

INSTITUTIONAL STRATEGIC PLAN PROGRESS REPORTS

Action Requested: Receive the reports.

Executive Summary: The Regent universities and the Iowa School for the Deaf have submitted annual progress reports on institutional strategic plans for Board review. Institutional leaders will provide oral progress reports.

The institutions' progress report documentation is attached to this memo. The more extended narrative components of the reports from Iowa State University and the University of Northern Iowa are included in the Regent Exhibit Book.

Background: Board Policy (§ 6.23) directs the Regent institutions to present annual progress reports on institutional strategic plans. Board Policy indicates that the Board shall help establish institutional direction, and monitor and evaluate progress toward achieving strategic goals.

Annual progress reports are an opportunity for the Regent institutions to address the degree to which they advance the Board's own strategic objectives. The Board's 2004-2009 strategic plan establishes the following priorities for the Board and its institutions:

- 1.0. Ensure high-quality educational opportunities for students.
- 2.0. Discover new knowledge through research, scholarship, and creative activities.
- 3.0. Provide needed service and promote economic growth.
- 4.0. Demonstrate public accountability and effective stewardship of resources.

INDICATORS OF PROGRESS 2005-2010

In each year of the 2005-2010 planning period, the University will look to the following 44 indicators to measure our progress toward achieving the aspiration and goals articulated in this strategic plan. These indicators, a combination of institutional targets and peer benchmark measures, are not intended to evaluate every initiative described in the plan. Nor are they intended to stand alone; we also will monitor a wide variety of other measures that are reported in annual governance reports to the Board of Regents, State of Iowa, and elsewhere. However, these indicators will provide an annual snapshot of our overall progress, institutional health, and competitiveness among our peers.

Undergraduate Education

	Indicator	Baseline/Target	Status
1	ACT scores	Improve mean ACT score from 24.7 (fall 2004) to 26.5 (P)	24.7 (fall 2005)
2	One-year retention rate of new, direct-from-high-school students	Increase from 83.2% (2003 cohort) to 86.0% (P)	84.3% (2004 cohort)
3	Six-year graduation rate of new, direct-from-high-school students	Increase from 66.2% (1998 cohort) to 70.0% (P)	66.1% (1999 cohort)
4	Percent of undergraduates who utilize Pomerantz Career Center services	Calendar 2004: Increase number of registered internships from 985 to 1,350; increase number of advising appointments from 3,680 to 4,550; increase number of employer/ student interviews from 1,500 to 3,850; increase number of students attending career planning seminars from 1,250 to 1,650 (I)	Calendar 2005: Registered internships: 1,225 Advising appointments: 4,130 Employer/student interviews: 3,500 Number of students attending career planning seminars: 1,500
5	Study abroad participants	Increase undergraduate student participation from 689 students to 1,000 (I); increase graduate student participation from 271 to 475 (I) (FY04)	708 undergraduate students; 370 graduate students (FY05)
6	Complete a comprehensive study of the undergraduate experience at Iowa	Committee report to recommend programmatic improvements (I)	In process: report due July 1, 2006

7	Review collegiate general education requirements to ensure that all students receive a strong background in the arts and sciences	Committee report to recommend programmatic improvements (I)	General Education Symposium held in fall 2005; effort to be part of the NCA reaccreditation
8	Create additional opportunities for students to engage in research, scholarship, and creative work	Inventory current efforts and develop plans for involving more students (I)	Proposed Center for Undergraduate Research will collect data about current efforts for future reports
9	Number of First-Year Seminars	Increase from 13 (in 2004-05) to 50 sections per academic year (I)	38 (AY06)

Graduate and Professional Education and Research

	Indicator	Baseline/Target	Status
10	Pass rates on qualifying, licensing, and certification exams	Maintain pass rates above national means in selected areas (P)	Pass rates above national means for Medicine, Dentistry, Law, and Pharmacy professional licensing exams
11	Number of graduate students winning national fellowships or awards	30 awards in each of next five years (I)	39 (FY06)
12	Time to PhD degree	Decrease the average from 6.7 years (students graduated within five years, 1999-2004) to 6.4 years (I)	Students graduated within five years, 2000-2005: 6.7 years average
13	Total sponsored funding by fiscal year, in millions of dollars	Increase external funding 2.5% per year (P) (FY 04 total sponsored funding: \$332.6M)	8.5% (FY05 total sponsored funding: \$361.0M)
14	Sponsored research applications	Increase the number of annual external grant applications from 3,041 (FY04) to 3,200 (I)	3,299 (FY05)
15	Fellowships and scholarships	Increase to 10 the average number of national faculty fellowships and scholarships awarded per year (Guggenheim, Fulbright, NEA, and NEH) (I)	4 (FY06)
16	Graduate assistant salary and tuition scholarship levels	Increase to top third of peer group (P) (FY04: TA salary 7/11, RA salary 6/11)	TA Salary 7/11, RA Salary 7/11 (FY05)
17	Graduate fellowships and scholarships	Redeploy block allocation to support the recruitment of higher quality graduate students (I)	Block Allocation reallocation process begun in FY06 (first of three years)

Diversity

	Indicator	Baseline/Target	Status
18	Climate measures reported in regular campuswide survey	Establish benchmark and target after the completion of the campuswide survey (currently ongoing) (I)	In process
19	Racial/ethnic minority student enrollment as a percentage of total enrollment	Increase from 8.7% (fall 2003) to 10.9% (P)	9.0% (fall 2004) - 9.0% (fall 2005)
20	International student enrollment as a percentage of total enrollment	Increase from 7.0% (fall 2004) to 9.0% (I)	7.1% (fall 2005)
21	Racial/ethnic minority tenured/tenure track faculty as a percentage of total tenured/tenure track faculty	Increase from 13.6% (fall 2003) to 16.0% (P)	14.6% (fall 2004) - 14.8% (fall 2005)
22	Women tenured/tenure track faculty as a percentage of total tenured/tenure track faculty	Increase from 27.7% (fall 2003) to 32.0% (P)	27.4% (fall 2004) - 28.7% (fall 2005)
23	Women in executive positions	Increase from 32.1% (fall 2003) to 37.0% (I)	35.5% (fall 2004) - 35.0% (fall 2005)
24	Racial/ethnic minorities in executive positions	Increase from 6.7% (fall 2003) to 8.0% (I)	7.0% (fall 2004) - 6.5% (fall 2005)
25	Racial/ethnic minority P&S staff as a percentage of total P&S staff	Increase from 6.5% (fall 2003) to 7.5% (I)	6.6% (fall 2004) - 6.5% (fall 2005)
26	Undergraduate racial/ethnic minority student first-year retention rate	Increase from 79.4% (2003 cohort) to 85.2% (I)	83.2% (2004 cohort)
27	Central support of diversity hires through the Faculty Diversity Opportunities Program (FDOP)	Increase budget pool from \$800,000 (FY05) to \$1,300,000 (I)	\$934,100 (FY06)

Vitality

	Indicator	Baseline/Target	Status
28	Faculty salaries as compared to peer institutions	Increase nonclinical tenured/tenure track faculty salaries to top third of peer group (10 of 11 in 2004-05) (P); increase clinical medicine faculty salaries to 50th percentile in AAMC (P)	Nonclinical: 9 of 11 (FY06) Clinical: 40th percentile (FY06)

