

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Preliminary Review of the University of Northern Iowa's Strategic Plan
Date: November 5, 2001

Recommended Action: Receive the preliminary review of progress indicators for the University of Northern Iowa's Strategic Plan for 2001-2006, "Focused on Education."

Executive Summary: The progress indicators, on pages 4-12, are organized under the eight goals in UNI's new strategic plan. Those pages identify which indicators are new to the University, and which are from the list of 43 indicators and common data sets that have been used by the Board and its institutions since 1998.

The eight goals of the new plan are:

- 1) Provide intellectually stimulating and challenging experiences for students that broaden and deepen their perspective and awareness.
- 2) Support creative and intellectually rigorous teaching and scholarship.
- 3) Expand the involvement of the University in addressing critical local, state, national and global needs that also enrich the educational experiences offered by the University.
- 4) Strengthen a University culture characterized by diversity, collegiality and mutual respect.
- 5) Foster a supportive living, learning and working environment with services and programs that promote individual well being and organizational effectiveness.
- 6) Enhance the quality, diversity and number of human resources available to meet the needs of the University.
- 7) Continue to improve capital, physical and informational resources at the University.
- 8) Establish strong, mutually beneficial relationships with external constituencies.

The Analysis section provides lists of those indicators in which increases occurred and those that experienced decreases. Reductions in budget allocations had a direct impact upon some of these indicators. UNI is in the process of determining targets for new indicators.

Strategic Plan: The Board has indicated its interest in having consistency and linkage between institutional strategic plans and the Board's strategic plan. Also, the Board and institutions continue to work to refine performance indicators associated with Action Steps in the Board's strategic plan. The University affirms, through the continuation of a number of performance indicators from the Board's strategic plan, that it is linked with the Board's strategic plan.

Background: At the November 2000 Board meeting, President Koob outlined the major goals, objectives, and performance indicators to be used in the proposed Strategic Plan, "Focused on Excellence." The values statement in the new plan makes clear that "individualized learning" will continue to be stressed at UNI.

Strategic Plan components The new plan contains:

- 8 goals
- 23 objectives
- 36 indicators

Vision Statement The University of Northern Iowa will be the nation's finest public comprehensive university, known for high quality learning environments and a genuine sense of community.

Culture Statement The culture of The University of Northern Iowa is characterized by a long-standing commitment to student learning and to excellence in teaching. This commitment has been established through the development of an open, ethical and caring community that promotes diversity, honesty, integrity, fairness, trust and civility among its members. This community has created a culture based on core values that include intellectual vitality, intellectual and academic freedom, the well-being of its members and service to others.

Analysis: The report notes that the performance indicators most closely tied with budgetary constraints imposed this past year, including percentage of student credit hours taught by tenure/tenure-track faculty and average undergraduate class size, did not fare as well as some other indicators. Given the reduced state allocation and the under-funding of salaries, this reversal of progress in some areas was expected.

For many indicators, five years of data are available. See pages 4-12 for specific dates/years/semesters.

Examples of Indicators that experienced increases

- 1.7.2 Number of international students enrolled [Fall semester only] (from 309 to 339)
- 2.2.1 Sponsored funding per year in millions of dollars (from \$18.1 million to \$19.4 million)
- 3.2.1 Headcount enrollments in credit courses (from 8,945 to 9,845)
- 3.2.2 Off-campus student enrollment in degree programs offered through distance learning [Fall semester] (un. -- from 80 to 109; gr. -- from 438 to 562)
- 4.1.1 Racial/ethnic composition of student populations in percentages (4.8% to 5.1%, Fall semesters)
- 4.1.2 Graduate and undergraduate student retention and graduation rates by ethnic/racial composition (minority students overall: from 68.2% to 78.0%)
- 6.1.1 Number of continuing education credits earned by UNI staff (from 10,109 training hours to 14,508)
- 8.1.1 Number of annual contributors and dollars contributed in millions (from 15,411 to 17,565 contributors; from \$10.6 million to \$11.9 million)
- 8.2.1 Dollars available to the University from the UNI Foundation [for scholarships] (from \$1.7 million to \$2.3 million)

