

Investing in North Dakota's Future

2009

ACCOUNTABILITY MEASURES REPORT

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

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



The Vital Link to a Brighter Future

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About This Report

The North Dakota University System is pleased to provide you its *2009 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 2009 report reflects some of the many ways North Dakota University System colleges and universities are developing the human capital needed to create a brighter future for our citizens and state. 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 2008, the University System contributed an estimated \$3.5 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 2008 report includes the sixth 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.
- Now 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 will be reported on for the first time in 2010), five were discontinued and eight were modified, resulting in a total of 33 measures in the 2009 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 2009 campus activities aligned with the cornerstones of the *Roundtable Report* on Pages 51 through 54. 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.

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 *2009 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 and Randall C. Coon, Department of Agribusiness and Applied Economics, NDSU, Fargo, N.D.

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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 *2009 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

- NDUS institutions offer 21 entrepreneurship courses and two entrepreneurship programs. In 2008–09, 654 students enrolled in entrepreneurship courses, and 26 students graduated from entrepreneurship programs. An additional 245 participants attended a workshop that provided an entrepreneurial focus.
- About 72 percent of the 2004–05 graduates/completers who remained in North Dakota in 2006 were employed in occupations related to their education or training.
- The number of businesses using TrainND, North Dakota's workforce training system, to provide training for their employees increased 250 percent between FY 2000 and FY 2005. The number decreased between FY 2005 and FY 2006 as a result of completing a major training contract. In FY 2009, 1,527 businesses were served, and 11,028 employees were trained.

- Research grew by 24 percent during the past five years with \$186.2 million in research expenditures in FY 2009.
- Businesses reported a 98 percent workforce training satisfaction level for FY 2009. Employees also reported a satisfaction level of 98 percent during the same period.
- According to the *Follow-up Report: 2008 Placements of 2007 NDUS Graduates*, 60.1 percent of NDUS graduates are employed in North Dakota one year after graduation.
- 7.2 percent more associate degrees and 2.4 percent more certificates/diplomas were awarded in 2008–09 compared to 2007–08.

Cornerstone 2: Education Excellence

- Based on NDUS adjusted graduation rates from all institutions, 39.3 percent of NDUS two-year college students completed degrees within three years, and 63.6 percent of four-year university students completed degrees within six years.
- 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.
- 73.2 percent of NDUS alumni said their current jobs were highly related or moderately related to the most recent degrees they earned, and 81.8 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."

- Many non-completing students who left NDUS institutions did so because they wanted to attend other colleges or universities (27.4 percent). 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.

Cornerstone 3: Flexible and Responsive System

- In FY 2009, companies reported a 99.3 percent satisfaction level with responsiveness of TrainND, North Dakota's workforce training system, to requests for training.
- When asked to rate their overall satisfaction, 80 percent of NDUS employees who responded to a recent survey said they are "satisfied" or "very satisfied" with their employment.
- In 2008–09, NDUS two-year college students earned 1,462 credit hours from other NDUS institutions while students from four-year universities earned 3,256 credit hours from other institutions for a total of 4,718 collaborative credit hours.

Cornerstone 4: Accessible System

- In Fall 2009, the NDUS served 16,382 students who enrolled in courses for credit through non-traditional delivery methods. These students made up 36 percent of the systemwide total headcount enrollment. Enrollment by students who take courses in a variety of non-traditional delivery methods has increased 62 percent since Fall 2005.
- In 2007–08, it took 56.9 percent of the lowest-quintile North Dakota family income to pay for tuition and fees at NDUS four-year and research universities, compared to 54.9 percent nationally and 24.2 percent in Nevada, which had the lowest ratio. At NDUS two-year institutions, it took 36.3 percent, compared to 20.8 percent nationally and 4.6 percent in California, which had the lowest ratio.
- On average, 32.2 percent of the 2006 median 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 27.8 percent and 12.6 percent in Tennessee, which had the lowest ratio. On average, 20.4 percent of family income was needed to pay

for college at NDUS two-year colleges. This compares to a national average of 23.7 percent and 17.2 percent in Arkansas.

- The Fall 2009 NDUS part-time and full-time degree-credit headcount enrollment was 45,817, which is the largest number of students ever served.
- Beginning freshmen enrollment increased from 7,064 in Fall 2005 to 7,727 in Fall 2009. Enrollment of non-traditional students increased 10.1 percent between Fall 2005 and Fall 2009. The number of students enrolled in graduate and first professional programs has increased 29.6 percent since Fall 2005.
- 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.
- 3.2 percent of the estimated 133,931 25-to-44-year-old North Dakotans who have at least a high school diploma are enrolled in NDUS colleges and universities.

Cornerstone 5: Funding and Rewards

- With \$13,016 in state and student contributions per FTE student, North Dakota's four-year universities, on average, rank 13th lowest in the nation compared to the national average of \$14,724 per FTE student. New Jersey has the highest average of \$22,352 per FTE student.
- With \$8,698 in state and student contributions per FTE student, North Dakota's two-year colleges rank 17th highest in the nation compared to the national average of \$7,437 per FTE student. Alaska has the highest average of \$30,606 per FTE student.
- In FY 2008, net tuition and fee revenues accounted for an average of 53 percent of the combined appropriated 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 42 percent at four-year universities and 25 percent at two-year colleges.
- 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.

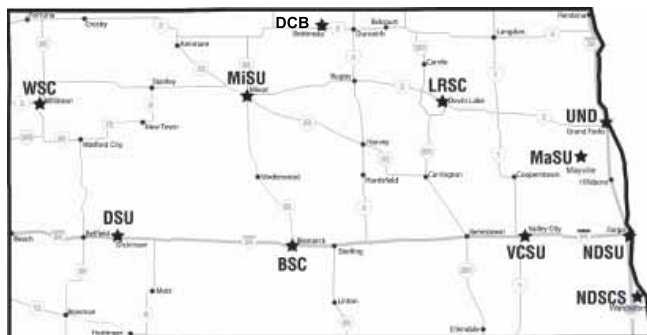
- Based on 2007–09 state funding levels, all NDUS institutions are funded at less than 100 percent of their peer institution benchmarks, and most are funded at less than 85 percent of their peer benchmarks. NDUS institutions, as a whole, are funded at an average of 53 percent of their peer institution benchmarks.
- In FY 2009, the NDUS generated 72 percent of its total revenues, either internally from fees for services or externally from gifts, grants and contracts.
- 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.
- 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.
- The average cost per degree awarded by NDUS four-year universities is \$59,149, which is about 5 percent less than the national average. At \$37,746 per degree or certificate awarded, Colorado ranks best in this measure. The NDUS two-year college average per degree or certificate is \$26,847, which is well below the national average of \$37,571. At \$11,160 per degree or certificate awarded, Kentucky ranks best in this measure.

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 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 and enrichment programs that reach local and global communities. BSC provides student-centered learning in its transfer courses, technical programs, online classes and degrees, and continuing education programs. Opportunities range from short-term, non-credit courses to advanced degrees offered in cooperation with other colleges and universities.

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

Fall 2009 Enrollment: 4,020

Telephone: 1.800.445.5073 or 701.224.5400

Web site: www.bismarckstate.edu

Dakota College at Bottineau (DCB)

Located in Bottineau, N.D., DCB provides career/technical, transfer/academic and online courses and degrees in natural resources, allied health, business and liberal arts. Educational opportunities range from nine-month degrees and certificates to two-year associate degrees. DCB also offers degree programs in Minot and Bismarck.

Degrees: Associate degrees and diploma and certificate programs

Fall 2009 Enrollment: 748

Telephone: 1.800.542.6866 or 701.228.2277

Web site: www.dakotacollege.edu

Dickinson State University (DSU)

Located in Dickinson, N.D., DSU is a comprehensive university that combines a wide array of strong academic programs with an intimate and caring college environment. In addition to a broad range of bachelor's degree programs in teacher education, business, computer science, agriculture, nursing and liberal arts, DSU is home to the Theodore Roosevelt Center and Digital Library.

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

Fall 2009 Enrollment: 2,767

Telephone: 1.800.279.4295 or 701.483.2175

Web site: www.dickinsonstate.com

Lake Region State College (LRSC)

Located in Devils Lake, N.D., LRSC is a two-year comprehensive community college. LRSC offers academic, transfer, career and technical education courses and programs; online courses and degrees; continuing education; workforce training; and educational outreach opportunities.

Degrees: Associate degrees and diploma and certificate programs

Fall 2009 Enrollment: 1,702

Telephone: 1.800.443.1313 or 701.662.1600

Web site: www.lrsc.edu

Mayville State University (MaSU)

Located in Mayville, N.D., MaSU is a small university known for teacher education and many warm, personal touches. Founded as a normal school in 1889, MaSU has grown to meet the needs of society, adding programs in business and computing, and, most recently, clinical laboratory science and early childhood education/early elementary education. MaSU was the first U.S. university to issue Tablet PC notebook computers to all on-campus students. MaSU offers distance education courses and degrees via various delivery methods and partners with other colleges to meet the diverse needs of today's students.

Degrees: Bachelor's and associate degrees and certificate programs

Fall 2009 Enrollment: 887

Telephone: 1.800.437.4104 or 701.788.4842

Web site: www.mayvillestate.edu

Minot State University (MiSU)

Located in Minot, N.D., MiSU is a mid-size university founded as a normal school in 1913. MiSU is a leader in teacher education certification, which may be earned in nearly 20 majors. The university has evolved into a comprehensive institution to meet growth in fields such as criminal justice, psychology, computer science, management, accounting, nursing, communication disorders, social work, management information systems and marketing. Distance education courses are offered online and by off-site classes in Bismarck, West Fargo, Williston, Devils Lake and Minot Air Force Base as well as via the Interactive Video Network.

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

Fall 2009 Enrollment: 3,649

Telephone: 1.800.777.0750 or 701.858.3000

Web site: www.minotstateu.edu

North Dakota State College of Science (NDSCS)

Located in Wahpeton, N.D., NDSCS is a comprehensive two-year college that offers career and transfer options in the applied sciences, technologies, health, business, construction and transportation fields, and the liberal arts. It also provides workforce training for North Dakota businesses and industries. Outstanding facilities, individual attention and traditionally high job placement are keys to NDSCS's success.

Degrees: Associate degrees and diploma and certificate programs

Fall 2009 Enrollment: 2,651

Telephone: 1.800.342.4325 or 701.671.2202

Web site: www.ndscs.edu

North Dakota State University (NDSU)

Located in Fargo, N.D., NDSU is described as a place of impact. NDSU has enjoyed a remarkable period of achievement; enrollment records have been established for 10 consecutive years, and annual research expenditures exceed \$100 million. Established in 1890, NDSU is the state's original land-grant university. NDSU's nine colleges offer quality educational programs for a multitude of careers. NDSU's commitment to excellence is based on its talented and dedicated faculty, staff and students who have established a proud tradition of outstanding education, cutting-edge research and meaningful service to the people of North Dakota, the nation and the world.