29	P&S salaries	Monitor salaries of P&S employees at CIC institutions on an annual basis. Make determinations annually related to the competitiveness of UI P&S salaries. (P)	Percent above the mean for UI nonorganized P&S salaries when compared primarily to the Big Ten: 2.4% (FY03), 0.2% (FY05)
30	Association of Research Libraries (ARL) rank among public research universities	Maintain top 15 ranking among public research libraries (P) (Baseline: ranked 14th in 2003)	15th (2004)
31	Total gift productivity	Increase annual total gift productivity through the UI Foundation from \$144.5 million (5-year average, 2000-2004) to \$200.0 million (I)	\$155.0M (5-year average, 2001-2005)
32	Space needs assessment and allocation policies	Create comprehensive plans and policies to assure optimum use of existing and new space (I)	University-wide policy for assignment of research space completed. Audit of research space in progress.
33	Health risk assessment	50% participation of faculty and staff in survey (I); 50% participation of identified at-risk individuals in campus health programs (I)	Data will be available for next report
34	Faculty/staff participation in development and leadership programs	Increase annual enrollment in programs from 9,300 (FY03) to 10,250 (I)	10,287 (FY05)
35	Percent of employees receiving annual performance reviews	Increase from 85.0% (FY03) to 100.0% (I)	87% (FY05)
36	Administrative transformation	Conduct six reviews per year during first three years of planning period (I)	12 (FY05) – 13 (FY06)
37	Deferred maintenance and safety improvements	Reallocate \$1 for every \$2 in new capital appropriations received to address critical deferred maintenance and safety improvement needs (I)	\$0, no new allocations received in FY06
38	Gender equity	Appoint committee to study gender equity and develop action plan if deficiencies are found (I)	The Gender Equity Task Force is finalizing its report and will submit recommendations to the provost within the next few weeks.

<p>39 Arts and humanities initiatives</p>	<p>Revisit the recommendations of the 1997 Task Force on the Arts and Humanities; implement the campus dialog on the humanities envisioned in the AAU’s 2004 report, “Reinvigorating the Humanities” (I)</p>	<p>The Writing University Task Force was appointed and has submitted a preliminary report to the provost. A final report will be submitted by the end of the semester. Planning is under way for a five-year celebration of writing, to culminate in the 75th anniversary of the Writers’ Workshop. A new gallery will be opening in the Old Capital Museum to focus on the humanities, and the Schaeffer Library addition to the Iowa Writers’ Workshop will be opened this year.</p>
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Engagement

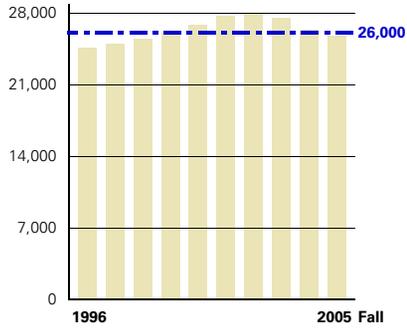
Indicator	Baseline/Target	Status
<p>40 UI contributions to external community</p>	<p>Develop recognition program for faculty, staff, and students who make significant external contributions (I)</p>	<p>Created President’s Award – six awarded in FY06</p>
<p>41 Number of students participating in cooperative education, community internship, service learning, and volunteer programs</p>	<p>Increase service learning course enrollment to 1,000 (I); increase number of student volunteers to 2,000 (I)</p>	<p>Service learning course enrollment: 605 (FY06) Student volunteers: 1,613 (FY06)</p>
<p>42 Patient satisfaction rating</p>	<p>Improve outpatient mean score from 4.35 (FY02) to 4.50 (scale = 5.00) (I); improve inpatient mean score from 86.8 (FY02) to 90.0 (scale=100.0) (I)</p>	<p>Outpatient mean score: 4.30 (FY05) Inpatient mean score: 87.2 (FY05)</p>
<p>43 Number of options and licenses of UI intellectual property</p>	<p>Increase from 42 (FY03) to 75 (I)</p>	<p>47 (FY04) - 35 (FY05)</p>

44 Tracking outreach and economic development efforts Collect information on all outreach and economic development efforts and set targets (I)

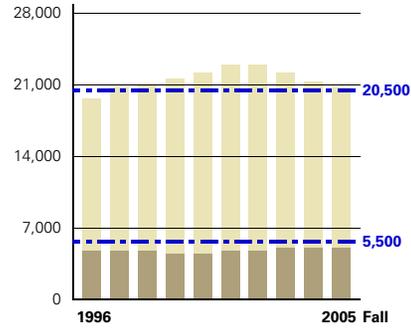
Economic development activities are now gathered within the new initiative called IOWA Centers for Enterprise. The team involved in this initiative is presently engaged in a strategic planning process, including the development of measures of success in the general areas of intellectual property promotion, new business development, existing business support, community support, and workforce and entrepreneurship development. Baseline measures and targets in each of these areas are being developed.

(P) = Peer Benchmark
(I) = Internal Target

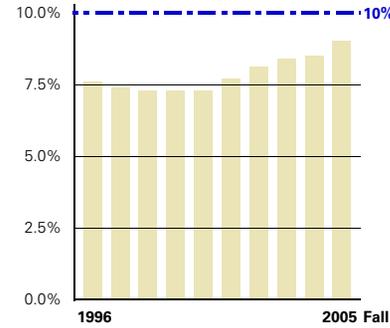
Targets are shown in blue



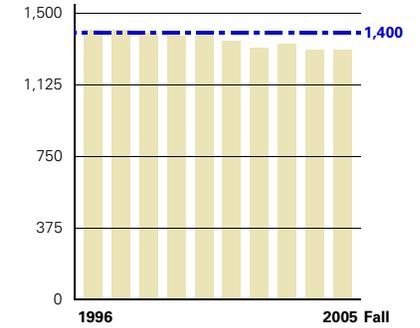
1 Enrollment - Headcount
All students



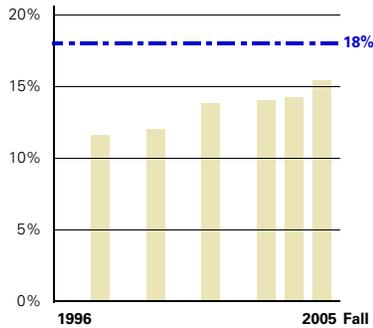
2 Enrollment - Headcount
Undergraduate target: 20,500 (light color)
Graduate & Prof. target: 5,500 (dark color)



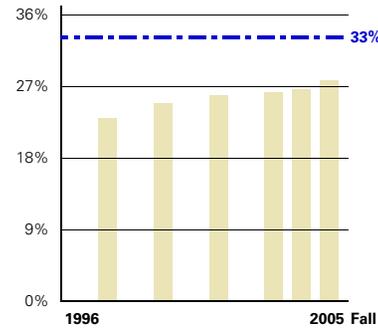
3 U.S. Students of Color
Percent of total enrollment
African American, American Indian/Alaskan Native, Asian/Pacific Islander, & Hispanic



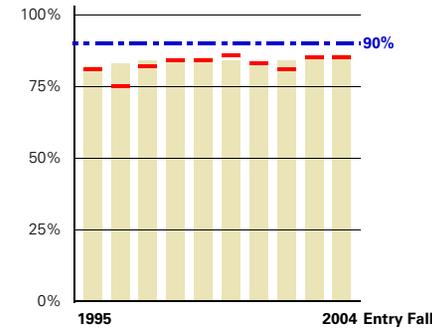
4 Tenured & Tenure Eligible Faculty
Full time equivalent



