 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)
- North Dakota Bridges to Baccalaureate 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)
- United Tribes Special Educator Program (UT-SEP)
- 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
- United Tribes Community Educators Program II (UTCEP II)
- UND Physicians Assistant Program (UND-PA)
- Multicultural Scholars Into Dietetics Program (MSDP)

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

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

<table>
<thead>
<tr>
<th>FALL</th>
<th># in Cohort</th>
<th>AVG ACT</th>
<th>Continued to 2nd Year</th>
<th>Continued to 3rd Year</th>
<th>Continued to 4th Year</th>
<th>Graduated within 4 Years</th>
<th>Continued to 5th Year</th>
<th>Graduated within 5 Years</th>
<th>Continued to 6th Year</th>
<th>Graduated within 6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>1,465</td>
<td>22.8</td>
<td>79%</td>
<td>68%</td>
<td>65%</td>
<td>22%</td>
<td>40%</td>
<td>46%</td>
<td>15%</td>
<td>54%</td>
</tr>
<tr>
<td>1999</td>
<td>1,742</td>
<td>22.8</td>
<td>80%</td>
<td>71%</td>
<td>65%</td>
<td>23%</td>
<td>43%</td>
<td>49%</td>
<td>14%</td>
<td>56%</td>
</tr>
<tr>
<td>2000</td>
<td>1,832</td>
<td>22.9</td>
<td>78%</td>
<td>68%</td>
<td>64%</td>
<td>22%</td>
<td>40%</td>
<td>46%</td>
<td>14%</td>
<td>54%</td>
</tr>
<tr>
<td>2001</td>
<td>1,973</td>
<td>23.1</td>
<td>78%</td>
<td>67%</td>
<td>62%</td>
<td>22%</td>
<td>38%</td>
<td>46%</td>
<td>13%</td>
<td>54%</td>
</tr>
<tr>
<td>2002</td>
<td>1,996</td>
<td>22.9</td>
<td>78%</td>
<td>67%</td>
<td>63%</td>
<td>22%</td>
<td>38%</td>
<td>47%</td>
<td>12%</td>
<td>54%</td>
</tr>
<tr>
<td>2003</td>
<td>2,217</td>
<td>22.9</td>
<td>75%</td>
<td>66%</td>
<td>62%</td>
<td>23%</td>
<td>37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>2,182</td>
<td>22.7</td>
<td>75%</td>
<td>65%</td>
<td>58%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2005</td>
<td>1,856</td>
<td>23.4</td>
<td>77%</td>
<td>68%</td>
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<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2006</td>
<td>1,879</td>
<td>23.1</td>
<td>75%</td>
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</tr>
<tr>
<td>2007</td>
<td>1,835</td>
<td>23.3</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*New freshmen entering without college credit.

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

Employee Terminations 7/1/2002 - 6/30/2007

Source: UND Human Resources

Note: Excludes School of Medicine and Health Sciences Faculty
Source: UND Academic Affairs
D. Sustain a positive campus climate for living and learning.

**Disability Support Services**

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

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

**Results from NSSE-Physical Activity Participation**

Freshmen & Seniors report participation in physical activities at a higher rate than other doctoral institutions.

Source: 2007 National Survey of Student Engagement

**Source for Student Data:** Third-Week Report

**Source for Faculty/Staff Data:** IPEDS Report
Students: To what extent have you been satisfied with racial harmony at UND?

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

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Satisfied/Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>73.2%</td>
<td>20.9%</td>
<td>5.9%</td>
</tr>
<tr>
<td>1998</td>
<td>78.8%</td>
<td>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

Included diverse perspectives (by race, religion, gender, political) in class discussions or assignments. (Scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often)

<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

Participated in a community-based project as part of a regular course. (Scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often)

<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>
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</tr>
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<td>17.7%</td>
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</tr>
<tr>
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<td>12.8%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years

Mean Comparison
D. Sustain a positive 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.
University of North Dakota

Fall Enrollment (1883-2006)

Average ACT Composite Scores of Entering Freshmen

FTE Fall Enrollment Compared with Peer Institutions

UND's Continuing Education Serves North Dakota

Source: Third-Week Report

Source: IPEDS Fall Enrollment
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
Summer Activities Offered at UND

