

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Annual Report on Performance Indicators  
**Date:** January 6, 2003

---

**Recommended  
Actions:**

1. Receive the report.
  2. Request that the institutions not add or eliminate performance indicators on a yearly basis, especially in the "common data set." During the past year, some "common data set" indicators were dropped, e.g., ISU (#7b, #8, #24, #33). When this occurs, the effectiveness of "common" performance indicators is reduced.
- 

**Executive  
Summary:**

At the Board's request, this annual report provides a comprehensive list of performance indicators and common data sets. Most of these indicators are data that have been presented in various governance reports as well as in the institutional strategic plans. This report, which includes five years of statistics as requested by the Board, provides one complete and convenient reference source regarding progress both on indicators and common data used by the Regent institutions. Each indicator includes an analysis of data, data tables, and graphs.

---

**Six Categories  
of Academic  
Enterprise**

There are six categories that reflect typical activities in an academic enterprise, including the following:

1. Instructional Environment (courses, class size, instructional technology)
  2. Student Profile and Performance (enrollment, graduation and retention rates, licensure examination pass rates, career placement)
  3. Educational Outreach and Service (distance education offerings, extension clients, service to patients)
  4. Faculty Profile and Performance (resignations, retirements, new hires; sponsored research)
  5. Institutional Diversity (minority faculty, staff, and students)
  6. Expenditures, Financing, and Funding (cost per student, deferred maintenance, appropriations, contributions)
- 

**Summary of Items**

There are 11 items that provide common data for all five Regent institutions, and nine data items for the three Regent universities. In addition, there are separate indicators for each university (nine for the University of Iowa, 22 for Iowa State University, and four for the University of Northern Iowa).

---

Common  
Data Sets for  
all Institutions

The 11 common data sets for all five institutions include the following:

1. Average undergraduate class size\* (#5)
2. Number and percent of general assignment technology-equipped classrooms\* (excluding ISU) (#7)
3. Number, total, and percent of tenured and tenure-track faculty resignations, retirements, and new hires\* (#12a, #12b, #12c)
4. State appropriations requested for operations (#31)
5. Number of annual contributors and dollars contributed in millions (#33; #33a and #33b replacements for ISU)
6. Amount of capital improvement funds requested and appropriated (#35)
7. Deferred maintenance backlog and expenditures in millions (#36)
8. Percent of resources reallocated annually (#37)
9. Fall enrolments by educational level (undergraduate, graduate, professional), age, and residency\* (#38)
10. Percent of racial/ethnic composition of student, faculty, and staff populations\* (#41)
11. Undergraduate student retention and graduation rates by racial/ethnic composition in percentages\* (#42)

\*The special schools have made some terminology adjustments.

---

Common Data  
Sets for  
Universities

The nine common data sets for the three universities include:

1. Percent of undergraduate student credit hours (SCH) taught by tenured/tenure-track faculty (#1)
  2. Percent of professional school students passing licensure examinations (SUI – Law, Medicine, Dentistry, Pharmacy; ISU – Veterinary Medicine); Percent of all graduates employed within one year after graduation (percent employed; percent engaged in further study; percent other) (#13a and #13b)
  3. Sponsored funding per year in millions of dollars (#18)
  4. Number of intellectual property disclosures (#22)
  5. Headcount enrollment in credit/non-credit courses offered through extension and continuing education (#28a and #28b)
  6. Growth in undergraduate tuition and mandatory fees relative to the Higher Education Price Index (HEPI) (#32)
  7. Number and dollars in millions of financial aid received by resident undergraduates; estimated percent of student need met (#39)
  8. Off-campus student enrollment in degree programs offered through distance learning (Fall semester only) (#40)
  9. Cost per student (#43)
-

Changes in  
Performance  
Indicators

Some of the changes made in this year's performance indicators reflect the new strategic plans and new areas of focus for the institutions.

- \* Iowa State University dropped three indicators (#7b, #8, and #24); in addition, they replaced two indicators (#29 and #30) with indicators that they identified as being more appropriate (#33a and #33b). ISU also identified 14 new indicators (#50-56, #59b, #60b, #61-62, #63a, #63b, #64-65), especially in the faculty and student environments.
- \* The University of Iowa identified four new indicators (#57-58, #59a, #60a).

---

**Link to Strategic  
Plan:**

This report addresses the following Key Result Areas (KRAs) and Objectives that are included in the Board's Strategic Plan.

- |                   |  |
|-------------------|--|
| KRA 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.  |
| KRA 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.   |
| KRA 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.   |
| KRA 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. |
-

**Background:** Eleven indicators are common to the five Regent institutions; nine others apply only to the three universities. These are referred to as “common data sets.” Some indicators, such as enrollments and faculty retirements and resignations, do not have targets because they only record on-going activities. The narrative for individual indicators includes a specific analysis of trends.

---

**Trends**

The following are highlights of trends in the six categories:

- \* Instructional Environment – The use of instructional technology is increasing at the Regent institutions. Class sizes at the universities are increasing. There is an increase in the percent of tenured and tenure-track faculty teaching undergraduates.
  - \* Student Profile and Performance – Undergraduate enrollment increased 1.1%. Professional student enrollment increased 0.4%. Graduate enrollment increased 1.9%. The six-year graduation rate improved at ISU and UNI. Pass rates on professional examinations remain high. Reflecting the state and national economic pictures, the percentage of students employed after graduation decreased somewhat.
  - \* Educational Outreach and Service – Credit and non-credit course enrollments increased. The number of extension clients increased.
  - \* Faculty Profile and Performance – For the third year in a row, the number of faculty resignations increased at ISU. Sponsored research funding increased at the universities.
  - \* Institutional Diversity – Employment of racial/ethnic minorities at Regent institutions is stable, with slight variations. Student enrollment of racial/ethnic minority students increased at the three universities.
  - \* Expenditures, Financing, and Funding – The unit cost of instruction per student continues to rise. Tuition increases and compliance with the Board’s reallocation policy reflect the Board’s aspirations for quality as state appropriations decrease. Deferred maintenance backlogs continue to increase as tight budgets limit available resources for maintenance.
- 

**Performance  
Indicator  
Graphs and  
Data:**

The graphs and data are found on pages 5-100.

---

  
Diana Gonzalez

dg/h/aa/perf-ind/2002/jan03gd6.doc

Approved:   
Gregory S. Nichols

**BOARD OF REGENTS,  
STATE OF IOWA**

**Annual Report**

**on**

**Performance Indicators**

**FY 2002**

**University of Iowa**

**Iowa State University**

**University of Northern Iowa**

**Iowa School for the Deaf**

**Iowa Braille and Sight Saving School**

**and the**

**Board of Regents, State of Iowa**

**January 2003**

**TABLE OF CONTENTS (Some titles abbreviated)**

	<b>Page</b>
<b>Instructional Environment</b>	<b>9</b>
• Average Undergraduate Class Size (All, #5)	9-12
• Technology-Equipped Classrooms (All except ISU, #7)	13-15
• Undergraduate Student Credit Hours (Universities, #1)	16-17
• Senior Faculty Teaching Undergraduates (SUI, #2)	18
• Faculty Using Instructional Technology (UNI, #6)	19
• Lower Division Courses Taught by Tenured, Tenure-Track Faculty (UNI, #3)	20
• Senior Faculty Teaching at Least One Undergraduate Course Yearly (ISU, #4)	21
• Course Sections Using Computers as Integral Teaching Aid (UNI, #8)	22-23
• Instructional Technology Equipment Replacement (SUI #8b, replacement for #8)	24
<b>Student Profile and Performance</b>	<b>25</b>
• Fall Enrollment (Level, Age, Residency) (Universities, #38)	26-29
• Undergraduate Retention and Graduation Rates (Universities, #42)	30-31
• Professional Students Passing Licensure Examinations (SUI, ISU, #13a)	32
• Graduates Employed Within One Year (Universities, #13b)	33-34
• Undergraduate Students Enrolled in Learning Communities (ISU, #50)	35
• Undergraduate Students in Study Abroad (ISU, #51)	36
• Student Credit Hours From Practica/Internships (ISU, #52)	37
• Level of Academic Challenge (ISU, #53)	38
• Active Collaborative Learning (ISU, #54)	39
• Enriching Educational Experience (ISU, #55)	40
• FTE Students Per FTE Tenured and Tenure-Track Faculty (ISU, #56)	41
• Selectivity of Graduation Programs (SUI, #57)	42
<b>Educational Outreach and Service</b>	<b>43</b>
• Enrollment in Credit/Non-credit Courses (Universities, #28a and #28b)	44-46
• Off-campus Enrollment in Degree Programs (Universities, #40)	47
• Non-degree Enrollments (SUI, #25)	48
• Availability of Off-campus Credit Courses (UNI, #30)	49
• Extension Clients (ISU, #29)	50
• Patient Satisfaction with UIHC Services (SUI, replacement for #27)	51

	<b>Page</b>
<b>Faculty Profile and Productivity</b>	<b>52-53</b>
• Faculty Resignations, Retirements, New Hires (All, #12a, #12b, #12c)	54-58
• Number of Intellectual Property Disclosures (Universities, #22)	59
• Sponsored Funding Per Year in Dollars (Universities, #18)	60-61
• Faculty with Scholarly Work Published (ISU, #17)	62
• Faculty as Principal or Co-Principal Investigators (ISU, #20)	63
• Sponsored Funding Per Faculty Member (ISU, #21)	64
• New Technologies Licensed (ISU, #23)	65
• Constituent Relations (ISU, replacement for #34)	66
• Faculty Receiving External Support (SUI, #58)	67
• New Faculty Elected to National Scholarly Academies (SUI, #59a; ISU, #59b)	68-69
• Faculty Receiving Fellowships (SUI, #60a; ISU, #60b)	70-71
• Female Tenured and Tenure-Track Faculty (ISU, #61)	72
• Faculty Participating in Professional Associations (ISU, #62)	73
• Average Faculty Salary by Rank (ISU, #63a, #63b)	74-75
• New Patent Applications Filed (ISU, #64)	76
• Licenses and Options Executed (ISU, #65)	77
<b>Institutional Diversity</b>	<b>78</b>
• Racial/Ethnic Composition of Students, Faculty, and Staff (All, #41)	79-83
<b>Expenditures, Financing, and Funding</b>	<b>84</b>
• State Appropriations Requested (All, #31)	85
• Resources Reallocated Annually (All, #37)	86
• Annual Contributors and Dollar Value of Contributions (All, #33, except ISU, #33a and #33b)	87-90
• Capital Improvement Funds Requested and Appropriated (All, #35)	91-92
• Deferred Maintenance Backlog and Expenditures (All, #36)	93-94
• Tuition and Fees (Universities, #32)	95
• Financial Aid Received by Resident Undergraduates (Universities, #39)	96-98
• Unit Cost Per Student (Universities, #43)	99-100

## **INSTRUCTIONAL ENVIRONMENT**

### **All Regent Institutions**

- Average Undergraduate Class Size (#5) Pages 9-12
- Number and Percentage of General Assignment Technology-Equipped Classrooms (#7, except ISU) Pages 13-15

### **Regent Universities**

- Percentage of Undergraduate Student Credit Hours Taught by Tenured/Tenure-Track Faculty (#1) Pages 16-17

### **Individual Universities**

- Percentage of Senior Faculty Teaching Undergraduates (SUI) (#2) Page 18
- Number, Total, and Percentage of Faculty Using Instructional Technology (UNI) (#6) Page 19
- Percentage of Lower Division Courses Taught by Tenured/Tenure-Track Faculty (UNI) (#3) Page 20
- Percentage of Senior Faculty Teaching at Least One Undergraduate Course Yearly (ISU, #4) Page 21
- Percentage of Course Sections Using Computers as Integral Teaching Aid (UNI, #8) Pages 22-23
- Instructional Technology Equipment Replacement (SUI, #8b) Page 24



## **INSTRUCTIONAL ENVIRONMENT**

For academic institutions, one of the most important areas to be monitored is the quality of classroom instruction. Key elements in the instructional environment are class size, the faculty quality, and the resources used. The institutions and the Board of Regents pay particular attention to equipping classrooms with appropriate technological resources and assessing faculty use of computers in the academic enterprise.

### **Average Undergraduate Class Size Performance Indicator #5**

At the university level, there are many sizes of classes, ranging from large lecture sections to small seminars. The purpose of a course and its related technology resources typically dictate its class size.

To arrive at meaningful figures that are comparable at the Regent universities and peer institutions, three levels of classrooms and two data figures are provided. The classroom size reported is on an “organized lecture-type class.” As the data indicate, such a class at the freshman or sophomore level (i.e., lower division) has more students than the same type class at the junior or senior level (i.e., upper division).

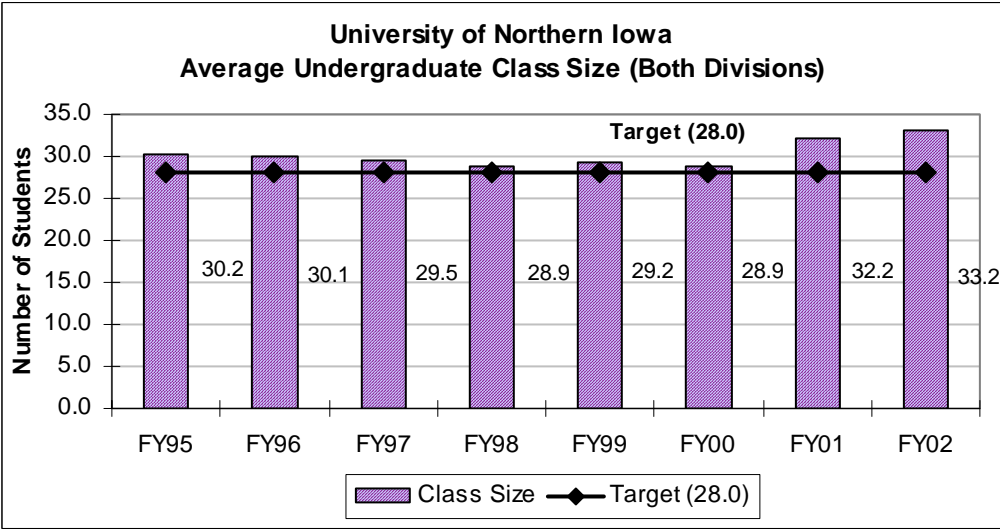
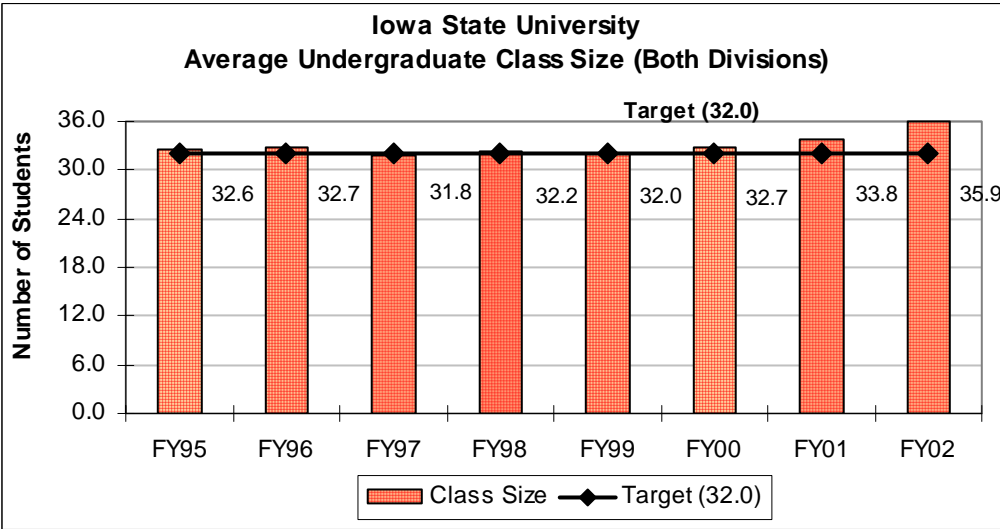
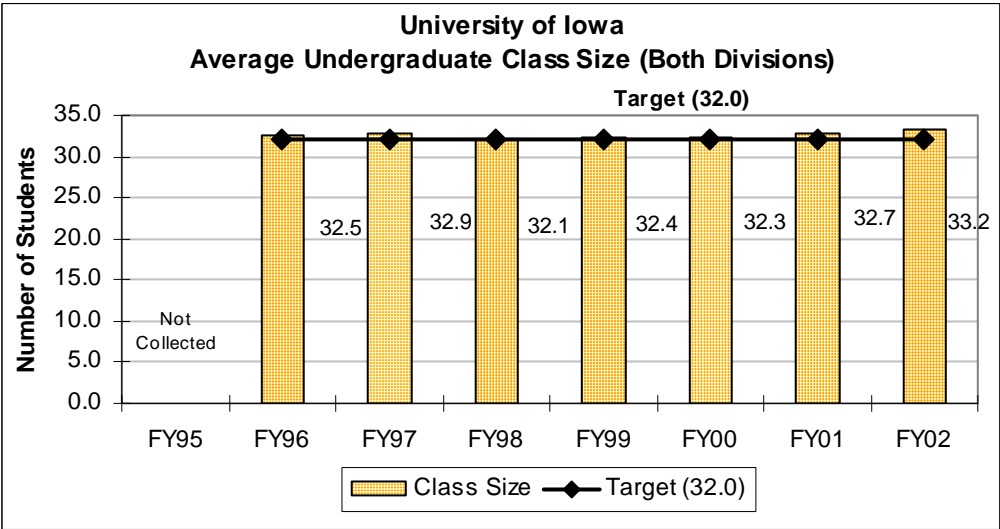
The third category of data sums the lower and upper division. Realizing that the “mean” number reported would represent both large and small classes, the institutions provide the median number of students per class. The median number represents the middle figure of the class size, with half of the students above and half below the figure. For the three universities, the data show only slight changes from year to year.

This Performance Indicator relates to Board of Regent Strategic Plan Action Step 1.1.1.2, “ensure class size is appropriate for subject matter being taught.”

