BOARD OF REGENTS
STATE OF IOWA

ACTION PLAN

**Key Result Area:** 1.0.0.0 Become the best public education enterprise in the United States.

**Objective:** 1.1.0.0 Improve the quality of existing and newly created educational programs.

**Strategy:** 1.1.1.0 Strengthen undergraduate education at each Regent university and Educational programs of the special schools.

Key to Abbreviations:
GR – Governance Report (annual report to Regents)
MGT – Performance Indicators developed by consultants

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data (as of November 2001) |
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| 1.1.1.1 Increase the percentage of undergraduate courses taught by senior faculty. | Presidents | GR -- Faculty Productivity<br>GR – Institutional Strategic Plans<br>MGT#1 -- % of undergraduate student hours taught by tenure track faculty at SUI and UNI<br>MGT#2 – % of senior faculty teaching undergraduates at SUI<br>MGT#3 – % of introductory courses taught by senior faculty at ISU and UNI<br>MGT#4 – % of senior faculty teaching at least 1 undergraduate course per academic year at ISU | • Assessment is in place through annual reports.<br>• Strategic Plans for 2001 and Performance Indicator data (#1-4) indicate that budget reductions are having a negative impact on percentages of senior faculty teaching undergraduates. |
| 1.1.1.2 Ensure class size is appropriate for subject matter being taught. | Presidents | GR – Performance Indicators Report Includes: MGT #5 – average undergraduate class size. | • Assessment is in place.<br>• University Strategic Plans for 2001 and Performance Indicator data (#5) indicate that budget reductions are having a negative impact on class size. |
| 1.1.1.3 Each university assess all academic programs at least once every seven years and report to the Board through appropriate governance reports. | Presidents | GR-- Academic Program Reviews. (Same as 1.1.2.1.)<br>GR – Performance Indicators | • Academic Program Review reporting guidelines were revised in 2001.<br>• Reports of 2001 emphasized specific changes made in programs that were received.<br>• In 2002, a work group will examine procedures and schedules in light of budget reductions. |

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
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| 1.1.1.4 Encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies. | Presidents | GR--institutional strategic plans (ISU and SUI). (Same as 1.1.2.4.) MGT#6 -- % of faculty using instructional technology (SUI/UNI).<br>MGT#7 -- number of general assignment technology-equipped classrooms at SUI<br>MGT#8 -- % of class sections in which computers are used as an integral part (ISU)<br>MGT#9 --% of faculty using computers (ISU).<br>MGT#10 -- % of students with technology accessibility as part of their Individualized Education Plan at the special schools. | • Assessment is in place through annual reports.<br>• MGT #9 was eliminated in December 2000.<br>• Performance indicators show that use of instructional technology has increased at universities since the BOR's Strategic Plan has been begun. Example: The number of general assignment technology-equipped classrooms has increased significantly, and the percentage of class sections in which computers is used as an integral part of teaching and learning.<br>• At both ISD and IBSSS, use of technology is made a part of each student's Individual Education Plan, as appropriate. |
| 1.1.1.5 Each institution develop and implement English language proficiency standards for all teaching assistants. | Presidents** | Iowa Code 262.9(25).<br>**Certain actions have been delegated to university presidents that require periodic reporting to Board of Regents. | • Assessment procedures are in place. |
| 1.1.1.6 Each university report on the quality of undergraduate students in the enrollment report. | Presidents | GR Enrollments (Part II). Annual report addresses quality, citing students' high school rank and standardized test scores | • Assessment procedures are in place.<br>• See 2.1.1.1 |
| 1.1.1.7 Special schools report to the Board annually on student outcomes. | Superintendents | MGT# 11 --special school student outcomes in annual strategic plans | • Assessment procedures are in place.<br>• In additional to the annual progress reports of the Strategic Plans, ISD and IBSSS report on a number of student outcomes in their sections of the Annual Report on Performance Indicators.<br>• A new Strategic Plan for ISD was approved in July 2001. |
| 1.1.1.8 Each institution undertakes efforts to ensure that curricula reflect internationalization and enhance global awareness. | Presidents | GR – International Agreements and Study Abroad | • Assessment procedures are in place.<br>• In 2001, the Annual Report on International Agreements expanded data reported:<br>• Number of active and proposed agreements increased from 170 to 206<br>• No. of students participating in study abroad increased 4.7%. |

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ACTION PLAN

**Key Result Area:** 1.0.0.0 Become the best public education enterprise in the United States.

**Objective:** 1.1.0.0 Improve the quality of existing and newly created educational programs,

**Strategy:** 1.1.2.0 Strengthen the quality of graduate and professional education at Regent institutions within the unique mission of each institution.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
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| 1.1.2.1 Each university assess all academic programs at least once every seven years and report to the Board through appropriate governance reports. | Presidents | GR -- annual Program Reviews (Same as 1.1.1.3.) | • Assessment procedures are in place.<br>• See 1.1.1.3. |
| 1.1.2.2 Focus graduate programs to conform to unique missions of each university. | Presidents | Annual Strategic Plan Progress Reports by Presidents | • The University of Iowa, Iowa State University, and the University of Northern Iowa have begun new strategic plans. Each university plan has new indicators relative to its graduate programs.<br>• Performance Indicator #13a reports that graduate students in professional programs consistently have passage rates on certification examinations higher than the national average. |
| 1.1.2.3 Recruit an outstanding, strong faculty to foster intellectual vitality for graduate programs. | Presidents | GR--Faculty Salaries<br>GR--Faculty Tenure<br>GR-- number of faculty resignations (MGT #12). | • Assessment procedures are in place.<br>• Faculty salaries are analyzed annually relative to Board-approved peer institutions.<br>• The Annual GR on Faculty Tenure includes data on new hires, and analyzes university and national trends.<br>• The GR on Faculty Resignations in December 2000 reported 151 tenured and tenure-track faculty members at the 3 universities resigned in 1999-2000, the highest number since 1987. |

