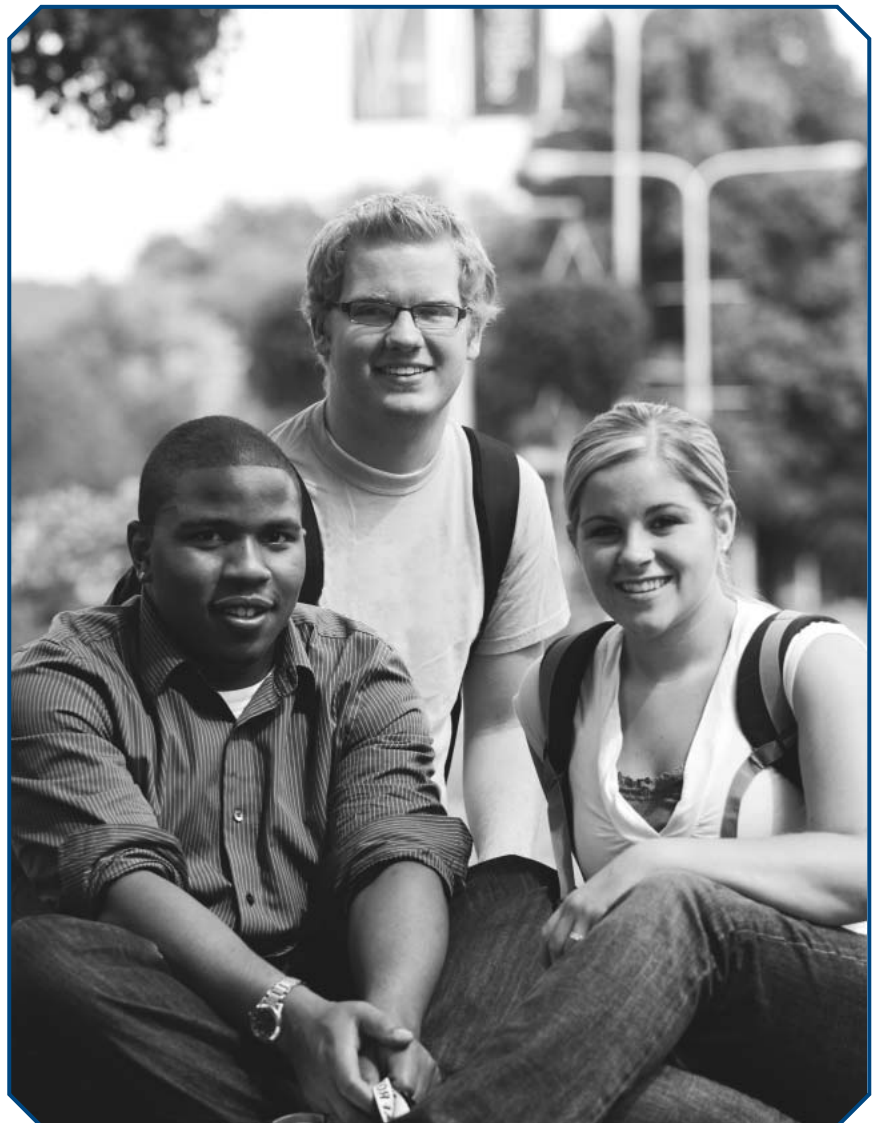


2010

ACCOUNTABILITY MEASURES REPORT

Investing in North Dakota's Future



ACCESS. INNOVATION. EXCELLENCE.

The Role of the State Board of Higher Education

The State Board of Higher Education is the governing board of the North Dakota University System.

Our Vision

The North Dakota University System is the vital link to a brighter future.

Our Mission

The mission of the North Dakota University System is to enhance the quality of life of all those we serve and the economic and social vitality of North Dakota through the discovery, sharing and application of knowledge.

Core Values of the North Dakota University System

- High integrity
- Open, honest, forthright and mutually respectful in discussion and actions
- Trustworthy
- Accountable
- Cooperative, valued partner with other state agencies and entities
- Responsible stewards of the state investment in the University System
- Scholarship and the pursuit of excellence in the discovery, sharing and application of knowledge
- Support and embrace diversity



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January 2011

About This Report

The North Dakota University System is pleased to provide you its *2010 Accountability Measures Report*. This document is a valuable tool for demonstrating that the University System is meeting the “flexibility with accountability” expectations of SB 2003 passed by the 2001 Legislative Assembly and updated in each subsequent legislative session, including significant revisions made in the 2009 session.

The 2010 report reflects some of the many ways North Dakota University System colleges and universities are enhancing opportunities through *ACCESS. INNOVATION. EXCELLENCE*. NDUS institutions are educating future leaders who will provide the talent, energy and innovation to keep North Dakota competitive in today’s knowledge-based economy. That’s what we do, and, as the accountability measures show, we do it well.

That is one-half of the dual mission envisioned for the University System by the Roundtable on Higher Education, which also charged the NDUS with enhancing the state’s economy. Here, too, the system has stepped up to the plate. According to a separate report¹, in 2009, the University System contributed an estimated \$3.7 billion to our state’s economy, including student spending.

Development of the annual accountability measures report is a direct result of the creation of new relationships among the legislative and executive branches of government, the private sector and the University System. These relationships are based on mutual trust and a common purpose – creating a brighter future for students and the citizens of North Dakota. These new relationships grew out of recommendations from the Roundtable on Higher Education and started in 1999–2000 when members were charged with defining expectations and accountability measures for the system.

First, roundtable members created an overall goal and a set of expectations associated with each of six cornerstones. Then they examined how to determine if these expectations had been met, or, in other words, how progress would be measured. It was from this process that the performance accountability measures emerged as a means of measuring progress on roundtable expectations and recommendations.

The fiscal accountability measures were developed by a separate group representing the private sector and the legislative and executive branches of government. This group identified measures upon which they could judge the financial viability and spending decisions of the NDUS.

Passage of SB 2003 in 2001 signaled that the University System can and should play a larger role in enhancing the economic and social vitality of North Dakota, as envisioned by the Roundtable on Higher Education. Simply put, the 2001 version of SB 2003 empowered the system to act more entrepreneurially and, at the same time, provided consensus about what it will be held accountable for. Hence, it often is referred to as the “flexibility with accountability” legislation. This approach has been affirmed in subsequent legislative sessions.

From the beginning, the University System has been committed to meeting these accountability expectations, and the annual accountability measures report is the tool by which the system’s performance is to be measured. These reports also provide valuable information for state policymakers, the State Board of Higher Education and University System colleges and universities to continually improve the quality and efficiency of education and services provided. While the accountability system was developed in response to legislative action, its greatest value may be as a management tool within the University System.

Like many groundbreaking initiatives, enhancements and adaptations have been made over the years. Those worthy of notation include:

- In addition to the legislatively mandated measures, the SBHE added 12 accountability measures in 2001. The board deemed these measures necessary to provide guidance in establishing effective policy for the 11 University System colleges and universities.
- Several fiscal accountability measures were modified in 2002 because of changes in the Governmental Accounting Standards Board’s financial reporting standards. As a result, the 2010 report includes the eighth year of data for these measures.

- Wherever possible, national comparative data is provided. Because a national employer satisfaction survey did not exist, in 2004 the NDUS initiated development of an employer survey and partnered with a national firm and other states in the creation and piloting of a survey instrument. The 2004 report included responses to two new employer satisfaction measures and established baseline data for the NDUS and the beginning of what were expected to become national benchmarks.
- As planned in the original project timeline, the 2005 report provided refinements to the accountability measures reporting system implemented in 2001. These refinements resulted in a net reduction of six accountability measures, bringing the total number of measures included in the 2005 report to 31 and creating a report that more succinctly represents the intent of its creators.
- Then, roughly 10 years into the roundtable process, a significant review of the accountability measures took place during the 2009 Legislative Session. The measures were evaluated to determine connectivity to current expectations of the state's higher education system and modified to better connect with the state's agenda. Thirteen measures were added (six of which are being reported on for the first time in 2010), five were discontinued and eight were modified, resulting in a total of 39 measures in the 2010 report.

Also, as comprehensive as the accountability measures are, they may not provide a full sense of the dramatic changes occurring at the colleges and universities. To complement these measures, this report includes highlights of 2010 campus activities aligned with the cornerstones of the *Roundtable Report* on Pages 61 through 64. These highlights are examples of the fundamental changes taking place on a day-to-day basis, all of which contribute to the success demonstrated in these measures.

Both the legislatively mandated accountability measures and the board-required measures are organized and numbered according to the cornerstones of the *Roundtable Report*. The six cornerstones of the *Roundtable Report*, combined with the clearly defined and agreed-upon accountability measures, provide a useful framework for focusing the assets of the University System on the high-priority needs of the state.

Although the sixth cornerstone titled "Sustaining the Vision" is integral to the development of a university system for the 21st century, no accountability measures fall specifically under that category. In a broad sense, all accountability measures are aimed at sustaining the vision. It's important to acknowledge that two key components of this cornerstone now are being carried out: implementation of a University System strategic plan and campus plans tied to *Roundtable Report* recommendations and implementation of a communication plan for sustaining the vision. A major 2010 accomplishment in this area was the launch of a totally revamped website as one of the University System's primary communication tools with key constituents.

It's also important to note that the Roundtable on Higher Education emphasizes the value of celebrating successes. To those involved in the process of accountability measures reporting, it is an accomplishment worthy of celebration. The State Board of Higher Education and the North Dakota University System hope the *2010 Accountability Measures Report* not only meets, but exceeds, your expectations.

Thank you to the many University System employees who have contributed to this report.

¹ Economic Impact of the North Dakota University System, F. Larry Leistritz, Dean A. Bangsund and Randall C. Coon, Department of Agribusiness and Applied Economics, NDSU, Fargo, N.D.

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Legislatively mandated measures are italicized.

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Legislatively mandated measures are italicized.

An Executive Summary

In 1999, the legislative Interim Higher Education Committee was expanded by Legislative Council to become the Roundtable on Higher Education, a group of state leaders from the public and private sectors that established new expectations for the North Dakota University System. In addition to providing high-quality education, roundtable members charged the NDUS with playing a major role in revitalizing North Dakota's economy.

Roundtable members also identified key cornerstones on which to build a university system for the 21st century. They developed accountability measures, which were established in legislation and modified over time. These measures are being used to determine how well roundtable, legislative and State Board of Higher Education expectations are being met. Accordingly, the *2010 Accountability Measures Report* is organized by the roundtable cornerstones.

Overall, the colleges and universities that make up the North Dakota University System perform very well when compared to other states and national standards.

A summary of the findings follows.

Cornerstone 1: Economic Development Connection

- In FY 2010, 1,510 businesses were served by TrainND, North Dakota's workforce training system, and 11,644 employees were trained.
- Research grew by 26 percent between FY 2006 and FY 2010 with \$201.1 million in research expenditures in FY 2010.
- Businesses reported a 99.2 percent workforce training satisfaction level for FY 2010. Employees who received training reported a satisfaction level of 99 percent during the same period.
- According to the *Follow-up Report: 2009 Placements of 2008 NDUS Graduates*, 60.8 percent of NDUS graduates are employed in North Dakota one year after graduation.

Cornerstone 2: Education Excellence

- NDUS college or university students meet or exceed the national average on most nationally recognized exams.

- NDUS college and university graduates exceed the national first-time licensure pass rates for most professions measured.
- NDUS students are, in general, satisfied with their college experience. Results of the Community College Survey of Student Engagement (CCSSE) and the National Survey of Student Engagement (NSSE) show NDUS colleges and universities are meeting students' expectations in most areas.
- 65.2 percent of NDUS alumni said their current jobs were highly related or moderately related to the most recent degrees they earned, and 72.9 percent said the college or university they attended prepared them at least adequately for their current jobs.
- Employers are, on average, "very satisfied" with the skills and knowledge they rated as "very important."

Cornerstone 3: Flexible and Responsive System

- In FY 2010, companies reported a 99.2 percent satisfaction level with responsiveness of TrainND, North Dakota's workforce training system, to requests for training.
- In 2009–10, NDUS two-year college students earned 14,470 credit hours from other NDUS institutions while students from four-year universities earned 12,841 credit hours from other institutions for a total of 27,311 collaborative credit hours.
- State leaders view the NDUS as an organization transformed by the Roundtable on Higher Education, one that drives economic development and provides high-quality education. Challenges for the system include fiscal management, communication, planning and a focus on individual student success.

Cornerstone 4: Accessible System

- In Fall 2010, the NDUS served 18,119 students who enrolled in courses for credit through non-traditional delivery methods. These students made up 38 percent of the systemwide total headcount enrollment. Enrollment by students who take courses in a variety of non-traditional delivery methods has increased 13 percent since Fall 2008.

- In 2008–09, it took 26.8 percent of the lowest-quintile North Dakota family income to pay for tuition and fees at NDUS four-year and research universities, compared to 38.3 percent nationally and 15.2 percent in Wyoming, which had the lowest ratio. At NDUS two-year institutions, it took 16.8 percent, compared to 13.6 percent nationally and 3.3 percent in California, which had the lowest ratio.
- On average, 15.1 percent of the 2009 median North Dakota family income was needed to pay for college at NDUS four-year and research universities after grant aid was deducted. This compares to a national average of 16.9 percent and 9.3 percent in Wyoming, which had the lowest ratio. On average, 9.6 percent of family income was needed to pay for college at NDUS two-year colleges. This compares to a national average of 12.9 percent and 9.2 percent in Wyoming.
- The Fall 2010 NDUS part-time and full-time degree-credit headcount enrollment was 48,120, which is the largest number of students ever served.
- In 2006–07, undergraduate students in North Dakota borrowed an average of \$5,122 compared to the national average of \$4,608 and \$4,122 in Vermont, which had the lowest average.
- 73.8 percent of the 7,384 2010 North Dakota high school graduates enrolled in an NDUS institution in Fall 2010.

Cornerstone 5: Funding and Rewards

- With \$12,158 in state and student contributions per FTE student, North Dakota’s four-year universities, on average, rank seventh lowest in the nation compared to the national average of \$14,522 per FTE student. Connecticut has the highest average of \$22,400 per FTE student.
- With \$8,757 in state and student contributions per FTE student, North Dakota’s two-year colleges rank 12th highest in the nation compared to the national average of \$7,279 per FTE student. Alaska has the highest average of \$31,171 per FTE student.
- In the 2007–09 biennium, net tuition and fee revenues accounted for an average of 57 percent of the combined appropriations and net tuition and fees at North Dakota four-year universities and 44 percent at NDUS two-year

colleges. This compares to a national average student share of 44 percent at four-year universities and 26 percent at two-year colleges.

- Based on 2009–11 state funding levels, all NDUS institutions are funded at less than 100 percent of their peer institution benchmarks, and most are funded at less than 85 percent of their peer benchmarks. NDUS institutions, as a whole, are funded at an average of 54 percent of their peer institution benchmarks.
- In FY 2010, the NDUS generated 72 percent of its total revenues, either internally from fees for services or externally from gifts, grants and contracts.
- The average cost per degree awarded by NDUS four-year universities in 2008–09 was \$57,955, which is about 4 percent less than the national average. At \$37,565 per degree or certificate awarded, Florida ranked best in this measure. The 2008–09 NDUS two-year college average per degree or certificate was \$26,105, which is well below the national average of \$36,903. At \$11,223 per degree or certificate awarded, Kentucky ranks best in this measure.

State Board of Higher Education Members

Jon Backes, President

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Kirsten Diederich

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Michael Haugen

Claus Lembke

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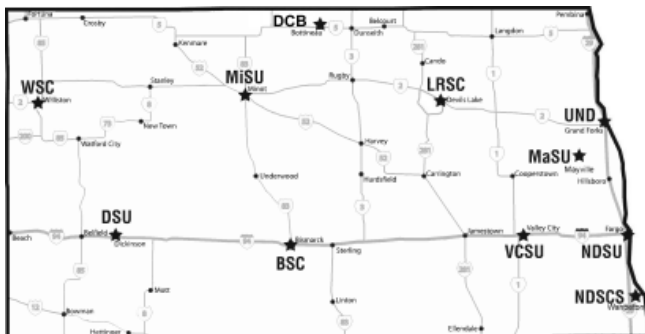
John Girard, Faculty Advisor

William Goetz, Chancellor

North Dakota University System

An Overview of the North Dakota University System

The North Dakota University System (NDUS) is a unified system of higher education governed by one board. The system includes two doctoral universities, two master's-level universities, two bachelor's-level universities and five two-year colleges that offer associate and trade/technical degrees.



Bismarck State College (BSC)

Located in Bismarck, N.D., BSC is an innovative community college offering high-quality education, workforce training, continuing education and enrichment programs. The college prepares students for hundreds of careers through transfer courses, technical programs and a bachelor's degree in energy management. One of the state's leaders in online education, BSC offers many programs and courses entirely online. BSC's campus overlooks the Missouri River and is a vital part of North Dakota's thriving capital city.

Degrees: Associate degrees, diploma and certificate programs, and a bachelor of applied science degree in energy management

Fall 2010 Enrollment: 4,177

Telephone: 1.800.445.5073 or 701.224.5400

Website: www.bismarckstate.edu

Dakota College at Bottineau (DCB)

Located in Bottineau, N.D., DCB offers more than 30 hands-on career and technical programs, including horticulture, paramedic technology (EMT), nursing, wildlife and natural resources. A two-year college in north central North Dakota, DCB also is a great place to prepare for transfer to a university campus. Students enjoy a comprehensive college experience, including residence hall living, student life activities, and intramural and intercollegiate athletics. Thanks to DCB's extensive online offerings, you can take college courses no matter where you live. Varsity athletics include men's hockey, basketball, football and baseball and women's volleyball, basketball and fast-pitch softball.

Degrees: Associate degrees and diploma and certificate programs

Fall 2010 Enrollment: 863

Telephone: 1.800.542.6866 or 701.228.2277

Website: www.dakotacollege.edu

Dickinson State University (DSU)

Located in Dickinson, N.D., DSU is located near the ruggedly beautiful North Dakota Badlands and Theodore Roosevelt National Park. DSU offers many bachelor's degrees including teacher education, business, computer science, agriculture, nursing and liberal arts, plus many associate degrees. In addition to the region's many recreational opportunities, students can be involved in varsity and intramural athletics and participate in diverse campus organizations.

Degrees: Bachelor's and associate degrees and diploma and certificate programs

Fall 2010 Enrollment: 2,668

Telephone: 1.800.279.4295 or 701.483.2175

Website: www.dickinsonstate.com

Lake Region State College (LRSC)

Whether students are seeking technical training or a good place to begin an undergraduate degree, LRSC in Devils Lake, N.D. is prepared to help them achieve success. LRSC offers some one-of-a-kind, two-year programs, including law enforcement, wind energy technology and American Sign Language. Its simulator maintenance technology program – one of only a few in the nation – is a great choice for students interested in electronics. For students who enjoy the outdoors, Devils Lake and the surrounding region offer hunting, fishing, biking, snowmobiling and more.

Degrees: Associate degrees and diploma and certificate programs

Fall 2010 Enrollment: 1,913

Telephone: 1.800.443.1313 or 701.662.1600

Website: www.lrsc.edu

Mayville State University (MaSU)

Located in Mayville, N.D., MaSU is a personable rural eastern North Dakota campus with 70-plus academic programs and an enrollment of more than 900 students. Nationally identified for teacher education, MaSU's many other popular programs include business administration and computer information systems. To meet student needs for flexibility and convenience, MaSU offers a variety of technology-enriched delivery options, beginning on campus where all full-time students are issued Tablet PC notebook computers.

Degrees: Bachelor's and associate degrees and certificate programs

Fall 2010 Enrollment: 982

Telephone: 1.800.437.4104 or 701.788.4842

Website: www.mayvillestate.edu

Minot State University (MiSU)

Located in Minot, N.D., MiSU is North Dakota's third largest university and offers more than 60 undergraduate majors and several graduate degrees. MiSU has positioned itself to meet growth in fields such as criminal justice, management, nursing, social work, management information systems and marketing. Graduates from its master's program in speech pathology are in demand nationwide. Students benefit from small class sizes, strong athletic programs and an emphasis on campus and community engagement. Minot is home to the Minot Air Force Base.

Degrees: Master's, bachelor's and education specialist degrees and certificate programs

Fall 2010 Enrollment: 3,866

Telephone: 1.800.777.0750 or 701.858.3000

Website: www.minotstateu.edu

North Dakota State College of Science (NDSCS)

Located in Wahpeton, N.D., NDSCS students develop real-world skills by working with current technology and equipment and learning from experts with hands-on experience. NDSCS offers more than 80 degrees, certificates and diplomas in traditional career and technical studies and the liberal arts. Classes are available on NDSCS's main residential campus in Wahpeton, at NDSCS-Fargo and anywhere students have the technology to take classes online.

