## GOAL 1: Provide intellectually stimulating and challenging experiences for students that broaden and deepen their perspective and awareness.

<table>
<thead>
<tr>
<th>UNI</th>
<th>BOR</th>
<th>Performance Indicator</th>
<th>Target</th>
<th>Progress Made</th>
<th>Achieved:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
<td>1</td>
<td>Percentage of student credit hours taught by tenure/tenure track faculty.</td>
<td>75%</td>
<td>01-02: 67.0%</td>
<td>83.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(undergraduate only)</td>
<td></td>
<td>00-01: 63.1%</td>
<td>67.0%</td>
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<td>99-99: 68.0%</td>
<td>72.3%</td>
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<td>96-97: 76.0%</td>
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<tr>
<td>1.1.2</td>
<td>5</td>
<td>Average undergraduate class</td>
<td>Ave.: 33 Med.: 25</td>
<td>01-02: 36.7</td>
<td>Avg. 36.7</td>
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<tr>
<td></td>
<td></td>
<td>Lower Level</td>
<td></td>
<td>00-01: 35.6</td>
<td>Median 36.7</td>
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<td></td>
<td></td>
<td>99-99: 34.6</td>
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<td>98-99: 32.9</td>
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<td>97-98: 33.2</td>
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<td></td>
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<td>96-97: 35.5</td>
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<tr>
<td></td>
<td></td>
<td>Upper Level</td>
<td>Ave.: 22 Med.: 23</td>
<td>01-02: 26.8</td>
<td>Avg. 26.8</td>
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<td></td>
<td></td>
<td>00-01: 25.6</td>
<td>Median 26.8</td>
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<td>99-99: 22.2</td>
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<td>98-99: 24.2</td>
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<td>97-98: 23.3</td>
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<td></td>
<td></td>
<td>96-97: 23.1</td>
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<tr>
<td></td>
<td></td>
<td>Both</td>
<td>Ave.: 28 Med.: 24</td>
<td>01-02: 33.2</td>
<td>Avg. 33.2</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>00-01: 32.2</td>
<td>Median 33.2</td>
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<td></td>
<td></td>
<td>99-99: 28.9</td>
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<td>98-99: 29.2</td>
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<td>97-98: 28.9</td>
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<td>96-97: 29.5</td>
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<tr>
<td>1.2.1</td>
<td>-</td>
<td>First class enrolled in Honors Program by fall 2002.</td>
<td>Yes</td>
<td>Achieved:</td>
<td>84 students enrolled in Fall 2002;</td>
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<td></td>
<td>Total Honors enrollment for</td>
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<td></td>
<td>Fall 2002: 141</td>
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<tr>
<td>1.3.1</td>
<td>3B</td>
<td>Percentage of lower division courses taught by tenure/tenure track faculty</td>
<td>70%</td>
<td>01-02: 57.4%</td>
<td>52.6%</td>
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<td></td>
<td></td>
<td>00-01: 52.6%</td>
<td>54.4%</td>
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<td>99-99: 58.4%</td>
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<tr>
<td>1.4.1</td>
<td>-</td>
<td>Programs [that distinguish the University] identified by Fall 2002.</td>
<td>Yes</td>
<td>Institutional data is being analyzed to assist in identifying programs and priorities.</td>
<td></td>
</tr>
<tr>
<td>1.5.1</td>
<td>-</td>
<td>Percentage of graduates [of graduate programs] employed or placed within one year.</td>
<td>95</td>
<td>01-02: 83.3%</td>
<td>93.7%</td>
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<td></td>
<td>00-01: 93.7%</td>
<td>96.4%</td>
</tr>
<tr>
<td>1.6.1</td>
<td>6</td>
<td>Number and percentage of faculty using instructional technology (including computers).</td>
<td>90%</td>
<td>Number of Total Faculty</td>
<td>%</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>01-02: 531 of 589</td>
<td>90.2</td>
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<td></td>
<td></td>
<td></td>
<td>00-01: 536 of 614</td>
<td>87.3</td>
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<td></td>
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<td>99-99: 542 of 609</td>
<td>89.0</td>
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<td>98-99: 349 of 529</td>
<td>96.0</td>
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<td>97-98: 50.0</td>
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</table>
### GOAL 1: Continued...

<table>
<thead>
<tr>
<th>UNI</th>
<th>BOR</th>
<th>Performance Indicator</th>
<th>Target</th>
<th>Progress Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6.2</td>
<td>7</td>
<td>Number and percentage of general assignment tech-equipped classrooms.</td>
<td>100%</td>
<td>Total</td>
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<td></td>
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<td></td>
<td>Classrooms</td>
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<td></td>
<td></td>
<td>Wired</td>
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<td></td>
<td></td>
<td>%</td>
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<tr>
<td>1.6.3</td>
<td>8</td>
<td>Percentage of course sections in which computers are used as an integral teaching aid.</td>
<td>48%</td>
<td>01-02:</td>
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<td>267</td>
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<td></td>
<td>95</td>
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<tr>
<td>1.7.1</td>
<td>-</td>
<td>Number of students having an international learning experience. [Degree Seeking Students at UNI]</td>
<td>450</td>
<td>00-01:</td>
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<td>590</td>
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<td>99-00:</td>
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<td>392</td>
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<td>1.7.2</td>
<td>-</td>
<td>Number of international students enrolled. [Fall semester only]</td>
<td>375</td>
<td>98-99:</td>
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<td>409</td>
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<td>97-98:</td>
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<td>254</td>
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</table>
Goal 2: Support creative and intellectually rigorous teaching and scholarship.