Summer Programs and Events Council (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 will help cover the development, marketing and start-up costs for programs and courses held at UND during the summer months. Examples of mini-grants include camps for kids, academic classes that can be completed in the summer months, or any special event designed for the community. Quality, creativity and "out of the box" ideas are encouraged when developing new programs. In FY07, SPEC awarded funding to five summer programs. The programs receiving the awards were:

- **Suicide Prevention Seminar**, Counseling Psychology and Community Services
  The purpose of the program is to expand specialized training to area counselors. The two-day event is offered for graduate credit or attached credit. The 2007 event offers sessions for counselors of suicide prevention, and studies at-risk teenage suicide patterns. Approximately 40 school counselors participated in 2007.

- **Wellness Camp**, College of Nursing
  The purpose of the program is to educate youth ages 9-12 in healthy lifestyles through the promotion of the seven dimensions of wellness.

- **Young Scientists and Engineers Academy**, School of Engineering
  The purpose of the program is to provide post-sixth grade youth an introduction into various engineering disciplines and science.

- **Summer Writing Camp**, English Department
  A second-year project, the Summer Writing Camp introduces students to a variety of writing genres and aims to build new and existing writing skills.

- **Mini-Society Entrepreneurship Camp**, Department of Teaching & Learning
  This second-year funded project is a non-credit program for youth as well as an attached credit program for educators.

Source: Summer Programs & Events
E. Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission.

**Program Articulation Agreements**
Comparative Catalog Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>12</td>
<td>23</td>
<td>28</td>
</tr>
<tr>
<td>South Dakota</td>
<td>1</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Minnesota</td>
<td>371</td>
<td>419</td>
<td>482</td>
</tr>
<tr>
<td>North Dakota</td>
<td>284</td>
<td>307</td>
<td>295</td>
</tr>
</tbody>
</table>

**Course Articulation Agreements**
Comparative Catalog Year

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Other</td>
<td>19</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>South Dakota</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Minnesota</td>
<td>32</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>North Dakota</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

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**Program Agreements**
2005-2007 Catalog Year

UND continues to serve 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><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
Actual & projected number of North Dakota high school graduates (includes public & non-public schools), by year


New Enrolled Freshmen, by Home State, for Fall 2006

All Enrolled Students, by Home State, for Fall 2006

Projected Percent Change in Number of Public HS Grads from 2001-02 and 2017-18

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 job opportunities trends from 1998 to 2004.]

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years

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

![Graph showing willingness to accept employment trends from 1998 to 2004.]

Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years

Retention of ND High School Graduates After UND Education

![Bar chart showing retention rates from 1998-99 to 2006-07.]

Source: 2006-07 Placement Survey of 2004-05 graduates

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

![Graph showing job opportunities beliefs trends from 1998 to 2004.]

Source: 2006-07 Placement Survey of 2004-05 graduates

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

![Graph showing willingness to accept employment trends from 1998 to 2004.]

Source: 2006-07 Placement Survey of 2004-05 graduates
Selected Highlights for Fiscal Year 2007

- Addition of social software tools to Blackboard for Podcasts, Wikis, and Blogs were embraced by many faculty to offer additional communication methods and resources for students.

- Northern Tier Network Consortium-North Dakota received DoD and ND legislative funding for a 10 Gigabit network crossing ND east/west and north/south. Agreements for fiber acquisition, equipment and operations are in process.

- WAN access to campus was increased to Gigabit capacity (a 6 fold increase) with redundant Gigabit over a diverse physical path.

- The network access control product was expanded to authenticate and check system vulnerability in residence halls and campus apartments, ITSS supported wireless coverage areas, open network outlets and DSL users in campus apartments, contributing to no major network outages.

- IT security assessments were conducted for thirteen critical information systems and four server rooms; plans to minimize the vulnerabilities of each system were made. IT security assessments for the remaining identified critical systems will be conducted in FY08 (on-going).

- IT Security policies on Student Acceptable Use of IT Resources and Incident Response were created and approved. An SMTP (Simple Mail Transport Protocol) Security guideline was created and approved.

