University of North Dakota
Progress Report Dashboards
FY 2011 (July 1, 2010-June 30, 2011)
Based on the 2005 Strategic Plan Goals
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, preservation, and dissemination of knowledge. Through its 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 service of others, and to share responsibility both for their own communities and for the world. The University promotes cultural diversity among its students, staff and faculty.

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.

Prepared by: Office of Institutional Research
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(701) 777-4358
http://und.edu/research/institutional-research/

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, UND Alumni Association, Vice President for Academic Affairs, Vice President for Finance and Operations, Vice President for Research, Vice President for Student Affairs, and Wellness Center
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### E. Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission

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Freshmen

(1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent)

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<tr>
<th></th>
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<th>2003</th>
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<th>2007</th>
<th>2009</th>
<th>2011</th>
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<tr>
<td>UND</td>
<td>3.12</td>
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<td>3.13</td>
<td>3.09</td>
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<td>3.24</td>
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<tr>
<td>RU/H</td>
<td>3.12</td>
<td>3.14</td>
<td>3.13</td>
<td>3.09</td>
<td>3.17</td>
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</table>

% of First-time, Full-time Freshman by Cohort Year

Freshman to Sophomore Retention Rates

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<tr>
<th>Year</th>
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<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>%</td>
<td>75%</td>
<td>78%</td>
<td>77%</td>
<td>79%</td>
<td>77%</td>
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</table>

Freshmen

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
<th>2011</th>
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<tbody>
<tr>
<td>%</td>
<td>44%</td>
<td>46%</td>
<td>43%</td>
<td>41%</td>
<td>42%</td>
<td>42%</td>
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</tbody>
</table>

Seniors

(1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent)

<table>
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<tr>
<th></th>
<th>2000</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>RU/H</td>
<td>3.26</td>
<td>3.11</td>
<td>3.09</td>
<td>3.13</td>
<td>3.16</td>
<td>3.13</td>
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</table>

4-, 5-, 6-year Graduation Rates

% of First-time, Full-time Freshman by Cohort Year

<table>
<thead>
<tr>
<th>Year</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
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<tbody>
<tr>
<td>%</td>
<td>22%</td>
<td>23%</td>
<td>21%</td>
<td>23%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Progress and initiatives in the assessment of student learning:

Departmental conversations about student learning continue to take place. Members of the University Assessment Committee (UAC) review assessment reports for both academic and nonacademic programs yearly and written feedback is presented to the departments. A third annual Assessment Luncheon provided an occasion for discussion about assessment involving UAC members, department chairs, and deans.

All Essential Studies (ES) courses now emphasize one specific program goal, and revalidation for continued inclusion in the ES program is based on an assessment of student learning in relation to that goal. Capstones have been developed and validated for most undergraduate majors; learning in those capstones will be assessed in relation to two ES goals.

Members of the Undergraduate Learning Working Group (ULWG) completed a two-year process of studying and developing recommendations. Group members examined current assessment information, including results from several national surveys, as part of the study process. Initial planning for data collection within a newly implemented First-Year Experience pilot program took place.

Findings from the first year’s administration of the Collegiate Learning Assessment (CLA) were reviewed by members of the ULWG and the University Assessment Committee; these findings will be incorporated into a first-ever program review for ES.

Assessment plans for academic programs continue to be posted on an assessment website; non-academic units with learning-related missions also have plans posted.

Assessment Committee members review findings from campus-wide surveys and other assessment instruments as data become available; findings are also forwarded to administrators and others likely to use the information.

Source: University Assessment Committee and Office of Vice President for Academic Affairs (A0202)

Note: RU/H=Research University/High Activity


Source: Office of Institutional Research (A0102)
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.

### Collegiate Learning Assessment (CLA)

In 2009-2010 UND participated in the Collegiate Learning Assessment (CLA) - an open-ended test designed to measure the impact of an institution upon the learning ability of its students. Approximately 100 freshmen and 100 seniors participated in the assessment.

The CLA testing operates under a “value-added model” that takes into account the average academic ability of entering students for a given institution. In short, the model predicts the average (expected) CLA score of participating seniors and compares it to the actual (observed) test scores of seniors. Scores higher than expected are interpreted as “value added” in that the learning ability of seniors has progressed further than expected based on the model. Lower scores are interpreted as falling short of predicted added learning ability. Overall, UND senior scores resulted in positive value-added scores in every category except for the Make-an-Argument dimension of the Analytic Writing Task. However, the scores are all within + or – 1 with value-added percentile ranks hovering around 50-60th, meaning that UND performed “near expected” given the enter ability of freshmen. In the percentile ranks for the total CLA score, UND ranked higher than 57% of the other participating schools.

### Scoring on the Collegiate Learning Assessment

<table>
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<th>Value-Added Score</th>
<th>Value-Added Percentile Ranks</th>
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<tr>
<td>Total CLA Score</td>
<td>Near</td>
<td>0.17</td>
<td>57</td>
</tr>
<tr>
<td>Performance Task</td>
<td>Near</td>
<td>0.18</td>
<td>54</td>
</tr>
<tr>
<td>Analytic Task</td>
<td>Near</td>
<td>0.16</td>
<td>52</td>
</tr>
<tr>
<td>Make-an-Argument</td>
<td>Near</td>
<td>-0.12</td>
<td>40</td>
</tr>
<tr>
<td>Critique-an-Argument</td>
<td>Near</td>
<td>0.45</td>
<td>66</td>
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</table>

Includes professors, research scholars, prof staff, and medical residents.

Source: International Programs (A0305)
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?

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

Seniors: What type of experiential learning did you participate in?

Note: RU/H=Research University/High Activity

Source: 2011 Graduate Survey (A0204)
Graduate Survey Administered Every 3 Years
2010 - 2011 UND Athletics Department Highlights

UND’s 18 athletics teams compete at the NCAA Division I level in football and baseball for men, soccer, volleyball, tennis and softball for women, and ice hockey, basketball, swimming and diving, track and field, cross country, and golf for both men and women.

Despite making the difficult transition from Division II to Division I athletics, several of UND’s teams have captured conference championships in recent years. As recently as November 2011, the football team won a share of the Great West Conference (GWC) championship, while the volleyball team secured its third straight Great West Conference tournament championship. The volleyball team had also won the previous two GWC regular season titles. In 2010-11, the men’s hockey team won its second Western Collegiate Hockey Association (WCHA) regular season crown in the past three years, as well as its second straight WCHA playoff title. The men’s basketball team won the 2011 GWC playoff tournament and earned the first Division I postseason berth in program history by qualifying for the CollegeInsider.com Postseason Tournament.

Equally successful in the classroom, UND’s 375 student-athletes combined for a 3.089 collective grade point average in 2010-11. For the second straight year, 13 of UND’s 18 teams, including all 10 women's teams, achieved at least a 3.0 GPA during the academic year. UND placed 114 student-athletes on the GWC, WCHA and America Sky all-academic teams. UND student-athletes once again logged more than 7,000 hours of community service.