**Undergraduate Class Size  
Performance Indicator #5**

Related Action Step	University of Iowa			Iowa State University			University of Northern Iowa		
		<u>Mean</u>	<u>Median</u>		<u>Mean</u>	<u>Median</u>		<u>Mean</u>	<u>Median</u>
1.1.1.2									
Lower Division	94-95	NC	NC	94-95	37.3	24.0	94-95	33.7	26.0
	95-96	37.2	21.0	95-96	36.5	23.0	95-96	34.9	25.0
	96-97	36.5	21.0	96-97	36.5	24.0	96-97	35.5	26.0
	97-98	36.5	21.0	97-98	37.0	24.0	97-98	33.2	25.0
	98-99	37.1	21.0	98-99	36.9	24.0	98-99	32.9	25.0
	99-00	38.3	22.0	99-00	39.5	24.0	99-00	34.6	25.0
	00-01	40.3	22.0	00-01	40.1	24.0	00-01	35.8	26.0
	01-02	40.3	22.0	01-02	42.4	25.0	01-02	36.7	26.0
	Target	37.0	21.0	Target	37.0	24.0	Target	33.0	27.0
Upper Division	94-95	NC	NC	94-95	24.7	19.0	94-95	23.9	23.0
	95-96	28.0	19.0	95-96	24.7	20.0	95-96	22.8	21.0
	96-97	30.7	20.0	96-97	23.4	18.0	96-97	23.1	21.0
	97-98	27.8	19.0	97-98	24.2	19.0	97-98	23.3	22.0
	98-99	27.6	20.0	98-99	24.3	18.0	98-99	24.2	24.0
	99-00	26.1	18.0	99-00	24.5	18.0	99-00	22.8	23.0
	00-01	26.5	18.0	00-01	25.7	19.0	00-01	25.6	25.0
	01-02	27.0	18.0	01-02	27.9	20.0	01-02	26.8	27.0
	Target	28.0	20.0	Target	24.0	TBP	Target	23.0	25.0
Combined Lower and Upper Divisions	94-95	NC	NC	94-95	32.6	23.0	94-95	30.2	25.0
	95-96	32.5	20.0	95-96	32.7	22.0	95-96	30.1	24.0
	96-97	32.9	20.0	96-97	31.8	22.0	96-97	29.5	24.0
	97-98	32.1	21.0	97-98	32.2	22.0	97-98	28.9	24.0
	98-99	32.4	21.0	98-99	32.0	22.0	98-99	29.2	24.0
	99-00	32.3	20.0	99-00	32.7	22.0	99-00	28.9	25.0
	00-01	32.7	21.0	00-01	33.8	23.0	00-01	32.2	26.0
	01-02	33.2	21.0	01-02	35.9	24.0	01-02	33.2	26.0
	Target	32.0	21.0	Target	32.0	22.0	Target	28.0	26.0

Iowa School for the Deaf		Iowa Braille and Sight Saving School	
<u>Year</u>	<u>No.</u>	<u>Year</u>	<u>No.</u>
94-95	4.0	94-95	3.2
95-96	3.5	95-96	3.3
96-97	4.2	96-97	3.2
97-98	3.2	97-98	3.2
98-99	3.7	98-99	2.9
99-00	4.0	99-00	2.6
00-01	3.1	00-01	3.8
01-02	3.2	01-02	4.6
Target	3.9	Target	4.0

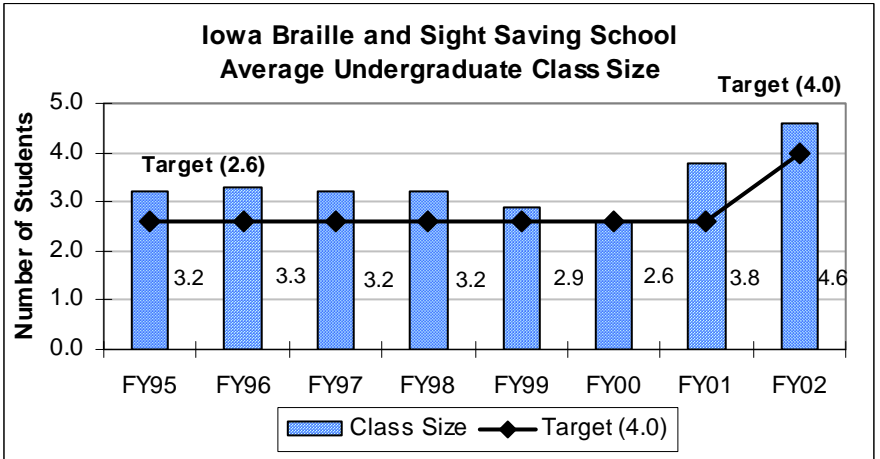
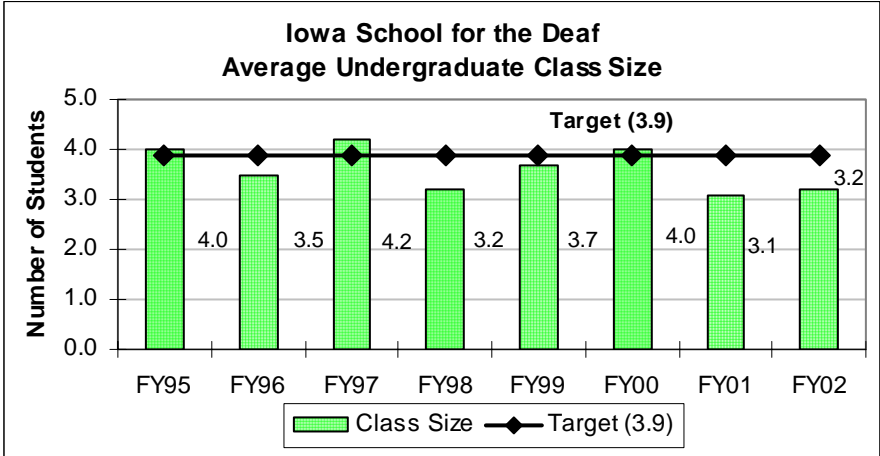


**Average Class Size  
Performance Indicator #5**

**Special Schools**

The average class size at the Iowa School for the Deaf changed slightly in the first four reporting years. Due to the addition of students from Nebraska, average class size increased in FY 1999 and FY 2000. As students from Nebraska graduate, the average class size is decreasing.

The average class size at Iowa Braille and Sight Saving School has shown an increase during the past two years. As noted elsewhere, IBSSS is increasing its educational contacts with students and their families at off-campus locations.



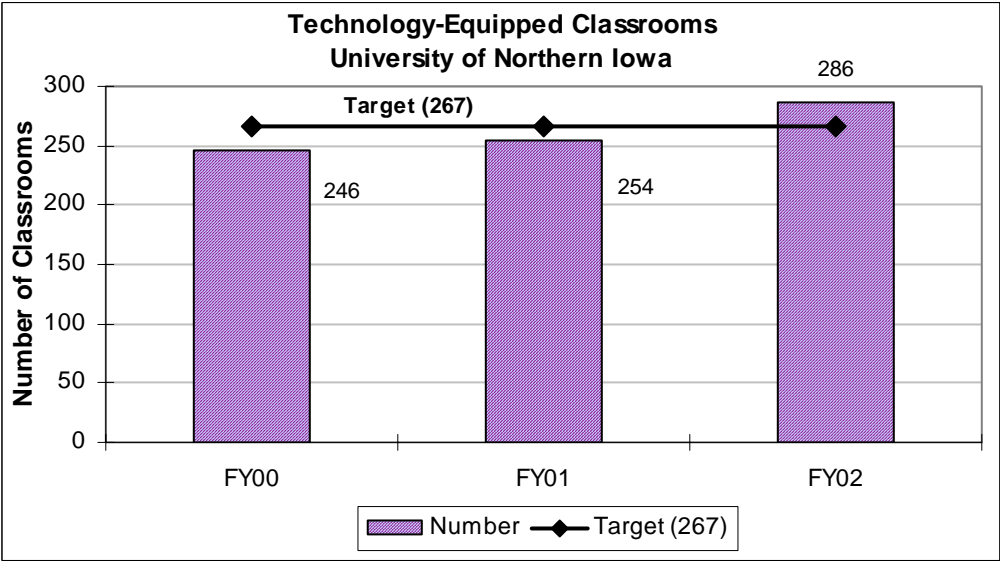
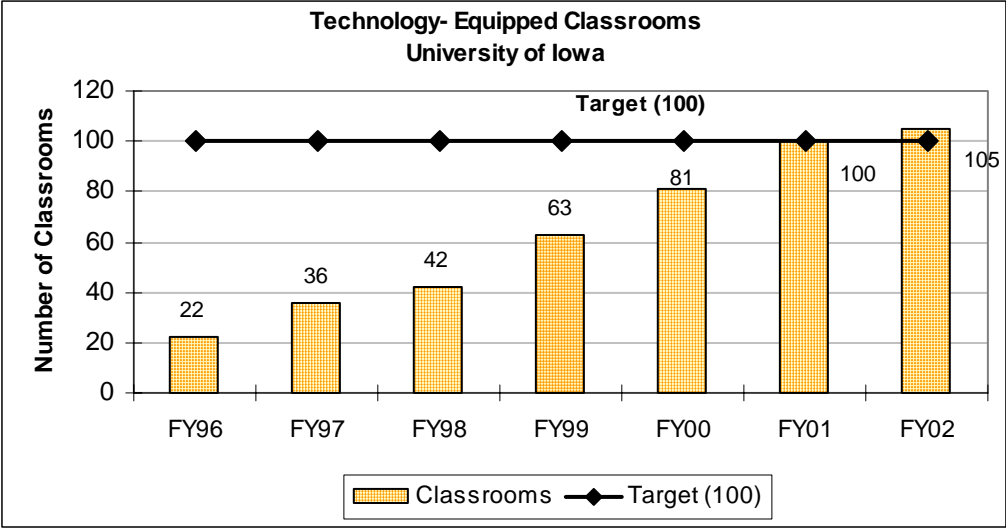
**Number and Percentage of General Assignment  
Technology-Equipped Classrooms  
Performance Indicator #7**

**Regent Universities**

For the Regent universities, general assignment classrooms are understood to be classrooms other than laboratories or other specialized rooms. They should have the technological resources that are appropriate for the classes that meet in the room, typically computers, video production equipment, and Internet connection capability. The University of Iowa's target was to have 100, or one-half of its 200 general assignment classrooms, technologically equipped by the fifth year of its 1995-2000 Strategic Plan. Its latest report is that 100, or 50%, have been equipped. UNI did not collect data until 1999-2000, but was able to report that last year 255 of its 268 general assignment classrooms have been equipped. In April 2002, ISU received Board approval to drop performance indicator #7b – Electronic Library Resources Services.

This indicator relates to Action Step 1.1.1.4, "encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies," of the Board of Regent Strategic Plan.

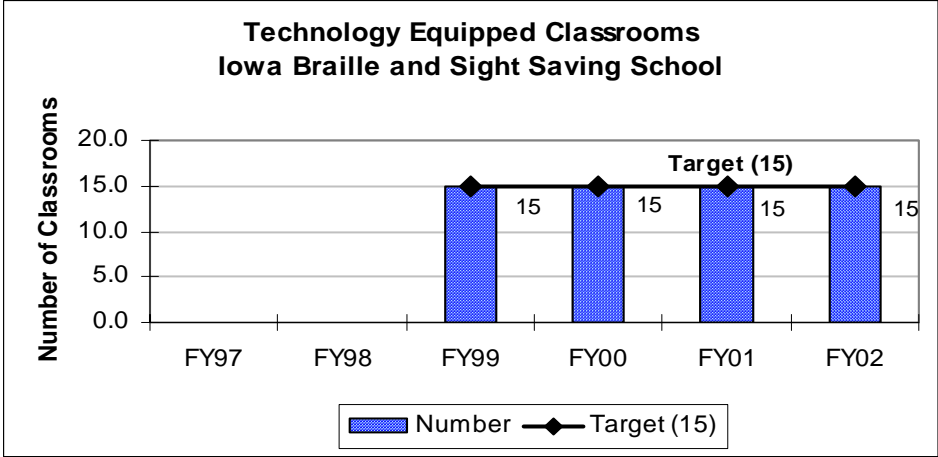
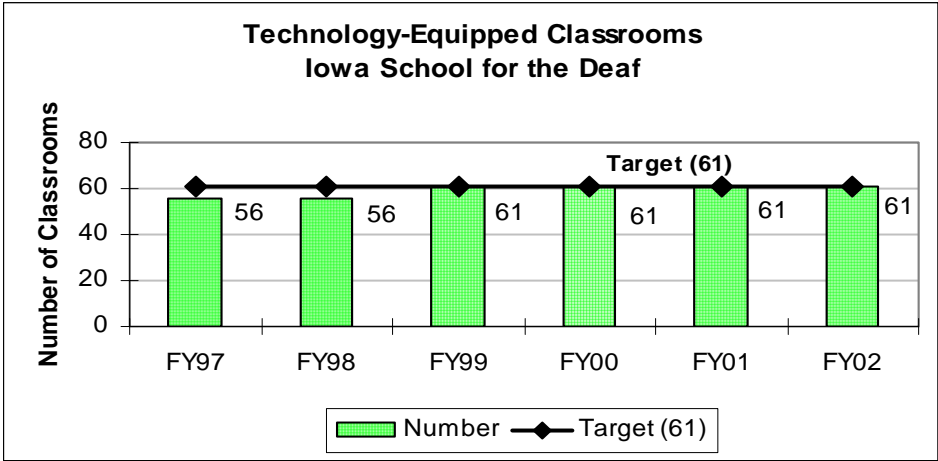
University of Iowa				University of Northern Iowa			
	<u>No.</u>	<u>Ttl.</u>	<u>Pct.</u>		<u>No.</u>	<u>Ttl.</u>	<u>Pct.</u>
95-96	22	200	11.0%	95-96	NC	NC	NC
96-97	36	200	18.0%	97-98	NC	NC	NC
97-98	42	200	21.0%	97-98	NC	NC	NC
98-99	63	200	31.5%	98-99	NC	NC	NC
99-00	81	200	40.5%	99-00	246	264	93.0%
00-01	100	201	50.0%	00-01	254	267	95.0%
01-02	105	201	52.2%	01-02	286	292	98.0%
Target	100	200	50.0%	Target	267	267	100.0%



**Number and Percentage of General  
Assignment Technology-Equipped Classrooms  
Performance Indicator #7  
Special Schools**

The two special schools have a limited number of classrooms. They report that all of their classrooms are equipped with the special technological equipment needed for their students. IBSSS has collected data for the past four years.

Iowa School for the Deaf			Iowa Braille and Sight Saving School		
	#	%		#	%
95-96	NC	NC	95-96	NC	10%
96-97	56	75%	96-97	NP	50%
97-98	56	80%	97-98	NP	75%
98-99	61	100%	98-99	15	100%
99-00	61	100%	99-00	15	100%
00-01	61	100%	00-01	15	100%
01-02	61	100%	01-02	15	100%
Target	61	100%	Target	15	100%



**Percentage of Undergraduate Student Credit Hours  
Taught by Tenured/Tenure Track Faculty  
Performance Indicator #1**

**Regent Universities**

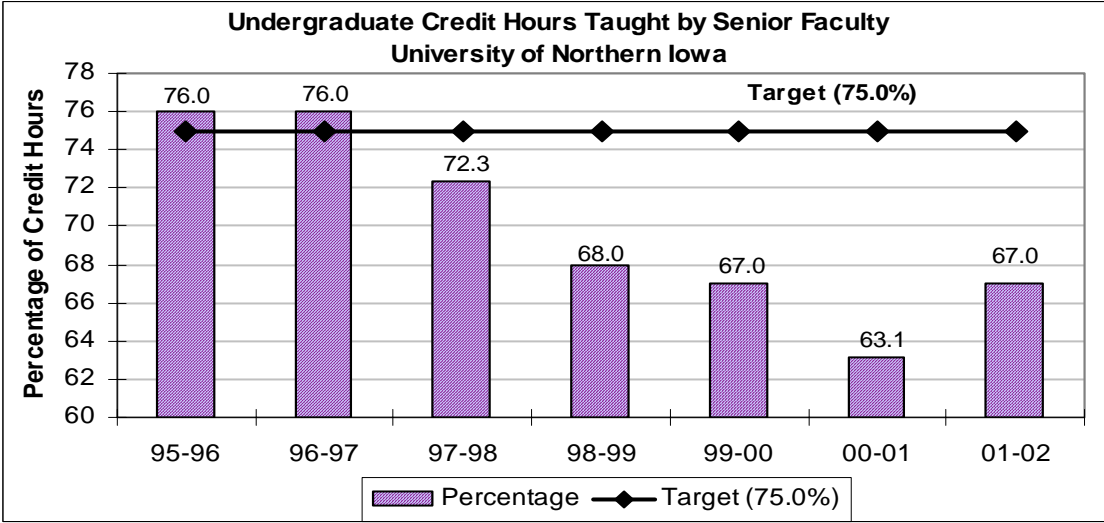
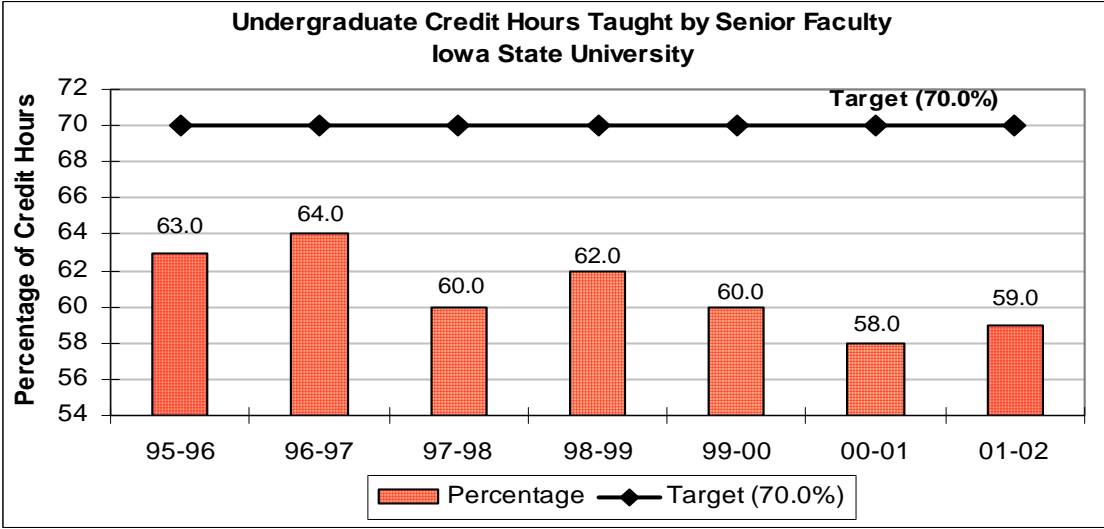
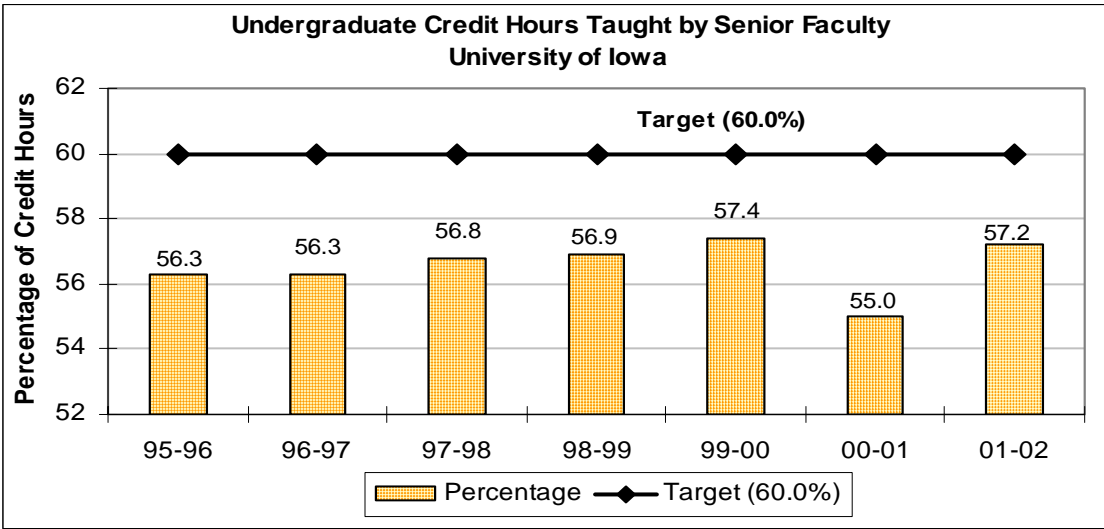
The Annual Report on Faculty Activities offers the most thorough examination of teaching workload at the three Regent universities. Data in that report are analyzed using faculty status (tenured, tenure-track, non-tenure track, and others) or level of appointment (professor, associate professor, assistant professor, instructor, graduate teaching assistant). In addition to this common data set, each university has at least one other indicator related to undergraduate teaching.

At each institution, teaching of undergraduates is a high priority. At the two research universities, the percentage of student credit hours (SCHs) taught by tenured and tenure track faculty has tended to be stable from year to year. At UNI, the comprehensive regional university, the percentage of tenured/tenure-track faculty is higher, but also shows more change from year to year.

This indicator reflects Board of Regent Strategic Plan Action Step 1.1.1.1, “increase the percentage of undergraduate courses taught by senior faculty.”