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

Fall 2009 Enrollment: 14,189

Telephone: 1.800.488.6378 or 701.231.8643

Web site: www.ndsu.edu

University of North Dakota (UND)

Located in Grand Forks, N.D., and founded in 1883, UND is one of the largest and most diversified universities in the Upper Midwest. 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; a campus environment rich in cultural resources; and an outstanding record of alumni support.

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

Fall 2009 Enrollment: 13,172

Telephone: 1.800.225.5863 or 701.777.4463

Web site: www.und.edu

Valley City State University (VCSU)

Located in Valley City, N.D., and recognized by U.S. News as a "Best College" 12 years in a row, VCSU is known for using technology to enhance the learning experience. Areas of study include K-12 education, STEM education, health, science, business, information technology, mathematics, physical education, communication arts and fine arts.

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

Fall 2009 Enrollment: 1,083

Telephone: 1.800.532.8641 or 701.845.7101

Web site: www.vcsu.edu

Williston State College (WSC)

Located in Williston, N.D., WSC is a two-year comprehensive community college. WSC offers programs for academic, transfer, vocational-occupational training and community services.

Degrees: Associate degrees and diploma and certificate programs

Fall 2009 Enrollment: 949

Telephone: 1.888.863.9455 or 701.774.4200

Web site: www.wsc.nodak.edu

In Other Words

Terms used in this report include:

ACCESS: The NDUS Web site for distance education courses is located at www.access.ndus.edu.

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



Roundtable Cornerstone 1

Economic Development Connection

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 21 entrepreneurship courses and two entrepreneurship programs. In 2008–09, 654 students enrolled in entrepreneurship courses, and 26 students graduated from entrepreneurship programs. An additional 245 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 2008–09, 654 students enrolled in entrepreneurship courses,

and 26 students graduated from entrepreneurship programs. In addition to two programs, NDUS institutions offer 21 courses in entrepreneurship with at least one course at each campus. Many other courses now

integrate entrepreneurship principles along with other course content.

In the spring of 2009, 245 participants attended an entrepreneurship seminar sponsored by DSU. This seminar was open to students and the general public.

Entrepreneurship Offerings AY 2008–09

Courses:	21
Enrollments ¹ :	654
Programs:	2
Graduates:	26
Seminars/Workshops:	1
Participants ¹ :	245

¹ Headcount

Employment Related to Education

Measure ED2

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

What percentage of NDUS college and university graduates who stay in the state find employment appropriate to their education?

About 72 percent of the 2004–05 graduates/completers who remained in North Dakota in 2006 were employed in occupations related to their education or training.

About This Measure

In cooperation with Job Service North Dakota, the FINDET office (Follow-up on North Dakota Education and Training) surveyed employers of 2004-05 NDUS graduates/completers in 2006, or one year after graduation. This is the most recent data available. The graduates/completers' occupations were compared to their programs of study using Department of Labor Standard Occupational Classification (SOC) codes and the standardized national Classification of Instructional Program (CIP) codes for categorizing programs in higher education.

Of the 2004-05 graduates/completers employed in North Dakota, 72.2 percent were employed in occupations related to the education or training they received at a North Dakota University System college or university. 74 percent of the graduates/

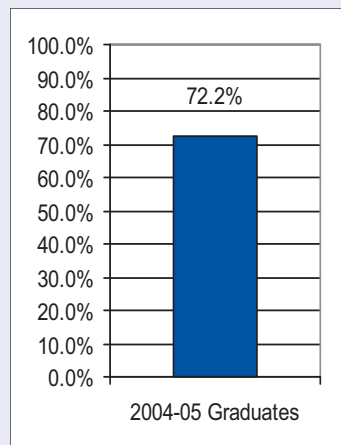
completers were employed in North Dakota on a full-time basis, and the remaining 26 percent were employed part-time.

Since this was the first year the responses for graduates/completers working full-time and part-time were combined, the 2006 survey results provide the baseline for future trend analysis. No national comparisons are available for this measure.

By using SOC and CIP codes and partnering with Job Service North Dakota, FINDET offers a reliable, comparatively inexpensive and unbiased way to follow up on graduates/completers. At the present time, however, this methodology only provides information about graduates/completers employed in North Dakota. Options for obtaining reliable and

affordable information about those employed in other states are being explored for future reporting.

2004–05 NDUS Graduates Employed in Their Field of Study in North Dakota (Summer 2006)



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?

The number of businesses using TrainND, North Dakota's workforce training system, to provide training for their employees increased 250 percent between FY 2000 and FY 2005. The number decreased between FY 2005 and FY 2006 as a result of completing a major training contract. In FY 2009, 1,527 businesses were served, and 11,028 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 2009. 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.

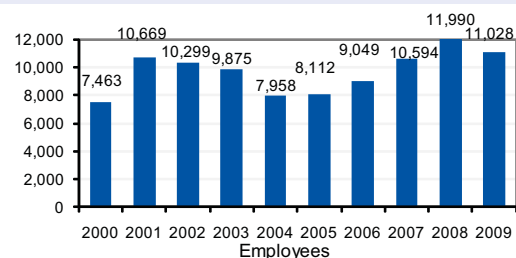
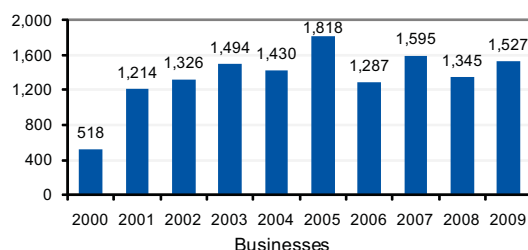
The number of employees who received training increased from 7,463 in FY 2000 to 10,669 in FY 2001. The number declined to 7,958 in FY 2004, but has increased to more than 11,000 for the past two years. These fluctuations in the number of businesses served and employees trained are related to the size 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 2009



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

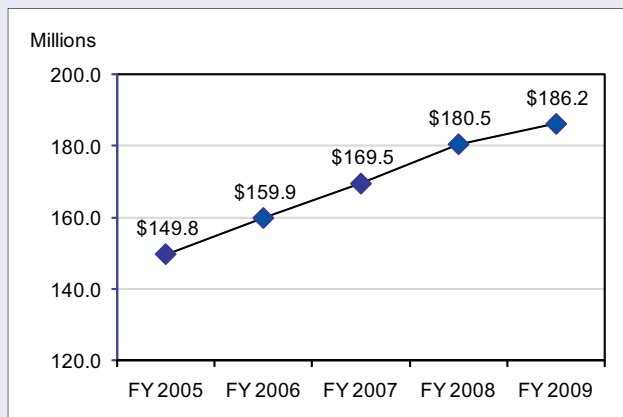
What is the level of North Dakota's research investment in higher education?

Research grew by 24 percent during the past five years with \$186.2 million in research expenditures in FY 2009.

About This Measure

During the past five years, research has grown by 24 percent from \$149.8 million in FY 2005 to \$186.2 million in FY 2009.

Research Expenditures^{1, 2}
FY 2005 through FY 2009



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

² Previously reported amounts included total NDUS research expenditures per functional category as reported in the NDUS annual audited financial statements.

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 98 percent workforce training satisfaction level for FY 2009.

Employees also reported a satisfaction level of 98 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 98 percent satisfaction level in FY 2009.

Satisfaction of employees also continues to be high. Beginning at 94 percent in 2000, the FY 2009 satisfaction level was 98 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.

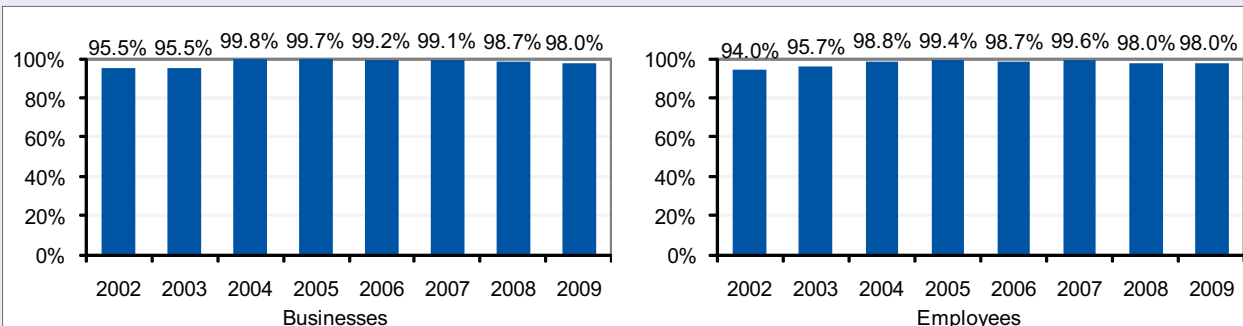
Quality of the workforce – or the availability of a well-educated, highly-skilled workforce – has been identified as the single most important factor that determines the success of business and industry by the National Council for Continuing Education and Training,

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 2009



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: 2008 Placements of 2007 NDUS Graduates*, 60.1 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 percentages. For example, of the 5,923 2007 graduates, 3,562, or 60.1 percent, were employed in North Dakota in

2008. 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

	2005			2006			2007		
	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	236	172	3.0%	162	126	2.0%	145	119	2.0%
Diploma	62	44	0.8%	60	40	0.6%	17	14	0.2%
Associate	1,526	1,163	20.1%	1,333	978	15.5%	1,021	809	13.7%
Four-Year Programs									
Bachelors	3,049	1,806	31.3%	3,855	2,247	35.5%	3,729	2,207	37.3%
Graduate Programs									
Grad. Certificate	79	29	0.5%	97	51	0.8%	100	41	0.7%
Masters	555	234	4.1%	506	260	4.1%	564	260	4.4%
Specialist	2	2	0.0%	10	---	---	9	4	0.1%
Doctorate	58	24	0.4%	58	18	0.3%	88	30	0.5%
Professional Programs									
Professional	210	74	1.3%	243	88	1.4%	250	78	1.3%
Total	5,777	3,548	61.4%	6,324	3,810	60.3%	5,923	3,562	60.1%

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

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?

7.2 percent more associate degrees and 2.4 percent more certificates/diplomas were awarded in 2008–09 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 2007–08 academic year reporting.