• Men’s basketball Earned first NCAA DI postseason berth in program history by qualifying for CollegeInsider.com Postseason Tournament; won the 2010-11 Great West Conference Men’s Basketball Tournament; won second straight Great West Conference Volleyball regular season and tournament championships
• Great West Conference runner-up in women’s basketball, soccer, softball and tennis
• UND hosted the 2011 Great West Conference Baseball Championship
• Freshman guard Troy Huff was named to the CollegeInsider.com Mid-Major Freshmen All-America team
• Women’s basketball coach Gene Roebuck won his 600th career game
• Senior runner Josh LaBlanc was named the 2010-11 Great West Conference Male Scholar-Athlete
• Junior Lindsay Anderson was named Great West Conference Most Valuable Runner and Great West Conference Indoor Track and Field Field Athlete of the Year; Anderson won the GWC individual titles in cross country, and in the 3000-meters, 5000-meters and the mile run
• Senior Jessica Butler won her second straight Great West Conference Indoor title in 60-meter hurdles
• Senior defensive lineman Ty Boyle was named to the 2010-11 CoSIDA/ESPN the Magazine Academic All-District first team and the Football Championship Subdivision ADA Academic All-Star team
• Women’s golf received NCAA Public Recognition for multi-year Academic Progress Rate (APR) that ranked among top 10 percent of all Division I women’s golf programs
• Men’s hockey was named North Dakota Associated Press Sportswriters and Sportsbroadcasters Association (NDAPSSA) College Team of the Year; advanced to NCAA Frozen Four semifinal; won the NCAA Midwest Region championship; won both the WCHA regular season (MacNaughton Cup) and playoff (Broadmoor Trophy) championships; Nine players signed professional contracts following the season; two men’s hockey players, Rocco Grimaldi and Dillon Simpson, were selected in the 2011 National Hockey League Entry Draft; Senior Matt Frattin was a Hobey Baker Award finalist and the College Hockey News Player of the Year; Senior Chay Genoway was a finalist for the Lowe’s Senior CLASS Award; Genoway (first team), Frattin (first team) and Aaron Dell (second team) were named AHCA All-Americans; Dell was named Inside College Hockey Goaltender of the Year; Junior goalie Brad Eidsness received the NCAA Elite 88 Award for men’s hockey; Frattin was named WCHA Player of the Year and WCHA Scoring Champion; Genoway was named WCHA Student-Athlete of the Year
• Women’s hockey received highest national poll ranking (sixth) on way to a program-record 20 wins; Sophomores Jocelyne Lamoureux and Monique Lamoureux-Kolls led United States to its third straight gold medal at IIHF World Championship; Redshirt freshman Michelle Karvinen led Finland to a bronze medal at IIHF World Championship
• Former women’s hockey and softball player Casie Hanson received prestigious NCAA Top VII Award
• Junior Rachael Loomis was named to the second straight CoSIDA/ESPN the Magazine Academic All-District soccer team
• Women’s swimming and diving was named a 2010 College Swim Coaches Association Scholar All America Team, ranking fourth nationally
• Senior Erin Joki was named Great West Conference Volleyball Player of the Year; Freshman Ellen Krueger was named Great West Conference Freshman of the Year and Setter of the Year; Head coach Ashley Hardee won his second straight Great West Conference Coach of the Year honor; Set single-match attendance record when 1,038 fans watched a 3-1 UND win over South Dakota (Nov. 18)

Source: UND Athletic Department (A05)
University of North Dakota

Instructional Rating Report
Overall Mean of Evaluated Courses by Question

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<th>Spring 2009</th>
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<tbody>
<tr>
<td>Asked instructor for feedback</td>
<td>4.3</td>
<td>4.3</td>
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<tr>
<td>Participated when appropriate</td>
<td>4.4</td>
<td>4.4</td>
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<tr>
<td>Completed homework and reading</td>
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<tr>
<td>Attended all class sessions</td>
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<td>Course was well organized</td>
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<td>Textbook/materials were helpful</td>
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<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>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Connected assignments to course goals</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</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>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>Available during posted office hours</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Made good use of book/materials</td>
<td>4.1</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>Provided useful and timely feedback</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Treated students with respect</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Effectively used technology</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</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>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>I put forth full effort for this course</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Instructor effective in promoting my learning</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Course worthwhile addition to my univ experience</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
</tr>
</tbody>
</table>

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

Source: IR Institutional Summary Report (A0103)

National Pass Rates - PRAXIS Results
Academic Year 2009-10

<table>
<thead>
<tr>
<th>Exam Name</th>
<th># Participants</th>
<th># Passed</th>
<th>Percentage Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>30</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>87</td>
<td>80</td>
<td>92%</td>
</tr>
<tr>
<td>Mathematics 7-12</td>
<td>6</td>
<td>4</td>
<td>67%</td>
</tr>
<tr>
<td>Physical Education 7-12</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Principles of Learning and Teaching K-6</td>
<td>88</td>
<td>85</td>
<td>97%</td>
</tr>
<tr>
<td>Principles of Learning and Teaching 7-12</td>
<td>24</td>
<td>24</td>
<td>100%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>23</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

PRAXIS: The Praxis Series assessments provide tests and other services that states use as part of their teaching licensing certification process.

Source: 2010 Accountability Measures Report

Completed Re-Accreditations 2010-11

- **Accreditation Board for Engineering and Technology (ABET)**
  - Degrees and Programs: Civil, Electrical, Geological, Mechanical, and Chemical Engineering
- **Association of Technology, Management, and Applied Engineering (ATMAE)**
  - Degrees and Programs: Technology
- **American Music Therapy Association**
  - Degrees and Programs: Music Therapy
- **Council on Accreditation of Nurse Anesthesia Educational Programs**
  - Degrees and Programs: Nurse Anesthesia
- **Commission on Collegiate Nursing Education (CCNE)**
  - Degrees and Programs: Baccalaureate and Master’s Nursing Degree Programs
- **North Dakota Board of Nursing**
  - Degrees and Programs: Baccalaureate and Master’s Nursing Degree Programs
- **American Psychological Association**
  - Degrees and Programs: Clinical Psychology
- **National Accrediting Agency for Clinical Laboratory Sciences**
  - Degrees and Programs: Medical Lab Science

Source: Vice President for Academic Affairs (A0304)
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.

### Performance on Nationally Recognized Exams

#### Academic Year 2009-10

**ND Pass Rate**

**National Pass Rate**

<table>
<thead>
<tr>
<th>Profession</th>
<th>ND Pass Rate</th>
<th>National Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm. Science Disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPA: Audit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPA: BEC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPA: FARE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPA: REG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCEES FE: Chemical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCEES FE: Civil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCEES FE: Electrical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCEES FE: Mechanical</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Rates are for 1st time examinees.

1 National Board of Registry.
2 MiSU students take this exam with ND students.
3 Slots were set aside in medicine, nursing and pharmacy for the purpose of providing access to underserved populations. Therefore, scores may be affected.
4 United States Medical Licensing Exam.
5 National Council Licensure Exam for Registered Nurses.
6 Occupational Therapy Certification Exam.
7 National Physical Therapy Exam.

Source: 2010 Accountability Measures Report (A0303)

### First-Time Licensure Pass Rates

**Academic Year 2009-10**

**Comparison of Graduates’ Scores to National Averages on Health Related Professional Licensure 
Certification Exams**

<table>
<thead>
<tr>
<th>Department</th>
<th>ND Pass Rate</th>
<th>National Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anesthesia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Science Disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cytotechnology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dietetics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3,4) Medicine-UND USMLE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2-Clinical Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2-Clinical Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3,4) Medicine-UND USMLE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3,5) Nursing-N-CLEX-RN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) Occupational Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3,7) Physical Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physician Assistant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: 2010 Accountability Measures Report (A0303)
University of North Dakota

UND and School of Medicine Total Grant and Contract Awards

Source: UND RDC(B01)

Number of Proposals by Fiscal Year

(Dollars amount awarded by external entities.)

Number of Awards by Fiscal Year

(All awarded funding, both internal and external, in support of research activity.)

Dollar Amount of External Programs & Proposals

(Amounts proposed to and awarded by external entities.)

Dollar Amount of Sponsored Research Expenditures

(Awards by external agencies.)