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
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| 1.1.2.4 Encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies. | Presidents | Some MGT measures (6-9) are reported in the institutional strategic plans (ISU and SUI). (Same as 1.1.1.4.)<br>MGT#6 --% of faculty using instructional technology at SUI and UNI<br>MGT#7-- number of general assignment technology-equipped classrooms at SUI<br>MGT#8 --% of class sections in which computers are used as an integral part at ISU<br>MGT#9 -- % of faculty who use computers at ISU | • Assessment procedures are in place.<br>• See 1.1.1.4 comments. |
| 1.1.2.5 Each institution report on the percentage of professional students that pass licensing exams and exceed national or state average (as appropriate). | Presidents | MGT#13 -- % of professional students passing licensure examinations for each university.<br>GR--program reviews include student outcomes assessment (as appropriate)<br>[Note: Accreditation reports typically have section on student performance.] | • Assessment procedures are in place.<br>• The Institutional indicators of SUI and ISU cited in their 2001 Strategic Plans indicate that professional students are above the national average on licensing examinations. SUI expanded its lists of professional examinations this year. |
| 1.1.2.6 Each university report on the quality of professional and graduate students in the appropriate governance report. | Presidents | GR--enrollment (Part II) includes avg. GRE composite score of entering graduate students at the three universities.(MGT#14) | • The GR on Enrollment, Part II contains appropriate data.<br>• The universities do not report average Graduate Record Exam (GRE) scores, because the exam is not used by all or most graduate programs. The institutions do use other appropriate means of determining the quality of students admitted. |

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ACTION PLAN

**Key Result Area:** 1.0.0.0 Become the best public education enterprise in the United States.

**Objective:** 1.1.0.0 Improve the quality of existing and newly created educational programs.

**Strategy:** 1.1.3.0 Include meritorious teaching as part of the reward structure relating to salary increases, promotion, tenure, and professional development leaves.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
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| 1.1.3.1 Implement and maintain faculty portfolios at Regent universities. | Presidents | GR -- Faculty Activities Report (contains each institution's guidelines and criteria for faculty portfolios) | • One section of the GR on Faculty Activities is devoted to the portfolio systems used by Regent universities. Each university's system of determining faculty load, using the portfolios, is different. Evaluation of faculty performance, including post-tenure review, is related to the use of faculty portfolios. |
| 1.1.3.2 Report data in the relevant governance reports and presentations to the Board. | Presidents | GR -- Faculty Salaries<br>GR -- Faculty Tenure and Promotions<br>GR -- Professional Development | • Assessment procedures are in place.<br>• Faculty salaries are analyzed annually relative to Board-approved peer institutions.<br>• *The GR on Faculty Tenure describes the procedures used by each university for promotion.*<br>• *The GR on Professional Development in recent years includes a description of the competitive review done on each campus to award professional development opportunities.* |

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ACTION PLAN

**Key Result Area:** 1.0.0.0 Become the best public education enterprise in the United States.

**Objective:** 1.1.0.0 Improve the quality of existing and newly created educational programs.

**Strategy:** 1.1.4.0 Strengthen research, creative work, and service by the Regent institutions.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
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| 1.1.4.1 Each university enhance its research efforts consistent with its mission. | Presidents | Relevant MGTs reported in annual strategic plans consistent with institutional missions.<br>MGT#15 --relevant annual publication indices of SUI.<br>MGT#16 --relevant citation indices at SUI.<br>MGT#22 -- number of intellectual property disclosures at SUI.<br>MGT#17 -- % of ISU faculty having one scholarly work published during the past three years.<br>MGT#20 -- % of ISU faculty that are principal or co-principal investigators.<br>MGT#23 -- number of new technologies licensed by ISU.<br>MGT#24 --number of ISU's new licenses generating revenues and total revenues generated. | • The GR on Economic Development and Technology Transfer includes Performance Indicator #22, #23, and #24 (charts now contain 8 years of data).<br>• The SUI and ISU Strategic Plans contain multiple year data for other indicators. |

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
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| 1.1.4.2 Each university increase sponsored research consistent with its mission. | Presidents | GR – Technology Transfer and Economic Development Report (SUI, ISU, UNI) and<br>GR – Strategic Plan for ISU and SUI (includes MGTs 18-24)<br>Examples:<br>MGT#18 -- sponsored funding per year at SUI and ISU.<br>MGT#19 -- number of yearly external funding proposals (SUI) MGT #20 – % of faculty as principal or co-principal investigators at ISU.<br>MGT #21 -- sponsored funding per faculty member at ISU. | • Assessment procedures are in place.<br>• In addition to those indicators listed, the GR on Economic Development and Technology Transfer includes data on corporate-sponsored research (791 agreements totaling $43.4 million in FY 2001). |
| 1.1.4.3 Each institution increase its service to Iowans, nation, and world. | Presidents and Superintendents | GR -- SUI strategic plan includes following MGTs:<br>MGT#25 -- number of non-degree enrollments at SUI (SUI strategic plan); also<br>MGT#26 –number of sites served by Hancher programming<br>MGT#27 -- number of annual visits to SUI health science centers<br><br>GR -- Distance Education includes:<br>MGT#28, the enrollment in credit/noncredit courses offered through extended and continuing education<br>MGT#29 -- number of extension clients served [also in ISU strategic plan]<br>MGT#30 --availability of off-campus courses (UNI st plan). | • SUI continues to report on Indicator #25 (included in the GR on Distance Education as well as SUI strategic plan).<br>• GR on Distance Education reported in 2001 that for #28, the credit enrollments were 35,125 and non-credit enrollments were 515,296.<br>• ISU reported that the number of extension clients was 499,537 in 1999-2000.<br>• UNI reported that the enrollment in off-campus credit courses for 2000-2001 was 8,356.<br>• Indicator #26 has been dropped.<br>• Indicator #27 will replace number of annual visits with patient survey of satisfaction with UIHC services.<br>• The GR on Distance Education now includes a map of Iowa indicating how many credit courses/sections were offered in each county, as well as in how many different communities. In the report for 2001, Regent universities offered 2,586 courses/section in 339 different communities in 98 of Iowa's 99 counties. |