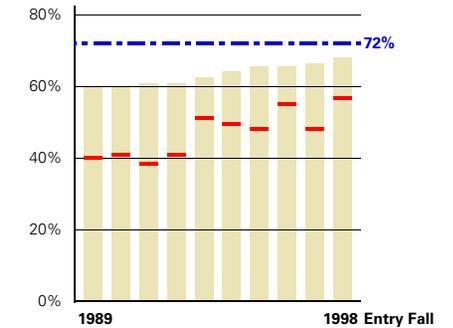
5 Faculty of Color
Percent of Tenured & Tenure Eligible Faculty
African American, American Indian/Alaskan Native, Asian/Pacific Islander, & Hispanic



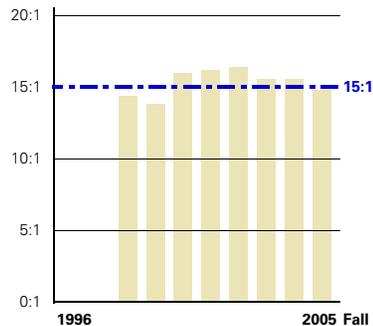
6 Women Faculty
Percent of Tenured & Tenure Eligible Faculty



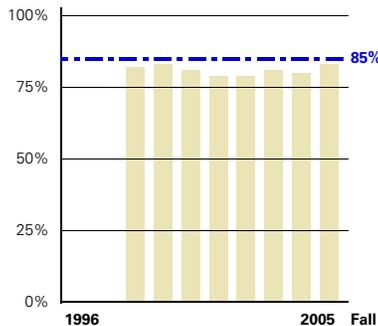
7 One-Year Retention Rate
Direct from high school undergraduates
All students (light color)
Students of color (red lines)



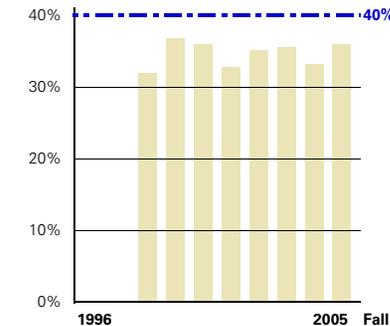
8 Six-Year Graduation Rate
Direct from high school undergraduates
All students (light color)
Students of color (red lines)



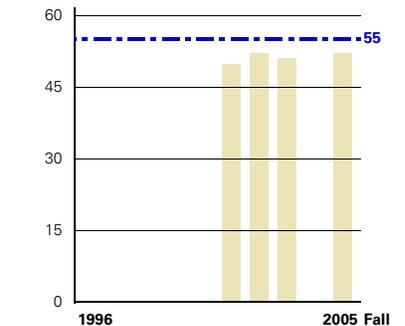
9 Student-to-Faculty Ratio
All full time equivalent students
All full time equivalent instructional faculty



10 Class Size - Under 50
Percent of total class sections



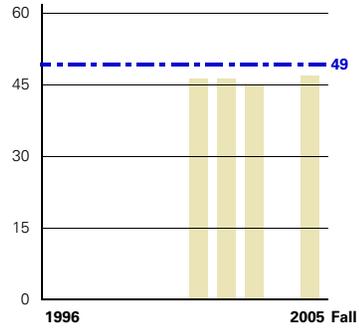
11 Class Size - Under 20
Percent of total class sections



12 Academic Challenge
Summary score from the National Survey of Student Engagement

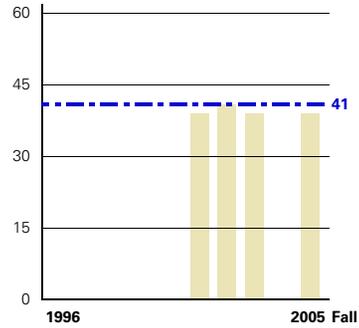
Forward thinking. The Iowa State University 2005-2010 Strategic Plan

Targets are shown in blue



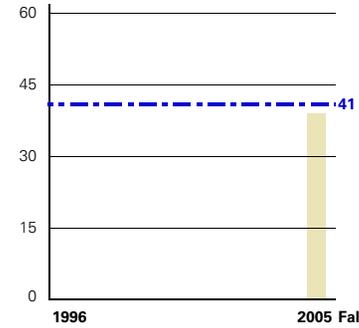
13 Active & Collaborative Learning

Summary score from the National Survey of Student Engagement



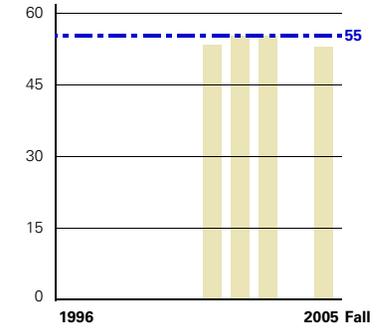
14 Student-Faculty Interaction

Summary score from the National Survey of Student Engagement



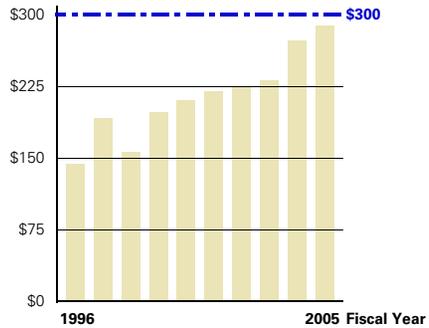
15 Enriching Education

Summary score from the National Survey of Student Engagement



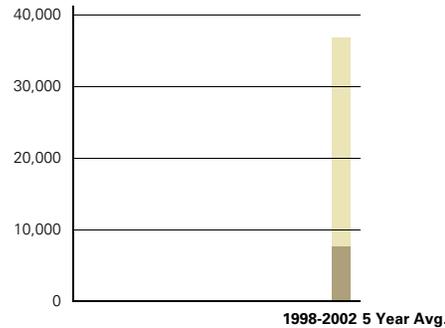
16 Supportive Campus

Summary score from the National Survey of Student Engagement



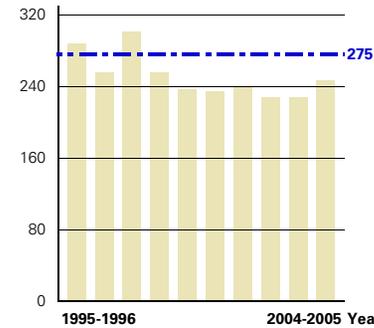
17 Sponsored Funding Awards

Millions of dollars



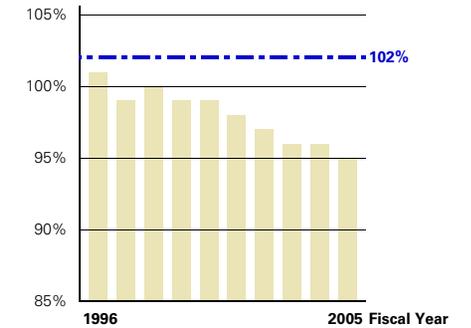
18 Faculty Articles & Citations

Articles published by ISU faculty & citations reported in ISI Index
 Citations (light color)
 Articles (dark color)