Source: UND RDC(B01)
2010-2011 Rural Health Highlights

- Making a difference: With a 2010–2011 budget of $7.1 million and 54 faculty and staff, the Center for Rural Health has over 40 programs and research projects underway to address a variety of rural health issues in North Dakota and across the United States. Home to five national programs, three multistate efforts, and 29 North Dakota focused projects, the Center works at the community, state, regional, and national levels to build capacity and to transmit knowledge to improve health outcomes, increase access to care, and to address health disparities.
- Addressing rural community issues: The Center for Rural Health provided technical assistance and information to 136 North Dakota communities in all 53 counties.
- Leveraging funding for essential rural efforts: The Center awarded approximately $1 million in grant awards to rural health providers to improve access to care, improve local health delivery systems, develop new or improved health services, build and/or strengthen relationships with other providers in networks and/or collaborative arrangements, address quality improvement, and to adopt health information technology.
- Addressing Rural Health Workforce Needs: The Center operates a Workforce Development program that works directly with rural health providers and community organizations to improve their ability to develop their own workforce, and recruit and retain health professionals.
- Driving the nation’s and state’s rural policy agenda: The Center for Rural Health provided technical assistance and information to 136 North Dakota communities in all 53 counties.
- Leveraging funding for essential rural efforts: The Center awarded approximately $1 million in grant awards to rural health providers to improve access to care, improve local health delivery systems, develop new or improved health services, build and/or strengthen relationships with other providers in networks and/or collaborative arrangements, address quality improvement, and to adopt health information technology.
- Building community and rural health leadership: The Center for Rural Health hosts the annual Dakota Conference on Rural and Public Health, which is generally attended by approximately 300 healthcare professionals, community advocates, educators, researchers, policy makers, and others.
- Educating the next generation of health leadership: Over the last year, 17 graduate and undergraduate students worked as research assistants, interns, and/or student assistants within the Center.
- National Resource Center on Native American Aging: The National Resource Center on Native American Aging (NRNCNAA) is the foremost authority on the subject of aging issues for Native Americans in the country. Having worked directly with 340 of the 565 recognized U.S. tribes since its inception in 1994, the NRNCNAA builds local capacity through a series of activities, including a participatory research methodology in which tribal organizations and members are actively involved in surveying and researching aging factors, conditions, and issues. Most recently, the staff of the Center for Rural Health and the NRNCNAA landed an Administration on Aging grant to start a national center on Native American elder abuse.

2010-2011 Energy & Environmental Research Center (EERC) Highlights

- EERC Process First to Produce Jet Fuel Exclusively from Coal and Biomass Combined: The EERC’s unique refining technologies have produced jet fuel from a combination of both coal and biomass feedstocks. The new fuel is part of the EERC’s long-term effort to broaden the resource base for fuel production beyond petroleum.
- EERC’s PCOR Partnership Demonstrates Ability of Apache’s Zama Project to Reduce Greenhouse Gas Emissions: The EERC’s Plains CO2 Reduction (PCOR) Partnership was awarded $768,000 from the U.S. Department of Energy (DOE) to continue research demonstrating the effectiveness of injecting a mixture of carbon dioxide (CO2) and hydrogen sulfide (H2S), a toxic and corrosive gas sometimes referred to as “acid gas,” into an oil field for the purpose of simultaneously reducing greenhouse gas emissions and improving oil recovery.
- Fifth EERC Documentary on Carbon Sequestration to Premiere on Public Television: Program Airs on Prairie Public Broadcasting Monday Night at 9:30 p.m. CDT: The EERC released the fifth in a series of documentaries focused on carbon sequestration and global climate change.
- Chinese Company Fujian Longking to License EERC-Developed Emission Control Technology: Fujian Longking Co., Ltd., based in Longyan, Fujian, China, signed an exclusive license with the EERC Foundation to demonstrate and commercially deploy the EERC-developed advanced hybrid particulate collector technology to improve global air quality. The technology licensed focuses on the removal of particulate emissions from the air and is one of the most advanced technologies in the world for this purpose.
- EERC Held International Signing Ceremony Establishing Strategic Relationships with Both Israel and India: The EERC held an international signing ceremony on September 14, 2010, involving the execution of two separate Memoranda of Cooperation (MOCs) between the EERC and Israel Energy Partnership, Pelham, New York, and between the EERC and the Alliance for US India Business, Washington, D.C., regarding the development of alternative energy systems for transportation and technologies for hydrogen infrastructure and transportation.
- Biomass ’10 Workshop Attracted Attendees from 25 States and 7 Countries: The 2010 Biomass Renewable Power, Fuels, and Chemicals Workshop attracted over 300 registrants from 25 states, the District of Columbia, and four Canadian provinces. Other countries represented included Austria, Brazil, China, Italy, New Zealand, and the United Kingdom. This was the eighth annual biomass workshop of its kind focused on the production of renewable energy, fuels, and chemicals from biomass feedstocks.
University of North Dakota

UND Invention Disclosures and Intellectual Property Applications
(Does not include EERC)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>IP Disclosures</th>
<th>Filed U.S. Applications</th>
<th>Issued Patents Reg Trademarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2003</td>
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<td>2</td>
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</tr>
<tr>
<td>2004</td>
<td>1</td>
<td>4</td>
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</tr>
<tr>
<td>2005</td>
<td>15</td>
<td>7</td>
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<tr>
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<td>17</td>
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<td>2007</td>
<td>15</td>
<td>8</td>
<td>4</td>
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<tr>
<td>2008</td>
<td>12</td>
<td>8</td>
<td>3</td>
</tr>
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<td>2009</td>
<td>9</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>2010</td>
<td>8</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>2011</td>
<td>23</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Div of Research Annual Report of Sponsored Activity (B0402)

Source of Grant and Contract Funding
Fiscal Year 2011

Federal 59.7%
International 1.0%
Non-Profit 1.2%
State 5.1%
Foundation 8.4%
Private 9.4%
Multi-Sponsor 15.2%

Source: UND RDC

Percentage of Students Who Participated in High-Impact Educational Practices:
Research with Faculty

UND 18%
Institutional Peers 22%
Carnegie Peers 20%

Source: 2011 National Survey of Student Engagement (B0201)

North Dakota EPSCoR Research

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

EPSCoR sponsored programs for student research...

Advanced Undergraduate Research Awards (AURA) Doctoral Dissertation Awards
FY03: 10 for $32,500 FY03: 3 Grads $68,955
FY04: 10 for $35,800 FY04: 4 Grads $108,888
FY05: 10 for $35,800 FY05: 3 Grads $87,384
FY06: 8 for $63,312 FY06: 3 Grads $105,315
FY07: 9 for $70,425 FY07: 7 Grads $193,417
FY08: 8 for $62,600 FY08: 5 Grads $185,790
FY09: 7 for $55,000 FY09: 4 Grads $137,419
FY10: 7 for $55,825 FY10: 2 Grads $67,090
FY11: 8 for $63,800 FY11: 4 Grads $147,044

New Faculty Startup Awards
FY03: 9 positions $655,000 FY11: 4 positions $535,000
FY04: 13 positions $815,000
FY05: 9 positions $485,000
FY06: 5 positions $371,000
FY07: 6 positions $435,000
FY08: 6 positions $551,500
FY09: 8 positions $652,900
FY10: 5 positions $680,000

Source: EPSCoR Office (B0201)
In the news 2010-2011...

Some Research Accomplishments

- UND’s external grants and awards totaled $98.6M in FY11. The FY10 total of $127.9M included an $11.3M grant for renovation of the Education Building. Compared to the FY10 figure of $116.6M without the construction grant, UND did well in FY11 even with the demise of federal earmarks.

- Julia Zhao, Chemistry, received a Major Instrumentation Grant from the National Science Foundation to purchase a state-of-the-art scanning electron microscope which is a critical asset for nanotechnology research.

- NovaDigm Therapeutics, Inc., a biopharmaceutical company located in the REAC, gave UND an unsolicited $250,000 grant as seed money for faculty research in microbiology and immunology. The company expects that UND faculty research will contribute to its development of new pharmaceutical products.

- Joe Hartman, Wayne Seames, and Roxanne Vaughan were named Chester Fritz Distinguished Professors, the highest award given to faculty. Dr. Hartman is an expert on fossil molluscs; Dr. Seames is a leader in the development of biofuels and biobased products; and Dr. Vaughan is an expert on the dopamine transporter in the brain, the site of action of cocaine and amphetamines.

- Dr. Jerome Delhomelle, Chemistry, received a CAREER award from the National Science Foundation. CAREER awards are prestigious, highly sought-after grants given only to assistant professors who show particular promise as researchers.

- Michael Moore joined UND as the Associate Vice President for Intellectual Property Commercialization and Economic Development on Oct. 1, 2010.

- Dr. Jaako Pukonen, Geology & Geological Engineering, took research teams to Antarctica and to the Himalayas to study the glaciers and geology in these harsh environments.