Degrees: Associate degrees and diploma and certificate programs

Fall 2010 Enrollment: 2,833

Telephone: 1.800.342.4325 or 701.671.2202

Website: www.ndscs.edu

North Dakota State University (NDSU)

Located in Fargo, N.D., NDSU's nine colleges offer high-quality educational programs for a multitude of successful careers. The university's annual research expenditures exceed \$110 million, and undergraduate and graduate students have exciting opportunities to participate in cutting-edge research. NDSU offers everything from Division I athletics to regionally recognized fine arts. NDSU has an enrollment of more than 14,200 students and is considered one of the top student-focused land grant research universities in the country.

Degrees: Professional, doctoral, master's and bachelor's degrees and certificate programs

Fall 2010 Enrollment: 14,407

Telephone: 1.800.488.6378 or 701.231.8643

Website: www.ndsu.edu

University of North Dakota (UND)

Located in Grand Forks, N.D., and founded in 1883, UND is characterized by a creative, innovative and entrepreneurial spirit; a solid foundation in the liberal arts; a comprehensive array of colleges and schools, including law and medicine; high-quality students and faculty; a varied curriculum; a commitment to graduate education, research and service; and a campus environment rich in cultural resources. UND is home to the internationally known John D. Odegard School of Aerospace Sciences and one of the best college hockey programs in the nation. Grand Forks is a river city rich in culture and commerce.

Degrees: Professional, doctoral, specialist, master's and bachelor's degrees and certificate programs

Fall 2010 Enrollment: 14,194

Telephone: 1.800.225.5863 or 701.777.4463

Website: www.und.edu

Valley City State University (VCSU)

Located in Valley City, N.D., VCSU has been named to *U.S. News & World Report's* best colleges list every year for the past 13 years. This regional university offers more than 80 bachelor-level degree programs in teacher education, information technology, business, science, health, communication, social science and fine arts. Online offerings include a master of education degree. Student activities are many and diverse. VCSU features beautiful and historic facilities and recently updated residence halls.

Fall 2010 Enrollment: 1,285

Telephone: 1.800.532.8641 or 701.845.7101

Website: www.vcsu.edu

Williston State College (WSC)

Students who pursue associate degrees at WSC can specialize in more than 70 academic areas and transfer to four-year colleges with junior status. Students in WSC's cutting-edge career and technology training programs can be job-ready in two years or less. New programs include welding technology, residential carpentry and petroleum production technology. Other offerings range from nursing to diesel mechanics. Located in Williston, N.D., at the confluence of the Missouri and Yellowstone rivers, the Williston area offers rugged beauty and a robust, oil-fueled economy.

Degrees: Associate degrees and diploma and certificate programs

Fall 2010 Enrollment: 932

Telephone: 1.888.863.9455 or 701.774.4200

Website: www.willistonstate.edu

In Other Words

Terms used in this report include:

Adjusted Graduation Rate: An adjusted graduation rate includes the percentage of the freshman cohort who graduated from any postsecondary institution within three years at a two-year college or six years at a four-year university.

AY: An academic year includes three consecutive semesters: summer, fall and spring.

ConnectND: ConnectND is the North Dakota University System's implementation of Oracle's Peoplesoft administrative software system, including student administration, finance, human resources and other related ancillary systems.

FINDET: Follow-up Information on North Dakota Education and Training is a consortium of seven state agencies formed to provide information regarding the status of graduates and program completers.

FTE Student: Full-Time Equivalent student describes the total student credit hours per campus per semester divided by 15 credit hours for undergraduate students or 12 credit hours for graduate students. Each professional-level student is counted as one FTE. (FTEs are defined differently for national and regional comparison purposes in Accountability Measures AS2 and AS3.)

FY: A fiscal year includes July 1 through June 30.

IPEDS: The Integrated Postsecondary Education Data System is the official U.S. Department of Education postsecondary education data collection and reporting system.

IVN: The Interactive Video Network supports videoconferencing, audioconferencing and collaborative teaching technologies designed to improve learning and information access for the North Dakota University System.

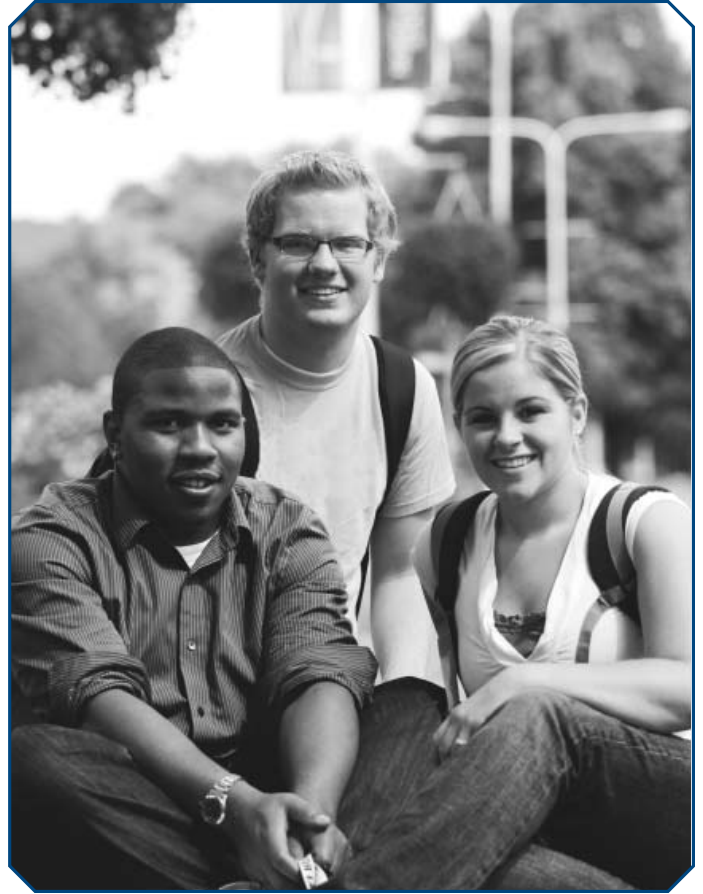
NDUS: The North Dakota University System is a unified, statewide higher education system that includes 11 colleges and universities governed by the State Board of Higher Education. A chancellor serves as the chief executive officer of the board and the University System.

OMB: The Office of Management and Budget provides a number of administrative functions and services to the state of North Dakota, including accounting, budgeting, payroll, financial reporting, facility management, human resources, risk management, central duplicating, state procurement, surplus property and central supply.

SBHE: The State Board of Higher Education is the governing body for the North Dakota University System.

SITS: System Information Technology Services provides a portfolio of technology activities in support of the North Dakota University System. The SITS office is led by the NDUS chief information officer who is responsible for providing overall leadership, vision, strategy, management and accountability for systemwide information technology services. SITS departments include:

- **ConnectND:** Includes PeopleSoft Human Resources, Financial, and Campus Solutions; and other ancillary administrative systems
- **Academic, Research and Learning Technology (ARLT):** Encompasses IT services that support the academic, research and learning missions of NDUS institutions via the following areas:
 - ♦ **Advanced Learning Technologies (ALT):** Includes the Interactive Video Network (IVN) and other video and audio conferencing services, web conferencing and collaboration technologies, and learning management software
 - ♦ **On-line Dakota Information Network (ODIN):** Provides library automation services to the NDUS, the State Library, K-12 and public libraries
 - ♦ **Higher Education Computer Network (HECN):** Coordinates systemwide support and infrastructure services, including help-desk, wide-area networking in conjunction with the state ITD, and other academic and research support services



Economic Development Connection

Roundtable Cornerstone 1

Direct connections
and contributions of the
University System
to the economic growth
and social vitality of
North Dakota

Entrepreneurship Program Enrollment and Graduates

Measure ED1

Enrollment in entrepreneurship courses and the number of graduates of entrepreneurship programs

Do NDUS students enroll in entrepreneurship courses and graduate from entrepreneurship programs?

NDUS institutions offer 23 entrepreneurship courses and two entrepreneurship programs. In 2009–10, 848 students enrolled in entrepreneurship courses, and 34 students graduated from entrepreneurship programs. An additional 261 participants attended a workshop that provided an entrepreneurial focus.

About This Measure

NDUS institutions are responding to Roundtable on Higher Education and legislative expectations to offer entrepreneurial programs and courses. In 2009–10, 848 students enrolled in entrepreneurship courses, and 34 students graduated from

entrepreneurship programs. In addition to two programs, NDUS institutions offer 23 courses in entrepreneurship. Many other courses now integrate entrepreneurship principles along with other course content.

In the spring of 2010, 261 participants attended an entrepreneurship seminar sponsored by DSU. This seminar was open to students and the general public.

Entrepreneurship Enrollment AY 2009–10

Courses:	23
Enrollments ¹ :	848
Programs:	4
Graduates:	34
Certificates:	17
Seminars/Workshops:	1
Participants ¹ :	261

¹ Headcount

NDUS Graduates Employed in North Dakota

Measure ED2

Percentage of University System graduates obtaining employment appropriate to their education in the state

What percentage of NDUS college and university graduates find employment in North Dakota?

About 61 percent of the 2007–08 graduates/completers were employed in North Dakota in 2009, one year after graduation.

About This Measure

This measure addresses the number of NDUS graduates employed in North Dakota one year after graduation as reflected in the FINDET follow-up report. Of the 2007–08 graduates, 60.8 percent were employed in North Dakota in 2009. To ensure consistency, data presented here begins with the 2005–06 graduates because of a change in data sources.

**NDUS Graduates
by Year of Graduation
Employed in North Dakota
One Year Later**



Workforce Training

Measure ED3

Number of businesses and employees in the region receiving training

How well is North Dakota's workforce training system responding to the training needs of employers?

In FY 2010, 1,510 businesses were served by TrainND, North Dakota's workforce training system, and 11,644 employees were trained.

About this Measure

TrainND, North Dakota's workforce training system, is coordinated through BSC, LRSC, NDSCS and WSC. Performance results are available for FY 2000 through FY 2010. These results demonstrate responsiveness by TrainND to a strong demand for workforce training in the state.

For example, 518 businesses received training through this system in FY 2000. The number rose to 1,818 in FY 2005. The unusually high number of businesses served in 2005 was due to a major one-year contract that required training to be provided to several hundred businesses. The number of businesses served has returned to more normal levels since that time.

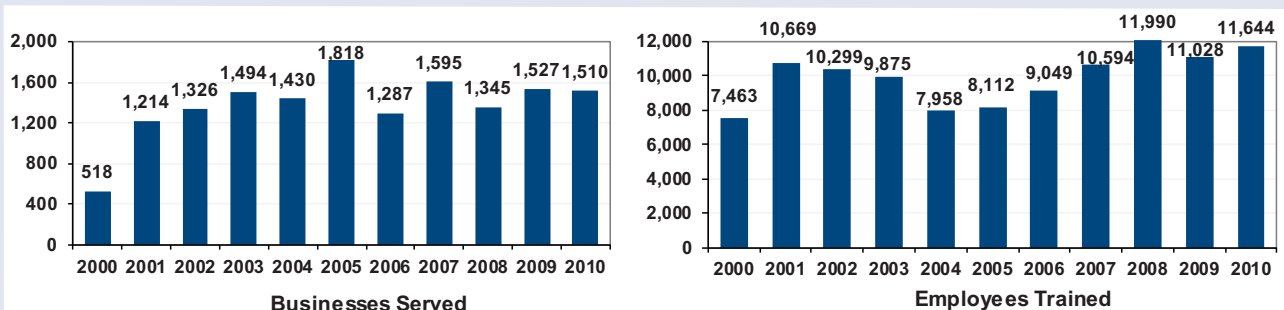
The number of employees who received training increased from 7,463 in FY 2000 to 10,669 in FY 2001. The number declined to 7,958 in FY 2004, but has increased to more than 11,000 for the past three years. These fluctuations in the number of businesses served and employees trained are related to the size and location of the businesses. For example, when training is extended to more rural areas of the state, smaller businesses that have fewer employees may be served. Much of the increase for FY 2008 can be attributed to training provided for oilfield workers.

Workforce training client satisfaction levels are presented in Measure ED5 on Page 7.

The workforce training system resulted from a 31-member statewide task force on workforce development and training formed in 1998 to research best practices in other states and to design a more effective workforce training system for North Dakota.

This initiative was coordinated by the North Dakota Chamber of Commerce (formerly the Greater North Dakota Association) and resulted in recommendations for the North Dakota University System and the Legislative Assembly. These recommendations were enacted into legislation during the 1999 Legislative Session.

Workforce Training Provided
FY 2000 through FY 2010



Research Expenditures

Measure ED4

Annual dollar amount of research expenditures by North Dakota institutions of funds received from federal, foundation and business sponsors benchmarked against historical trends

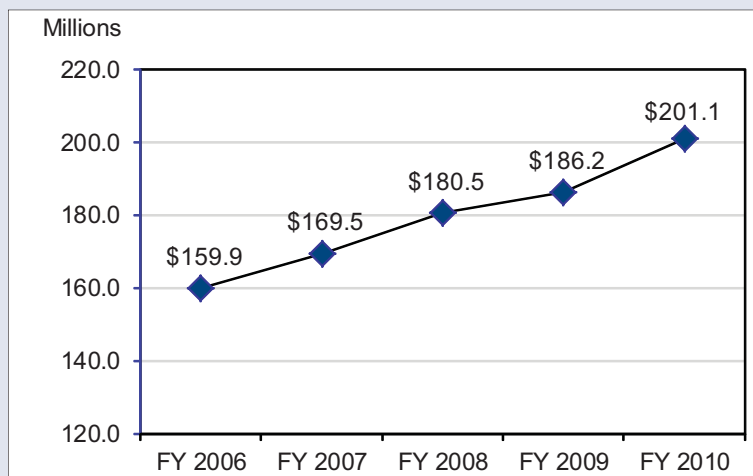
What is the level of North Dakota's research investment in higher education?

Research grew by 26 percent between FY 2006 and FY 2010 with \$201.1 million in research expenditures in FY 2010.

About This Measure

During the past five years, research has grown by 26 percent from \$159.9 million in FY 2006 to \$201.1 million in FY 2010.

Research Expenditures^{1, 2}
FY 2006 through FY 2010



¹ As reported by NDSU and UND to the National Science Foundation.

² Amounts reported in the accountability measures reports prior to FY 2008 included total NDUS research expenditures per functional category as reported in the NDUS annual audited financial statements. FY 2006 and FY 2007 amounts reported in this chart are expenditures reported to the National Science Foundation.

Workforce Training Satisfaction

Measure ED5

Workforce training information, including levels of satisfaction with training events as reflected in information systematically gathered from employers and employees receiving training

What is the level of satisfaction with training?

Businesses reported a 99.2 percent workforce training satisfaction level for FY 2010.

Employees who received training reported a satisfaction level of 99 percent during the same period.

About This Measure

Both businesses and employees continue to report very high levels of satisfaction with training received through TrainND, North Dakota's workforce training system. Based on evaluations of each training event, businesses that contracted for training have consistently reported satisfaction levels above 95 percent, including a 99.2 percent satisfaction level in FY 2010.

Satisfaction of employees also continues to be high. Beginning at 94 percent in 2000, the FY 2010 satisfaction level was 99 percent.

These numbers include employees who received training through TrainND by way of contracts with businesses. The numbers also include other individuals who received training through open enrollment, a term used to describe training events not directly financed by business.

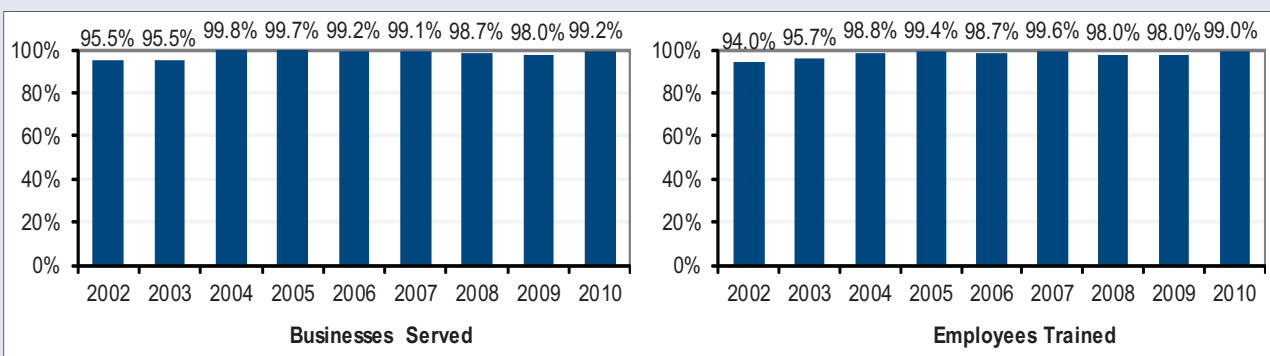
Quality of the workforce – or the availability of a well-educated, highly-skilled workforce – has been identified as the single most important factor that determines the success of business and industry by the National Council for Continuing Education and Training,

the National Alliance of Business and various economic development specialists.

The need for a more effective workforce training system to respond to North Dakota's business and industry needs became apparent by the mid-to-late 1990s. As a result, a new workforce training system was developed for the state. This initiative was coordinated by the North Dakota Chamber of Commerce (formerly the Greater North Dakota Association) and resulted in recommendations for the NDUS and the Legislative Assembly.

Workforce Training Satisfaction Levels

FY 2002 through FY 2010



Retention of Graduates in North Dakota

Measure ED6

Number of recent North Dakota University System graduates and graduates of non-public institutions, to the extent information is available, within the past three years employed in North Dakota benchmarked against historical trends

Are graduates of North Dakota colleges and universities finding employment in the state?

According to the *Follow-up Report: 2009 Placements of 2008 NDUS Graduates*, 60.8 percent of NDUS graduates are employed in North Dakota one year after graduation.

About This Measure

The NDUS tracks graduates one year after graduation to determine if they stayed in North Dakota and if they are working in the state. The table below provides information about

students employed in the state one year after graduation by degree type and percentage. For example, of the 7,917 2008 graduates, 4,813, or 60.8 percent, were employed in North Dakota in

2009. Graduates who are re-enrolled on an NDUS campus but not employed are not reported here.

Status of NDUS Graduates One Year After Graduation by Degree Level ¹

	2006			2007 ²			2008		
	Number of Graduates	Employed in North Dakota		Number of Graduates	Employed in North Dakota		Number of Graduates	Employed in North Dakota	
		Number	Percent		Number	Percent		Number	Percent
One & Two-Year Programs									
Certificate	162	126	77.8%	354	256	72.3%	336	266	79.2%
Diploma	60	40	66.7%	68	49	72.1%	56	41	73.2%
Associate	1,333	978	73.4%	1,699	1,248	73.5%	1,630	1,191	73.1%
Four-Year Programs									
Bachelors	3,855	2,247	58.3%	4,496	2,603	57.9%	4,384	2,615	59.6%
Graduate Programs									
Graduate certificate	97	51	52.6%	159	53	33.3%	169	57	33.7%
Masters	506	260	51.4%	874	397	45.4%	883	482	54.6%
Specialist	10	---	---	10	5	50.0%	---	---	---
Doctorate	58	18	31.0%	132	49	37.1%	147	59	40.1%
Professional Programs									
Professional	243	88	36.2%	253	78	30.8%	310	102	32.9%
Total	6,324	3,810	60.2%	8,045	4,738	58.9%	7,917	4,813	60.8%

¹ These numbers do not account for graduates who were in North Dakota but unemployed or employed in jobs not covered by unemployment insurance. According to the North Dakota Department of Labor, between 6 and 15 percent of the state workforce is employed in jobs not reported in the state's employment database. This includes people who are self-employed, such as farmers, and others not covered by unemployment insurance, such as federal and railroad employees.

² This is revised data from the *2009 Accountability Measures Report*.

³ Confidentiality standards require data fields smaller than five to be suppressed.

Economic Status of Graduates

Measure ED7

Number of recent North Dakota University System graduates and graduates of non-public institutions, to the extent information is available, within the last three years employed in North Dakota in jobs paying at least twice the amount established as poverty level in the state benchmarked against historical trends

What is the trend in the number and percentage of graduates who earn more than twice the established federal poverty-level income?

52.8 percent or 2,540 2008 NDUS graduates earned more than twice the 2009 federal single-person poverty level. This is the first year of reporting on this measure.

About This Measure

The annual United States Department of Health and Human Services federal poverty guidelines can be used as a measure of the economic viability of an individual or household.

Using FINDET, the North Dakota University System tracks the employment status of graduates one year after graduation by matching Social Security numbers with employers' Unemployment Insurance records. About 90 percent of North

Dakota wages are represented in the UI records.

As indicated below, the 2009 median wage of 2008 NDUS graduates employed in North Dakota was \$22,181. This is more than two times the 2009 single-person poverty-level income of \$10,830, which is \$21,660. 52.8 percent or 2,540 of the NDUS graduates earned more than this amount.