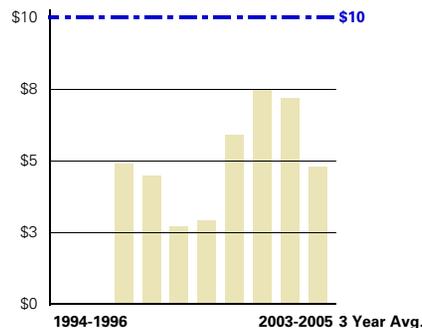
19 Doctorate Degrees Awarded

Total for fall, spring, and summer



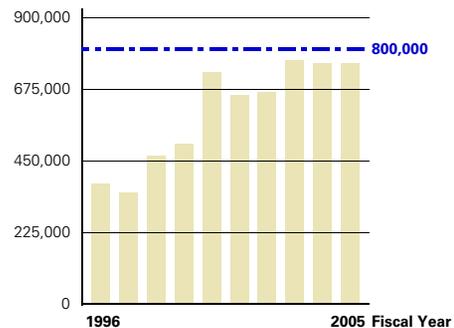
20 Faculty Salaries

Comparative index
 At 100%, mean faculty salaries at ISU equal mean faculty salaries at peer institutions



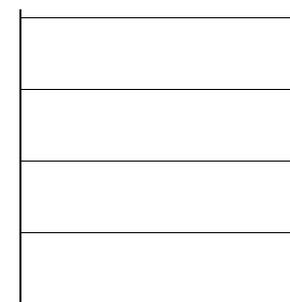
21 Royalties/License Fee Income

Millions of dollars



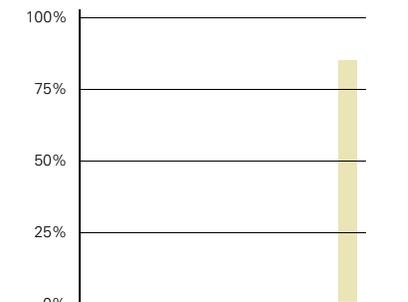
22 Iowans Served by ISU Extension

Total people



23 Faculty and Staff Survey

New indicator - under development



24 Financial Need Met

Percentage of total student financial need funded by ISU

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

April 2006 Progress Report

1, 2 Enrollment - Headcount	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Goal
Undergraduate - Fall	19,941	20,100	20,717	21,035	21,503	22,087	23,060	22,999	22,230	21,354	20,732	20,500
<i>% of goal</i>	97%	98%	101%	103%	105%	108%	112%	112%	108%	104%	101%	
Graduate & Professional - Fall	4,732	4,799	4,667	4,550	4,607	4,758	4,763	4,899	5,150	5,026	5,009	5,500
<i>% of goal</i>	86%	87%	85%	83%	84%	87%	87%	89%	94%	91%	91%	
All Students - Fall	24,673	24,899	25,384	25,585	26,110	26,845	27,823	27,898	27,380	26,380	25,741	26,000
<i>% of goal</i>	95%	96%	98%	98%	100%	103%	107%	107%	105%	101%	99%	

The university's goal is to enroll 20,500 undergraduate students and 5,500 professional and graduate students for a total enrollment of 26,000. This target balances the realities of declining enrollment of international students at universities across the United States and a decline in the number students graduating from Iowa high schools with continual improvements in initiatives to recruit new students and increase existing students' success.

3 U.S. Students of Color	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Goal
Percent of Total Fall Enrollment	7.4%	7.6%	7.4%	7.3%	7.3%	7.3%	7.7%	8.1%	8.4%	8.5%	9.0%	10.0%
<i>% of goal</i>	74%	76%	74%	73%	73%	73%	77%	81%	84%	85%	90%	

Students of color as a percentage of the total enrollment has steadily increased over the past five years. The university is resolute in its desire to continue this trend and has set a goal of 10.0%. "U.S. Students of Color" includes students who are U.S. citizens, immigrants, or refugees who have identified themselves as African American, American Indian/Alaskan Native, Asian/Pacific Islander, or Hispanic.

4 Tenured & Tenure Eligible Faculty	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Goal
Total FTE T/TE Faculty, October Payroll	1,413	1,405	1,405	1,392	1,376	1,377	1,351	1,318	1,331	1,305	1,312	1,400
<i>% of goal</i>	101%	100%	100%	99%	98%	98%	97%	94%	95%	93%	94%	

The number of tenured and tenure-eligible faculty has decreased during the past five years resulting in higher than optimal student-to-faculty ratios. The goal of 1,400 tenured/tenure-eligible faculty coupled with an overall enrollment of 26,000 would bring the student-to-faculty ratio back into proper alignment.

5 Faculty of Color	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Goal
Percent of FTE T/TE Faculty, October Payroll	10.0%	na	11.5%	na	11.9%	na	13.8%	na	13.9%	14.1%	15.4%	18.0%
<i>% of goal</i>	56%		64%		66%		77%		77%	78%	86%	

Faculty diversity, as measured by the percent of total faculty who are faculty of color, has increased during the last five years. The university remains resolute in its commitment to increase the diversity of its faculty and has set five year goals of increasing the percentage of tenured/tenure-eligible faculty who are faculty of color to 18%.

6 Women Faculty	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Goal
Percent of FTE T/TE Faculty, October Payroll	20.6%	na	23.1%	na	24.9%	na	25.9%	na	26.4%	26.8%	27.6%	33.0%
<i>% of goal</i>	62%		70%		75%		78%		80%	81%	84%	

Faculty diversity, as measured by the percent of faculty who are women has increased during the last five years. The university remains resolute in its commitment to increase the diversity of its faculty and has set five year goals of increasing the percentage of tenured/tenure-eligible faculty who are women to 33%.

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

April 2006 Progress Report

7 One-Year Retention Rate	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	Goal
First Time Freshmen (Total), Summer & Fall Entry, Percent Who Returned for Second Year - Entry Fall	81.5%	81.5%	82.8%	83.6%	84.4%	85.1%	83.7%	83.4%	84.2%	84.7%	85.5%	90.0%
<i>% of goal</i>	<i>91%</i>	<i>91%</i>	<i>92%</i>	<i>93%</i>	<i>94%</i>	<i>95%</i>	<i>93%</i>	<i>93%</i>	<i>94%</i>	<i>94%</i>	<i>95%</i>	
First Time Freshmen (Students of Color), Summer & Fall Entry, Percent Who Returned for Second Year - Entry Fall	78.2%	81.0%	74.5%	82.4%	83.9%	83.9%	85.5%	82.9%	80.9%	84.9%	84.7%	90.0%
<i>% of goal</i>	<i>87%</i>	<i>90%</i>	<i>83%</i>	<i>92%</i>	<i>93%</i>	<i>93%</i>	<i>95%</i>	<i>92%</i>	<i>90%</i>	<i>94%</i>	<i>94%</i>	

Considerable progress has been made on increasing the number for freshmen who return for their second year. The five-year target is to have 90% of all undergraduate students regardless of background return for the second year.

8 Six-Year Graduation Rate	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	Goal
First Time Freshmen (Total), Summer & Fall Entry, Percent Who Graduated in Six Years - Entry Fall	61.6%	60.0%	60.1%	61.1%	60.4%	62.4%	63.7%	65.3%	65.7%	66.5%	68.0%	72.0%
<i>% of goal</i>	<i>86%</i>	<i>83%</i>	<i>83%</i>	<i>85%</i>	<i>84%</i>	<i>87%</i>	<i>88%</i>	<i>91%</i>	<i>91%</i>	<i>92%</i>	<i>94%</i>	
First Time Freshmen (Students of Color), Summer & Fall Entry, Percent Who Graduated in Six Years - Entry Fall	45.7%	40.0%	40.4%	38.6%	40.7%	51.3%	49.2%	48.2%	55.4%	48.0%	56.5%	72.0%
<i>% of goal</i>	<i>63%</i>	<i>56%</i>	<i>56%</i>	<i>54%</i>	<i>57%</i>	<i>71%</i>	<i>68%</i>	<i>67%</i>	<i>77%</i>	<i>67%</i>	<i>78%</i>	

Steady progress has been made on increasing the percentage of undergraduate students who graduation in six years. The university has set a goal of having 72% of all undergraduate students regardless of background receive a degree before or by the end of their sixth year.

