



# ACCOUNTABILITY MEASURES REPORT FOR 2011

December 2011



Prepared for the State  
Board of Higher Education



ACCESS. INNOVATION. EXCELLENCE.

## The Role of the State Board of Higher Education

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

## Our Vision

Leading the nation in educational attainment through access, innovation and excellence.

## Our Mission

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

## Core Values of the North Dakota University System

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



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December 2011

# About This Report

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The North Dakota University System is pleased to provide you its *Accountability Measures Report for 2011*. This document is a 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.

The 2011 report reflects some of the many ways North Dakota University System colleges and universities are enhancing opportunities through *ACCESS. INNOVATION. EXCELLENCE*. Institutions in the NDUS 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. According to a separate report<sup>1</sup>, in 2009, the University System contributed an estimated \$3.7 billion to our state’s economy, including student spending. That has increased from \$1.6 billion in 1999.

Development of the annual accountability measures report is a result of new relationships among the legislative and executive branches of government, the private sector and the University System. These relationships were established based on a mutual trust and a common purpose – creating a brighter future for students and the citizens of North Dakota. These 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 accountability. 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 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. While the accountability system was developed in response to legislative action, its greatest value might 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.
- Wherever possible, national comparative data is provided. Because a national employer satisfaction survey did not exist, in 2004 the NDUS initiated development of an employer survey and partnered with a national firm and other states in the creation and piloting of a survey instrument. The 2004 report included responses to two

new employer satisfaction measures and established baseline data for the NDUS and the beginning of what were expected to become national benchmarks.

- As planned in the original project timeline, the 2005 report provided refinements to the accountability measures reporting system implemented in 2001. These refinements resulted in a net reduction of six accountability measures, bringing the total number of measures included in the 2005 report to 31 and creating a report that more succinctly represents the intent of its creators.
- Then, roughly 10 years into the roundtable process, a significant review of the accountability measures took place during the 2009 Legislative Session. The measures were evaluated to determine connectivity to current expectations of the state's higher education system and modified to better connect with the state's agenda. Thirteen measures were added (six of which were reported on for the first time in 2010), five were discontinued and eight were modified.

Also, as comprehensive as the accountability measures are, they might not provide a full sense of the dramatic changes occurring at the colleges and universities. To complement these measures, this report includes highlights of 2011-12 campus activities aligned with the cornerstones of the *Roundtable Report* on Pages 49 through 52. These highlights are examples of the fundamental changes taking place on a day-to-day basis, all of which contribute to the success demonstrated in these measures.

Both the legislatively mandated accountability measures and the board-required measures are organized and numbered

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

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

It's also important to note that the Roundtable on Higher Education emphasizes the value of celebrating successes. To those involved in the process of accountability measures reporting, it is an accomplishment worthy of celebration. The State Board of Higher Education and the North Dakota University System hope the *Accountability Measures Report for 2011* not only meets, but exceeds, your expectations.

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

<sup>1</sup> Economic Impact of the North Dakota University System, F. Larry Leistritz, Dean A. Bangsund and Randall C. Coon, Department of Agribusiness and Applied Economics, NDSU, Fargo, N.D., 2009.

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*Legislatively mandated measures are italicized.*

# An Executive Summary

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

Roundtable members also identified key cornerstones on which to build a university system for the 21st century. They developed accountability measures, which were established in legislation and modified over time. These measures are being used to determine how well roundtable, legislative and State Board of Higher Education expectations are being met. Accordingly, the *Accountability Measures Report for 2011* 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

- The follow-up report of 2008-09 graduates indicated that 66.7 percent were retained (employed, enrolled or both) in North Dakota and 63.1 percent were employed in North Dakota one year after graduation.
- In FY 2011, 1,547 businesses were served by TrainND, North Dakota's workforce training system, and 14,593 employees were trained.
- Research grew by 22 percent between FY 2007 and FY 2011 with \$207 million in research expenditures in FY 2011.
- Businesses reported a 99.5 percent workforce training satisfaction level for FY 2011. Employees who received training reported a satisfaction level of 98.6 percent during the same period.
- 9.1 percent more career and technical education associate degrees and 17 percent more certificates/diplomas were awarded in 2010-11 compared to 2007-08.

## Cornerstone 2: Education Excellence

- NDUS college or university students meet or exceed the national average on most nationally recognized exams.
- NDUS college and university graduates exceed the national first-time licensure pass rates for most professions measured.
- 85 percent of NDUS two-year students and 88 percent of NDUS 4-year students rate their overall experience as good or excellent.
- Employers of graduates of NDUS institutions are, on average, "very satisfied" with the skills and knowledge they rated as "very important."

## Cornerstone 3: Flexible and Responsive System

- In FY 2011, companies reported a 99.3 percent satisfaction level with responsiveness of TrainND, North Dakota's workforce training system, to requests for training.
- In 2010-11, NDUS two-year college students earned 16,450 credit hours from other NDUS institutions while students from four-year universities earned 16,465.5 credit hours from other institutions for a total of 32,915.5 credit hours earned at multiple institutions, a 24.6 percent increase from 2007-08.

## Cornerstone 4: Accessible System

- In Fall 2011, the NDUS served 16,416 students who enrolled in courses for credit through non-traditional delivery methods. These students made up 34 percent of the systemwide total headcount enrollment. Enrollment by students who take courses in a variety of non-traditional delivery methods tends to fluctuate somewhat from year to year.
- In 2009-10, it took 31.5 percent, on average, of the lowest-quintile North Dakota family income to pay for tuition and fees at NDUS four-year and research universities, compared to 40.9 percent nationally and 16.5 percent in Wyoming, which had the lowest ratio. At NDUS two-year institutions, it took 19.4 percent, on average, compared to 14.8 percent nationally and 4.2 percent in California, which had the lowest ratio.

- On average, 15.2 percent of the 2010 median North Dakota family income was needed to pay for college at NDUS four-year and research universities after grant aid was deducted. This compares to a national average of 17.2 percent and 9.3 percent in Wyoming, which had the lowest ratio. On average, 9.3 percent of family income was needed to pay for college at NDUS two-year colleges.
- The Fall 2011 NDUS part-time and full-time degree-credit headcount enrollment was 48,833, a record high.
- In 2010-11, undergraduate and graduate students in North Dakota borrowed an average of \$4,410 compared to the national average of \$4,785 and \$4,136 in Maine, which had the lowest average.

### **Cornerstone 5: Funding and Rewards**

- With \$12,158 in state and student contributions per FTE student, North Dakota's four-year universities, on average, rank seventh lowest in the nation compared to the national average of \$14,522 per FTE student. Connecticut has the highest average of \$22,400 per FTE student.
- With \$8,757 in state and student contributions per FTE student, North Dakota's two-year colleges rank 12th highest in the nation compared to the national average of \$7,279 per FTE student. Alaska has the highest average of \$31,171 per FTE student.
- In the 2007-09 biennium, net tuition and fee revenues accounted for an average of 57 percent of the combined appropriations and net tuition and fees at North Dakota four-year universities and 44 percent at NDUS two-year colleges. This compares to a national average student share of 44 percent at four-year universities and 26 percent at two-year colleges.

- In FY 2011, the NDUS generated 73 percent of its total revenues, either internally from fees for services or externally from gifts, grants and contracts.
- The average cost per degree awarded by NDUS four-year universities in 2009-10 was \$60,897, which is about 7.4 percent more than the national average. At \$32,250 per degree or certificate awarded, Florida ranks best in this measure. The 2009-10 NDUS two-year college average per degree or certificate was \$27,742, which is well below the national average of \$34,256. At \$10,273 per degree or certificate awarded, Kentucky ranks best in this measure.

### **State Board of Higher Education Members**

Grant Shaft, President

Duaine Espegard, Vice President

Kirsten Diederich

Michael Haugen

Terry Hjelmstad

Claus Lembke

Richie Smith

Robert Vallie

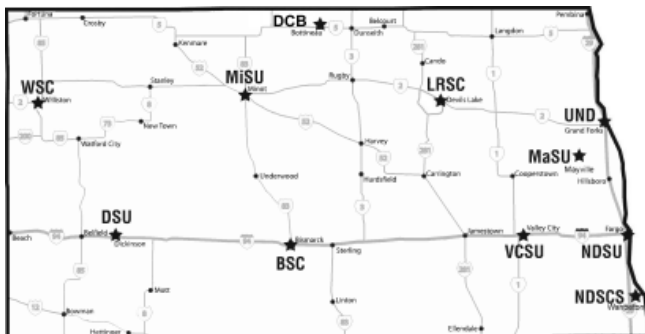
John Girard, Faculty Adviser

Janice Hoffarth, Staff Adviser

William Goetz, Chancellor  
North Dakota University System

# An Overview of the North Dakota University System

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



## Bismarck State College (BSC)

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

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

**Fall 2011 Enrollment:** 4,392

**Telephone:** 1.800.445.5073 or 701.224.5400

**Website:** [www.bismarckstate.edu](http://www.bismarckstate.edu)

## Dakota College at Bottineau (DCB)

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

**Degrees:** Associate degrees and diploma and certificate programs

**Fall 2011 Enrollment:** 812

**Telephone:** 1.800.542.6866 or 701.228.2277

**Website:** [www.dakotacollege.edu](http://www.dakotacollege.edu)

## Dickinson State University (DSU)

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

**Degrees:** Bachelor's and associate degrees and diploma and certificate programs; graduate courses

**Fall 2011 Enrollment:** 2,346

**Telephone:** 1.800.279.4295 or 701.483.2175

**Website:** [www.dickinsonstate.edu](http://www.dickinsonstate.edu)

## Lake Region State College (LRSC)

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

**Degrees:** Associate degrees and diploma and certificate programs

**Fall 2011 Enrollment:** 2,056

**Telephone:** 1.800.443.1313 or 701.662.1600

**Website:** [www.lrsc.edu](http://www.lrsc.edu)

## Mayville State University (MaSU)

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

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

**Fall 2011 Enrollment:** 970

**Telephone:** 1.800.437.4104 or 701.788.4842

**Website:** [www.mayvillestate.edu](http://www.mayvillestate.edu)

### Minot State University (MiSU)

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

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

**Fall 2011 Enrollment:** 3,657

**Telephone:** 1.800.777.0750 or 701.858.3000

**Website:** [www.minotstateu.edu](http://www.minotstateu.edu)

### North Dakota State College of Science (NDSCS)

NDSCS offers degrees, certificates and diplomas in more than 80 academic options in traditional career, technical studies and liberal arts transfer programs. With locations in Wahpeton, N.D. and Fargo, N.D., NDSCS also offers 170 courses and 13 programs online.

**Degrees:** Associate degrees and diploma and certificate programs

**Fall 2011 Enrollment:** 3,127

**Telephone:** 1.800.342.4325

**Website:** [www.ndscs.edu](http://www.ndscs.edu)

### North Dakota State University (NDSU)

Located in Fargo, N.D., NDSU's nine colleges offer high-quality educational programs for a multitude of successful careers. The university's annual research expenditures exceed \$120 million, and undergraduate and graduate students have exciting opportunities to participate in cutting-edge research. NDSU offers everything from Division I athletics to regionally recognized fine arts. NDSU is considered one of the top student-focused land grant research universities in the country.

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

**Fall 2011 Enrollment:** 14,399

**Telephone:** 1.800.488.6378 or 701.231.8643

**Website:** [www.ndsu.edu](http://www.ndsu.edu)

### University of North Dakota (UND)

Located in Grand Forks, N.D., and founded in 1883, the "Exceptional UND" is characterized by a creative, innovative and entrepreneurial spirit; a solid foundation in the liberal arts; a comprehensive array of colleges and schools, including

law and medicine; high-quality students and faculty; a varied curriculum; a commitment to graduate education, research and service; and a campus environment rich in cultural resource. UND has established an international reputation for research and scholarship, notably in aerospace, energy and environmental protection, engineering, the health sciences, and nutrition, and UND is home to one of the best college hockey programs in the nation. Grand Forks is a river city rich in culture and commerce.