<b>University of Iowa</b>		<b>Iowa State University</b>		<b>University of Northern Iowa</b>	
93-94	59.3%	93-94	63.0%	93-94	75.0%
94-95	NC	94-95	64.0%	94-95	NC
95-96	56.3%	95-96	63.0%	95-96	76.0%
96-97	56.3%	96-97	64.0%	96-97	76.0%
97-98	56.8%	97-98	60.0%	97-98	72.3%
98-99	56.9%	98-99	62.0%	98-99	68.0%
99-00	57.4%	99-00	60.0%	99-00	67.0%
00-01	55.0%	00-01	58.0%	00-01	63.1%
01-02	57.2%	01-02	59.0%	01-02	67.0%
Target	60.0%	Target	70.0%	Target	75.0%



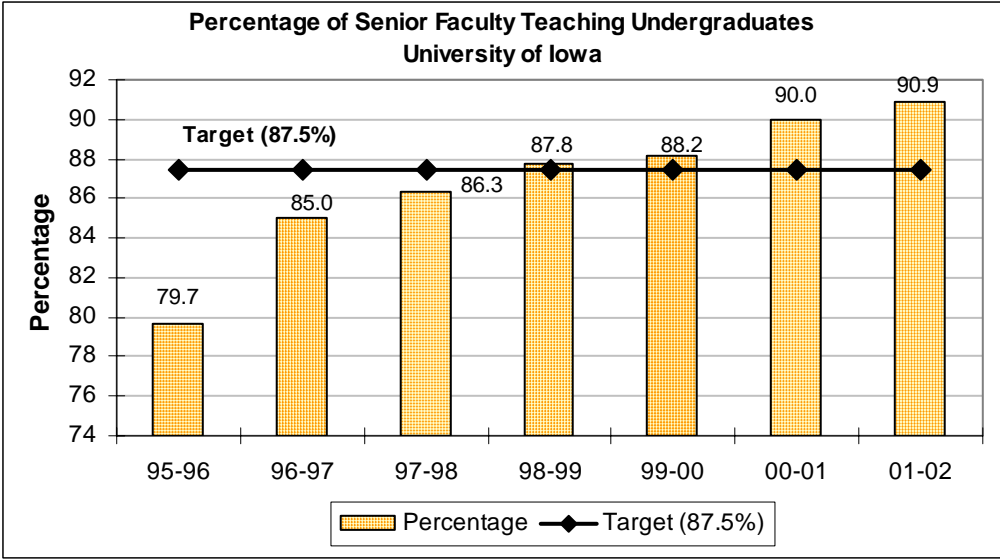


**Percentage of Senior Faculty (Tenured Associate  
and Full Professors) Teaching Undergraduates  
Performance Indicator #2**

**University of Iowa**

For the past four years, the University of Iowa has exceeded its target of 87.5% of senior faculty teaching undergraduates. SUI reported that, in 2001-2002, 90.9% of the senior faculty taught undergraduates, an increase from 90.0% the previous year. This performance indicator relates to Action Step 1.1.1.1 of the Board of Regent Strategic Plan.

<b>Year</b>	<b>Percentage of Senior Faculty</b>
95-96	79.7%
96-97	85.0%
97-98	86.3%
98-99	87.8%
99-00	88.2%
00-01	90.0%
01-02	90.9%
Target	87.5%



**Number, Total, and Percentage of Faculty  
Using Instructional Technology  
Performance Indicator #6**

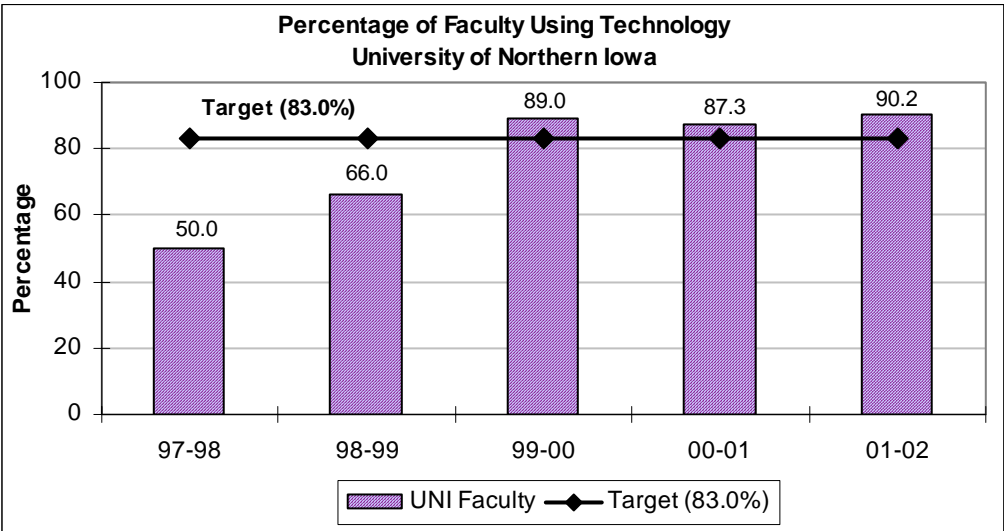
**University of Northern Iowa**

This indicator is a University of Northern Iowa indicator in its Strategic Plan and an indicator found in previous Performance Indicator reports. This UNI indicator addresses Action Step 1.1.1.4 of the Board of Regent Strategic Plan, “encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies.”

Last year, the University of Iowa requested that it be allowed to drop this indicator; therefore, its previous data are omitted from this year’s report.

There are five years of data for this indicator. From the first reporting year (which was essentially an estimate) to the third, the percentage of faculty using instructional technology rose significantly. Last year, there was a slight decrease as a result of budget cuts experienced by the University. For the last reporting year, there was a small increase; 531 of a total of 589 faculty members, or 90.2%, used instructional technology in their classrooms.

<b>Year</b>	<b>Number of Faculty</b>	<b>Percentage</b>
97-98	Not Available	50.0%
98-99	349 of 529	66.0%
99-00	542 of 609	89.0%
00-01	536 of 614	87.3%
01-02	531 of 589	90.2%
Target		83.0%



**Percentage of Lower Division Courses Taught by Tenured and Tenure-Track Faculty  
Performance Indicator #3**

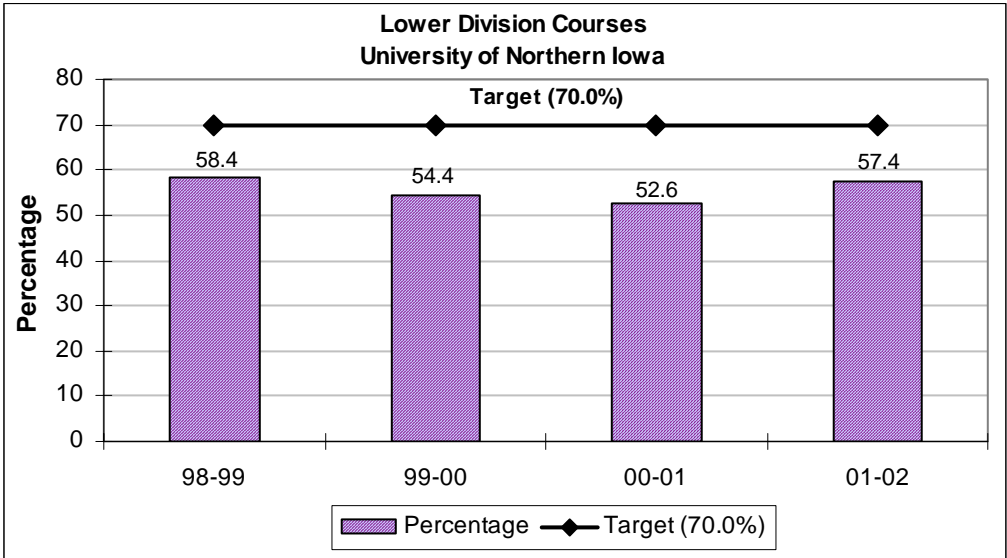
**University of Northern Iowa**

In previous years, both Iowa State University and the University of Northern Iowa have reported this indicator. However, Iowa State University requested that indicator #4 replace this indicator.

For the University of Northern Iowa, this indicator measures the percentage of lower division courses (typically first and second year courses) taught by tenured and tenure-track faculty, including some assistant professors.

After two years of decreases, there is an increase in the percentage of tenured and tenure-track faculty teaching undergraduates in the current reporting year. One reason for the increase is the decrease in the number of adjunct faculty that resulted from the recent budget cuts.

Year	Percentage of Senior Faculty
1998-1999	58.4%
1999-2000	54.4%
2000-2001	52.6%
2001-2002	57.4%
Target	70.0%



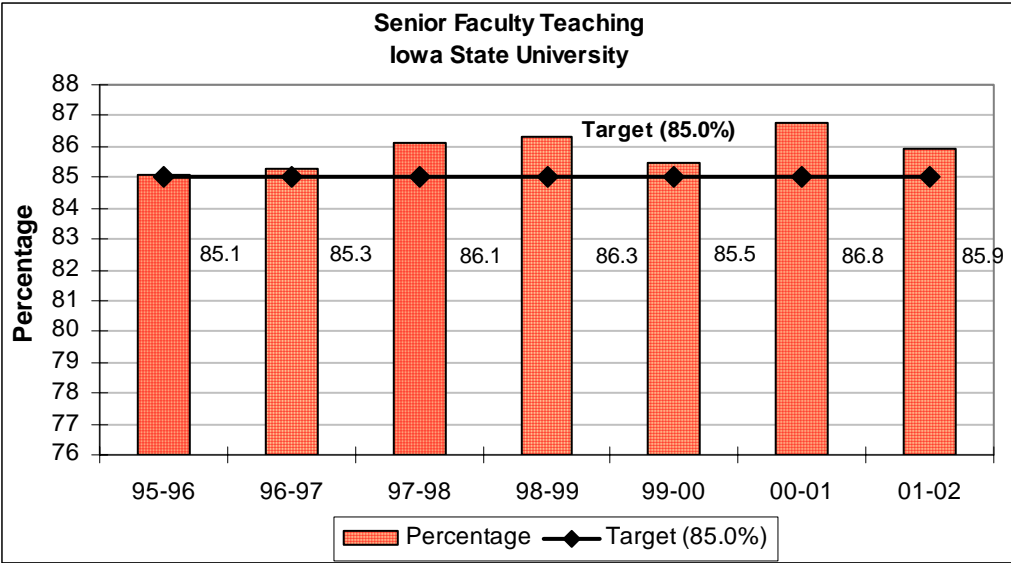
**Percentage of Senior Faculty Teaching  
At Least One Undergraduate Course Annually  
Performance Indicator #4**

**Iowa State University**

For ISU, one measure of the commitment to undergraduate teaching is its data on the percentage of senior faculty who teach at least one undergraduate course annually. As the data indicate, the target has been exceeded each year of the Strategic Plan. The annual percentage has varied slightly, ranging from a low of 85.1% in 1995-96 to a high of 86.8% in 2000-2001.

This Performance Indicator relates to Action Step 1.1.1.1 of the Board of Regent Strategic Plan, "increase the percentage of undergraduate courses taught by senior faculty."

Year	Percentage of Senior Faculty
1995-1996	85.1%
1996-1997	85.3%
1997-1998	86.1%
1998-1999	86.3%
1999-2000	85.5%
2000-2001	86.8%
2001-2002	85.9%
Target	85.0%



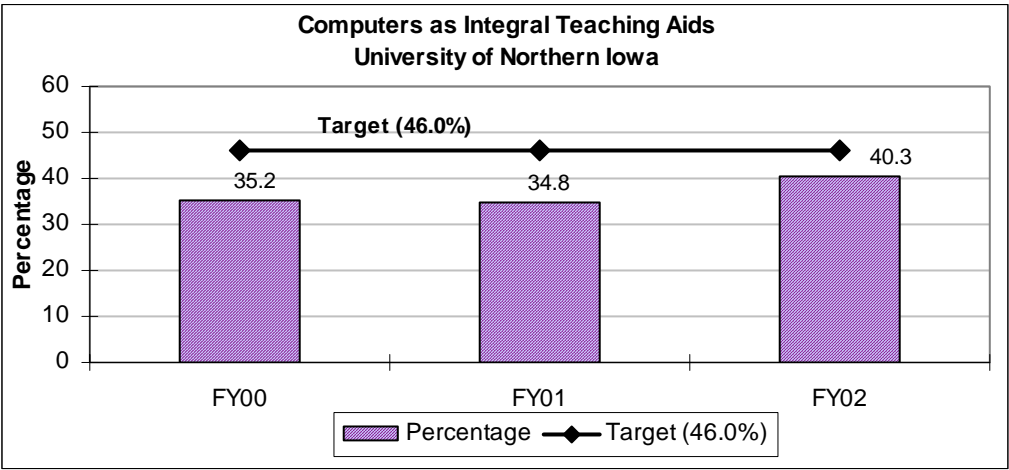
**Percentage of Course Sections Using  
Computers as Integral Teaching Aids  
Performance Indicator #8**

**University of Northern Iowa**

Indicator #8 now applies only to UNI and the special schools because the University of Iowa and Iowa State University received Board approval to drop this indicator. SUI replaced this indicator with Indicator #8b – the replacement rates for instructional technology equipment (page 24). ISU did not replace this indicator.

Both indicators (#8a and #8b) are related to Action Step 1.1.1.4 of the Board of Regent Strategic Plan, “encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies.”

Year	Percent
1995-1996	NC
1996-1997	NC
1997-1998	NC
1998-1999	NC
1999-2000	35.2%
2000-2001	34.8%
2001-2002	40.3%
Target	46.0%

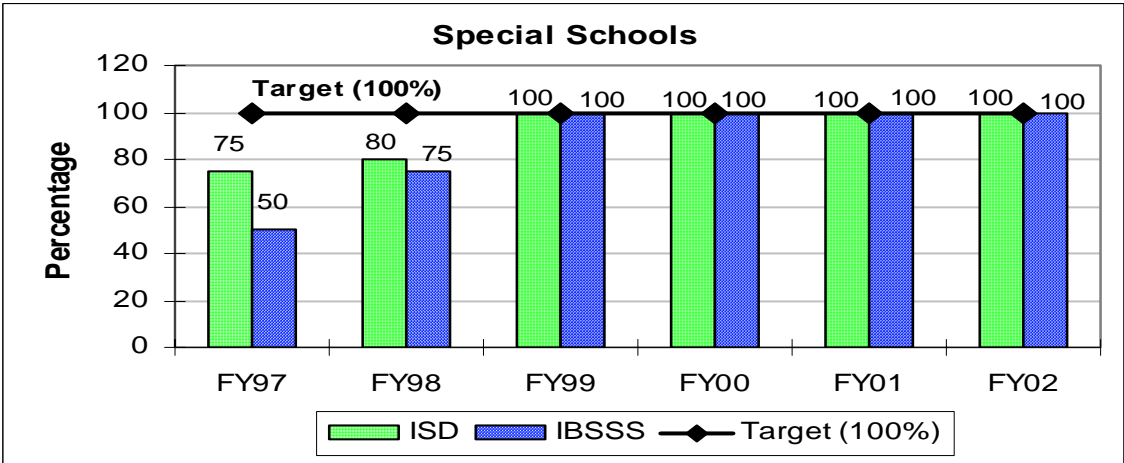


**Percentage of Classrooms Using Computers  
as an Integral Teaching Aid  
Performance Indicator #8**

**Special Schools**

As shown in the data, all the appropriate classrooms at the special schools now incorporate computers as an integral teaching aid.

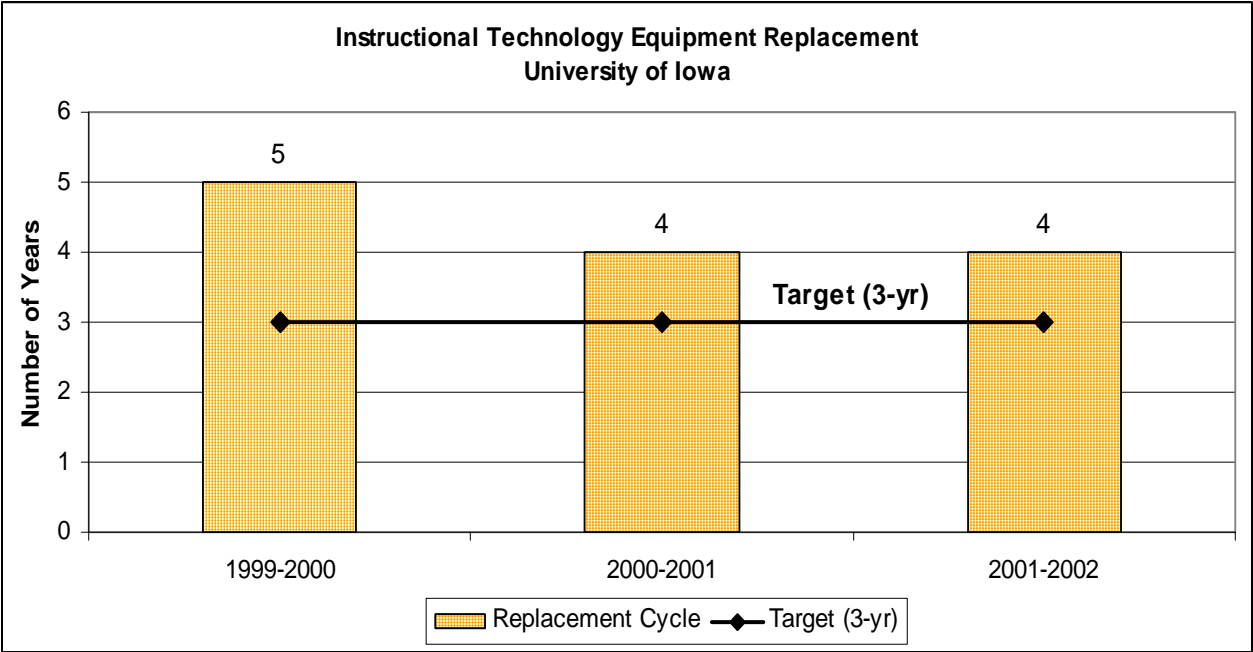
Year	Iowa School for the Deaf	Iowa Braille and Sight Saving School
1996-1997	75%	50%
1997-1998	80%	75%
1998-1999	100%	100%
1999-2000	100%	100%
2000-2001	100%	100%
2001-2002	100%	100%
Target	100%	100%



**Instructional Technology Equipment Replacement  
Indicator #8b  
University of Iowa**

The new indicator for the University of Iowa focuses on replacement of instructional technology equipment. In 1999-2000, the replacement rate was scheduled on a five-year cycle. In 2001-2002, there was a four-year replacement rate. The target is to replace instructional technology equipment on a three-year cycle.

Year	Replacement Cycle
99-00	5-year replacement rate
00-01	4-year replacement rate
01-02	4-year replacement rate
Target	3-year replacement rate





## **STUDENT PROFILE AND PERFORMANCE (Enrollment, Retention, and Performance)**

### **All Regent Institutions**

- Fall Enrollment, by Educational Level, Age, and Residency (#38) Pages 26-29
- Undergraduate Student Retention and Graduation Rates (#42) Pages 30-31

### **Regent Universities**

- Percentage of Professional Students Passing Licensure Examinations (#13a) Page 32
- Percentage of All Graduates Employed Within One Year (#13b) Pages 33-34
- Undergraduate Students Enrolled in Learning Communities (ISU, #50) Page 35
- Undergraduate Students in Study Abroad (ISU, #51) Page 36
- Student Credit Hours From Practica/Internships (ISU, #52) Page 37
- Level of Academic Challenge (ISU, #53) Page 38
- Active Collaborative Learning (ISU, #54) Page 39
- Enriching Educational Experience (ISU, #55) Page 40
- FTE Students Per FTE Tenured and Tenure-Track Faculty (ISU, #56) Page 41
- Selectivity of Graduation Programs (SUI, #57) Page 42

A common input performance indicator is student enrollment. The Board of Regents requires each of its institutions to report annually its fall enrollment. The enrollment reports are presented to the Board in October and November of each year. Another common output measure is graduation and retention rates. The graduation and retention rates report is presented to the Board in November of each year and includes data on one-year and two-year retention rates and four-year and six-year graduation rates.

Other output measures include the pass rate of professional students who take licensure examinations and the rate of employment of all graduates within one year of graduation.

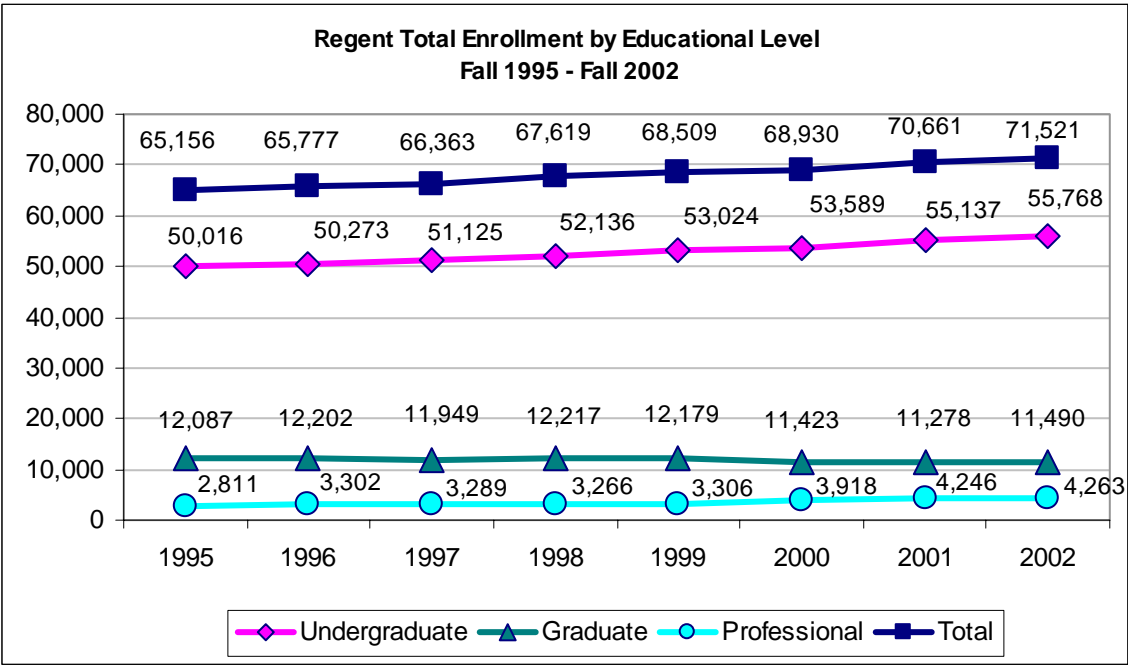
**Fall Enrollment by Educational Level, Mean Age, and Residency  
Performance Indicator #38**

Undergraduate enrollment at Regent universities increased by 631 students (+1.1%) from 55,137 in Fall 2001 to 55,768 in Fall 2002. Graduate enrollment at Regent universities increased by 212 students (+1.9%) from 11,278 in Fall 2001 to 11,490 in Fall 2002. Professional school enrollment at Regent universities increased by 17 students (+0.4%) from 4,246 in Fall 2001 to 4,263 in Fall 2002.