9 Student-to-Faculty Ratio	1998	1999	2000	2001	2002	2003	2004	2005	Goal
Fall FTE Enrollment : Total FTE Faculty, October Payroll	14.3	13.7	16.0	16.2	16.3	15.6	15.5	14.8	15.0
<i>% of goal</i>	<i>95%</i>	<i>91%</i>	<i>107%</i>	<i>108%</i>	<i>109%</i>	<i>104%</i>	<i>103%</i>	<i>99%</i>	

The ratio of students-to-faculty is larger than optimal resulting in larger class sizes and less faculty time available per student. The university is making a concerted effort to increase the number of faculty thus reducing the ratio to 15:1 by 2010. This measure includes all faculty not just tenured and tenure/eligible faculty.

10 Class Size - Under 50	1998	1999	2000	2001	2002	2003	2004	2005	Goal
Percent of All Class Sections - Fall	81.7%	82.7%	81.2%	78.7%	79.0%	80.6%	79.8%	83.0%	85.0%
<i>% of goal</i>	<i>96%</i>	<i>97%</i>	<i>96%</i>	<i>93%</i>	<i>93%</i>	<i>95%</i>	<i>94%</i>	<i>98%</i>	

Faculty-student interaction is at the heart of a university education and the quality of these interactions is often enhanced by smaller classes. The university has a goal of increasing the percent of classes geared for fewer than 50 students to 85% as a means of continuing to improve the quality of the education students receive.

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

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11 Class Size - Under 20	1998	1999	2000	2001	2002	2003	2004	2005	Goal
Percent of All Class Sections - Fall	31.9%	36.8%	36.0%	32.8%	35.1%	35.4%	33.0%	36.1%	40.0%
<i>% of goal</i>	80%	92%	90%	82%	88%	89%	83%	90%	

Faculty-student interaction is at the heart of a university education and the quality of these interactions is often enhanced by smaller classes. The university has a goal of increasing the percent of classes geared for fewer than 50 students to 85% as a means of continuing to improve the quality of the education students receive.

Items 12 - 16 are from the National Survey of Student Engagement (NSSE). NSSE annually assesses the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development. In an effort to make it easier for people on and off campus to talk productively about student engagement and its importance to student learning, collegiate quality, and instructional improvement, NSSE created five clusters of measures or benchmarks of effective educational practice:

- Level of academic challenge,
- Active and collaborative learning,
- Student-faculty interactions,
- Enriching educational experiences, and
- Supportive campus environment.

Each year, approximately 200,000 students at 650 four-year colleges and universities participate in NSSE. Iowa State's targets for each of the five NSSE benchmarks have been set just above the mean score achieved at doctoral-extensive universities who participated in the survey. A brief explanatory note accompanies each of the benchmarks.

12 Academic Challenge: NSSE	2001	2002	2003	2004	2005	Goal
Seniors - 100 Points Possible - Fall Report	50	52	51	na	52	55
<i>% of goal</i>	91%	95%	93%		95%	

Challenging intellectual and creative work is central to student learning and collegiate quality. College and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student involvement. This benchmark measures senior students' perception of the extent to which Iowa State is an academically challenging university.

13 Active & Collaborative Learning: NSSE	2001	2002	2003	2004	2005	Goal
Seniors - 100 Points Possible - Fall Report	46	46	45	na	47	49
<i>% of goal</i>	94%	94%	92%		96%	
	77	77	75		78	82

Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily, during and after college. This benchmark measures senior students' perception of the extent to which Iowa State has engaged them in active and collaborative learning experiences.

14 Student-Faculty Interaction: NSSE	2001	2002	2003	2004	2005	Goal
Seniors - 100 Points Possible - Fall Report	39	41	39	na	39	41
<i>% of goal</i>	95%	100%	95%		95%	

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life long learning. This benchmark measures senior students' perception of the quality of their interactions with Iowa State faculty members.

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15 Enriching Education: NSSE

2005 **Goal**

Seniors - 100 Point Possible - Fall Report

39 41

% of goal

95%

Complementary learning opportunities inside and outside the classroom augment academic programs. Experiencing diversity teaches students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior cap-stone courses provide opportunities to integrate and apply knowledge. This benchmark measures senior students' perception of the richness of the learning environments and opportunities available at Iowa State University. NSSE significantly reworked this cluster making comparisons with data collected in previous years impossible. Thus, data is only shown for 2005.

16 Supportive Campus Environment: NSSE

2001 2002 2003 2004 2005 **Goal**

Seniors - 100 Points Possible - Fall Report

52 55 55 na 53 55

% of goal

95% 100% 100% 96%

Students perform better and are more satisfied at colleges that are committed to their success and that cultivate positive working and social relations among different groups on campus. This benchmark measures senior students' perception of the extent to which Iowa State is a supportive campus.

17 Sponsored Funding Awards

1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 **Goal**

Millions of Dollars - Fiscal Year

\$168.9 \$142.9 \$190.9 \$156.2 \$199.2 \$211.2 \$217.7 \$225.4 \$230.4 \$274.2 \$286.9 \$300.0

% of goal

56% 48% 64% 52% 66% 70% 73% 75% 77% 91% 96%

Sponsored funding reflects the level of the university's funded research and scholarly activity. Sponsored funding at Iowa State University has grown steadily during the past five years and the university expects this trend to continue as it recruits and retains outstanding faculty. The 2010 goal is \$300 million per year in sponsored funding.

18 Faculty Articles and Citations

1998-2002 **Goal**

Total Articles Published by ISU Faculty - Rolling 5 Year Average

7,719

Total Citations of Articles Published by ISU Faculty - Rolling 5 Year Average

36,780

Another measure of the quality and impact of faculty scholarship is the extent to which it is cited by other scholars. Thompson Scientific is the only comprehensive source of data on citations and publications. Their Institute for Scientific Information (ISI) Database contains counts of citations taken from over 8,500 peer-reviewed journals: 5,500 in sciences, 1,800 in social sciences, and 1,200 in arts and humanities. Iowa State University recently subscribed to ISI and will set a meaningful goal after a few years of monitoring data.

19 Doctorate Degrees Awarded

1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 **Goal**

Total Degrees Awarded - Academic Year

318 287 255 300 257 238 232 239 228 228 246 275

% of goal

116% 104% 93% 109% 93% 87% 84% 87% 83% 83% 89%

The doctorate is the highest degree offered by most disciplines and represents subject mastery. The number of doctorate degrees awarded is a measure of both students' attraction to the university based on the quality of its programs and the university's ability to mentor and support students while providing them with the most advanced level of higher education. The five year goal is to increase the number of doctorates awarded to 275 per year.

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

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20 Faculty Salaries	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Goal
Comparative Index - Percent of Peer Mean	101%	101%	99%	100%	99%	99%	98%	97%	96%	96%	95%	102%
<i>% of goal</i>	99%	99%	97%	98%	97%	97%	96%	95%	94%	94%	93%	

While not a direct measure of program quality, competitive faculty salaries are critical to attracting and retaining outstanding faculty. As such, it is important to monitor and improve salary competitiveness as compared to peer universities. Data for this performance indicator is derived from the AAUDE (Association of American University's Data Exchange). Iowa State's goal is to increase faculty salaries to 102% of the peer mean which would bring faculty salaries to the 66th percentile of the university's peer group. 100% equals the peer mean.

