

General Report Content Guidelines

These guidelines are a close representation of the text layout of what you will see on the Annual Report template.

EXECUTIVE SUMMARY

The executive summary should state the purpose of the report, describe the procedures used in preparing the report, and conclude with a concise presentation of conclusions and recommendations, future plans, and goal setting. Include enough general information that if someone read only this part of the document they would have a good idea of "your year".

ORGANIZATION

A narrative explanation of your departmental organization and how your department fits into the University organization; i.e. your internal and external reporting structure.

MISSION OF THE UNIT

State your mission, if applicable. What is/are your primary function(s)?

STATE OF THE UNIT

"Your story". Provide a detailed description of this year's achievements/department status. May include departmental accreditation status, external advisory groups, licenses held, audits performed, memberships, etc depending on the function of your department.

For all State of Unit categories (Human Resources, The University, Students, External Constituents, Programming, & Fiscal/Physical Resources), your report should concentrate of analysis of what was done and course of future action. Providing numbers can support your accomplishments/challenges, however numbers alone will not tell the complete story.

STATE OF UNIT - HUMAN RESOURCES

(See Core Data Set for helpful information)

Include the following if applicable:

- Address adequacy of staff or significant staffing issues. Include challenges and recommendations.
- Average length of service. For employees in split positions, credit years of service to department with highest percentage of time.
- Numbers of full-time/part-time faculty, full-time/part-time professional, classified, and student staff. Report part-time and student employees separately. It is not necessary to list names.
- Personnel changes (hires, resignations, retirements, terminations, vacancies, recruitment efforts, military/National Guard changes, ConnectND personnel changes).
- Professional development, honors/awards/accomplishments. List names of those recognized. Include training hours, degrees earned, and employee tuition waivers.
- Racial composition/gender comparison

STATE OF UNIT-THOSE WE SERVE

THE UNIVERSITY

What has your unit or personnel done to serve the institution?

Include the following if applicable:

- Departmental committee membership and work
- Exceptional contributions to the university
- Orientation of faculty/staff/students
- Partnerships and collaborations with other departments
- Promotion of diversity and involvement
- Serving other campus units as a support unit
- UND committee membership and work
- Any other significant contributions serving the University

STUDENTS

(See Core Data Reports for helpful information)

Include the following if applicable:

- Advising efforts
- Degrees awarded
- Diversity initiatives
- Graduate student opportunities
- Internships made available to students
- Meal contracts
- Residence hall contracts
- Retention efforts and data
- Scholarly and creative activity
- Student / faculty ratios; student/staff ratios
- Student accomplishments / activities / awards
- Student career placement
- Student employees (if not referenced above)
- Student enrollment data (i.e. new students, majors, student credit hours, undergraduate vs. graduate mix, racial composition)
- Student financial support, scholarships
- Student organizations supported
- Student performance and/or licensure data
- Student profiles (i.e. ACT avg.)
- Student recruitment
- Student teachers
- Undergraduate and graduate research, publications, presentations, grant activity
- Any other significant programs/issues/achievements in support of students

EXTERNAL CONSTITUENTS AND OTHER STAKEHOLDERS

Include the following if applicable:

- Consultants
- Events hosted on campus serving the public
- International / global / diversity events
- ND Legislature
- Other NDUS institutions, SBHE
- Parents/Alumni
- Partnerships in business and industry
- People of North Dakota and the Grand Forks community
- Public service (boards, conferences, fairs, arts, cultural events and programs)
- Vendors
- Any other external relationships

STATE OF UNIT - PROGRAMMING

Include the following if applicable:

- Curriculum development (courses added, changed, eliminated)
- Program development (degrees/programs/certificates added, changed, eliminated)
- Special programs developed for students
- Off-campus programming, courses, credits
- On-line programming
- Courses held through U2 and attendance
- Residence hall/apartment programming
- Programming focused on enhancing diversity
- Any other significant programming developments

STATE OF UNIT - FISCAL AND PHYSICAL RESOURCES

Data is available from Core Data Set. Reporting should focus on analysis of the data, speaking to the adequacy of resources and recommendations for areas of need.