<table>
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<tr>
<th>UNI</th>
<th>BOR</th>
<th>Performance Indicator</th>
<th>Target</th>
<th>Progress Made</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Institutional Indicators, MGT Indicators</td>
<td></td>
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</tr>
<tr>
<td>2.1.2</td>
<td>6</td>
<td>Number of faculty using instructional technology (including computers).</td>
<td>90%</td>
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<td></td>
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<td></td>
<td>Number of Total Faculty %</td>
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<td>01-02: 531 of 589 90.2</td>
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<td>00-01: 536 of 614 87.3</td>
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<td>99-00: 542 of 609 89.0</td>
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<td>98-99: 349 of 529 66.0</td>
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<td>97-98:  -- 55.0</td>
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<tr>
<td>2.2.1</td>
<td>18</td>
<td>Sponsored funding per year in millions of dollars.</td>
<td>$15.2 m</td>
<td>01-02: $20.7 m</td>
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<td>00-01: $19.4 m</td>
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<td>99-00: $18.1 m</td>
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<td>98-99: $10.1 m</td>
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<td>97-98: $10.4 m</td>
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<tr>
<td>2.2.2</td>
<td>22</td>
<td>Number of intellectual property disclosures. (Sponsored + Non Sponsored)</td>
<td>Monitor</td>
<td>01-02: 1 (0+1)</td>
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<td></td>
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<td>00-01: 1 (0+1)</td>
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<td></td>
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<td>99-00: 3 (0+3)</td>
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<td>98-99: 5 (5+0)</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>UNI</th>
<th>BOR</th>
<th>Performance Indicator</th>
<th>Target</th>
<th>Progress Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1</td>
<td>-</td>
<td>Biennial marketing survey.</td>
<td>Yes</td>
<td>01-02: Survey is in progress 99-00: Last report completed</td>
</tr>
<tr>
<td>3.2.1</td>
<td>28</td>
<td>Headcount enrollments in credit/non-credit courses offered through extension and continuing education.</td>
<td>Credit: 10,000 Non-credit: 18,500</td>
<td>Credit</td>
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<td>01-02:</td>
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<td>00-01:</td>
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<td>99-00:</td>
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<td>96-97:</td>
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<tr>
<td>3.2.2</td>
<td>40</td>
<td>Off-campus student enrollment in degree programs offered through distance learning (fall semester only).</td>
<td>UG: 90 Grad: 550</td>
<td>Undergrad.</td>
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<td>01-02:</td>
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<td>99-00:</td>
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<td>97-98:</td>
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<td></td>
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<td>96-97:</td>
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<tr>
<td>3.3.1</td>
<td>-</td>
<td>Annual technology transfer report.</td>
<td>Yes</td>
<td>Yes</td>
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</tbody>
</table>
Goal 4: Strengthen a University culture characterized by diversity, collegiality and mutual respect.

<table>
<thead>
<tr>
<th>Institutional Indicators, MGT Indicators</th>
<th>Target</th>
<th>Progress Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>**UNI</td>
<td>BOR</td>
<td>Performance Indicator</td>
</tr>
</tbody>
</table>
| 4.1.1 | 41 | Racial/ethnic composition of student populations in percentages. | 8.5% | Fall 01: 5.2%  
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. | 6-Year Graduation Rates |
| | | | Entry year | 2001 | 1998 | 1996 |
| | | | Retention | 4 yr graduation | 6 yr graduation |
| | Native Am. | 48.3% | 50.0% | 0.0% | 50.0% |
| | African Am. | 48.1% | 67.8% | 14.3 % | 32.1% |
| | Asian Am. | 62.9% | 76.7% | 23.5% | 40.0% |
| | Hispanic | 46.3% | 73.1% | 18.8% | 50.0% |
| | White | 82.1% | 82.1% | 29.9% | 67.4% |
| | Overall | 81.4% | 81.4% | 29.5% | 66.5% |
| | Minority (all) | 70.9% | 70.9% | 16.0% | 39.4% |
| 4.2.1 | - | Student climate survey Q. UNI provides a welcoming and responsive environment for members of the UNI community who have unique needs that may affect their opportunity for success. | 75% | 01-02: 76.8%  
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.