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

**Fall 2011 Enrollment:** 14,697

**Telephone:** 1.800.225.5863 (1.800.CALL.UND) or 701.777.4463

**Website:** [www.und.edu](http://www.und.edu)

### Valley City State University (VCSU)

Located in Valley City, N.D., VCSU has been named to U.S. News & World Report's best colleges list every year for the past 14, and was named the No. 1 public regional college in the Midwest for 2012. VCSU offers more than 80 bachelor-level degree programs in teacher education, information technology, business, science, health, communication, social science and fine arts. Online offerings include a master of education degree. Recent facility updates include renovated residence halls and a \$10.3 million renovation/expansion of the science center. Student activities are many and diverse.

**Degrees:** Bachelor and master's degrees and certificate programs

**Fall 2011 Enrollment:** 1,384

**Telephone:** 1.800.532.8641 or 701.845.7101

**Website:** [www.vcsu.edu](http://www.vcsu.edu)

### Williston State College (WSC)

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

**Degrees:** Associate degrees and diploma and certificate programs

**Fall 2011 Enrollment:** 993

**Telephone:** 1.888.863.9455 or 701.774.4200

**Website:** [www.willistonstate.edu](http://www.willistonstate.edu)

# In Other Words

Terms used in this report include:

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

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

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

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

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

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

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

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

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

**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
- **NDUS Help Desk:** The North Dakota University System Help Desk is open 24/7 and provides technical support to students and employees.
- **Academic, Research and Learning Technology (ARLT):** Encompasses IT services that support the academic, research and learning missions of NDUS institutions via the following areas:
  - **Advanced Learning Technologies (ALT):** Includes the Interactive Video Network (IVN) and other video and audio conferencing services, web conferencing and collaboration technologies, and learning management software
  - **On-line Dakota Information Network (ODIN):** Provides library automation services to the NDUS, the State Library, K-12 and public libraries
  - **Higher Education Computer Network (HECN):** Coordinates systemwide support and infrastructure services, including help-desk, wide-area networking in conjunction with the state ITD, and other academic and research support services



## ECONOMIC DEVELOPMENT CONNECTION

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 38 entrepreneurship courses and two entrepreneurship programs. In 2010-11, 1,120 students enrolled in entrepreneurship courses, and 30 students graduated from entrepreneurship programs.

## About This Measure

NDUS institutions are responding to Roundtable on Higher Education and legislative expectations to offer entrepreneurial programs and courses. In 2010-11, 1,120 students

enrolled in entrepreneurship courses, and 30 students graduated from entrepreneurship programs. In addition to two programs, NDUS institutions offer 38 courses in entrepreneurship.

Many other courses now integrate entrepreneurship principles along with other course content.

### Entrepreneurship Enrollment

	2005-06	2006-07	2008-09	2009-10	2010-11
Courses:	38	45	21	23	38
Enrollments <sup>1</sup> :	1,064	992	654	848	1,120
Programs:	2	2	2	4	2
Graduates:	17	3	26	34	30
Certificates:	n/a	n/a	n/a	17	16
Seminars/Workshops	1	1	1	1	2
Participants	573	68	245	261	102

<sup>1</sup> Headcount

Data Source Campus Institutional Researchers.

File Source g:/Aimee - NDUS Acct1 111230.

# NDUS Graduates Retained and Employed in North Dakota

## Measure ED2

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

## About This Measure

One year after graduation, the follow-up report attempts to locate NDUS graduates in North Dakota state employment and NDUS enrollment databases. Figure 1 reports graduates retained in North Dakota for each academic year back to AY 2005, the earliest year for which consistent data are available.

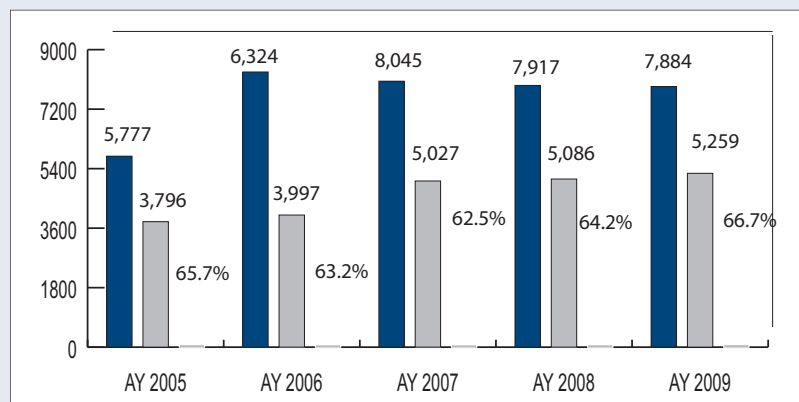
For AY 2009 (2008-09), a record total of 66.7 percent of graduates were located in the state a year after graduation. Figure 2 provides information on NDUS graduates employed in the state. Of the 2008-09 graduates, 63.1 percent were employed in North Dakota in 2010.

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.

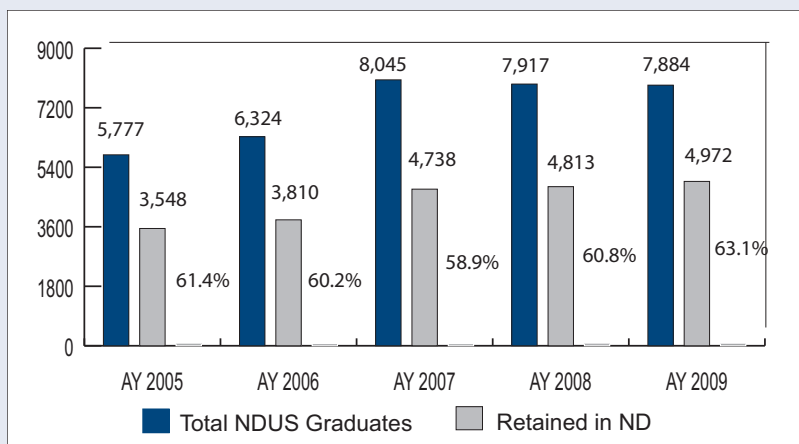
**What percentage of NDUS college and university graduates find employment in North Dakota?**

The follow-up report of 2008-09 graduates indicated that 66.7 percent were retained (employed, enrolled or both) in North Dakota and 63.1 percent were employed in North Dakota one year after graduation.

**Figure 1**  
**2005-2009 NDUS Graduates Retained in North Dakota One Year After Graduation**



**Figure 2**  
**NDUS Graduates Employed in North Dakota by Academic Year**



# Workforce Training

## Measure ED3

**Number of businesses and employees in the region receiving training**

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

In FY 2011, 1,547 businesses were served by TrainND, North Dakota's workforce training system, and 14,593 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 2011. These results demonstrate the continuing responsiveness of TrainND to a strong demand for workforce training in the state.

In FY 2000, the year the workforce training regions were created by state statute, 518 businesses received training through this system. The number rose to 1,818 in FY 2005 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.

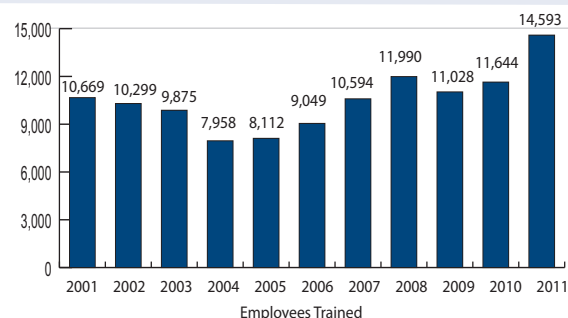
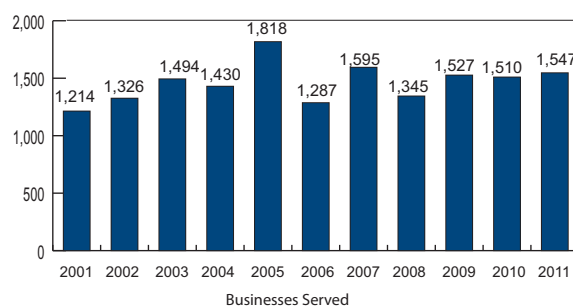
The number of employees who received training in FY 2000 was 7,463. By the following year, 10,669 employees were trained. This figure has exceeded 11,000 since FY 2008 and reached an all-time high of 14,593 for FY 2011. Fluctuations in the number of businesses served and employees trained are related 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 over the last several years 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 2001 through FY 2011



# Research Expenditures

## Measure ED4

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

What is the level of research expenditures in higher education?

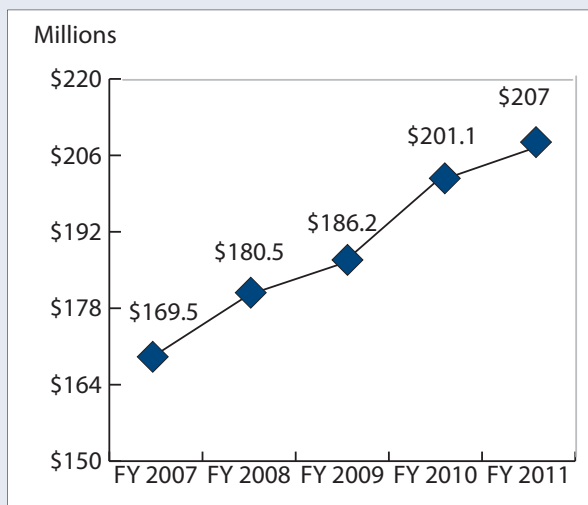
Research grew by 22 percent between FY 2007 and FY 2011 with \$207 million in research expenditures in FY 2011.

## About This Measure

During the past five years, research expenditures have grown by 22 percent from \$169.5 million in FY 2007 to \$207 million in FY 2011.

This does not include research activity at campuses other than UND and NDSU.

**Research Expenditures<sup>1</sup>,  
FY 2007 through FY 2011**



<sup>1</sup> As reported by NDSU and UND to the National Science Foundation.

# Workforce Training Satisfaction

## Measure ED5

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

### What is the level of satisfaction with training?

Businesses reported a 99.5 percent workforce training satisfaction level for FY 2011.

Employees who received training reported a satisfaction level of 98.6 percent during the same period.

## About This Measure

Both businesses and employees continue to report very high levels of satisfaction with training received through TrainND, North Dakota's workforce training system. Based on evaluations of each training event, businesses that contracted for training have consistently reported satisfaction levels above 95 percent, including a 99.5 percent satisfaction level in FY 2011.

Satisfaction of employees also continues to be high. Beginning at 94 percent when the workforce training regions were created in FY 2000, the satisfaction level for FY 2011 was

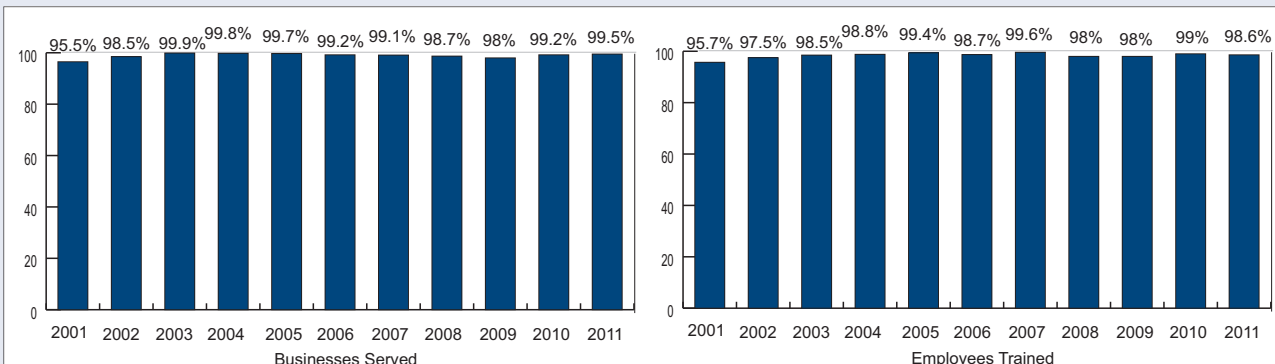
98.6 percent. These numbers include employees who received training through TrainND by way of contracts with businesses. The numbers also include other individuals who received training through open enrollment, a term used to describe training events not directly financed by business.