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ACTION PLAN

**Key Result Area:** 1.0.0.0 Become the best public education enterprise in the United States.

**Objective:** 1.2.0.0 Obtain and maintain annual budgets sufficient to support Regent and institutional strategic plans and initiatives.

**Strategy:** 1.2.1.0 Assure that the funding base is diverse and is consistent with the Board's aspirations for institutional excellence.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
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| 1.2.1.1 Maintain the confidence and support of the public by each institution utilizing existing financial resources efficiently and effectively. | Presidents and Superintendents | GR – Annual Performance Indicators Report (See also KRA 4.0.0.0 on pages 56 to 66.)<br>GR -- Comprehensive Fiscal Report. | • Assessment is in place through the annual report presented in October for the previous fiscal year.(Comprehensive Fiscal Report).<br>• The Annual Report on Performance Indicators includes data on 8 financial components. |
| 1.2.1.2 Continue the Board's long-standing practice of seeking state appropriations annually at a level at least 3 percentage points above growth in the Higher Education Price Index (HEPI). | Board | GR -- Appropriations Requests includes MGT #31 --state appropriations request relative to HEPI. | • Assessment is in place through the normal operating budgetary procedures in GR presentations in July and September.<br>• Operating appropriations requests, salary and institutional initiatives have met or exceeded the Board's practice. |
| 1.2.1.3 Establish tuition and fees annually not only to keep pace with HEPI but support aspirations for excellence. | Board | This is consistent with Board policy adopted 12/18/97.<br>GR – Annual Tuition Rates and Fees covers MGT #32, the growth in undergraduate tuition and fees relative to HEPI. | • Assessment is in place through the normal tuition study in September and October GR presentations. |

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
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| 1.2.1.4 Each institution increase funding from private sources. | Presidents and Superintendents | GR--Affiliated Organizational Governance Reports and/or part of budgeting process.<br>GR -- Annual Indicators Report includes MGT#33 -- number of annual contributors and dollar value of contributions | • Assessment is in place through the GR on Affiliated Organizational Governance Reports and/or part of the budgeting process.<br>• Each institution reports in its Strategic Plan the number of annual contributors and dollar value of contributions. This data is also reported in the Annual Report on Performance Indicators. |
| 1.2.1.5 Within context of mission, each institution increase external grants and contracts for research. | Presidents and Superintendents | GR -- Technology Transfer includes MGT#34, SUI and ISU report of external grants and contracts.<br>GR -- SUI, ISU Strategic Plans<br>GR -- monthly reports on gifts and grants. | • GR on Economic Development and Technology Transfer provides a historical chart on business-sponsored research funding dollars and number of corporate agreements. Reported annually to the Iowa House and Senate Economic Development Committees.<br>• SUI and ISU, and also UNI, make annual reports on economic development and technology transfer. In addition, their strategic plans refer to their research and contracts activities.<br>• Each Regent institution submits a month report on gifts and grants received. |
| 1.2.1.6 Seek appropriate funding for capital improvement needs, including external gifts and grants. | Executive Director, Presidents, and Superintendents | GR -- 5-year capital plans and annual capital requests.<br>MGT#35 -- amount of capital improvement funds requested and received (4.3.3.1).<br>MGT#36 -- deferred maintenance backlog and expenditures (4.3.1.1). | • Assessment is in place through the normal capital budgetary procedures in GR presentations in July and September.<br>• The GR on Deferred Maintenance annually reports backlog and expenditures. |
| 1.2.1.7 Reallocate an average of 2 percent general funds annually. | Presidents and Superintendents | GR -- institutional budgeting process.<br>MGT#37 -- % of resources reallocated annually. (See also KRA 4.0.0.0) | • Assessment is in place through the normal operating budgetary procedures in GR presentations in May, June, and July.<br>• Monitoring is in place in the GR Comprehensive Fiscal Report in October.<br>• Board policy is that each institution is to reallocate 2% of its budget annually. |

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ACTION PLAN

**Key Result Area:** 1.0.0.0 Become the best public education enterprise in the United States.

**Objective:** 1.2.0.0 Obtain and maintain annual budgets sufficient to support Regent and institutional strategic plans and initiatives.

**Strategy:** 1.2.2.0 Continue flexibility of the Board and institutions to utilize funds to maintain and achieve competitiveness.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
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| 1.2.2.1 Ensure appropriations are provided to the Board and institutions on a broad institutional basis rather than through line items. | Executive Director, Presidents, Superintendents | Actions taken by persons responsible when needed in response to actions by legislature and Governor. | • Assessment in place through monitoring of legislative activity and established Regent response network.<br>• Monthly reports provided to the Board during legislative session. |
| 1.2.2.2 Maintain efforts to ensure that program directions are not included in appropriations language. | Board, Executive Director, Presidents, and Superintendents | Same as 1.2.2.1 | • Same as 1.2.2.1 |
| 1.2.2.3 Preserve efforts to exclude funding outside of state general fund or state infrastructure fund in the appropriations bills. | Board, Executive Director, Presidents, and Superintendents | Same as 1.2.2.1 | • Same as 1.2.2.1 |

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

**Key Result Area:** 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

**Objective:** 2.1.0.0 Annually assess educational opportunities, tuition policy, and financial aid policy to identify and to eliminate impediments to access and retention at Regent institutions.