- Dr. Sandra Donaldson, Chester Fritz Distinguished Professor of English and Women Studies, was the General Editor of a five-volume edition of the works of famed poet Elizabeth Barrett Browning. Donaldson headed an international team of scholars to produce the most comprehensive edition of EBB’s work to date.

- Harvard astronomers discovered a black hole that was predicted in 2005 by Dr. Tim Young, Physics.

- Aerospace engineer Dr. Pablo Leon, worked with students and NASA collaborators to test a UND-designed space suit in Antarctica, the most Mars-like location on earth.

- The UND student-built ag camera captured images of the Minot flood from the International Space Station. The camera uses both visible and infrared imagery, making it especially useful for detecting vegetated areas that are underwater.

Centers of Excellence

UND has 11 Centers of Excellence (COE):

- Unmanned Aircraft Systems (UAS) Center of Excellence UAS Research, Education and Training Center for Excellence
- UAS Airspace Initiative
- UAS Software and Curriculum Development
- Center of Excellence in Space Technology and Operations
- UND Energy & Environmental Research Center National Center for Hydrogen Technology
- Petroleum Research, Education, and Entrepreneurship Center of Excellence
- SUNRISE BioProducts
- A Center of Excellence for Chemicals, Polymers and Composites from Crop Oils
- UND Research Foundation Center of Excellence in Life Science and Advanced Technologies
- UND Research Foundation Center of Excellence for Passive Therapeutics
- Center for Innovation

These 11 Centers of Excellence represent $21,031,775 in state COE awards. Dollars to UND to partner its research facilities and infrastructure with private sector companies to generate new business opportunities.

Source: Vice President for Research (B0403)
(1) Tuition and fees are reported for full-time undergraduate students enrolled for 12 semester hours and are for both fall and spring semesters.
University of North Dakota

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.

Note: These numbers reflect course enrollment not headcount.
Source: UND Continuing Education (C02)

Progress Report 2010-11
University of North Dakota

2010-2011 Some Noteworthy Accomplishments

- The economic impact of UND on its local economy was pegged at about $1.13 billion in fiscal year 2009, up from $1.09 billion in FY2008.
- The University had a record enrollment of 14,697 students in Fall 2011.
- In May 2011, UND’s School of Medicine and Health Sciences was ranked the top medical school in the country for producing family medicine physicians.
- The School of Law ranked 19th on the list of Top 20 Best Value Law Schools in the nation, according to the 2010 fall issue of prelaw magazine.
- UND’s Student Health Services received a North Dakota Department of Health Provider’s Choice Award in fall 2010. The award recognized their impressive contributions toward improving adult immunization rates in North Dakota.
- In 2010, UND’s Era Bell Thompson Multicultural Center was rated one of the top 100 most active centers in the nation by the National Association of Black Cultural Centers.
- Competing against 45 other teams from universities around the world, UND took top honors—the Joe Kosmo Award of Excellence—for scoring the most points in the NASA Lunabotics competition in May 2011. The team also placed second in the on-site mining competition.
- On April 25, 2011, Senators John Hoeven and Kent Conrad and Congressman Rick Berg announced that UND would receive a $2.9 million competitive grant from the U.S. Department of Energy for research into treatments to combat the West Nile Virus.
- L-3 Link Simulation & Training signed agreements with the University to jointly establish an unmanned aircraft systems (UAS) training center at the Grand Forks Air Force Base.
- The first students with Unmanned Aircraft Systems degrees graduated in spring 2011.
- The Carnegie Foundation named UND one of 115 institutions of higher education to receive the Community Engagement Classification. UND is the only North Dakota institution to receive this classification.
- The State Board of Higher Education unanimously approved a first-of-its-kind collaborative master’s degree program between UND and NDSU, the Master of Public Health.
- The UND Flying Team captured its 16th national championship in 2010, and has won 16 of the last 26 national flying competitions.
- Newly-digitized, never-before-seen videos of the “Beat Generation” Writers Conference from 1974 were released; it’s believed to be the first time many of the “beat poets” appeared together on stage.

Source: UND University Relations (C0301)

UND 2010-2011 Academic Requests

Listing of new programs, new or updated distance and/or online delivered programs, new degrees, new prefixes, terminations, title changes, and organizational changes that were approved by the NDUS during the 2010-11 academic year.

NEW PROGRAMS:
- Certificates:
  - Graduate Certificate in College Teaching
  - Graduate Certificate in Social Entrepreneurship
  - U.S. Air Transportation Policy (Law Certificate)
  - Graduate Certificate in Public Health
- Minors:
  - Astrophysics
  - Graphic Design and New Art Media
  - Graphic Design Technology
  - Operations and Supply Chain Management
  - Technical Design
- Bachelors: None
- Masters:
  - Master of Public Health (Encumbered Degree) (MPH)
- Doctorates: None
- DISTANCE and/or ONLINE PROGRAMS:
  - Graduate Certificate in College Teaching
  - Graduate Certificate in Social Entrepreneurship
  - Autistic Spectrum Disorder (Graduate Certificate)
  - Distance Ed Update: Ph.D. Teaching and Learning: Higher Education and Teacher Education
  - Distance Ed Update: Ph.D./Ed.D. – Ed. Leadership
  - Specialists Diploma in Educational Leadership
  - Graduate Certificate in Public Health
  - Master of Public Health (Encumbered Degree) (MPH)
  - Entrepreneurial Studies Certificate for Non-Business Majors

Source: Vice President for Academic Affairs (C0207)

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 2011, the Fritz hosted 34 campus events. A total of 75 events at the CFA, brought over 52,400 people to the campus. The CFA Box Office continues to be a major ticketing source for the city of Grand Forks. The Box Office sells tickets for UND athletic events, those of many smaller arts organizations of Grand Forks (Empire Arts Center, Firehall Theatre, etc.), Ralph Engelstad Arena, and the Alerus Center. The CFA Box Office is also a Ticketmaster outlet. In total, the CFA Box Office issued 22,500 tickets for 192 events in the region. UND athletic tickets issued to students and sold to the general public account for 399 of these tickets.

Source: Chester Fritz Auditorium(C0103)
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 Related Programs

- North Dakota Experimental Program to Stimulate Competitive Research (EPSCoR)
- Northern Plains Indian Law Center
- Native American Law Project
- North/Sunrise: Tribal College Research Experience
- Indian Center on Native American Aging
- American Indian Student Services (AISS)
- IDEAS Networks for Biomedical Research Excellence (INBRE)
- MultiTalented Scholars Into Dictionaries Program (MDS)
- National Indigenous Elder Justice Initiative
- National Resource Center on Native American Aging
- National Media Center
- Nature/Sunrise: Tribal College Research Experience
- Next Steps Program
- TRIO Programs: Educational Opportunity Center (EOC)
- Ronald E. McNair Post-Baccalaureate Achievement Program
- Student Support Services
- Talent Search Program
- Upward Bound Program
- UND/Turtle Mountain Community College Biology
- Faculty Exchange Program
- USDA Human Nutrition Internship

Source: American Indian Student Services (C0408)

Note: Data as of End of Term Source: #sectstat_multiyear
Students: Would you be willing to accept employment in North Dakota?

- 62% (last year=64%) of the Placement Survey respondents believe there are job opportunities for them in their area of interest in North Dakota. 51% (last year= 47%) of respondents indicated that if a job were available in their area of interest they would want employment in North Dakota.

- Respondents indicating “yes” they would want North Dakota employment frequently cited the following reasons: like the community or state, close to family, job opportunities, and good place to raise a family. Comments such as “great economy” and “growing future” were new to the list of comments this year.

- Respondents indicating “no” or “unsure” they would want North Dakota employment frequently cited the following as their reasons: preference for another state/metropolitan area, limited job opportunities, proximity to family, and climate.

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

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

Retention of North Dakota High School Graduates After UND Education

Source: 2010-11 Employment Survey of 2008-09 graduates (C0201)

Source: 2011 Graduate Survey Graduate Survey Administered Every 3 Years
Students: Participated in a community-based project as part of a regular course.
(Scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often)

Mean Comparison

Experiential Learning

In 2011-12, of 69 undergraduate academic programs, 36 had experiential learning requirements and an additional 33 provided experiential learning opportunities. Fifty-three of the programs offer an internship course (11 programs) or cooperative education course (23 programs) or both (19 programs).