- IT security awareness activities included a Cyber Security Awareness Day attended by approximately 150 faculty, staff, and students and U2 seminars on Data Protection and Privacy and Safe Online Practices.

- Campus core network infrastructure and services were expanded to support additional 802.11 wireless network coverage to 49 buildings and to increase the number of hardwired gigabit connections to 1,000 hosts.

- Implementation of SPAM appliance improved usability of campus e-mail.

Source: Information Technology Systems and Services

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.

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

Note: the numbering in red indicates UND is significantly lower than DOC-I institutions.

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.

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**Cumulative Progress of Technology Enhancements in Classrooms**

Source: Center for Instructional Learning Technologies

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**Educational Contributions in Using Computers and Information Technology**

Mean Scores by Survey Year

(Scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

Source: 2007 National Survey of Student Engagement
University of North Dakota

UND Foundation - Value of Total Assets (In Millions)

<table>
<thead>
<tr>
<th>Year</th>
<th>Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>$123.7</td>
</tr>
<tr>
<td>2004</td>
<td>$138.1</td>
</tr>
<tr>
<td>2005</td>
<td>$143.6</td>
</tr>
<tr>
<td>2006</td>
<td>$161.9</td>
</tr>
<tr>
<td>2007</td>
<td>$205.5</td>
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</table>

Source: 2006-07 University of North Dakota Foundation Report

Gift Revenue (In Millions): Five Year Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>Gift Revenue</th>
</tr>
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<tbody>
<tr>
<td>2003</td>
<td>$5.8</td>
</tr>
<tr>
<td>2004</td>
<td>$8.0</td>
</tr>
<tr>
<td>2005</td>
<td>$9.4</td>
</tr>
<tr>
<td>2006</td>
<td>$16.2</td>
</tr>
<tr>
<td>2007</td>
<td>$36.0</td>
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</table>

Source: 2006-07 University of North Dakota Foundation Report

Giving Comparison: FY06 vs. FY07

<table>
<thead>
<tr>
<th>Type of support</th>
<th>2006-07</th>
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<tbody>
<tr>
<td>Scholarships</td>
<td>$3,292,996</td>
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<tr>
<td>Unrestricted</td>
<td>$2,295,476</td>
</tr>
<tr>
<td>Department-Designated</td>
<td>$3,098,052</td>
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<tr>
<td>Department-Undesignated</td>
<td>$2,300,666</td>
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<tr>
<td>Lectureships</td>
<td>$8,870</td>
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<tr>
<td>Faculty Enhancements</td>
<td>$290,242</td>
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<tr>
<td>High Achiever Scholarships</td>
<td>$921,461</td>
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<tr>
<td>Research</td>
<td>$238,918</td>
</tr>
<tr>
<td>Program Support to UND</td>
<td>$771,972</td>
</tr>
</tbody>
</table>

Note: The UND Foundation provided $13.2 million in support during the 2006-07 fiscal year. This is an increase of 37.5% from last year.

Source: 2006-07 University of North Dakota Foundation Report

Source: 2006-07 University of North Dakota Foundation Report
Developmental Efforts

According to the departments’ annual reports, while some departments are taking a passive role in resource development, many mention progress in improving and expanding their development efforts. Colleges and departments mention such things as actively working with the UND Alumni office, creating departmental alumni advisory panels, publishing papers and newsletters, improving their web presence, holding development/alumni events, improving communication with alumni through letters, phone calls, e-mails, and personal visits, as well as writing grants.

Colleges also report positive results from their professional development officers. One Academic Dean wrote in his annual report “Clearly, the presence of a talented, dedicated professional at work in the college has made a huge difference for these key indicators of success. Without a Director working in this position, I have no doubt that we would have continued to struggle at the FY 03 levels… Thank you, President Kupchella, for the wisdom and foresight in initiating these positions within the colleges.”

Source: FY07 Departmental Annual Reports

Marketing and Institutional Communication

Beginning with the 2007-08 academic year, the Office of University Relations (OUR) will focus its messages around the approved Brand Promise of “an environment filled with an innovative, entrepreneurial and creative spirit,” as developed by campus leadership through the branding process. OUR will look for ways to integrate these messages into the themes spelled out in the 2005 Strategic Plan.