The Classification Instruction Program (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 2008–09, NDUS campuses awarded 479 certificates/diplomas and 1,122 associate degrees in the vocational/technical fields. This is a 7.2 percent increase in associate degrees since 2007–08 and a 2.4 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

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



Roundtable Cornerstone 2

Education Excellence

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, 39.3 percent of NDUS two-year college students completed degrees within three years, and 63.6 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 (IPEDS) Graduation Rate Survey (GRS).

Data for the 2009 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 2005 and were tracked for three years; four-year university cohorts entered college in Fall 2002 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 2009, NDUS two-year colleges reported to IPEDS a 34.1 percent completion rate, and four-year universities reported a 48.3 percent rate. This compares to a 2009 national two-year college rate of 27.8 percent² and a four-year university rate of

56 percent². Using the IPEDS cohort and including those in the cohort who graduated from other campuses, the cohort graduation rate increases to 39.3 percent for two-year college students and 63.6 percent for four-year university students. In addition to the number of those who graduated, 25 of the 1,844 students in the initial cohort are still enrolled at two-year colleges and 47 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 64 percent average rate of freshmen who entered college in Fall 2007 and re-enrolled full time in Fall 2008, and the four-year universities reported a 70.2 average percent rate. This compares to a 51.8 percent national public two-year college retention rate and a 76.5 percent four-year public institution retention rate for 2007¹.

It should be noted, as reported in Measure EE8 on Page 22, 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	2007 ¹
Two-year colleges	64.0%	67.7%	67.3%	64.0%	51.8%
Four-year universities	68.0%	70.1%	74.7%	70.2%	76.5%

Graduation Rates

	2-year colleges	4-year universities
NDUS IPEDS-reported campus graduation rate	34.1%	48.3%
National 2009 IPEDS-reported graduation rate ²	27.8%	56%
Graduates of other NDUS postsecondary institutions	16	59
Graduates of non-NDUS postsecondary institutions	29	443
NDUS adjusted graduation rate	39.3%	63.6%

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 (NCEES), includes several subset exams, such as electrical and civil engineering. NDUS engineering students exceeded the national average in 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, 2008, through Aug. 31, 2009. 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

9.1.08 through 8.31.09

	# Participants	# Passed	Percentage Passing
PPST Mathematics	435	393	90.3
PPST Writing	451	309	68.5
PPST Reading	446	349	78.3

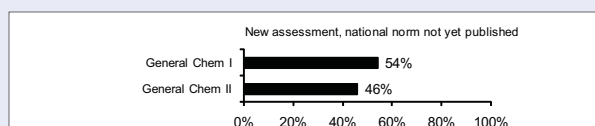
¹ The data represent prospective NDUS teacher education students seeking to qualify for acceptance to teacher education programs.

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

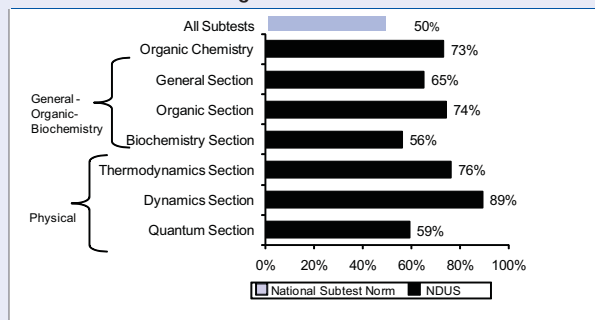
National Chemistry Examination¹

AY 2008–09

Pass Rate



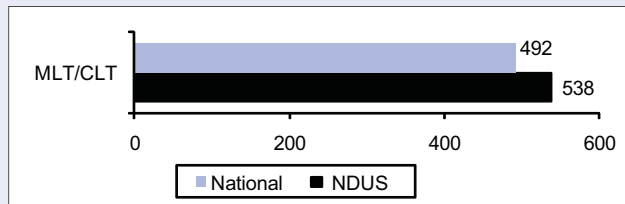
Average Score Percentiles



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

National Examination Reporting by Test Score

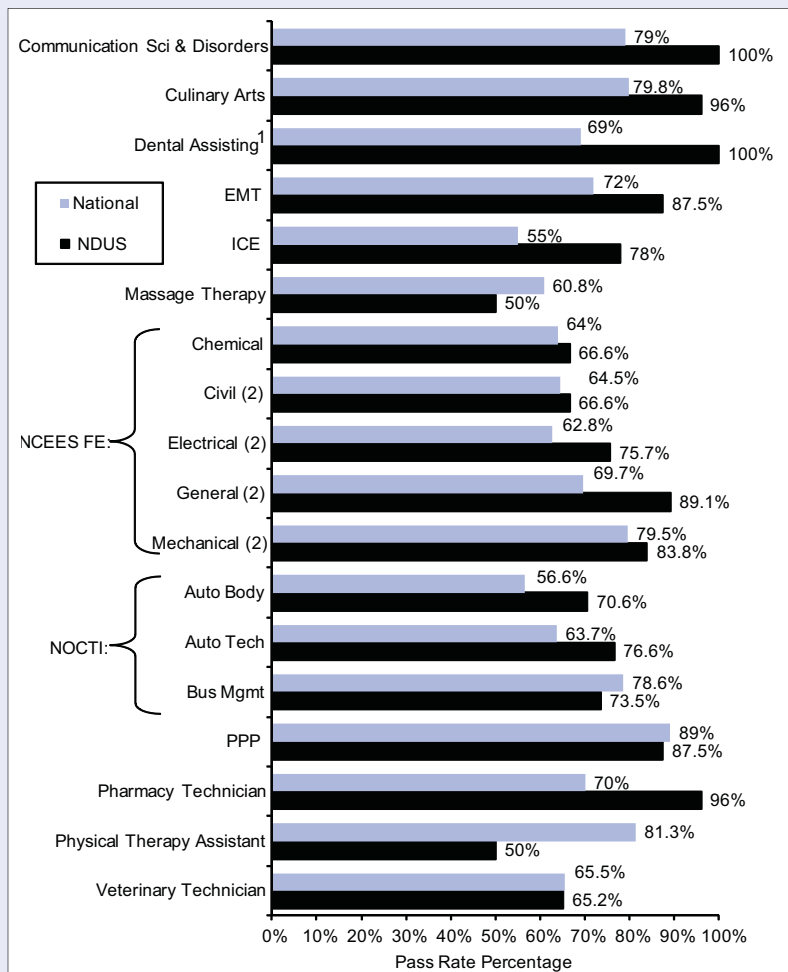
AY 2008-09



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

National Examination Reporting by Pass Rate

AY 2008-09



() 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.

EMT: Emergency Medical Training.

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 17.)

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 17 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 25 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

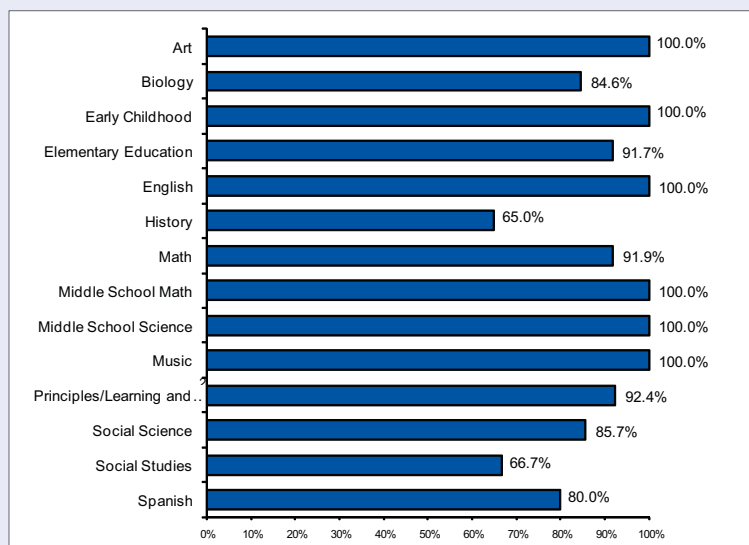
and cut-off scores vary from state to state. Information about other exams is reported as part of Measure EE2 on Pages 14-15.

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

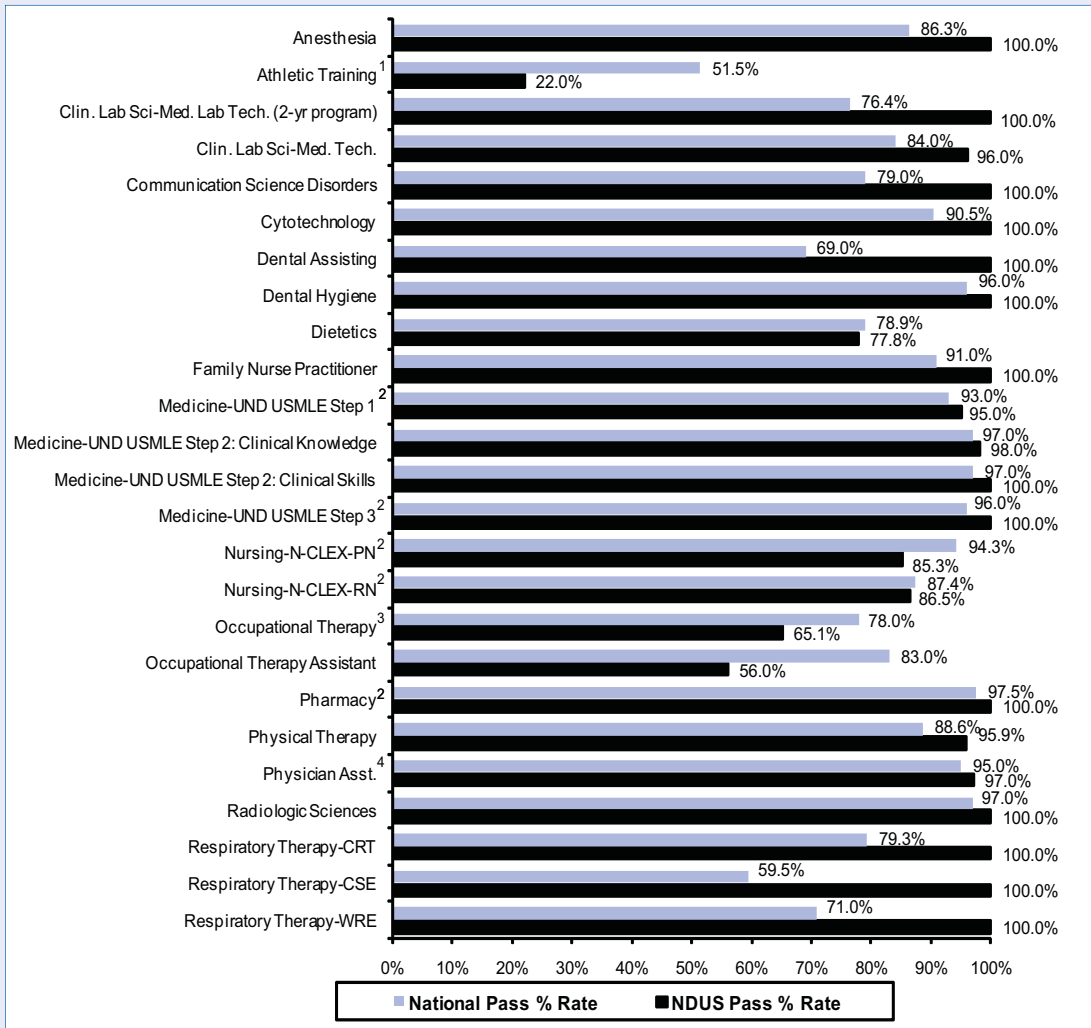
9.1.08 through 8.31.09



Note: If there are fewer than five examinees, the results are not reported.