The data on age and residency status follow on page 29.

**Regent Total**

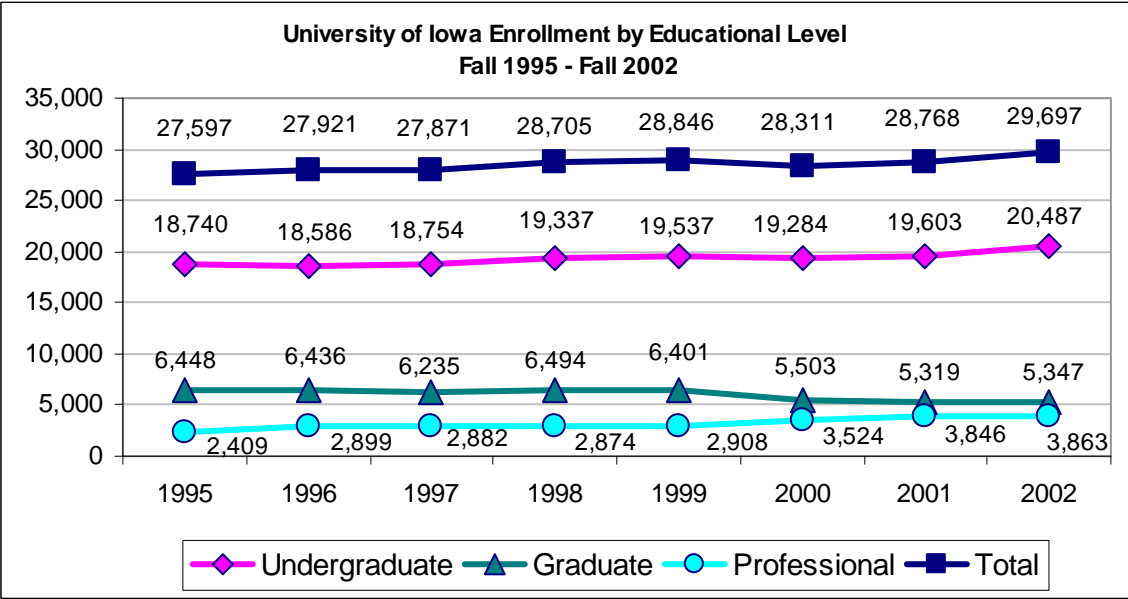
	1995	1996	1997	1998	1999	2000	2001	2002
<b>Undergraduate</b>	50,016	50,273	51,125	52,136	53,024	53,589	55,137	55,768
<b>Graduate</b>	12,087	12,202	11,949	12,217	12,179	11,423	11,278	11,490
<b>Professional</b>	2,811	3,302	3,289	3,266	3,306	3,918	4,246	4,263
<b>Total</b>	65,156	65,777	66,363	67,619	68,509	68,930	70,661	71,521



The data for each university is found under each university’s chart on pages 27-28.

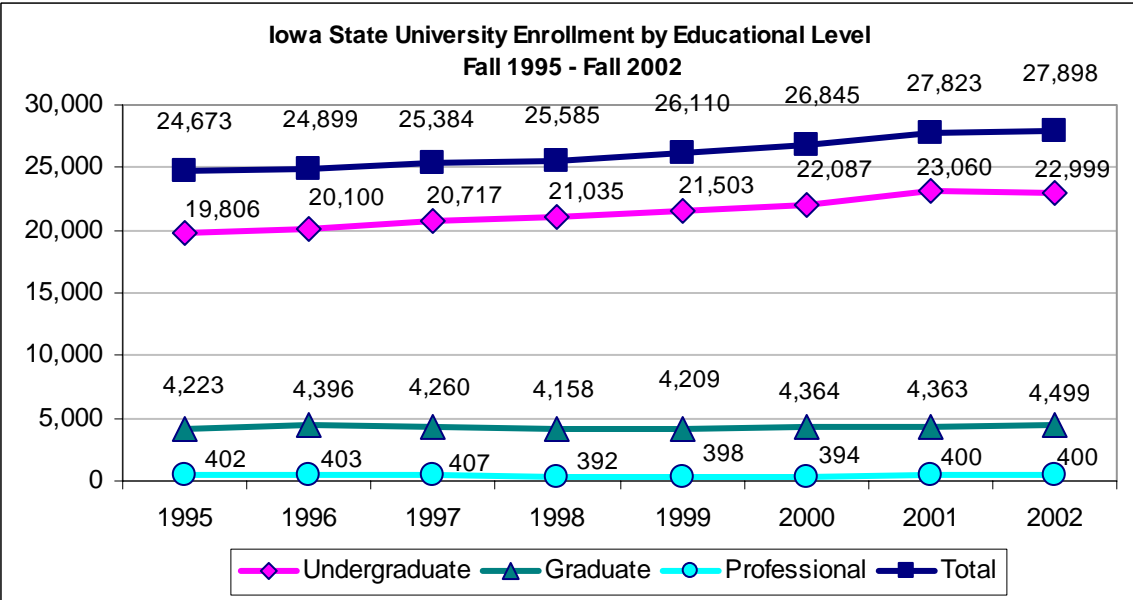
University of Iowa

	1995	1996	1997	1998	1999	2000	2001	2002
<b>Undergraduate</b>	18,740	18,586	18,754	19,337	19,537	19,284	19,603	20,487
<b>Graduate</b>	6,448	6,436	6,235	6,494	6,401	5,503	5,319	5,347
<b>Professional</b>	2,409	2,899	2,882	2,874	2,908	3,524	3,846	3,863
<b>Total</b>	27,597	27,921	27,871	28,705	28,846	28,311	28,768	29,697



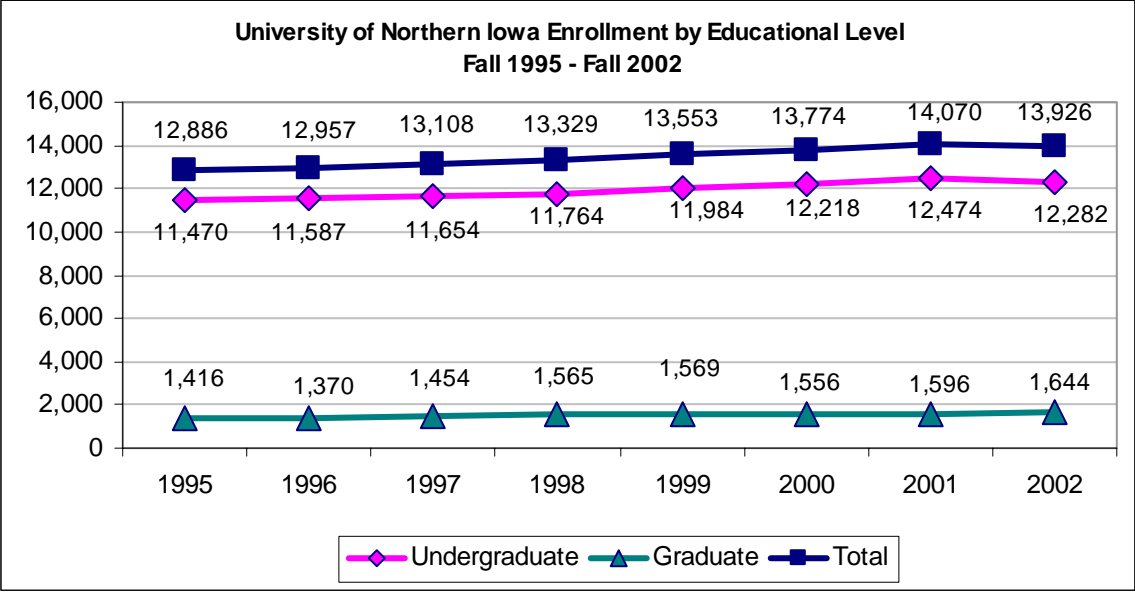
Iowa State University

	1995	1996	1997	1998	1999	2000	2001	2002
<b>Undergraduate</b>	19,806	20,100	20,717	21,035	21,503	22,087	23,060	22,999
<b>Graduate</b>	4,223	4,396	4,260	4,158	4,209	4,364	4,363	4,499
<b>Professional</b>	402	403	407	392	398	394	400	400
<b>Total</b>	24,673	24,899	25,384	25,585	26,110	26,845	27,823	27,898

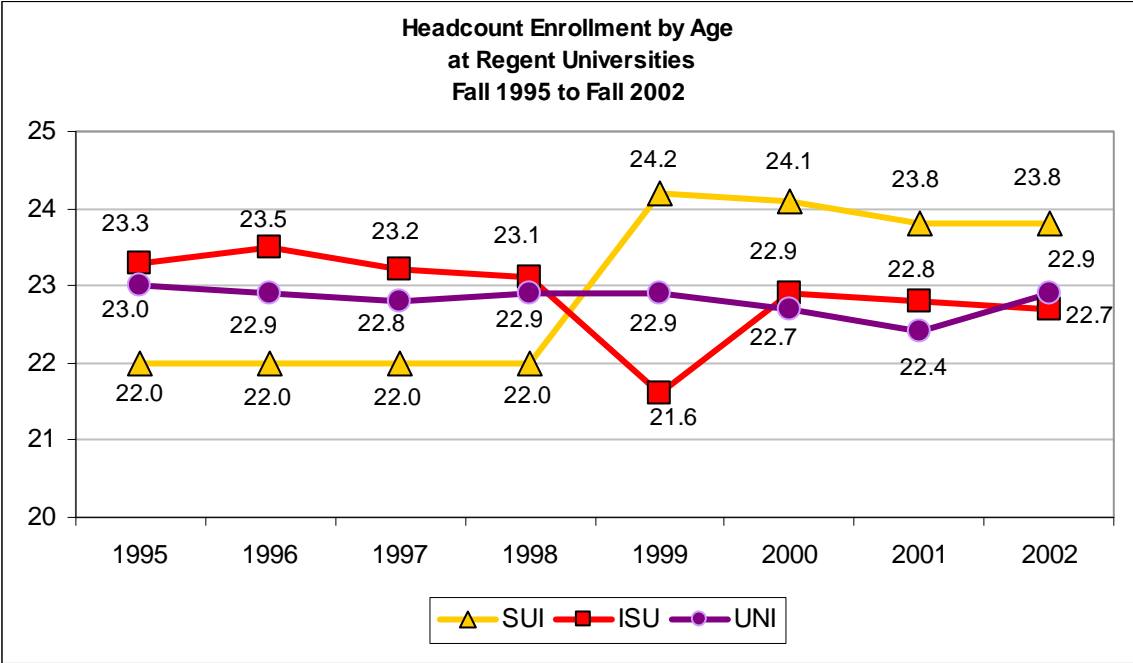


University of Northern Iowa

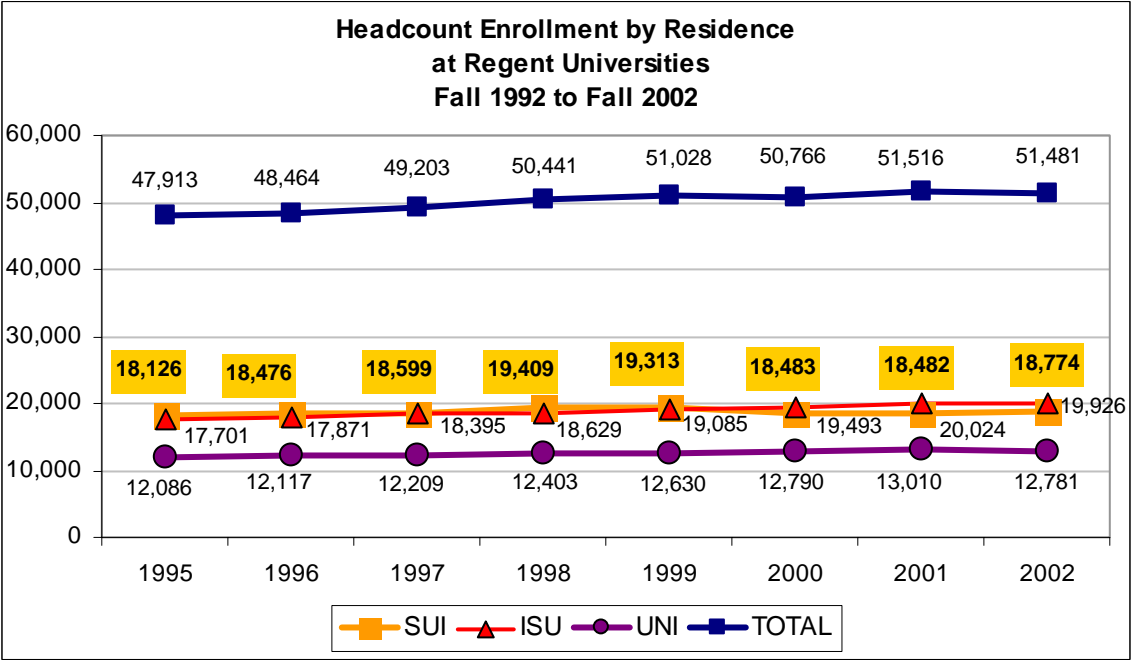
	1995	1996	1997	1998	1999	2000	2001	2002
<b>Undergraduate</b>	11,470	11,587	11,654	11,764	11,984	12,218	12,474	12,282
<b>Graduate</b>	1,416	1,370	1,454	1,565	1,569	1,556	1,596	1,644
<b>Total</b>	12,886	12,957	13,108	13,329	13,553	13,774	14,070	13,926



The enrollment of undergraduate students who are 25 years and older decreased by 127 (-2.7%) in Fall 2002 compared to one year ago. This resulted in an increase in the proportion of undergraduates that is under 25 years of age from 91.5% (50,447) in Fall 2001 to 91.8% (51,205) in Fall 2002.

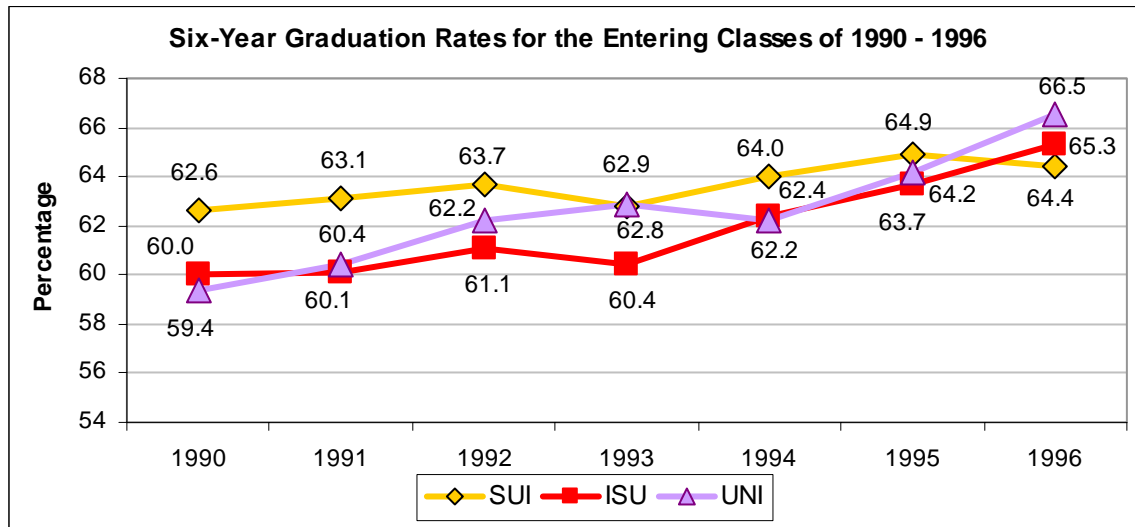


The number of students who are residents of Iowa decreased by 35 (-0.1%) from 51,516 in Fall 2001 to 51,481 in Fall 2002. The proportion of residents to non-residents decreased from 72.9% in Fall 2001 to 72.0% in Fall 2002.



### Undergraduate Student Retention and Graduation Rates Performance Indicator #42

Six-year graduation rates for the most recent reporting year – the entering class of 1996 – decreased at SUI from 64.9% to 64.4%; at ISU, the rate increased from 63.7% to 65.3%; and at UNI, the rate increased from 64.2% to 66.5%.



The data on the preceding graph is presented in the table below by race/ethnicity for the entering class of 1996. The last six years of data from each university is found on the next page.

	One-Year Retention	Four-Year Graduation	Six-Year Graduation
<b>Native American</b>	76.7%	30.0%	50.0%
<b>African-American</b>	73.3%	17.6%	46.0%
<b>Asian-American</b>	78.9%	20.7%	55.0%
<b>Hispanic-American</b>	76.8%	19.2%	46.4%
<b>Total Minority</b>	76.6%	19.9%	49.9%
<b>White</b>	83.0%	33.9%	66.3%
<b>Total</b>	<b>82.6%</b>	<b>33.1%</b>	<b>65.2%</b>



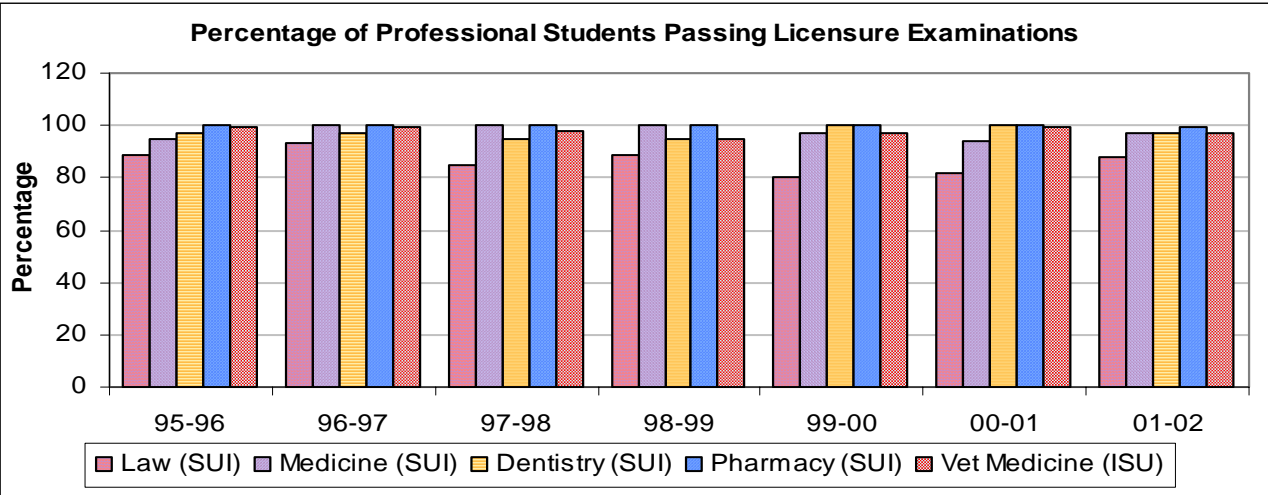
**Percentage of Professional Students Passing Licensure Examinations  
Performance Indicator #13a**

**University of Iowa and Iowa State University**

Historically, the Board of Regents has compiled data on the percentage of professional students who pass licensure examinations in four programs at the University of Iowa and one program at Iowa State University. At the University of Iowa, the programs are law, medicine, dentistry, and pharmacy. At Iowa State University, the veterinary medicine program is the only one for which data are collected. This year, data have been compiled for additional programs at the University of Iowa and are reported below.