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 in 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 2001 through FY 2011



# NDUS Graduates Employed in North Dakota One Year After Graduation

## 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 NDUS *Follow-up Report: 2010 Placements of 2009 NDUS Graduates*, 63.1 percent of 2009 NDUS graduates are employed by North Dakota employers one year after graduation.

## About This Measure

The table below reports by degree level the number and percent of 2007, 2008 and 2009 NDUS graduates who

were employed in North Dakota one year after graduation. For example, of the 7,884 total 2009 NDUS graduates,

4,972 (63.1 percent), were employed by North Dakota employers one year after graduation.

**Status of NDUS Graduates One Year After Graduation by Degree Level <sup>1</sup>**

	2007			2008			2009		
	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
<b>One &amp; Two-Year Programs</b>									
Certificate	354	256	72.3%	336	266	79.2%	358	275	76.8%
Diploma	68	49	72.1%	56	41	73.2%	58	39	67.2%
Associate	1,699	1,248	73.5%	1,630	1,191	73.1%	1,645	1,215	73.9%
<b>Four-Year Programs</b>									
Bachelors	4,496	2,603	57.9%	4,384	2,615	59.6%	4,387	2,762	63.0%
<b>Graduate Programs</b>									
Graduate certificate	159	53	33.3%	169	57	33.7%	152	54	35.5%
Masters	874	397	45.4%	883	482	54.6%	887	469	52.9%
Specialist	10	5	50.0%	--- <sup>2</sup>	--- <sup>2</sup>	--- <sup>2</sup>	9	7	77.8%
Doctorate	132	49	37.1%	147	59	40.1%	117	46	39.3%
<b>Professional Programs</b>									
Professional	253	78	30.8%	310	102	32.9%	271	105	38.7%
<b>Total</b>	<b>8,045</b>	<b>4,738</b>	<b>58.9%</b>	<b>7,917</b>	<b>4,813</b>	<b>60.8%</b>	<b>7,884</b>	<b>4,972</b>	<b>63.1%</b>

<sup>1</sup> 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.

<sup>2</sup> Confidentiality standards require data fields smaller than five to be suppressed.

Data Source NDUS Follow-up Reports, Job Service, ConnectND

File Source NDUS AccMeasure 111104

# Economic Status of Graduates

## Measure ED7

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

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

49.8 percent or 2,478 2009 NDUS graduates earned more than twice the 2010 federal single-person poverty level.

## About This Measure

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

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

Dakota wages are represented in the Unemployment Insurance records.

As indicated below, the 2010 median wage of 2009 NDUS graduates employed in North Dakota was \$34,938. This is more than three times the 2010 single-person poverty-level income of \$10,830. 49.8 percent or 2,478 of the NDUS graduates earned more than this amount.

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

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

### Economic Status of 2009 NDUS Graduates One Year after Graduation

NDUS Graduates <sup>1</sup>	Employed in North Dakota <sup>2</sup>	Two Times the 2009 Federal Single-Person Poverty Level <sup>3</sup>	Median Yearly Wage of Graduates Employed in North Dakota	Graduates Who Earned More than Two Times the Federal Poverty Level	Percentage Who Earned More than Two Times the Federal Poverty Level	Multiple Jobs Ratio <sup>4</sup>
7,884	4,972	\$21,660	\$34,938	2,478	49.8%	1.59

<sup>1</sup> The number of 2009 University System graduates who can be tracked by use of Social Security numbers.

<sup>2</sup> The number of 2009 NDUS graduates employed in North Dakota one year after graduation is calculated by correlating the Social Security numbers of NDUS graduates with Unemployment Insurance wage records.

<sup>3</sup> \$10,830 x 2 = \$21,660.

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

NOTE: Going forward, the economic status of NDUS 2010 Graduates One Year After Graduation will be provided by the State Longitudinal Data System.

Data Source ConnectND graduation records; JSND UI records; U.S. Census, U.S. Department of Labor.

File Source NDUS AccMeasure ED7 111104, last revised 111230.

# 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?**

9.1 percent more career and technical education associate degrees and 17 percent more certificates/diplomas were awarded in 2010-11 compared to 2007-08.

## About This Measure

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

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

The Classification Instruction Program – or CIP – coding system is used to identify certificates and associate degrees awarded in vocational and technical fields. Career and technical education occupational programs include agriscience and natural resources, allied health technologies, business services and technology, child and adult care services, cosmetology, hospitality and food services, life management education/family and consumer sciences, marketing education

and trade and industry. Generic liberal arts degrees (A.A. and A.S.) are designed to be transfer degrees and are not considered to be career and technical education degrees for this measure.

In AY 2011, NDUS campuses awarded 589 certificates, 51 diplomas and 1,168 associate degrees in the vocational/technical fields. There has been an overall increase of 11.7 percent of degrees awarded in this field since AY 2007.

### NDUS Degrees Awarded in Vocational Technical Fields by Academic Year and Degree Class

#### NDUS Grad Records

Academic Year	Associate Degrees	Certificates	Diplomas	Total
AY 2007-08	1,071	487	60	1,618
AY 2008-09	1,120	509	65	1,694
AY 2009-10	1,131	591	53	1,775
AY 2010-11	1,168	589	51	1,808

Data Source ConnectND Graduation Records.

File Source NDUS AccMeasureED8 111207, ED8, SP 3.2 VoTech Degrees.  
Last revised 120123B.

# NDUS Stem Degrees Awarded

## Measure ED9

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

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

A total of 1,400 STEM bachelor's degrees were awarded in 2010, the baseline year for reporting on this measure. In 2011, a total of 1,424 bachelors degrees were awarded – an increase of 24 degrees.

## About This Measure

Degrees in science, technology, engineering and mathematics are referred to as STEM degrees. For the purpose of this measure, STEM degrees were identified by the Classification of Instructional Programs – or CIP – codes used to qualify students for the North Dakota STEM Loan Forgiveness Program (<http://www.ndus.edu/students/paying-for-college/grants-scholarships/#STEM>).

Degrees in STEM disciplines are offered at all levels in the North Dakota University System. NDUS students earned a total of 2,655 STEM degrees and certificates during the baseline 2010 academic year. Of the 2,655 STEM degrees awarded, 1,400 were at the bachelor's degree level. There was a 3.5 percent increase in total NDUS STEM degrees awarded from AY 2010 to AY 2011.

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

### Total NDUS Stem Degrees Awarded <sup>1</sup>

AY 2011

Certificate	178
Diploma	38
Associate	561
<b>Sub-Total One and Two-Year Degrees</b>	<b>777</b>
<b>Bachelor's Degrees</b>	<b>1,424</b>
Graduate Certificate	176
Masters	314
Specialist	0
Doctorate	56
<b>Sub-Total Graduate/Professional</b>	<b>546</b>
<b>Total</b>	<b>2,747</b>

<sup>1</sup> STEM degrees were identified by CIP codes.



## 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, 46.9 percent of NDUS two-year college students completed degrees within three years, and 64 percent of four-year university students completed degrees within six years.

## About This Measure

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

Data for the 2011 GRS were generated by establishment of a cohort (group of all first-time, full-time students) at each institution. Two-year college cohorts entered college in Fall 2006 and were tracked for three years; four-year university cohorts entered college in Fall 2004 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 to then graduate from other institutions; these students are counted as non-completers in GRS, even if they graduate on time.

In 2011, NDUS two-year colleges reported to IPEDS a 43 percent completion rate, and four-year

universities reported a 47 percent rate. This compares to a 2011 national two-year college rate of 27 percent<sup>1</sup> and a four-year university rate of 57 percent. Using the IPEDS cohort and including those in the cohort who graduated from other campuses, the cohort graduation rate increases to 46.9 percent for two-year college students and 64 percent for four-year university students.

NDUS institutions also track the rate at which full-time freshmen return

to college the following year. NDUS two-year colleges report a 58.8 percent average rate of freshmen who entered college in Fall 2009 and re-enrolled full time in Fall 2010, and the four-year universities reported a 66.3 average percent rate. This compares to a 61 percent national public two-year college retention rate and a 77 percent four-year public institution retention rate for 2009<sup>1</sup>.

### Freshman Retention Rates

	NDUS					National
	2006	2007	2008	2009	2010	2009 <sup>1</sup>
Two-year colleges	67.7%	67.3%	64.0%	65.0%	58.8%	61%
Four-year universities	70.1%	74.7%	70.2%	68.5%	66.3%	77%

### 2011 Graduation Rates

	2-year colleges	4-year universities
NDUS IPEDS-reported campus graduation rate	43%	47%
National 2011 IPEDS-reported graduation rate <sup>1</sup>	27%	57%
Graduates of other NDUS postsecondary institutions	18	241
Graduates of non-NDUS postsecondary institutions	9	535
NDUS adjusted graduation rate	46.9%	64%

<sup>1</sup> Most recent data available.

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 all of the 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, 2010, through Aug. 31, 2011. 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 Results<sup>1</sup> Sept. 1, 2010 through Aug. 30, 2011

	Number of Participants	Number Who Passed	Percentage Who Passed
PPST Mathematics	716	654	91.3
PPST Writing	740	541	73.1
PPST Reading	747	615	82.3

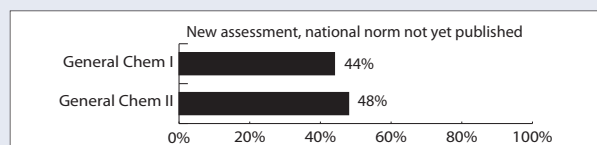
<sup>1</sup> The data represent prospective NDUS teacher education students seeking to qualify for acceptance to teacher education programs.

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

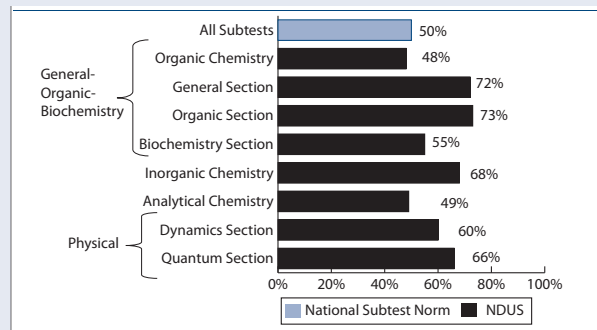
### National Chemistry Examination<sup>1</sup>

