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University of Northern Iowa Strategic Plan: 2001-2006, Performance Indicators [2001-2002]

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**University of Northern Iowa
Strategic Plan: 2001-2006
PERFORMANCE INDICATORS**

GOAL 1: Provide intellectually stimulating and challenging experiences for students that broaden and deepen their perspective and awareness.																																																										
Institutional Indicators, MGT Indicators			Target	Progress Made																																																						
UNI	BOR	Performance Indicator																																																								
1.1.1	1	Percentage of student credit hours taught by tenure/tenure track faculty. (undergraduate only)	75%	00-01: 63.1% 99-00: 67.0% 98-99: 68.0% 97-98: 72.3% 96-97: 76.0%																																																						
1.1.2	5	Average undergraduate class Lower Level Upper Level Both	Ave.: 33 Med.: 25 Ave.: 22 Med.: 23 Ave.: 28 Med.: 24	<table border="0"> <tr> <td></td> <td style="text-align: center;">Avg.</td> <td style="text-align: center;">Median</td> </tr> <tr> <td>00-01:</td> <td style="text-align: center;">35.8</td> <td style="text-align: center;">26</td> </tr> <tr> <td>99-00:</td> <td style="text-align: center;">34.6</td> <td style="text-align: center;">25</td> </tr> <tr> <td>98-99:</td> <td style="text-align: center;">32.9</td> <td style="text-align: center;">25</td> </tr> <tr> <td>97-98:</td> <td style="text-align: center;">33.2</td> <td style="text-align: center;">25</td> </tr> <tr> <td>96-97:</td> <td style="text-align: center;">35.5</td> <td style="text-align: center;">26</td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <td>00-01:</td> <td style="text-align: center;">25.6</td> <td style="text-align: center;">25</td> </tr> <tr> <td>99-00:</td> <td style="text-align: center;">22.8</td> <td style="text-align: center;">23</td> </tr> <tr> <td>98-99:</td> <td style="text-align: center;">24.2</td> <td style="text-align: center;">24</td> </tr> <tr> <td>97-98:</td> <td style="text-align: center;">23.3</td> <td style="text-align: center;">22</td> </tr> <tr> <td>96-97:</td> <td style="text-align: center;">23.1</td> <td style="text-align: center;">21</td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <td>00-01:</td> <td style="text-align: center;">32.2</td> <td style="text-align: center;">26</td> </tr> <tr> <td>99-00:</td> <td style="text-align: center;">28.9</td> <td style="text-align: center;">25</td> </tr> <tr> <td>98-99:</td> <td style="text-align: center;">29.2</td> <td style="text-align: center;">24</td> </tr> <tr> <td>97-98:</td> <td style="text-align: center;">28.9</td> <td style="text-align: center;">24</td> </tr> <tr> <td>96-97:</td> <td style="text-align: center;">29.5</td> <td style="text-align: center;">24</td> </tr> </table>		Avg.	Median	00-01:	35.8	26	99-00:	34.6	25	98-99:	32.9	25	97-98:	33.2	25	96-97:	35.5	26				00-01:	25.6	25	99-00:	22.8	23	98-99:	24.2	24	97-98:	23.3	22	96-97:	23.1	21				00-01:	32.2	26	99-00:	28.9	25	98-99:	29.2	24	97-98:	28.9	24	96-97:	29.5	24
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1.2.1	-	First class enrolled in Honors Program by fall 2002.	Yes	Achieved: First freshmen class of 61 students enrolled in Fall 2001																																																						
1.3.1	3B	Percentage of lower division courses taught by tenure/tenure track faculty	70%	00-01: 52.6% 99-00: 54.4% 98-99: 58.4%																																																						
1.4.1	-	Programs [that distinguish the University] identified by Fall 2002.	Yes	Institutional data is being analyzed to assist in identifying programs and priorities.																																																						
1.5.1	-	Percentage of graduates [of graduate programs] employed or placed within one year.	95	00-01: 93.7% 99-00: 96.4%																																																						
1.6.1	6	Number and percentage of faculty using instructional technology (including computers).	90%	<table border="0"> <tr> <td></td> <td style="text-align: center;">Number of Total Faculty</td> <td style="text-align: center;">%</td> </tr> <tr> <td>00-01:</td> <td style="text-align: center;">536 of 614</td> <td style="text-align: center;">87.3</td> </tr> <tr> <td>99-00:</td> <td style="text-align: center;">542 of 609</td> <td style="text-align: center;">89.0</td> </tr> <tr> <td>98-99:</td> <td style="text-align: center;">349 of 529</td> <td style="text-align: center;">66.0</td> </tr> <tr> <td>97-98:</td> <td style="text-align: center;">--</td> <td style="text-align: center;">50.0</td> </tr> </table>		Number of Total Faculty	%	00-01:	536 of 614	87.3	99-00:	542 of 609	89.0	98-99:	349 of 529	66.0	97-98:	--	50.0																																							
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GOAL 1: Continued...