<table>
<thead>
<tr>
<th>UNI</th>
<th>BOR</th>
<th>Performance Indicator</th>
<th>Target</th>
<th>Progress Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.1</td>
<td>-</td>
<td>Campus crime statistics.</td>
<td>Monitor</td>
<td>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.</td>
</tr>
<tr>
<td>5.2.1</td>
<td>-</td>
<td>Child care services: Number of children served (PLS + residence)</td>
<td>Monitor</td>
<td>Price Lab: 01-02: 53, 00-01: 53, 99-00: 53, University Apartments: 01-02: 31, 00-01: 42, 99-00: 20</td>
</tr>
<tr>
<td>5.2.2</td>
<td>-</td>
<td>Child care services: Diminish gap between need and served (number on waiting list).</td>
<td>Monitor</td>
<td># on waiting list: 01-02: 98, 00-01: 157, 99-00: 142</td>
</tr>
<tr>
<td>5.3.1</td>
<td>-</td>
<td>Faculty/staff climate survey Q. UNI provides opportunities for mentoring and social interaction among students, faculty and staff. Student climate survey Q. UNI provides opportunities for mentoring and social interaction among students, faculty and staff.</td>
<td>Faculty/staff: 65%, Students: 65%</td>
<td>Faculty/staff: 01-02: 86.2%, Students: 77.3%, 00-01: 87.9%, 76.6%</td>
</tr>
<tr>
<td>5.4.1</td>
<td>-</td>
<td>Faculty/staff climate survey Q. UNI provides opportunities for participation in university governance activities. Student climate survey Q. UNI provides opportunities for participation in university governance activities.</td>
<td>Faculty/staff: 75%, Students: 75%</td>
<td>Faculty/staff: 01-02: 87.4%, Students: 67.0%, 00-01: 90.8%, 72.9%</td>
</tr>
</tbody>
</table>
Goal 6: Enhance the quality, diversity and number of human resources available to meet the needs of the university.

<table>
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<tr>
<th>UNI</th>
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<th>Performance Indicator</th>
<th>Target</th>
<th>Progress Made</th>
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</thead>
</table>
| 6.1.1 | - | Number of continuing education credits earned [by UNI staff]. | 11,120 Training Hours | Training Hours  
01-02: 12,290  
00-01: 14,508  
99-00: 10,109 |
Goal 7: Continue to improve capital, physical and informational resources at the university.

<table>
<thead>
<tr>
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<th>BOR</th>
<th>Performance Indicator</th>
<th>Target</th>
<th>Progress Made</th>
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</thead>
<tbody>
<tr>
<td>7.1.1</td>
<td>7</td>
<td>Number and percentage of general assignment tech-equipped classrooms.</td>
<td>100%</td>
<td></td>
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<tr>
<td>7.2.1</td>
<td>6</td>
<td>Number and percentage of faculty using instructional technology (including computers).</td>
<td>90%</td>
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<tr>
<td>7.2.2</td>
<td>7</td>
<td>Number and percentage of general assignment tech-equipped classrooms.</td>
<td>100%</td>
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<tr>
<td>7.2.3</td>
<td>8</td>
<td>Percentage of course sections in which computers are used as an integral teaching aid.</td>
<td>46%</td>
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### Goal 8: Establish strong, mutually beneficial relationships with external constituencies.

<table>
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<th>UNI</th>
<th>BOR</th>
<th>Performance Indicator</th>
<th>Target</th>
<th>Progress Made</th>
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</thead>
</table>
| 8.1.1 | 33 | Number of annual contributors and dollars contributed in millions. | No: 17,000  
   Amount: $12.9 m |  
   01-02: 13,473  
   00-01: 14,726  
   99-00: 15,441  
   98-99: 16,410  
   97-98: 15,480 | Number  
   Amount: 9.20 m  
   01-02: $9.20 m  
   00-01: $11.90 m  
   99-00: $10.80 m  
   98-99: $9.70 m  
   97-98: $8.40 m |
| 8.1.2 | - | Dollars available to the university from the Foundation. (scholarships only)  
   5% annual growth | $2,200,000 |  
   01-02: $2,490,977  
   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 |  
   01-02: Survey is in progress  
   99-00: Last report completed |
| 8.2.1 | - | Biennial marketing survey. | Yes |  
   01-02:  
   99-00: |  
   01-02: Survey is in progress  
   99-00: Last report completed |
University of Northern Iowa

Performance Indicators: 2002-2003

Charts
Indicator 1.1.2
Average undergraduate class size (combined)

Class Size  Target
Indicator 1.3.1
Percentage of lower division courses taught by tenure/tenure track faculty

- Percent
- Target

Years:
- 1998-99
- 1999-00
- 2000-01
- 2001-02
Indicator 1.6.3
Percentage of course sections in which computers are used as an integral teaching aid

99-00  00-01  01-02

Percent  Target
Indicator 3.2.1
Headcount enrollments in credit/non-credit courses offered through extension and continuing education

Credit
Non-Credit
Credit Target
Non-Credit Target
Indicator 3.2.2
Off-campus student enrollment in degree programs offered through distance learning
(fall semester only)
Indicator 4.1.1
Racial/ethnic composition of student populations in percentages

Percent  Target

- 97-98
- 98-99
- 99-00
- 00-01
- 01-02
Indicator 8.1.1
Number of annual contributors and dollars contributed

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<th>Year</th>
<th>Amount (millions $)</th>
<th>Target</th>
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