AY 2010-11

Pass Rate



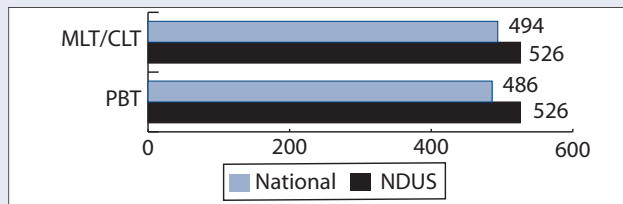
### Average Score Percentiles



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

## National Examination Reporting by Test Score

AY 2010-11

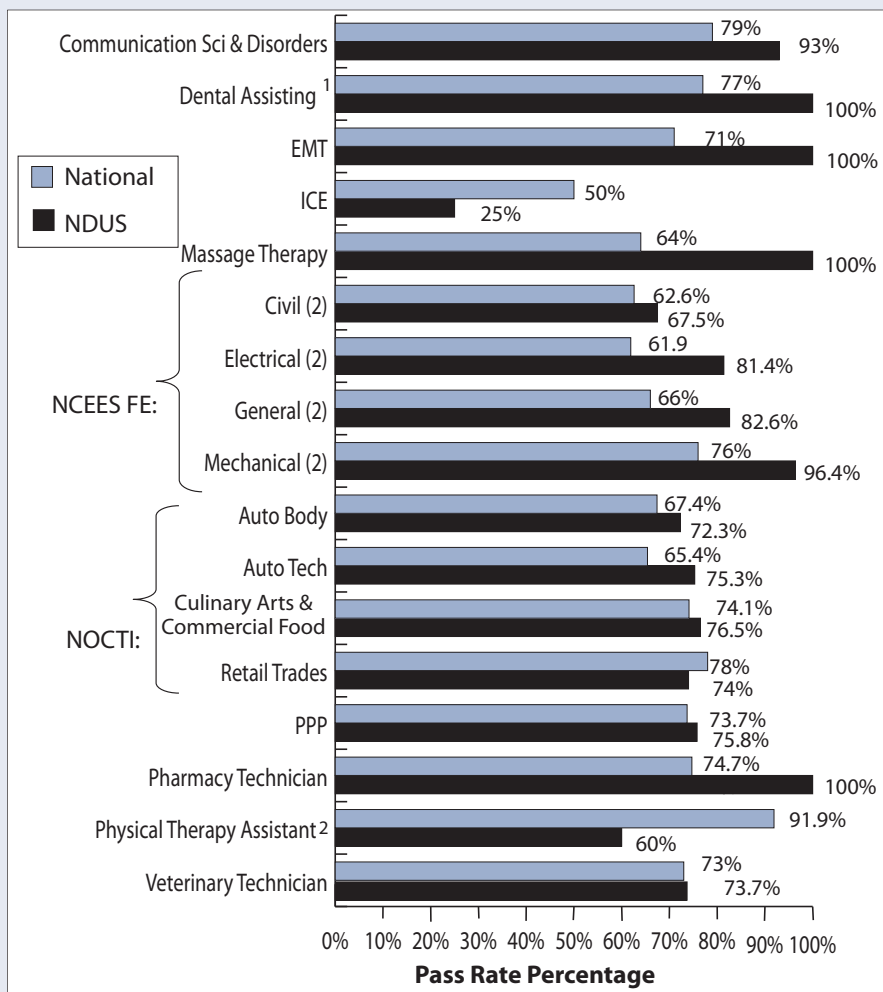


**MLT/CLT:** Medical Lab Technician/Clinical Lab Technician.

**PBT:** Phlebotomy Technician.

## National Examination Reporting by Pass Rate

AY 2010-11



( ) Number of campuses reporting.

<sup>1</sup> 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.

<sup>2</sup> Three-year pass rate.

**EMT:** Emergency Medical Training.

**HIT:** Health Information Tech.

**ICE:** Industry Competency Exam for Refrigeration and Air Conditioning.

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

**NOCTI:** National Occupational Competency Testing Institute.

**PPP:** Practice of Professional Psychology.

# First-Time Licensure Pass Rates

## Measure EE3

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

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

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

## About This Measure

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

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

North Dakota students achieve higher than the national average pass rates on 18 of 23 licensing examinations. Pass rates on some examinations may have been affected by special circumstances, including efforts to provide access to underserved populations, as explained in the footnotes on the next page.

Some professions, such as accounting and engineering, do not require examinations prior to professional practice. National comparisons are not appropriate in other professions, such as law, because exam content and cut-off scores vary from state to state. Information about other exams

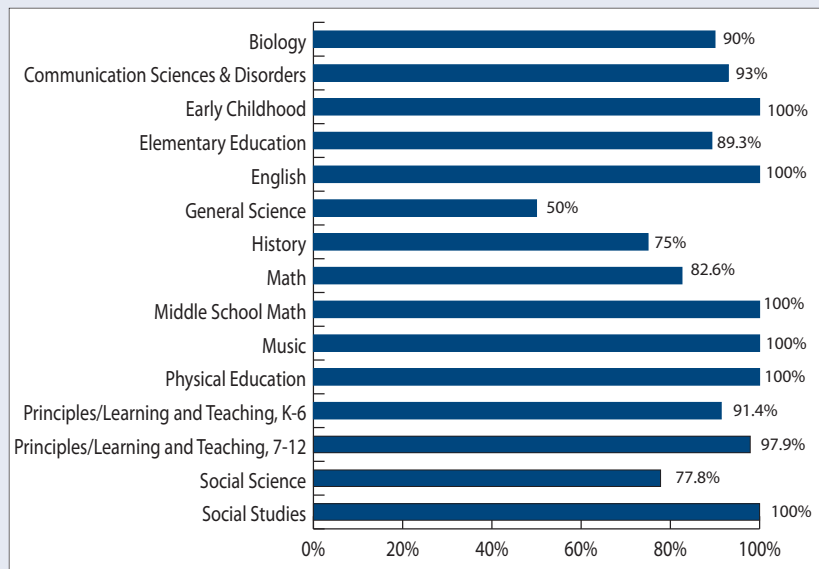
is reported as part of Measure EE2 on Pages 16-17.

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

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

### NDUS PRAXIS II Pass Rates

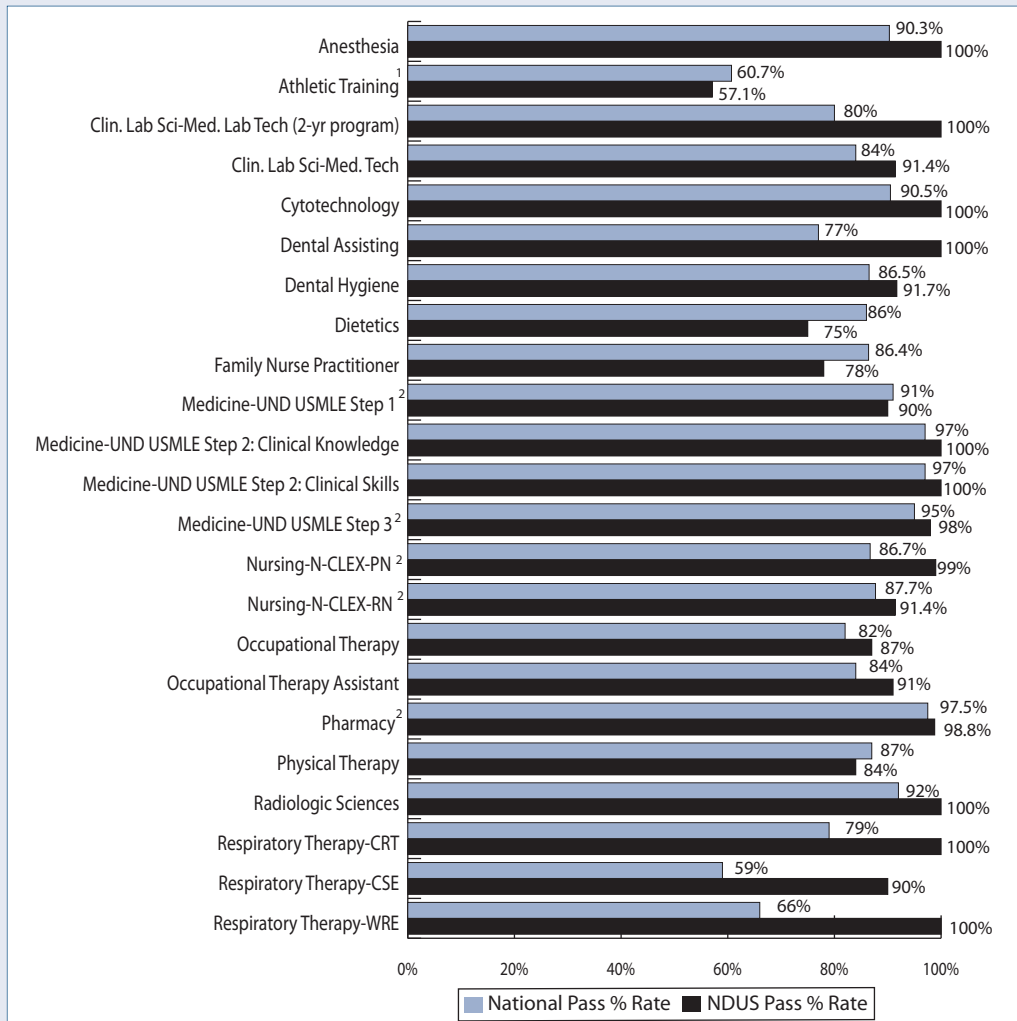
Sept. 1, 2010 through Aug. 31, 2011



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

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

## Comparison of NDUS Pass Rates to National Averages on Professional Licensure and Certification Exams FY 2010-11



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

Note: Rates are for first-time examinees.

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

<sup>2</sup> This program reserves slots for students from underserved populations.

**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 Engagement/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?

85 percent of NDUS two-year students and 88 percent of NDUS 4-year students rate their overall experience as good or excellent.

## About This Measure

Current research identifies a strong link between student engagement and degree completion: Students who are more engaged in campus activities are much more likely to complete degrees than students who are not engaged. Since degree completion is the foundation of the SBHE strategic plan, assessing student engagement is key to understanding and improving student degree completion.

The NDUS administers two related national surveys, Community College Survey of Student Engagement (CCSSE) to community college students and National Survey of Student Engagement (NSSE) to research and university students, to formally assess student engagement on each system campus.

The information gleaned from these reports indicates student

engagement in a variety of areas. Those reported on in this measure are ones indicated by the LUMINA foundation and the Liberal Education and America's Promise (LEAP) initiative as being those indicators toward success in general education coursework which ultimately better equips a student with 21st century learning skills.

## Student-Reported Engagement

2011

Category	Campus	Never	Sometimes	Often	Very Often
Had serious conversations with students of a different race or ethnicity than your own	Two-year	32%	43%	16%	9%
	Four-year+	27%	37%	21%	15%
	System	23%	40%	22%	14%
	National	2%	25%	31%	41%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Two-year	22%	46%	19%	13%
	Four-year+	20%	39%	24%	17%
	System	18%	39%	26%	17%
	National	11%	33%	29%	27%
My coursework involves: <b>Synthesizing</b> and organizing ideas, information or experiences		<b>Very little</b>	<b>Some</b>	<b>Quite a bit</b>	<b>Very much</b>
	Two-year	7%	36%	40%	17%
	Four-year+	5%	31%	45%	19%
	System	5%	27%	42%	26%
My coursework involves: <b>Making judgments</b> about the value of information, arguments or methods	Two-year	10%	37%	37%	16%
	Four-year+	7%	27%	44%	22%
	System	6%	26%	40%	28%
	National	5%	21%	39%	36%
My coursework involves acquiring a broad general education	Two-year	7%	20%	42%	31%
	Four-year+	3%	19%	45%	34%
	System	4%	18%	43%	34%
	National	3%	14%	37%	45%
My coursework involves acquiring job or work-related knowledge and skills	Two-year	10%	28%	35%	27%
	Four-year+	9%	26%	39%	26%
	System	6%	20%	38%	37%
	National	7%	20%	34%	40%
My coursework involves writing clearly and effectively	Two-year	8%	32%	43%	17%
	Four-year+	5%	23%	46%	27%
	System	5%	24%	43%	28%
	National	4%	19%	38%	39%
My coursework involves speaking clearly and effectively	Two-year	11%	34%	38%	15%
	Four-year+	7%	25%	42%	26%
	System	7%	25%	44%	25%
	National	6%	22%	37%	35%
My coursework involves thinking critically and analytically	Two-year	4%	23%	49%	23%
	Four-year+	3%	17%	45%	35%
	System	2%	13%	42%	43%
	National	2%	11%	35%	52%
How would you evaluate your entire educational experience at this institution?		<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
	Two-year	4%	11%	59%	26%
	Four-year+	2%	10%	55%	33%
	System	4%	12%	54%	30%

Data Source 2011 NSSE, CCSSE Reports.