Institutional Indicators, MGT Indicators			Target	Progress Made
UNI	BOR	Performance Indicator		
1.6.2	7	Number and percentage of general assignment tech-equipped classrooms.	100%	Total Classrooms Wired % 00-01: 267 254 95 99-00: 264 246 93
1.6.3	8	Percentage of course sections in which computers are used as an integral teaching aid.	46%	00-01: 34.8% 99-00: 35.2%
1.7.1	-	Number of students having an international learning experience. [Degree Seeking Students at UNI]	450	99-00: 392 98-99: 409
1.7.2	-	Number of international students enrolled. [Fall semester only]	375	00-01: 339 99-00: 309 98-99: 319 97-98: 294

Goal 2: Support creative and intellectually rigorous teaching and scholarship.

Institutional Indicators, MGT Indicators			Target	Progress Made
UNI	BOR	Performance Indicator		
2.1.2	6	Number of faculty using instructional technology (including computers).	90%	00-01: 87.3% 99-00: 89.0% 98-99: 66.0% 97-98: 50.0%
2.2.1	18	Sponsored funding per year in millions of dollars.	\$15.2 m	00-01: \$19.4 m 99-00: \$18.1 m 98-99: \$10.1 m 97-98: \$11.9 m 96-97: \$10.4 m
2.2.2	22	Number of intellectual property disclosures.	Monitor	00-01: 0 99-00: 0 98-99: 5 97-98: 4 96-97: 3

Goal 3: Expand the involvement of the University in addressing critical local, state, national and global needs that also enrich the educational experiences offered by the University.

Institutional Indicators, MGT Indicators			Target	Progress Made																		
UNI	BOR	Performance Indicator																				
3.1.1	-	Biennial marketing survey.	Yes	2001: Survey is in development 1999: Last report completed																		
3.2.1	28	Headcount enrollments in credit/non-credit courses offered through extension and continuing education.	Credit: 10,000 Non-credit: 18,500	<table border="1"> <thead> <tr> <th></th> <th>Credit</th> <th>Non-credit</th> </tr> </thead> <tbody> <tr> <td>00-01:</td> <td>9,845</td> <td>12,782</td> </tr> <tr> <td>99-00:</td> <td>8,945</td> <td>16,772</td> </tr> <tr> <td>98-99:</td> <td>9,066</td> <td>18,651</td> </tr> <tr> <td>97-98</td> <td>8,952</td> <td>16,278</td> </tr> <tr> <td>96-97</td> <td>7,793</td> <td>16,379</td> </tr> </tbody> </table>		Credit	Non-credit	00-01:	9,845	12,782	99-00:	8,945	16,772	98-99:	9,066	18,651	97-98	8,952	16,278	96-97	7,793	16,379
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3.2.2	40	Off-campus student enrollment in degree programs offered through distance learning (fall semester only).	UG: 90 Grad: 550	<table border="1"> <thead> <tr> <th></th> <th>Undergrad.</th> <th>Graduate</th> </tr> </thead> <tbody> <tr> <td>00-01</td> <td>109</td> <td>562</td> </tr> <tr> <td>99-00</td> <td>80</td> <td>438</td> </tr> <tr> <td>98-99:</td> <td>63</td> <td>508</td> </tr> <tr> <td>97-98</td> <td>62</td> <td>391</td> </tr> <tr> <td>96-97</td> <td>54</td> <td>331</td> </tr> </tbody> </table>		Undergrad.	Graduate	00-01	109	562	99-00	80	438	98-99:	63	508	97-98	62	391	96-97	54	331
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3.3.1	-	Annual technology transfer report.	Yes	Yes																		

Goal 4: Strengthen a University culture characterized by diversity, collegiality and mutual respect.