Source: Center for Community Engagement (C0402)

Number of Fall Courses Offered in the Evening

Source: 2011 NSSE Survey (C0403)

North Dakota Distance Enrollments
Fall Semester 2011
(the permanent North Dakota county of any student enrolled in a distance course)

Source: IR_MAP_ND_map_for_distancestudents

Number of Fall Enrollments in Evening Courses

Source: Reg438 (C0204)
University of North Dakota

Progress Report 2010-11

Staff Awards

<table>
<thead>
<tr>
<th>Years of Service Recognition Award*</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>Total Dollars Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 years</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>$200</td>
</tr>
<tr>
<td>40 years</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>$400</td>
</tr>
<tr>
<td>35 years</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>11</td>
<td>13</td>
<td>17</td>
<td>$100</td>
</tr>
<tr>
<td>30 years</td>
<td>24</td>
<td>18</td>
<td>18</td>
<td>23</td>
<td>21</td>
<td>33</td>
<td>$2,400</td>
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<tr>
<td>25 years</td>
<td>41</td>
<td>27</td>
<td>51</td>
<td>25</td>
<td>36</td>
<td>26</td>
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<td>20 years</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>59</td>
<td>51</td>
<td>41</td>
<td>$1,650</td>
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<tr>
<td>Total</td>
<td>101</td>
<td>85</td>
<td>119</td>
<td>123</td>
<td>122</td>
<td>119</td>
<td>$8,650</td>
</tr>
<tr>
<td>Meritorious Service Award</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>$10,000</td>
</tr>
<tr>
<td>Ken &amp; Toby Baker UND Proud Award</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

*2002 Initial start year of gift certificates.

Source: UND Human Resources (D0205)

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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten/TT</td>
<td>406</td>
<td>432</td>
<td>433</td>
<td>439</td>
<td>448</td>
</tr>
<tr>
<td>Not Returning</td>
<td>34</td>
<td>31</td>
<td>38</td>
<td>36</td>
<td>37</td>
</tr>
</tbody>
</table>

Employee Terminations 7/1/2006 - 6/30/2011

<table>
<thead>
<tr>
<th></th>
<th>FY07 (total of 261)</th>
<th>FY08 (total of 221)</th>
<th>FY09 (total of 169)</th>
<th>FY10 (total of 182)</th>
<th>FY11 (total of 162)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resigned</td>
<td>208</td>
<td>155</td>
<td>114</td>
<td>115</td>
<td>100</td>
</tr>
<tr>
<td>Retired</td>
<td>21</td>
<td>32</td>
<td>30</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Discharged</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Laid Off</td>
<td>14</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Deceased</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Transferred to another ND state agency</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: Excludes School of Medicine and Health Sciences Faculty
Source: UND Academic Affairs (D0205)
**Campus Climate Scale**

The below Campus Climate scale evaluates how the institution promotes a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of UND’s channels of communication for students. The graph represents 9 of the 17 items that make up the scale.

This graph shows the differences in mean satisfaction from 2004 to 2006, 2006 to 2008 and from 2008 to 2010. (The mean is derived from the scale of 1=strongly disagree to 5=strongly agree)

This institution has a good reputation within the community

-0.29***

It is an enjoyable experience to be a student on this campus

0.15**

I seldom get the “run-around” when seeking information on this campus

-0.24***

There is a strong commitment to racial harmony on this campus

0.09

I feel a sense of pride about my campus

0.13*

The campus is safe and secure for all students

0.07

Freedom of expression is protected on campus

0.12*

There is a commitment to academic excellence on this campus

0.04

Most students feel a sense of belonging here

0.05

* Significant difference at the .05 level
** Significant difference at the .01 level
*** Significant difference at the .001 level

Source: 2010 Student Satisfaction Inventory

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**UND Powered by Green**

Powered by Green has become the mantra to promote UND’s green efforts. The construction of the Gorecki Alumni Center is in progress. This building is being built with the intent to qualify for a platinum rating according to LEEDS standards. Qualifying for this platinum rating requires an accumulation of points covering a variety of building characteristics, life cycles on components, maintenance standards, and other objectives. The renovation of the Education building was designed to meet a silver standard rating. Both buildings have set the tone for future construction on campus.

The Facilities Management department obtained a $2 million grant provided by the American Recovery and Reinvestment Act (ARRA). The grant funds are earmarked for projects involving:

- HVAC and CO2 Control
- Steam Plant Variable Frequency Drive Motor Control
- Lighting retrofits
- Range Hood Control
- Lighting sensors
- Outdoor lighting retrofit
- Heat Recovery

The Greenhouse Gas Inventory Report was updated. The University reported the greenhouse gas emissions have been reduced from 138,633 metric ton in 2007 to 137,780 metric ton in 2010. This improvement was accomplished despite an increase in building square footage and student enrollment.

The Council for Environmental Stewardship and Sustainability has created project charters for top priority Sustainability Improvement Measures (SIM). These projects have been defined and a business plan will be created for each project to be approved by the University Cabinet. Brief explanations of the projects are as follows:

- Establish a revolving fund for facility energy improvement projects: Today, campus greening is rapidly gaining momentum as colleges and universities, including UND, embrace green building practices, innovative recycling programs, local food initiatives, and other environmentally conscious measures.

- Establish an energy awareness program: Increasing overall awareness can be an effective way to gain greater support for energy initiatives. Schools for Energy Efficiency® (SEE) is a program that started in Minnesota to encourage K-12 schools to save energy, and thus money, by changing their behavior.

- Charter in brief: The SEE at UND strategy will include awareness and education tools and steps in addition to goals over a period of time.

- Establish an Energy Cockpit Website: An interactive Web tool (Energy Cockpit) would assist in making the UND campus community aware of their individual and collective energy usage at any given time.

- Establish an Energy Policy: A campus-wide energy policy will enhance the commitment that UND has to protect the environment, reduce dependence on non-renewable energy sources and promote environmental responsibility, economic feasibility, while providing a healthy place to work and live in.

- Establish a Sustainability Office and Coordinator: By signing the American College and University President’s Climate Commitment (ACUPCC) in 2008, UND clearly stated its belief in the concept of sustainability and its strong determination to become a state leader on this issue.

Source: University of North Dakota Facilities (D03)
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>
<tr>
<td>2011</td>
<td>69.1%</td>
<td>26.4%</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

Source: 2011 Graduating Student Survey (D0404)
Graduating Student 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>
<tr>
<td>2011</td>
<td>84.0%</td>
<td>12.6%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

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

Mean Comparison

Source: 2011 NSSE Survey (D0201)
Division of Student Affairs

The University of North Dakota Division of Student Affairs provides leadership through comprehensive and inclusive student support services and educational opportunities designed to enhance the overall development of lifelong learners, and by extending university resources to all constituents.

Student Affairs Values and Principles

- Recognize that helping prospective, current, and former students accomplish their educational, career, and life goals is the primary reason for our existence.
- Expect quality and foster it in all that we do, continually assessing student and institutional performance.
- Respect tradition, learn from experience, encourage and support creativity; and embrace change and the opportunities it brings.
- Act with integrity in all endeavors.
- Treat everyone with dignity and respect.
- Recognize our colleagues as the cornerstones of our organization and acknowledge that our strength comes from their empowerment and motivation.
- Appreciate and respect diversity of people, ideas, and thought to create a cross-culturally competent community.
- Encourage teamwork and celebrate success. Maximize educational partnerships advancing high expectations for active student learning and engagement.

Source: VPSA website (D0104)

UND Counseling Center

The University Counseling Center’s (UCC) mission aims to facilitate student success in educational and developmental experiences.