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 AY 2008–09



Sources of data: BSC, DSU, LRSC, MiSU, MiSU-B, 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 not passing 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 Calendar year data; new exam as of 1/1/2009 (95.3 percent pass rate with second test included).

⁴ 2007–08 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

The Community College Survey of Student Engagement (CCSSE) and the National Survey of Student Engagement (NSSE) were administered to NDUS students during Spring 2009. CCSSE was designed for two-year college students, and NSSE was created for students at four-year institutions. Both surveys assess student learning experiences and institutional success.

One question included in both surveys asks, "How would you evaluate your entire educational experience at this college?" Using a scale of *1 = Poor*, *2 = Fair*, *3 = Good* and *4 = Excellent*, North Dakota CCSSE respondents rated their college experiences, on average, at 3.11 compared to a 3.16 national average.

NSSE was administered to freshman and senior students at North Dakota universities. First-year respondents rated their experiences, on average, at 3.21 compared to a 3.26 national average. Seniors rated their experiences, on average, at 3.22 compared to a 3.22 national average.

While CCSSE and NSSE measure student-reported satisfaction by responses to this specific question, both surveys also ask students several questions related to their overall educational experiences. Survey questions are grouped into five benchmarks that gauge and monitor performance of a college and provide useful information about the quality of an undergraduate learning environment.

A brief description of the five CCSSE/NSSE benchmarks follows.

Active and collaborative learning measures whether or not students are actively involved in their education and if they have opportunities to apply what they have learned.

Student effort measures how much effort students are devoting to their studies.

Academic challenge measures whether or not students are being intellectually challenged.

Student and faculty interaction measures the impact of this relationship on effective learning and attainment of educational goals.

Support for learners measures whether or not students believe the college is committed to their success.

CCSSE – Spring 2009

Benchmark ¹	NDUS 2-year	Nat'l ² Mean
Active and Collaborative Learning	51.6	50.0
Student Effort	47.7	50.0
Academic Challenge	44.7	50.0
Student/Faculty Interaction	50.1	50.0
Support for Learners	50.5	50.0

¹ Benchmarks are weighted to compensate for the number of full and part-time students in the sample. A score higher than 50 is above average.

² Unlike NSSE, CCSSE converts scores to standard scores so that a score of 50 reflects the national mean score.

NSSE¹ – Spring 2009

Benchmark ²	First Year		Senior Year	
	NDUS	Nat'l	NDUS	Nat'l
Level of Academic Challenge	50.5	53.7	53.6	57.0
Active and Collaborative Learning	40.4	43.2	48.9	51.0
Student/Faculty Interaction	36.6	34.7	39.9	42.0
Enriching Education Experiences	23.7	28.0	35.5	40.8
Supportive Campus Environment	59.4	61.2	56.7	58.2

¹ Unlike CCSSE, NSSE does not convert scores to standard scores so that a score of 50 represents the national mean.

² Each benchmark is the weighted average mean of students' scores throughout the NDUS.

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?

73.2 percent of NDUS alumni said their current jobs were highly related or moderately related to the most recent degrees they earned, and 81.8 percent said the college or university they attended prepared them at least adequately for their current jobs.

About This Measure

A total of 642 NDUS alumni who graduated between July 2003 and June 2005 responded to a spring 2008 ACT Evaluation Service Alumni Survey. The next alumni survey will be administered in the spring of 2010.

In the 2008 survey, 73.2 percent of the respondents said their current jobs were “highly related” or “moderately related” to the most recent degrees earned, and 81.8 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 (52.5 percent) said their college majors and their first jobs were “highly related.”

82.6 percent said they were “very satisfied” or “satisfied” with the overall quality of instruction at the college or university they attended. Nearly 90 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 2003–05 Graduates

What is the closeness of your current job to your most recent degree/certificate/diploma?

	NDUS %	Nat'l %
Highly related	59.0	52.1
Moderately related	14.2	15.8
Slightly related	8.9	9.8
Not at all related	5.6	9.6
No response	12.3	12.7

How well did experiences at this school prepare you for your current job?

	NDUS %	Nat'l %
Exceptionally well	17.8	16.6
More than adequate	28.0	26.8
Adequately	36.0	34.1
Less than adequate	3.3	4.3
Very poorly	0.6	0.9
Not at all	1.9	4.0
I am not employed	0.0	0.3
No response	12.5	12.9

What is the relationship between your first job and your major at this school?

	NDUS %	Nat'l %
Highly related	52.5	48.7
Moderately related	17.0	16.5
Slightly related	11.1	10.9
Not at all related	7.6	12.4
No response	11.8	11.5

How would you rate the overall quality of instruction

	NDUS %	Nat'l %
Very satisfied	34.9	33.4
Satisfied	47.7	48.7
Neutral	8.1	9.0
Dissatisfied	2.6	3.3
Very dissatisfied	0.9	0.8
No opinion	0.6	0.6
No response	5.1	4.2

Overall, how would you rate this school?

	NDUS %	Nat'l %
Excellent	49.8	44.4
Good	37.5	42.1
Average	6.5	9.0
Poor	0.6	1.2
No response	5.5	3.3

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 third employer satisfaction survey was sent to 5,669 employers of 2005–06 and 2006–07 NDUS college and university graduates in the summer of 2008. Responses were received from 1,199 employers. The next employer survey will be administered in the summer of 2010.

About 78 percent of the surveys were completed by supervisors, 60 percent of the respondents had daily contact with the graduates and 47 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, and understands and takes 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. The most important general skills to employers were teamwork, listening to others, verbal communication and customer service.

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

of technology specific to the job and organizing information for presentation. In specific skills, employers rated the ability to set goals, the ability to translate theory into practice and mentoring or coaching colleagues as being “somewhat important” and were “somewhat satisfied.”

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

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?

Many non-completing students who left NDUS institutions did so because they wanted to attend other colleges or universities (27.4 percent). 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 the Fall 2008, Spring 2009 and Fall 2009 semesters were asked to complete the Withdrawing/Nonreturning Student Survey. Although not all students who leave NDUS institutions complete the survey, of the 431 respondents, 36.4 percent were freshmen.

Most Evaluation Survey Service (ESS) respondents said they entered college to pursue bachelor's degrees. 69.8 percent were full-time students, and 65.2 percent were North Dakota residents. 29.1 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. "Decided to attend a different college" was the number one reason students left NDUS institutions (27.4 percent). Some students said they wanted to move or were transferred to new locations (15.8 percent) or said they or their families experienced health-related problems (13.7 percent).

NDUS Non-Returning Survey Responses^{1, 2} AY 2008–09

Major reasons for leaving an NDUS institution by rank order	2009 Percentage	2005 Nat'l Public Postsecondary Institutions Percentage ³	2005 All Nat'l Postsecondary Institutions Percentage ³
Decided to attend a different college	27.4	20.8	23.6
Wanted to move (or was transferred) to a new location	15.8	13.8	14.7
Health-related problem (family or personal)	13.7	17.6	17.2
Desired major was not offered by this college	12.1	10.0	10.5
Family responsibilities were too great	12.1	12.5	11.4
Experienced emotional problems	10.9	8.8	9.6
Conflict between demands of job and college	10.4	14.7	13.3
Dissatisfied with my grades	9.7	11.0	10.3
Wanted a break from my college studies	8.8	7.7	8.0
Tuition was more than I could afford	7.2	8.8	10.9

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

¹ 9 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

About This Measure

The Student Satisfaction Inventory (SSI) was offered to all North Dakota University System college and university students in the spring of 2008. It will be offered again in the spring of 2010.

In the spring of 2008, a total of 5,561 students identified their educational goals. Survey results showed that most students who attend two-year institutions do so either to earn associate degrees (62.9 percent) or to transfer (17.3 percent). When asked if they expected to earn associate degrees in three years, 74 percent said “yes.” Most students who attend four-year institutions plan to earn bachelor’s degrees (66.6 percent). When asked if they expected to earn bachelor’s degrees in six years, 85 percent responded “yes.” Because the SSI

Are NDUS college and university students meeting goals?

Although direct comparisons cannot be drawn between the Student Satisfaction Inventory (SSI) and graduation information, 63 percent of NDUS two-year college students indicated the intent to earn two-year degrees while, as reported in Measure EE1, 36.4 percent completed two-year degrees within three years. At NDUS four-year universities, 66.6 percent indicated the immediate intent to earn four-year degrees while, also as reported in Measure EE1, 55.5 percent completed four-year degrees within six years.

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 2008 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 college students for three years (entering college in 2004)

and four-year college students for six years (entering college in 2001).

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	
	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%
Vo-Tech	9.9%		7.6%		6.9%	
Transfer	26.7%		21.5%		17.3%	
Bachelor's degree		58.3%		61.6%		66.6%
Master's degree		20.9%		19.0%		16.4%
Doctorate or professional degree		16.1%		15.5%		11.7%
Certification	4.2%	0.4%	3.4%	0.4%	4.2%	0.4%
Self-improvement/pleasure	0.7%	0.5%	0.7%	0.4%	1.1%	0.3%
Job-related training	2.0%	0.3%	2.3%	0.4%	2.3%	0.2%
Other educational goals	5.6%	1.3%	5.9%	1.3%	4.9%	1.3%



Roundtable Cornerstone 3

Flexible and Responsive System

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 2009, companies reported a 99.3 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.