Institutional Indicators, MGT Indicators			Target	Progress Made																																																																																
UNI	BOR	Performance Indicator																																																																																		
4.1.1	41	Racial/ethnic composition of student populations in percentages.	8.5%	Fall 01: 5.1% Fall 00: 4.8% Fall 99: 4.3% Fall 98: 4.0% Fall 97: 4.0%																																																																																
4.1.2	42	Graduate and undergraduate student retention and graduation rates by ethnic/racial composition in percentages.	<p align="center"><u>6-Year Graduation Rates</u></p> <table border="0"> <tr> <td>Native Am.</td> <td>48.3%</td> </tr> <tr> <td>African Am.</td> <td>48.1%</td> </tr> <tr> <td>Asian Am.</td> <td>62.9%</td> </tr> <tr> <td>Hispanic</td> <td>46.3%</td> </tr> </table>	Native Am.	48.3%	African Am.	48.1%	Asian Am.	62.9%	Hispanic	46.3%	<table border="0"> <tr> <td>Entry year</td> <td>2000</td> <td>1997</td> <td>1995</td> </tr> <tr> <td></td> <td>Retention</td> <td>4 yr gra- duation</td> <td>6 yr gra- duation</td> </tr> <tr> <td>Native Am.</td> <td>100%</td> <td>0.0%</td> <td>40.0%</td> </tr> <tr> <td>African Am.</td> <td>79.1%</td> <td>7.9 %</td> <td>44.8%</td> </tr> <tr> <td>Asian Am.</td> <td>77.8%</td> <td>15.8%</td> <td>78.9%</td> </tr> <tr> <td>Hispanic</td> <td>70.4%</td> <td>0.0%</td> <td>45.5%</td> </tr> <tr> <td>White</td> <td>84.2%</td> <td>29.6%</td> <td>64.9%</td> </tr> <tr> <td>Overall</td> <td>84.0 %</td> <td>28.8%</td> <td>64.2%</td> </tr> <tr> <td>Minority (all)</td> <td>78.0%</td> <td>14.1%</td> <td>53.3%</td> </tr> </table> <table border="0"> <tr> <td>Entry year</td> <td>1999</td> <td>1996</td> <td>1994</td> </tr> <tr> <td></td> <td>Retention</td> <td>4 yr gra- duation</td> <td>6 yr gra- duation</td> </tr> <tr> <td>Native Am.</td> <td>60.0%</td> <td>25.0%</td> <td>0%</td> </tr> <tr> <td>African Am.</td> <td>68.0%</td> <td>3.6%</td> <td>42.5%</td> </tr> <tr> <td>Asian Am.</td> <td>73.7%</td> <td>24.0%</td> <td>41.9%</td> </tr> <tr> <td>Hispanic</td> <td>64.3%</td> <td>14.3%</td> <td>36.4%</td> </tr> <tr> <td>White</td> <td>82.1%</td> <td>34.0%</td> <td>63.3%</td> </tr> <tr> <td>Overall</td> <td>81.4%</td> <td>33.2%</td> <td>62.2%</td> </tr> <tr> <td>Minority (all)</td> <td>68.2%</td> <td>14.1%</td> <td>39.5%</td> </tr> </table>	Entry year	2000	1997	1995		Retention	4 yr gra- duation	6 yr gra- duation	Native Am.	100%	0.0%	40.0%	African Am.	79.1%	7.9 %	44.8%	Asian Am.	77.8%	15.8%	78.9%	Hispanic	70.4%	0.0%	45.5%	White	84.2%	29.6%	64.9%	Overall	84.0 %	28.8%	64.2%	Minority (all)	78.0%	14.1%	53.3%	Entry year	1999	1996	1994		Retention	4 yr gra- duation	6 yr gra- duation	Native Am.	60.0%	25.0%	0%	African Am.	68.0%	3.6%	42.5%	Asian Am.	73.7%	24.0%	41.9%	Hispanic	64.3%	14.3%	36.4%	White	82.1%	34.0%	63.3%	Overall	81.4%	33.2%	62.2%	Minority (all)	68.2%	14.1%	39.5%
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4.2.1	-	<u>Student climate survey</u> Q. UNI provides a welcoming and responsive environment for members of the UNI community who have unique needs that may affect their opportunity for success.	75%	00-01: 76.1%																																																																																