**Strategy:** 2.1.1.0 Analyze, and where appropriate, make recommendations to increase access and retention to Regent institutions.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
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| 2.1.1.1 Annually assess access to Regent institutions. | Executive Director and Presidents | GR -- Annual Enrollments includes MGT#38 --fall enrollment by level, age and residency at each university.<br>GR -- Distance Education<br>GR -- Student Financial Aid includes MGT #39 -- number and dollar value of resident undergraduates receiving financial aid (need and non-need based).<br>GR – Distance Education (including Regional Centers)<br>GR -- Graduation and Retention Rates | Fall 2001 Enrollment Report – Part I<br>• During Fall 2001, Regent universities are serving more students, as measured both by headcount enrollment and FTE enrollment, than the prior year. The Fall 2001 headcount enrollment is at an all-time high of 70,661 students, with a combined total increase of 1,731 students (+2.5%).<br>• In addition to providing educational opportunities on campus, Regent universities are reaching out to meet the needs of Iowans through off-campus offerings. The off-campus headcount enrollment is 2,824 for Fall 2001.<br>• The number of racial/ethnic minority students at Regent universities increased by 205 students (+4.1%) from 4,979 in Fall 2000 to 5,184 in Fall 2001.<br><br>2000-2001 Student Financial Aid Report<br>• Ability to pay for college has consistently ranked as one of the most significant considerations for entering freshmen when making college attendance decisions.<br>• During the 2000-2001 academic year, there were 156,649 student financial aid awards (all categories) at Regent universities, totaling $483,763,996. This sum represents a 4.9% increase in funds and a 1.9% increase in the number of awards from the previous year. The average |

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| | | | award per student increased from $3,002 to $3,088 (+2.9%).<br><br>Annual Report on Regional Study Centers<br>• Regent universities participate in independent graduate study centers located in the Quad Cities and in Sioux City. The universities also cooperate to provide a resource center in Council Bluffs for citizens in the southwest area of the state. These efforts are part of the institutional activities that help the Board of Regents achieve its objective to improve access to the Regent universities.<br>• During the 2000-2001 academic year, unduplicated headcount enrollment at the Quad Cities Graduate Study Center increased by 84 students (+1.5%) from 5,444 to 5,528 and total registrations increased by 1,063 students (+11.6%) from 9,176 to 10,239. The proportion of Iowa residents enrolled in the GradCenter grew from 35.7% (1,228 students) in FY 1995 to 50.6% (2,798 students) in FY 2001. However, the total enrollment at Regent universities decreased by 159 students (-14.7%) from FY 00.<br>• At the Tri-State Graduate Center, total headcount enrollment for FY 2001 was 2,652, which was an increase of 542 students (+25.7%) over FY 2000 enrollment. The increase resulted primarily from additional education offerings by the University of Northern Iowa and Wayne State College. Iowans accounted for 47.6% of the enrollments. The total enrollment at Regent universities during 2000-2001 was 590, an increase of 159 students (+36.9%) from the prior year.<br>Enrollment for FY 2001 at the Southwest Iowa Regents Resource Center totaled 467, which was a decrease of 61 students (-11.6%) from the prior year. This is the second year of enrollment decreases at the Center. Unlike the other two centers, the Resource Center offers a baccalaureate program in addition to graduate and certificate programs. During 2000-2001, the Center added four new degree programs and six new certificate or endorsement programs. |

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| | | | Annual Report on Student Retention and Graduation Rates<br><br>• Consistent with patterns over many years, the three institutions continue to graduate more than 60% of entering freshmen within six years. Six-year graduation rates for the most recent reporting year – the entering class of 1994 – increased at SUI, from 62.1% to 63.1% and at ISU, from 60.4% to 62.4%. The six-year graduation rate decreased slightly at UNI, from 62.7% to 62.2%.<br>• Students enrolled in four-year graduation plans graduated at the highest rates last year. The four-year graduation rate at SUI was 37.1%; at ISU, it was 28.4%; and at UNI, it was 33.2%.<br>• At SUI and ISU, the one-year retention rates have increased annually during the past five-year period. At ISU, it is at an all-time high and progressing toward its target of 90%. At UNI, the one-year retention rate increased by .4 percentage points from the prior year.<br><br>Spring 2001 Enrollment Report<br><br>• The headcount enrollment for Spring 2001 at the Regent universities totaled 64,676, which is an all-time high. There were 609 more students in Spring 2001 that were enrolled the prior year, which represents a 1.0% increase in spring enrollment.<br>• Off-campus headcount enrollment during Spring 2001 was 2,824. Approximately 80% of the students were enrolled in either graduate or professional level courses. There were program or certificate offerings provided in 75 counties during Spring 2001; this does not include offerings provided through the World Wide Web. |