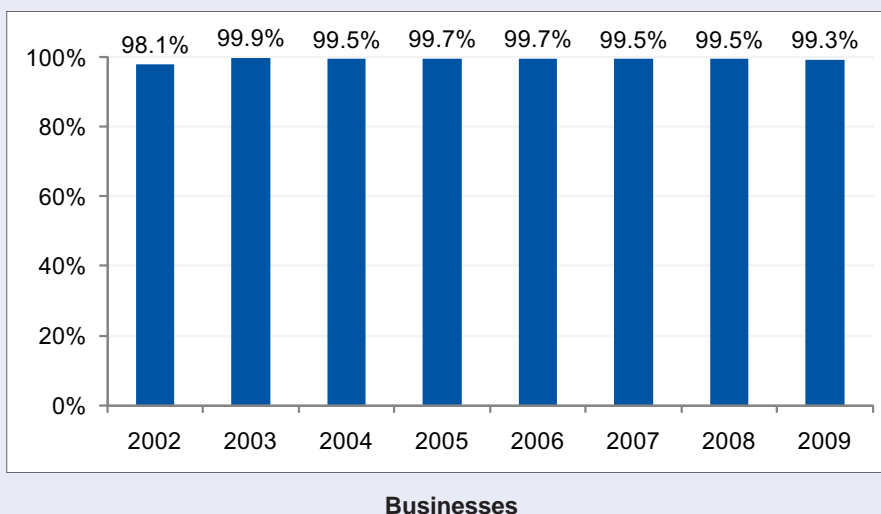
In FY 2009, the 1,527 companies that contracted for training through TrainND reported an average satisfaction level of 99.3 percent in regard to responsiveness to training requests.

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

been consistently high throughout this eight-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 2009



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, 80 percent of NDUS employees who responded to a recent survey said they are “satisfied” or “very satisfied” with their employment.

About This Measure

About 1,600 NDUS employees responded to the fourth National Campus Quality Survey administered to all system employees in 2008. 80 percent of all respondents rated their overall job satisfaction as “satisfied” (51 percent) or “very satisfied” (29 percent). The remaining 20 percent rated their overall job satisfaction as “neutral” (10 percent), “somewhat dissatisfied” (8 percent) and “not satisfied at all” (2 percent).

Participants included 461 faculty members, 522 support staff, 513 administrative professionals and 62 department chairs. (Eighteen 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” (25 percent). The remaining 23 percent said their overall impression was “average” (18 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 2008 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 quality service.

Although the 2008 NDUS performance gaps are smaller than the national gaps, campuses are continuing to respond to employee concerns. Examples of campus actions aimed at improving employee satisfaction follow:

- Task forces were created; open forums and summer retreats were held to discuss issues and make recommendations for change; focus groups and regular meetings were used to improve communication

among staff members and unit leaders.

- Teaching and staff service awards were developed, and recognition banquets were held to recognize and award employees; a Staff Senator of the Year award also was created.
- Faculty and staff members were offered various training opportunities, such as computer software use.
- Campuses held customer service training workshops to improve services to students.
- Campus strategic plans were shared with faculty and staff.
- Policy/procedure manuals were updated; employee newsletters were created to improve communication.
- Committees were established to improve retention.
- Employees were offered flexibility in scheduling for both the summer and fall terms.
- Faculty members were encouraged to work toward collaborative program development.

**Table 1: Comparisons of National Norms in Eight Main Survey Categories of Staff Perception of “How It Is Now”
2002, 2006 and 2008¹**

Quality Category	Overall NDUS How It Is Now ¹			Overall NDUS Performance Gap ¹			Overall Nat'l Norm Performance Gap ¹		
	2002	2006	2008	2002	2006	2008	2002	2006	2008
Employee Training and Recognition	3.101	3.174	3.240	1.305	1.235	1.215	1.367	1.316	1.298
Top Management Leadership and Support	3.285	3.310	3.393	1.159	1.140	1.094	1.187	1.152	1.134
Employee Empowerment and Teamwork	3.289	3.329	3.409	1.077	1.059	1.022	1.175	1.139	1.120
Quality/Productivity Improvement Results	3.256	3.272	3.344	1.043	1.053	1.025	1.119	1.082	1.063
Measurement and Analysis	3.313	3.278	3.371	1.021	1.091	1.029	1.112	1.070	1.048
Strategic Quality Planning	3.291	3.394	3.462	1.030	0.947	0.932	1.219	1.184	1.164
Quality Assurance	3.301	3.341	3.396	0.973	0.961	0.952	1.105	1.070	1.052
Customer Focus	3.326	3.409	3.443	0.973	0.925	0.919	1.037	0.999	0.978

¹ Information for 2004 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 2008¹**

NDUS Quality Questions	How It Is Now ¹			Overall System Performance Gap ¹		
	2002	2006	2008	2002	2006	2008
Board policies and NDUS procedures provide appropriate flexibility and responsibility at the campus level.	3.255	3.220	3.202	1.086	1.089	1.113
The NDUS listens to students.	3.152	3.096	3.250	1.155	1.195	1.080
The NDUS involves employees in planning for the future.	2.849	2.788	2.959	1.499	1.498	1.390
NDUS employees are empowered by board policy and system procedure to resolve problems quickly.	2.858	2.886	3.029	1.458	1.390	1.296
NDUS administrators are committed to providing quality service.	3.396	3.282	3.537	1.051	1.145	0.939
The NDUS plans carefully.	3.057	2.856	3.149	1.335	1.558	1.287
The mission, purpose and values of the NDUS are familiar to employees.	3.047	2.967	3.041	1.254	1.321	1.224
NDUS administrators cultivate positive relationships with students.	3.116	3.046	3.154	1.146	1.211	1.150
The NDUS has positive relationships with the private sector and business community.	3.402	3.198	3.409	0.929	1.158	0.988
There are effective lines of communication between campuses.	2.862	2.716	3.074	1.492	1.657	1.363

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 is available in a previous report.

Collaborative Student Credit Hours

Measure FRS3

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

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

In 2008–09, NDUS two-year college students earned 1,462 credit hours from other NDUS institutions while students from four-year universities earned 3,256 credit hours from other institutions for a total of 4,718 collaborative credit hours.

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 2008–09, NDUS two-year college students earned 1,462 credit hours from other NDUS institutions while students from four-year universities earned 3,256 credit hours from other institutions. The 2008–09 total of 4,718 collaborative-student credit hours was a decrease from 5,751 in 2007–08, but an increase when compared to 4,418 in 2006–07.

Collaborative Credit Hours

Academic Year	Credits earned by 2-yr college students at other NDUS campuses	Credits earned by 4-yr college students at other NDUS campuses	Total
2006–07	1,169	3,249	4,418
2007–08	1,493	4,258	5,751
2008–09	1,462	3,256	4,718



Roundtable Cornerstone 4

Accessible System

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 2009, the NDUS served 16,382 students who enrolled in courses for credit through non-traditional delivery methods. These students made up 36 percent of the systemwide total headcount enrollment. Enrollment by students who take courses in a variety of non-traditional delivery methods has increased 62 percent since Fall 2005.

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. In the Fall 2009 systemwide headcount

enrollment of 45,817 students, 16,382 (35.8 percent) were enrolled in courses offered through non-traditional methods.

**Distance Education Degree Credit Student Headcount Enrollment
Fall 2009**

Year	Fall Enrollment	*Face-to-Face On-Campus Enrollment	*Face-to-face Off-Campus Enrollment	*Correspondence Enrollments	*E-Learning Enrollment	Unduplicated Distance Education Total	*Distance Education & On-Campus Duplicated Total	Unduplicated Distance Education & On-Campus Total
2007	41,827	32,143	2,639	467	13,587	14,902	47,045	41,827
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	45,817

* This is a duplicated count as students are taking courses using more than one method.

Source: NDUS 2007, 2008 and 2009 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 2007–08, it took 56.9 percent of the lowest-quintile North Dakota family income to pay for tuition and fees at NDUS four-year and research universities, compared to 54.9 percent nationally and 24.2 percent in Nevada, which had the lowest ratio. At NDUS two-year institutions, it took 36.3 percent, compared to 20.8 percent nationally and 4.6 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 46.7 to 60 percent, the 2007–08 four-year and above NDUS average was 56.9 percent, which was slightly higher than the national average of 54.9 percent. However, only UND and NDSU were above the national average while the other four-year universities were below the national average. North Dakota ranked 21st highest in the nation while Nevada ranked the lowest at 24.2 percent.

Ranging from 31.5 to 36.9 percent, the 2007–08 NDUS two-year college average was 36.3 percent, the fourth highest in the nation, with a national average of 20.8 percent. All NDUS two-year colleges were above the national average.

At 4.6 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).

2007–08 Tuition and Fees as a Percent of 2006 Lowest Quintile Median Family Income

4-Year and Above Public Universities	
DSU	46.7%
MaSU	53.2%
MiSU	46.7%
NDSU	58.5%
UND	60.0%
VCSU	54.7%
NDUS Average	56.9%
National Average	54.9%
Nevada (Lowest Average)	24.2%
2-Year Public Colleges	
BSC	36.9%
DCB	35.6%
LRSC	36.8%
NDSCS	36.5%
WSC	31.5%
NDUS Average	36.3%
National Average	20.8%
California (Lowest Average)	4.6%

Data Source: 2008 *Measuring Up* data (Non-Graded Data/Facts) <http://measuringup2008.highereducation.org/about/data.php> – 2007–08 tuition and fees from Facts and Figures (Note: Average tuition and fees were weighted using first-time, full-time undergraduate enrollment in the *Measuring Up* data); 2006 Median Household Income from Leading Indicators.

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, 32.2 percent of the 2006 median 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 27.8 percent and 12.6 percent in Tennessee, which had the lowest ratio. On average, 20.4 percent of family income was needed to pay for college at NDUS two-year colleges. This compares to a national average of 23.7 percent and 17.2 percent in Arkansas.

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 provides 2007–08 state and national averages for four-year and above public institutions. Ranging from 16.7 to 36 percent, the four-year and above NDUS average is 32.2 percent, which is higher than the national average of 27.8 percent. Of the NDUS four-year universities, only UND and NDSU are above the four-

year national average. North Dakota is 15th highest in the nation. The state with the lowest average is Tennessee at 12.6 percent.

As explained in Footnote 1 on Page 34, because room and board charges are not available (or applicable) for most public two-year colleges, the national data source includes 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. Net college costs for NDUS two-year

colleges, using the average room and board rates for four-year universities, range from 19.4 to 27 percent of the median family income compared to the national average of 23.7 percent. The state with the lowest average is Arkansas at 17.2 percent.

North Dakota's actual net costs, using NDUS two-year college room and board rates rather than the four-year university average, account for 11.7 to 23 percent of family income.