The following are themes being used as the basis for a more integrated approach to projecting UND’s image. These statements, drawn largely from the Strategic Plan, are useful for differentiating UND from other institutions, setting priorities, selecting audiences and message content, and assessing effectiveness. Additional progress needs to be made in focusing UND’s public relations and marketing messages. The list below includes messages derived from the Strategic Plan:

* the University of North Dakota as a national leading public research university,
* the University as an institution based in the liberal arts and committed to undergraduate teaching, professional and graduate education, research, faculty scholarship, and public service,
* the University’s undergraduate, graduate, and professional curricula as being of national caliber, meeting the needs of today’s students and offering a depth and rigor found only in a research university environment,
* the University as committed to further enhancing the depth and breadth of scholarship, research, and creative activity accomplished by individuals and component units of the institution,
* the University as a place of quality, in part by communicating the accomplishments of individuals and units,
* the University as an institution that takes a keen interest in the personal development of its students both in and out of the classroom,
* the University as committed to a campus climate that nurtures multicultural diversity,
* the University’s faculty as the institution’s principal asset and UND as a public research university of national stature, and to continue publicizing faculty research and scholarship on a national, regional, and local basis,
* the University as committed to serving North Dakota and as a willing partner in solving the challenges facing the city, state, and region,
* the University as committed to a proactive, flexible, and entrepreneurial approach to shaping its future and finding new resources beyond state appropriations and tuition,
* the University’s campus as modern, technologically advanced, safe, and attractive.

Source: FY07 Departmental Annual Reports - Office of University Relations
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 on 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
Hourly Salary Market Comparison for Staff, By Job Band
Percentage Differences between UND and Regional Salaries

Source: UND Human Resources (SBHE Report of Weighted Average % Differ)

Staff Awards

<table>
<thead>
<tr>
<th>Years of Service Recognition Award*</th>
<th>Amount Awarded</th>
<th>Nbr Awarded</th>
<th>Total per Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 years</td>
<td>$200</td>
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<tr>
<td>35 years</td>
<td>$100</td>
<td>6</td>
<td>7</td>
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<tr>
<td>30 years</td>
<td>$100</td>
<td>9</td>
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<tr>
<td>25 years</td>
<td>$100</td>
<td>27</td>
<td>34</td>
</tr>
<tr>
<td>20 years</td>
<td>$50</td>
<td>63</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>$760</td>
<td>106</td>
<td>88</td>
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<tr>
<td>Meritorious Service Award</td>
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<td>10</td>
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<tr>
<td>Ken &amp; Toby Baker UND Proud Award</td>
<td>$1,000</td>
<td>1</td>
<td>1</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, an 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?**

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

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

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

*Source: 2007 Sophomore Survey
Sophomore Survey Administered Every 3 Years*

*Source: 2004 Graduate Survey
Graduate Survey Administered Every 3 Years*
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.

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

Source: 2006 Student Satisfaction Survey

Overall Student Satisfaction and Expectations
UND compared to National and NDUS Means

Satisfaction Mean: Rate your overall satisfaction with your experience here thus far (Scale: 1=Not satisfied at all - - - 7=Very Satisfied)
Expectation Mean: So far, how has your college experience met your expectations (Scale: 1=Much worse than I expected - - - 7=Much better than expected)

Source: 2006 Student Satisfaction Inventory
Wellness Center

The Wellness Center completed its first year in its new, state-of-the-art facility. Four years in planning and construction, a $20 million gift from students, the new Student Wellness Center offers 107,000 square feet of space for pursuing wellness in all seven dimensions. The facility opened its doors on September 25, 2006, with a grand opening program that continued all week and highlighted all dimensions of wellness. New features that became available with this facility include a rock climbing wall, walking/running track, spin room, demonstration kitchen, quiet lounge, resource area, a multi-activity court, wood-floor gyms, locker rooms, lounge areas, and sufficient parking. Fitness and cardio areas are more than triple the space available in the interim facility in Hyslop. They are furnished with a variety of lines of fitness and cardio equipment catering to many workout style preferences.