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g., opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
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| 2.1.1.2 Develop and implement effective strategies, with targets, for retention of students. | Presidents | GR -- Graduation and Retention Rates | • The GR on Retention and Graduation Rates is presented annually in November.<br>• The six-year graduation rates for the entering class of 1995 increased at all the Regent universities.<br>SUI 63.9% to 64.7%<br>ISU 62.4% to 63.7%<br>UNI 62.2% to 64.2% |
| 2.1.1.3 Adopt and implement policy on distance education. | Presidents and Superintendents | GR -- Distance Education | • The Board adopted a new policy on Distance Education in 1997, and revised it in 1999.<br>• In 2001, the Board approved a Priority Issue Study Group on Distributed Education recommendation to form two Councils: (1) Coordinating Council on Virtual Learning: (2) 2+2 Council |
| 2.1.1.4 Evaluate differential tuition policy for distance education. | Executive Director | GR -- Institutional Distance Education strategic plans | • Assessment contingent upon gathering of consistent institutional data. Current Board tuition policy does not differentiate tuition for location. |
| 2.1.1.5 Raise the percentage of Iowans possessing baccalaureate degrees to the national average. | Board, Executive Director, and Presidents | GR -- Distance Education Report includes study of baccalaureate degree holders staying in Iowa | As of 2000-2001:<br>• 60 credit programs offered in 98 of 99 countries<br>• 35,125 students registered in 2,586 individual courses/sections<br>• 1,000 students enrolled in Bachelor of Liberal Studies |

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

**Key Result Area:** 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

**Objective:** 2.1.0.0 Annually assess educational opportunities, tuition policy, and financial aid policy to identify and eliminate impediments to access and retention at Regent institutions.

**Strategy:** 2.1.2.0 Increase access to Regent institutions through marketing strategies for each institution.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
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| 2.1.2.1 Develop and implement effective marketing strategies. | Presidents, Superintendents | GR – Enrollment Reports<br>GR – Graduation and Retention Rates | • The GR on Enrollment (November) describes projections by institutions regarding enrollments.<br>• At regular meetings of Registrars and Admissions Directors, strategies are discussed. Several brochures recently developed on common admissions standards and recommendations to secondary students on how to enhance school and college experience.<br>• Note: Special Schools cannot recruit. |
| 2.1.2.2 Increase collaboration and cooperation with other sectors of postsecondary education in marketing efforts. | Executive Director and Presidents | (1) Through ongoing actions by Iowa Coordinating Council for Post-High School Education;<br>(2) Collaborataive efforts with Community Colleges and independent Colleges and Universities.<br>(3) Also see marketing/communications | • See revision in remarks column.<br>• The 2+2 Council seeks to expand and enhance articulation agreements with community colleges. |

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**Key Result Area:** 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent Institutions.

**Objective:** 2.2.0.0 Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.

**Strategy:** 2.2.1.0 Conduct targeted needs assessment in specific program areas and offer educational opportunities.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
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| 2.2.1.1 Develop recommendations for ongoing assessment of distance education needs in Iowa. | Executive Director and Presidents | GR--Strategic Plans for Distance Education | • The GR on Distance Education reports now on assessments of programs and student outcomes. A work group meets each year to analyze the report and makes recommendations for changes for the following year. |
| 2.2.1.2 Explore collaboration with business, industry, Workforce Development, and other agencies and organizations and prepare a report with recommendations. | Executive Director and Presidents | Iowa Council for Coordination of Post-High School Education has established an Advisory Committee on Distance Education for this purpose | • The ICCPHSE has established an Advisory Committee on Distance Education that has met.<br>• Pilot project is being considered for Community Colleges, Regent universities, colleges, and the business community. |
| 2.2.1.3 Increase distance education enrollment substantially. | Presidents | GR -- Distance Education Report, which covers MGT#40 -- off-campus student enrollment in degree programs<br>GR -- Fall Enrollment | • The GR on Distance Education refers to strategies taken by the universities to increase distance education enrollments, such as the expanded Bachelor of Liberal Studies program.<br>• The Coordinating Council on Virtual Learning is exploring on-line cooperative programs. The Council has developed a website, IRIDE.<br>• The annual GR on Fall Enrollments contains data on distance education enrollments, including statistics from the Regional Study Center programs. |

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**Key Result Area:** 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent Institutions.

**Objective:** 2.2.0.0 Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.

**Strategy:** 2.2.2.0 Recognize the need of all Iowans for access to services provided by Regent Institutions including health care services, extension, and services provided by the special schools.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
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| 2.2.2.1 Advocate for resources needed to provide services. | Executive Director, President, and Superintendents | GR --Budget Requests<br>GR – Tuition Study | • Assessment is in place through regular docket items and legislative activities. |
| 2.2.2.2 Delegate to President and leadership of the Clinical Enterprise authority to take actions to ensure access of Iowans to Iowa's comprehensive, tertiary health care center. | SUI President | The university is engaged in various planning and management activities designed to achieve action. | • Assessment procedures are in place. |
| 2.2.2.3 As trustees of the University of Iowa Hospitals and Clinics, the Board receives comprehensive reports on the Clinical Enterprise. | Board | GR -- Quarterly Reports | • Assessment procedures are in place. |
| 2.2.2.4 Monitor actions taken by SUI leadership to comply with the charge of the Board relative to Clinical Enterprise. | Executive Director | The Board liaison group will meet periodically and make reports. | • Assessment procedures are in place. |

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 2.2.2.5 Delegate to President and leadership of the extension program authority to take actions to ensure access of Iowans to Iowa's extension services. | ISU President | GR -- ISU President (annual) | • Assessment procedures are in place. |
| 2.2.2.6 Assess adequacy of access to appropriate research and services. | Presidents and Superintendents | GR -- Annual and Quarterly Institutional Reports<br>GR -- Institutional Strategic Plans<br>GR -- Distance Education (annual) | • The university strategic plans include extensive coverage of appropriate research and scholarship activities.<br>• The Annual GR on Distance Education details educational outreach and service activities. |
| 2.2.2.7 Encourage development of strategic alliances to increase access to services as measured by annual reports of individuals served. | Executive Director, Presidents, and Superintendents | Currently provided in various governance reports from universities, special schools, and UIHC. | • The GR on Distance Education has increased descriptions of collaborative activities, interinstitutionally and with other higher education institutions.<br>• The GR on Economic Development and Technology Transfer has expanded its treatment of collaboration with businesses. |