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

2007–08 Net College Expenses as a Percent of 2006 Median Family Income of All Income Groups

4-Year and Above Public Institutions		
DSU		16.7%
MaSU		27.1%
MiSU		25.7%
NDSU		36.0%
UND		34.7%
VCSU		17.0%
NDUS Average		32.2%
National Average		27.8%
Tennessee (Lowest Average)		12.6%
2-Year Public Institutions	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	27.0%	23.0%
DCB	21.2%	17.1%
LRSC	22.7%	20.5%
NDSCS	26.3%	21.1%
WSC	19.4%	11.7%
NDUS Average	25.0%	20.4%
National Average	23.7%	
Arkansas (Lowest Average)	17.2%	

¹ Because room and board charges are not available (or applicable) for most public two-year colleges, the 2008 *Measuring Up* 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 Source: 2008 *Measuring Up* Data (Graded Performance Data/Affordability) <http://measuringup2008.highereducation.org/about/data.php>. [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 14-15 meal plans.]

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 2009 NDUS part-time and full-time degree-credit headcount enrollment was 45,817, which is the largest number of students ever served.

About This Measure

The Fall 2009 enrollment of full-time and part-time degree-seeking students was higher than Fall 2008. In Fall 2009, there were 1,292 more part-time enrollments and 1,083 more full-time enrollments. The increase in part-time students has been fairly consistent over the past five years.

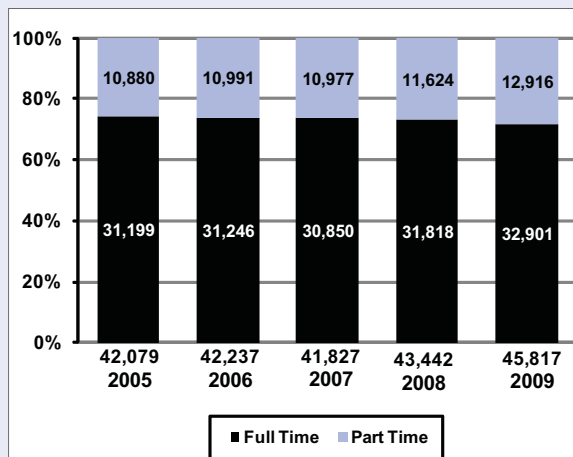
Credit, non-degree credit and non-credit enrollment are reported on an annual basis. The *2008–2009 NDUS Annual Enrollment Report* includes Summer 2008, Fall 2008 and Spring 2009. This report shows a systemwide unduplicated total of 46,994 enrollments in degree credit, 2,091 unduplicated non-

degree credit enrollments and 9,556 unduplicated non-credit enrollments. When credit, non-degree credit and non-credit enrollments are added together and unduplicated, the reports show that, systemwide, the NDUS

served 56,286 individual students in 2008–09. This is a conservative number based only on students who provided adequate identification information.

In 2009, about 23,000 individuals were served by NDUS institutions through non-credit activities. This includes most workforce training provided to 1,789 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 2005 through Fall 2009



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 7,064 in Fall 2005 to 7,727 in Fall 2009. Enrollment of non-traditional students increased 10.1 percent between Fall 2005 and Fall 2009. The number of students enrolled in graduate and first professional programs has increased 29.6 percent since Fall 2005.

About This Measure

The Fall 2009 beginning freshmen enrollment of 7,727 is higher than the Fall 2008 enrollment of 7,642 in spite of a declining number of high school graduates in North Dakota.

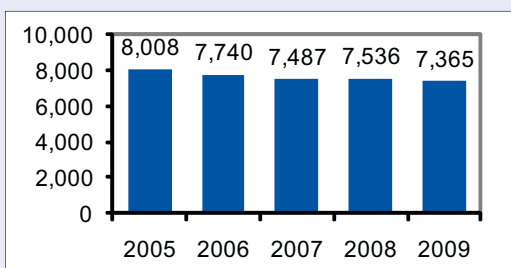
According to a 2003 Western Interstate Commission on Higher Education (WICHE) report titled *Knocking at the College Door*, the number of North Dakota high school graduates will

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.

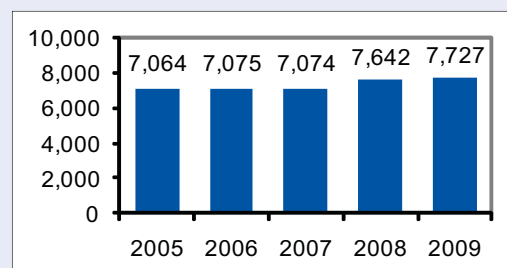
Non-traditional student (age 25 and older) participation increased in Fall 2009 (11,819) compared to Fall 2008 (10,783). Non-traditional enrollment has increased 10.1 percent in the past five years.

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 29.6 percent in the past five years. In Fall 2005, 4,331 students were enrolled in graduate and professional programs. In Fall 2009, this number increased to an all-time high of 5,614.

North Dakota High School Graduates



NDUS Beginning Freshmen¹



Participation Rates of Non-Traditional Students²

	Total NDUS Enrollments	# Students Age 25 and Older	Participation Rate
2005	42,082	10,730	26%
2006	42,237	10,704	25%
2007	41,827	11,389	27%
2008	43,442	10,783	25%
2009	45,817	11,819	26%

NDUS Graduate Degree Participation Rates²

	Total NDUS Enrollments	NDUS Graduate/Prof. Students	Participation Rate
2005	42,082	4,331	10%
2006	42,237	4,477	11%
2007	41,827	4,965	12%
2008	43,442	5,166	12%
2009	45,817	5,614	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.

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>.

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?

3.2 percent of the estimated 133,931 25-to-44-year-old North Dakotans who have at least high school diplomas are enrolled in NDUS colleges and universities.

About This Measure

In Fall 2009, 4,187 non-traditional age students were enrolled at NDUS institutions. This is 9.1 percent of the total Fall 2009 enrollment of 45,817 students.

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

Academic Year	Fall 2007	Fall 2008	Fall 2009
25–34 years old enrolled	3,085	3,124	3,063
35–44 years old enrolled	<u>1,226</u>	<u>1,148</u>	<u>1,124</u>
Total enrolled	4,311	4,272	4,187

Data source: Fall enrollment reports, ConnectND



Roundtable Cornerstone 5

Funding and Rewards

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 \$13,016 in state and student contributions per FTE student, North Dakota's four-year universities, on average, rank 13th lowest in the nation compared to the national average of \$14,724 per FTE student. New Jersey has the highest average of \$22,352 per FTE student.

With \$8,698 in state and student contributions per FTE student, North Dakota's two-year colleges rank 17th highest in the nation compared to the national average of \$7,437 per FTE student. Alaska has the highest average of \$30,606 per FTE student.

About This Measure

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

Average funding from these sources at the NDUS four-year universities is lower than the national average and significantly lower than the state with the highest funding per FTE student. Funding per FTE student varies from \$8,659 at DSU to \$14,605 at UND (including the UND School of Medicine and Health Sciences), or from 58.9 to 89.4 percent of the national average.

It should be noted that, although appropriations for NDSU Ag Research and Extension typically are not included in per-FTE-student funding, no adjustments were made in this measure because national data for other states is likely to include state-appropriated revenue for agricultural research and extension functions.

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 \$8,698 per FTE student, the individual campus average funding per FTE student varies from \$7,125 at LRSC to \$11,130 at NDSCS, or from 95.8 to 150 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 \$1,900 higher than the national average, whereas national, state and local appropriations per FTE student are about \$650 higher than the NDUS average.

2007–08 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	\$8,659	58.9%
MaSU (including laptop fees)	13,168	89.4%
MiSU	10,019	68.0%
NDSU (including Ag Res/Ext) ¹	12,998	88.3%
UND ²	14,605	82.8%
VCSU (including laptop fees)	12,190	88.4%
NDUS Average	13,016	81.0%
National Average	\$14,724	
New Jersey (Highest Average)	\$22,352	
2-Year Public Institutions		
BSC	\$7,416	99.7%
DCB	9,209	123.8%
LRSC	7,125	95.8%
NDSCS	11,130	150%
WSC	8,584	115%
NDUS Average	\$8,698	117%
National Average	\$7,437	
Alaska (Highest Average)	\$30,606	

¹ NDSU appropriations reduced for SITS \$7,414,623 (\$670/FTE student). If appropriations for Ag Research and Extension (\$30,545,864) are excluded, NDSU's 2007–08 appropriations and net tuition revenue total \$10,237/FTE student.

² UND appropriations reduced for SITS \$6,672,969 (\$580/FTE student).

Data Source: 2007–08 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 50 percent during the 2003–05 biennium to 53 percent in FY 2008 compared to the national average of 42 percent in FY 2008. (National data is not readily available for previous biennia.) It should be noted that, although appropriations for NDSU Ag Research and Extension typically are not included in per-FTE-student funding, no adjustments were made in this measure because national data is likely to include state-appropriated revenue for agricultural research and extension functions in other states.

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 25 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 FY 2008, net tuition and fee revenues accounted for an average of 53 percent of the combined appropriated 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 42 percent at four-year universities and 25 percent at two-year colleges.

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

	FY 2007–08	2005–07 Biennium	2003–05 Biennium
4-Year and Above Public Institutions			
DSU	53%	51%	44%
MaSU (including laptop fees)	37%	38%	36%
MISU	47%	47%	42%
NDSU (including Ag Res/Ext) ¹	50%	49%	44%
UND ²	58%	60%	58%
VCSU (including laptop fees)	35%	39%	34%
NDUS Average	53%	54%	50%
National Average	42%		
2-Year Public Institutions			
BSC	52%	51%	50%
DCB	32%	31%	27%
LRSC	51%	50%	50%
NDSCS	38%	39%	34%
WSC	33%	35%	35%
NDUS Average	44%	44%	41%
National Average	25%		

¹ NDSU appropriations reduced for SITS \$7,414,623 (FY2008), \$8,356,378 (2005–07) and \$6,940,288 (2003–05); and flood appropriations \$241,092 (2005–07) and \$1,700,000 (2003–05). If appropriations for Ag Research and Extension are excluded, the student share would be 64 percent for FY 2008, 63 percent for 2005–07 and 58 percent for 2003–05.

² UND appropriations reduced for SITS \$6,672,969 (FY2008), \$13,424,335 (2005–07) and \$11,952,482 (2003–05); and flood appropriations \$2,069,727 (2005–07) and \$1,571,000 (2003–05)

Data Source: 2007–08 Integrated Postsecondary Education Data System (IPEDS) Data Center and FY2004 through FY2008 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?