The related Board of Regents Strategic Plan Action Step is 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).”

Related Action Step - Quality	University of Iowa					Iowa State University	
		<u>Law</u>	<u>Med</u>	<u>Dent</u>	<u>Pharm</u>		<u>Vet</u>
1.1.2.5	95-96	89%	95%	97%	100%	95-96	99%
	96-97	93%	100%	97%	100%	96-97	99%
	97-98	85%	100%	95%	100%	97-98	98%
	98-99	89%	100%	95%	100%	98-99	95%
	99-00	80%	97%	100%	100%	99-00	97%
	00-01	82%	94%	100%	100%	00-01	99%
	01-02	88%	97%	97%	99%	01-02	97%
	Target	NP	NP	NP	NP	Target	NP
Other Exams, 2001-2002: (Professional Exam)		Pass Rates					
		<u>SUI</u>		<u>National</u>			
CPA Exam		76.5%		44.0%			
Clinical Lab. Science							
ASCP		86.0%		66.0%			
NCA		100.0%		91.0%			
Engineering		67-100%		62-90%			
Nursing		83.1%		86.0%			
Physical Therapy		92.0%		91.0%			
Radiologic Technology		100.0%		88.0%			
Biomedical		100.0%		77.0%			





**Percentage of All Graduates Employed Within One Year  
Performance Indicator #13b**

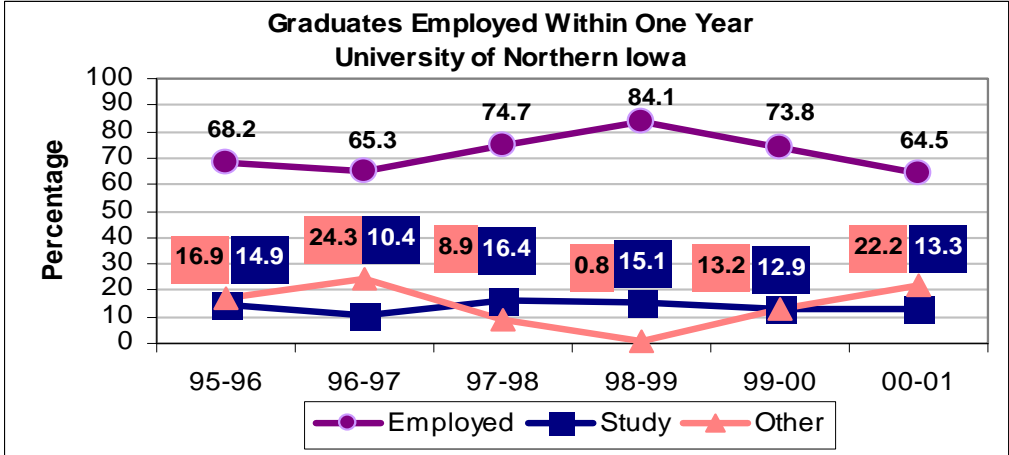
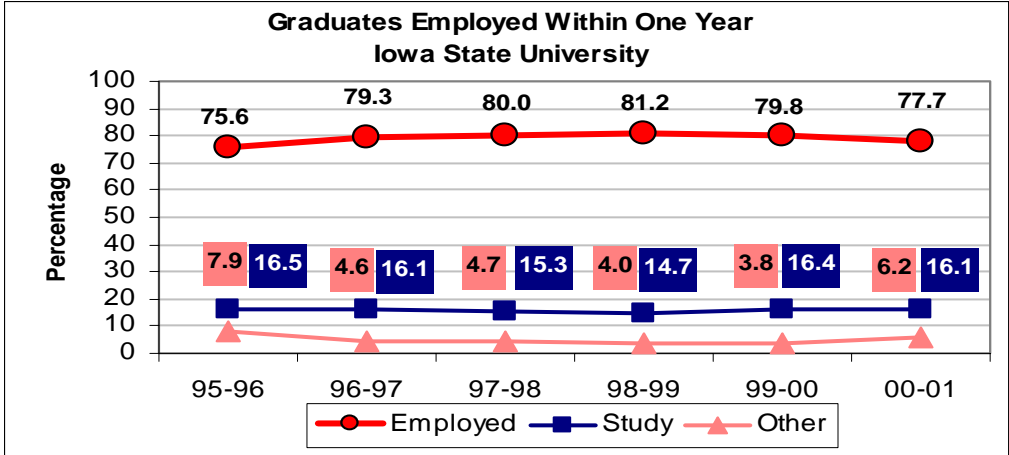
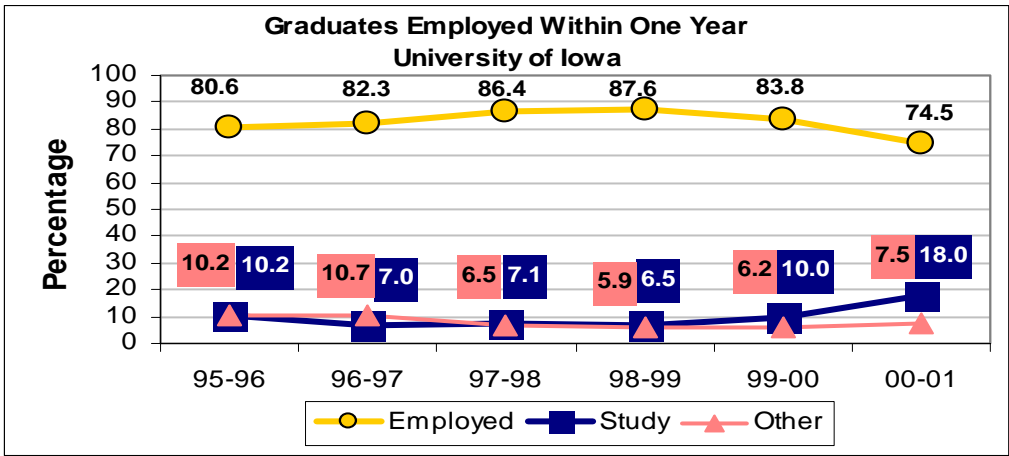
**Regent Universities**

The data collected by the universities through self-reports by recent graduates provide summary information in three broad areas – employment status, further academic study, or other. Employment includes both full- and part-time employment. The "study" category includes those who are studying full- or part-time. The "other" category includes graduates who have stated they are still seeking employment, as well as those who have indicated they are not seeking employment.

The universities are in the process of revising the questions asked of recent graduates. In 2002, more data will be available on the reasons why students are taking the job opportunity they have selected.

The statistics from ISU and UNI represent graduates from all colleges. At SUI, the statistics are from undergraduates in the Colleges of Business, Education, Engineering, Nursing, and Liberal Arts and Sciences.

University of Iowa				Iowa State University				University of Northern Iowa			
	<u>Employed</u>	<u>Study</u>	<u>Other</u>		<u>Employed</u>	<u>Study</u>	<u>Other</u>		<u>Employed</u>	<u>Study</u>	<u>Other</u>
93-94	NA	NA	NA	93-94	75.6%	16.5%	7.9%	93-94	69.0%	15.0%	16.0%
94-95	NA	NA	NA	94-95	76.3%	17.5%	6.2%	94-95	68.0%	16.0%	16.0%
95-96	80.6%	10.2%	10.2%	95-96	75.6%	16.5%	7.9%	95-96	68.2%	14.9%	16.9%
96-97	82.3%	7.0%	10.7%	96-97	79.3%	16.1%	4.6%	96-97	65.3%	10.4%	24.3%
97-98	86.4%	7.1%	6.5%	97-98	80.0%	15.3%	4.7%	97-98	74.7%	16.4%	8.9%
98-99	87.6%	6.5%	5.9%	98-99	81.2%	14.7%	4.0%	98-99	84.1%	15.1%	0.8%
99-00	83.8%	10.0%	6.2%	99-00	79.8%	16.4%	3.8%	99-00	73.8%	12.9%	13.2%
00-01	74.5%	18.0%	7.5%	00-01	77.7%	16.1%	6.2%	00-01	64.5%	13.3%	22.2%

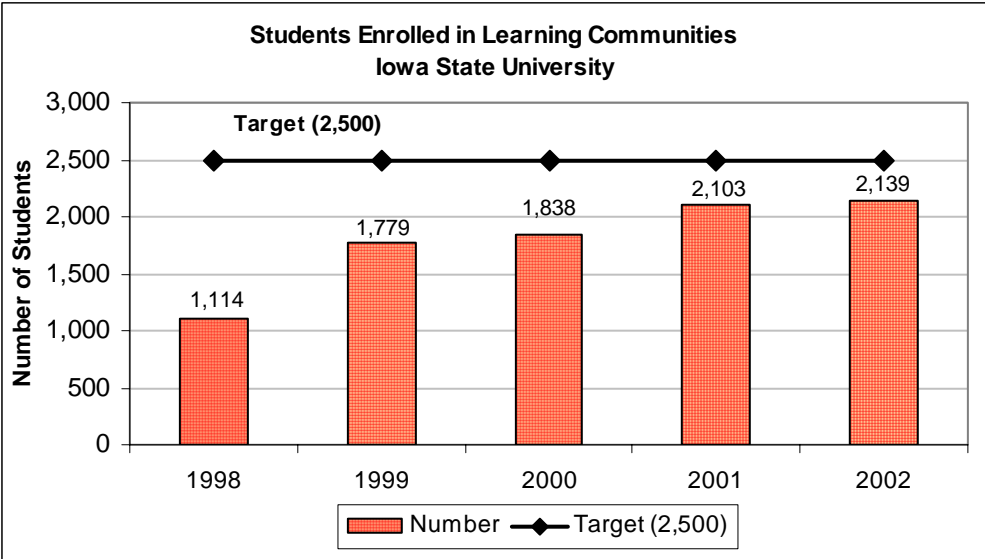


**Number of Undergraduate Students Enrolled in Learning  
Communities During the Academic Year  
Performance Indicator #50**

**Iowa State University**

Learning communities have proven effective in increasing student persistence and academic achievement. The University wants to encourage and expand participation.

<b>Year</b>	<b>Number</b>
1998	1,114
1999	1,779
2000	1,838
2001	2,103
2002	2,139
Target	2,500

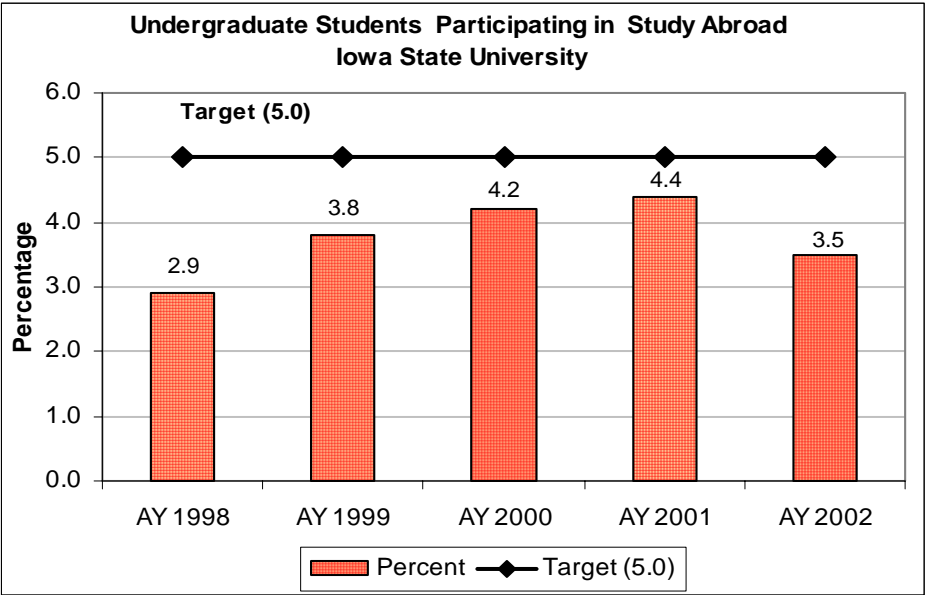


**Percent of Undergraduate Students Who Participated  
in a Study Abroad Experience During the Academic Year  
Performance Indicator #51**

**Iowa State University**

ISU is committed to increasing students' understanding of cultures around the world and equipping them to work in a global society. Study abroad helps the University work toward this goal.

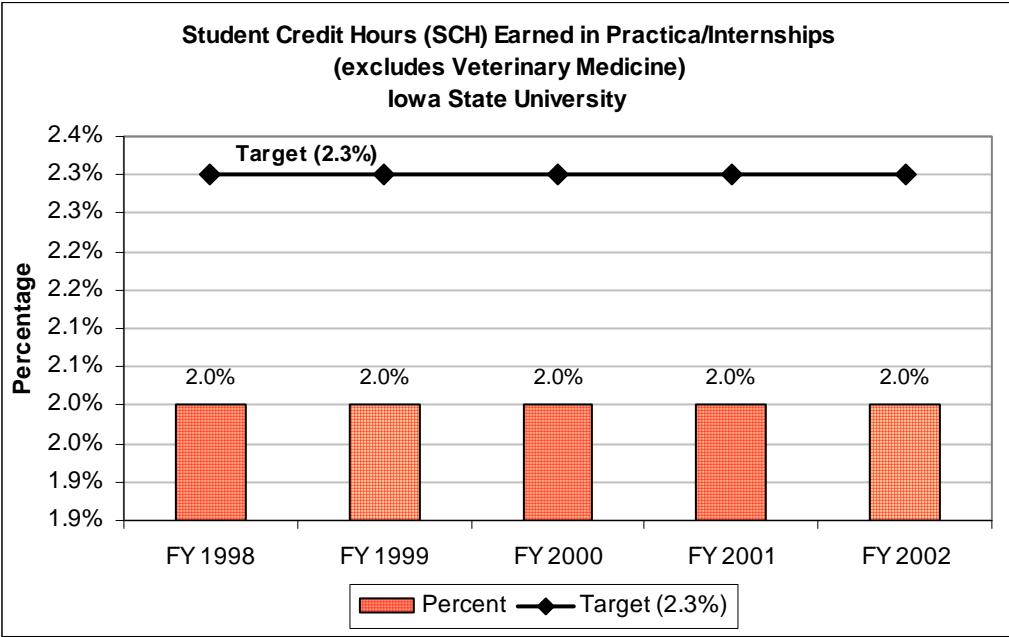
<b>Year</b>	<b>Number</b>	<b>Percent</b>
AY 1998	602	2.9%
AY 1999	802	3.8%
AY 2000	898	4.2%
AY 2001	962	4.4%
AY 2002	797	3.5%
Target		5.0%



**Percent of Student Credit Hours (SCH) Earned by Undergraduate  
Students who Participated in Practica/Internships that Earn Academic Credit  
(excludes Veterinary Medicine)  
Performance Indicator #52**

**Iowa State University**

<b>Year</b>	<b>Number</b>	<b>Percent</b>
FY 1998	11,880	2.0%
FY 1999	12,279	2.0%
FY 2000	12,245	2.0%
FY 2001	13,480	2.0%
FY 2002	13,252	2.0%
Target		2.3%

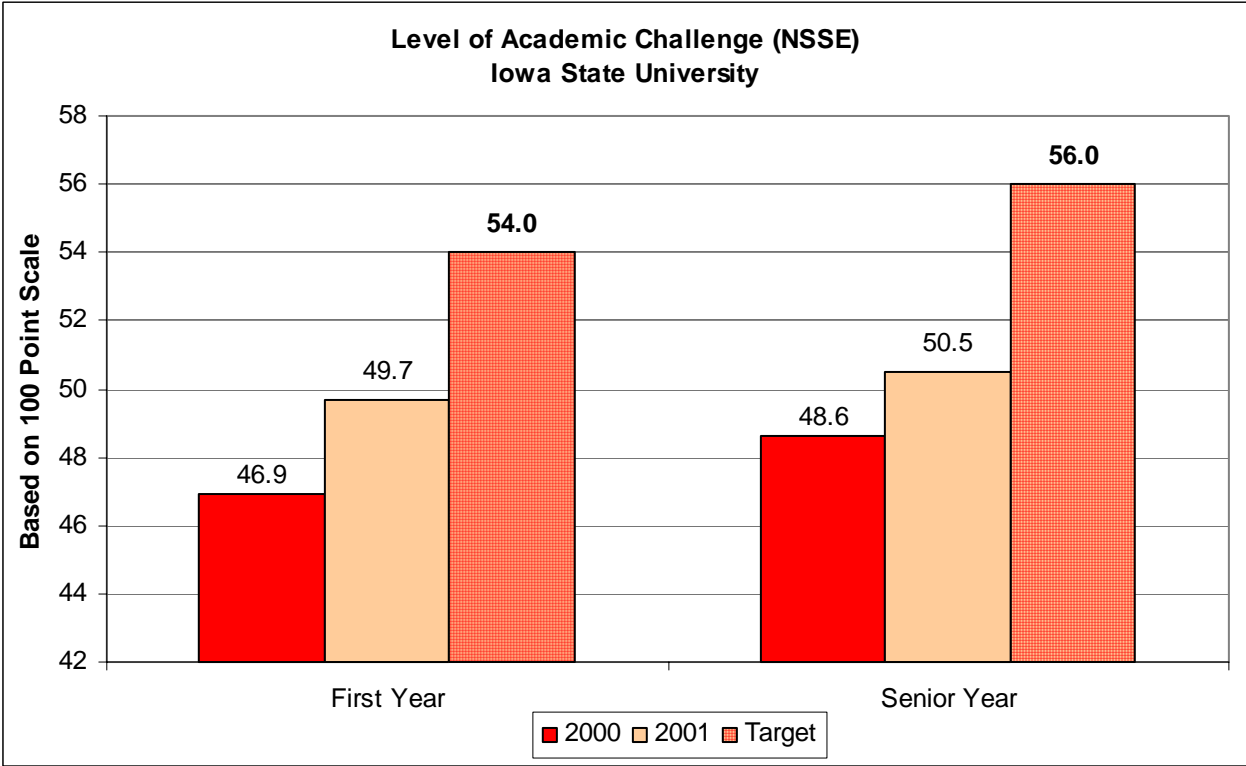


**Level of Academic Challenge  
National Survey on Student Engagement (NSSE)  
(based on 100 point scale)  
Performance Indicator #53**

**Iowa State University**

The National Survey on Student Engagement is designed to measure undergraduate student learning outcomes in a more substantial way than previously possible. It allows the University to compare its students with those at comparable doctoral extensive universities. ISU is committed to providing the best quality undergraduate education possible and is using these measures to guide progress. The targets are at the 75<sup>th</sup> percentile for doctoral research extensive universities.

	<b>2000</b>	<b>2001</b>
First Year	46.9	49.7
Target	54.0	54.0
Senior Year	48.6	50.5
Target	56.0	56.0

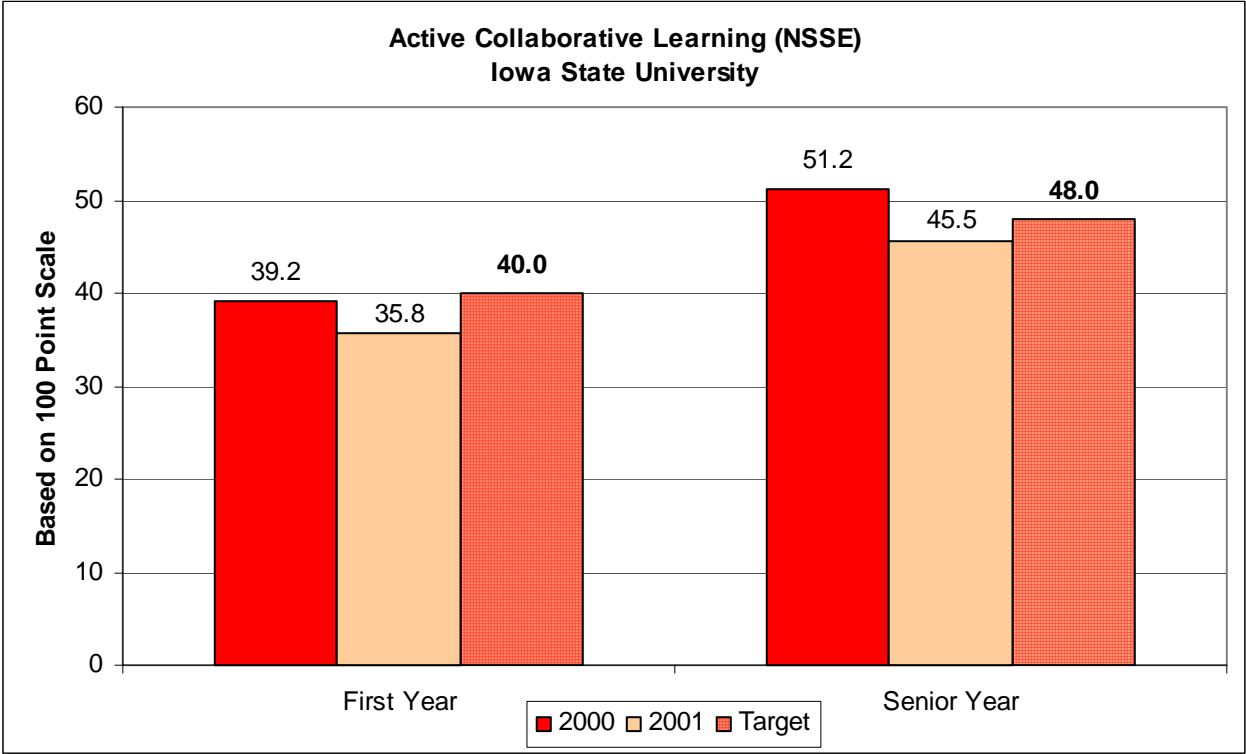


**Active Collaborative Learning  
National Survey on Student Engagement (NSSE)  
(based on 100 point scale)  
Performance Indicator #54**

**Iowa State University**

The National Survey on Student Engagement is designed to measure undergraduate student learning outcomes in a more substantial way than previously possible. It allows the University to compare its students with those at comparable doctoral extensive universities. ISU is committed to providing the best quality undergraduate education possible and is using these measures to guide progress. The targets are at the 75<sup>th</sup> percentile for doctoral research extensive universities.