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

**Key Result Area:** 3.0.0.0 Establish policies to encourage continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

**Objective:** 3.1.0.0 Reaffirm or revise Board policy to ensure continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

**Strategy:** 3.1.1.0 Perform annual review of the climate for diversity and the issue of educational and employment opportunity.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 3.1.1.1 Prepare recommendations to the Board of Regents to improve the climate for diversity and equal opportunity. | Executive Director, Presidents, and Superintendents | GR -- Annual Report on Diversity | • The Board biennially appoints a standing committee on Affirmative Actions & Equal Opportunities composed of institutional officials that review institutional diversity and annually make recommendations to the Board for improving diversity.<br>• The Board has a Priority Issues Study Group on Diversity that focuses on diversity climate issues. |
| 3.1.1.2 Review Board policies, documents, and governance reports related to equal opportunity and diversity. | Executive Director | GR -- Affirmative Action<br>GR -- College Bound Program<br>GR -- Minority and Women Educators' Enhancement Program<br>GR -- Minority Academic Grants for Educational Success (IMAGES)<br>GR -- Faculty Resignations | • Relative to employment, the Board receives annual reports addressing affirmative action and diversity policies and practices.<br>• Faculty resignations are reported with ethnic identification wherever possible.<br>• The GR reports on the College Bound Program and the Minority Academic Grants for Academic Success Program are part of the Annual GR on Student Financial Aid. In FY 01, the Regent universities provided $1,750,849 to 802 participants in the IMAGES program. In addition, the institutions allocated $285,526 to 3,750 participants in the College Bound Program. Attendance at a College Bound activity gives a student priority for an IMAGES grant after enrolling in a Regent university. |

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 3.1.1.3 Review relevant case law and statutes relating to equal opportunity. | Executive Director and University Counsels | Presentations to be given by appropriate institutional officials and Attorney General's office. | • The Priority Issues Study Group on Diversity receives annual updates on the status of legal issues impacting diversity. |
| 3.1.1.4 Collect and review peer group policies and practices. | Executive Director, Presidents, and Superintendents | GR -- Annual Report on Diversity | • The Board's Committee on Affirmative Action and Equal Opportunity collects and reviews peer institutions' policies and practices affecting diversity. |

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

**Key Result Area:** 3.0.0.0 Establish policies to encourage continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

**Objective:** 3.1.0.0 Reaffirm or revise Board policy to ensure continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

**Strategy:** 3.1.2.0 Develop and review governance processes and reports for impact on equal opportunity.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 3.1.2.1 Review the Board's mechanisms for monitoring progress, policies, and practices relating to diversity and equal opportunity. | Board, Executive Director, Presidents, and Superintendents | GR -- Annual Report on Diversity | • Board Office staff meet with the Board's Priority Issue Study Group and prepare the agenda for its meetings in consultation with the Group's chair. |
| 3.1.2.2 Review the timing of equal opportunity governance reports. | Executive Director | GR -- Annual Report on Diversity | • The reports received by the Board are timed to be reviewed in advance of the statutory date of their delivery to the Legislature. |
| 3.1.2.3 Include information on diversity in all relevant governance reports. | Executive Director, Presidents, and Superintendents | GR -- Enrollment Report as well as GR -- Faculty Tenure contain MGT #41 (the percentage of student body, faculty, and staff that are minority) GR -- Institutional Strategic Plans GR -- Graduation and Retention; also universities' strategic plans for MGT #42 (retention and graduation of minority undergraduates). | • Governance reports on employment and enrollment include analysis of the ethnic composition of employee and student cohorts. • The Annual Report on Performance Indicators includes at seven years of data on Indicators #41 and #42. • The new strategic plans for the universities and ISD include indicators relative to diversity of their communities, both employee and student. IBSSS will have a new plan next year. |
| 3.1.2.4 Analyze the completed governance reports for their implications for diversity. | Executive Director | GR -- Annual Report on Diversity | • Employment governance reports analyze data based on ethnic representation. |

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

**Key Result Area:** 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the Institutions' state, federal, and private resources.

**Objective:** 4.1.0.0 Annually review institutional strategic plans for consistency with Regent strategic plan in support of Regent-wide and institutional initiatives.

**Strategy:** 4.1.1.0 Annually review and approve institutional resource allocations and reallocations, consistent with and supportive of the Board and institutional strategic plans.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 4.1.1.1 Develop and disseminate common institutional budget requests in an approved format for Board Office review. | Executive Director, Presidents, and Superintendents | GR -- Budget Requests | • Assessment is in place through the normal operating budgetary procedures in Toledo Society meetings and GR presentations in July and September. |
| 4.1.1.2 Prepare for the Board a review and recommendations of preliminary institutional operating budget proposals. | Executive Director | GR – Budget Requests. Preliminary proposals from the universities for budget policies for the upcoming year. (May) Reviewed by Board Office and recommendations made. Proposed budgets are reviewed for consistency with Board and Institutional Strategic Plans | • Assessment is in place through the normal operating budgetary procedures in Toledo Society meetings, institutional budget meetings, and GR presentations in May, June and July. |