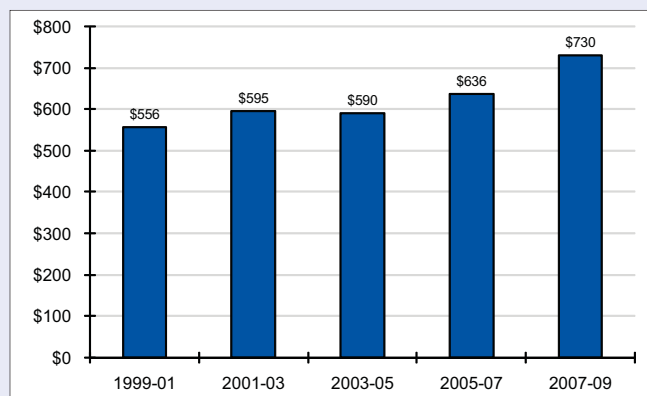
The average per-capita state general fund appropriation for the 2007–09 biennium was \$730, an increase of 31 percent since the 1999–01 biennium.

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 2007–09 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 53 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 2007–09 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 53 percent of their peer benchmarks for 2007–09, compared to an overall average of 51 percent for 2005–07.

State General Fund Appropriation Levels As a Percent of Peer Benchmark¹

(In Millions)

2007–09 Biennium

	NDUS Campuses 2007–09 Approp.	2007–09 Peer Benchmark	2007–09 NDUS Campus As a Percent of Benchmark	2005–07 NDUS Campus as a Percent of Benchmark
BSC	\$19.7	\$37.2	53%	51%
DCB	4.9	5.4	89%	71%
DSU	16.9	34.1	49%	47%
LRSC	6.5	13.7	47%	46%
MaSU	10.1	13.5	75%	71%
MiSU	30.1	45.2	67%	66%
NDSCS	27.4	31.0	88%	87%
NDSU ²	89.6	219.8	41%	41%
UND ³	141.2	265.8	53%	50%
VCSU	13.3	15.5	86%	81%
WSC	6.4	10.3	63%	62%
Total NDUS	\$366.1	\$691.5	53%	51%

¹ Benchmarks are based on FY 2006 financial data and average Fall 2005 and 2006 enrollment data for the new peer institutions established in 2006.

² Excludes ag extension and experiment stations.

³ Includes medical school.

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 2009, the NDUS generated 72 percent of its total revenues, either internally from fees for services or externally from gifts, grants and contracts.

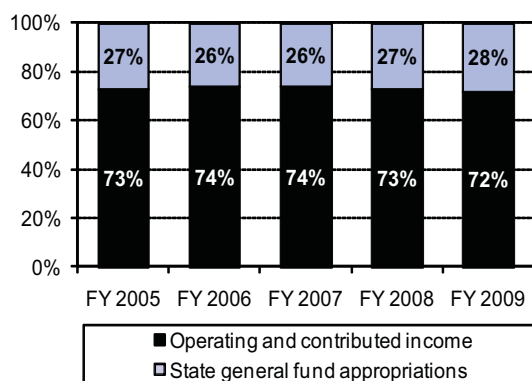
About This Measure

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 2009. The colleges and universities' self-generated share of total revenues remains relatively consistent.

Funding Sources
FY 2005 through FY 2009



Operating and Contributed Income Ratio¹ (In Millions) FY 2009

Self-generated revenues	
Tuition and fees	\$238,345
Federal appropriations	5,043
Federal grants and contracts	160,368
State grants and contracts	18,859
Private gifts, grants/contracts	50,969
Sales and services – Ed. depts.	58,471
Investment and endowment income	5,843
Auxiliary enterprise	94,330
Other operating revenue	3,543
Total self-generated revenues	\$635,771
Total all revenues	\$878,739
Operating and Contributed Income Ratio	$\frac{\$635,771}{\$878,739} = 72\%$

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 2009 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 ⁵	10,281	16,415	63%	66%
UND 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.

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 ²	42%	37%	37%	60%	58%	63%	63%	40%
UND 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 \$69,382,925 (2007–09); and flood appropriations \$1,700,000 (2003–05), \$241,092 (2005–07) and \$575,142 (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	13,605,819	30,026,000	43,631,819	1,692,226	12.4%	3,416,935	11.4%
UND	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.

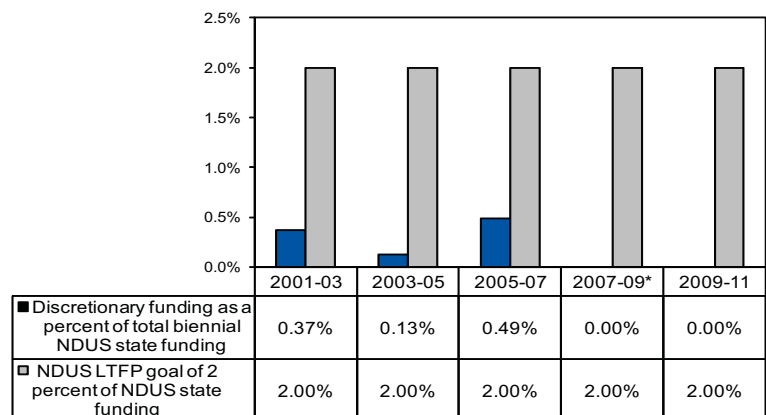
The SBHE did not have full discretion over use and allocation of any 2009–11 funding, however, the NDUS did receive appropriations for designated

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 Degrees and Certificates 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 \$59,149 is about 5 percent less than the national public four-year institution average of \$61,943. Colorado ranks lowest in the nation at \$37,746 per

degree and certificate awarded. It's important to note that the Colorado rate is affected by the direct payment of tuition vouchers to students. It also should be noted that, although appropriations for NDSU Ag Research and Extension typically are not included in per-FTE-student funding, no adjustments were made in this measure because national data is likely

to include state-appropriated revenue for other state agricultural research and extension functions in other states.

The NDUS two-year college average of \$26,847 is 10th lowest in the nation and significantly lower than the national average of \$37,571. Kentucky's average is the lowest at \$11,160 per award.

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 is \$59,149, which is about 5 percent less than the national average. At \$37,746 per degree or certificate awarded, Colorado ranks best in this measure. The NDUS two-year college average per degree or certificate is \$26,847, which is well below the national average of \$37,571. At \$11,160 per degree or certificate awarded, Kentucky ranks best in this measure.

2007–08 Net Tuition and Fees and State Appropriations Per Degrees and Certificates Awarded

4-Year and Above Public Institutions	# Degrees & Certificates Awarded ¹	Net Tuition & Fees per Degree	State Approp. per Degree	Net Tuition & State Funding per Degree
DSU	435	\$21,815	\$19,272	\$41,086
MaSU (including laptop fees)	110	\$26,149	\$45,558	\$71,707
MiSU	588	\$22,716	\$25,591	\$48,307
NDSU (including Ag Res/Ext) ²	2,694	\$35,832	\$26,566	\$62,399
UND ³	2,354	\$30,582	\$30,509	\$61,092
VCSU (including laptop fees)	174	\$19,902	\$37,616	\$57,518
NDUS Average	6,355	\$31,111	\$28,038	\$59,149
National Average	1,486,178	\$26,909	\$35,034	\$61,943
Colorado (Lowest) Average	29,116	\$37,342	\$404	\$37,746
2-Year Public Institutions				
BSC	866	\$12,214	\$11,311	\$23,525
DCB	131	\$8,725	\$18,269	\$26,994
LRSC	273	\$12,567	\$11,941	\$24,509
NDSCS	672	\$12,660	\$20,449	\$33,110
WSC	204	\$7,613	\$15,741	\$23,354
NDUS Average	2,146	\$11,748	\$15,099	\$26,847
National Average	819,102	\$9,575	\$27,996	\$37,571
Kentucky (Lowest) Average	22,780	\$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 \$7,414,623 (\$3,150/award); if appropriations for Ag Research and Extension (\$30,545,865) are excluded, state appropriations per award are \$17,533 and net tuition and state funding per award are \$48,115

³ UND appropriations reduced for SITS \$6,672,969 (\$2,477/award)

Data Source: 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 began offering online classes to personnel of three military branches in 2009. Through the Navy College Program Distance Learning Partnership, Navy and Marine personnel can study energy programs or criminal justice. General education classes are available to Air Force personnel through Community College of the Air Force. Power Plant Technology is approved through the Servicemembers' Opportunity College-Army.
- The new Mystic Advising and Counseling Center opened in the Student Union in August. The Center combines academic advising, career counseling, job-seeking services, personal counseling and multicultural program services. Improving advising and co-locating these services was a goal of the Action Project on Academic Advising of the Academic Quality Improvement Program (AQIP).
- BSC awarded its first B.A.S. degrees at commencement in May. Six students from six states received the BAS in energy management, an online program designed for energy workers preparing for supervisory and management positions.
- Students in two programs benefit from new equipment purchased with a 2009 Workforce Enhancement Grant from the North Dakota Department of Commerce. Matched by industry partners, the grant provided \$52,770 for a new trencher to enhance the Lineworker Program and \$144,189 to acquire a biodiesel trainer with materials and supplies for the Process Plant Technology Program.
- A record Fall 2009 enrollment pushed the number of students beyond 4,000 for the first time in BSC's history. The official fourth-week enrollment report showed a total of 4,020 students, a 6 percent increase compared to Fall 2008. Frozen tuition rates, growth in online programs and new facilities were cited as possible factors in BSC's growth.

Dakota College at Bottineau (DCB)

- The Bottineau campus made a successful transition from MSU-Bottineau to Dakota College at Bottineau. The new name gives the college a unique identity that reflects its location, history, mission and ongoing "Nature, Technology and Beyond" focus.
- DCB won its third consecutive NJCAA national ice hockey championship in the spring of 2009 at Lake Saranac, N.Y. DCB defeated Erie Community College and Monroe Community College to capture the crown in the six-team national tournament. DCB has been the national champion four times since 2001 and seven times since 1986.
- DCB's Entrepreneurial Center for Horticulture sold out the 25 available shares for its Four Seasons Community Garden. Shareholders picked up five to 10 pounds of fresh vegetables each week from July through September. The produce was grown on a one-third acre campus plot without the use of chemicals. Construction of three on-campus greenhouses began in the spring under the direction of Mark Pomarleau, farm manager, and Holly Mawby, ECH director.
- Sophomore Samantha Fenner was named a 2009 New Century and Coca Cola Gold Scholar by Phi Theta Kappa, the international honor society for two-year colleges. Fenner is a native of Upham, N.D., and represented North Dakota as the state's All-USA Academic Team delegate. She was recognized at the American Association of Community Colleges convention in Phoenix in April and was awarded a \$3,500 stipend.

Dickinson State University (DSU)

- Led by President McCallum, a DSU delegation met with the Chinese ambassador to the United States at the new Chinese Embassy in Washington, D.C., in October. DSU has ties to 13 universities in China and was selected by the embassy to serve as a model for other educational institutions seeking collaborative agreements with the country.