# Alumni-Reported Satisfaction

## Measure EE5

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

**Do NDUS graduates believe they are prepared for the workforce?**

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

## About This Measure

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

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

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

### Alumni-Reported Satisfaction

AY 2005-2007 Graduates

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

	NDUS %	Nat'l %
Highly related	51.2	50.3
Moderately related	14.0	16.0
Slightly related	8.4	10.6
Not at all related	8.1	9.7
No response	18.2	13.4

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

	NDUS %	Nat'l %
Exceptionally well	16.4	16.9
More than adequate	24.6	26.0
Adequately	31.9	33.9
Less than adequate	4.2	4.2
Very poorly	0.5	1.0
Not at all	3.9	4.1
I am not employed	0.1	0.4
No response	18.3	13.4

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

	NDUS %	Nat'l %
Highly related	51.1	46.6
Moderately related	12.9	16.6
Slightly related	9.5	11.4
Not at all related	9.7	12.8
No response	16.7	12.6

**How would you rate the overall quality of instruction?**

	NDUS %	Nat'l %
Very satisfied	29.9	32.8
Satisfied	48.2	48.5
Neutral	8.7	9.4
Dissatisfied	3.0	3.3
Very dissatisfied	0.6	0.8
No opinion	0.6	0.7
No response	9.0	4.4

**Overall, how would you rate this school?**

	NDUS %	Nat'l %
Excellent	43.7	45.5
Good	40.0	41.0
Average	6.0	8.6
Poor	1.1	1.3
No response	9.1	3.7

# Employer-Reported Satisfaction with Recent Graduates

## Measure EE6

Employer-reported satisfaction with preparation of recently hired graduates

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

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

## About This Measure

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

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

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

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

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

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

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

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

### Employer Satisfaction Survey Summary

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

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

# Degrees Awarded

## Measure EE9

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

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

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

## About This Measure

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

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

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

### NDUS Degrees Awarded

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

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



## FLEXIBLE AND RESPONSIVE SYSTEM

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 2011, 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.

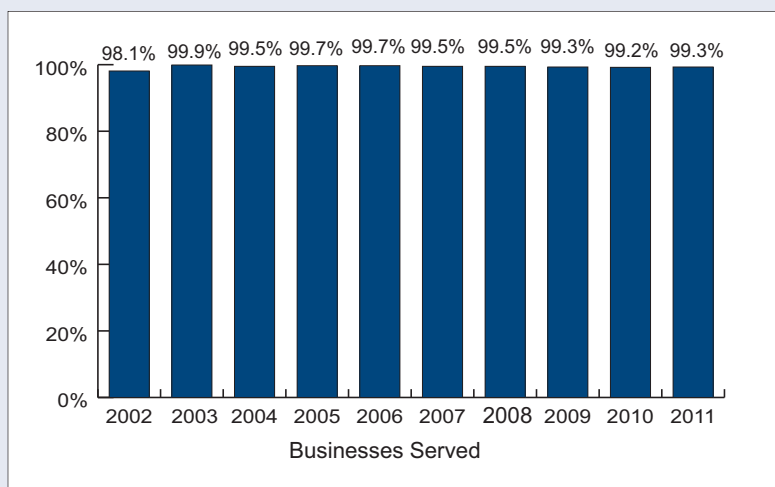
In FY 2011, the 1,547 companies that contracted for training through TrainND reported an average satisfaction level of 99.3 percent in regard to responsiveness to training requests.

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

been consistently high throughout this 10-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 2011**



# Student Credit Hours Earned at Multiple Institutions

## Measure FRS3

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

### About This Measure

Through distance education, NDUS students take a variety of classes without leaving their home campuses. Registration, financial aid and transfer of credit are provided by the student's home campus through the University System's collaborative student process, which is one mechanism to earn credits at multiple institutions.

In 2010-11, NDUS two-year college students earned 16,450 credit hours from other NDUS institutions while students from four-year universities earned 16,465.5 credit hours from other institutions. The 2010-11 total of 32,915.5 credit hours earned from multiple institutions was an increase from 27,311 in 2009-10.

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

In 2010-11, NDUS two-year college students earned 16,450 credit hours from other NDUS institutions while students from four-year universities earned 16,465.5 credit hours from other institutions for a total of 32,915.5 credit hours earned at multiple institutions, a 24.6 percent increase from 2007-08.

### Credit Hours Earned at Multiple Institutions

Academic Year	Credits earned by 2-yr college students at other NDUS campuses	Credits earned by 4-yr university students at other NDUS campuses	NDUS Total
2007-08 <sup>1</sup>	13,577	12,848	26,425
2008-09 <sup>1</sup>	12,686	10,750	23,436
2009-10	14,470	12,841	27,311
2010-11	16,450	16,465.5	32,915.5

<sup>1</sup> 2007-08 and 2008-09 data revised.

Data Source ConnectND.



## 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 2011, the NDUS served 16,416 students who enrolled in courses for credit through non-traditional delivery methods. These students made up 34 percent of the systemwide total headcount enrollment. Enrollment by students who take courses in a variety of non-traditional delivery methods tends to fluctuate somewhat from year to year.

## About This Measure

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

classes online, over the Interactive Video Network (IVN), off-campus and through correspondence. Included in the Fall 2011 systemwide headcount

enrollment of 48,833 students were 16,416 students (33.6 percent) enrolled in courses offered through non-traditional methods.

**Distance Education Degree-Credit Student Headcount Enrollment  
Fall 2011**

Year	Fall Enrollment	Face-to-Face On-Campus Enrollment <sup>1</sup>	Face-to-face Off-Campus Enrollment <sup>1</sup>	Correspondence Enrollments <sup>1</sup>	Internet -Based Enrollment <sup>1</sup>	Unduplicated Distance Education Total	Distance Education & On-Campus Duplicated Total <sup>1</sup>	Unduplicated Distance Education & On-Campus Total
2008	43,442	35,093	3,196	346	14,140	15,983	51,076	43,442
2009	45,817	36,402	3,339	367	14,099	16,382	52,784	45,871
2010	48,120	37,451	3,554	417	15,799	18,119	55,570	48,120
2011	48,883	34,476	3,987	334	15,732	16,416	56,080	48,805

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

Source: NDUS 2008, 2009, 2010 and 2011 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 2009-10, it took 31.5 percent, on average, of the lowest-quintile North Dakota family income to pay for tuition and fees at NDUS four-year and research universities, compared to 40.9 percent nationally and 16.5 percent in Wyoming, which had the lowest ratio. At NDUS two-year institutions, it took 19.4 percent, on average, compared to 14.8 percent nationally and 4.2 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 two-year, four-year and above public institutions.

The 2009-10 NDUS average for four-year campuses and above was 31.5 percent, which was lower than the national average of 40.9 percent. All NDUS campuses were below the national average. North Dakota ranked 11th lowest in the nation while Wyoming ranked the lowest at 16.5 percent.

The 2009-10 NDUS two-year college average was 19.4 percent, the 13th highest in the nation compared to the national average of 14.8 percent. All NDUS two-

year colleges were above the national average.

At 4.2 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.

Although the chart reflects an increase in the NDUS average between 2008-09 and 2009-10, this is primarily the result of an unexplained decrease in U.S. Census Bureau data for lowest quintile median family income from \$22,988 in 2009 to \$20,152 in 2010 for North Dakota.

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

## Tuition and Fees as a Percent of Lowest Quintile Median Family Income 2006-07, 2007-08 and 2009-10

4-Year and Above Public Universities	2006-07	2008-09	2009-10
DSU	24.2%	22.1%	26.0%
MaSU	28.4%	24.6%	28.7%
MiSU	24.3%	21.9%	26.7%
NDSU	30.9%	27.1%	31.8%
UND	31.3%	28.3%	33.4%
VCSU	28.7%	25.1%	29.4%
NDUS Average	29.9%	26.8%	31.5%
National Average	33.0%	38.3%	40.9%
Wyoming (Lowest Average)	12.1%	15.2%	16.5%
2-Year Public Colleges			
BSC	19.6%	17.1%	20.0%
DCB	18.7%	16.5%	19.0%
LRSC	19.3%	17.0%	19.4%
NDSCS	18.9%	16.9%	19.3%
WSC	16.6%	14.7%	16.8%
NDUS Average	19.0%	16.8%	19.4%
National Average	12.6%	13.6%	14.8%
California (Lowest Average)	3.6%	3.3%	4.2%

Data sources: Tuition and fees from 2006, 2008 and 2009 IPEDS data and Lowest Quintile Median Family Income from U.S. Census Bureau 2010, 2009 and 2007 American Community Survey (ACS). All data compiled and provided by NCHEMS. [Note: North Dakota data has been adjusted to reflect tuition and fee rates for 15 credit hours per semester.]

# Net College Expenses as a Percent of Median Family Income

## Measure AS3

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

### How affordable are NDUS colleges and universities to all families?

On average, 15.2 percent of the 2010 median North Dakota family income was needed to pay for college at NDUS four-year and research universities after grant aid was deducted. This compares to a national average of 17.2 percent and 9.3 percent in Wyoming, which had the lowest ratio. On average, 9.3 percent of family income was needed to pay for college at NDUS two-year colleges.

## About This Measure

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

Available national data includes 2009-10 state and national averages for two-year, four-year and above public institutions. The NDUS average for four-year and above campuses was 15.2 percent, which was lower than the national average of 17.2 percent. North Dakota was 16th lowest in the nation. The state with the lowest average was Wyoming at 9.3 percent.

As explained in Footnote 1 on Page 34, because room and board charges were not available (or applicable) for most public two-year community colleges in other states, the national data includes four-year room and board rates for the community colleges, assuming those living expenses would apply to all students whether or not they lived on campus. Net college costs for NDUS two-year community colleges, using the average room and board rates for four-year universities for comparability, ranged from 9.3 to 12.1 percent of the median family income (with an

average of 9.3 percent) compared to the national average of 12.9 percent. North Dakota shares the lowest average with Wyoming at 9.3 percent.

North Dakota's actual net costs, using NDUS two-year community college room and board rates rather than the four-year university average, accounted for 5.7 to 10.6 percent or on the average 9.3 percent of family income.

*Continued on Page 34*

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

**Net College Expenses as a Percent of  
Median Family Income of All Income Groups  
2006-07, 2008-09 and 2009-10**

4-Year and Above Public Institutions		2006-07	2008-09		2009-10	
DSU		9.3%		11.3%		11.3%
MaSU		13.1%		11.5%		11.4%
MiSU		12.6%		12.3%		12.6%
NDSU		16.1%		15.9%		16.1%
UND		16.5%		15.8%		16.0%
VCSU		10.0%		10.0%		10.3%
NDUS Average		15.2%		15.1%		15.2%
National Average		15.7%		16.9%		17.2%
Wyoming (Lowest Average)		8.8%		9.3%		9.3%
2-Year Public Institutions	2006-07		2008-09		2009-10	
	Assuming Average 4-yr Rates for Room and Board for All States <sup>1</sup>	Assuming Average 2-yr Rates for Room and Board for ND Institutions <sup>2</sup>	Assuming Average 4-yr Rates for Room and Board for All States <sup>1</sup>	Assuming Average 2-yr Rates for Room and Board for ND Institutions <sup>2</sup>	Assuming Average 4-yr Rates for Room and Board for All States <sup>1</sup>	Assuming Average 2-yr Rates for Room and Board for ND Institutions <sup>2</sup>
BSC	12.5%	10.8%	12.2%	11.0%	12.1%	10.8%
DCB	10.4%	8.7%	10.8%	8.8%	10.3%	8.1%
LRSC	11.1%	9.7%	10.8%	9.6%	11.0%	9.6%
NDSCS	12.1%	9.9%	11.5%	9.4%	10.8%	8.5%
WSC	9.6%	6.4%	9.5%	6.1%	9.3%	5.7%
NDUS Average	11.8%	9.9%	11.5%	9.6%	11.3%	9.3%
National Average	12.4%		12.9%		12.9%	
Wyoming (Lowest Average)	9.3%		9.2%		9.3%	

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

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

Data sources: Tuition and fees from 2009, 2008 and 2006 IPEDS data and Lowest Quintile Median Family Income from U.S. Census Bureau 2010, 2009 and 2007 American Community Survey (ACS). All data compiled and provided by NCHEMS. [Note: North Dakota data has been adjusted to reflect tuition and fee rates for 15 credit hours per semester and room and board rates for double occupancy and a 14-15 meal plan.]

# Enrollment Numbers and Trends

## Measure AS4

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

### How many students does the NDUS serve?

The Fall 2011 NDUS part-time and full-time degree-credit headcount enrollment was 48,833, a record high.