The UCC plays a vital role in advancing student learning as a living and growing experience. Interventions were provided through various modalities:

- personal counseling (individual, couple, or group sessions) and trauma treatment
- drug and alcohol abuse evaluation, education groups and prevention
- outreach programming
- career counseling (face to face and on-line)
- Prometrics testing services
- practicum and pre-doctoral internship training programs
- psychiatric services

The UCC recognizes that common social problems including chemical abuse, serious mental illness, and stress-related conditions impede the ability of students to fully function and succeed in a highly competitive academic environment.

Three primary areas have been targeted for intervention:

1. Mitigating the widespread use of alcohol and decreasing the negative consequences that may follow alcohol abuse.

2. Clinical interventions for emotional challenges that range from college adjustment to mental illness and suicide.

3. Outreach efforts that are education-based and expose the general population to information, which may lead to more effective stress management.

Source: Counseling Center Annual Report FY10 (D0104)
Important Factors For Your Decision to Enroll at UND
(Scale: 1=Not Important at all - - - 7 = Very Important)

Source: 2010 Student Satisfaction Inventory
E. Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission.

Number of Doctoral Programs

Graduate Enrollments, by Year & Student Level
Fall Semester

FTE Fall Enrollment Compared with Peer Institutions

Source: Graduate School

Source: Official Report

Source: IPEDS Fall Enrollment

Source: Official Report
Summer Activities Offered at UND

Summer Programs and Events Council (SPEC)

The Summer Programs & Events Council oversees a Mini-Grant program that provides funds to help cover the development, marketing and start-up costs of new, redesigned or expanded courses and programs held on the UND campus during the summer months. In summer 2011, SPEC awarded seven summer programs a total of $19,891. They are as follows:

Rural Collaborative Opportunities for Occupational Learning in Health (R-COOL-Health) Scrubs Academy
The R-COOL-Health Scrubs Academy was a four day camp aimed at increasing awareness, interest, and understanding of health careers available in North Dakota through creative and interactive activities. Students were chosen for the Academy through a competitive application process, coming from thirteen various communities in North Dakota.

Experience Engineering Camp
A week-long, residential camp that exposes students to interactive and hands-on activities across the disciplines in the School of Engineering and Mines; primary goals to engage students in the field of engineering and to expand their understanding of what it means to be an engineer.

Conflict Resolution Nonviolent Communication Training
The mission of the Conflict Nonviolent Communication Training was to provide students with conceptual and practical background about conflict and conflict management so they may better understand conflict in their professional and personal lives and deal with it more effectively.

MATLAB, Mathematics, and Engineering (MAT-ME) Camp
The goals of the MAT-ME Camp were to: expose senior high school students to math and programming with application in engineering through hands-on real-world projects; increase motivation and practice deep thinking using problem-based learning methods; recruit students into UND’s engineering program; and provide a fun and exciting experience of how math can be used for engineering problem solving.

Alice Animation Camp
The goal for the Alice Animation Camp was to allow the campers to learn the basic computer science concepts without the issues involved when working with a traditional programming language. The Alice program helps ease the transition into a more traditional programming environment and to create positive attitudes toward computer science and technology in general.

Summer Foreign Language Day Camps
The primary goal of the Foreign Language Camps was to expose children to a foreign language, in the belief that this is advantageous, both academically and socially/culturally. The hope was to accomplish this through instruction-based, fun activities to heighten student’s awareness and interest in language studies.

Photography for Educators
Years one and two of the camp were helpful in identifying the camera skills a teacher can best make use of. This year the focus included working on aspects of curriculum, i.e., the higher order thinking skills that promote inquiry and analysis.

Source: Summer Programs and Events Council (E0601)
E. Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University’s mission.

**Program Agreements**
UND continues to serve transfer students with many opportunities. UND has updated and maintained 756 program articulation agreements and 51 course-by-course articulation agreements, totaling 807 total agreements.

**Program Articulation Agreements Comparative Catalog Year**

**Course Articulation Agreements Comparative Catalog Year**

*Note: The implementation of new articulation database began in July 2011. The implementation is an ongoing process of renewing existing agreements and creating new agreements. Numbers may not accurately reflect this ongoing process.

Source: UND Office of Registrar (E0101)
University of North Dakota
IT Highlights for 2010-2011

• Initiated the migration of students to a new communication and collaboration service, which offers cloud-based email as well as online document sharing and storage.
• Began the migration of faculty/staff to new cloud-based productivity tools including email, instant messaging (MS Office Communicator), and collaboration (MS SharePoint).
• Deployed collaborative workspaces in student-centric locations throughout campus to accommodate students in their coursework and learning experiences.
• Advanced the accessibility of core applications through virtualization (Citrix) and licensed servers.
• Expanded the use of a single account to access additional systems including, but not limited to, Blackboard, Safe*Connect, Live@Edu, Campus-Connection, HRMS, Citrix, and Adobe Connect.
• Implemented a centralized document imaging solution, ImageNow, that currently has over 25 applications and 500 active users including an accounts payable workflow for invoice approval.
• Launched UND official mobile application with several modules – directory, course listing, events, athletics, Blackboard mobile learn, and many more.
• Implemented new UND Website.
• Centralized administration and management of Blackboard.
• Expanded Citrix to over 60 applications that are available for access from mobile devices (iPad) as well.
• Launched online graduation application allowing graduating students to apply for their degree via the Web with the Registrar, Graduate School, and departments receiving reports electronically.
• Upgraded core network equipment for added redundancy.
• Upgraded network equipment in data center to support scalable growth and increased service requirements.
• Upgraded wireless service in Education Building to support classroom communication and ubiquitous mobility.
• Implemented network and application engineering system that analyzes, monitors and optimizes performance of critical services.
• Increased training opportunities through on-demand tutorials via Atomic Learning and Lynda.com.
• Launched a new, coordinated technical support website at http://techsupport.und.edu
• Procured discounted pricing for technology purchases from Dell and Apple.

Source: ITSS (F03)
Educational Contributions in Using Computers and Information Technology

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

Mean Scores by Survey Year

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

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

Source: 2009 National Survey of Student Engagement (F0501)

Cumulative Progress of Technology Enhancements in Classrooms

Source: Center for Instructional Learning Technologies (F0501)

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

Chester Fritz Library Highlights

In October 2011 the Chester Fritz Library celebrated its 50th anniversary. The Library was built with a $1 million gift from former student Chester Fritz and was dedicated in 1961. The University of North Dakota supports the largest research library system in the state. The Chester Fritz Library serves and educates the University of North Dakota faculty, staff and students and the broader community of learners, irrespective of location, through the identification, evaluation, acquisition, organization, preservation and provision of information in diverse formats.

During 2010-11...

• The Chester Fritz Library (CFL) acquired books and electronic resources to support the teaching and research mission. 26,050 titles for print and electronic resources were added to the Library’s collection.

• The CFL supported research by acquiring and managing access to 43,394 unique electronic resources.

• The CFL is recognized as a resource for the state and region. It received 11,999 requests from other libraries to borrow materials from its collections.

• 258,830 individuals entered the Library facility. While in the building, individuals consulted librarians, discovered information in diverse formats, and found comfortable study areas for individual and group work.

• The Library’s website received 319,939 visits from 157 countries. An individual can conduct multiple searches and access thousands of resources through the Library’s discovery technology. The researcher may also communicate with the librarian through an online “Chat” service.

• Over 6,000 UND students received instruction from librarians through the CFL’s Information Literacy Instruction Program. Librarians also work with faculty to enhance the student’s learning experiences in individual courses.

• The CFL’s internationally recognized bygdebok collection was named in honor of Arne G. Brekke, long-time supporter of the Library’s Norwegian family history program. The Library’s special collection of political papers was increased with the gift of personal papers from Byron Dorgan, former North Dakota Senator. Digital collections were expanded with the addition of text, audio, video and photographs to the University’s online research resources.

• The CFL participated with over 100 libraries within North Dakota in the Online Dakota Information Network (ODIN). ODIN provides technology support which furthers sharing of library information and resources throughout North Dakota.