It will be helpful to track this trend over time to monitor the economic status of graduates who remain in the state. It's important to note that income levels vary widely by a number of factors such as majors and types of degrees. The annual *FINDET Report* provides additional information about NDUS graduates.

The NDUS does not have access to income-related information for graduates of non-public institutions.

Economic Status of 2008 NDUS Graduates One Year after Graduation

NDUS Graduates ¹	Employed in North Dakota ²	Two Times the 2009 Federal Single-Person Poverty Level ³	Median Yearly Wage of Graduates Employed in North Dakota	Graduates Who Earned More than Two Times the Federal Poverty Level	Percentage Who Earned More than Two Times the Federal Poverty Level	Multiple Jobs Ratio ⁴
7,917	4,813	\$21,660	\$22,181	2,540	52.8%	1.76

¹ The number of 2008 University System graduates who can be tracked by use of Social Security numbers.

² The number of 2008 NDUS graduates employed in North Dakota one year after graduation is calculated by correlating the Social Security numbers of NDUS graduates with Unemployment Insurance wage records.

³ \$10,830 x 2 = \$21,660.

⁴ The multiple jobs ratio indicates that some NDUS graduates have more than one source of income as determined by separate employer identifiers. The multiple jobs ratio is the total number of jobs divided by the number of people who hold those jobs. For example, if 100 people hold 160 jobs, the multiple jobs ratio is 160 divided by 100 or 1.6.

Data Source: FINDET: *Follow-Up 2008*.

Career and Technical Education Degrees Awarded

Measure ED8

Number of certificates and associate degrees awarded in vocational and technical fields benchmarked against historical trends

Is the number of vocational and technical certificates and associate degrees awarded by NDUS campuses increasing or decreasing?

8.1 percent more career and technical education associate degrees and 2.8 percent more certificates/diplomas were awarded in 2009–10 compared to 2007–08.

About This Measure

Each year, NDUS colleges and universities report the number of certificates, diplomas and associate degrees awarded in vocational, career and technical fields.

In addition to two-year degrees awarded by NDUS two-year colleges, this report includes associate degrees awarded by three four-year universities. A consistent NDUS credit-hour-based definition of certificate programs was implemented for 2009–10 academic year reporting.

The Classification Instruction Program – or CIP – coding system is used to identify certificates and associate degrees awarded in vocational and technical fields. Career and technical education occupational programs include agriscience and natural resources, allied health technologies, business services and technology, child and adult care services, cosmetology, hospitality and food services, life management education/family and consumer sciences, marketing education and trade and industry. Generic liberal arts degrees (A.A. and A.S.) are designed to be transfer

degrees and are not considered to be career and technical education degrees for this measure.

In 2009–10, NDUS campuses awarded 597 certificates/diplomas and 1,132 associate degrees in the vocational/technical fields. This is an 8.1 percent increase in associate degrees since 2007–08 and a 2.8 percent increase in certificates/diplomas.

Career and Technical Education Degrees

Academic Year	Associate Degrees	Certificates/Diplomas	Total
2007–08	1,047	468	1,515
2008–09	1,122	479	1,601
2009–10	1,132	597	1,729

Data Source: NDUS 2007–08, 2008–09 and 2009–10 graduate records, which include degrees in all CIP fields, except liberal arts, awarded July 1 to June 30 of each year.

STEM Bachelor's Degrees Awarded

Measure ED9

Number of baccalaureate degrees awarded in science, technology, engineering and mathematics fields benchmarked against historical trends

Is the number of University System students who earn bachelor's degrees in science, technology, engineering and mathematics increasing?

A total of 1,400 STEM bachelor's degrees were awarded in 2010, the baseline year for reporting on this measure.

About This Measure

Degrees in science, technology, engineering and mathematics are referred to as STEM degrees.

For the purpose of this measure, STEM degrees were identified by the Classification of Instructional Programs – or CIP – codes used to qualify students for the North Dakota STEM Loan Forgiveness Program.

Degrees in STEM disciplines are offered at all levels in the North Dakota University System. NDUS students earned a total of 2,655 STEM degrees and certificates during the baseline 2010 academic year. Of the 2,655 STEM degrees awarded, 1,400 were at the bachelor's degree level.

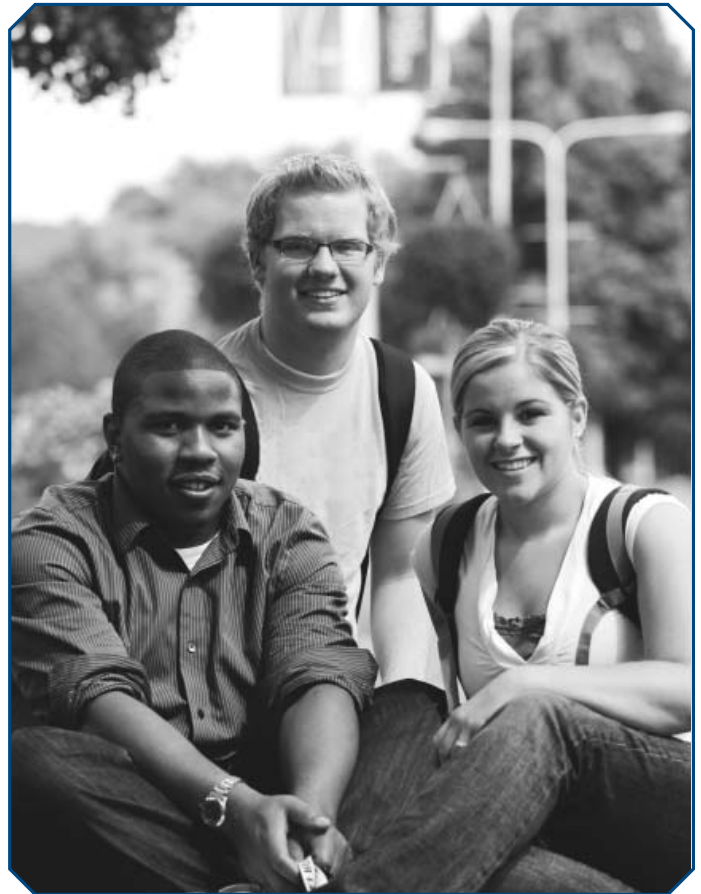
This measure can be used to monitor the number of University System students who prepare for STEM occupations, which is important to the state's economic development efforts.

NDUS Stem Completions ¹

2010

Completions	2010
Certificate	192
Diploma	36
Associate	570
Sub-Total One and Two-Year Degrees	798
Bachelor's Degrees	1,400
Graduate Certificate	124
Masters	283
Specialist	0
Doctorate	50
Sub-Total Graduate/Professional	457
Total	2,655

¹ STEM degrees were identified by CIP codes.



Education Excellence

Roundtable Cornerstone 2

High-quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be life-long learners, good citizens, leaders, and knowledgeable contributing members of an increasingly global, multicultural society

Student Graduation and Retention Rates

Measure EE1 Student graduation and retention rates

Are NDUS students completing their degrees?

Based on NDUS adjusted graduation rates from all institutions, 47.2 percent of NDUS two-year college students completed degrees within three years, and 55.9 percent of four-year university students completed degrees within six years.

About This Measure

Each year, NDUS colleges and universities are required to report graduation rates to the National Center for Education Statistics using the Integrated Postsecondary Education Data System – or IPEDS – Graduation Rate Survey.

Data for the 2010 GRS was generated by establishment of a cohort (group of all first-time, full-time students) at each institution. Two-year college cohorts entered college in Fall 2006 and were tracked for three years; four-year university cohorts entered college in Fall 2003 and were tracked for six years.

Once a cohort has been established, only a few exceptions, such as military service, an official church mission, Peace Corps service or death, can result in removal of a student from the original cohort. The survey does not take into account students who transfer, then graduate from other institutions; these students are counted as non-completers in GRS.

In 2010, NDUS two-year colleges reported to IPEDS a 44.4 percent completion rate, and four-year universities reported a 50.3 percent rate. This compares to a 2010 national two-year college rate of 27.5 percent² and a four-year university rate of

55.9 percent². Using the IPEDS cohort and including those in the cohort who graduated from other campuses, the cohort graduation rate increases to 47.2 percent for two-year college students and 55.9 percent for four-year university students. In addition to the number of those who graduated, 58 of the 1,844 students in the initial cohort are still enrolled at two-year colleges, and 83 of the 4,236 students in the initial cohort are still enrolled at four-year universities.

NDUS institutions also track the rate at which full-time freshmen return to college the following year.

NDUS two-year colleges report a 65 percent average rate of freshmen who entered college in Fall 2008 and re-enrolled full time in Fall 2009, and the four-year universities reported a 68.5 average percent rate. This compares to a 52.2 percent national public two-year college retention rate and a 74.7 percent four-year public institution retention rate for 2008¹.

It should be noted, as reported in Measure EE8 on Page 25, not all students intend to earn degrees or earn degrees within the time frames established by IPEDS.

Freshman Retention Rates

	NDUS					National
	2005	2006	2007	2008	2009	2008 ¹
Two-year colleges	64.0%	67.7%	67.3%	64.0%	65.0%	52.2%
Four-year universities	68.0%	70.1%	74.7%	70.2%	68.5%	74.7%

Graduation Rates

	2-year colleges	4-year universities
NDUS IPEDS-reported campus graduation rate	44.4%	50.3%
National 2010 IPEDS-reported graduation rate ²	27.5%	55.9%
Graduates of other NDUS postsecondary institutions	41	212
Graduates of non-NDUS postsecondary institutions	11	24
NDUS adjusted graduation rate	47.2%	55.9%

¹ Most recent data available.

² Calculated rate, official rate not yet published.

Note: This table does not include information on students still enrolled or students who have transferred, but not graduated from other institutions, and therefore is not comparable to adjusted graduation rates published before 2008.

Performance on Nationally Recognized Exams

Measure EE2

Student performance on nationally recognized exams benchmarked against national averages

How well do NDUS students perform on nationally recognized exams?

NDUS college or university students meet or exceed the national average on most nationally recognized exams.

About This Measure

NDUS institutions report student participation in 15 national exams not required for entering a professional field.

One of these exams, the National Council of Examiners for Engineering and Surveying, includes several subset exams, such as electrical and civil engineering. NDUS engineering students exceeded the national average in four of the five NCEES exams included in this report.

In general, NDUS students meet or exceed national averages on nationally recognized exams. For privacy and confidentiality purposes, this report does not include results from tests taken by fewer than five students.

The bar graphs on these two pages reflect the most recent data available.

The Pre-Professional Skills Test (PPST) is a national three-part teaching skills test for which each state establishes passing scores. Now called PRAXIS I, this test was offered at all six NDUS universities during the testing period from Sept. 1, 2009, through Aug. 31, 2010. To be admitted to a teacher education program in North Dakota, a student must score within the North Dakota Education Standards and Practices Board's established target range on each of the three parts or score a minimum total of 516 points.

Since PRAXIS I is an entrance exam, not an exit exam, it is not an indication of individual teacher education program quality. Aggregated examination results from the six University System teacher education institutions are summarized in the table below. These results include students from non-University System campuses who took PRAXIS I at an NDUS exam site.

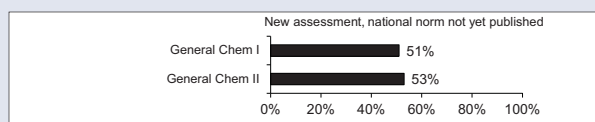
Praxis I Results¹ 9.1.09 through 8.31.10

	Number of Participants	Number Who Passed	Percentage Who Passed
PPST Mathematics	656	590	89.9
PPST Writing	664	493	74.2
PPST Reading	682	559	81.9

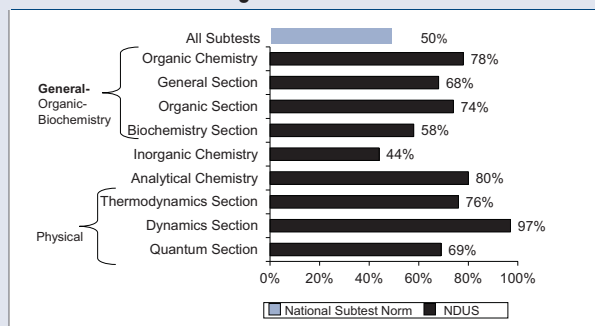
¹ The data represent prospective NDUS teacher education students seeking to qualify for acceptance to teacher education programs.

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

National Chemistry Examination¹ AY 2009–10 Pass Rate



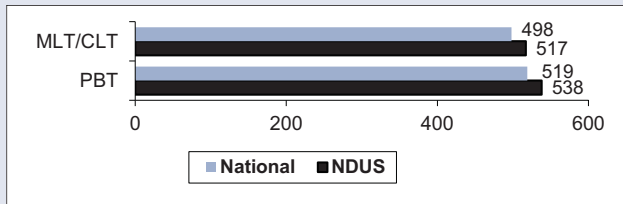
Average Score Percentiles



¹ Results for the general chemistry exam are reported as a pass rate percentage, while all other results are reported as average score percentiles. National mean is 50.

National Examination Reporting by Test Score

AY 2009-10

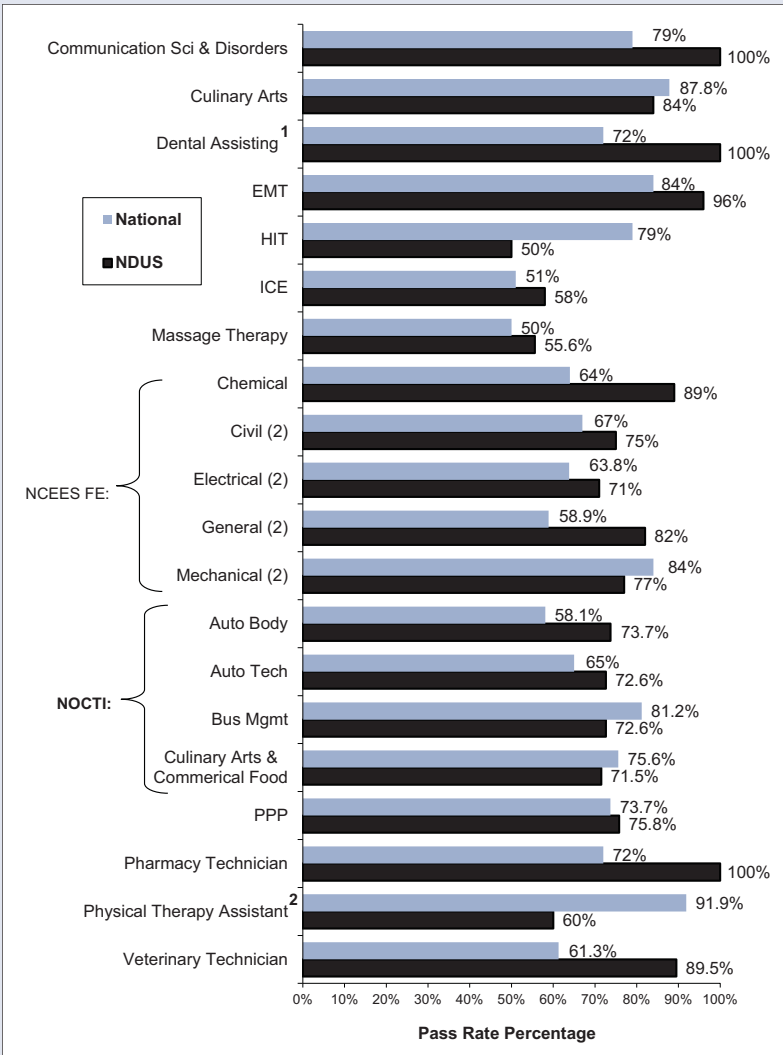


MLT/CLT: Medical Lab Technician/Clinical Lab Technician.

PBT: Phlebotomy Technician.

National Examination Reporting by Pass Rate

AY 2009-10



() Number of campuses reporting.

¹ NDUS students complete this exam at the end of their first semester. The national pass rate includes students who have completed up to four semesters.

² Three-year pass rate.

EMT: Emergency Medical Training.

HIT: Health Information Tech.

ICE: Industry Competency Exam.

NCEES FE: National Council of Examiners for Engineering and Surveying Fundamentals Exams, reported by exam.

NOCTI: National Occupational Competency Testing Institute.

PPP: Practice of Professional Psychology.

First-Time Licensure Pass Rates

Measure EE3

First-time licensure pass rates benchmarked against the best performing states

How do NDUS graduates perform on national licensure or certification exams?

NDUS college and university graduates exceed the national first-time licensure pass rates for most professions measured. (See the explanation of exceptions in the bar graph footnotes on Page 19.)

About This Measure

The certification process in some professions requires students to pass licensure examinations related to education in their academic disciplines.

These examinations do not provide information about how well students perform in general education courses or in courses outside of the examination field. The bar graph on Page 19 includes the scores of NDUS program graduates compared to national scores for the same exam.

North Dakota students achieve higher than the national average pass rates on 19 of 26 licensing examinations. Pass rates on some examinations may have been affected by special circumstances, including efforts to provide access to underserved populations.

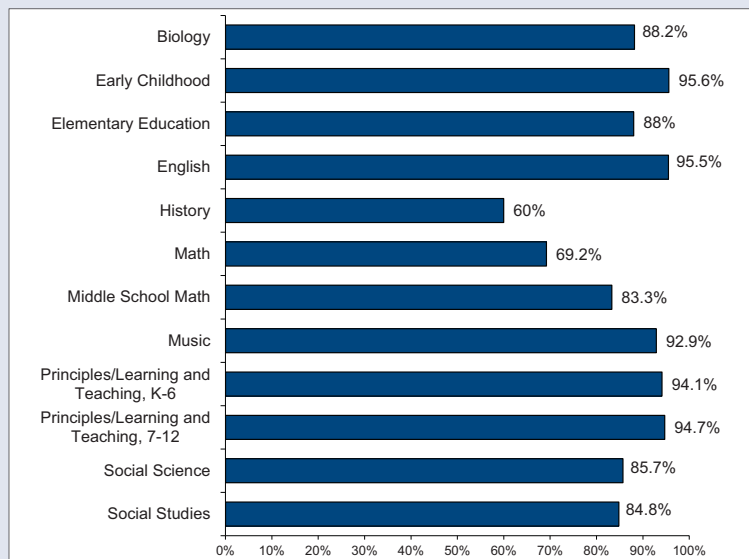
Some professions, such as accounting and engineering, do not require examinations prior to professional practice. National comparisons are not appropriate in other professions, such as law, because exam content

and cut-off scores vary from state to state. Information about other exams is reported as part of Measure EE2 on Pages 16-17.

The bar graph below summarizes the results of NDUS PRAXIS II testing. North Dakota students now are

required by the Education Standards and Practices Board to pass PRAXIS II to obtain teacher licenses. Since passing scores vary by state, state pass rates cannot be compared directly to national pass rates.

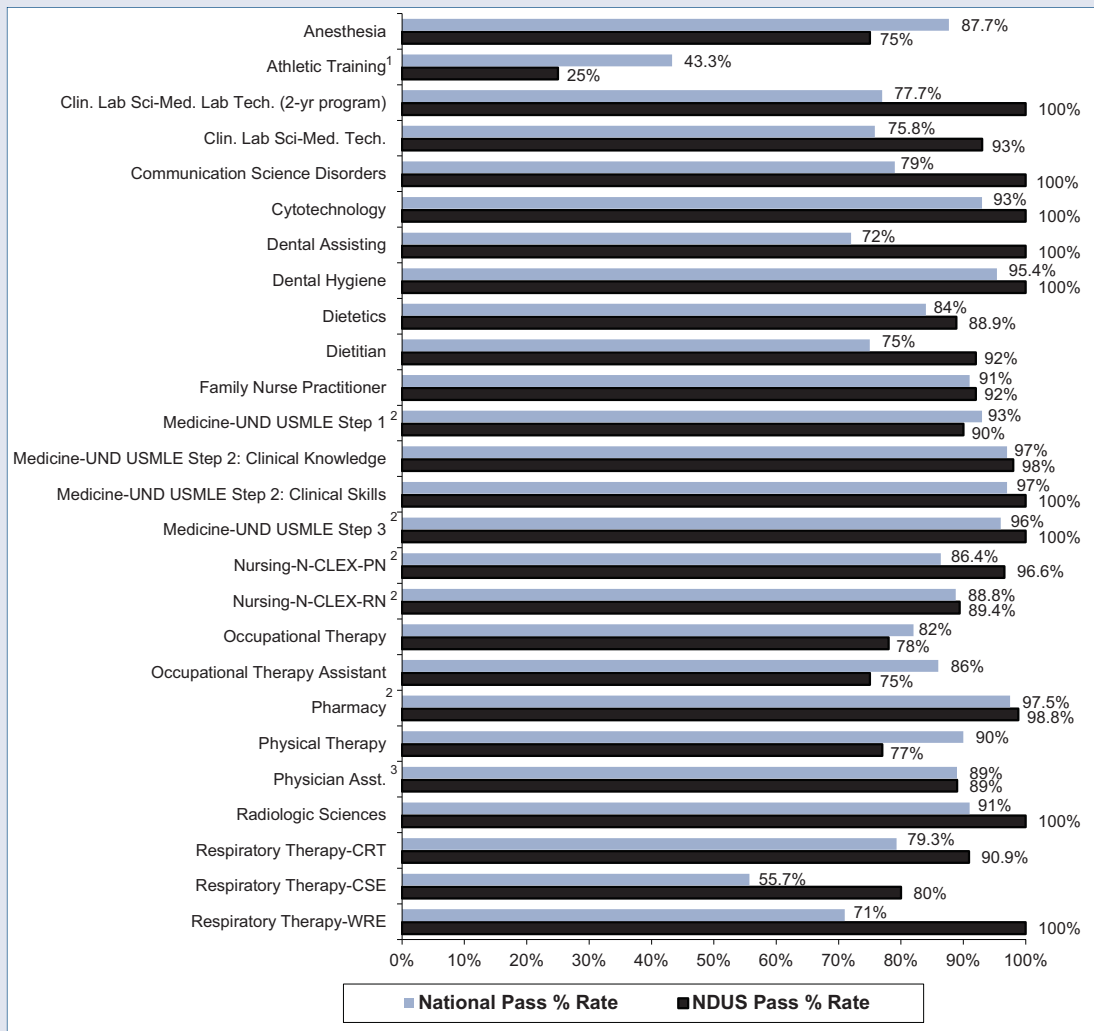
NDUS PRAXIS II Pass Rates
9.1.09 through 8.31.10



Note: Results are not reported if there are fewer than five examinees.