Include the following if applicable:

- Alumni support, donations, relations
- Building projects
- Buildings/facilities (where department is located, adequacy of space and equipment, wiring, cabling, plumbing, esthetics)
- Equipment and supply expenditures and adequacy
- Fund raising
- Programming fees / deposits / access fees
- Research funding / Grants and contracts
- Sources of funding (appropriated, local, grants and contracts, plant, recharge)
- Technology (new equipment, computing, Internet access/availability)
- Any other significant resource accomplishments or concerns

EVALUATION

Summary of what you said you would do, what you have done, and how you know it was done.

ACCOMPLISHMENTS OF STRATEGIC GOALS

Assess the accomplishments of YOUR (departmental) strategic plan. Additionally, assess the contributions to your unit's (division, college, VP area) strategic plan if applicable. These goals may differ from the University strategic plan.

Include the following for each departmental strategic goal/indicator of success:

- How does your department know it is making progress toward the stated goal? Support with appropriate data, analyze and synthesize data reported, comment on trends, and explain significant changes.
- If a goal has been accomplished, provide supporting data if applicable.
- If a goal has yet to be accomplished, what if any progress has been made?
- What goals have been added or modified for the coming year? Summarize goal setting and reasoning for change.

ASSESSMENT OF STUDENT LEARNING: HOW DO WE KNOW THAT OUR STUDENTS ARE LEARNING WHAT WE HAVE STATED WE WOULD LIKE THEM TO LEARN?

The following questions ask you to discuss assessment of student learning at the programmatic level. Your department may have as a part of its mission one or more academic programs, *e.g.*, undergraduate, graduate, certificate, professional. As you discuss assessment of student learning in your program(s), please discuss each of your programs in the appropriately designated textbox.

ASSESSMENT OF STUDENT LEARNING IN UNDERGRADUATE PROGRAMS

1. State the student learning goals of your program(s) as they appear in your programs' assessment plans.

Undergraduate

2. Making particular reference to the student learning goals you have established for your program(s), describe the specific methods your department has employed this year to assess whether students are learning what you have stated you would like them to learn. If you have focused your assessment strategies this year on only one of multiple programs and/or only one or a few of your student learning goals for a program, please indicate which of them were chosen and how they were assessed.

You may find UND's Assessment Website (<http://www.und.nodak.edu/dept/datacol/assessment/>) helpful in providing examples of assessment methods that departments are using effectively to demonstrate student learning. In addition, you will find examples of how they are documenting results and implementing changes.

Undergraduate

3. Summarize the results of your assessment practices this year. What have you learned that affirms achievement of student learning goals and what, perhaps, have you learned that indicates opportunity for improvement/change?

Undergraduate

4. What specific curricular or other improvements/changes, if any, have you made or will you make based on what you have learned from your assessment practices this year?

Undergraduate

If decisions you have made require revision of your department/program assessment plan, please make the necessary changes and submit them as an update to the Office of Institutional Research.

*ASSESSMENT OF STUDENT LEARNING IN **GRADUATE** PROGRAMS*

1. State the student learning goals of your program(s) as they appear in your programs' assessment plans.

Graduate

2. Making particular reference to the student learning goals you have established for your program(s), describe the specific methods your department has employed this year to assess whether students are learning what you have stated you would like them to learn. If you have focused your assessment strategies this year on only one of multiple programs and/or only one or a few of your student learning goals for a program, please indicate which of them were chosen and how they were assessed.

You may find UND's Assessment Website (<http://www.und.nodak.edu/dept/datacol/assessment/>) helpful in providing examples of assessment methods that departments are using effectively to demonstrate student learning. In addition, you will find examples of how they are documenting results and implementing changes.

Graduate

3. Summarize the results of your assessment practices this year. What have you learned that affirms achievement of student learning goals and what, perhaps, have you learned that indicates opportunity for improvement/change?

Graduate

4. What specific curricular or other improvements/changes, if any, have you made or will you make based on what you have learned from your assessment practices this year?

Graduate

If decisions you have made require revision of your department/program assessment plan, please make the necessary changes and submit them as an update to the Office of Institutional Research.

*ASSESSMENT OF STUDENT LEARNING IN **PROFESSIONAL** PROGRAMS*

1. State the student learning goals of your program(s) as they appear in your programs' assessment plans.

Professional

2. Making particular reference to the student learning goals you have established for your program(s), describe the specific methods your department has employed this year to assess whether students are learning what you have stated you would like them to learn. If you have focused your assessment strategies this year on only one of multiple programs and/or only one or a few of your student learning goals for a program, please indicate which of them were chosen and how they were assessed.