Source: Chester Fritz Library

Rural Health Technology Highlights

Sharing valuable rural health information worldwide. The Center for Rural Health operates several national online information portals. The Rural Assistance Center (RAC) serves the nation as an information portal on rural health and human services, and the Health Workforce Information Center (HWIC) operates an online library which provides easy access to resources pertinent to the nation’s health care workforce. The RAC website provided access to over 16,000 resources, funding opportunities and organizations related to rural health and human services. During the fiscal year, the website was visited over 1 million times, representing all states of the nation. Customized assistance was provided to over 700 callers. The Center also operates the Rural Health Research Gateway, which provides access to publications and projects funded through the federal Office of Rural Health Policy.

Leading efforts on rural health technology. The Center for Rural Health’s governor-appointed representative serves as vice chair on the North Dakota Health Information Technology Advisory Committee, which was created in 2009 by the North Dakota Legislature. The committee, composed of representatives from both the private and public sector, provides oversight and advice to the state’s HIT director and works to facilitate the adoption and use of health information technology and exchange to improve health care quality, patient safety, and the overall efficiency of health care and public health services in North Dakota.

Collaborating with key partners to address health technology. REACH (Regional Extension Assistance Center for HIT) is a federally supported endeavor dedicated to helping providers in clinics, small hospitals, and other settings in North Dakota and Minnesota to implement and effectively use electronic health records. REACH is a partnership between the Center for Rural and North Dakota Healthcare Review, Inc., Stratis Health, the National Rural Health Resource Center, and the College of St. Scholastica.

Building rural capacity. The State Office of Rural Health (SORH) coordinates statewide rural health activities, provides technical assistance, addresses information dissemination, and connects resources, providing 451 technical assistance activities to rural communities over the last year. In 2010-2011, the SORH hosted workshops to assist rural providers prepare for the federally required “meaningful use” status for electronic medical records.

Improving decision making through information dissemination. Through national information portals such as RAC, HWIC, and the Gateway, the Center facilitates enhanced understanding and capacity building throughout the country. Through the Dakota Conference, state-focused workshops, and participation with state associations and agencies, the Center contributes to the dialogue on improving rural health.

Improving conditions for rural hospitals. The Medicare Rural Hospital Flexibility program (Flex) provided over $285,000 in grants to 21 critical access hospitals (CAHs) to support health information technology, quality improvement, patient safety, program development, board training, EMS and trauma improvements, and other development activities. The Flex program provided over 700 technical assistance activities such as program and grant development, performance and quality improvement initiatives, network development, planning and assessment, and information.

Source: Center For Rural Health

Progress Report 2010-11
F. Optimize the use of information technology to improve student learning, research, and the administration of the University.

The Student Technology Fee (STF) began fall semester, 1995 at which time it was stated that “The fund will be used in our instructional program and solely for the benefit of UND students.” The fee is assessed to all enrolled students at the rate of $50 per semester for all full time students (12 credits or more) and prorated for students enrolled in less than 12 credit hours.

The funds go towards the purchase of computers for general purpose and college-based student labs; large classroom presentation equipment, network infrastructure and hardware and software needs to allow for improvements in the use of technology in instruction. The Student Technology Fee Committee solicits and reviews proposals each semester and recommends disbursement of funds to the UND Provost. Proposals are received from all academic colleges, including the Law and Medical School, and areas within Student and Outreach Services.

In 2009-2010 the STF process was under review. During UND’s Core Technology planning process STF funds were held until recommendations were completed. President Kelley approved and signed the Core Technology final recommendations in May 2010 and STF funds were used in combination with other funds to implement core technology services during summer and fall 2010.

In 2010-2011, STF funds were used in combination with other funds to implement the Core Technology Services recommendations. Those services include: Blackboard Learning Management System, Smart Classrooms, Computer Labs and Technology Support. Also in FY11, funding in the amount of $400,000 was allocated to the Dean’s Technology Allocation to provide flexible funding to be used to meet the specific technology needs of each College or School.

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**Student Technology Fee Proposal Funding**

**Degree Programs Offered Online & Distance Delivery**

<table>
<thead>
<tr>
<th>Year</th>
<th>Online Programs</th>
<th>Other Distance Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>42</td>
<td>7</td>
</tr>
<tr>
<td>2010</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>2009</td>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td>2008</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>2007</td>
<td>13</td>
<td>11</td>
</tr>
</tbody>
</table>

Source: Continuing Education (F0102)

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**Percentage of Students Enrolled Only in Distance Courses**

*Enrollment Reported by Course Instructional Mode (IMODE)*

- **Graduate Students**
  - 27%
  - 38%
  - 38%
  - 42%

- **Undergraduate Students**
  - 8%
  - 10%
  - 11%
  - 13%

IMODE Group of DISTANCE=Correspondence, Face-to-face off-campus, Internet-asynchronous, Internet-synchronous, Two-way video.

Source: Official Report (F0102)
The UND Foundation provided $11.5 million in support to the University during the 2010-11 school year, including $4.6 million in scholarships.

Source: UND Alumni Association (G0104)
Development Efforts

UND and the UND Foundation are well on their way to reaching the $300 million goal of North Dakota Spirit | The Campaign for UND. After launching the public phase of a fundraising campaign in the fall of 2010, more than $40 million dollars has been added to the campaign for a total in December 2011 of $240 million. During fiscal year 2011, 13,748 unique donors, a record donor pool, directed a record $50.5 million in new gifts and pledges to UND. The charts below track dollars contributed and donor participation by fiscal year.

Dollars Contributed by Fiscal Year (July 1 - June 30)

Donor Participation by Fiscal Year (July 1 - June 30)

Marketing and Institutional Communication

The University was deeply involved in two marketing campaigns last fiscal year: North Dakota Spirit, a $300 million fundraising campaign with the Alumni Foundation. As of July 2011, around $225 million had been raised. The UND & Me campaign with E-Marketing was implemented to increase and stabilize enrollment. They targeted the region as well as the Twin Cities area and focused on prospective students, American Indians, business leaders, alumni, and the general public.

A marketing agreement with the Minnesota Twins dovetailed with the television, radio, web, and print advertising. The University Bards sang the national anthem during the seventh inning stretch, the Steel Pan Band played at the entrance to Target Field, the president threw out the first pitch, and UND & Me imagery appeared throughout the stadium. UND advertising also appeared in Twins programs, TV and radio broadcasts, web advertising, and elsewhere.

UND entered into a similar marketing contract with the Minnesota Vikings, which culminated in a $10,000 scholarship opportunity awarded to the recipient at the Jan. 7 Minnesota Vikings – Chicago Bears game. It also includes television, radio, web and print coverage.

Television ads were placed in North Dakota markets, including Grand Forks, Fargo, Minot, Bismarck, Dickinson, and surrounding areas to reach target audiences that include football and baseball fans and programs that match our demographics. Heavy advertising in the Twin Cities contributed to increased enrollment from Minnesota. Advertising was also purchased in college guides, local and regional media, online media, and other venues.

A continued partnership with American Indian publications, such as Winds of Change, the Tribal College Journal, and Indian Country Today targets our growing American Indian student base.

UND Discovery, the University’s flagship research magazine, is produced in conjunction with the Vice President for Research and Economic Development. University Relations also produced stories, photos, and sometimes graphic design for other publications, such as the Alumni Review, AeroComm, and the Accountancy Magazine.

Exceptional UND, a four-page, full-color piece produced with the President’s and Provost’s offices, focuses on UND goals of enriching the student learning experience, facilitating collaboration, expanding UND’s presence, and enhancing faculty and staff quality of life. We also produced advertisements, banners, and related materials for the initiative.
The campus consists of 6,381,476 square feet. This number includes leased apartments and Foundation owned facilities. This square footage encompasses 243 buildings which Facilities Management department maintains.

FY11 marked the second year of the biennium in which the State Legislature gave the University 7.1 million one-time funding to address deferred maintenance items on the campus. This funding was in addition to the extraordinary repairs and general maintenance funds normally received. As a result many major projects were completed during the fiscal year. Contracted work accounted for 99% or more of the projects completed. Some of the projects included:

Six buildings had roofs replaced, two more are scheduled for early FY12. The brick was repaired on John Odegard Hall. Four buildings received chiller/air-handler upgrades. Additionally, another five buildings are scheduled for complete chiller/air-handler replacements in early FY12. Those projects will commit an additional $2.1 million.