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 4.1.1.3 Refine final recommendations for the Board of Regents regarding preliminary institutional operating budgets. | Executive Director | GR – Preliminary budgets reviewed and approved; then become Operating Budgets of Institutions. | • Assessment is in place through the normal operating budgetary procedures and GR presentations in May and June. |
| 4.1.1.4 Prepare recommendations for the Board on final detailed annual budgets. | Executive Director | GR – Final budgets → Detailed operating budgets for the upcoming fiscal year. | • Assessment is in place through the normal operating budgetary procedures and GR presentations in July. |
| 4.1.1.5 Approve all budget-ceiling increases. | Board | GR -- Preliminary Operating Budget received, reviewed, and approved (usually during last quarter of year). | • Assessment is in place through the normal operating budgetary procedures and GR presentations in May and June. |
| 4.1.1.6 Prepare and recommend to the Board the appropriation requests for next fiscal year/biennium. | Executive Director, Presidents, and Superintendents | These appropriation requests are for the subsequent fiscal year or biennium. Preliminary consideration is scheduled for the Board in July with final action in September. | • Assessment is in place through the normal budgetary procedures and GR presentations in July and September. |

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

**Key Result Area:** 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

**Objective:** 4.1.0.0 Annually review institutional strategic plans for consistency with Regent strategic plan in support of Regent-wide and institutional initiatives.

**Strategy:** 4.1.2.0 Annually examine outcomes of strategic plan initiatives and resource investment to verify the level of achievement of strategic plans.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 4.1.2.1 Review and analyze progress on and modification of strategic plans from each institution for Board consideration. | Executive Director, Presidents, and Superintendents | GR --Institutional Strategic Plans (and Performance Indicators) -- in November<br>GR -- Institutional Strategic Plans considered and approved (modified as needed) -- December | • Assessment procedures are in place.<br>• The new strategic plans for the universities include analysis of linkages to the Board's plan, illustrate the impact of budgetary decisions, and provide processes for modification. Data on individual institutional indicators and Board indicators is included.<br>• ISD has had its new plan recently approved by the Board. It includes many new strategies and benchmarks.<br>• IBSSS is preparing its new Strategic Plan. |
| 4.1.2.2 Review comprehensive fiscal report for prior year. | Board and Executive Director | GR -- Comprehensive Fiscal Report | • Assessment is in place through presentations in October. |
| 4.1.2.3 Review institutional update of five-year strategic plans and present changes to Board of Regents for approval. | Executive Director | GR --Institutional Strategic Plans<br>GR -- Board's Strategic Plan | See 4.1.2.1 |

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

**Key Result Area:** 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

**Objective:** 4.2.0.0 Improve the operational effectiveness and efficiency of the institutions.

**Strategy:** 4.2.1.0 Establish an on-going program and plan to improve operational efficiency and effectiveness.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 4.2.1.1. Each institution develop a schedule of reviews for all academic and non-academic units covering a 7-year period. | Presidents and Superintendents | GR -- Program Reviews | • The GR on Annual Program Reviews and Student Outcomes Assessment was revised in 2001. More focus was placed on programmatic changes resulted from the changes. |
| 4.2.1.2 Evaluate each unit in terms of efforts at achieving greater efficiency and effectiveness in operations and procedures. | Presidents and Superintendents | GR --Program reviews<br>GR -- Comprehensive Fiscal Report includes, but is not limited to, energy conservation, space utilization, technology utilization, business operations.<br>GR -- Unit Cost and GR Tuition Study includes cost per student (MGT #43) | • Assessment is in place through presentations in October, which includes a focus on institutional efficiencies and effectiveness.<br>• Assessment for purchasing operations in November monitors institutional efficiencies. |
| 4.2.1.3 Re-engineer processes as appropriate to improve efficiency and effectiveness. | Presidents and Superintendents | GR -- Comprehensive Fiscal Report | • Assessment is in place through presentations in October, which includes a focus on institutional progress on efficiencies and effectiveness. |
| 4.2.1.4 Each institution provide the Board of Regents with an annual report of increased efficiency and effectiveness. | Executive Director, Presidents, and Superintendents | GR -- Institutional budgets, which include information on the 2 percent reallocations. (May and June)<br>GR -- Comprehensive Fiscal Report | • Assessment is in place through the normal operating budgetary procedures.<br>• Monitoring is in place through the annual fiscal report. |

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

**Key Result Area:** 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

**Objective:** 4.3.0.0 Maintain and acquire physical facilities and equipment to meet stewardship responsibilities and changing institutional needs resulting from annual goal-setting and monitoring.

**Strategy:** 4.3.1.0 Adopt standards for preserving usefulness of facilities.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g., opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 4.3.1.1 Review and recommend needed changes to the standards for maintenance of basic building and infrastructure integrity to avoid deferred maintenance. | Executive Director | GR -- Deferred Maintenance Report includes MGT # 36 -- deferred maintenance backlog and expenditures | • Assessment and monitoring is in place through annual reports and regular activities. |
| 4.3.1.2 Review and recommend needed changes to the standards for avoiding functional obsolescence of facilities. | Executive Director | GR -- Deferred Maintenance Report | • Assessment and monitoring is in place through annual reports and regular activities. |

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 4.3.1.3 Review and recommend needed changes to the standards for meeting fire and environmental safety requirements. | Executive Director | The State Fire Marshal has a major role in the setting of standards. The chief business officers and directors of facilities at the institutions will have a major role in the development of the recommendations. The effort is to include recommendations on OSHA and other governmental safety requirements.<br>GR – Fire and Environmental Safety Report | • Assessment and monitoring is in place through annual reports and regular activities. |

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

**Key Result Area:** 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

**Objective:** 4.3.0.0 Maintain and acquire physical facilities and equipment to meet stewardship responsibilities and changing institutional needs resulting from annual goal-setting and monitoring.