You may find UND's Assessment Website (<http://www.und.nodak.edu/dept/datacol/assessment/>) helpful in providing examples of assessment methods that departments are using effectively to demonstrate student learning. In addition, you will find examples of how they are documenting results and implementing changes.

Professional

3. Summarize the results of your assessment practices this year. What have you learned that affirms achievement of student learning goals and what, perhaps, have you learned that indicates opportunity for improvement/change?

Professional

4. What specific curricular or other improvements/changes, if any, have you made or will you make based on what you have learned from your assessment practices this year?

Professional

If decisions you have made require revision of your department/program assessment plan, please make the necessary changes and submit them as an update to the Office of Institutional Research.

*ASSESSMENT OF STUDENT LEARNING IN **CERTIFICATE** PROGRAMS*

1. State the student learning goals of your program(s) as they appear in your programs' assessment plans.

Certificate

2. Making particular reference to the student learning goals you have established for your program(s), describe the specific methods your department has employed this year to assess whether students are learning what you have stated you would like them to learn. If you have focused your assessment strategies this year on only one of multiple programs and/or only one or a few of your student learning goals for a program, please indicate which of them were chosen and how they were assessed.

You may find UND's Assessment Website (<http://www.und.nodak.edu/dept/datacol/assessment/>) helpful in providing examples of assessment methods that departments are using effectively to demonstrate student learning. In addition, you will find examples of how they are documenting results and implementing changes.

Certificate

3. Summarize the results of your assessment practices this year. What have you learned that affirms achievement of student learning goals and what, perhaps, have you learned that indicates opportunity for improvement/change?

Certificate

4. What specific curricular or other improvements/changes, if any, have you made or will you make based on what you have learned from your assessment practices this year?

Certificate



If decisions you have made require revision of your department/program assessment plan, please make the necessary changes and submit them as an update to the Office of Institutional Research.

OTHER ASSESSMENT AND EVALUATION ACTIVITIES

What other formal assessment/evaluation activities, if any, has the department/program been involved with this year, *e.g.*, accreditation, undergraduate program review, graduate program review, revalidation of general education courses, internal or external consultations, *etc.*?

Priority/Action Areas for the Present and Future

Assess your accomplishments as linked to the UNIVERSITY strategic plan.

For each of the sections, assess how your department is progressing in each priority action area. Which goals have been accomplished, what progress on others, what has yet to be accomplished? Comment on trends and explain significant changes.

- Priority Action A-Quality Curriculum: Prepare students to lead rich, full lives, to enjoy productive careers, and to make meaningful contributions to society by providing them with a high-quality educational experience solidly grounded in the liberal arts
- Priority Action B- Commitment to Research: Expand and strengthen the University's commitment to research and creative activity, both as a means of enriching the learning environment and as a driver for economic development
- Priority Action C- Serve the People: Serve the people of North Dakota and the world more effectively through applied and basic research, cultural programs, and economic development programs as well as through a comprehensive array of educational offerings
- Priority Action D-Campus Climate: Sustain a positive campus climate for living and learning
- Priority Action E-Stabilize Enrollment: Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University's mission
- Priority Action F-Optimize Information Tech: Optimize the use of information technology to improve student learning, research, and the administration of the University
- Priority Action G-Resource Development: Take resource development to a new level through an enhanced cooperative approach involving the President, Vice Presidents, Deans, and Chairs in concert with the UND Foundation and other foundations, while building greater public understanding and support of the University's mission, distinctive qualities, and strategic agenda.
- Priority Action H-In Support: In support of all of the above, ensure that the University has a well prepared, enthusiastic faculty and staff, first-rate physical facilities, an adequate financial resource base, and an appropriate, efficient organizational structure.

Strategic Initiatives - Priority Action A –Quality Curriculum

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

STRATEGIC PLAN GOALS:

1. UND students arrive adequately prepared and find an intellectually stimulating and supportive academic environment.
2. UND's general education program develops strong skills for intellectual sophistication and prepares students as future citizens.
3. Academic programs are grounded in academic excellence and effectively prepare graduates for lives in a diverse, complex, and interdependent world.
4. Attract, retain, and develop a talented, diverse mix of faculty to fully support the University's academic mission.
5. Serve as a national model of the integration of top-notch intercollegiate athletics with the primary academic missions of the University, i.e., athletics is seen as co-curricular rather than extracurricular.