## About This Measure

The Fall 2011 enrollment of full-time and part-time degree-seeking students was higher than Fall 2010. In Fall 2011, there were 936 more part-time enrollments and 223 fewer full-time enrollments. The number of part-time students has been fairly consistent over the past five years.

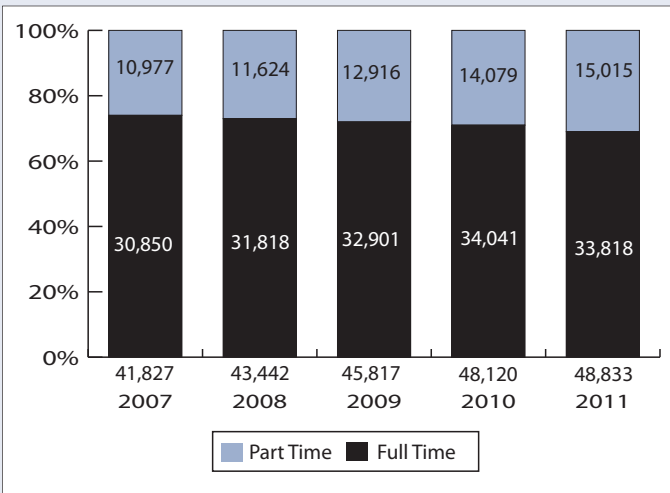
Credit, non-degree credit and non-credit enrollment are reported on an annual basis. The *2010-2011 NDUS Annual Enrollment Report* includes Summer 2010, Fall 2010 and Spring 2011. This report shows a systemwide unduplicated total of 51,318 enrollments in degree credit, 2,223 unduplicated non-degree credit enrollments and 13,271 unduplicated non-credit enrollments. When

credit, non-degree credit and non-credit enrollments are added together and unduplicated, the report shows that, systemwide, the NDUS served 66,812 individual students in 2010-11. This is

a conservative number, which includes only those students who provided Social Security numbers.

In 2010-11, about 32,000 individuals were served by NDUS institutions through 43,802 non-credit course registrations. This includes most workforce training provided to 2,012 businesses, organizations, high schools and agencies. Workforce training activities are reported in greater detail in Measure ED3 on Page 5.

**Percentage of Full and Part-Time Degree-Seeking Students**  
Fall 2007 through Fall 2011



# 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 7,074 in Fall 2007 to 7,921 in Fall 2011. Enrollment of non-traditional students increased 12.2 percent between Fall 2007 and Fall 2011. The number of students enrolled in graduate and first professional programs has increased 23.5 percent since Fall 2007.

## About This Measure

The Fall 2011 beginning freshmen enrollment of 7,921 is higher than the Fall 2010 enrollment of 7,867 in spite of a declining number of high school graduates in North Dakota.

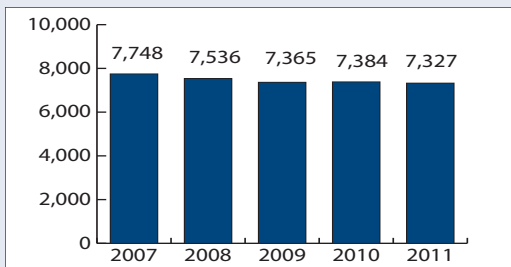
According to a 2003 Western Interstate Commission on Higher Education (WICHE) report titled *Knocking at the College Door*, the number of North Dakota high school graduates will

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.

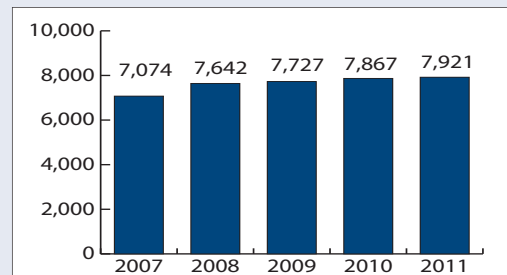
Non-traditional student (age 25 and older) participation increased in Fall 2011 (12,777) compared to Fall 2010 (12,593). Non-traditional enrollment has increased 12.2 percent in the past five years.

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 23.5 percent in the past five years. In Fall 2007, 4,965 students were enrolled in graduate and professional programs. In Fall 2011, this number increased to an all-time high of 6,131.

### North Dakota High School Graduates



### NDUS Beginning Freshmen<sup>1</sup>



### Participation Rates of Non-Traditional Students<sup>2</sup>

	Total NDUS Enrollments	# Students Age 25 and Older	Participation Rate
2007	41,827	11,389	27%
2008	43,442	10,783	25%
2009	45,817	11,819	26%
2010	47,937	12,593	26%
2011	48,833	12,777	26%

### NDUS Graduate Degree Participation Rates<sup>2</sup>

	Total NDUS Enrollments	NDUS Graduate/Prof. Students	Participation Rate
2007	41,827	4,965	12%
2008	43,442	5,166	12%
2009	45,817	5,614	12%
2010	47,937	5,947	12%
2011	48,833	6,131	13%

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

<sup>2</sup> 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 and graduate 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 2010-11, undergraduate and graduate students in North Dakota borrowed an average of \$4,410 compared to the national average of \$4,785 and \$4,136 in Maine, which had the lowest average.

## About This Measure

This measure reports on the average amount of student loan debt incurred each year by undergraduate and graduate students who attend public institutions. The averages are based on federal data for subsidized and unsubsidized loans for undergraduate and graduate students, including parent and graduate PLUS loans. Nationally published data are not available for undergraduate loans only.

In 2010-11, North Dakota was ranked 10th lowest in the nation with an average annual student loan debt of \$4,410 among students who attended public institutions.

While federal Pell Grant eligibility is largely based on income and asset levels, only 28 percent of North Dakota students qualified for these grants in 2010-11. 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 may have contributed to the decrease in average student loans from \$4,529 in 2008-09 to \$4,410 in 2010-11.

### Average Public Institution Student Loan Debt Incurred

2008-09 through 2010-11

	2008-09	2009-10	2010-11
North Dakota Average	\$4,529	\$4,451	\$4,410
National Average	\$4,924	\$4,823	\$4,785
Maine (Lowest) Average	\$4,210	\$4,135	\$4,136

Data Source *Federal Student Aid Data Center* (<http://federalstudentaid.ed.gov/datacenter/index.html>)

# Proportion of the Population with Associate Degrees or Higher

## Measure AS7

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

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

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

## About This Measure

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

This data is not available by county.

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

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

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

# Recent North Dakota High School Graduates Enrolled at NDUS Institutions

## Measure AS8

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

**What proportion of recent North Dakota high school graduates enroll in an NDUS institution the fall after high school graduation?**

In Fall 2011, 5,563 (75.9 percent) of the 7,327 2011 North Dakota high school graduates enrolled in an NDUS institution in the fall following high school graduation, an increase of 2.1 percent over 2010.

## About This Measure

### North Dakota High School Students Enrolled at NDUS Institutions

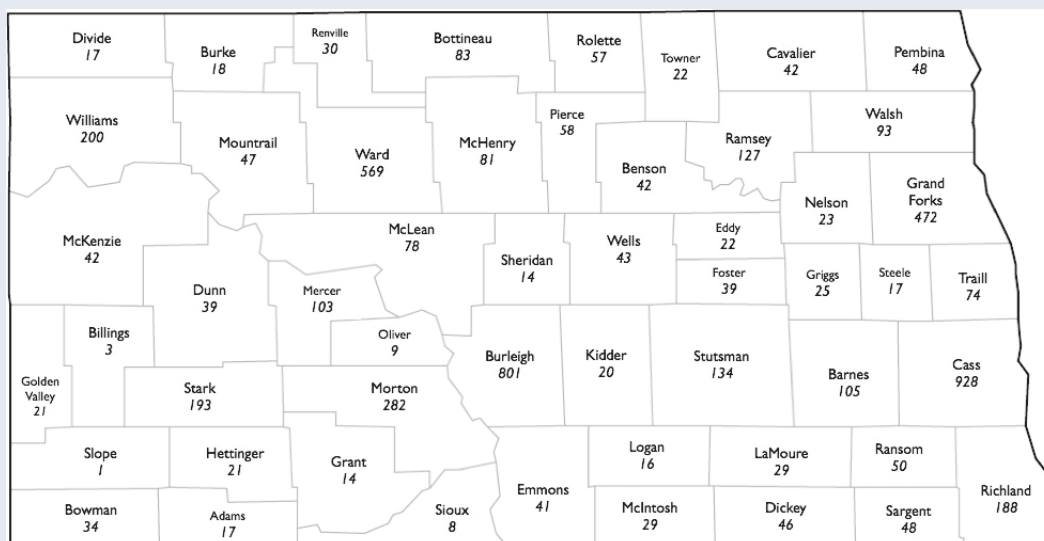
Year	Total ND High School Graduates	ND High School Graduates Enrolled	Percent of ND High School Graduates Enrolled
Fall 2010	7,384	5,450	73.8%
Fall 2011	7,327	5,563	75.9%

Data Source ConnectND and DPI.

File Source NDUS AccMeasure AS8 111230.

Last revised: 120103.

### North Dakota Recent High School Graduates Enrolled Fall 2011 in NDUS by County of Residence



Data Source ConnectND Graduation Records.

File Source NDUS AccMeasure AS8 111230.

Last revised: 120103.

# Adult Learning 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?**

11,028 (6.7 percent) of the estimated 165,747<sup>1</sup> 25-to-44-year-old population who have at least high school diplomas are enrolled in NDUS colleges and universities.

<sup>1</sup> North Dakota Data Center 2010 Census, NDUS Fall Enrollment Reports.

## About This Measure

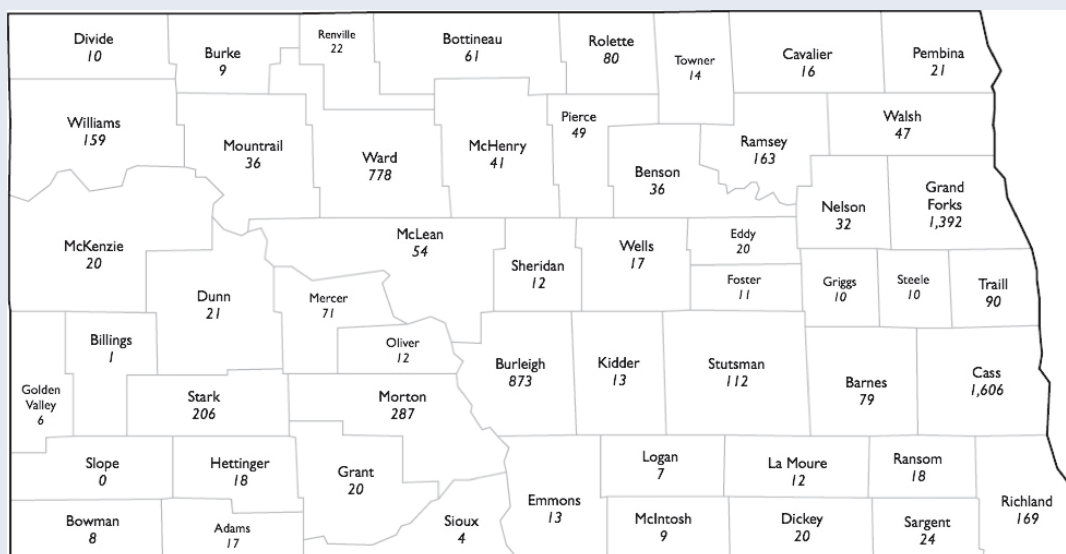
### Total 25 to 44-Year-Old Population Enrolled in NDUS Colleges and Universities

Academic Year	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
25-34 years old enrolled	8,265	8,523	9,396	10,118	8,333
35-44 years old enrolled	2,414	2,533	2,724	2,977	2,695
Total enrolled	10,679	11,056	12,120	13,095	11,028

Data Source ConnectND and DPI.

File Source NDUS AccMeasure 111104 AS8

### North Dakota 25 to 44-Year-Old Residents Enrolled Fall 2011 in NDUS by County of Residence



Data Source ConnectND Graduation Records.

File Source NDUS AccMeasure AS8 111230.

Last revised: 120103.