PRAXIS: The Praxis Series assessments provide tests and other services used by states as part of the teacher licensing certification process.

Comparison of NDUS Pass Rates to National Averages on Professional Licensure and Certification Exams Fiscal Year 2009–10



Sources of data: BSC, DCB, DSU, LRSC, MiSU, NDSCS, NDSU, UND and WSC.

Note: Rates are for first-time examinees.

¹ NDUS students take this exam after completing a two-year program. The national average rate includes students completing both two and four-year programs. Some students who do not pass this exam may have passed one or two parts of the three-part exam.

² This program reserves slots for students from underserved populations.

³ 2009–10 data; two-year program for which students are only accepted every two years.

CSE: Clinical Simulation Examination.

CRT: Certification Respiratory Test.

N-CLEX: National Council Licensure Examination.

PN: Practical Nurse.

RN: Registered Nurse.

USMLE: United States Medical Licensing Examination.

WRE: Written Respiratory Examination.

Student-Reported Satisfaction

Measure EE4

Student-reported satisfaction with preparation in selected major, acquisition of specific skills, and technology knowledge and abilities

Are NDUS students satisfied with their college experience?

NDUS students are, in general, satisfied with their college experience. Results of the Community College Survey of Student Engagement (CCSSE) and the National Survey of Student Engagement (NSSE) show NDUS colleges and universities are meeting students' expectations in most areas.

About This Measure

On the fifth Student Satisfaction Inventory administered in Spring 2010, 5,184 students responded to questions asking them to rate, on a seven-point scale, services and qualities of the NDUS college or university they attended based on two criteria: "importance" and "satisfaction."

Higher scores represent higher levels of importance and satisfaction.

To show how well a campus is meeting students' expectations, the satisfaction rating was subtracted from the importance rating to establish a "relative performance gap score." A large performance gap score, for example a score of 1.6, shows that the institution is not meeting students' expectations, whereas a zero or small gap score of .50 indicates that an institution

is close to meeting students' expectations. A negative gap score of -.25 shows that an institution is exceeding student expectations.

NDUS student responses then were compared to corresponding national groups. For example, responses from students enrolled at NDUS four-year universities were compared to responses from students at other public four-year universities. In comparison, performance gaps based on NDUS student responses are lower than the nationally reported performance gaps in all categories.

Students who attend four-year universities rated academic advising as the most important, followed by instructional effectiveness, safety and security, registration effectiveness, financial aid and recruitment, and student

centeredness. Students who attend two-year colleges agreed that instructional effectiveness and academic advising are the most important categories. Registration effectiveness, concern for the individual, student centeredness, and financial aid and recruitment followed in importance at the two-year colleges.

NDUS online learners' satisfaction level is higher than the national average on four of five measures. In Spring 2010, 1,596 online learners responded to the Priorities Survey for Online Learners. This is the third time this survey was administered. Online learners again rated enrollment services as the most important, closely followed by instruction and institutional perception.

Student-Reported Satisfaction

March 2010

Four-Year Institutions						
Category	NDUS Importance	NDUS Satisfaction	NDUS Performance Gap ¹	National Importance	National Satisfaction	National Performance Gap ¹
Academic Advising	6.33	5.46	0.87	6.35	5.28	1.07
Instructional Effectiveness	6.29	5.34	0.95	6.33	5.28	1.05
Safety and Security	6.16	4.93	1.23	6.32	4.54	1.78
Registration Effectiveness	6.15	5.30	0.85	6.21	5.00	1.21
Recruitment and Financial Aid	6.11	5.12	0.99	6.16	4.85	1.31
Student Centeredness	6.11	5.28	0.83	6.11	5.13	0.98
Campus Climate	6.08	5.27	0.81	6.12	5.10	1.02
Concern for Individuals	6.10	5.18	0.92	6.13	5.02	1.11
Service Excellence	5.98	5.21	0.77	6.04	4.96	1.08
Campus Support Services	5.95	5.46	0.49	6.07	5.32	0.75
Campus Life	5.71	5.15	0.56	5.75	4.91	0.84
Responsiveness to Diverse Populations ²		5.33			5.11	
Two-Year Institutions						
Instructional Effectiveness	6.05	5.44	0.61	6.18	5.40	0.78
Academic Advising	6.05	5.49	0.56	6.14	5.20	0.94
Registration Effectiveness	5.97	5.50	0.47	6.16	5.42	0.74
Concern for the Individual	5.97	5.37	0.60	6.09	5.22	0.87
Student Centeredness	5.91	5.45	0.46	5.98	5.37	0.61
Recruitment and Financial Aid	5.85	5.26	0.59	6.03	5.13	0.90
Campus Climate	5.86	5.35	0.51	5.98	5.30	0.68
Service Excellence	5.81	5.35	0.46	5.96	5.26	0.70
Academic Services	5.78	5.48	0.30	6.05	5.45	0.60
Safety and Security	5.77	4.94	0.83	6.02	5.01	1.01
Campus Support Services	5.23	4.91	0.32	5.48	4.97	0.51
Responsiveness to Diverse Populations ²		5.37			5.47	
Two-Year and Four-Year Online Learners						
Enrollment Services	6.29	5.85	0.44	6.34	5.82	0.52
Instructional Services	6.29	5.85	0.44	6.30	5.87	0.43
Institutional Perception	6.24	5.73	0.51	6.33	5.75	0.58
Academic Services	6.23	5.69	0.54	6.28	5.69	0.59
Student Services	6.14	5.67	0.47	6.27	5.72	0.55

Questions are rated on a 1 to 7 scale.

Some questions on the SSI Inventory contribute to more than one category.

¹ Importance rating minus satisfaction rating.

² Importance data are not collected for the "Responsiveness to Diverse Populations" questions.

Alumni-Reported Satisfaction

Measure EE5

Alumni- and student-reported satisfaction with preparation in selected major, acquisition of specific skills, and technology knowledge and abilities benchmarked against historical trends

Do NDUS graduates believe they are prepared for the workforce?

65.2 percent of NDUS alumni said their current jobs were highly related or moderately related to the most recent degrees they earned, and 72.9 percent said the college or university they attended prepared them at least adequately for their current jobs.

About This Measure

A total of 812 NDUS alumni who graduated between July 2005 and June 2007 responded to a spring 2010 ACT Evaluation Service Alumni Survey. The next alumni survey will be administered in the spring of 2012.

In the 2010 survey, 65.2 percent of the respondents said their current jobs were “highly related” or “moderately related” to the most recent degrees earned, and 72.9 percent said the college or university they attended prepared them “exceptionally well,” “more than adequate” or “adequately” for their current jobs. More than one-half (51.1 percent) said their college majors and their first jobs were “highly related.”

78.1 percent said they were “very satisfied” or “satisfied” with the overall quality of instruction at the college or university they attended. 83.7 percent said they would give the college or university an overall rating of “excellent” (49.8 percent) or “good” (37.5 percent). For most measures, NDUS college and university alumni responses either closely paralleled or exceeded national comparisons.

Alumni-Reported Satisfaction

AY 2005–2007 Graduates

What is the closeness of your current job to your most recent degree/certificate/diploma?	AY 2005–2007 Graduates	
	NDUS %	Nat'l %
Highly related	51.2	50.3
Moderately related	14.0	16.0
Slightly related	8.4	10.6
Not at all related	8.1	9.7
No response	18.2	13.4

What is the relationship between your first job and your major at this school?	AY 2005–2007 Graduates	
	NDUS %	Nat'l %
Highly related	51.1	46.6
Moderately related	12.9	16.6
Slightly related	9.5	11.4
Not at all related	9.7	12.8
No response	16.7	12.6

How well did experiences at this school prepare you for your current job?	AY 2005–2007 Graduates	
	NDUS %	Nat'l %
Exceptionally well	16.4	16.9
More than adequate	24.6	26.0
Adequately	31.9	33.9
Less than adequate	4.2	4.2
Very poorly	0.5	1.0
Not at all	3.9	4.1
I am not employed	0.1	0.4
No response	18.3	13.4

How would you rate the overall quality of instruction?	AY 2005–2007 Graduates	
	NDUS %	Nat'l %
Very satisfied	29.9	32.8
Satisfied	48.2	48.5
Neutral	8.7	9.4
Dissatisfied	3.0	3.3
Very dissatisfied	0.6	0.8
No opinion	0.6	0.7
No response	9.0	4.4

Overall, how would you rate this school?	AY 2005–2007 Graduates	
	NDUS %	Nat'l %
Excellent	43.7	45.5
Good	40.0	41.0
Average	6.0	8.6
Poor	1.1	1.3
No response	9.1	3.7

Employer-Reported Satisfaction with Recent Graduates

Measure EE6 Employer-reported satisfaction with preparation of recently hired graduates

Are employers satisfied with the preparation of NDUS college and university graduates?

Employers are, on average, “very satisfied” with the skills and knowledge they rated as “very important.”

About This Measure

Because no national employer satisfaction surveys were available, in 2004 the North Dakota University System (NDUS) initiated development of a survey in partnership with a vendor and institutions in other states. The fourth employer satisfaction survey was sent to employers of 2007–08 and 2008–09 NDUS college and university graduates in the summer of 2010. Responses were received from 1,324 employers. The next employer survey will be administered in the summer of 2012.

About 77 percent of the surveys were completed by supervisors, 62 percent of the respondents had daily contact with the graduates and 42 percent of the graduates had been employed by the company for one or two years.

Employers were asked to respond to several questions about how important a particular skill was to them and then to rate their level of satisfaction with the employee on that skill. Several questions were asked in each of four categories – *knowledge and understanding; qualities generally expected; general skills and specific skills*. All questions were rated on a scale of 1 to 5 with 5 being “extremely important” or “extremely satisfied” and 1 being “not at all important” or “not at all satisfactory.” For example, employers gave *knowledge and understanding in employee’s field of study* a “very important” rating and

said they were “very satisfied” with the employee’s knowledge in their field.

In *qualities generally expected of an employee*, employers assigned “very important” ratings of 4 or higher to willingness to learn, reliability, integrity, flexibility, creativity, empathy, self direction, positive attitude toward teamwork, acceptance of responsibility for actions, and understanding and taking directions for work assignments. Employers said NDUS college and university graduates met their expectations in this area by giving each of those items a “very satisfied” rating, except creativity and empathy, which earned “somewhat satisfied” ratings. The most important general skills to employers were written and verbal communication, listening to others, reading, teamwork and customer service.

Employers were “very satisfied” with the general skills in teamwork, reading, listening to others, verbal communication basic computer skills and customer service; they were “somewhat

satisfied” with critical thinking, written communication, use of technology specific to the job, leadership, math computation and organizing information for presentation. In specific skills, employers rated the ability to set goals and the ability to translate theory into practice as being “somewhat important” and also were “somewhat satisfied” in project management, mentoring and coaching.

On average, NDUS graduates received a “very” satisfied rating from their employers. This average is slightly higher than those reported by other states. Employers said they would be “very” likely to hire other graduates of that college or university.

Employer Satisfaction Survey Summary

Survey question	NDUS Mean		
	2006	2008	2010
Overall, how SATISFIED are you that this employee demonstrates the qualities you would expect from a college graduate?	4.23	4.16	4.12
Overall, how SATISFIED are you with this employee’s general skills as they relate to the requirements of the job?	4.11	4.13	4.08
Overall, how SATISFIED are you with this employee’s specialized skills as they relate to the requirements of the job.	3.87	3.88	3.87
Based on your experience with this employee, how LIKELY are you to hire other graduates of this school?	4.15	4.17	4.13

5 = Extremely; 4 = Very; 3 = Somewhat; 2 = Not very; 1 = Not at all

Levels of Satisfaction and Reasons for Non-Completion

Measure EE7

Non-completers satisfaction – levels of satisfaction and reasons for non-completion as reflected in a survey of individuals who have not completed their program or degree

Why do students leave NDUS institutions?

31.3 percent of non-completing students who left NDUS institutions did so because they wanted to attend other colleges or universities. Some students left either because they moved or were transferred to new locations or because they believed the majors they wanted were not offered at the institutions they attended.

About This Measure

Students who left NDUS institutions during Fall 2009, Spring 2010 and Fall 2010 were asked to complete the Withdrawing/Nonreturning Student Survey. Although not all students who leave NDUS institutions complete the survey, of the 489 respondents, 40.5 percent were freshmen.

Most Evaluation Survey Service respondents said they entered

college to pursue bachelor’s degrees. 72.8 percent were full-time students, and 59.3 percent were North Dakota residents. 39.7 percent said they would not re-enroll at the same institution.

Students were asked to tell why they were leaving by selecting “major reason,” “minor reason” or “not a reason” after each statement in the ESS survey. 31.3 percent decided to

attend a different college, making it the number one reason students left NDUS institutions. 18 percent said they wanted to move or were transferred to new locations, and 13.1 percent said their desired majors were not offered at the college or university.

NDUS Non-Returning Survey Responses^{1, 2}
AY 2009–10

Major reasons for leaving an NDUS institution by rank order	2010 Percentage	2005 Nat’l Public Postsecondary Institutions Percentage ³	2005 All Nat’l Postsecondary Institutions Percentage ³
Decided to attend a different college	31.3	20.8	23.6
Wanted to move (or was transferred) to a new location	18.0	13.8	14.7
Desired major was not offered by this college	13.1	10.0	10.5
Health-related problem (family or personal)	11.7	17.6	17.2
Wanted to live nearer to my parents or loved ones	9.8	4.2	5.2
Dissatisfied with my grades	8.8	11.0	10.3
Experienced emotional problems	8.6	8.8	9.6
Conflict between demands of job and college	8.2	14.7	13.3
Accepted a full-time job	7.0	14.0	12.4
Wanted a break from my college studies	6.3	7.7	8.0

Note: Only the 10 most common responses by former NDUS students are reported here.

¹ Nine of the 11 institutions responded to this survey.

² Percentages do not total 100 percent because students may have provided more than one major reason for leaving an institution.

³ 2005 is the most recent year for which national data are available.

Levels and Trends in the Number of Students Achieving Goals

Measure EE8

Student goals – levels and trends in the number of students achieving goals – institution meeting the defined needs/goals as expressed by students

Are NDUS college and university students meeting goals?

Although direct comparisons cannot be drawn between the Student Satisfaction Inventory and graduation information, 61 percent of NDUS two-year community college students indicated the intent to earn two-year degrees while, as reported in Measure EE1, 47.2 percent completed two-year degrees within three years. At NDUS four-year universities, 65.4 percent indicated the immediate intent to earn four-year degrees while, also as reported in Measure EE1, 55.9 percent completed four-year degrees within six years.

About This Measure

The Student Satisfaction Inventory was offered to all North Dakota University System college and university students in the spring of 2010.

In the spring of 2010, a total of 5,164 students identified their educational goals. Survey results showed that most students who attend two-year community colleges do so either to earn associate degrees (68.9 percent) or to transfer (17 percent). When asked if they expected to earn associate degrees in three years, 84 percent said “yes.” Most students who attend four-year universities plan to earn bachelor’s degrees (65.4 percent). When asked

if they expected to earn bachelor’s degrees in six years, 85 percent responded “yes.” Because the SSI is anonymous, the NDUS cannot track students to determine if their goals have been or are being met. Degree-seeking students do not include those who responded that their educational goals were “self-improvement/pleasure,” “job-related training” or “other.”

The 2009 NDUS Graduation Rate Survey (GRS) reports graduation rates by tracking a cohort or group of all first-time, full-time freshmen. The GRS followed two-year community

college students for three years (entering college in 2005) and four-year university students for six years (entering college in 2002).

Based on NDUS adjusted graduation rates from all institutions, 36.4 percent of NDUS two-year college students completed degrees within three years, and 55.5 percent of four-year university students completed degrees within six years. In addition, the institutions reported to IPEDS that 249 students in the NDUS four-year university cohort transferred to other institutions, and 71 students in the two-year cohort transferred to other institutions.

NDUS Student Educational Goals

Educational goal	2004		2006		2008		2010	
	2-year school	4-year school	2-year school	4-year school	2-year school	4-year school	2-year school	4-year school
Associate degree	50.8%	2.2%	58.7%	1.5%	62.9%	2.7%	61.0%	2.4%
Vo-Tech	9.9%		7.6%		6.9%		8.2%	
Transfer	26.7%		21.5%		17.3%		17.0%	
Bachelor’s degree		58.3%		61.6%		66.6%		65.4%
Master’s degree		20.9%		19.0%		16.4%		17.1%
Doctorate or professional degree		16.1%		15.5%		11.7%		12.5%
Certification	4.2%	0.4%	3.4%	0.4%	4.2%	0.4%	4.9%	0.3%
Self-improvement/pleasure	0.7%	0.5%	0.7%	0.4%	1.1%	0.3%	1.6%	0.5%
Job-related training	2.0%	0.3%	2.3%	0.4%	2.3%	0.2%	1.9%	0.4%
Other educational goals	5.6%	1.3%	5.9%	1.3%	4.9%	1.3%	5.5%	1.4%

Degrees Awarded

Measure EE9

Number of certificates, associate and baccalaureate degrees awarded [compared] to the 18-year-old population six years prior benchmarked against the national average and best-performing states

How well does North Dakota do in providing college degrees compared to the size of the traditional college market – the 18-year-old population in the state?

North Dakota ranks 10th in the nation in providing college degrees compared to the size of the traditional college market.

About This Measure

This accountability measure was discussed by the 2007–08 Interim Higher Education Committee as a measure of the state’s ability to educate its population, compared to the size of the traditional college-going population of 18-year-olds. The national data collection system (IPEDS) does not collect information on the age of graduates earning degrees. IPEDS considers the completion of a degree within 150 percent of the nominal degree completion time as a graduation success; thus, students who complete bachelor’s degrees within six years are successful completions. As indicated in the table

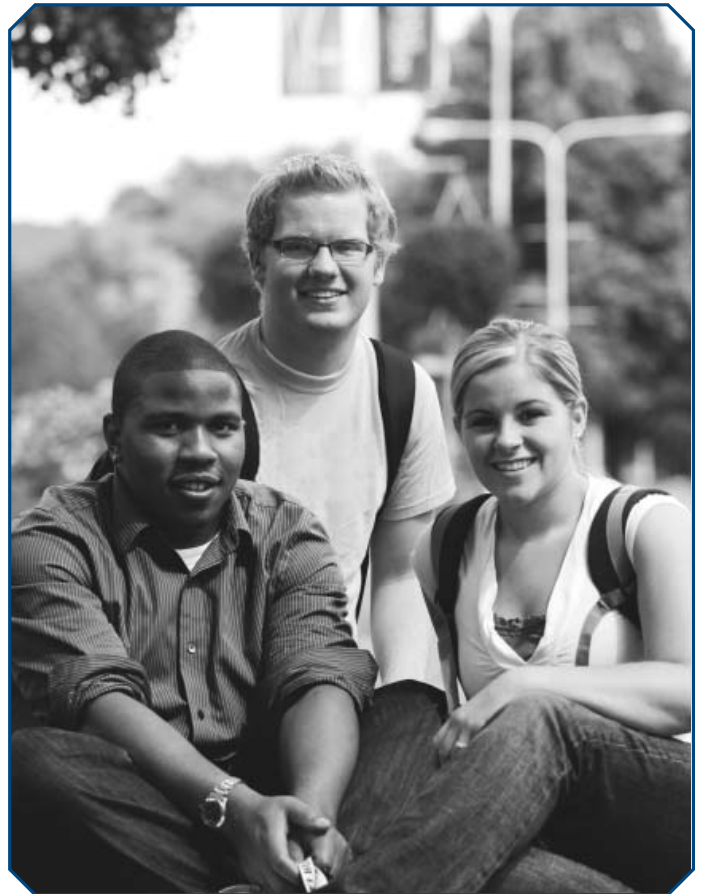
below, North Dakota awarded 8,568 undergraduate degrees in 2008–09 compared to the 18-year-old population of 11,046 in 2003. This results in a ratio of .7757 degree for each 18-year-old six years earlier. North Dakota ranks 10th in the nation on this scale behind Iowa (the state with the highest

ratio at .9997), Arizona, Florida, Kentucky, Rhode Island, Colorado, Utah, Minnesota and Washington. North Dakota would need to award a total of 11,043 degrees or 2,475 more degrees to tie Iowa as the best performing state.

