

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Annual Report on Performance Indicators  
**Date:** December 4, 2000

**Recommended Action:**

Receive the report on Performance Indicators.

**Executive Summary:**

The Board has requested an annual report that provides a comprehensive list of performance indicators and common data sets. Most of these "indicators" are data utilized in various governance reports as well as in the institutional strategic plans. This report, which typically provides five years of statistics, provides a complete and convenient reference source regarding both progress on indicators and common data used by the institutions.

The performance indicators and common data sets cited in this report are linked to the Key Result Areas of the Board of Regents' strategic plan. Individual indicators relate to quality, access, diversity, and accountability.

Last year the Board Office established an ad hoc work group with institutional representatives to develop further the indicators and common data sets. That group concluded that 12 indicators were common to the five institutions and 10 others applied to the three universities. These are referred to as "common data sets" in the attached materials. Additional meetings this year resulted in the recommendations for changes in wording and focus that are proposed by the institutions and the Board Office.

Attachment A sets forth the initial segment of the 2000 report. It provides a glossary of terms and definitions, a summary of the common data sets and performance indicators, an explanation of common data items, and a bibliography of references on performance indicators.

Last year's report categorized the indicators into four groups: those common to all five Regent institutions, those common to the three universities, those related to the special schools, and those related to each university. This year, upon the recommendation of the work group of institutional representatives and Board Office staff, the report organizes the data according to six categories, or clusters, which reflect typical activities in an academic enterprise. These categories and examples of each are as follows:

- |  |   |
|--|---|
| ➤ Instructional Environment            | Instructor rank, class size, instructional technology   |
| ➤ Student Profile and Performance      | Enrollment, graduation and retention, licensure examinations, career placement                          |
| ➤ Educational Outreach                 | Distance education offerings, extension, service  |
| ➤ Faculty Profile and Productivity     | Resignations, retirements, new hires, publications, number of hours worked per week, sponsored research |
| ➤ Institutional Diversity              | Percentage of minority faculty, staff, and students   |
| ➤ Expenditures, Financing, and Funding | Cost per student, deferred maintenance, appropriations, contributions                                   |

The Board Office is preparing data, tables, and graphs regarding each of these categories and will distribute this material, as Attachment B, as soon as possible.

### **Background and Analysis:**

Strategic planning and assessment of progress toward goals are ongoing and distinct processes. The ad hoc work group has contributed significantly in these processes through collaboration on the development of common terminology and refinement of specific measures. With the Board's advice and direction, the group has tried to promote the distinctive missions of the institutions while maintaining accountability to the citizens of Iowa.

Evaluators of academic institutions normally use the term "performance indicator" for quantitative measures in areas where progress is anticipated and where targets are appropriate. Examples include: increasing the percentage of undergraduate courses taught by tenured and tenure-track faculty; increasing the number of participants in distance education courses; and, raising the level of funded research. Experience has shown, however, that some frequently gathered statistics commonly thought to be "indicators" are, in actuality, data that record on-going campus activities. Setting targets for some of these common data sets, such as the number of faculty resignations, would not be appropriate measures of progress. Nonetheless, having five years of data, even without targets, is helpful because it allows institutional officials and Regents to ascertain trends and provide needed information for setting policies and priorities.

In summary, there are 12 items that provide common data for all five Regent institutions, 10 data items for the three Regent universities, and two indicators that relate only to the special schools. Also, there are separate indicators for each university (9 for the University of Iowa, 10 for Iowa State University, and 3 for the University of Northern Iowa).

The 12 common data sets for all five institutions are:

<u>No.</u>	<u>MGT No.</u>	<u>Description</u>
1)	#5	Average undergraduate class size*
2)	#7	Number and % of general assignment technology-equipped classrooms*
3)	#8	% of course sections in which computers are used as an Integral teaching aid
4)	#12	Number, total, and % of tenured and tenure-track faculty* resignations, retirements, and new hires
5)	#31a	State appropriations requested for operations
6)	#33	Number of annual contributors and dollars contributed in millions
7)	#35	Amount of capital improvement funds requested and appropriated
8)	#36	Deferred maintenance backlog and expenditures in millions
9)	#37	% of resources reallocated annually
10)	#38	Fall enrollments by level [undergraduate, graduate, professional, age, and residency*]
11)	#41	Racial/ethnic composition of student, faculty, and staff populations in percentages*
12)	#42	Undergraduate student retention and graduation rates by ethnic/racial composition in percentages*

\*Some terminology adjustments are made by the special schools

The 10 common data sets for the three universities are:

<u>No.</u>	<u>MGT No.</u>	<u>Description</u>
1)	#1	% of undergraduate student credit hours (SCH) taught by tenured/tenure-track faculty
2)	#13a	% of professional students passing licensure examinations (SUI -- Law, Medicine, Dentistry, Pharmacy; ISU -- Vet. Medicine)
3)	#13b	% of all graduates employed within one year following graduation (% employed; % engaged in further study; % other)
4)	#18	Sponsored funding per year in millions of dollars
5)	#22	Number of intellectual property disclosures
6)	#28	Headcount enrollments in credit/non-credit courses offered

- through extension and continuing education
- 7) #32 Growth in undergraduate tuition and mandatory fees relative to Higher Education Price Index (HEPI)
- 8) #39 Number and dollars in millions of financial aid received by resident undergraduates; also estimated % of student need met
- 9) #40 Off-campus student enrollment in degree programs offered through distance learning (Fall Semester only)
- 10) #43 Cost per student

The University of Iowa has requested that it be allowed to replace reporting on the following eight indicators:

- #6 Number, Total, and % of faculty using instructional technology (including computers)
- #8 Percentage of course sections in which computers are used as an integral teaching aid
- #14 Average Graduate Record Exam (GRE) composite score of entering graduate students
- #15 Relevant annual publication indices
- #16 Relevant citation indices
- #19 Number of external funding proposals submitted per year
- #26 Number of ICN sites served by Hancher programming
- #27 Number of annual visits to UI health sciences centers

Iowa State University has requested that it be allowed to drop the following items, and replaced with other indicators that are equal or superior:

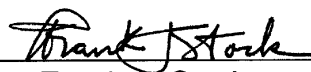
- #3a Percentage of introductory courses taught by senior faculty
- #34 Number of external grants and contracts awarded

No other Regent institutions requested indicators be changed. It should be emphasized that all common data sets remain in place. The work group has agreed that Indicator #9 on faculty use of computers should be dropped.

A continuing activity of the performance indicators work group will be clarification of the definitions of other indicators.

  
Charles R. Kniker

Approved: \_\_\_\_\_

  
Frank J. Stork