The Wellness Center was well used by the UND community, with over 270,700 visits in its first nine months. Fitness programs such as personal training and fitness assessment provided service to more than 670, and group exercise attendance exceeded 10,700. Recsports registrations totalled 3,824 and the climbing wall recorded 2,206 visits.

2006-07 has been a monumental year for the UND Wellness Center. The long-awaited new Student Wellness Center has opened new doors not only to outstanding physical facilities, but to new programming and opportunities to build a culture of wellness in the University of North Dakota community.

Campus Signage

Twenty-three new building signs were installed in FY07. New building signs were installed at Abbott Hall, American Indian Center, Safety, Bryce Streibel, Chandler Hall, College of Nursing, Corwin Larimore, East Complex, Facilities, Gustafson Hall, 305 Hamline, Hughes Fine Arts Center, Hyslop Sports Center, Laird Core and Sample Library, Leonard Hall, McCannel Hall, Memorial Stadium, Robertson/Sayre, Starcher Hall, Transportation, Upson I, Walsh Complex, West Complex, and Witmer Hall.

New bus route signs were installed at the Wilkerson Complex, Chester Fritz Auditorium, Memorial Union, and Walsh Complex. In addition, new signage was also positioned inside buildings to make it easier to locate restrooms and elevators. Upgraded buildings included: O’Kelly Hall, Montgomery Hall, John D. Odegard, Bryce Streibel, Gamble Hall, Twamley Hall, Starcher Hall, Abbott Hall, Witmer Hall, Babcock Hall, Gillette Hall, Education, and the Chester Fritz Library.

Parking Ramp

Construction of a new parking ramp continued throughout FY07. This $16.5 million structure is scheduled to be completed in fall 2007 and will house nearly 750 parking spaces. In FY07, there were 10,329 parking spaces available on campus.

The Parking Department has implemented an event parking system that provides areas for those attending events, concerts, graduations, and other activities on campus; a place to park that also serves their needs and minimizes negative consequences to the rest of the campus community. The Parking Department also provided many safe and accessible parking spaces around campus to serve the needs of the students, faculty, and staff. The construction of the parking structure is one example of the way the Parking Department is working toward serving the needs of campus.

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

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)
University of North Dakota Tobacco-free Campus Policy

History leading up to the establishment of a tobacco-free policy:

The President and the Healthy UND Coalition engaged the campus community in discussions about a tobacco-free policy since the fall of 2006. Forums and meetings were held with a variety of stakeholders throughout the year. Student Senate, University Senate, and Staff Senate passed resolutions of support for the development of a tobacco-free policy.

The President announced plans to move to a tobacco-free campus in April of 2007. He appointed a task group to develop a draft policy and recommendations.


Policy

The University of North Dakota shall be a tobacco-free campus. The use of tobacco is prohibited within university buildings, parking structures, walkways, arenas, in university or state fleet vehicles, and on university owned property, not otherwise leased to another organization. (Certain university-owned properties have been leased to other organizations and, as such, these properties are not covered under this UND policy. Tenants of such properties are encouraged to establish tobacco-free worksite policies for their own employees.) Otherwise, this policy applies to all faculty, staff, students, contractors, vendors, and visitors at all UND sites. In support, the University of North Dakota provides comprehensive tobacco cessation and prevention services (see http://www.undstudenthealth.com/tobacco.html).

Tobacco use includes the possession of any lighted tobacco product, or the use of any oral tobacco product.

Faculty Development Program

In 2007, the university concludes seven years of Bush Foundation grant funding for faculty development around assessment of student learning. Grant-funded activities have helped faculty develop skills in assessment that can be used to improve learning within individual courses, throughout the major, and across the entire university. Through the program, 70 faculty participated in learning outcomes research focused on improving their own courses, and ten faculty in one cohort group are planning to a book describing their work. Faculty from 20 departments participated in workshops on improving learning through assessment. More than 50 faculty participated in “closing the assessment loop” workshops. Assessment retreats were sponsored within more than more than a dozen departments. A six-year longitudinal study of student attitudes toward general education was completed and became a major impetus for a general education reform effort.

Source: UND Office of Instructional Development

Total Equipment Expenditures

Note: Includes expenditures greater than $5,000/item
Source: UND Budget Office