NDUS Degrees Awarded

State	Undergraduate Certificates Compared to the Number of 18 Year Olds Six Years Earlier	ND Undergraduate Certificates and Degrees Awarded (2008–09) IPEDS Completion Survey	18-year-olds 2003-US Census Bureau Population Estimates for North Dakota
North Dakota	.7757	8,568	11,046
Iowa	.9997	44,586	44,599
Arizona	.8880	67,089	75,554
Florida	.8767	187,506	213,871
Kentucky	.8582	48,472	56,484
National Average	.6965	2,890,349	4,149,730

Data Source: NCHEMS and campus IPEDS completion report of all degrees awarded from July 1 to June 30 of each year. This report includes first majors only.



Flexible and Responsive System

Roundtable Cornerstone 3

A University System environment that is responsive to the prioritized needs of its clients and serves as a model of a flexible, empowering, competitive, entrepreneurial and rewarding organization for a new economy in a rural state

Responsiveness to Clients

Measure FRS1

Levels of satisfaction with responsiveness, as reflected through responses to evaluations by companies receiving training

What is the level of satisfaction with responsiveness to training needs?

In FY 2010, companies reported a 99.2 percent satisfaction level with responsiveness of TrainND, North Dakota's workforce training system, to requests for training.

About This Measure

The statewide Task Force on Improving Workforce Training and the Roundtable on Higher Education both recommended several accountability measures related to the workforce training system in North Dakota, including measurement of the system's responsiveness to clients.

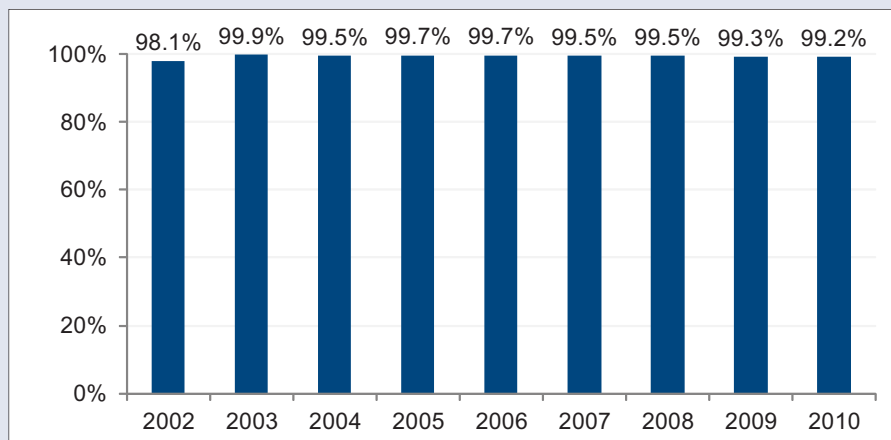
In FY 2010, the 1,510 companies that contracted for training through TrainND reported an average satisfaction level of 99.2 percent in regard to responsiveness to training requests.

FY 2002 was the first year data on responsiveness was collected and reported. Client satisfaction levels

have been consistently high throughout this nine-year period.

Since workforce training is a contractual arrangement between the employer and the training provider, only employers can report on satisfaction levels with responsiveness. As a result, no employee-level data is available.

Workforce Training Satisfaction Levels With Responsiveness
FY 2002 through FY 2010



Businesses Served

Biennial Report on Employee Satisfaction

Measure FRS2

Biennial report on employee satisfaction relating to the University System and local institutions

Are NDUS employees satisfied with their employment?

When asked to rate their overall satisfaction, 79 percent of NDUS employees who responded to a recent survey said they are “satisfied” or “very satisfied” with their employment.

About This Measure

About 2,300 NDUS employees responded to the fourth National Campus Quality Survey administered to all system employees in 2010. 79 percent of all respondents rated their overall job satisfaction as “satisfied” (33 percent) or “very satisfied” (46 percent). The remaining 20 percent rated their overall job satisfaction as “neutral” (9 percent), “somewhat dissatisfied” (9 percent) and “not satisfied at all” (2 percent).

Participants included 619 faculty members, 754 support staff, 788 administrative professionals and 71 department chairs. (Thirty-five respondents did not designate an employment category).

When asked to rate their overall impression of quality on their campus, the majority of respondents said quality was “good” (52 percent) or “excellent” (27 percent). The remaining 21 percent said their overall impression was “average” (16 percent), “below average” (4 percent) or “inadequate” (1 percent).

In the same survey, system employees responded to 50 questions about their perceptions of “how it is now” and “how it should be.” The questions were organized into eight quality management categories. Employee responses were compiled and are reflected in the table on the next page.

A performance gap is calculated for each question by subtracting the “how it is now” score from the “how it should be” score. A small gap means that employee expectations are close to being met.

The 2010 NDUS performance gaps are smaller than the national gaps for all institutions in all eight quality improvement categories. The smallest gap relates to the University System’s commitment to providing strategic planning.

Table 1: Comparisons of National Norms in Eight Main Survey Categories of Staff Perception of “How It Is Now”
2002, 2006 and 2010¹

Quality Category	Overall NDUS How It Is Now ¹			Overall NDUS Performance Gap ¹			Overall Nat'l Norm Performance Gap ¹		
	2002	2006	2010	2002	2006	2010	2002	2006	2010
Employee Training and Recognition	3.101	3.174	3.263	1.305	1.235	1.163	1.367	1.316	1.259
Top Management Leadership and Support	3.285	3.310	3.452	1.159	1.140	1.016	1.187	1.152	1.097
Employee Empowerment and Teamwork	3.289	3.329	3.447	1.077	1.059	0.964	1.175	1.139	1.087
Quality/Productivity Improvement Results	3.256	3.272	3.383	1.043	1.053	0.962	1.119	1.082	1.026
Measurement and Analysis	3.313	3.278	3.418	1.021	1.091	0.965	1.112	1.070	1.013
Strategic Quality Planning	3.291	3.394	3.468	1.030	0.947	0.892	1.219	1.184	1.133
Quality Assurance	3.301	3.341	3.424	0.973	0.961	0.900	1.105	1.070	1.024
Customer Focus	3.326	3.409	3.481	0.973	0.925	0.856	1.037	0.999	0.942

¹ Information for 2004 and 2008 is available in a previous report.

² The performance gap breakout by 2-year and 4-year institutions was not done in 2002.

Table 2: Performance Gap on NDUS Customized Questions
2002, 2006 and 2010¹

NDUS Quality Questions	How It Is Now ¹			Overall System Performance Gap ¹		
	2002	2006	2010	2002	2006	2010
The NDUS involves employees in planning for the future.	2.849	2.788	2.907	1.499	1.498	1.408
There are effective lines of communication between campuses.	2.862	2.716	3.058	1.492	1.657	1.325
The mission, purpose and values of the NDUS are familiar to employees.	3.047	2.967	2.982	1.254	1.321	1.320
NDUS employees are empowered by board policy and system procedure to resolve problems quickly.	2.858	2.886	2.992	1.458	1.390	1.299
The NDUS plans carefully.	3.057	2.856	3.126	1.335	1.558	1.269
Board policies and NDUS procedures provide appropriate flexibility and responsibility at the campus level.	3.255	3.220	3.148	1.086	1.089	1.151
NDUS administrators cultivate positive relationships with students.	3.116	3.046	3.142	1.146	1.211	1.118
The NDUS listens to students.	3.152	3.096	3.183	1.155	1.195	1.114
The NDUS has positive relationships with the private sector and business community.	3.402	3.198	3.242	0.929	1.158	1.105
NDUS administrators are committed to providing quality service.	3.396	3.282	3.455	1.051	1.145	0.966

Questions are rated on a 1–5 scale of “how it is now” and “how it should be” with (1) strongly disagree (2) disagree (3) uncertain (4) agree and (5) strongly agree.

¹ Information for 2004 and 2008 is available in a previous report.

Student Credit Hours Earned at Multiple Institutions

Measure FRS3

Number of student credit hours delivered by North Dakota University System institutions to students attending other system institutions benchmarked against historical trends

About This Measure

Through distance education, NDUS students take a variety of classes without leaving their home campuses. Registration, financial aid and transfer of credit are provided by the student’s home campus through the University System’s collaborative student process.

In 2009–10, NDUS two-year college students earned 14,470 credit hours from other NDUS institutions while students from four-year universities earned 12,841 credit hours from other institutions. The 2009–10 total of 27,311 collaborative-student credit hours was an increase from 23,436 in 2008–09.

How well do NDUS institutions serve students who attend other University System campuses?

In 2009–10, NDUS two-year college students earned 14,470 credit hours from other NDUS institutions while students from four-year universities earned 12,841 credit hours from other institutions for a total of 27,311 collaborative credit hours.

Collaborative Credit Hours

Academic Year	Credits earned by 2-yr college students at other NDUS campuses	Credits earned by 4-yr university students at other NDUS campuses	Total
2007–08 ¹	13,577	12,848	26,425
2008–09 ¹	12,686	10,750	23,436
2009–10	14,470	12,841	27,311

¹ 2007–08 and 2008–09 data revised.

State Leaders' Perception of NDUS Functionality

Measure FRS4

State leaders' perceptions of the NDUS's functionality benchmarked against historical data

How do state leaders perceive NDUS functionality?

State leaders view the NDUS as an organization transformed by the Roundtable on Higher Education, one that drives economic development and provides high-quality education. Challenges for the system include fiscal management, communication, planning and a focus on individual student success.

About This Measure

A survey was administered to legislators, private sector members of the Roundtable on Higher Education, state agency roundtable members and State Board of Higher Education members to assess their perceptions of the North Dakota University System's functionality.

Fifty state leaders responded to the survey in which they were asked to rate the functionality of the University System in a "how it is now" and "how it should be" format using a 5-point scale. Generally, gaps of 1.0 or higher between the average "how it is now" score and the average "how it should be" score indicate that survey respondents believe an issue needs attention. Survey questions assessed academic quality and responsiveness, planning, communication, fiscal management, legislative partnerships, private sector relationships and general issues reflecting University System functionality. Functional areas with the smallest and largest gaps are summarized in the table at right.

Areas with small gaps (<.5) and, therefore areas of strong agreement between "how it is now" and "how it should be," indicate high levels of satisfaction with the quality of graduates, system contributions to economic development and recognition that the system was transformed by the Roundtable on Higher Education.

Areas deserving attention include fiscal management, communication, planning and focus on individual student success.

Results of this first survey of state leaders' perceptions of NDUS functionality will provide background for system and state continuous improvement discussions.

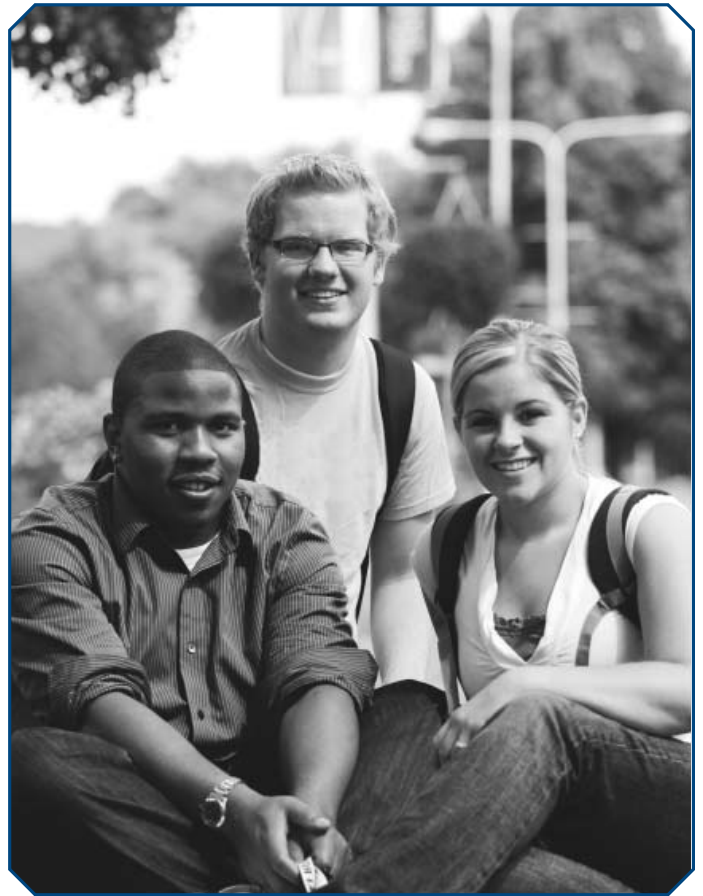
Functional Categories with the Smallest Gaps

Category	Overall "How It Is Now"	Overall "How It Should Be"	Overall Performance Gap
Could be more effective and efficient if it required its campuses to use more common applications and processes	3.73	3.82	-0.10
Could be more effective and efficient if it required its campuses to use fewer common applications and processes	2.40	2.67	-0.27
Is an economic engine for North Dakota	3.85	4.18	-0.33
Produces quality graduates	4.07	4.43	-0.36
Was transformed by the Roundtable on Higher Education	3.63	4.00	-0.38

Functional Categories with the Largest Gaps

Practices sound judgment in its fiscal management	2.30	4.67	-2.36
Makes efficient and effective use of state resources	2.93	4.62	-1.69
Uses a fair and effective capital project planning process	2.76	4.42	-1.66
Communicates with the public	2.75	4.38	-1.63
Plans effectively	2.93	4.51	-1.58
Is focused on the success of individual students	3.03	4.60	-1.58
Works with the P-12 education system to promote student readiness for postsecondary education	2.95	4.51	-1.56
Has positive relationships with the state legislative community	2.92	4.47	-1.55

Scale: 1 = Strongly disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly agree



Accessible System

Roundtable Cornerstone 4

A University System which is proactively accessible to all areas of North Dakota and seeks students and customers from outside the state. It provides students, business, industry, communities and citizens with access to educational programs, workforce training opportunities, and technology access and transfer – and does so with the same performance characteristics as described in the “Flexible and Responsive” cornerstone.

Non-Traditional Delivery Methods

Measure AS1

Number and proportion of enrollments in courses offered by non-traditional methods

Are students enrolling in courses offered through non-traditional methods?

In Fall 2010, the NDUS served 18,119 students who enrolled in courses for credit through non-traditional delivery methods. These students made up 38 percent of the systemwide total headcount enrollment. Enrollment by students who take courses in a variety of non-traditional delivery methods has increased 13 percent since Fall 2008.

About This Measure

NDUS students have many course delivery options. In addition to the traditional, on-campus classroom experience, NDUS institutions offer

classes online, over the Interactive Video Network (IVN), off-campus and through correspondence. Included in the Fall 2010 systemwide headcount

enrollment of 48,120 students were 18,119 students (37.6 percent) enrolled in courses offered through non-traditional methods.

**Distance Education Degree-Credit Student Headcount Enrollment
Fall 2010**

Year	Fall Enrollment	Face-to-Face On-Campus Enrollment ¹	Face-to-face Off-Campus Enrollment ¹	Correspondence Enrollments ¹	Internet -Based Enrollment ¹	Unduplicated Distance Education Total	Distance Education & On-Campus Duplicated Total ¹	Unduplicated Distance Education & On-Campus Total
2008	43,442	35,093	3,196	346	14,140	15,983	51,076	43,442
2009	45,817	36,402	3,339	367	14,099	16,382	52,784	45,871
2010	48,120	37,451	3,554	417	15,799	18,119	55,570	48,120

¹ This is a systemwide duplicated count; some students take courses using more than one method.

Source: NDUS 2008, 2009 and 2010 Fall Enrollment Reports.

Affordability of Tuition and Fees to Lowest Income Families

Measure AS2

Tuition and fees relative to the lowest quintile per capita income in the state benchmarked against the national average and the state with the lowest ratio

How affordable are NDUS colleges and universities to North Dakota families who have the least ability to pay?

In 2008–09, it took 26.8 percent of the lowest-quintile North Dakota family income to pay for tuition and fees at NDUS four-year and research universities, compared to 38.3 percent nationally and 15.2 percent in Wyoming, which had the lowest ratio. At NDUS two-year institutions, it took 16.8 percent, compared to 13.6 percent nationally and 3.3 percent in California, which had the lowest ratio.

About This Measure

The lowest quintile median family income was used to respond to this measure because lowest quintile per capita income is not available.

This measure demonstrates the percentage of median family income needed to pay for tuition and fees among those families who have the least ability to pay. Available national data provides state and national averages for four-year and above public institutions.

Ranging from 21.9 to 28.3 percent, the 2008–09 four-year and above NDUS average was 26.8 percent, which was lower than the national average of 38.3 percent. North Dakota ranked ninth lowest in the nation while Wyoming ranked the lowest at 15.2 percent.

Ranging from 14.7 to 17.1 percent, the 2008–09 NDUS two-year college average was 16.8 percent, the 19th highest in the nation, with a national average of 13.6 percent. All NDUS two-year colleges were above the national average.

At 3.3 percent, the state with the lowest two-year average was California. This is a reflection of California’s public policy of making college affordable for all by charging little or no tuition. As a result of California’s budget shortfalls, this likely has changed in recent years with more costs passed along to students.

By 2013, the University System’s goal is to reduce to the national average the percentage of North Dakota family income needed to pay for community college (after grant aid is deducted).

(Note: The 2009 data source for this measure was the *Measuring Up* report, which is no longer available. A major difference is *Measuring Up* included single-person households in family income, and NCHEMS used the Census Bureau definition of “family = two or more related individuals living in the same household.”)

2008–09 and 2006–07 Tuition and Fees as a Percent of Lowest Quintile Median Family Income

4-Year and Above Public Universities	2008-09	2006-07
DSU	22.1%	24.2%
MaSU	24.6%	28.4%
MISU	21.9%	24.3%
NDSU	27.1%	30.9%
UND	28.3%	31.3%
VCSU	25.1%	28.7%
NDUS Average	26.8%	29.9%
National Average	38.3%	33.0%
Wyoming (Lowest Average)	15.2%	12.1%
2-Year Public Colleges		
BSC	17.1%	19.6%
DCB	16.5%	18.7%
LRSC	17.0%	19.3%
NDSCS	16.9%	18.9%
WSC	14.7%	16.6%
NDUS Average	16.8%	19.0%
National Average	13.6%	12.6%
California (Lowest Average)	3.3%	3.6%

Data Sources: Tuition and fees from 2008 and 2006 IPEDS data and Lowest Quintile Median Family Income from U.S. Census Bureau 2009 and 2007 American Community Survey (ACS). All data compiled and provided by NCHEMS. [Note: North Dakota data has been adjusted to reflect tuition and fee rates for 15 credit hours per semester.]

Net College Expenses as a Percent of Median Family Income

Measure AS3

Percent of median family income (average of all income groups) needed to pay for college expenses after deducting grant aid benchmarked against the national average and the state with the lowest ratio

How affordable are NDUS colleges and universities to all families?

On average, 15.1 percent of the 2009 median North Dakota family income was needed to pay for college at NDUS four-year and research universities after grant aid was deducted. This compares to a national average of 16.9 percent and 9.3 percent in Wyoming, which had the lowest ratio. On average, 9.6 percent of family income was needed to pay for college at NDUS two-year colleges. This compares to a national average of 12.9 percent and 9.2 percent in Wyoming.

About This Measure

This measure demonstrates the percentage of median family income (average of all income groups) needed to pay for college expenses after deducting grant aid.

Available national data includes 2008–09 state and national averages for four-year and above public institutions. Ranging from 10 to 15.9 percent, the four-year and above NDUS average was 15.1 percent, which was lower than the national average of 16.9 percent. North Dakota was 18th lowest in the nation. The state with the lowest average was Wyoming at 9.3 percent.