- DSU has developed a B.S. in environmental science, which was approved by the State Board of Higher Education in September. DSU is the only institution of higher learning in North Dakota to offer an environmental science bachelor's program.
- DSU continued its commitment to promoting the study of and careers in science, technology, engineering and mathematics by hiring a STEM coordinator and four math/science tutors. Planned DSU STEM activities include workshops and institutes for P-12 science and math teachers and summer energy camps, STEM learning communities, internships and peer tutoring for K-16 students.
- In August 2009, U.S. Sen. Byron Dorgan visited DSU's Theodore Roosevelt Center to celebrate the digitization of 250,000 documents held at the Library of Congress. Through Dorgan's efforts, the 2010 U.S. Department of Education budget includes \$600,000 in funding for the center. In December, the National Endowment for the Humanities awarded the center a \$500,000 Challenge Grant. In addition, Harvard College Library has agreed to add their materials to the digital library, and the national Theodore Roosevelt Association has endorsed the digitization project.

Lake Region State College (LRSC)

- The first wind turbine technician class started in August 2009 with 18 students enrolled. First-year courses are offered on-campus. Upon successful completion of first-year studies, students earn a certificate of completion. Certificate completers can enter the workforce or choose to stay and complete an A.A.S. degree.
- The LAUNCH program – a partnership between UND and LRSC – expands opportunities for students who are not eligible for UND admission, but eligible to attend LRSC. Students enroll full-time at LRSC and take a few UND credits. Those who successfully complete 24 transferable credits may be considered for degree-seeking transfer student admission to UND.
- The Dakota Nursing Program received approval to deliver practical nurse education to Carrington, N.D. Fort Berthold Community College also joined the DNP and will work with partner colleges BSC, DCB, LRSC and WSC. The program uses a variety of course delivery options to provide practical nurse and associate degree nurse education.
- LRSC and MaSU renewed articulation agreements and signed additional agreements April 23 at LRSC. The

agreements cover programs offered online, in Devils Lake and at MaSU.

- On Oct. 14, the Grand Forks Police Department and LRSC announced a partnership that will bring LRSC's Peace Officer Training Program to Grand Forks. The one-semester police academy results in license eligibility for program graduates. LRSC began training police officers in 1987. Since then, LRSC has produced more than 1,000 license-eligible graduates.

Mayville State University (MaSU)

- MaSU is experiencing a campus facility transformation. A new coal-fueled heating plant became operational in December 2009. Agassiz Hall, MSU's largest residence hall, is being renovated to provide suite and apartment-style living facilities. Work on the science-library renovation and addition project will begin in the summer of 2010. The project includes a number of improvements in the Byrnes-Quanbeck Library and Science Building, and the addition will provide a new home to MaSU's Division of Education and Psychology.
- MaSU is involved in a number of collaborative arrangements with in and out-of-state educational institutions. Currently, MaSU is working with LRSC, WSC, BSC and NDSCS to deliver Business, Elementary Education and Early Childhood Education Programs at a distance, meeting the needs of place-bound students.
- MaSU and LRSC are partnering to offer LRSC nursing programs on the MaSU campus starting in Fall 2010. Students will complete up to one year of coursework from MaSU while meeting LRSC nursing program admission requirements.
- Mallory Schefter, Langdon, N.D., presented her research study at the annual convention of the American Psychological Association in Toronto, Canada, in the summer of 2009. Mallory earned a bachelor's degree in psychology with a minor in sociology from MaSU in May 2009.

Minot State University (MiSU)

- MiSU launched a new energy economics and finance major in Fall 2009. Students will study the economics of energy programs, explore links between energy projects and financial markets, and perform a variety of fundamental financial tasks for energy industries. Graduates will be "middle men" between geologists in the field and businessmen in the office.

- MiSU received a \$2 million U.S. Department of Education Title III Grant to strengthen engaged teaching. The Center for Engaged Teaching and Learning will improve student and faculty services and increase retention and graduation rates. The money also will fund student internships and faculty mini-grants to support engaged-learning opportunities.
- In September 2009, MiSU began the three-year process of transitioning into NCAA Division II. The decision to apply for Division II membership came after four years of research and discussion. The next three years of conditional and provisional membership will give the university an opportunity to strengthen its athletic program and the MiSU experience for all students.
- MiSU's Grow North Dakota tuition plan now offers one tuition rate for all students. This initiative started in Fall 2009 and makes it affordable for all students to receive a top-notch education from one of the premiere universities in the Great Plains. The goal is to bring more students to the state in hopes they will make North Dakota their home.
- In January 2009, MiSU went from a smoke-free to a tobacco-free campus. This decision corresponds with becoming a CEO Cancer Gold Standard Institution, the second such university in the country. One key requirement is reducing the risk of cancer through lifestyle changes by addressing tobacco use, diet and nutrition, and physical activity.

North Dakota State College of Science (NDSCS)

- Disabled second-year welding student Jordan Kay, Minot, N.D., was featured on WDAY television news and in a welding trade publication for his "Cadillac," a state-of-the-art wheelchair created in the NDSCS welding lab with the help of friends and instructor, Jay Schimelfening. Kay graduated in May 2009 with plans to return to his hometown for employment.
- In July, NDSCS received a more than \$1 million donation from the late Wilbur A. Lunday. It is one of the largest gifts ever received by the college. It will be used to expand the current scholarship fund, enhance alumni/foundation efforts and strengthen the college's ability to achieve its mission.
- In June, NDSCS kicked off renovation of Horton Hall. The \$5.7 million project was the highest-priority infrastructure item on the 2009 NDUS legislative agenda.

North Dakota State University (NDSU)

- NDSU's pharmacy program ranked 13th among the country's 112 schools of pharmacy for the percentage of doctoral faculty with National Institutes of Health funding. The American Association of Colleges of Pharmacy compiled the 2008 national rankings.
- NDSU received the inaugural National Student-Athlete Advisory Committee Award for Excellence. The selection was based on criteria such as community service and outreach, sportsmanship initiatives and leadership. During the 2009 spring flood, student-athletes, cheerleaders and athletic training students volunteered more than 7,200 hours sandbagging in the Fargo-Moorhead area.
- NDSU's cutting-edge DNA laboratory was approved by the U.S. Department of Justice to perform crime-fighting work. The lab joined just 24 others in the nation eligible for work through the DNA Backlog Reduction Program.
- NDSU was awarded a \$412,000 Emergency Management for Higher Education Program grant to develop a comprehensive emergency management plan. The Ready Campus Initiative prepares the university for emergencies such as weather catastrophes, pandemics or terrorism events.
- NDSU's official Fall 2009 enrollment set a record for the 10th consecutive year with 14,189 undergraduate, graduate and professional students enrolled.

University of North Dakota (UND)

- A scientific camera built from scratch by UND students and faculty was installed on the International Space Station in April 2009. The scientific camera, which takes infrared and near-infrared pictures for use by farmers, ranchers, resource managers and teachers, is operated from UND's Space Operations Center.
- *U.S. News and World Report* ranked UND's School of Medicine and Health Sciences among the top five family medicine programs and recognized UND's Center for Rural Health as a leading national resource for rural health information. President Barack Obama tapped center director Mary Wakefield to lead the Health Resources and Services Administration.
- In January 2009, UND graduate student Vishnu Reddy received an official okay from the International Astronomical Union to name an asteroid he discovered "North Dakota." Reddy, a Ph.D. candidate in the Department of Earth System Science and Policy, discovered the asteroid in 2003.

- The UND Alumni Association awarded its highest honor, the Sioux Award, to four outstanding graduates in October: Ed Schafer, former U.S. secretary of agriculture and former North Dakota governor; astronaut Karen Nyberg; Dan Martinsen, former standout football player and business entrepreneur; and Lavonne Russell Hootman, the retired professor of nursing who helped establish the Recruitment and Retention of American Indians or RAIN program.
- The UND College of Business and Public Administration received an anonymous \$10 million gift, its largest gift ever and one of the largest given to UND through the UND Foundation. Announced in October 2009 and established as a Challenge Grant, the donation could have a \$40 million impact on the College of Business and Public Administration.

Valley City State University (VCSU)

- VCSU's undergraduate and graduate teacher education programs received NCATE accreditation, continuing a record of uninterrupted accreditation since NCATE was founded in 1954. The report specifically cited a number of strengths, including high-quality faculty, a field-experience program, the assessment system and a technology-rich environment/laptop initiative.
- A campaign to raise \$150,000 to fund the reinstatement of track and field and cross country as varsity sports reached its goal. VCSU announced the intention to add the sports in October 2008, but made the move contingent upon successfully raising the needed start-up costs.
- VCSU earned the #2 spot among the top public baccalaureate colleges in the Midwest in *U.S. News'* 2010 edition of America's Best Colleges. This marks the 12th consecutive year VCSU has been included in these rankings and is an improvement over its #4 ranking last year.
- VCSU is slated to receive \$750,000 in federal funding to extend its role in science, technology, engineering and mathematics education. A well-established leader in the field, VCSU's most recent STEM activities include developing a partnership with the National Center for Technological Literacy of the Museum of Science Boston and delivering workshops for K-12 teachers.
- The State Board of Higher Education approved VCSU's proposed concentration in English Language Learners (ELL), adding a fourth concentration to the online master's program. Like VCSU's undergraduate ESL endorsement, the new concentration prepares teachers to work with students who have limited English proficiency. The first classes were offered in Fall 2009.

Williston State College (WSC)

- As a result of the 2009 Legislative Session, WSC received approval to update its campus and move forward with expansion. SB 2003 gave the college approval to issue just over \$9 million in revenue bonds for construction of a new dormitory (which awaits final SBHE approval); \$6 million for construction of a new career and technology center; and \$1.6 million for renovation of its science lab. In Fall 2009, the college received additional funding that has allowed the science lab renovation to be upgraded to an addition.
- The home of the WSC baseball team has a new name. The Phil Rabon Field was officially dedicated Sept. 18, 2009. Rabon came to WSC in 1965 and dedicated roughly 30 years of his career to the school, serving in a variety of capacities, including baseball coach, athletic director and women's basketball coach. He founded the women's basketball program in 1972.
- WSC broke ground Oct. 22, 2009, on a \$6 million career and technical education building, which will be used for several trade/technology programs, including welding and diesel technology. The building is scheduled to open by Spring 2011.
- The State Board of Higher Education named Dr. Raymond Nadolny president of WSC. Nadolny's experience includes being the vice president for extended learning at Lake Washington Technical College. "We have a state treasure. We have a state asset," said Nadolny, referring to WSC. "I look at this as what it can become."