Four buildings received electrical panel upgrades. Ten buildings received fire alarm/detection upgrades. Another three buildings are scheduled for completion in early FY12. Sixteen buildings received painting updates in various commons areas.

Various sidewalks on campus were either repaired or new ones were constructed. A screen wall with plantings was constructed behind the Library to enclose the loading dock area.

A section of the bike path north of 6th Avenue was repaired using grant funds from the North Dakota Parks and Recreation Department. Infrastructure replacements included two sections of sanitary sewer, one section of storm sewer, four sections of water line, one section of electrical distribution line. A parking lot and pavement study was conducted by an engineering firm to determine the degree of deterioration of the pavement. A recommendation will be presented on continued maintenance.

The renovation and addition to the Education Building was a significant project throughout the year. This renovation was largely completed by August, 2011, so staff could move back in for the start of fall semester.
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.

**Percentage of Faculty* with Terminal Degrees**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Prof</strong></td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
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</tr>
<tr>
<td><strong>Assoc</strong></td>
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<td>97%</td>
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<td>96%</td>
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<tr>
<td><strong>Asst</strong></td>
<td>87%</td>
<td>87%</td>
<td>89%</td>
<td>91%</td>
<td>89%</td>
</tr>
</tbody>
</table>

* Determined for tenured or tenure-track faculty; excludes instructors, lecturers, & non-ranked faculty.

Source: IR Faculty Database (H0106)

**Faculty Salary Charts**

**Professor**

![Graph showing salary comparison between AAUP and UND for Professors]

**Associate Professor**

![Graph showing salary comparison between AAUP and UND for Associate Professors]

**Assistant Professor**

![Graph showing salary comparison between AAUP and UND for Assistant Professors]

Source: American Association of University Professors (H0102)
University of North Dakota
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)

Employee Satisfaction

Overall Satisfaction with Employment

<table>
<thead>
<tr>
<th>Year</th>
<th>2002</th>
<th>2004</th>
<th>2006</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>18%</td>
<td>29%</td>
<td>28%</td>
<td>25%</td>
<td>31%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>51%</td>
<td>47%</td>
<td>46%</td>
<td>51%</td>
<td>45%</td>
</tr>
<tr>
<td>Neutral</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
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</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>16%</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Not satisfied at all</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Overall</td>
<td>69%</td>
<td>76%</td>
<td>74%</td>
<td>76%</td>
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Overall Impression of Quality

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<tr>
<th>Year</th>
<th>2002</th>
<th>2004</th>
<th>2006</th>
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<th>2010</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>18%</td>
<td>26%</td>
<td>25%</td>
<td>22%</td>
<td>24%</td>
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<tr>
<td>Good</td>
<td>54%</td>
<td>52%</td>
<td>51%</td>
<td>52%</td>
<td>53%</td>
</tr>
<tr>
<td>Average</td>
<td>21%</td>
<td>19%</td>
<td>20%</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>Below average</td>
<td>5%</td>
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<td>4%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Inadequate</td>
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<td>1%</td>
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<tr>
<td>Overall</td>
<td>72%</td>
<td>78%</td>
<td>76%</td>
<td>74%</td>
<td>77%</td>
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</table>

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

Source: UND Human Resources (H0102)
Students (Sophomores): To what extent have you been satisfied with the attitude of non-teaching staff toward students?

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

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.
University of North Dakota

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

Revenues by Source

Expenditures by Function

Total Equipment Expenditures

Source: IPEDS Finance (H0301 - Updated annually in the Fall)

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

Source: IPEDS Finance (H0405 Updated annually in the Fall)
University of North Dakota

Campus Health and Wellness Programs

• The focus of the Health and Wellness Unit is to empower, motivate, and support students to make informed decisions by providing them with accessible, accurate information and compassionate services that foster personal health and community wellness. This strategy will support student learning and enable students to perform at optimum levels to achieve their academic and personal goals.

• UND Student Health provided over 28,715 patient contacts during FY2011, with 13,284 unique provider visits. Of these, 1,139 were new patient contacts. The complexity of the student population has increased, and SHS referred a total of 474 patients to external specialists, representing a 12.6% increase over the previous year. Immunization administration rates, excluding influenza, increased by 12.1% and SHS received the “Providers Choice Award” from North Dakota Department of Health in August 2010 for extraordinary contributions toward improving adult immunization rates in the state. The flu shot campaign included both students and faculty/staff; a total of 1,226 flu shots were administered.

• The Health and Wellness Promotion Team is composed of the H&W Education Office and H&W Resource Office. The H&W Education Office conducted numerous presentations, outreach activities, and awareness campaigns to address such topics as healthy eating, physical activity, mental health, and sexual health. They coordinated alcohol and other substance abuse prevention activities, including NightLife alcohol-free activities and first level alcohol violations. The Health and Wellness Resource Office acted as the information and referral hub by connection students, faculty, and staff to appropriate services and answering health and wellness service and content questions. This office also coordinated assessment activities for the Health and Wellness Unit, developing goals, measurable objectives, and benchmarks. A total of $35,000 in funding was received from Grand Forks Public Health for tobacco prevention.

• The Healthy UND 2020 Initiative, launched in 2009 to identify and engage in long-range planning to address leading health and wellness issues that affect academic success and retention, formed five Priority Action Groups to develop recommendations and action plans to address the five leading health and wellness issues that affect UND students’ academic success. These groups addressed the priority issues of Alcohol and Other Substance Use/Addiction, Managing Mental Health, Nutrition/Diet, Physical Activity/Exercise, and Learning Healthy Social/Relationship Skills. The final report and action plan is to be submitted to President Kelley in Fall, 2011. More than 100 UND students, faculty and staff are part of the Healthy UND Coalition, whose mission is to work in partnership to promote healthy lifestyle choices by enhancing awareness, building skills, changing social norms, and creating a healthier environment.

• The Student Wellness Center offers 107,000 square feet of space for pursuing wellness in all seven dimensions. The Center is 100% accessible to all persons. In addition to students, the facility has been used by many campus and off-campus groups for a variety of events. In the five years it has been open, the Wellness Center has seen a gradual increase in students’ use of the facility. Due to the cyclical nature of the campus environment, the beginning of each semester continues to draw the largest facility usage numbers. The “New Year’s Resolution” season continues to show the largest utilization, averaging over 1,800 visits per day.

• The Wellness Center is also used as a showcase facility for open house recruitment events for UND. This highlights the importance of health and wellness at UND for all prospective students. Presentations were also delivered to graduate students, medical students, and other on and off campus groups, continuing to deliver the message of health and wellness.

• The Work Well program serves UND staff and faculty, providing information, services and programs to support healthy living in the areas of physical exercise, nutrition, tobacco cessation, multi-dimensional wellness, and preventative health. Some programs also extend to non-benefited employees, spouses, families, and retirees. The Work Well program continues to receive national recognition as a Platinum-Level Fit Friendly Company from the American Heart Association, based on offering a comprehensive wellness program in the areas of physical activities, nutrition, and maintaining a culture of wellness. Additionally, Work Well was re-accredited as a CEO Cancer Gold Standard Company for offering a series of cancer-related programs in the five critical areas referred to as the pillars of good health: 1) tobacco cessation, 2) diet and nutrition, 3) physical activity, 4) prevention, screening, and early detection, and 5) access to quality treatment and clinical trials.

• In 2010-2011, Work Well provided 29 presentations, three campus-wide challenges, 17 campus events, 12 exercise programs, 15 collaborative programs (health screenings with the College of Nursing, flu clinics with the Student Health Services), six pilot programs, and three Weight Watchers sites. Work Well served 1,159 unique staff and faculty.

• In spring 2011, the University Counseling Center and the Peer Education Program (formerly ADAPT) were brought under the Health and Wellness umbrella. The synergy and opportunities for deeper collaboration afforded by this re-organization are expected to enhance the health and wellness services available to students. TRIO programs were also assigned to the Unit, temporarily.

Source: Wellness Center & Student Health Services (H0109)

Progress Report 2010-11

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