As explained in Footnote 1 on Page 40, because room and board charges were not available (or applicable) for most public two-year community colleges, the national data source included four-year room and board rates for the community colleges, assuming those living expenses would apply to all students whether or not they lived on campus. Net college costs for NDUS two-year community colleges, using the average room and board rates for four-year universities, ranged from 9.5 to 12.2 percent of the median family income (with an average of 9.6 percent) compared to the national average of 12.9 percent. The state with the lowest average was Wyoming at 9.2 percent.

North Dakota’s actual net costs, using NDUS two-year community college room and board rates, rather than the four-year university average, accounted for 6.1 to 11 percent of family income.

(Note: The 2009 data source for this measure was the *Measuring Up* report, which is no longer available. One major difference is that *Measuring Up* included single-person households in family income, and NCHEMS used the Census Bureau definition of “family = two or more related individuals living in the same household.”)

Continued on Page 40

Net College Expenses as a Percent of Median Family Income (continued)

2008–09 and 2006–07 Net College Expenses as a Percent of Median Family Income of All Income Groups

4-Year and Above Public Institutions		2008–09	2006–07
DSU		11.3%	9.3%
MaSU		11.5%	13.1%
MiSU		12.3%	12.6%
NDSU		15.9%	16.1%
UND		15.8%	16.5%
VCSU		10.0%	10.0%
NDUS Average		15.1%	15.2%
National Average		16.9%	15.7%
Wyoming (Lowest Average)		9.3%	8.8%

2-Year Public Institutions	2008–09		2006–07	
	Assuming Average 4-yr Rates for Room and Board for All States ¹	Assuming Average 2-yr Rates for Room and Board for ND Institutions ²	Assuming Average 4-yr Rates for Room and Board for All States ¹	Assuming Average 2-yr Rates for Room and Board for ND Institutions ²
BSC	12.2%	11.0%	12.5%	10.8%
DCB	10.8%	8.8%	10.4%	8.7%
LRSC	10.8%	9.6%	11.1%	9.7%
NDSCS	11.5%	9.4%	12.1%	9.9%
WSC	9.5%	6.1%	9.6%	6.4%
NDUS Average	11.5%	9.6%	11.8%	9.9%
National Average	12.9%		12.4%	
Wyoming (Lowest Average)	9.2%		9.3%	

¹ Because room and board charges are not available (or applicable) for most public two-year colleges, the IPEDS data included four-year room and board rates for the two-year colleges, assuming those living expenses would apply to all students whether or not they live on campus.

² Because North Dakota's two-year colleges do offer room and board plans, actual two-year averages also are presented.

Data Sources: Tuition and fees from 2008 and 2006 IPEDS data and Lowest Quintile Median Family Income from U.S. Census Bureau 2009 and 2007 American Community Survey (ACS). All data compiled and provided by NCHEMS. [Note: North Dakota data has been adjusted to reflect tuition and fee rates for 15 credit hours per semester and room and board rates for double occupancy and a 14–15 meal plan.]

Enrollment Numbers and Trends

Measure AS4

Student enrollment information, including: (a) total number and trends in full-time, part-time, degree-seeking and non-degree-seeking students being served and (b) the number and trends of individuals, organizations and agencies served through non-credit activities

How many students does the NDUS serve?

The Fall 2010 NDUS part-time and full-time degree-credit headcount enrollment was 48,120, which is the largest number of students ever served.

About This Measure

The Fall 2010 enrollment of full-time and part-time degree-seeking students was higher than Fall 2009. In Fall 2010, there were 1,163 more part-time enrollments and 1,140 more full-time enrollments. The increase in part-time students has been fairly consistent over the past five years.

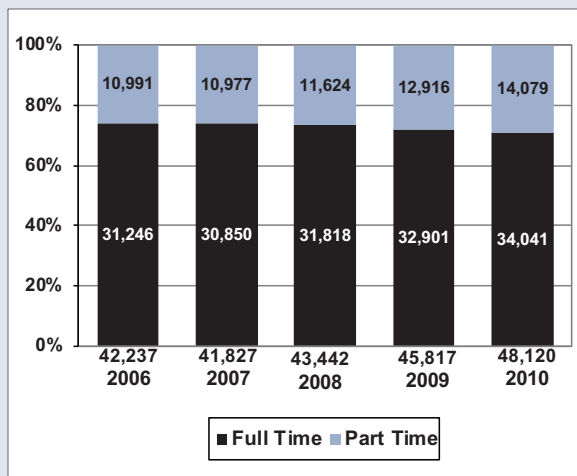
Credit, non-degree credit and non-credit enrollment are reported on an annual basis. The 2009–2010 NDUS Annual Enrollment Report includes Summer 2009, Fall 2009 and Spring 2010. This report shows a systemwide unduplicated total of 48,324 enrollments in degree credit, 1,722 unduplicated non-

degree credit enrollments and 11,962 unduplicated non-credit enrollments. When credit, non-degree credit and non-credit enrollments are added together and unduplicated, the report shows that, systemwide, the NDUS

served 59,849 individual students in 2009–10. This is a conservative number, which includes only those students who provided Social Security numbers.

In 2010, about 21,000 individuals were served by NDUS institutions through non-credit activities. This includes most workforce training provided to 2,012 businesses, organizations, high schools and agencies. Workforce training activities are reported in greater detail in Measure ED3 on Page 5.

Percentage of Full and Part-Time Degree-Seeking Students
Fall 2006 through Fall 2010



Student Participation Levels and Trends

Measure AS5

Student participation – levels and trends in rates of participation of (a) recent high school graduates and non-traditional students, and (b) individuals pursuing graduate degrees

Who's enrolling at NDUS institutions?

Beginning freshmen enrollment increased from 7,075 in Fall 2006 to 7,867 in Fall 2010. Enrollment of non-traditional students increased 11.2 percent between Fall 2006 and Fall 2010. The number of students enrolled in graduate and first professional programs has increased 32.8 percent since Fall 2006.

About This Measure

The Fall 2010 beginning freshmen enrollment of 7,867 is higher than the Fall 2009 enrollment of 7,727 in spite of a declining number of high school graduates in North Dakota.

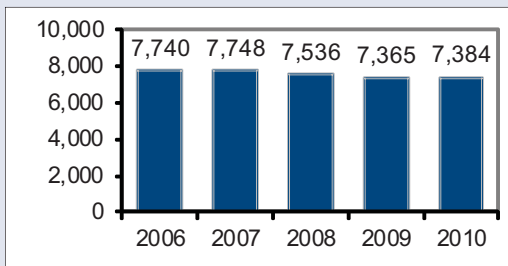
According to a 2003 Western Interstate Commission on Higher Education (WICHE) report titled *Knocking at the College Door*, the number of North Dakota high school graduates will

continue to decline. WICHE projects a 30.6 percent decrease in the number of public high school graduates in the state between 2001–02 and 2017–18.

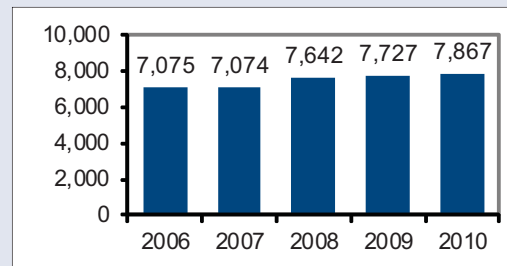
Non-traditional student (age 25 and older) participation increased in Fall 2010 (12,748) compared to Fall 2009 (11,819). Non-traditional enrollment has increased 7.9 percent in the past five years.

Increased availability and access to graduate programs is benefiting students who want to pursue graduate degrees. Enrollment of students pursuing graduate or first professional degrees has increased 32.8 percent in the past five years. In Fall 2006, 4,477 students were enrolled in graduate and professional programs. In Fall 2010, this number increased to an all-time high of 5,947.

North Dakota High School Graduates



NDUS Beginning Freshmen¹



Participation Rates of Non-Traditional Students²

Year	Total NDUS Enrollments	# Students Age 25 and Older	Participation Rate
2006	42,237	10,704	25%
2007	41,827	11,389	27%
2008	43,442	10,783	25%
2009	45,817	11,819	26%
2010	48,120	12,748	26%

NDUS Graduate Degree Participation Rates²

Year	Total NDUS Enrollments	NDUS Graduate/Prof. Students	Participation Rate
2006	42,237	4,477	11%
2007	41,827	4,965	12%
2008	43,442	5,166	12%
2009	45,817	5,614	12%
2010	48,120	5,947	12%

¹ Includes all freshmen entering college for the first time, regardless of residency or high school graduation date.

² Includes both resident and non-resident enrollments.

Average Annual Student Loan Debt

Measure AS6

Average amount of student loan debt incurred each year by undergraduate students benchmarked against the national average and the state with the lowest ratio

How does the average student loan debt of North Dakota students compare to the national average and the state with the lowest debt per student?

In 2006–07, undergraduate students in North Dakota borrowed an average of \$5,122 compared to the national average of \$4,608 and \$4,122 in Vermont, which had the lowest average.

About This Measure

This measure reports on the average amount of student loan debt incurred each year by undergraduate students who attend public and private institutions.

In 2006–07, North Dakota was ranked third highest in the nation with an average annual student loan debt of \$5,122 among students who attended public and private institutions. (Nationally-published data is not available for public institutions only.)

While federal Pell Grant eligibility is largely based on income and asset levels, only 20 to 25 percent of North Dakota students qualify for these grants. This leaves limited funding

options other than student loans. To address this need, the 2009 Legislative Assembly funded a significant increase in needs-based financial aid and provided funding to limit tuition increases at North Dakota's public

institutions. These steps are likely to have a positive impact on North Dakota's student-debt position in the future.

2006–07 national data is the most current information available.

Average Public and Private Institution Undergraduate Student Loan Debt Incurred in 2006–07

North Dakota Average	\$5,122
National Average	\$4,608
Vermont (Lowest) Average	\$4,122

Data Source: 2008 Measuring Up Data (Graded Performance Data/Affordability/Loans tab) <http://measuringup2008.highereducation.org/about/data.php>.

Proportion of the Population with Associate Degrees or Higher

Measure AS7

Proportion of the population 25 to 34 years of age with associate degrees or higher benchmarked against the national average and best-performing country

What proportion of the 25- to 34-year-old population has associate degrees or higher?

50.5 percent of North Dakota's 25- to 34-year-old population has associate degrees or higher, compared to 39 percent nationwide.

About This Measure

Information published by the National Center for Higher Education Management Systems indicates that, for 2009, the latest year for which comparable information is available, 50.5 percent of North Dakota's 25- to 34-year-old population has associate degrees or higher. This percentage is second only to Massachusetts where 53.8 percent of residents hold associate degrees or higher. Arkansas ranks lowest at 28.5 percent. This compares to the national rate of 39 percent.

This data is not available by country.

Population Ages 25 to 34 Who Earn Associate Degrees or Higher 2009

Population	Percentage
Arkansas (lowest state)	28.5%
United States	39.0%
Massachusetts (highest state)	53.8%
North Dakota	50.5%

Data source: National Center for Higher Education Management Systems (NCHEMS).

Recent High School Graduates Enrolled in College

Measure AS8

Proportion of recent North Dakota high school graduates enrolled the following fall by county in two-year and four-year North Dakota University System institutions

What proportion of recent North Dakota high school graduates enroll in an NDUS institution the fall after high school graduation?
73.8 percent of the 7,384 2010 North Dakota high school graduates enrolled in an NDUS institution in Fall 2010.

About This Measure

In Fall 2010, 5,450 (73.8 percent) of the 7,384 2010 North Dakota high school graduates enrolled in a NDUS institution in the fall following graduation.

This information currently is not available by county of origin.

2010 North Dakota High School Graduates Enrolled at NDUS Institutions

Year	High School Graduates	ND High School Graduates Enrolled	Percent of ND high school graduates enrolled
Fall 2010	7,384	5,450	73.8%

Data source: SITS and DPI.

Adult Learner Enrollments

Measure AS9

Proportion of population 25 to 44 years of age with at least a high school diploma enrolled in a credit-bearing course, by county at either a two-year or four-year North Dakota University System institution or non-public institution to the extent information is available

What proportion of North Dakotans ages 25 to 44 who have high school diplomas are enrolled at NDUS colleges and universities?

4,967 (3.3 percent) of the estimated 151,976¹ 25-to-44-year-old North Dakota population who have at least high school diplomas are enrolled in NDUS colleges and universities.

¹ North Dakota Data Center 2010 projections.

About This Measure

In Fall 2010, 4,967 residents ages 25 to 44 were enrolled at NDUS institutions. This comprises 3.3 percent of the estimated 151,976 25-to-44-year-old population in the state.

According to the latest FINDET follow-up report on NDUS graduates, 65.7 percent of all graduates were located in North Dakota one year after graduation. This retention statistic indicates that non-resident students make a very important contribution to the state's educated workforce.

In Fall 2010, a total of 13,095 non-traditional age resident and non-resident students were enrolled at NDUS institutions. This is 27 percent of the total Fall 2010 enrollment of 48,120 students.

Students Ages 25 to 44 Fall 2010 Enrollment by County of Residence²

County	Total	County	Total	County	Total	County	Total
Adams	16	Emmons	28	Mercer	125	Sioux	17
Barnes	74	Foster	24	Morton	245	Slope	0
Benson	38	Golden Valley	10	Mountrail	65	Stark	170
Billings	0	Grand Forks	475	Nelson	40	Steele	161
Bottineau	46	Grant	16	Oliver	21	Stutsman	98
Bowman	30	Griggs	14	Pembina	57	Towner	31
Burke	19	Hettinger	32	Pierce	52	Trail	108
Burleigh	705	Kidder	22	Ramsey	112	Walsh	72
Cass	453	LaMoure	43	Ransom	42	Ward	526
Cavalier	35	Logan	13	Renville	42	Wells	31
Dickey	25	McHenry	61	Richland	132	Williams	188
Divide	15	McIntosh	25	Rolette	121	ND unknown	53
Dunn	26	McKenzie	38	Sargent	26		
Eddy	31	McLean	105	Sheridan	13	Total	4,967

² North Dakota resident enrollment by county.

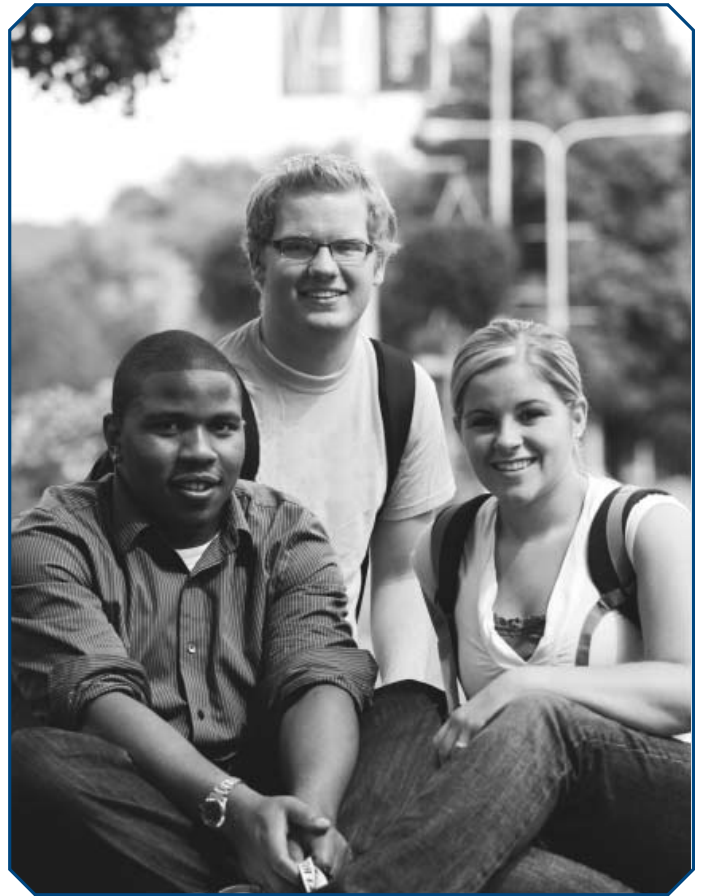
Data source: ConnectND NDUS Student Information System.

Total 25 to 44-Year-Old Population Enrolled in NDUS Colleges and Universities

Academic Year	Fall 2007	Fall 2008	Fall 2009	Fall 2010
25–34 years old enrolled	8,265	8,523	9,396	10,118
35–44 years old enrolled	<u>2,414</u>	<u>2,533</u>	<u>2,724</u>	<u>2,977</u>
Total enrolled	10,679	11,056	12,120	13,095 ³

³ Includes resident and non-resident students.

Data source: Fall enrollment reports and ConnectND.



Funding and Rewards

Roundtable Cornerstone 5

A system of funding, resource allocation, and rewards that assures quality and is linked to the expressed high-priority needs and expectations of the University System – assures achievement of the expectations envisioned

State General Fund Appropriations and Net Tuition Revenues

Measure FR2 Appropriations for general operations plus net tuition revenue per full-time equivalent student benchmarked against the national average and the best-performing state

How do state-appropriated operating and net tuition revenues per FTE student compare to the national average and the best-performing state?

With \$12,158 in state and student contributions per FTE student, North Dakota's four-year universities, on average, rank seventh lowest in the nation compared to the national average of \$14,522 per FTE student. Connecticut has the highest average of \$22,400 per FTE student.

With \$8,757 in state and student contributions per FTE student, North Dakota's two-year colleges rank 12th highest in the nation compared to the national average of \$7,279 per FTE student. Alaska has the highest average of \$31,171 per FTE student.

About This Measure

This measure reports funding per FTE student from state-appropriated funds and net tuition revenue.

Except for UND, average funding from these sources at the NDUS four-year universities is lower than the national average, and all are significantly lower than the state with the highest funding per FTE student. Funding per FTE student varies from \$8,736 at DSU to \$14,575 at UND (including the UND School of Medicine and Health Sciences), or from 60.2 to 100.4 percent of the national average.

Average funding from state-appropriated and net tuition revenue per FTE student at the NDUS two-year colleges is higher than the national average and significantly lower than Alaska, the state with the highest funding per FTE student. Although the NDUS two-year average is \$8,757 per FTE student, the individual campus average funding per FTE student varies from \$7,172 at LRSC to \$11,347 at NDSCS, or from 98.5 to 155.9 percent of the national average.

It should be noted that the NDUS two-year average is higher than the national average due to tuition rates rather than appropriation levels. NDUS net tuition revenue per FTE student is about \$1,970 higher than the national average, whereas national, state and local appropriations per FTE student are about \$490 higher than the NDUS average.

2007–09 Appropriations for General Operations Plus Net Tuition Revenue per FTE Student

4-Year and Above Public Institutions		NDUS as a Percent of Nat'l Avg
DSU	\$8,736	60.2%
MaSU (including laptop fees)	13,424	92.4%
MiSU	10,279	70.8%
NDSU (excluding Ag Res/Ext) ^{1,4}	10,695	73.6%
UND (including SMHS) ²	14,575	100.4%
VCSU (including laptop fees)	12,645	87.1%
NDUS Average ³	\$12,158	83.7%
National Average ⁴	\$14,522	
Connecticut (Highest Average) ⁴	\$22,400	
2-Year Public Institutions		
BSC	\$7,431	102.1%
DCB	9,040	124.2%
LRSC	7,172	98.5%
NDSCS	11,347	155.9%
WSC	8,782	120.7%
NDUS Average	\$8,757	120.3%
National Average	\$7,279	
Alaska (Highest Average)	\$31,171	

¹ NDSU appropriations reduced for the following: SITS \$12,649,563 (\$549 per FTE student) and flood appropriations \$711,295 (\$31 per FTE student). If appropriations for Ag Research and Extension (\$65,677,184) are included, NDSU's 2007–09 appropriations and net tuition revenue total \$13,548 per FTE student, 93.3 percent of the national average.

² UND appropriations reduced for the following: SITS \$15,107,041 (\$649 per FTE student) and flood appropriations \$1,617,403 (\$69 per FTE student).

³ If appropriations for Ag Research and Extension (\$65,677,184) are included, the NDUS average 2007–09 appropriations and net tuition revenue total \$13,272 per FTE student, 91.4 percent of the national average.

⁴ All figures reported for other states and the national average include funds provided in support of Ag Research and Extension.

Data Source: 2007–08 and 2008–09 Integrated Postsecondary Education Data System (IPEDS) Data Center.

Student Share of Funding for General Operations

Measure FR3

Student share of funding for general operations benchmarked against the national average and historical trends

About This Measure

The cost of campus operations is shared by students and the state of North Dakota. This measure looks at how the student share has changed over time. It also compares the North Dakota average student share to the national average.

Since the 2003-05 biennium, students have contributed a larger portion of funding at all NDUS campuses. The average student share at the four-year universities has increased from 55 percent during the 2003-05 biennium to 57 percent in the 2007-09 biennium compared to the national average of 44 percent in 2007-09. (National data is not readily available for previous biennia.)