21 Royalties/License Fee Income	1998	1999	2000	2001	2002	2003	2004	2005	Goal
Millions of Dollars - Rolling 3 Year Average	\$4.9	\$4.5	\$2.7	\$2.9	\$5.9	\$7.5	\$7.2	\$4.8	\$10.0
<i>% of goal</i>	49%	45%	27%	29%	59%	75%	72%	48%	

Iowa State is one of the most successful universities in applying new technologies in ways that benefit society. The university has set a goal of increasing the income from royalties and license fees to \$10 million by 2010.

22 Iowan Served by ISU Extension	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Goal
Total People Served - Fiscal Year	377,036	353,361	468,043	499,537	727,370	657,316	665,354	766,268	757,852	754,546	800,000
	47.1%	44.2%	58.5%	62.4%	90.9%	82.2%	83.2%	95.8%	94.7%	94.3%	

"Iowan's Served" measures the number of contacts made by University Extension with Iowa's citizens while providing information, services, and programs that benefit youth, families, adults, businesses, and organizations. The university has set a goal of making 800,000 such contacts per year by 2010.

23 Faculty / Staff Survey

The university is in the final stages of completing a faculty/staff survey that will assist the university in assessing the quality of the working environment that exists and gaining insights into needed improvements.

24 Financial Need Met	2003
Percentage of Total Student Financial Aid Funded by ISU	85.0%

The Board of Regents included "Financial Need" in its set of common indicators to be reported by each Regent university. The percentage reported for the first time in 2004 is the proportion of total financial need for all students (as defined by the Free Application for Federal Student Aid) that Iowa State University funded through scholarships and grants.

I. Intake Profile	Trend	Actions/Progress																																																				
<p>Profile of undergraduate and graduate student populations by residency, race, and ethnicity</p> <p>Target: Resident - 85% Non resident - 10%+5% (Domestic + International)</p> <p>Minority – 8.5%</p>	<p>Residency</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">Undergraduate</th> <th colspan="2">Graduate</th> </tr> <tr> <th>Resident</th> <th>Non Resident</th> <th>Resident</th> <th>Non Resident</th> </tr> </thead> <tbody> <tr> <td>2001-2002</td> <td>94.2%</td> <td>5.8%</td> <td>78.7%</td> <td>21.3%</td> </tr> <tr> <td>2002-2003</td> <td>93.7%</td> <td>6.3%</td> <td>77.7%</td> <td>22.3%</td> </tr> <tr> <td>2003-2004</td> <td>93.9%</td> <td>6.1%</td> <td>77.7%</td> <td>22.3%</td> </tr> <tr> <td>2004-2005</td> <td>93.7%</td> <td>6.3%</td> <td>79.6%</td> <td>20.4%</td> </tr> <tr> <td>2005-2006</td> <td>93.0%</td> <td>7.0%</td> <td>77.8%</td> <td>22.2%</td> </tr> </tbody> </table> <p>Race/Ethnicity</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Undergraduate</th> <th>Graduate</th> </tr> </thead> <tbody> <tr> <td>2001-2002</td> <td>5.14%</td> <td>8.20%</td> </tr> <tr> <td>2002-2003</td> <td>5.55%</td> <td>8.08%</td> </tr> <tr> <td>2003-2004</td> <td>5.98%</td> <td>9.78%</td> </tr> <tr> <td>2004-2005</td> <td>6.27%</td> <td>10.34%</td> </tr> <tr> <td>2005-2006</td> <td>5.98%</td> <td>10.54%</td> </tr> </tbody> </table>	Year	Undergraduate		Graduate		Resident	Non Resident	Resident	Non Resident	2001-2002	94.2%	5.8%	78.7%	21.3%	2002-2003	93.7%	6.3%	77.7%	22.3%	2003-2004	93.9%	6.1%	77.7%	22.3%	2004-2005	93.7%	6.3%	79.6%	20.4%	2005-2006	93.0%	7.0%	77.8%	22.2%	Year	Undergraduate	Graduate	2001-2002	5.14%	8.20%	2002-2003	5.55%	8.08%	2003-2004	5.98%	9.78%	2004-2005	6.27%	10.34%	2005-2006	5.98%	10.54%	<p>With a strategic plan in place to increase the number of non-resident students at UNI, slow and steady progress is being made, particularly with respect to undergraduates which is the target population. UNI was increasing the number of racial/ethnic minority graduate and undergraduate students for five consecutive years until the Fall of 2005, when we lost ground slightly.</p>
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II. University Experience – Process	Trend	Actions/Progress																																																																																																
<p>Undergraduate student retention and graduation rates by ethnic/racial composition in %'s</p> <p>Targets:</p> <p align="center"><u>6-Year Graduation Rates</u></p> <p>Native Am. 48.3% African Am. 48.1% Asian Am. 62.9% Hispanic 46.3%</p>	<p align="center">One Year Retention Rates (%)</p> <table border="1"> <thead> <tr> <th>Race/Ethnicity</th> <th>00-01</th> <th>01-02</th> <th>02-03</th> <th>03-04</th> <th>04-05</th> </tr> </thead> <tbody> <tr><td>African-American</td><td>79.1</td><td>67.8</td><td>78.1</td><td>75.5</td><td>82.4</td></tr> <tr><td>Asian-American</td><td>77.8</td><td>76.7</td><td>83.3</td><td>85.0</td><td>78.6</td></tr> <tr><td>Hispanic-American</td><td>70.4</td><td>73.1</td><td>50.0</td><td>85.7</td><td>61.9</td></tr> <tr><td>Native American</td><td>100</td><td>50.0</td><td>100.</td><td>75.0</td><td>28.6</td></tr> <tr><td>White</td><td>84.2</td><td>82.1</td><td>81.1</td><td>81.6</td><td>81.6</td></tr> <tr><td>Total</td><td>84.0</td><td>81.4</td><td>80.6</td><td>81.4</td><td>80.9</td></tr> <tr><td>Minority</td><td>78.0</td><td>70.9</td><td>74.7</td><td>79.8</td><td>73.1</td></tr> </tbody> </table> <p align="center">Six Year Graduation Rates (%)</p> <table border="1"> <thead> <tr> <th>Race/Ethnicity</th> <th>1995</th> <th>1996</th> <th>1997</th> <th>1998</th> <th>1999</th> </tr> </thead> <tbody> <tr><td>African-American</td><td>44.8</td><td>32.1</td><td>31.6</td><td>40.5</td><td>42.0</td></tr> <tr><td>Asian-American</td><td>78.9</td><td>40.0</td><td>52.6</td><td>41.2</td><td>57.9</td></tr> <tr><td>Hispanic-American</td><td>45.5</td><td>50.0</td><td>10.0</td><td>37.5</td><td>35.7</td></tr> <tr><td>Native American</td><td>40.0</td><td>50.0</td><td>0.0</td><td>50.0</td><td>40.0</td></tr> <tr><td>White</td><td>64.9</td><td>67.4</td><td>66.6</td><td>65.3</td><td>66.0</td></tr> <tr><td>Total</td><td>64.2</td><td>66.5</td><td>65.2</td><td>64.3</td><td>65.0</td></tr> <tr><td>Minority</td><td>53.3</td><td>39.4</td><td>33.3</td><td>40.7</td><td>44.3</td></tr> </tbody> </table>	Race/Ethnicity	00-01	01-02	02-03	03-04	04-05	African-American	79.1	67.8	78.1	75.5	82.4	Asian-American	77.8	76.7	83.3	85.0	78.6	Hispanic-American	70.4	73.1	50.0	85.7	61.9	Native American	100	50.0	100.	75.0	28.6	White	84.2	82.1	81.1	81.6	81.6	Total	84.0	81.4	80.6	81.4	80.9	Minority	78.0	70.9	74.7	79.8	73.1	Race/Ethnicity	1995	1996	1997	1998	1999	African-American	44.8	32.1	31.6	40.5	42.0	Asian-American	78.9	40.0	52.6	41.2	57.9	Hispanic-American	45.5	50.0	10.0	37.5	35.7	Native American	40.0	50.0	0.0	50.0	40.0	White	64.9	67.4	66.6	65.3	66.0	Total	64.2	66.5	65.2	64.3	65.0	Minority	53.3	39.4	33.3	40.7	44.3	<p>The first-year retention rates of undergraduate minority students vary greatly from year to year, but if one considers trend data in the form of five-year averages, the numbers are improving with respect to African American students. The five-year average, first-year retention of African American students from 1995 to 1999 was 67.3% and the average from 2000-2004 was 76.6%. This is the result of specific strategies such as Jump-Start orientation and should translate to other minority groups and a positive trend in six year graduation rates in the future.</p>
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**University of Northern Iowa
Strategic Plan: 2005-2010 Progress Report**