Examples of Indicators that experienced decreases

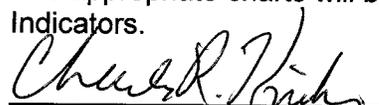
- 1.1.1 Percentage of student credit hours taught by tenure/tenure track faculty (from 67.0% to 63.1%)
- 1.1.2 Average undergraduate class size:
 - lower level (average: from 34.6 to 35.8)
 - upper level (average: from 22.8 to 25.6)
 - both: (average: from 28.9 to 32.2)
- 1.3.1 Percentage of lower division courses taught by tenure/tenure track faculty (from 54.4% to 52.6%)
- 1.5.1 Percentage of graduates [of graduate programs] employed or placed within one year (from 96.4% to 93.7%).
- 1.7.1 Number of students having an international learning experience (from 409 to 392).

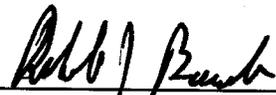
Actions begun on new Indicators

- 1.2.1 First class enrolled in Honors Program (61 in Fall 2001)
- 1.4.1 Discussions in progress to identify programs that distinguish the University.

Performance Indicator Charts:

The appropriate charts will be part of the Annual Report on Performance Indicators.


Charles R. Kniker

Approved: 
Robert J. Barak

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

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

GOAL 1: Continued...				
Institutional Indicators, MGT Indicators			Target	Progress Made
UNI	BOR	Performance Indicator		
1.6.2	7	Number and percentage of general assignment tech-equipped classrooms.	100%	00-01: 95% 99-00: 93%
1.6.3	8	Percentage of course sections in which computers are used as an integral teaching aid.	46%	00-01: 34.8% 99-00: 35.2%
1.7.1	-	Number of students having an international learning experience. [Degree Seeking Students at UNI]	450	99-00: 392 98-99: 409
1.7.2	-	Number of international students enrolled. [Fall semester only]	375	00-01: 339 99-00: 309 98-99: 319 97-98: 294

Goal 2: Support creative and intellectually rigorous teaching and scholarship.				
Institutional Indicators, MGT Indicators			Target	Progress Made
UNI	BOR	Performance Indicator		
2.1.2	6	Number of faculty using instructional technology (including computers).	90%	00-01: 87.3% 99-00: 89.0% 98-99: 66.0% 97-98: 50.0%
2.2.1	18	Sponsored funding per year in millions of dollars.	\$15.2 m	00-01: \$19.4 m 99-00: \$18.1 m 98-99: \$10.1 m 97-98: \$11.9 m 96-97: \$10.4 m
2.2.2	22	Number of intellectual property disclosures.	Monitor	00-01: 0 99-00: 0 98-99: 5 97-98: 4 96-97: 3

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

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

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

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

Goal 5: Foster a supportive living, learning and working environment with services and programs that promote individual well being and organizational effectiveness.				
Institutional Indicators, MGT Indicators			Target	Progress Made
UNI	BOR	Performance Indicator		
5.1.1	-	Campus crime statistics.	Monitor	Numerous units on campus monitor and report campus crime statistics under the direction of UNI Public Safety. Public Safety provides an annual report of campus crime statistics that is made available on UNI's web site.
5.1.2	-	Annual worker compensation claims.	Monitor	FY 01: 112 FY 00: 113 FY 99: 140 FY 98: 165 FY 97: 154
5.2.1	-	Child care services: Number of children served (PLS + residence)	Monitor	<u>Price Lab</u> 00-01: 53 99-00 53 <u>University Apartments</u> 00-01: 42 99-00: 20
5.2.2	-	Child care services: Diminish gap between need and served (number on waiting list).	Monitor	# on waiting list 00-01: 157 99-00: 142
5.3.1	-	<u>Faculty/staff climate survey</u> Q. UNI provides opportunities for mentoring and social interaction among students, faculty and staff. <u>Student climate survey</u> Q. UNI provides opportunities for mentoring and social interaction among students, faculty and staff.	Faculty/staff: 65% Students: 65%	Faculty/staff Students 00-01 87.9% 76.6%
5.4.1	-	<u>Faculty/staff climate survey</u> Q. UNI provides opportunities for participation in university governance activities. <u>Student climate survey</u> Q. UNI provides opportunities for participation in university governance activities.	Faculty/staff: 75% Students: 75%	Faculty/staff Students 00-01 90.8% 72.9%

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

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

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

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

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

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