During the same time period, the average student share at NDUS two-year colleges has increased from 41 to 44 percent compared to the national average of 26 percent. The disparity between the state and national averages for two-year colleges is noticeably larger than the difference for the four-year universities. This is a reflection of North Dakota's higher two-year college tuition and fee rates when compared to other two-year colleges in the nation.

What portion of the cost of operations is covered by net tuition and fees?

In the 2007-09 biennium, net tuition and fee revenues accounted for an average of 57 percent of the combined appropriations and net tuition and fees at North Dakota four-year universities and 44 percent at NDUS two-year colleges. This compares to a national average student share of 44 percent at four-year universities and 26 percent at two-year colleges.

Student Share of Funding Percent of Net Tuition and Fees to Total Appropriations Plus Net Tuition and Fees

	2007-09 Biennium	2005-07 Biennium	2003-05 Biennium
4-Year and Above Public Institutions			
DSU	54%	51%	44%
MaSU (including laptop fees)	36%	38%	36%
MiSU	47%	47%	42%
NDSU (excluding Ag Res/Ext) ^{1,4}	62%	63%	58%
UND (including SMHS) ²	58%	60%	58%
VCSU (including laptop fees)	35%	39%	34%
NDUS Average ³	57%	58%	55%
National Average ⁴	44%		
2-Year Public Institutions			
BSC	53%	51%	50%
DCB	32%	31%	27%
LRSC	52%	50%	50%
NDSCS	38%	39%	34%
WSC	32%	35%	35%
NDUS Average	44%	44%	41%
National Average	26%		

¹ NDSU appropriations reduced for SITS \$12,649,563 (2007-09), \$8,356,378 (2005-07) and \$6,940,288 (2003-05); and flood appropriations \$711,295 (2007-09), \$241,092 (2005-07) and \$1,700,000 (2003-05). If appropriations for Ag Research and Extension are included, the student share would be 49 percent for 2007-09 and 2005-07 and 44 percent for 2003-05.

² UND appropriations reduced for SITS \$15,107,041 (2007-09), \$13,424,335 (2005-07) and \$11,952,482 (2003-05); and flood appropriations \$1,617,403 (2007-09), \$2,069,727 (2005-07) and \$1,571,000 (2003-05).

³ If appropriations for Ag Research and Extension are included (2007-09 \$65,677,184, 2005-07 \$57,880,135 and 2003-05 \$52,460,500), the NDUS average student share would be 52 percent for 2007-09, 54 percent for 2005-07 and 50 percent for 2003-05.

⁴ All figures reported for other states and the national average include funds provided in support of Ag Research and Extension.

Data Source: 2007-08 and 2008-09 Integrated Postsecondary Education Data System (IPEDS) Data Center and FY2004 through FY2009 NDUS audited financial statements.

Per Capita General Fund Appropriations for Higher Education

Measure FR4 Per capita general fund appropriations for higher education

To what extent do North Dakota taxpayers provide financial support for NDUS students?

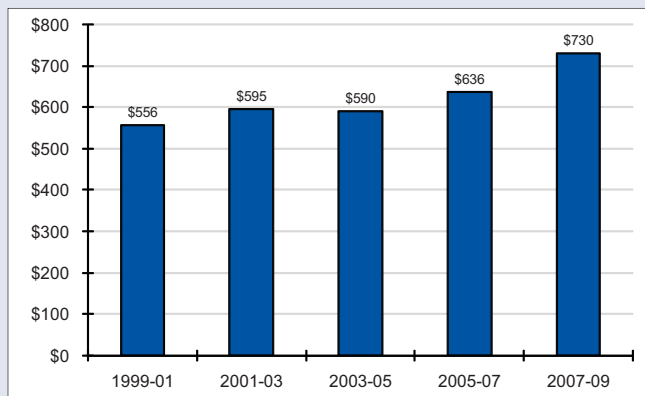
The average per-capita state general fund appropriation for the 2007–09 biennium was \$730, an increase of 31 percent since the 1999–01 biennium.

About This Measure

This measure demonstrates whether the state, on an individual per-capita basis, is providing an increasing or decreasing amount of funding to the colleges and universities over time.

The average per-capita state general fund appropriation for the 2007–09 biennium was \$730, an increase of 31 percent since the 1999–01 biennium. These funds are appropriated by the Legislative Assembly for the general operation of the campuses and related entities.

Per-Capita State General Fund Appropriations for Higher Education^{1, 2}
1999–01 through 2007–09 Biennia



¹ Includes related entities, such as NDSU Extension Service and Research Centers and the UND Medical School, but excludes the NDUS Office.

² Per capita state general fund revenue = state appropriations (excluding capital assets) ÷ North Dakota population.

Data Source: NDUS annual audited financial statements; Population Division, US Census Bureau; www.census.gov/popest/estimates.php.

State General Fund Appropriations Compared to Peer Institutions

Measure FR5

State general fund appropriation levels for University System institutions compared to peer institutions' general fund appropriation levels

How well does North Dakota fund its public institutions compared to peer institutions?

Based on 2009–11 state funding levels, all NDUS institutions are funded at less than 100 percent of their peer institution benchmarks, and most are funded at less than 85 percent of their peer benchmarks. NDUS institutions, as a whole, are funded at an average of 54 percent of their peer institution benchmarks.

About This Measure

This measure demonstrates each college and university's position relative to its peer benchmark.

The amounts included in this report reflect 2009–11, 2007–09 and

2005–07 state general fund levels for NDUS institutions compared to peer benchmarks. All NDUS colleges and universities are funded at less than 100 percent of their peers. NDUS

institutions, as a whole, are funded at an average of 54 percent of their peer benchmarks for 2009–11, compared to an overall average of 53 percent for 2007–09 and 51 percent for 2005–07.

**State General Fund Appropriation Levels
As a Percent of Peer Benchmark¹**
(In Millions)

	NDUS Campuses 2009–11 Approp.	2009–11 Peer Benchmark	2009–11 NDUS Campus as a Percent of Benchmark	2007–09 NDUS Campus as a Percent of Benchmark	2005–07 NDUS Campus as a Percent of Benchmark
BSC	\$24.2	\$47.1	51%	53%	51%
DCB	5.9	7.5	79%	89%	71%
DSU	20.4	40.0	51%	49%	47%
LRSC	8.0	16.7	48%	47%	46%
MaSU	11.9	13.7	87%	75%	71%
MiSU	34.9	46.2	76%	67%	66%
NDSCS	31.7	35.2	90%	88%	87%
NDSU (excludes Ag Res/Ext)	108.7	275.4	39%	41%	41%
UND (includes SMHS)	166.1	300.8	55%	53%	50%
VCSU	16.4	17.2	95%	86%	81%
WSC	7.8	10.4	75%	63%	62%
Total NDUS	\$436.0	\$810.2	54%	53%	51%

¹ New peer institutions were established in 2006. 2009–11 benchmarks are based on FY 2008 financial data and average Fall 2007 and Fall 2008 enrollment data for the new peer institutions, the latest published national data available on IPEDS when the resource allocation model was updated. Average Fall 2008 and Fall 2009 enrollment data was used for NDUS institutions.

Data Source: NDUS Long-Term Finance Plan and Resource Allocation Model.

Operating and Contributed Income Ratio

Measure FR6

Ratio measuring the funding derived from operating and contributed income compared to total University System funding

What percent of NDUS revenues are self-generated?

In FY 2010, the NDUS generated 72 percent of its total revenues, either internally from fees for services or externally from gifts, grants and contracts.

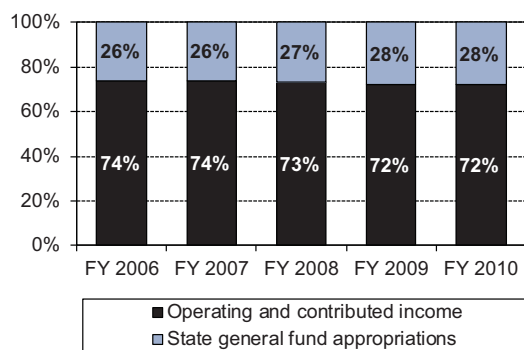
About This Measure

This measure analyzes the portion of overall North Dakota University System funding that is self-generated. These funds include operating income, which is generated internally by the institutions on a fee-for-service basis, and contributed income, which

is generated externally through contributions received from alumni, corporations, foundations and others. This total includes revenue sources that are restricted in use by the donor, grantor or other source.

The NDUS generated 72 percent of its total revenue from operating and contributed income sources in FY 2010. The colleges and universities' self-generated share of total revenues remains relatively consistent.

Funding Sources
FY 2006 through FY 2010



Operating and Contributed Income Ratio¹ (In Millions) FY 2010

Self-generated revenues	
Tuition and fees	\$246,447
Federal appropriations	6,166
Federal grants and contracts	188,842
State grants and contracts	21,804
Private gifts, grants/contracts	50,456
Sales and services – Ed. depts.	61,710
Investment and endowment income	10,029
Auxiliary enterprise	98,486
Other operating revenue	3,954
Total self-generated revenues	\$687,894
Total all revenues	
	\$955,592
Operating and Contributed Income Ratio	$\frac{\$687,894}{\$955,592} = 72\%$

¹ Includes related entities, such as the NDSU Extension Service and Research Centers and the UND Medical School, but excludes the NDUS Office.

Data Source: FY 2010 NDUS audited financial statements.

Status of NDUS Long-Term Finance Plan

Measure FR9

Higher education financing – a status report on higher education financing as compared to the Long-Term Finance Plan

About This Measure

This measure is intended to demonstrate progress toward achieving the funding goals of the North Dakota University System Long-Term Finance Plan adopted in 2001 and revised in 2006 and 2010. It includes the following components: (1) operating fund benchmarks per FTE student (2) state/student share targets and (3) capital asset funding targets.

Comprised of state appropriations and net tuition and fee revenues, an

How well are NDUS colleges and universities funded when compared to the Long-Term Finance Plan?

Ten of the 11 colleges and universities were funded at less than their operating benchmarks per FTE student. All colleges and universities exceeded the student share portion of the state/student share targets in 2005–07 and 2007–09. The 2007–09 base capital assets appropriation funded an average 12.1 percent of the Office of Management and Budget capital assets formula, and one-time appropriations funded 16.9 percent of deferred maintenance.

operating fund benchmark per FTE student was established for each NDUS institution. Each benchmark is based on a revised group of peer institutions. With the exception of NDSCS, all NDUS colleges and universities were funded at less than their benchmarks for the 2005–07 and 2007–09 biennia. The table below illustrates a wide range of variances from NDSU, which is at 63 percent of its benchmark, to NDSCS, which is at 108 percent of its benchmark.

Seven institutions (BSC, DCB, DSU, LRSC, MaSU, UND and VCSU) saw an increase in the percent of peer benchmark funding from 2005–07 to 2007–09, two (NDSU and WSC) experienced decreases and two (MiSU and NDSCS) showed no change. It should be noted that changes in funding and enrollment, both in-state and at peer institutions, have an effect on the distance from peers.

State Appropriations and Net Tuition and Fees As a Percent of Benchmark per FTE Student 2007–09 Biennium (Based on the new set of peers adopted in 2006)

	NDUS Institutions ¹ per FTE	Benchmark ² per FTE	2007–09 Percent of Benchmark	2005–07 Percent of Benchmark
BSC	\$7,482	\$8,868	84%	78%
DCB	8,202	8,313	99%	77%
DSU	8,448	11,149	76%	68%
LRSC	7,127	9,662	74%	69%
MaSU ³	9,928	12,952	77%	74%
MiSU	8,895	10,805	82%	82%
NDSCS ⁴	10,362	9,601	108%	108%
NDSU (excludes Ag Res/Ext) ⁵	10,281	16,415	63%	66%
UND (includes SMHS) ⁶	15,170	18,767	81%	76%
VCSU ³	10,898	12,213	89%	88%
WSC	6,487	9,372	69%	71%

Data Source: IPEDS Fall 2005 and Fall 2006 Enrollment Data, NDUS Long-Term Finance Plan and FY 2008 and FY 2009 NDUS audited financial statements

¹ NDUS state appropriation and net tuition and fees per FY 2008 and FY 2009 financial statements, plus (minus) adjustments described in additional footnotes, divided by average Fall 2005 and 2006 student count (75 percent FTE, 25 percent headcount) per revised Long-Term Finance Plan.

² Benchmarks are based on FY 2006 financial data and Fall 2005 enrollment data of the new peer institutions that were established in 2006.

³ Technology revenues subtracted from tuition revenues for 2007–09 (Mayville = \$657 per FTE student, Valley City = \$541 per FTE student). VCSU state appropriation reduced for flood appropriations (\$175 per FTE student).

⁴ NDSCS state appropriations are reduced for NDUS grant writer (\$31 per FTE student).

⁵ NDSU 2007–09 state appropriations are reduced for: SITS (\$536 per FTE student), Ag Extension and Experiment, Forest Service and UGPTI (\$2,940 per FTE student) and flood appropriations (\$24 per FTE student).

⁶ UND 2007–09 state appropriations are reduced for: SITS and ND Higher Ed Consortium for Substance Abuse Prevention (\$713 per FTE student), and flood appropriations \$72 per FTE student).

Funding higher education is a responsibility shared among the stakeholders: the state, the students and the institutions. State and student share targets were established for each type of NDUS institution in the Long-Term Finance Plan. The actual state/student share percentages compared to their targets are reflected in the table below. Timing of the drawdown of state-

appropriated funds between fiscal years also will cause the state/student shares to fluctuate between the two years of the biennium. The biennial percentages included in the table below reflect the total state/student shares and minimize these timing differences.

None of the 11 institutions met their student share targets for the past

three biennia. For the colleges and universities to meet these targets, a higher proportion of funding must be provided by the state and less by students. The student share has increased, from 2003–05 to 2007–09, at all institutions except UND and WSC.

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State (State Appropriations) and Student (Net Tuition and Fees) Shares Compared to Target Shares Per the Long-Term Finance Plan

	State Share (State Appropriations)				Student Share (Net Tuition & Fees)			
	2003–05 Bienn.	2005–07 Bienn.	2007–09 Bienn.	Target	2003–05 Bienn.	2005–07 Bienn.	2007–09 Bienn.	Target
BSC	50%	49%	47%	75%	50%	51%	53%	25%
DCB	73%	69%	68%	75%	27%	31%	32%	25%
DSU	56%	49%	46%	70%	44%	51%	54%	30%
LRSC	50%	50%	48%	75%	50%	50%	52%	25%
MaSU ¹	70%	68%	68%	70%	30%	32%	32%	30%
MiSU	58%	53%	53%	65%	42%	47%	47%	35%
NDSCS	66%	61%	62%	75%	34%	39%	38%	25%
NDSU (excludes Ag Res/Ext.) ²	42%	37%	38%	60%	58%	63%	62%	40%
UND (includes SMHS) ³	42%	40%	42%	60%	58%	60%	58%	40%
VCSU ¹	73%	65%	68%	70%	27%	35%	32%	30%
WSC	65%	65%	68%	75%	35%	35%	32%	25%
NDUS Average	48%	44%	44%		52%	56%	56%	

¹ Technology revenues subtracted from tuition revenues: Mayville \$1,203,401 (2003–05), \$1,243,728 (2005–07), and \$981,502 (2007–09); Valley City \$1,672,387 (2003–05), \$1,017,171 (2005–07) and \$980,598 (2007–09); VCSU state appropriations reduced for flood appropriations \$317,000 (2007–09).

² NDSU state appropriations reduced for: SITS \$6,940,288 (2003–05), \$8,356,378 (2005–07) and \$12,649,563 (2007–09); Ag Extension and Experiment, Forest Service and UGPTI \$52,460,500 (2003–05), \$57,880,134 (2005–07) and \$65,677,184 (2007–09); and flood appropriations \$1,700,000 (2003–05), \$241,092 (2005–07) and \$711,295 (2007–09).

³ UND state appropriations reduced for: SITS \$11,952,482 (2003–05), \$13,424,335 (2005–07) and \$15,702,735 (2007–09); and flood appropriations \$1,571,000 (2003–05), \$2,069,727 (2005–07) and \$1,617,403 (2007–09).

Data Source: IPEDS Fall 2003 through Fall 2006 Enrollment Data, NDUS Long-Term Finance Plan and FY 2004 through FY 2009 NDUS audited financial statements.

Status of NDUS Long-Term Finance Plan (continued)

The capital asset funding model calls for funding all institutions at 100 percent of the 2007–09 Office of Management and Budget building and infrastructure formula (\$55 million), phased in over 10 years, plus 100 percent funding of outstanding deferred maintenance (\$119.4 million), phased in over 14 years.

The 2007–09 capital asset appropriation for the 11 institutions, excluding major capital projects, included \$6.7 million in base funding

and \$10.9 million in one-time funding. The one-time funding included \$10 million for deferred maintenance at all 11 institutions, as well as \$143,033 for special assessments and \$750,000 for a campus master plan and deferred maintenance at MaSU. Separately funded major capital projects addressed an additional \$9.55 million of deferred maintenance.

The average NDUS institution's base capital funding is 12.1 percent of the OMB formula, ranging from

5.8 percent at LRSC to 20.6 percent at DCB. Systemwide, the 2007–09 one-time appropriation provided funding to address 16.9 percent of the total deferred maintenance of \$119.4 million, ranging from 3.6 percent at WSC to 73.6 percent at MiSU where a major capital project addressed \$7.4 million of the university's deferred maintenance.

Capital Asset Funding Model Compared to 2007–09 Capital Asset Appropriation

	Capital Asset Formula			Current 2007–09 Appropriation			
	OMB Bldg & Infrastructure ¹	Deferred Maintenance	Outstanding Needs	Base 2007–09 Appropriation	Base 2007–09 % OMB Bldg & Infra. Formula	One-time 2007–09 Appropriation ²	One-time 2007–09 % Deferred Maintenance
BSC	\$2,064,719	\$2,040,000	\$4,104,719	\$243,481	11.8%	\$347,631	17.0%
DCB	533,315	531,000	1,064,315	109,725	20.6%	48,977	9.2%
DSU	2,250,568	8,893,166	11,143,734	383,690	17.0%	635,073	7.1%
LRSC	753,446	548,000	1,301,446	43,662	5.8%	81,942	15.0%
MaSU	1,446,385	10,922,900	12,369,285	208,994	14.4%	1,432,937	13.1%
MiSU	3,908,706	11,185,000	15,093,706	596,870	15.3%	8,228,336	73.6%
NDSCS	5,813,631	5,771,000	11,584,631	753,332	13.0%	633,113	11.0%
NDSU (excludes Ag Res/Ext.)	13,605,819	30,026,000	43,631,819	1,692,226	12.4%	3,416,935	11.4%
UND (includes SMHS)	21,472,785	40,454,000	61,926,785	2,300,545	10.7%	4,788,519	11.8%
VCSU	2,119,090	7,021,000	9,140,090	258,416	12.2%	537,819	7.7%
WSC	1,037,325	1,968,600	3,005,925	86,475	8.3%	70,723	3.6%
Total	\$55,005,789	\$119,360,666	\$174,366,455	\$6,677,416	12.1%	\$20,222,005	16.9%

¹ OMB formula generated amount.

² One-time 2007–09 appropriation excludes \$143,033 in special assessments and a \$55,000 master plan at MaSU. It includes the one-time funding for deferred maintenance, as well as the deferred maintenance that was addressed through major capital projects' funding.

Ratio of Discretionary Funding to NDUS Total State Funding

Measure FR10

Ratio of discretionary funding to total NDUS state general fund appropriations

How well does North Dakota provide funding for state priorities, compared to the Long-Term Finance Plan?

The state did not provide discretionary funding to the State Board of Higher Education for the 2009–11 biennium, compared to the Long-Term Finance Plan goal of 2 percent of the total NDUS appropriation.

About This Measure

This measure reports on progress toward achieving the North Dakota University System’s Long-Term Finance Plan goal of providing discretionary funding equal to 2 percent of higher education’s total state general fund appropriation. These monies are to be allocated by the State Board of Higher Education to support University System and state priorities.

For the 2009–11 biennium, no funding was appropriated for discretionary board initiative use. The recommended level of 2 percent would be equal to \$10.6 million for the 2009–11 biennium or \$5.3 million per year.