Specifically respond to the following indicators of success:

A0106: Students receive high annual number of national awards, scholarships. List award and numbers received.

A0202: A new or revised general education program is implemented and ongoing of assessment of student learning guides program modifications. Speak to specific elements in your majors that reinforce Gen Ed learning.

A0303: All departments have designated experiential learning requirements. Is experiential learning required of your majors / degree programs?

A0305: Increasing numbers of student and faculty participate in international exchange and study abroad experiences. List name, country visited, date of travel and professional purpose of travel.

A0402: Positive trend in faculty nominations and competitiveness for national awards/scholarships and fellowships. List number of nominations and awards

Strategic Initiatives - Priority Action B – Commitment to Research

Expand and strengthen the University's commitment to research and creative activity, both as a means of enriching the learning environment and as a driver for economic development:

STRATEGIC PLAN GOALS:

1. The University's research program is sustained at the highest Carnegie level. It operates at the level of \$100 million or more per year in extramural support by 2007.
2. The University's research program enriches and enlivens the teaching and learning environment.
3. The University's research program is characterized by a high degree of interdisciplinary and multidisciplinary research.

4. The University is a significant catalyst for research and creative innovation linked to business opportunities for economic development of the Upper Midwest.

Specifically respond to the following indicators of success:

B0201: Large numbers of undergraduates are involved in faculty and professional staff research. Provide a number of undergraduate students involved in research activities. Indicate if actual or estimated number.

B0302: Increasing percentages of scholarly output and extramural submission and awards involving multiple academic or research units. *List publications and/or scholarships in the following text boxes:*

B0302(a): Faculty publications/scholarships

B0302(b): Undergraduate student publications/scholarships

B0302(c): Graduate student publications/scholarships

Strategic Initiatives - Priority Action C – Serve the People

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

STRATEGIC PLAN GOALS:

1. The University is recognized throughout North Dakota and the region as a primary source of public cultural and arts programming and enrichment.
2. The University offers a full array of accessible, affordable degree programs and continuing education programs addressing both the region's need for particular kinds of graduates and for educational opportunities.
3. The University is a leading force in the economic development of North Dakota, western Minnesota, and the Upper Midwest.
4. The University offers a wide array of public service programs improving the human condition, particularly that of North Dakotans and the people of the Upper Midwest.
5. UND is widely acknowledged as the leading university in the United States for educational programs and outreach activities for American Indian people.

Specifically respond to the following indicators of success:

C0107: Positive trend in number and quality of visiting artists & lecturers. List number of visiting artists and lecturers.

C0105: Positive trend in the number of quality exhibits (North Dakota Museum of Art and throughout UND) and in the number of visitors to UND for art events generally. List the number of exhibits and estimate the attendance.

C0106: Positive trend in number and quality of music and art programs (on campus, summer camps, outreach, others) for elementary and secondary school

students. List any events hosted for elementary/secondary students and attendance number. Indicate if actual or estimated attendance.

C0110: Positive trend in student/faculty exhibits and tours by UND choirs, bands, theater and other arts groups. List number of exhibits/tours.

C0401: Substantial number and quality of public service programs in place. List public service programs and comment on success.

C0402: Substantial number of students engaged in service learning programs. List service learning programs available to students and numbers involved.

C0403: Substantial number of degree programs with service-learning requirements or opportunities. List any degrees/majors with service learning requirements/opportunities available. Indicate if required.

C0404: Upward trend in number of formal partnerships with public service agencies. List any partnerships with public service agencies.

C0409: A substantial array of cultural experiences for the public. List these experiences and/or estimate the attendance.

Strategic Initiatives - Priority Action D-Improve Campus Climate

Sustain a positive campus climate for living and learning:

STRATEGIC PLAN GOALS:

1. The campus is learning-centered/student-centered.
2. Students, faculty, staff, alumni, and the public find the UND campus to be a hospitable, stimulating and enjoyable place with which they are proud to be associated.
3. The University community and the broad region it serves enjoy a rich and vibrant array of artistic, intellectual and popular pursuits that strengthen cultural life, deepen experience and understanding of pluralism, stimulate interaction among individuals, and build the foundations for a strong community.
4. The University reflects diversity and promotes respect and appreciation for cultural pluralism, human rights, differences of opinion, and respectful treatment of others, generally.
5. The University has clear and open lines of communication for interaction among students, faculty, staff and administrators.
6. All faculty and staff see the University as having a positive work environment supportive of them in fulfilling their roles and in providing for professional growth and development, supporting healthful living, and otherwise enabling all to participate in the continuous improvement of the quality of the University

Specifically respond to the following indicators of success:

D0202: Vibrant cultural, arts, and intercollegiate athletic programs are sustained. Similar to above.