III. University Experience – Quality	Trend						Actions/Progress																																																													
Percentage of student credit hours taught by tenure/tenure track faculty Target: 75%	<table border="0"> <tr> <td></td> <td>01-02</td> <td>02-03</td> <td>03-04</td> <td>04-05</td> <td></td> </tr> <tr> <td>% of UG SCH taught by tenured faculty²</td> <td>46.6</td> <td>44.4</td> <td>50.1</td> <td>53.4</td> <td></td> </tr> <tr> <td>% of UG SCH taught by tenure-track faculty²</td> <td>20.4</td> <td>20.3</td> <td>24.0</td> <td>18.4</td> <td></td> </tr> <tr> <td>Total</td> <td>67.0</td> <td>64.7</td> <td>74.1</td> <td>71.8</td> <td></td> </tr> </table>		01-02	02-03	03-04	04-05		% of UG SCH taught by tenured faculty ²	46.6	44.4	50.1	53.4		% of UG SCH taught by tenure-track faculty ²	20.4	20.3	24.0	18.4		Total	67.0	64.7	74.1	71.8		Though 75% remains the goal, as a result of budget reductions we have lost faculty lines.																																										
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Profile of faculty, staff, and administrators by race, ethnicity, and gender Targets: Faculty 12% P & S 10% Merit 6	<table border="0"> <tr> <td colspan="6">Percentage of Minority Faculty, Staff and Administrators</td> </tr> <tr> <td>Group</td> <td>01-02</td> <td>02-03</td> <td>03-04</td> <td>04-05</td> <td>05-06</td> </tr> <tr> <td>Exe./Administrative/Managerial</td> <td>6.9</td> <td>6.2</td> <td>6.1</td> <td>5.1</td> <td>6.3</td> </tr> <tr> <td>Faculty: Tenure Track</td> <td>12.4</td> <td>11.6</td> <td>12.1</td> <td>12.6</td> <td>13.3</td> </tr> <tr> <td>Faculty: Non Tenure Track</td> <td>8.7</td> <td>9.6</td> <td>6.3</td> <td>6.3</td> <td>4.1</td> </tr> <tr> <td>Professional & Scientific</td> <td>7.6</td> <td>8.3</td> <td>9.2</td> <td>9.0</td> <td>8.3</td> </tr> <tr> <td>Secretarial/Clerical</td> <td>4.6</td> <td>5.0</td> <td>4.6</td> <td>4.8</td> <td>5.0</td> </tr> <tr> <td>Technical/Paraprofessional</td> <td>21.4</td> <td>23.1</td> <td>20.0</td> <td>20.8</td> <td>15.6</td> </tr> <tr> <td>Skilled Crafts</td> <td>5.9</td> <td>5.9</td> <td>5.2</td> <td>3.9</td> <td>4.4</td> </tr> <tr> <td>Service/Maintenance</td> <td>15.5</td> <td>14.6</td> <td>14.6</td> <td>15.5</td> <td>14.7</td> </tr> <tr> <td>Total</td> <td>9.6</td> <td>9.5</td> <td>9.6</td> <td>9.7</td> <td>9.9</td> </tr> </table>	Percentage of Minority Faculty, Staff and Administrators						Group	01-02	02-03	03-04	04-05	05-06	Exe./Administrative/Managerial	6.9	6.2	6.1	5.1	6.3	Faculty: Tenure Track	12.4	11.6	12.1	12.6	13.3	Faculty: Non Tenure Track	8.7	9.6	6.3	6.3	4.1	Professional & Scientific	7.6	8.3	9.2	9.0	8.3	Secretarial/Clerical	4.6	5.0	4.6	4.8	5.0	Technical/Paraprofessional	21.4	23.1	20.0	20.8	15.6	Skilled Crafts	5.9	5.9	5.2	3.9	4.4	Service/Maintenance	15.5	14.6	14.6	15.5	14.7	Total	9.6	9.5	9.6	9.7	9.9	The faculty target has already been achieved. Progress in Professional & Scientific and Merit categories has been more challenging since most employees in these categories come from Iowa.
Percentage of Minority Faculty, Staff and Administrators																																																																				
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**University of Northern Iowa
Strategic Plan: 2005-2010 Progress Report**