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

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

## About This Measure

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

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

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

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

## 2007-09 Appropriations for General Operations Plus Net Tuition Revenue per FTE Student (2009-11 National Data Not Available)

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

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

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

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

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

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

# Student Share of Funding for General Operations

## Measure FR3

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

## About This Measure

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

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

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

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

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

### Student Share of Funding Percent of Net Tuition and Fees to Total Appropriations Plus Net Tuition and Fees (2009-11 National Data Not Available)

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

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

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

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

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

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

# Per Capita General Fund Appropriations for Higher Education

## Measure FR4

Per capita general fund appropriations for higher education

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

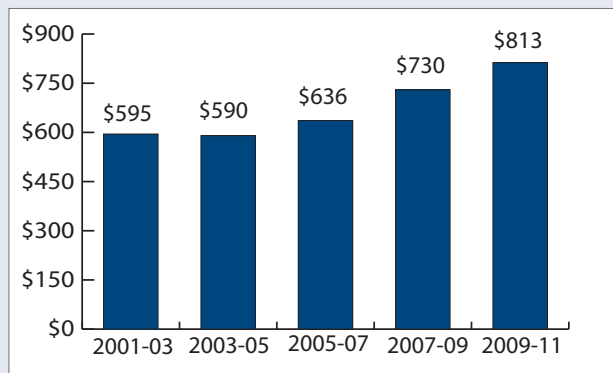
The average per-capita state general fund appropriation for the 2009-11 biennium was \$813, an increase of 37 percent since the 2001-03 biennium.

## 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 2009-11 biennium was \$813, an increase of 37 percent since the 2001-03 biennium. These funds are appropriated by the Legislative Assembly for the general operation of the campuses and related entities, including NDSU Extension Service and Research Centers and UND School of Medicine and Health Sciences.

**Per-Capita State General Fund Appropriations for Higher Education<sup>1,2</sup>**  
2001-03 through 2009-11 Biennia



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

<sup>2</sup> 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](http://www.census.gov/popest/estimates.php).

# 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 2011, the NDUS generated 73 percent of its total revenues, either internally from fees for services or externally from gifts, grants and contracts.

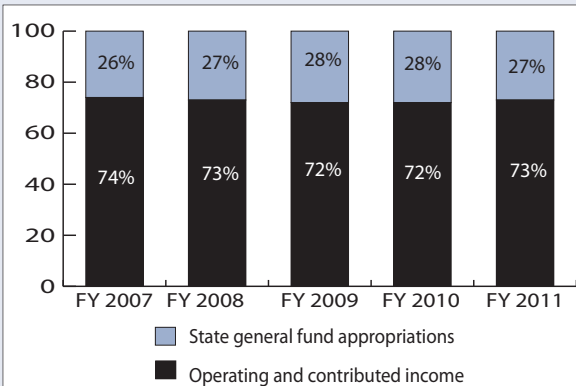
## About This Measure

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 73 percent of its total revenue from operating and contributed income sources in FY 2011. The colleges and universities' self-generated share of total revenues remains relatively consistent.

**Funding Sources**  
FY 2007 through FY 2011



## Operating and Contributed Income Ratio<sup>1</sup>

(In Millions)

FY 2011

<b>Self-generated revenues</b>	
Tuition and fees	\$255,604
Federal appropriations	5,646
Federal grants and contracts	200,675
State grants and contracts	19,388
Private gifts, grants/contracts	54,277
Sales and services – Ed. depts.	67,140
Investment and endowment income	10,551
Auxiliary enterprise	104,661
Other operating revenue	4,292
<b>Total self-generated revenues</b>	<b>\$722,234</b>
<b>Total all revenues</b>	
	<b>\$990,674</b>
<b>Operating and Contributed Income Ratio</b>	$\frac{\$722,234}{\$990,674} = 73\%$

<sup>1</sup> 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 2011 NDUS audited financial statements.

# State and Student Funding per Degree and Certificate Awarded

## Measure FR12

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

### About This Measure

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

The four-year NDUS average net tuition and state funding per degree of \$60,897 is about 7.4 percent more than the national public four-year institution average of \$56,683. Florida ranks lowest in the nation at \$32,250 per degree and certificate awarded.

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

The average cost per degree awarded by NDUS four-year universities in 2009-10 was \$60,897, which is about 7.4 percent more than the national average. At \$32,250 per degree or certificate awarded, Florida ranks best in this measure. The 2009-10 NDUS two-year college average per degree or certificate was \$27,742, which is well below the national average of \$34,256. At \$10,273 per degree or certificate awarded, Kentucky ranks best in this measure.

The NDUS two-year college average of \$27,742 is 16th lowest in the nation and significantly lower than the national average of \$34,256. Kentucky's average is the lowest at \$10,273 per award.

Because state funds are appropriated on a biennial basis in North Dakota, "state appropriations per degree" and "net tuition and state funding per degree"

will fluctuate annually, due to timing of state general fund drawdowns.

In addition, it should be noted that the number of completors might cause significant fluctuation in cost per degree from one year to the next.

*Continued on Page 48*

## State and Student Funding per Degree and Certificate Awarded (continued)

### Net Tuition and Fees and State Appropriations per Degree and Certificate Awarded <sup>1</sup>

2007-08 (Base Year) and 2009-10

4-Year and Above Public Institutions	2007-08			2009-10		
	Net Tuition & Fees per Degree	State Approp. per Degree	Net Tuition & State Funding per Degree	Net Tuition & Fees per Degree	State Approp. per Degree	Net Tuition & State Funding per Degree
DSU	\$21,815	\$19,272	\$41,086	\$13,981	\$14,917	\$28,898
MaSU	26,149	45,558	71,707	26,438	50,428	76,866
MiSU	22,716	25,591	48,307	24,494	29,873	54,368
NDSU (excluding Ag Res/Ext) <sup>2, 5</sup>	30,582	17,533	48,115	37,011	24,455	61,465
UND (including SMHS) <sup>3</sup>	35,832	26,566	62,399	39,059	30,242	69,301
VCSU	19,902	37,616	57,518	21,033	43,986	65,019
NDUS Average <sup>4</sup>	\$31,111	\$23,262	\$54,373	\$33,645	\$27,252	\$60,897
National Average <sup>5</sup>	\$26,909	\$35,034	\$1,943	\$27,527	\$29,156	\$56,683
Lowest Average <sup>5, 6</sup>	\$37,342	\$404	\$37,746	\$11,538	\$20,711	\$32,250
<b>2-Year Public Institutions</b>						
BSC	\$12,214	\$11,311	\$23,525	\$11,752	\$11,223	\$22,975
DCB	8,725	18,269	26,994	12,456	26,698	39,154
LRSC	12,567	11,941	24,509	13,549	15,485	29,034
NDSCS	12,660	20,449	33,110	10,889	22,055	32,944
WSC	7,613	15,741	23,354	7,587	18,385	25,972
NDUS Average	\$11,748	\$15,099	\$26,847	\$11,344	\$16,398	\$27,742
National Average	\$9,575	\$27,996	\$37,571	\$9,751	\$24,505	\$34,256
Kentucky (Lowest) Average	\$4,022	\$7,138	\$11,160	\$4,263	\$6,011	\$10,273

<sup>1</sup> Degrees and certificates include the following:

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

Two-year - associates and certificates

<sup>2</sup> NDSU appropriations reduced for: SITS \$11,184,747 or \$4,784 per award (2009-10) and \$7,414,623 or \$3,150 per award (2007-08); if appropriations for Ag Research and Extension (\$36,342,642 in 2009-10 and \$30,545,865 in 2007-08) are included, state appropriations per award are \$40,000 in 2009-10 and \$30,509 in 2007-08 and net tuition and state funding per award are \$77,010 in 2009-10 and \$61,092 in 2007-08.

<sup>3</sup> UND appropriations reduced for: SITS \$2,644,384 or \$1,003 per award (2009-10) and \$6,672,969 or \$2,477 per award (2007-08); and flood appropriations \$1,231,806 or \$467 per award in 2009-10.

<sup>4</sup> If appropriations for NDSU Ag Research and Extension (\$36,342,642 in 2009-10 and \$30,545,865 in 2007-08) are included, the NDUS average state appropriation per award was \$32,805 in 2009-10 and \$28,069 in 2007-08, and the NDUS average net tuition and state funding per award was \$66,450 and \$59,179 in 2009-10 and 2007-08, respectively.

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

<sup>6</sup> Lowest Average: Florida in FY 2009-10 and Colorado in FY 2007-08.

Data Source 2007-08 and 2009-10 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 2011 accomplishments follow.*

## Bismarck State College (BSC)

- BSC entered into articulation agreements with University of Mary and Salt Lake Community College in 2011. BSC students enrolled in 10 program areas can now more easily transfer to the University of Mary to earn bachelor's degrees in those areas which range from music to information technology. The agreement with SLCC allows graduates of that school's two-year energy management program to seamlessly enroll in BSC's online BAS in energy management program.
- For the sixth consecutive year, BSC showed record enrollment in Fall 2011. BSC had 4,392 students; 2,631 were full-time and 1,761 were part-time students. Total enrollment marks a five percent increase over the 4,177 students enrolled in 2010. BSC's enrollment has been steadily increasing and represents more than a decade of advancing student numbers. BSC is the third largest college in the North Dakota University System.
- BSC received a \$1.9 million grant from the Title III Strengthening Institutions Program. The college will use the funds to develop a data management and integration project over the five years of the grant. Funding of up to \$400,000 per year began in October.
- BSC's B.A.S. in energy management was ranked the seventh most affordable online management degree in the nation by GetEducated.com, a consumer group that publishes online college rankings and online university ratings. BSC is the only institution in North or South Dakota to be included in these rankings.
- BSC and the Dakota Institute presented a national humanities symposium and commemoration Sept. 9-11 at BSC. September 11 Ten Years Later: Impact on the Heartland explored the Midwest experience with a 100-stories documentary featuring North Dakotans, speakers of national prominence directly involved in 9/11 and state political and congressional leaders.

## Dakota College at Bottineau (DCB)

- Jacob Bean, a marketing and management major, was the top scoring scholar from a North Dakota two-year college in the

All-USA Community College Academic Team competition. Bean was named a New Century Scholar and was recognized at the American Association of Community College's annual conference in New Orleans. He was awarded a \$2,000 stipend. The program is administered by Phi Theta Kappa, the two-year college honor society.

- The Spring 2011 headcount enrollment of 868 students is an all-time high compared to any other previous semester, spring or fall. The current enrollment is a 15 percent increase compared to the Spring 2010 headcount enrollment of 755 students.
- In cooperation with the Minot Community Ambulance Service, DCB has begun a program to educate area individuals interested in becoming emergency medical technicians. The first 10 students enrolled in the program in Fall 2011, and it is expected to grow as the consortium expands.
- 100 percent of DCB students enrolled in the Practical Nursing and Registered Nursing Programs through the Dakota Nursing Consortium passed the 2010-11 National Council of Licensing Exams, including 19 PN and 14 RN students.
- In collaboration with the North Dakota Department of Career and Technical Education, DCB has hired a new farm and ranch business management instructor who will work with small to mid-size vegetable producers throughout the state to maximize profits and add to North Dakota's economic vitality.

## Dickinson State University (DSU)

- In February, DSU was invited to join the Frontier Conference beginning in the 2012 academic year. DSU began inquiring into the Frontier Conference when the Dakota Athletic Conference dropped to four teams last summer.
- The Theodore Roosevelt Digital Collection launched its new website on Monday, Nov. 14. It is the product of a collaboration by Dickinson State University with the Library of Congress, Harvard College Library and the National Park Service to bring together all of Theodore Roosevelt's documents into one place. The collection opened with more than 5,000 items from 10 different collections, including

letters to and from Roosevelt, photographs, cartoons, newspaper articles and diary entries. The TR Center plans to add new documents weekly and can be accessed at [www.theodorerooseveltcenter.org](http://www.theodorerooseveltcenter.org).