D0303: A high level of campus and community participation in campus events. List any events sponsored on campus and attendance. Indicate if actual or estimated attendance.

D0303: High level of public, student, and staff participation in campus activities. Report on participation in your sponsored events or attendance of your staff in the events on campus.

C0305: Positive trend in number of endowed lectureships and attendance. List any endowed lectureships hosted by your department and attendance. Indicate if actual or estimated attendance.

Strategic Initiatives - Priority Action E-Stabilize Enrollment

Optimize and stabilize enrollment to achieve the desired number and mix of students appropriate to the University's mission:

STRATEGIC PLAN GOALS:

1. The University reaches a total fall headcount of 15,000 students, including distance education students, by the fall of 2010. Approximately 12,500 represent increases in UND's regular categories of student enrollment; the remaining 2,500 are new distance education students, including correspondence students.
2. By 2010, the profile of the student body changes as shown in Table 15.
3. By the year 2010, the average ACT score of entering freshmen is 24.
4. UND achieves and holds a fall-to-fall freshman-to-sophomore retention rate of 80 percent by 2010. The six-year graduation rate exceeds the national average for doctoral/research universities by 10 percent by 2010.
5. The University offers an optimal array of academic programs to meet both the needs of students for degrees and of the state and region for graduates.
6. By the year 2010, increase the number of people served during the summer on the UND campus through regular summer school expansion, summer athletic and academic camps, enrichment programs for senior citizens, and other markets.

E0601: Increase the number of people served during the summer to 50 percent of the number served during the academic year. List the summer activities which you offer and estimate the attendance.

Strategic Initiatives - Priority Action F-Optimize Information Technology

Optimize the use of information technology to improve student learning, research, and the administration of the University:

STRATEGIC PLAN GOALS:

1. UND provides coordinated information technology services and applications supporting learning, instruction, research and services, and provides for efficient, secure, and effective operation of the University.
2. UND has first-rate, leading-edge infrastructure (including voice, video, and data network, network storage, and research computing).
3. Optimized use of information technology is achieved through the coordination and collaboration of UND's IT organizations.
4. The University has a current information technology plan demonstrating continuous progress toward implementation.
5. Enhance the University's position as a leader in the creation and application of information technologies to enrich and extend learning and research.

Strategic Initiatives - Priority Action G-Resource Development

Take resource development to a new level through an enhanced cooperative approach involving the President, Vice Presidents, Deans, and Chairs in concert with the UND Foundation and other foundations, while building greater public understanding and support of the University's mission, distinctive qualities, and strategic agenda:

STRATEGIC PLAN GOALS:

1. As a direct result of a comprehensive capital campaign, the University has an endowment of \$500 million by the year 2012. *(This is a "tentative" amount/date; actual to be set in conjunction with Foundation Board as part of the capital campaign plan.)*
2. Reach a target of \$13.5 million in annual giving and the mix of annual giving components, i.e., deferred giving, cash contributions, etc. in AY06 with future-year targets. *To be set in conjunction with the UND Alumni Association and Foundation.*
3. The University's stakeholders, current and potential, hold the University in high esteem, understanding its mission and actively supporting its strategic agenda.

Strategic Initiatives - Priority Action H-In Support

In support of all the above, ensure that the University has a well-prepared, enthusiastic faculty and staff, first-rate physical facilities, an adequate financial resource base, and an appropriate efficient organizational structure:

STRATEGIC PLAN GOALS:

1. The University has an outstanding, well-prepared, enthusiastic faculty and staff.
2. The University has first-rate physical facilities; they are accessible, well built, optimally utilized, well maintained, and appropriately situated.
3. The University has an adequate multi-stream resource base.
4. The University is appropriately and efficiently organized and operated.

Specifically respond to the following indicators of success:

G0203: All units report having adequate space plus state-of-the-art equipment and facilities. Briefly summarize space and equipment status as reported above under Physical Resources.