	<b>2000</b>	<b>2001</b>
First Year	39.2	35.8
Target	40.0	40.0
Senior Year	51.2	45.5
Target	48.0	48.0

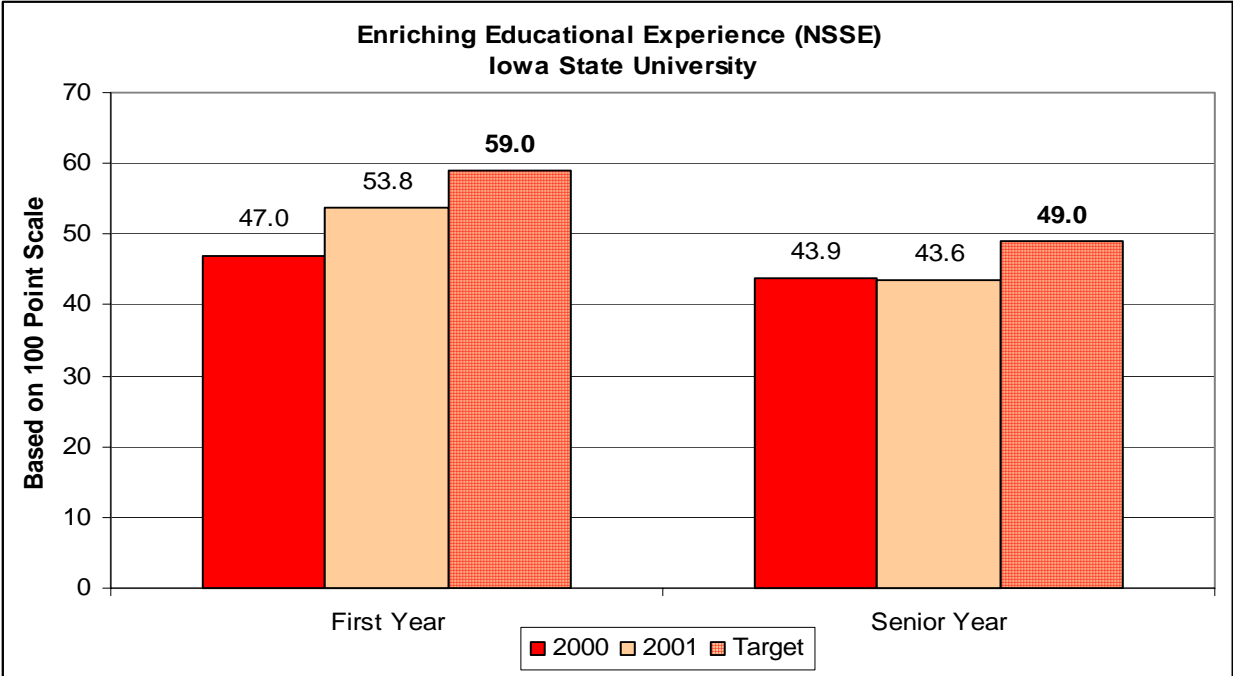


**Enriching Educational Experience  
National Survey on Student Engagement (NSSE)  
(based on 100 point scale)  
Performance Indicator #55**

**Iowa State University**

The National Survey on Student Engagement is designed to measure undergraduate student learning outcomes in a more substantial way than previously possible. It allows the University to compare its students with those at comparable doctoral extensive universities. ISU is committed to providing the best quality undergraduate education possible and is using these measures to guide progress. The targets are at the 75<sup>th</sup> percentile for doctoral research extensive universities.

	<b>2000</b>	<b>2001</b>
First Year	47.0	53.8
Target	59.0	59.0
Senior Year	43.9	43.6
Target	49.0	49.0



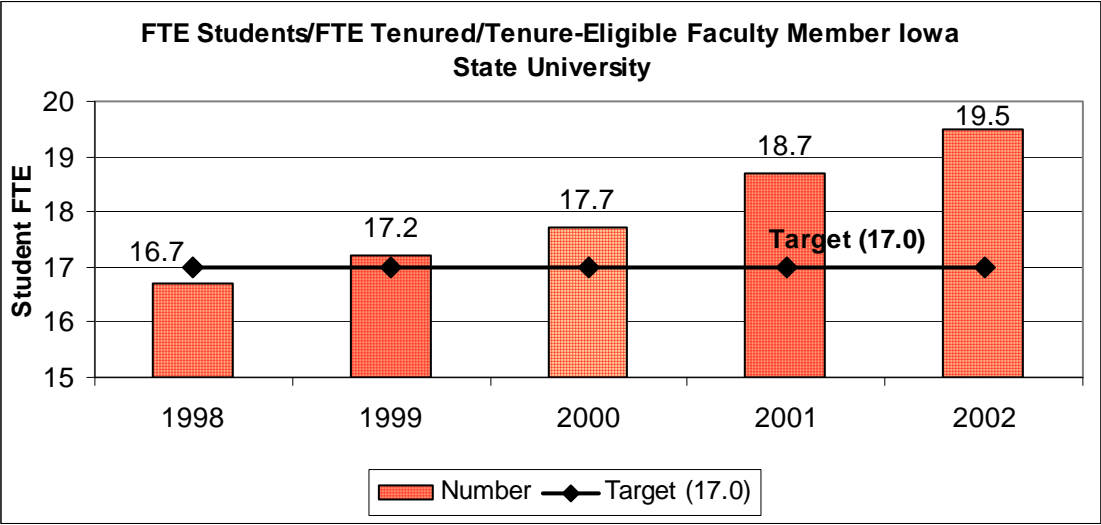


**Number of FTE Students per FTE Tenured/Tenure-Eligible Faculty Member  
Performance Indicator #56**

**Iowa State University**

This new performance indicator replaces the percentage of senior faculty teaching at least one undergraduate course each year. This indicator provides better understanding of the size of the faculty in relation to the student body and faculty involvement in undergraduate instruction.

<b>Year</b>	<b>Number</b>
1998	16.7
1999	17.2
2000	17.7
2001	18.7
2002	19.5
Target	17.0

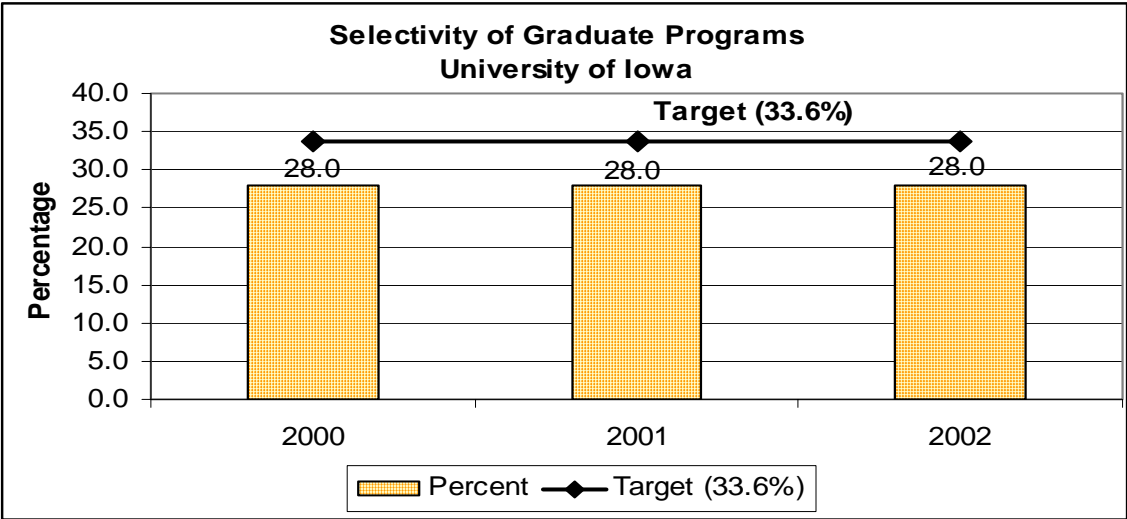


**Selectivity of Graduate Programs  
Performance Indicator #57**

**University of Iowa**

An objective of the University of Iowa is to improve the quality of the graduate programs and, thereby, attract more and better graduate students. As the graduate programs improve so should the student selectivity.

<b>Year</b>	<b>Measure</b>
1998	NA
1999	NA
2000	28.0%
2001	28.0%
2002	28.0%
Target	33.6%



## EDUCATIONAL OUTREACH AND SERVICE

### Regent Universities

- Headcount Enrollments in Credit/Non-Credit Courses (#28a, #28b) Pages 44-46
- Off-Campus Student Enrollment in Degree Programs (#40) Page 47

### Individual Universities

- Number of Non-Degree Enrollments (SUI) (#25) Page 48
- Availability of Off-campus Credit Courses (UNI) (#30) Page 49
- Number of Extension Clients (ISU) (#29) Page 50
- Patient Satisfaction with UI Health Center Services (SUI) (#27) [replacement] Page 51

The second Key Result Area (KRA) of the Board's Strategic Plan is Access. One way that access is demonstrated is through courses and programs made available for those unable to attend on campus. One indicator for the three universities (#28) measures enrollment in credit and non-credit courses and programs. This indicator provides data on the total number of persons who enroll for credit courses as well as the large variety of non-credit offerings. A second indicator (#40) includes data on the number of students enrolled in degree programs.

The remaining indicators in this section reflect the diverse missions of the universities. The University of Iowa has a number of ways it delivers courses that are taken by persons who either have not yet enrolled in degree programs or who are taking courses for non-academic reasons (#25). Another indicator for SUI relates to health care services. In previous years, the number of patients was used as an indicator; it has been changed to assess patient satisfaction.

Iowa State University, as a land grant university, offers extension courses. ISU believes, therefore, that it is essential to detail the number of persons served through extension programs (#29). The University of Northern Iowa determined that it could demonstrate its commitment to serve the state by evaluating the extent of its distance education offerings (#30).

## Headcount Enrollments in Credit/Non-Credit Courses Offered Through Extension and Continuing Education Performance Indicators #28a and #28b

### Credit Course Enrollments and Trends

The Annual Report on Distance Education presented to the Board of Regents in October 2002 contained the data cited below. Overall, the University of Iowa, Iowa State University, and the University of Northern Iowa offered 60 credit programs (degree, endorsement, certificate) in 2001-2002.

- The **University of Iowa** offered 12 programs at 12 sites off-campus, utilizing a variety of delivery methods, including face-to-face courses, ICN, WWW, microwave relay, videotape, and guided correspondence study.
- **Iowa State University** provided 29 programs or certificates in 2001-2002, delivered via ICN, WWW, videotape, CD Rom, DVD, streaming video, and face-to-face at a variety of in-state and out-of-state sites. ISU reported that 14 programs or certificates were offered in the United States and Canada, ten only in Iowa, and five only in the greater Des Moines Area.
- The **University of Northern Iowa** had 19 degree or certificate programs, in addition to off-campus certification courses in special education and community college teaching licensure. UNI also used a variety of delivery modes, including the ICN, WWW, and face-to-face at a variety of sites in Iowa and Hong Kong.

There were 35,785 total enrollments in credit courses and programs in 2001-2002, compared to 35,125 the previous reporting year. The top graph on page 46 shows that the total enrollment in credit courses has increased by 26.6% since 1995-1996.

### Non-Credit Course Enrollments and Trends

The Regent universities offered non-credit courses in 30 subject areas in 2001-2002. The total number of enrollments was 476,357, compared to 515,296 the previous year. [*Hereafter, numbers in brackets are the previous year's figures.*] For this indicator, enrollment is "duplicated headcount," i.e., the same person participating in two courses is counted twice.

- Of the total, SUI had 42,667 enrollees [a decrease from 60,393], with health still the predominant area 24,188 [32,315]. Other areas that had high enrollments in programs and conferences included: Engineering -- 2,650; Public Affairs and Protective Service -- 6,047 [an increase from 4,821].
- In the non-credit area, ISU course registrations for 2001-2002 totaled 419,378. The areas that represent the vast majority of these non-credit learners are: Agriculture -- 274,429; and Family and Consumer Sciences -- 93,669.
- The University of Northern Iowa had 14,312 non-credit course enrollments [a decrease from 12,782 the prior year]. The predominant areas included: Business -- 3,541; Education -- 2,460; and Physical Sciences -- 2,344.

The lower graph on page 46 shows the seven-year trend for the three universities. The data tables for Performance Indicator #28 are on page 45.

**Headcount Enrollments in Credit/Non-Credit Courses  
Offered Through Extension and Continuing Education  
Performance Indicators #28a, #28b**

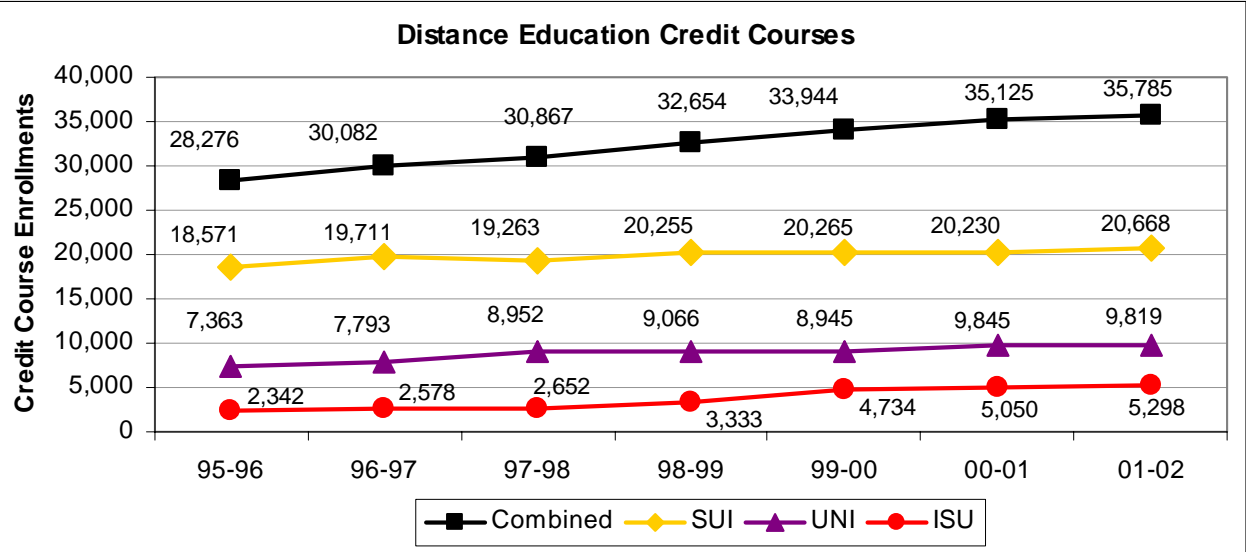
University of Iowa			Iowa State University			University of Northern Iowa		
	Credit	Non-Credit		Credit	Non-Credit		Credit	Non-Credit
93-94	NP	NP	93-94	NP	NP	93-94	6,526	16,357
94-95	NP	NP	94-95	NP	NP	94-95	6,985	16,720
95-96	18,571	66,456	95-96	2,342	83,449	95-96	7,363	16,813
96-97	19,711	78,681	96-97	2,578	259,602	96-97	7,793	16,379
97-98	19,263	72,870	97-98	2,652	286,482	97-98	8,952	16,278
98-99	20,255	72,571	98-99	3,333	289,729	98-99	9,066	18,651
99-00	20,265	81,954	99-00	4,734	420,380	99-00	8,945	16,771
00-01	20,230	60,393	00-01	5,050	442,121	00-01	9,845	12,782
01-02	20,668	42,667	01-02	5,298**	419,378	01-02	9,819	14,312
Target	NP	NP	Target	5,950	512,000	Target	10,000	18,500

\*\*Does not include 9,369 enrollment in evening and weekend courses.

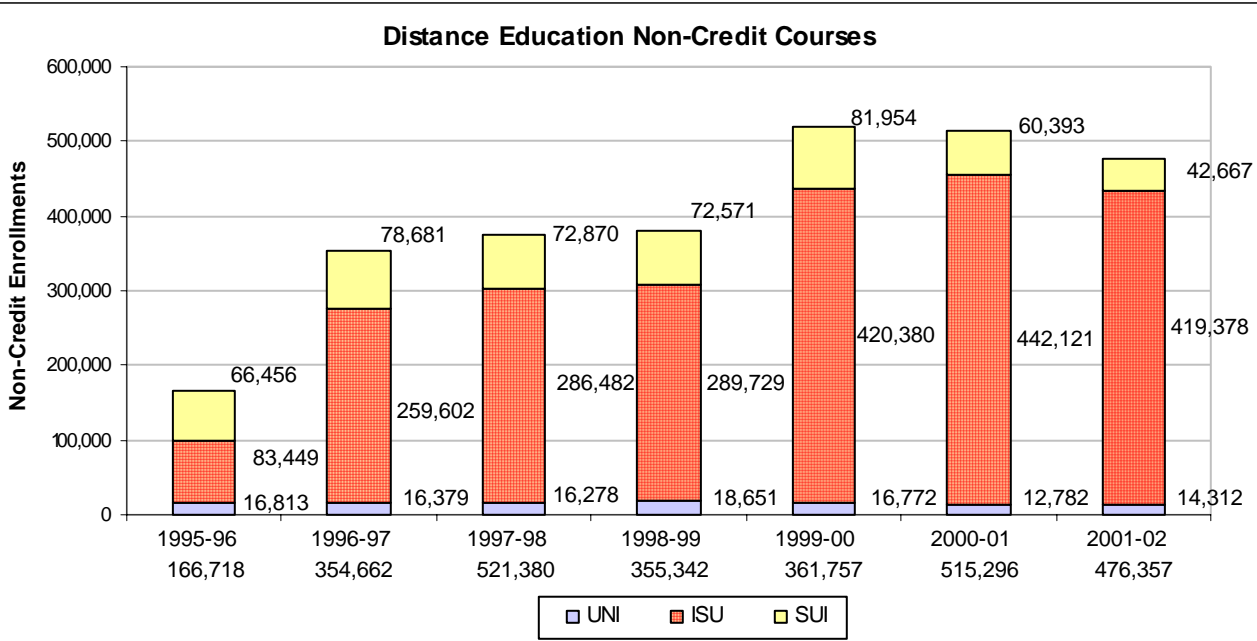
Notes: The numbers above reflect headcount enrollments in credit/non-credit courses offered through extension and continuing education. The universities' figures are based on the following:

- 1) SUI -- off-campus classes; Saturday and evening classes; and correspondence study.
- 2) ISU -- off-campus classes only.
- 3) UNI -- off-campus classes; on-campus classes; and correspondence study.