- DSU's request to provide limited graduate course offerings to area educators culminated with the State Board of Higher Education's January approval of the university's Stage II proposal for limited graduate credit. Graduate classes could be offered as early as Fall 2011. DSU will collaborate with other North Dakota universities to ensure that the limited graduate credit offerings transfer into existing graduate programs whenever feasible.
- DSU's Theodore Roosevelt Center held its sixth annual Theodore Roosevelt Symposium in conjunction with the 92nd annual meeting of the Theodore Roosevelt Association. The events took place on the DSU campus and in Medora, N.D. A statue of young Theodore Roosevelt was unveiled to the city of Dickinson and members of the Roosevelt family at the Stark County Courthouse. The symposium coincided with the launch of the TR Center website which hosts the only online digital collection of Theodore Roosevelt documents.
- Dickinson State University hosted its first ever winter commencement ceremony in Dorothy Stickney Auditorium, May Hall. This fall, 150 students reached academic eligibility to graduate from DSU. These students represented 12 states across the United States and countries such as the Bahamas, Canada, Guatemala, Mongolia, Nepal and South Korea.

### Lake Region State College (LRSC)

- Leonie de Jonge was one of 20 community college students chosen in March as Guistwhite Scholars based on academic achievement, participation in Phi Theta Kappa programs and service to their colleges and communities. The 2011 recipients were selected from more than 1,340 applicants; this is the second highest honor awarded by Phi Theta Kappa. Each Guistwhite Scholar receives a medallion and a \$5,000 scholarship for baccalaureate studies.
- In cooperation with the Fargo Police Department and Cass County Sheriff's Department, LRSC graduated 29 students from its summer peace officer academy held in Fargo. An additional 26 students graduated from a summer peace officer academy in Grand Forks offered in partnership with the Grand Forks Police Department. The academies, the 10th consecutive in Fargo and second in Grand Forks, serve the needs of the law enforcement workforce in those communities and the state.
- Nine practical nurse students received pins in a ceremony at LRSC. Five other students received pins in Mayville. A partnership between MaSU and LRSC makes access to the nursing program in Mayville a reality for students.

- Collegiate DECA – a club of LRSC students majoring in marketing and management – spearheaded a volunteer day in Minot. More than 200 students, staff and community volunteers spent the day assisting those in need by working in homes and for charitable organizations.
- The LRSC Adult Learning Center will expand and enhance services, thanks to a Department of Labor grant. The \$201,220 award will allow career advisement to be added at sites in Devils Lake and Rugby and potential new sites in Langdon and New Rockford.

### Mayville State University (MaSU)

- MaSU received its largest single gift to date: \$1 million. An endowment fund has been established and will provide scholarships to help non-traditional students achieve their educational goals. The scholarships are geared toward those who might be changing their paths in life or changing careers.
- An addition to MaSU's science and library buildings is the new home of the Division of Education & Psychology. Library and science building renovations are nearing completion. The recently renovated Agassiz Hall, MaSU's largest residence hall, is 95 percent occupied. The facility features suite- and apartment-style housing accommodations.
- MaSU is partnering with Williston State College (WSC) to offer courses leading to bachelor's degrees in early childhood education, early childhood, elementary education and business administration to students in the Williston area. WSC will provide pre-requisites or associate's degrees which will transfer to the MaSU programs. MaSU opened a satellite office at WSC this fall.
- MaSU has entered into agreements with DSU and BSC whereby students can earn dual bachelor's degrees in elementary education and early childhood education. Students can enroll in pre-requisite classes and earn associate's degrees from BSC that will transfer to DSU and MaSU. Classes leading to the four-year degrees are offered on the BSC and DSU campuses.
- Twenty-one students are enrolled in MaSU's first graduate-credit course – a science, technology, engineering and mathematics (STEM) strategies course. MaSU has recently entered into agreements whereby MaSU and VCSU will accept the transfer of MaSU's graduate credits into their programs.

### Minot State University (MiSU)

- In January, the Northern Sun Intercollegiate Conference for NCAA Division II approved MiSU as one of two expansion schools. NSIC competition begins Fall 2012. The Northern Sun includes members from Iowa, Minnesota, Nebraska, North Dakota and South Dakota.

- Hundreds worked selflessly toward flood recovery, and MiSU supported them. The Dome housed a Red Cross Emergency Center, while the Administration Building hosted the FEMA Center and residence halls lodged more than 600 National Guard members and other emergency workers. MiSU hired an ombudsman to resolve issues arising from the 2011 Souris River flood.
- The North Dakota Center for Persons with Disabilities, MiSU's Center of Excellence on Developmental Disabilities, received a \$840,000 federal grant from the Maternal and Child Health Bureau of the U.S. Department of Health and Human Services for support of state work on autism spectrum disorders. The grant, "Support Autism in North Dakota," will improve services for children and youth. The funds support collaboration among NDCPD; North Dakota Family Voices, N.D. Department of Health, Children's Special Health Services; and the N.D. Department of Human Services.
- MiSU's Rural Crime and Justice Center was awarded a two-year \$723,000 contract with the North Dakota Department of Health. The NDDoH received federal funding from the Department of Justice's Office of Violence against Women. The contract partners the RCJC and the NDDoH with the North Dakota Council on Abused Women's Services and UND's Tribal Judicial Institute to establish best practices for responding to domestic violence.
- UND Staff Senate members delivered flood-relief supplies to MiSU in October. Tools, painting supplies, kitchen utensils, bedding and cookware were among the items given to MiSU and UND medical school employees impacted by the flood. The UND Staff Senate challenged other NDUS schools to help rebuild Minot, and NDSU and DCB took the challenge.

### **North Dakota State College of Science (NDSCS)**

- In February, the NDSCS STEM scholars program was awarded a \$600,000 science, technology, engineering and mathematics grant from the National Science Foundation to address STEM workforce needs in North Dakota. NDSCS students who are fully accepted into the program might receive up to \$10,000 a year in financial assistance.
- Terry Marohl, associate professor and chair of the Diesel Technology Department, was named the outstanding technical teacher at the American Technical Education Association national conference in March. NDSCS welding student Chance Pausch, Hankinson, N.D., was named the outstanding technical student.
- NDSCS received State Energy Program American Recovery and Reinvestment Act (AARA) grants totaling more than \$635,000. The North Dakota Department of Commerce administers the SEP program that promotes energy conservation and efficiency and reduces the growth rate of energy demand. The grants will help replace 75 electric motors with new high-efficiency models, 20,000 light bulbs with more efficient ones and 1,200 light fixtures with energy efficiencies.
- The NDSCS RN program received a 100 percent pass rate on the National Council of Licensing Exam (NCLEX-RN). All 2011 NDSCS ASN-RN graduates passed the exam on the first attempt earlier this spring. This is the second consecutive year in which the NDSCS ASN-RN program has had a 100 percent, first-attempt pass rate.
- NDSCS announced in July that it is teaming up with UND's Unmanned Applications Institute to offer unmanned aerial vehicle training and education. Geospatial remote sensing, intro to intelligence and other professional or accredited courses may be among the classes offered at NDSCS. UAI will provide training for this new, fast-growing industry to North Dakota and the upper Great Plains.

### **North Dakota State University (NDSU)**

- A new study says the NDSU Research and Technology Park positively impacts economies, helps create jobs and helps generate revenue for local and state governments. The report by Economic Modeling Specialists Inc., said the total number of jobs in the park jumped more than 74 percent in the past five years. The 19 businesses located at the park account for 893 direct, on-site jobs and an additional 551 indirect, off-site jobs.
- NDSU is ranked as one of 108 prestigious universities in the elite "very high research activity" category in the latest Carnegie Classification of Institutions of Higher Education. It is the first university in the state to receive this designation.
- NDSU received a \$250,000 donation from CHS Inc., for developing a commodity trading room in Richard H. Barry Hall. Equipped with advanced information sources, trading software and analytical tools, the classroom will be a premier teaching facility for commodity marketing, logistics, trading and risk management.
- Stop-N-Go owners Sheila Carney and Henry Knoll provided a gift of \$2 million to NDSU and the athletic department's Building the Competitive Edge \$32 million campaign. The gift will go toward the naming of the Shelly Ellig Indoor Track and Field Facility. The campaign will extend and renovate the Bison Sports Arena to transform the facility and the surrounding area into a leading Division I athletic complex.
- Several North Dakota crops could play a significant role in bio-based resins and coatings recently developed by NDSU

researchers. The resins can be altered to perform in many applications and industries and can be made from sugar beets, plus oils from soybeans, flax and sunflowers.

### University of North Dakota (UND)

- UND's International Space Station Agricultural Camera (ISSAC) successfully captured its first high-resolution image from space. The photograph, which depicts the western coastal region of Florida, is a milestone for the program and is the result of a decade-long development effort by UND students and faculty members.
- UND and L-3 Simulation & Training (L-3 Link) dedicated the UND/L-3 Unmanned Aircraft Systems (UAS) Training Center at Grand Forks Air Force Base. The new center is the latest development in UND's booming UAS operations that produced the first graduates in the nation with UAS degrees last spring.
- UND employees delivered flood relief supplies to Minot State in October. In September, about 70 UND students traveled to Minot to remove water-damaged drywall and flooring from homes affected by the flood. UND also sold T-shirts and played an exhibition basketball game against Minot State as a fundraiser for Minot.
- Rosemarie Nassif, a special advisor with the U.S. Department of Education, and Sen. Kent Conrad were among those who attended the dedication of UND's remodeled and expanded Education Building. Emphasizing UND's "green initiative" the Education Building was built to Silver Leadership in Energy and Environmental Design (LEED) standards.
- The Energy & Environmental Research Center (EERC) at the University of North Dakota announced in June that its unique refining technologies have produced jet fuel from a combination of both coal and biomass feedstocks.

### Valley City State University (VCSU)

- Enrollment at VCSU set an all-time record with headcount of 1,384 for Fall semester 2011, surpassing last year's headcount of 1,285 by 7.7 percent and the previous record of 1,369 set more than 40 years ago. Over the past four years, enrollment at VCSU has grown more than 40 percent.
- *U.S. News* ranked VCSU as the No. 1 public regional college in the Midwest in the 2012 edition of "America's Best Colleges." This marks the 14th year in a row VCSU has been recognized by *U.S. News*.
- Facility improvements completed this year include a \$3.5 million renovation of Snoeyenbos residence hall and a

\$1 million installation of artificial turf on Shelly Ellig field. VCSU broke ground on the expansion and renovation of the Rhoades Science Center that will increase the University's ability to serve North Dakota.

- VCSU formed partnerships with NDSCS to help adult learners complete their education, with the Universidad Autonoma de Baja California Sur in La Paz, Mexico, to offer enhanced exchange opportunities, and with Sitting Bull College to help five Native American K-12 schools improve math and science proficiency.
- Athletes and coaches were recognized for off-field accomplishments including being named a Champions of Character Five Star institution (ranking in the top 10 percent among the approximately 270 colleges and universities in the NAIA) and receiving the Scholars Award for having the highest percentage of athletes (43 percent) honored as DAC Scholar-Athletes.

### Williston State College (WSC)

- WSC's Diesel Technology Program received certification from the National Institute for Automotive Service Excellence in March. WSC is one of only a few ASE-certified programs in the nation and the only one in North Dakota. The WSC diesel program met the strict industry standards required for master certification, the highest level of achievement provided by ASE.
- WSC announced the addition of hockey to its athletic program. The Tetons will compete at the NJCAA level beginning with the 2011-12 season. The season is well underway and the team has a winning record as well as outstanding campus and community support.
- WSC unveiled a new logo in April. The branding effort is the culmination of a committee process with representation from faculty, staff, students and the community. The logo embodies WSC's identity now and for years to come.
- A city-wide 1-percent sales tax was passed in November: ½ percent will go toward updating and maintaining current parks and rec facilities, while the other ½ percent will go toward a new community wellness and recreation facility proposed to be placed on WSC's campus.
- The WSC Foundation is proposing two 64-unit apartment buildings, to be built on WSC's campus, to help house current and future employees who are facing severe housing issues. Potential partners in this project include the College, the city, the school district, the park district, NDDOT, the highway patrol, Mercy Medical and Bethel.