Goal 5: Foster a supportive living, learning and working environment with services and programs that promote individual well being and organizational effectiveness.

Institutional Indicators, MGT Indicators			Target	Progress Made
UNI	BOR	Performance Indicator		
5.1.1	-	Campus crime statistics.	Monitor	Numerous units on campus monitor and report campus crime statistics under the direction of UNI Public Safety. Public Safety provides an annual report of campus crime statistics that is made available on UNI's web site.
5.1.2	-	Annual worker compensation claims.	Monitor	FY 01: 112 FY 00: 113 FY 99: 140 FY 98: 165 FY 97: 154
5.2.1	-	Child care services: Number of children served (PLS + residence)	Monitor	<u>Price Lab</u> 00-01: 53 99-00 53 <u>University Apartments</u> 00-01: 42 99-00: 20
5.2.2	-	Child care services: Diminish gap between need and served (number on waiting list).	Monitor	# on waiting list 00-01: 157 99-00: 142
5.3.1	-	<u>Faculty/staff climate survey</u> Q. UNI provides opportunities for mentoring and social interaction among students, faculty and staff. <u>Student climate survey</u> Q. UNI provides opportunities for mentoring and social interaction among students, faculty and staff.	Faculty/staff: 65% Students: 65%	00-01 Faculty/staff 87.9% Students 76.6%
5.4.1	-	<u>Faculty/staff climate survey</u> Q. UNI provides opportunities for participation in university governance activities. <u>Student climate survey</u> Q. UNI provides opportunities for participation in university governance activities.	Faculty/staff: 75% Students: 75%	00-01 Faculty/staff 90.8% Students 72.9%

Goal 6: Enhance the quality, diversity and number of human resources available to meet the needs of the university.

Institutional Indicators, MGT Indicators			Target	Progress Made
UNI	BOR	Performance Indicator		
6.1.1	-	Number of continuing education credits earned [by UNI staff].	11,120 Training Hours	Training Hours 00-01 14,508 99-00 10,109

Goal 7: Continue to improve capital, physical and informational resources at the university.

Institutional Indicators, MGT Indicators			Target	Progress Made
UNI	BOR	Performance Indicator		
7.1.1	7	Number and percentage of general assignment tech-equipped classrooms.	100%	00-01: 95% 99-00: 93%
7.2.1	6	Number and percentage of faculty using instructional technology (including computers).	90%	00-01: 87.3% 99-00: 89.0% 98-99: 66.0% 97-98: 50.0%
7.2.2	7	Number and percentage of general assignment tech-equipped classrooms.	100%	00-01: 95% 99-00: 93%
7.2.3	8	Percentage of course sections in which computers are used as an integral teaching aid.	46%	00-01: 34.8% 99-00: 35.2%

Goal 8: Establish strong, mutually beneficial relationships with external constituencies.

Institutional Indicators, MGT Indicators			Target	Progress Made	
UNI	BOR	Performance Indicator			
8.1.1	33	Number of annual contributors and dollars contributed in millions.	No: 17,000 Amount: \$12.9 m	Number	Amount
				00-01	17,565 \$11.90 m
				99-00	15,441 \$10.60 m
				98-99	16,410 \$9.70 m
				97-98	15,480 \$8.40 m
8.1.2	-	Dollars available to the university from the Foundation. (scholarships only) 5% annual growth	\$2,200,000	00-01:	\$2,314,817
				99-00:	\$1,732,000
				98-99:	\$1,567,726
				97-98:	\$1,206,774
				96-97:	\$1,054,717
8.2.1	-	Biennial marketing survey.	Yes	2001:	Survey is in development
				1999:	Last report completed