IV. Graduate Profile	Trend	Actions/Progress																								
Percentage of solicitable Alumni who make contributions Target: 15%	<table border="0"> <tr> <td></td> <td align="center">01-02</td> <td align="center">02-03</td> <td align="center">03-04</td> <td align="center">04-05</td> </tr> <tr> <td></td> <td align="center">12.8%</td> <td align="center">12.0%</td> <td align="center">11.3%</td> <td align="center">12.7%</td> </tr> </table>		01-02	02-03	03-04	04-05		12.8%	12.0%	11.3%	12.7%	Based on year to date information, gifts from alumni are ahead of last year's pace. We anticipate that at the end of the fiscal year, we will again show an increase in the percentage of alumni contributing to the University.														
	01-02	02-03	03-04	04-05																						
	12.8%	12.0%	11.3%	12.7%																						
V. Fund Sources	Trend	Actions/Progress																								
Sponsored funding per year in millions of dollars Target: 35 million	<table border="0"> <tr> <td></td> <td align="center" colspan="5">Sponsored Funding (millions)</td> </tr> <tr> <td></td> <td align="center">00-01</td> <td align="center">01-02</td> <td align="center">02-03</td> <td align="center">03-04</td> <td align="center">04-05</td> </tr> <tr> <td></td> <td align="center">19.4</td> <td align="center">20.7</td> <td align="center">18.1</td> <td align="center">23.5</td> <td align="center">24.8</td> </tr> </table>		Sponsored Funding (millions)						00-01	01-02	02-03	03-04	04-05		19.4	20.7	18.1	23.5	24.8	We have created an Office of Sponsored Programs and have hired a Director.						
	Sponsored Funding (millions)																									
	00-01	01-02	02-03	03-04	04-05																					
	19.4	20.7	18.1	23.5	24.8																					
Dollars available to the University from the Foundation for scholarships, capitals, and programs Target: Scholarships – 3.5 millions Programs – 3.5 millions	<table border="0"> <tr> <td></td> <td align="center">FY01</td> <td align="center">FY02</td> <td align="center">FY03</td> <td align="center">FY04</td> <td align="center">FY05</td> </tr> <tr> <td>Scholarships</td> <td align="right">2,314,817</td> <td align="right">2,490,977</td> <td align="right">2,039,455</td> <td align="right">1,894,749</td> <td align="right">2,081,097</td> </tr> <tr> <td>Capital Projects</td> <td align="right">30,306</td> <td align="right">468,066</td> <td align="right">1,133,272</td> <td align="right">15,970,602</td> <td align="right">3,838,774</td> </tr> <tr> <td>Programs</td> <td align="right">2,532,434</td> <td align="right">2,256,734</td> <td align="right">1,671,278</td> <td align="right">1,814,122</td> <td align="right">2,508,285</td> </tr> </table>		FY01	FY02	FY03	FY04	FY05	Scholarships	2,314,817	2,490,977	2,039,455	1,894,749	2,081,097	Capital Projects	30,306	468,066	1,133,272	15,970,602	3,838,774	Programs	2,532,434	2,256,734	1,671,278	1,814,122	2,508,285	We are making progress toward meeting these indicators and expect that the anticipated change in UNI Foundation's spending rule will have a positive impact on the amount of dollars available from the UNI Foundation to the University.
	FY01	FY02	FY03	FY04	FY05																					
Scholarships	2,314,817	2,490,977	2,039,455	1,894,749	2,081,097																					
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VI. Fund Uses	Trend	Actions/Progress																								
Faculty and staff salaries as compared to peer institutions Target: 70th percentile	<table border="0"> <tr> <td></td> <td align="center" colspan="5">Faculty Salaries (percentile)</td> </tr> <tr> <td></td> <td align="center">01-02</td> <td align="center">02-03</td> <td align="center">03-04</td> <td align="center">04-05</td> <td align="center">05-06</td> </tr> <tr> <td></td> <td align="center">37</td> <td align="center">55</td> <td align="center">45</td> <td align="center">45</td> <td align="center">55</td> </tr> </table>		Faculty Salaries (percentile)						01-02	02-03	03-04	04-05	05-06		37	55	45	45	55	UNI faculty salaries in most disciplines remain competitive.						
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INTRODUCTION

The current Strategic Plan for the Iowa School for the Deaf covers the period from 2001–2006. This is the final report for the Strategic Plan, and summarizes accomplishments and progress related to the five main “Key Result Areas” (KRAs) or goals established in 2001. Some accomplishments apply to more than one KRA.

KEY RESULT AREA 1.0

Provide a quality education program through competent teaching, and well-trained staff.

Accomplishments and Progress

- Fully implemented the Accelerated Reading™ and Accelerated Math™ instructional programs and documented gains in student achievement and trained teacher in use
- Implemented the 8 Iowa Teaching Standards for all direct instructional faculty for evaluation purposes, trained teachers in use, and revised teacher evaluation tools
- Implemented first comprehensive, systematic data-driven instruction and decision-making for student Individualized Education Programs to guide lesson planning and goal development
 - Used ITED/ITBS for comparing achievement to hearing peers-first use 2004
 - Fully implemented use of Alternate Assessment for students whose disabilities require this rather than standard assessments, as mandated by the Individuals with Disabilities Education and Iowa statutes
- Revised the Sign Communication Performance Interview evaluation tool and fully trained a team of evaluators to implement the SCPI for all staff
 - Documented results of more rigorous evaluation

-
- Implemented Iowa Western Community College class through a special contract for ISD staff focused on American Sign Language training for staff in Elementary and Secondary school setting to help staff meet challenge of more rigorous evaluation and serve students more effectively
 - Provided increased external and internal staff development opportunities for both faculty and staff to support student goal accomplishment and enhance student achievement through increased teacher knowledge and skills

KEY RESULT AREA 2.0

Strengthen and expand the creative and innovative programming at the Iowa School for the Deaf.

Accomplishments and Progress

- Implemented KU Writing Strategies to enhance student achievement in writing
- Developed student portfolios on CDs that include both student assessment scores and examples of student work (approximately 85% of students now have CD portfolios to which information can be added annually-preschool students are not included)
- Fully implemented AR™ strategies in the dormitory to support the instructional program, including establishing designated sections in each dormitory library for AR™ reading materials and Great Books
 - Fully trained one lead Residential Counselor in the use of AR™ who in turn trained other dormitory staff to support students in reading skill development
- Implemented new “bullying” workshops for students with collaboration between dormitory staff and school staff to emphasize carryover of expectations and rules
- Collaborated with the Iowa Braille and Sight-Saving School, Iowa Department of Education, Grant Wood AEA 10, Loess Hills AEA 13, and Mississippi Bend AEA 9 to create a new federal project, “the Iowa Deafblind Project”
 - Project officers from US Department of Education have commended this project concept as the first of its kind and worthy of replication.

KEY RESULT AREA 3.0

Provide a safe, healthy learning environment by maintaining facilities, equipment and operating budgets that are sufficiently funded.

Accomplishments and Progress

- Implemented recommendations of Risk Management Audit (SUI, 2004)
 - Installed updated server to ensure enhanced security for financial and student records and more efficient overall operations, reduced technology staff
 - Installed visual security technology in critical locations on campus
 - Streamlined student archived records through secure records disposal methods and established enhanced student record confidentiality procedures
- Developed comprehensive ISD Emergency Procedures, compiled in a flip chart document for posting in every room, and conducted schoolwide inservice for all staff
- Updated deferred maintenance needs document and completed approximately 45% of the listed items, in order of priority for health and safety, including items addressed for code compliance issues

KEY RESULT AREA 4.0

Promote flexibility, efficiency, cooperation and accountability at the Iowa School for the Deaf.

Accomplishments and Progress

- Implemented recommendations of SUI-ISD Risk Management Audit (2004-see 3.0)
- Received five-year program approval/accreditation from the Iowa Department of Education and North Central Association with no citations; resolved all citations from previous site visit in 2003

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- Made substantial progress to meet NCLB mandates for Highly Qualified Teachers, reducing number of teachers working out of license area from 12 in 2003 to 2 currently
 - Ensured that all ISD students have appropriate, systematic, multiple assessments annually conducted (see 1.0) and collaborated with students' home districts to disaggregate assessment scores to districts for their use in reporting
 - Adopted web-based information management systems for student records that teachers, administrators, students and parents use including: grades, daily attendance, transcripts
 - Piloted web-based Individualized Education Plan (IEP) that will be used statewide to manage special education student information
 - Opened the Lied Multipurpose Complex to serve on-campus and community users
 - Documented a monthly average of 1,000 individual community users that support operational costs, in addition to group meetings, ISD athletics and class activities
 - Completed six phases of comprehensive utility replacement (85%) to improve efficiency and cost-effectiveness
 - Reduced by 50% natural gas utilization in the past decade through energy conservation measures, and improved operations and maintenance procedures
 - Increased visibility and collaboration statewide and nationally, including through: leadership in the Iowa Deafblind Project, participation in School Administrators of Iowa, participation in Leadership Workgroup in Hearing Impairment, participation on state team for developing and implementing Alternate Assessment mandated by IDEA, leadership in Loess Hills AEA 13 Career Academy steering committee, service on the Board of Directors for the Conference of Educational Administrators Serving the Deaf (CEASD)