**Performance Indicator #28a**



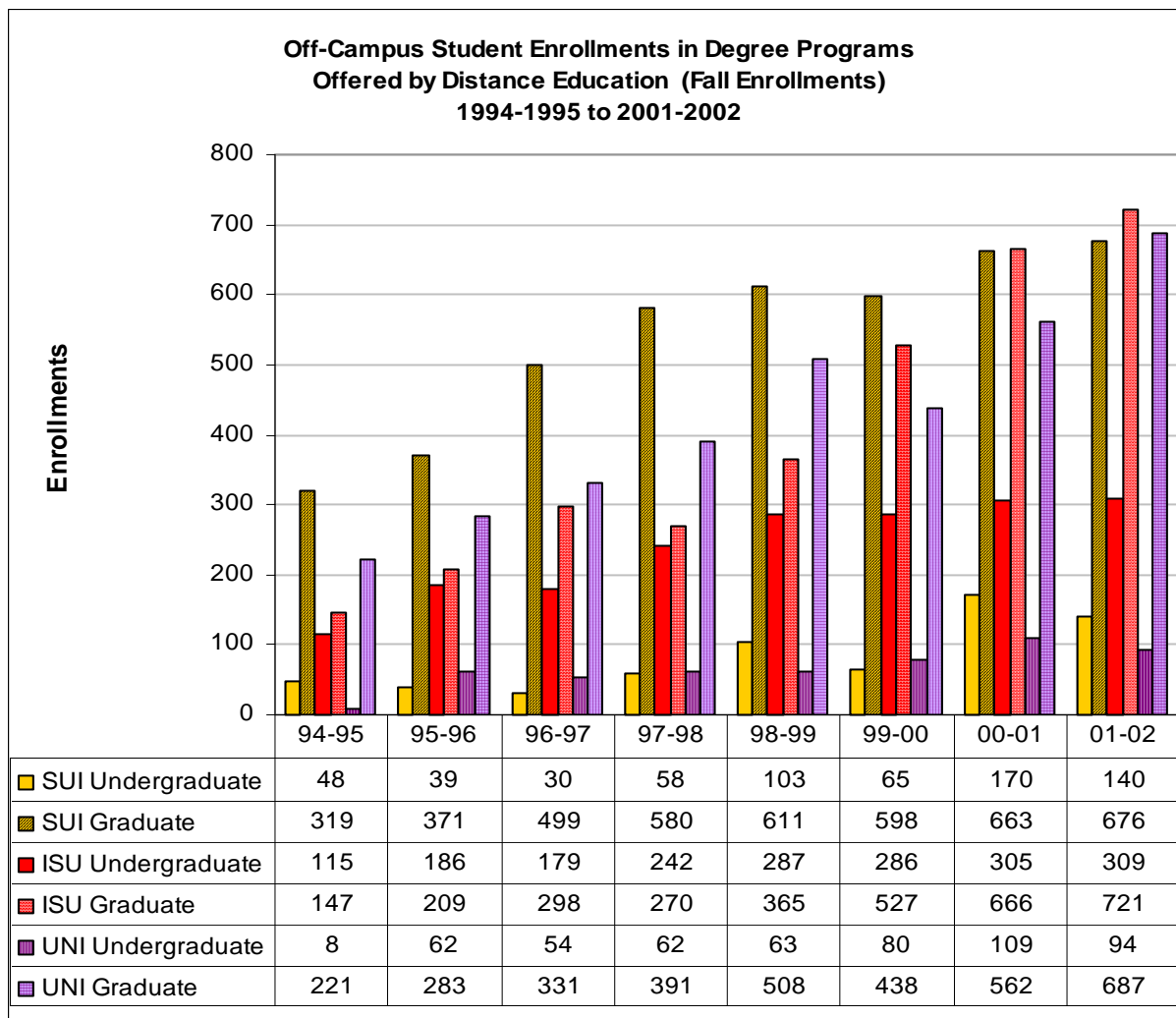
**Performance Indicator #28b**



**Off-Campus Student Enrollments in Degree Programs Offered by  
Distance Education (Fall Enrollments) 1994-1995 to 2001-2002  
Performance Indicator #40**

**Regent Universities**

Another measure of the service/outreach activities of the Regent universities is Performance Indicator #40, which compiles the statistics of undergraduate and graduate students in degree programs offered through distance education. The chart below displays the number of fall enrollments over the past eight years. At all three universities, the number of both undergraduate and graduate students has increased markedly. In the eight-year period from 1994-1995 to 2001-2002, at the University of Iowa, the undergraduate enrollment almost tripled and the graduate enrollments more than doubled. At Iowa State University during that same eight-year period, undergraduate enrollment almost tripled and graduate enrollment in distance education programs more than quadrupled. At the University of Northern Iowa, undergraduate enrollment increased from 8 to 94 between 1994-1995 and 2001-2002, while the graduate enrollment more than tripled.

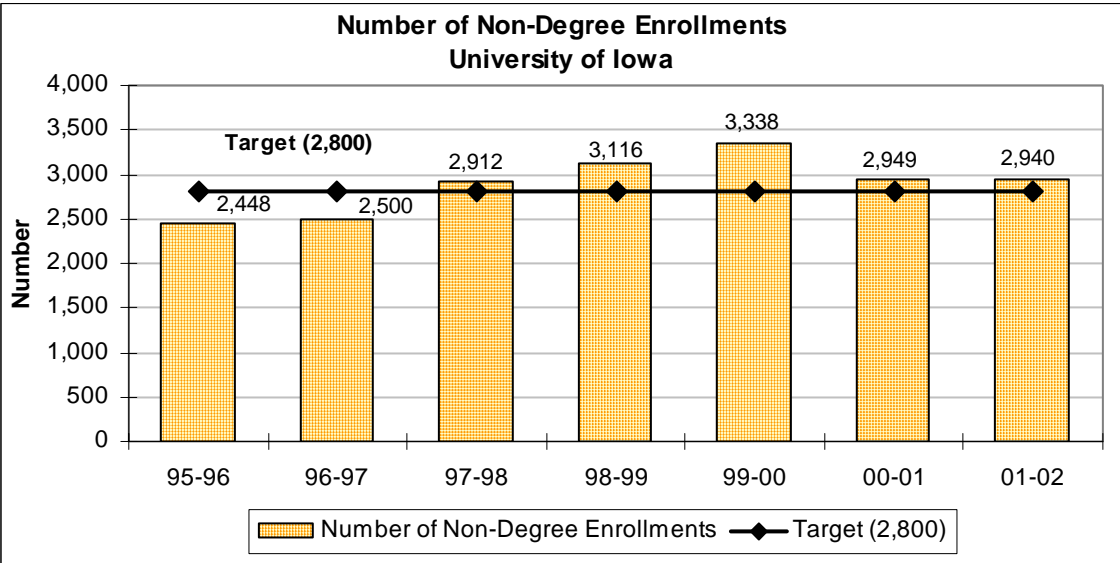


**Number of Non-Degree Enrollments – Fall Semester Only  
(Includes Undergraduate Specialties and  
Graduate Non-degree Undeclared Students)  
Performance Indicator #25**

**University of Iowa**

Consistent with Board of Regent Strategic Plan Action Step 1.1.4.3, “each institution increase its service to lowans, nation, and world,” the University of Iowa developed an indicator to increase enrollment in selected non-degree programs. The University has exceeded its target of 2,800 for the past five years.

<b>Year (Fall semester only)</b>	<b>Number of Students</b>
1995-1996	2,448
1996-1997	2,500
1997-1998	2,912
1998-1999	3,116
1999-2000	3,338
2000-2001	2,949
2001-2002	2,940
Target	2,800



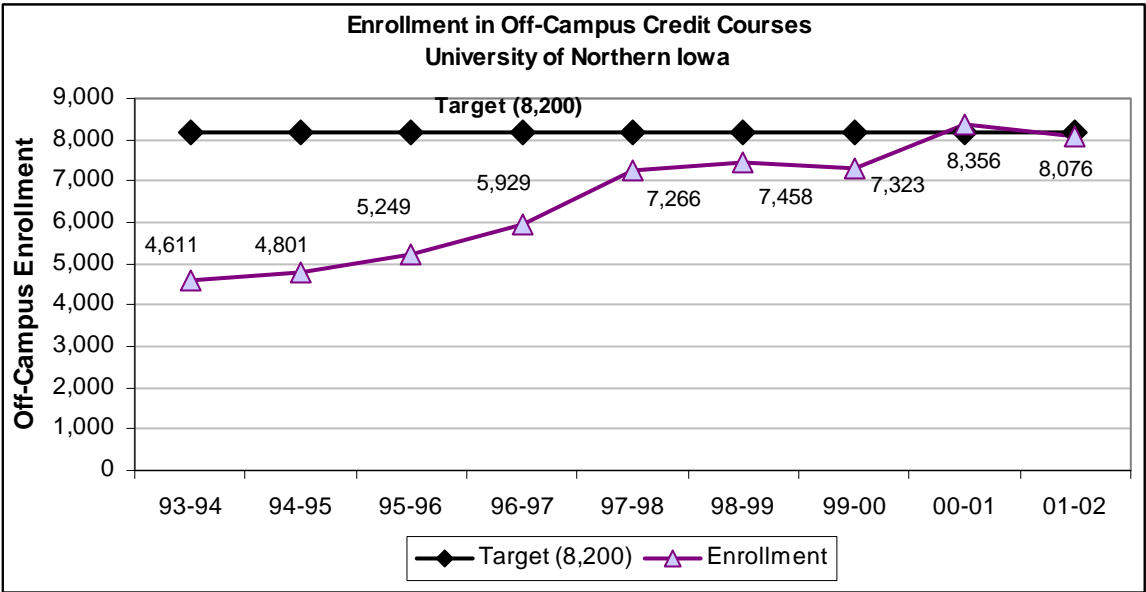


**Availability of Off-Campus Credit Courses  
(Student Enrollments)  
Performance Indicator #30**

**University of Northern Iowa**

The University of Northern Iowa has monitored the availability of its off-campus classes by calculating the enrollment in those courses. Consistent with other data regarding credit enrollments, the nine years of available statistics show a significant rise in enrollments, from 4,611 in 1993-1994 to 8,076 in 2001-2002 (a decrease from 8,536 the prior year). As the graph below indicates, UNI has set a target of 8,200 student enrollments. These data reflect a 75.1% increase during this nine-year period.

<b>Academic Year</b>	<b>Student Enrollment</b>
1993-1994	4,611
1994-1995	4,801
1995-1996	5,249
1996-1997	5,929
1997-1998	7,266
1998-1999	7,458
1999-2000	7,323
2000-2001	8,356
2001-2002	8,076
Target	8,200

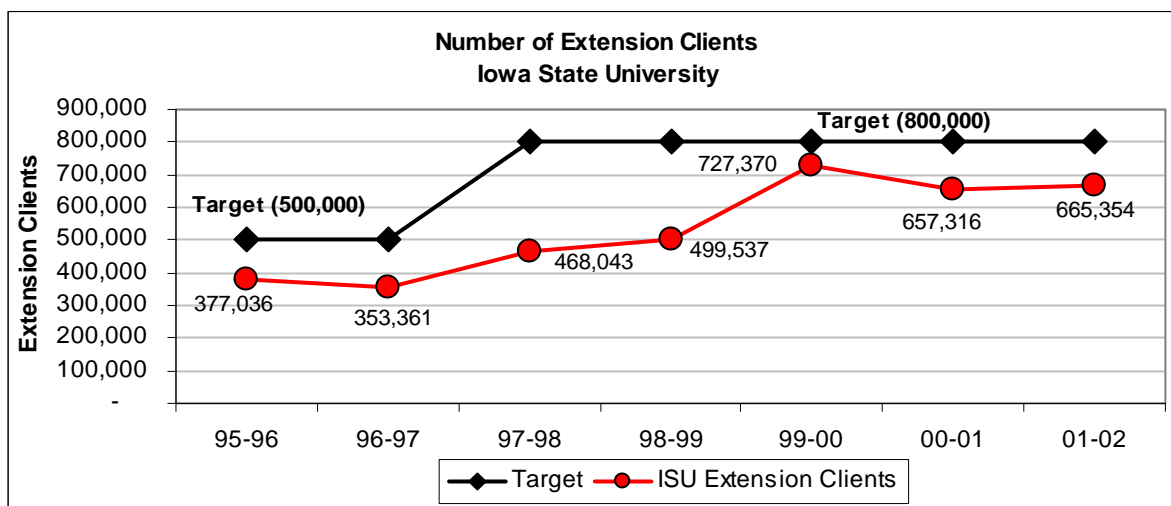


**Number of Extension Clients  
Performance Indicator #29**

**Iowa State University**

As its Strategic Plan emphasizes, Iowa State University's mission and heritage call for engagement. Engagement implies more than service; it embodies partnering with individuals and organizations to meet the needs of a wide array of citizens of Iowa. Over the years that data have been compiled, the number of extension clients has never dropped below 350,000 and has been climbing steadily. The state and nation's economic downturn resulted in a decrease in 2000-2001; in 2001-2002, there was a slight increase. Iowa State University has changed its target from 750,000 to 800,000 clients.

Year	Number of Clients Served	ISU Goal(s)	Related Board of Regents Action Step
95-96	377,036	Engagement and Learning	1.1.4.3 Each institution increase its service to lowans, nation, and world
96-97	353,361	Engagement and Learning	1.1.4.3
97-98	468,043	Engagement and Learning	1.1.4.3
98-99	499,537	Engagement and Learning	1.1.4.3
99-00	727,370	Engagement and Learning	1.1.4.3
00-01	657,316	Engagement and Learning	1.1.4.3
01-02	665,354	Engagement and Learning	1.1.4.3



**University of Iowa Health Center (UIHC)  
Patient Satisfaction Rate  
Performance Indicator #27 (Replacement)**

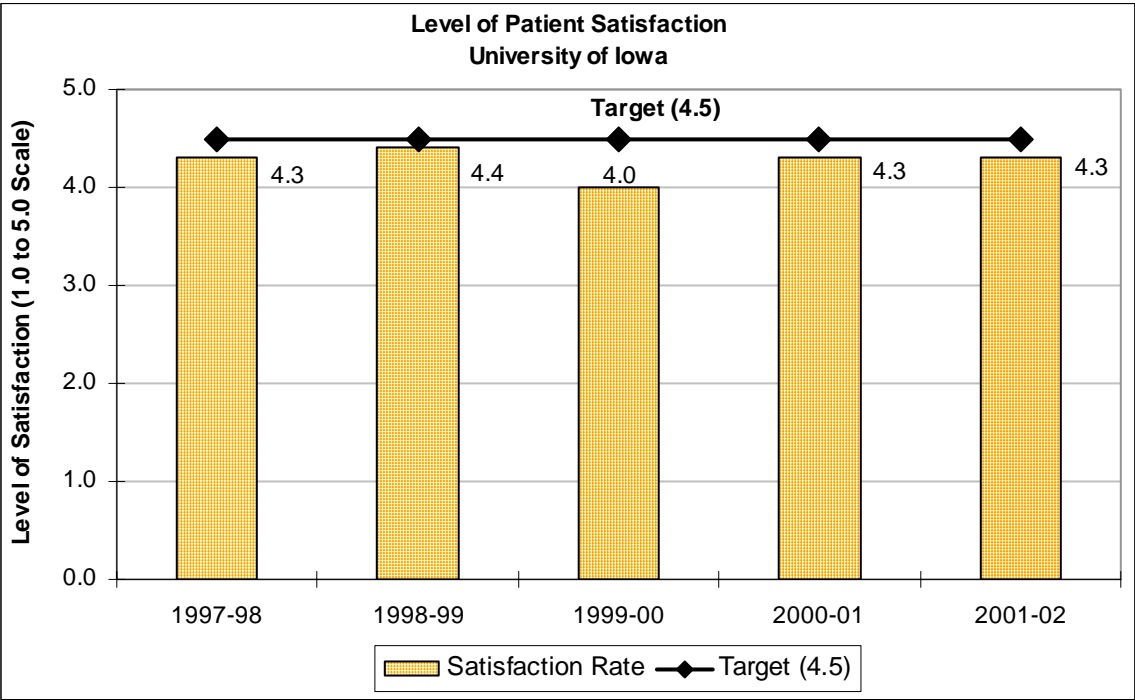
**University of Iowa**

The University of Iowa requested in December 2000 that previous Indicator #27, which detailed the number of patients seen annually at the UIHC, be replaced with an indicator on patient satisfaction. The Board approved the change.

The target for the new indicator is a patient satisfaction rate of 4.5 on a 5.0 scale.

The related Action Step in the Board of Regent Strategic Plan is 1.1.4.3, "each institution increase its service to lowans, nation, and world."

Year	Level of Patient Satisfaction (1.0 to 5.0 Scale)
1997-1998	4.3
1998-1999	4.4
1999-2000	4.0
2000-2001	4.3
2001-2002	4.3
Target	4.5



## FACULTY PROFILE AND PRODUCTIVITY

### All Regent Institutions

- Faculty Resignations, Retirements, and New Hires (#12a, #12b, #12c) Pages 54-58

### Regent Universities

- Number of Intellectual Property Disclosures (#22) Page 59
- Sponsored Funding Per Year in Dollars (#18) Pages 60-61

### Individual Universities

- Percentage of Faculty with One Scholarly Work Published During Last Three Academic Years (ISU) (#17) Page 62
- Percentage of Faculty As Principal or Co-Principal Investigators (ISU) (#20) Page 63
- Sponsored Funding Per Faculty Member (ISU) (#21) Page 64
- Number of New Technologies Licensed (ISU) (#23) Page 65
- Constituent Relations (ISU) [replacement for #34] Pages 66
- Faculty Receiving External Support for Research (SUI, #58) Page 67
- New Faculty/Staff Elected to National Scholarly Academies (SUI, #59a; ISU #59b) Pages 68-69
- Number of Faculty/Staff Who are Fellows (SUI, #60a; ISU, #60b) Pages 70-71
- Percent of Female Tenured and Tenure-Eligible Faculty (ISU, #61) Page 72
- Number of Faculty Participating in Professional Associations (ISU, #62) Page 73
- Average Faculty Salary by Rank (ISU, ##63a, #63b) Page 74-75
- New Patent Applications Files (ISU, #64) Page 76
- Number of Licenses and Options Executed (ISU, #65) Page 77

Of the nine Regent performance indicators related to faculty profile and productivity, only one – Common Data Set 12 – focuses on a profile of the faculty. All five institutions report annually on the number of tenured and tenure-track faculty resigning and retiring, as well as the number of new hires. Two of the indicators, or Common Data Sets, #18 on sponsored funding per year, and #22, the number of intellectual property disclosures, are reported by the three universities. The remaining indicators come from the strategic plans of the universities and either relate to data on scholarly publication, research funding, or the results of research, i.e., licensure of technologies.

**Faculty Resignations, Retirements, and New Hires  
Performance Indicators #12a, 12b, and 12c**

Originally, Common Data Set #12 compiled data only on faculty resignations, from the Annual Report on Faculty Resignations. To reflect a more accurate picture of the changes of institutional faculty, it has been expanded to include the number of retirements, as well as the number of new hires, annually. Additional data are found in the Faculty Tenure report and institutional strategic plans. Assuming the status quo for an institution, one might conclude that the total number of new hires would be equal to the sum of the number of resignations and retirements. Factors that impact that formula include: an atypical number of early retirements offset by delays in hiring, growth or decline in programs, and increased use of non-tenured faculty due to budget constraints.

The past four years have indicated higher percentages in the number of resignations, replacing a pattern of relatively stable numbers of resignations over the previous decade. The number and percentage of retirements have risen also during the past several years. The increases in enrollment at the universities have resulted in a need to hire new faculty.

Last year, some modifications were made that altered prior data presented, especially in the case of the University of Iowa. To give a more accurate portrayal of the number of faculty, SUI now reports on the number of clinical track faculty, as well as tenured and tenure-track faculty. For all universities, the data include early retirements as well as regular retirements.

This Performance Indicator, as it includes new hires, relates to Action Step 1.1.2.3, "recruit an outstanding, strong faculty to foster intellectual vitality for [graduate] programs."

The special schools do not have the same patterns of resignations as have the universities. The faculties are much smaller at the special schools.