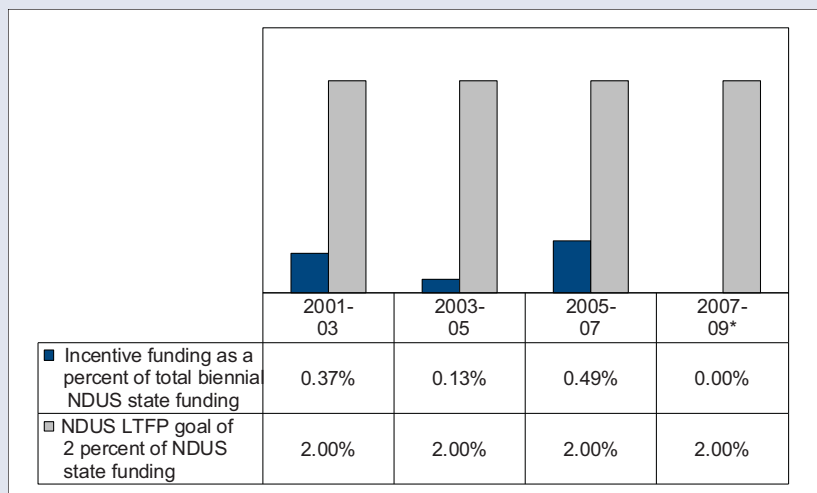
The SBHE did not have full discretion over use and allocation of any 2009–11 funding, however, the NDUS did receive appropriations for designated

systemwide initiatives: STEM Teacher Education (\$1.5 million), two-year campus marketing (\$800,000) and security and emergency preparedness (\$750,000).

The following chart shows legislative appropriations for discretionary funding over the past five biennia in comparison to the 2 percent goal.

Percentage of Total NDUS State Funding Appropriated for Discretionary Funding Compared to Long-Term Finance Plan Goal

2001–03 through 2009–11 Biennia



* The legislature appropriated \$398,500 in the board initiative budget line for specifically identified projects.

Data Source: NDUS Long-Term Finance Plan and 2001, 2003, 2005, 2007 and 2009 Legislative Appropriations.

State and Student Funding per Degree and Certificate Awarded

Measure FR12

Number of degrees and certificates produced relative to annual state appropriations for general operations plus net tuition revenue benchmarked against the best-performing state

About This Measure

This measure compares the number of certificates and degrees awarded to their cost, based on state appropriations and net tuition and fees.

The four-year NDUS average net tuition and state funding per degree of \$57,955 is about 4 percent less

How much is spent for each degree and certificate awarded by NDUS colleges and universities?

The average cost per degree awarded by NDUS four-year universities in 2008–09 was \$57,955, which is about 4 percent less than the national average. At \$37,565 per degree or certificate awarded, Florida ranks best in this measure. The 2008–09 NDUS two-year college average per degree or certificate was \$26,105, which is well below the national average of \$36,903. At \$11,223 per degree or certificate awarded, Kentucky ranks best in this measure.

than the national public four-year institution average of \$60,536. Florida ranks lowest in the nation at \$37,565 per degree and certificate awarded.

The NDUS two-year college average of \$26,105 is 11th lowest in the nation and significantly lower than the national average of \$36,903.

Kentucky's average is the lowest at \$11,223 per award.

Because state funds are appropriated on a biennial basis in North Dakota, "state appropriations per degree" and "net tuition and state funding per degree" will fluctuate annually, due to timing of state general fund drawdowns.

Net Tuition and Fees and State Appropriations per Degree and Certificate Awarded ¹

2008–09 and 2007–08

	2008-09			2007-08		
	Net Tuition & Fees per Degree	State Approp. per Degree	Net Tuition & State Funding per Degree	Net Tuition & Fees per Degree	State Approp. per Degree	Net Tuition & State Funding per Degree
4-Year and Above Public Institutions						
DSU	\$19,375	\$16,028	\$35,403	\$21,815	\$19,272	\$41,086
MaSU (including laptop fees)	\$23,702	\$42,901	\$66,603	\$26,149	\$45,558	\$71,707
MiSU	\$21,704	\$23,734	\$45,438	\$22,716	\$25,591	\$48,307
NDSU (excluding Ag Res/Ext) ^{2,5}	\$35,826	\$22,932	\$58,758	\$30,582	\$17,533	\$48,115
UND (including SMHS) ³	\$37,471	\$26,562	\$64,032	\$35,832	\$26,566	\$62,399
VCSU (including laptop fees)	\$22,620	\$40,930	\$63,551	\$19,902	\$37,616	\$57,518
NDUS Average ⁴	\$33,148	\$24,808	\$57,955	\$31,111	\$23,262	\$54,373
National Average ⁵	\$28,180	\$32,357	\$60,536	\$26,909	\$35,034	\$61,943
Lowest Average ^{5,6}	\$11,856	\$25,709	\$37,565	\$37,342	\$404	\$37,746
2-Year Public Institutions						
BSC	\$11,260	\$9,668	\$20,927	\$12,214	\$11,311	\$23,525
DCB	\$8,780	\$18,532	\$27,312	\$8,725	\$18,269	\$26,994
LRSC	\$13,417	\$12,269	\$25,686	\$12,567	\$11,941	\$24,509
NDSCS	\$12,991	\$22,081	\$35,072	\$12,660	\$20,449	\$33,110
WSC	\$7,584	\$16,137	\$23,721	\$7,613	\$15,741	\$23,354
NDUS Average	\$11,534	\$14,572	\$26,105	\$11,748	\$15,099	\$26,847
National Average	\$9,762	\$27,141	\$36,903	\$9,575	\$27,996	\$37,571
Kentucky (Lowest) Average	\$4,188	\$7,035	\$11,223	\$4,022	\$7,138	\$11,160

¹ Degrees and certificates include the following:

Four-year and above - associates, bachelors, masters, doctorates, first professionals and certificates.

Two-year - associates and certificates

² NDSU appropriations reduced for: SITS \$5,234,940 or \$2,313 per award (2008–09) and \$7,414,623 or \$3,150 per award (2007–08); and flood appropriations \$711,295 or \$314 per award (2008–09); if appropriations for Ag Research and Extension (\$35,131,319 in 2008–09 and \$30,545,865 in 2007–08) are included, state appropriations per award are \$38,457 in 2008–09 and \$30,509 in 2007–08 and net tuition and state funding per award are \$74,282 in 2008–09 and \$61,092 in 2007–08.

³ UND appropriations reduced for: SITS \$8,434,072 or \$3,154 per award (2008–09) and \$6,672,969 or \$2,477 per award (2007–08); and flood appropriations \$1,617,403 or \$600 per award in 2008–09.

⁴ If appropriations for NDSU Ag Research and Extension (\$35,131,319 in 2008–09 and \$30,545,865 in 2007–08) are included, the NDUS average state appropriation per award was \$30,295 in 2008–09 and \$28,069 in 2007–08, and the NDUS average net tuition and state funding per award was \$63,443 and \$59,179 in 2008–09 and 2007–08, respectively.

⁵ All figures reported for other states and the national average include funds provided in support of Ag Research and Extension.

⁶ Lowest Average: Florida in FY 2008–09 and Colorado in FY 2007–08.

Data Source: 2008–09 and 2007–08 Integrated Postsecondary Education Data System (IPEDS) Data Center.

Campus Activities Align with Roundtable Expectations

Fundamental changes are taking place at the 11 colleges and universities that make up the North Dakota University System. These changes demonstrate the system's commitment to attaining the goals of the Roundtable Report and to meeting the expectations of SB 2003. Highlights of 2009 accomplishments follow.

Bismarck State College (BSC)

- BSC received a \$728,060 U.S. Department of Energy grant to develop smart-grid technology and implement a comprehensive, flexible and easily accessible smart-grid laboratory for on-campus and online training. Funding comes from the Recovery Act-Workforce Training for the electric power sector. The laboratory will place BSC among a handful of institutions training students on technology available only in industry.
- BSC received recognition from the Council for Adult and Experiential Learning at its international conference Nov. 11 in San Diego. The college earned CAEL's 2010 Institutional Service Award for expansion of lifelong-learning opportunities and innovation to improve access and quality of academic programs for adult learners.
- The BSC Aquatic and Wellness Center opened in March. Features of the center include two swimming pools and a diving well, a strength and cardio area, a group fitness area, and community rooms. The Bismarck Parks and Recreation District manages the facility.
- Four North Dakota Department of Commerce workforce enhancement grants were awarded to BSC between June and October. The Lineworker, Automotive Collision Technology, Electronics /Telecommunications Technology and Welding Programs received a total of \$321,712 to address workforce needs. Matching funds from industry partners were provided for each project.
- BSC entered into its first formal international agreement in September and will offer online energy courses to Turkish students in collaboration with Izmir University, Istanbul. BSC was selected after a global search of colleges delivering energy-related programs. BSC will offer power plant, process plant and renewable generation technologies and the BAS in energy management.

Dakota College at Bottineau (DCB)

- Fall 2010 headcount enrollment at DCB was 863, a 15 percent increase from Fall 2009 and a record headcount

for fall semester. Over the last decade, headcount enrollment at Dakota College has increased 92 percent.

- A collaboration with the community's economic development corporation resulted in a grant of \$132,500 from the United States Department of Agriculture's Rural Business Opportunity Grant Program. The funding will be used to study the feasibility of establishing an adult-care facility, for enhancement of the community education program and for advancing the Old Main repurposing project.
- DCB celebrated the 40th anniversary of Earth Day by transforming April 22 into a learning experience for area high schools, the community and the campus. The priority for the day was developing an ethic of care and concern for the environment. This theme was highlighted through 35 breakout sessions, panel discussions and a keynote address. The Earth Day events strengthened and promoted DCB's *Nature, Technology and Beyond* focus.
- 65 percent of the student athletes participating in DCB's winter sports (hockey and men's and women's basketball) were named to the fall semester honor roll or dean's list. The hockey squad achieved the highest team average with a 3.4 cumulative GPA.
- In December, DCB received \$575,000 in federal appropriations to advance its Entrepreneurial Center for Horticulture. The U.S. Economic Development Administration awarded the ECH \$325,000, and \$250,000 was granted by the Small Business Administration. The funding will be used for construction and personnel needs.

Dickinson State University (DSU)

- DSU's Department of Mathematics and Computer Science received a \$644,164 Mathematics and Sciences Partnership grant to be distributed over a two-year period. The first-year award is \$326,489 with the second year of funding based on the availability of federal funds. The purpose of the grant is to strengthen the mathematics content knowledge and instructional strategies of teachers. DSU also continues to provide opportunities in science

for teachers and students through science, technology, mathematics and STEM funding.

- Dr. Jon Brudvig, interim vice president for academic affairs and director of the Theodore Roosevelt Honors Leadership Program, was appointed by the president of the National Collegiate Honors Council to serve on the NCHC international education and the honors advising standing committees.
- DSU placed three finishers in the top five at the Warrior Half Marathon hosted by Midland Lutheran University on Dec. 4. Ishamel Arzola, Tina Marie Sotos and Vanessa Esquivel smashed the NAIA national championships “A” qualifying standard with their performances. Arzola finished 4th overall for the men’s race, and Lady Hawks Soto and Esquivel placed 4th and 5th.

Lake Region State College (LRSC)

- Enrollment in LRSC’s Peace Officer Training Program hit a record in 2010 with 83 students completing the program. LRSC runs fall and spring academies in Devils Lake and summer academies in Fargo and Grand Forks. Partnerships with the Fargo and Grand Forks Police Departments and the Cass County Sheriff’s Office help create successful summer academies.
- Through a grant funded by the Office of the National Coordinator for Health Information Technology, LRSC is offering health IT certificates of completion that can be completed in six months. The online training is designed to address the emerging need for professionals trained in electronic health records.
- The Dakota Nursing Program at LRSC received approval to deliver practical nurse education to Mayville, N.D. Students will take prerequisite courses from MaSU and core nursing courses from the Dakota Nursing Program – which is a partnership between LRSC, DCB, BSC, WSC and Fort Berthold Community College. The LRSC Dakota Nursing Program received the CTE Directors Award of Excellence in 2010. The program uses a variety of course delivery options to provide practical nurse and associate degree nurse education.
- LRSC sophomore Shuxuan “Sarah” Song was named the New Century Scholar for the state of North Dakota. She also was part of the North Dakota All-Academic Team recognized March 25 at LRSC. The event was sponsored by Phi Theta Kappa International Honor Society and CTEC, the NDUS College Technical Education Council.
- LRSC’s TRIO program received renewed funding. TRIO students at LRSC have an 84 percent retention rate, which is above the institutional average. The TRIO Student

Support Services Program at LRSC serves 160 students per year. In 2009–10, more than 70 TRIO participants graduated and/or transferred to four-year institutions.

Mayville State University (MaSU)

- MaSU is using \$630,000 in grant funding to improve learning and increase science, technology, engineering and mathematics opportunities for area P–12 students and their teachers. MaSU has sponsored several highly successful STEM events and learning opportunities over the past year, and many more are planned.
- MaSU Child Development Programs received an American Recovery and Reinvestment Act Early Head Start expansion grant to serve the community of Grand Forks with Early Head Start services. A new MaSU Early Head Start facility opened on the UND campus in the fall of 2010.
- MaSU is experiencing across-the-board enrollment increases. With 982 students enrolled, an enrollment record was broken this fall. This is an 11 percent gain over Fall 2009 and breaks the previous record of 924 students set in 1969.
- A U.S. Department of Education Title III Strengthening Institutions Program grant is producing positive results on the MaSU campus. Through the \$1.9 million being distributed over five years, MaSU has developed new programs and activities that have helped to increase headcount enrollment, retention and graduation rates. Distance education programs have been developed as well.
- The MaSU campus is receiving many facilities improvements. A new coal-fueled heating plant is operational and is saving hundreds of thousands of dollars in annual heating costs. Renovation of the Agassiz Hall residence facility will be complete in January 2011. It will feature apartment- and suite-style living accommodations. An addition to and renovation of the Byrnes Quanbeck Library and Science Buildings will be complete in the summer of 2011. The addition will provide a new home for the Division of Education and Psychology.

Minot State University (MiSU)

- The MiSU College of Business announced a milestone gift in February: \$1 million from Clint Severson and his wife Conni Ahart to help MiSU produce stronger entrepreneurs. The Severson Entrepreneurship Academy will teach multidisciplinary entrepreneurship classes. Students will write, analyze and evaluate business plans in an entrepreneurship club that will be formed. The club also will be given seed money to fund business plans.

- The Corporation for National and Community Service named MiSU to its 2009 President's Higher Education Community Service Honor Roll. This is the highest federal recognition a university can receive for its commitment to volunteerism, service learning and civic engagement. MiSU was the only North Dakota university or college to earn this award in 2009.
- An August ribbon-cutting ceremony marked the reopening of Swain Hall, a key education building on the MiSU campus. "Swain Hall 2010: Strengthening our Commitment to Education" featured tours of the completely renovated building.
- In October, MiSU announced new admission standards for Fall 2011 freshmen. Along with support programs that increase attention to first-year students, the standards will enable more students to reach their educational goals. To help them succeed, admitted students who have ACT scores between 18 and 21 will receive guidance on courses and enrollment, based on their specific academic needs and preparation.
- A new collaborative program between MiSU and DCB will allow more students to succeed in earning four-year degrees. Beginning Fall 2011, freshmen who do not qualify for admission to MiSU but still want to attend college, earn bachelor's degrees and stay in Minot, can participate in the Passport Program. This combined effort will assist students in the difficult transition between high school and higher education.
- Graduate students and faculty will produce DNA vaccines that can be brought to clinical trial at the new Center for Biopharmaceutical Research and Production. The goal is to develop at least one new vaccine in the first five years, followed by at least one each year thereafter.
- NDSU was the only school in the NCAA Division I FCS (Football Championship Subdivision) to have all five of its fall sports teams advance to the NCAA post season. NDSU's soccer, volleyball, men's cross country, women's cross country and football teams each reached the NCAA tournament.
- NDSU's \$32 million greenhouse ushers in a new era for agricultural research. The only one of its kind in North America, the greenhouse will give high-tech agricultural researchers the ability to do cutting-edge work on the broad diversity of crops that make up North Dakota's agricultural industry.
- NDSU is listed among the top 50 FY 2009 research universities in a National Science Foundation research survey. NDSU ranks 40th in the nation when ranked by research and development expenditures among 572 research universities without medical schools.

North Dakota State College of Science (NDSCS)

- NDSCS achieved a 98 percent placement rate for recent graduates, according to the college's 2010 placement report released in November. This means graduates are employed or continuing their education.
- NDSCS staff, local law enforcement, firefighters and medical personnel gathered at the Wahpeton campus in October for an active shooter drill. The mock crisis scenario allowed all responders to practice for such an emergency.
- A grand re-opening celebration and ribbon cutting were held in October for Horton Hall, an 83-year-old building that received a \$5.7 million renovation.

North Dakota State University (NDSU)

- NDSU's Fall 2010 enrollment set a record for the 11th consecutive year. The university's official enrollment was 14,407 undergraduate, graduate and professional students.

University of North Dakota (UND)

- UND set an enrollment record of 14,191 students in Fall 2010. The previous record was 13,187 in 2004. The graduate school saw a 14 percent surge in its fall enrollment from 2,248 in 2009 to 2,560 students in 2010. UND also showed an increase in undergraduates from 10,440 in 2009 to 11,139 this fall.
- In May 2010, the American Academy of Family Physicians ranked the UND School of Medicine and Health Sciences as the top medical school in the nation for producing family medicine physicians. UND earned the AAFP's Achievement Award, which recognizes outstanding schools that, during a three-year period, graduate the greatest percentage of physicians who choose family medicine.
- UND School of Law is ranked 19th on the list of Top 20 Best Value Law Schools in the nation, according to the fall issue of *preLaw Magazine*.
- *GetEducated.com*, LLC, an online education research company that reviews and ranks accredited online university degree programs, ranked the UND online M.P.A. as No. 3 and the online M.B.A. as No. 8 in the 2010 top-ranked best buys for accredited online M.B.A.s and M.P.A.s.

- In October 2010, UND launched the public phase of “North Dakota Spirit.” At \$300 million, this is the largest fundraising campaign in the history of the state. As of December 2010, more than \$205.5 million had been raised in cash gifts, pledges, bequests and other commitments.

Valley City State University (VCSU)

- In June, VCSU extended its role in science education in North Dakota by establishing the Great Plains STEM Education Center to provide education and training opportunities for K–12 students and teachers. In April, VCSU established the Prairie Waters Education and Research Center to serve as a statewide resource for water education, research and management.
- VCSU reported a Fall 2010 headcount enrollment of 1,285 students, capping a 30 percent growth in enrollment over the past three years and reaching the university’s largest enrollment in 40 years. The increase was driven by new academic programs new athletic programs, and continued outstanding support from the university’s donor base.
- VCSU joined Minnesota State University – Moorhead and NDSU in a partnership with the Bush Foundation to redesign teacher preparation programs. VCSU’s 2010 contributions include increasing the number of field experiences offered to students; providing curriculum in emerging fields, such as ELL (English Language Learners); and improving the understanding and application of assessment strategies.
- In 2010, VCSU offered new opportunities to study abroad through relationships with Zhejiang Economic and Trade Polytechnic of Hangzhou, China, and the Universidad Autonoma de Baja California Sur in La Paz, Mexico. To enhance the educational experience of all its students, VCSU also attracts students from abroad, including Canada and 11 other countries.
- VCSU faculty members received recognition for excellence in 2010, including Dr. Joseph Stickler, who received the Environmental Educator of the Year Award from the North Dakota Forest Service; Dr. Don Mugan, the Pathfinder Award from the Red River Valley Research Corridor; and Professor David Melgaard, the Outstanding Career & Technical Educator Award from the North Dakota Association for Career and Technical Education.

Williston State College (WSC)

- WSC broke ground on a new residence hall Aug. 26, 2010. WSC received authority from the North Dakota Legislature to secure \$9,375,000 in revenue bond funding for construction of the new residence hall. The building will include 171 new beds in suite-style rooms and is projected to open Fall 2011.
- WSC’s Diesel and Automotive Technology Programs received a 2008 Caterpillar 160M motor grader and diagnostic equipment from Tractor and Equipment Company. The grader and equipment are valued at \$375,000. Murphy Motors also donated equipment valued at \$35,000. These donations totaling \$410,000 were used to match a \$265,000 Workforce Enhancement Grant. All combined, WSC received \$675,000 for training diesel technicians.
- WSC received approval for three new programs from the State Board of Higher Education in April. The three approved programs include an A.A.S. and a program certificate in residential carpentry technology, an A.A.S. and a program certificate in welding technology and an A.A.S. in petroleum production technology.
- WSC Nursing Department received an advanced life support patient simulator to help prepare future nurses for work in hospital and clinical settings. The ALS simulator can simulate various situations and conditions a nurse will encounter in practice. The mannequin will be housed at WSC, and instructors will transport it to Minot for the student nurses there. Funding for the simulator came from the North Dakota Legislature.
- Six WSC students placed at the 37th annual Skills USA competition. Jon Juve placed first, and Matt Stark placed third in the Diesel Equipment Technology Division. Jared Lund placed first, and Chris Bauer placed third in the job skill demonstration division. Eric Helberg received first-place honors in the computer maintenance technology division. These students advanced to the national competition in Kansas City, Mo.