**Strategy:** 4.3.2.0 Review annual budgets for adequacy in meeting operation and maintenance standards.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 4.3.2.1 Review and recommend changes in the institutional building repair budget allocation. | Executive Director, Presidents, and Superintendents | 1) *Budget Requests July and September<br>2) *Finalization of budget May-July | • Assessment and monitoring is in place through annual reports and budgetary procedures. |
| 4.3.2.2 Review and recommend changes in the institutional equipment budget allocation. | Executive Director, Presidents, and Superintendents | MGT#6 --- % of faculty using instructional technology at SUI and UNI<br>MGT#7 – number of general assignment technology-equipped classrooms at SUI<br>MGT#8 -- % of class sections with computers at ISU<br>MGT#9 -- % of faculty who use computers at ISU<br>MGT#10 -- % of students with technology accessibility (IEP plans) at special schools | • Assessment and monitoring is in place through annual reports and regular activities. |
| 4.3.2.3 Review and recommend changes in the institutional physical plant operation and maintenance. | Executive Director, Presidents, and Superintendents | Related to 4.3.1.1. These efforts should be considered during development of the annual operating budgets and the legislative budget requests. | • Assessment and monitoring is in place through annual reports and regular activities. |

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

**Key Result Area:** 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

**Objective:** 4.3.0.0 Maintain and acquire physical facilities and equipment to meet stewardship responsibilities and changing institutional needs resulting from annual goal-setting and monitoring.

**Strategy:** 4.3.3.0 Seek additional funds to preserve and expand facilities and equipment.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 4.3.3.1 Review and recommend a list of capital needs for each institution in priority order, including funding. | Executive Director | MGT #35 -- amount of capital improvement funds requested and received)<br>GR -- 5 Year Capital Plan | • Assessment and monitoring is in place through annual reports and regular activities. |
| 4.3.3.2 Develop matrix of all funds, capital expenditures and compare year-to-year trends. | Executive Director | GR -- Comprehensive Fiscal Plan | • Assessment and monitoring is in place through annual reports and regular activities. |
| 4.3.3.3 Review and recommend program for use of self-liquidating revenue bonds to build enterprise facilities. | Board and Executive Director | GR -- Annual Bond Audits to Banking Committee. | • Annual assessment of bonding needs approved for each calendar year.<br>• Monitoring is in place through process for sale of bonds and annual audit reports. |

BOARD OF Regent STATE OF IOWA

ACTION PLAN

**Key Result Area:** 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

**Objective:** 4.4.0.0 Strengthen public understanding and confidence in the Board of Regent, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.

**Strategy:** 4.4.1.0 Implement an annual comprehensive communications program with elected officials and the residents of Iowa.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 4.4.1.1 Review existing data sources and measures of public understanding and confidence in the Board of Regent to identify common data elements desired. | Executive Director, Presidents, and Superintendents | Regent Information Committee will be convened to address these issues. | • The Board and the Regent Information Committee regularly review news clippings.<br>• The Board maintains marketing and communications efforts. |
| 4.4.1.2 Develop processes to collect desired data on an annual basis utilizing existing institutional processes to the extent possible and initiating new processes as needed. | Executive Director, Presidents, and Superintendents | The inter-institutional budget preparation committee ("Toledo Society") will be involved in this endeavor. | • Assessment process is in place.<br>• There were no actions this year. |
| 4.4.1.3 Analyze communication plans for target audiences (i.e., elected officials and general public) and design the plans to improve understanding and increase confidence. | Executive Director, Presidents, and Superintendents | Annual Communication Plan developed | • Both internal and external plans have been prepared. |
| 4.4.1.4 Share communication document(s) which reflect support for and build understanding of Regent institutions with elected officials, candidates for public office, media, and the general public | Executive Director | Annual Communications Plan was developed and implemented, including Newsletter, website, and Outreach Activity. | • The newsletter and website are in place.<br>• The annual report of the Board for 2000 will be in a new format, emphasizing progress made on performance indicators. |

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

**Key Result Area:** 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

**Objective:** 4.4.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.

**Strategy:** 4.4.2.0 Increase cooperation and collaboration among the Regent institutions and with other educational agencies, including community colleges and independent colleges and universities.

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 4.4.2.1 Identify existing institutional cooperative/collaborative programs to form baseline data and develop a reporting format to the Board. | Executive Director, Presidents and Superintendents | GR -- Iowa Coordinating Council for Post-High School Education.<br>GR -- Institutional Strategic Plans for Distance Education. | • Comprehensive booklet prepared on university collaborative relationships. |
| 4.4.2.2 Develop recommendations for joint/common budget initiatives as part of the annual legislative agenda. | Executive Director, Presidents and Superintendents | GR--Interinstitutional Committee on Educational Coordination.<br>GR --Iowa Coordinating Council for Post-High School Education. | • Assessment is in place through the normal operating budgetary procedures in Toledo Society meetings, institutional budget meetings, legislative activities, and GR presentations in September through January. |

| Action Steps (Numbered) | Who Responsible (*Lead person) | Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required) | Assessment Update with Selective Monitoring Data |
|---|---|---|---|
| 4.4.2.3 Explore opportunities for partnership among the Regent institutions and with other sectors of education. | Executive Director, Presidents and Superintendents | GR -- Strategic Plan for Distance Education<br>GR -- Iowa Coordinating Council for Post-High School Education | • The GR on Distance Education contained a number of examples of collaboration.<br>• The 2+2 Council will explore additional articulation agreements with community colleges.<br>• The Regent universities have been active in the Des Moines Higher Education Center. |
| 4.4.2.4 Explore opportunities for collaboration between the special school programs and LEA's, AEA's, and other state agencies that are providing programs/services to individuals between the ages of 0-22 years. | Executive Director and Superintendents | GR -- Annual Reports of IBSSS and ISD. | • The Strategic Plan reports for ISD and IBSSS provide examples of cooperative efforts with local school districts (LEAs) and area education agencies (AEAs). |