**Tenured, Tenure-Track Faculty, and Clinical Track Faculty  
Resignations, Retirements and New Hires  
Common Data Set – Performance Indicators #12a, #12b, #12c**

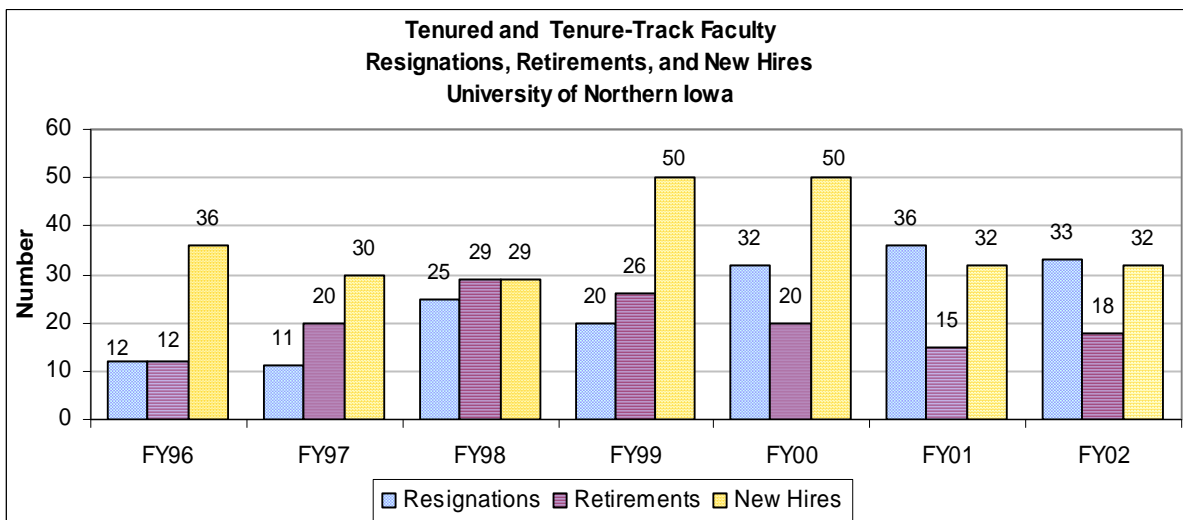
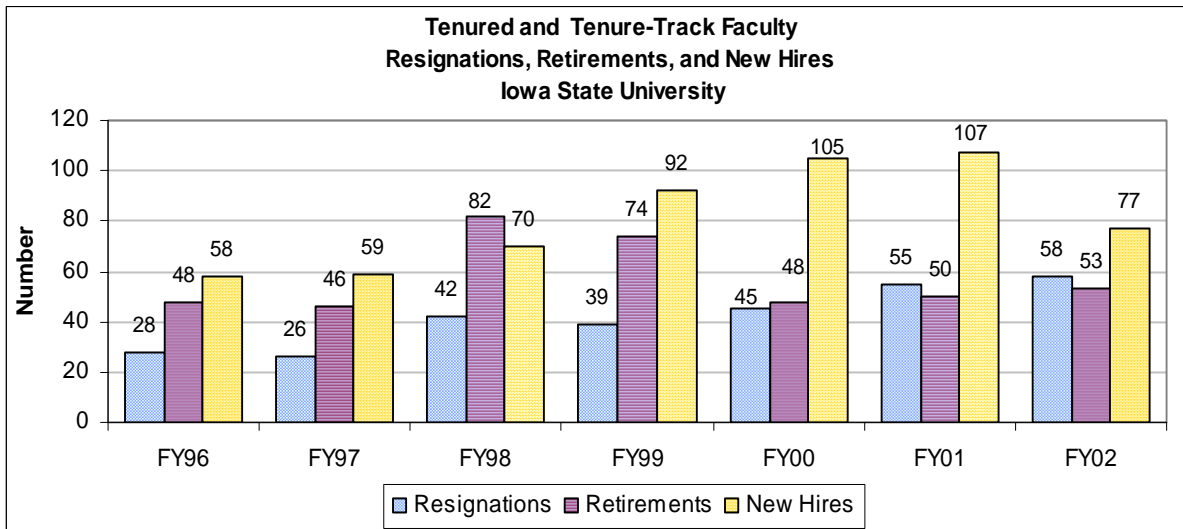
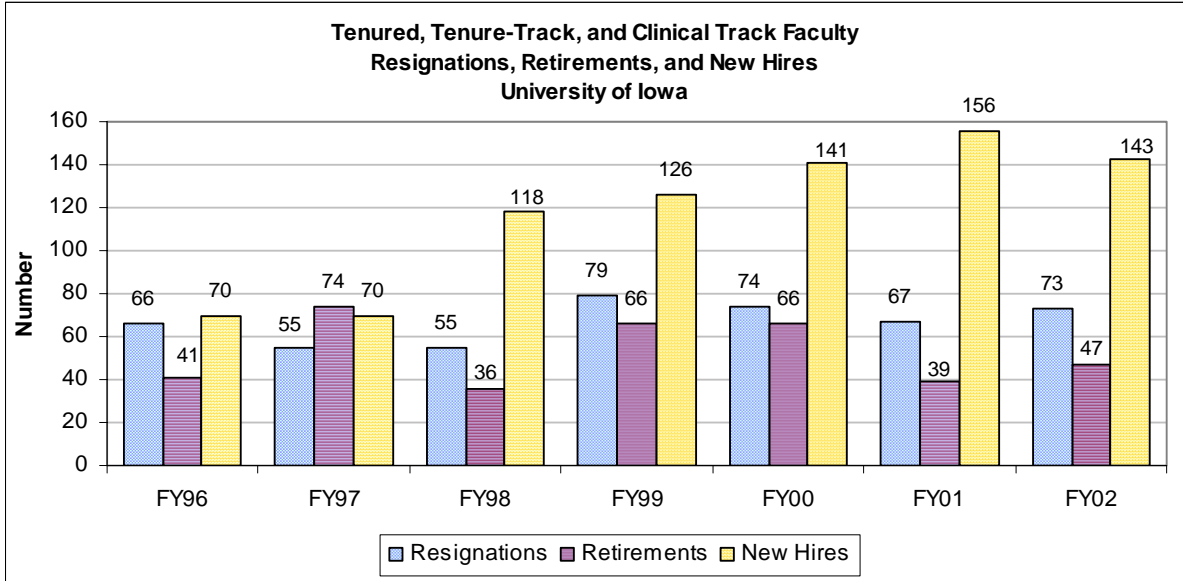
**Regent Universities**

Related Action Step - Quality	University of Iowa*			Iowa State University			University of Northern Iowa					
1.1.2.3												
12a Resignations	<u>No.</u>	<u>Total</u>	<u>Pct.</u>	<u>No.</u>	<u>Total</u>	<u>Pct.</u>	<u>No.</u>	<u>Total</u>	<u>Pct.</u>			
	93-94	55	1783	3.1%	93-94	32	1455	2.2%	93-94	13	604	2.2%
	94-95	53	1803	2.9%	94-95	24	1455	1.6%	94-95	15	610	2.5%
	95-96	66	1789+ 49=1838	3.6%	95-96	28	1455	1.9%	95-96	12	619	1.9%
	96-97	55	1748+ 79=1827	3.0%	96-97	26	1453	1.8%	96-97	11	623	1.8%
	97-98	55	1712+150=1862	3.0%	97-98	42	1427	2.9%	97-98	25	608	4.1%
	98-99	79	1702+176=1878	4.2%	98-99	39	1439	2.7%	98-99	20	596	3.4%
	99-00	74	1702+216=1918	3.9%	99-00	45	1423	3.2%	99-00	32	593	5.4%
	00-01	67	1714+265=1979	3.4%	00-01	55	1425	3.9%	00-01	36	615	5.9%
	01-02	73	1707+311=2018	3.6%	01-02	58	1396	4.2%	01-02	33	627	5.3%
12b** Retirements												
	93-94	20	1783	1.1%	93-94	NA	1455	NA	93-94	12	604	2.0%
	94-95	26	1803	1.4%	94-95	NA	1455	NA	94-95	11	610	1.8%
	95-96	31+10=41	1838	2.2%	95-96	24+24=48	1455	3.3%	95-96	9+3 = 12	619	1.9%
	96-97	68+ 6=74	1827	4.1%	96-97	23+23=46	1453	3.2%	96-97	12+8 =20	623	3.2%
	97-98	30+ 6=36	1862	1.9%	97-98	41+41=82	1427	5.7%	97-98	13+16=29	608	4.8%
	98-99	52+14=66	1878	3.5%	98-99	39+35=74	1439	5.1%	98-99	10+16=26	596	4.4%
	99-00	34+32=66	1918	3.4%	99-00	28+20=48	1423	3.4%	99-00	9+11 = 20	593	3.4%
	00-01	23+16=39	1979	2.0%	00-01	25+25=50	1425	3.5%	00-01	8+7 = 15	615	2.4%
	01-02	28+19=47	2018	2.3%	01-02	22+31=53	1396	3.8%	01-02	6+12 = 18	627	2.9%
	(regular retirements + early retirements)				(regular retirements + early retirements)				(regular retirements + early retirements)			
12c New Hires												
	93-94	106	1783	5.9%	93-94	49	1455	3.4%	93-94	26	604	4.3%
	94-95	102	1803	5.7%	94-95	40	1455	2.7%	94-95	35	610	5.7%
	95-96	70	1838	3.8%	95-96	58	1455	4.0%	95-96	36	619	5.8%
	96-97	70	1827	3.8%	96-97	59	1453	4.1%	96-97	30	623	4.8%
	97-98	118	1862	6.3%	97-98	70	1427	4.9%	97-98	29	608	4.8%
	98-99	126	1878	6.7%	98-99	92	1439	6.4%	98-99	50	596	8.4%
	99-00	141	1918	7.4%	99-00	105	1423	7.4%	99-00	50	593	8.4%
	00-01	156	1979	7.9%	00-01	107	1425	7.5%	00-01	32	615	5.2%
	01-02	143	2018	7.1%	01-02	77	1396	5.5%	01-02	32	627	5.1%

Notes: \*For the University of Iowa, clinical track faculty are included in the total number of faculty.

\*\*Data for #12b have been amended from previous years to include early retirements.

The number of faculty in this report may differ from the number of faculty included in other Board of Regents reports for a number of reasons. Some Board reports include the total number of faculty as of a date established by the federal government. Other Board reports may use figures based on a different date in either the fiscal or academic year.

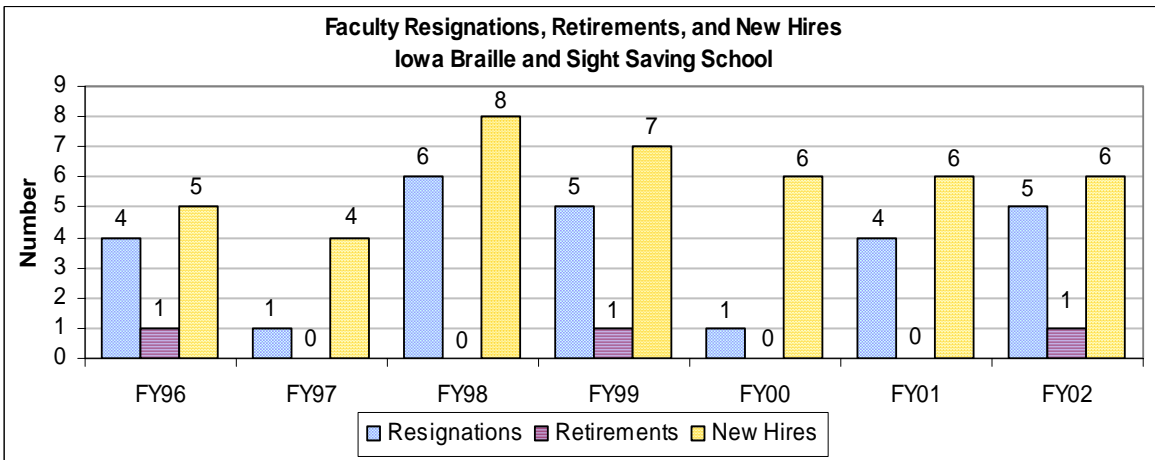
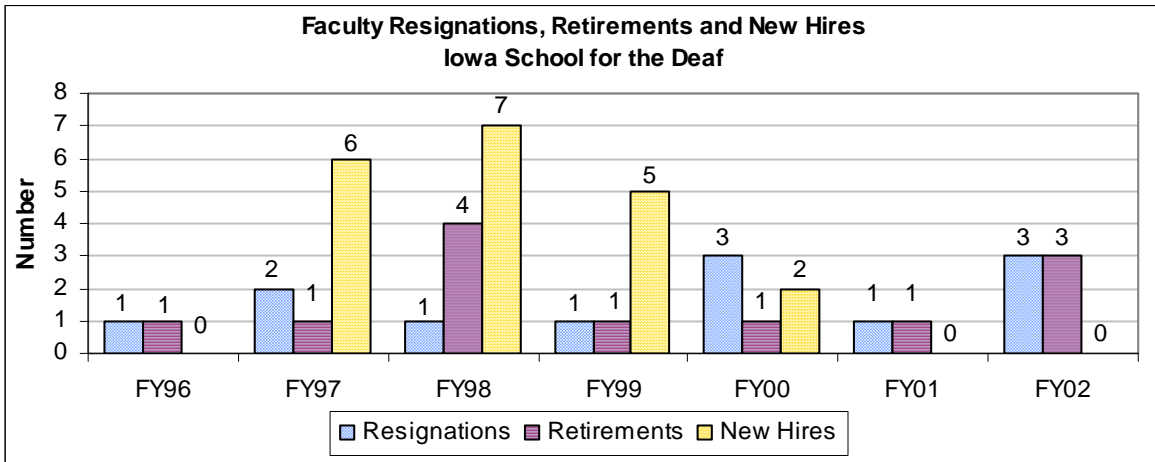




**Faculty Resignations, Retirements, and New Hires  
Common Data Set – Performance Indicators #12a, #12b, #12c**

**Special Schools**

	Related Action Step -- Quality	ISD			IBSSS				
		No.	Total	Pct.	No.	Total	Pct.		
12a Resignations	1.1.1.7	94-95	3	54	5.5%	94-95	1	30	3.3%
		95-96	1	55	1.8%	95-96	4	31	12.9%
		96-97	2	56	3.6%	96-97	1	30	3.3%
		97-98	1	61	1.6%	97-98	6	32	18.8%
		98-99	1	64	1.5%	98-99	5	33	15.2%
		99-00	3	63	4.8%	99-00	1	34	2.9%
		00-01	1	62	1.6%	00-01	4	33	12.1%
		01-02	3	60	5.0%	01-02	5	32	15.6%
12b Retirements		94-95	0	54	0.0%	94-95	1	30	3.3%
		95-96	1	55	1.8%	95-96	1	31	3.2%
		96-97	1	56	1.8%	96-97	0	30	0.0%
		97-98	4	61	6.5%	97-98	0	32	0.0%
		98-99	1	64	1.5%	98-99	1	33	3.0%
		99-00	1	63	1.6%	99-00	0	34	0.0%
		00-01	1	62	1.6%	00-01	0	33	0.0%
		01-02	3	60	5.0%	01-02	1	32	3.1%
12c New Hires		94-95	5	54	9.3%	94-95	1	30	3.3%
		95-96	0	55	0.0%	95-96	5	31	16.1%
		96-97	6	56	10.7%	96-97	4	30	13.3%
		97-98	7	61	11.5%	97-98	8	32	25.0%
		98-99	5	64	7.8%	98-99	7	33	21.2%
		99-00	2	63	3.2%	99-00	6	34	17.6%
		00-01	0	62	0.0%	00-01	6	33	18.2%
		01-02	0	60	0.0%	01-02	6	32	18.8%



**Number of Intellectual Property Disclosures  
Performance Indicator #22**

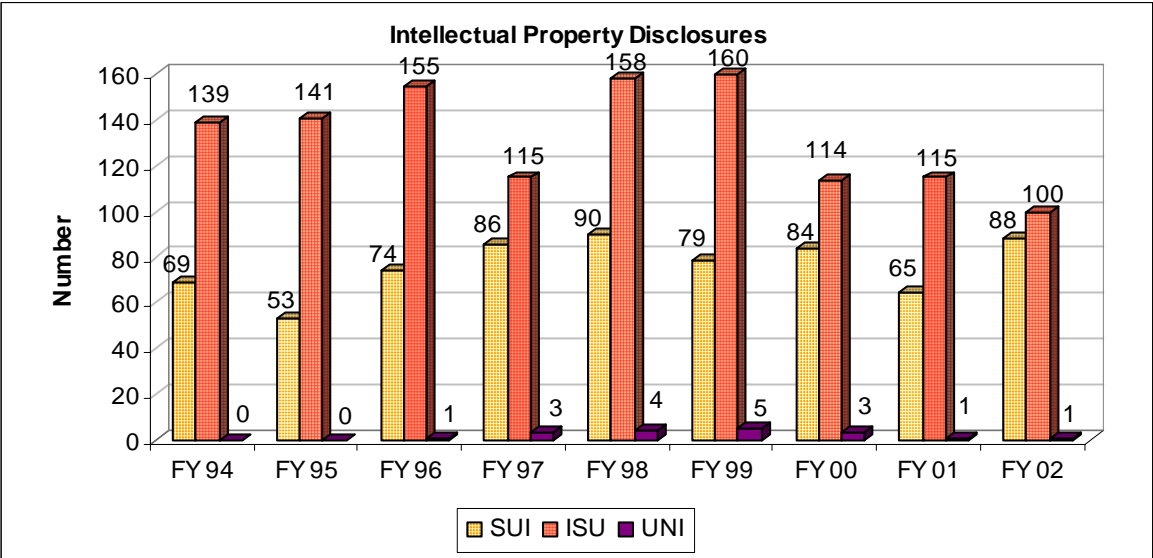
**Regent Universities**

The three universities report annually on the number of intellectual property disclosures received by the faculty. The varying lengths of time needed for research projects, funding patterns, and changing assignments of faculty are some of the factors that impact the number of intellectual property disclosures submitted and received annually. More information on this Performance Indicator is included in each university's Strategic Plan and the Annual Report on Economic Development and Technology Transfer.

In FY 2002, the universities reported 189 disclosures of intellectual property, compared with 181 in FY 2001, and 201 in FY 2000. These variations reflect the changing economic picture of the nation.

This indicator is related to Action Step 1.1.4.1 of the Board of Regent Strategic Plan, "each university enhance its research efforts consistent with its mission."

Year	SUI	ISU	UNI	Total
93-94	69	139	0	208
94-95	53	141	0	194
95-96	74	155	1	230
96-97	86	115	3	204
97-98	90	158	4	252
98-99	79	160	5	244
99-00	84	114	3	201
00-01	65	115	1	181
01-02	88	100	1	189
Target	90	NP	NP	



**Sponsored Funding Per Year in Millions of Dollars  
Performance Indicator #18**

**Regent Universities**

The data indicate that the trend during the past nine years has been one of growth. The common data set below reports on the total dollars of sponsored research. Those dollar amounts, in millions, include funding primarily from federal agencies, foundations, and corporations. The total for FY 2002 was \$587.1 million.

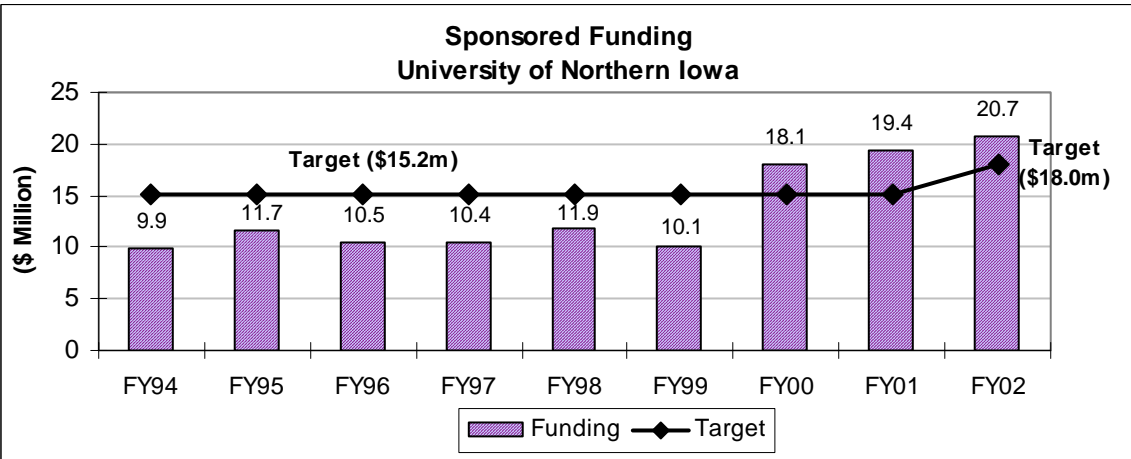
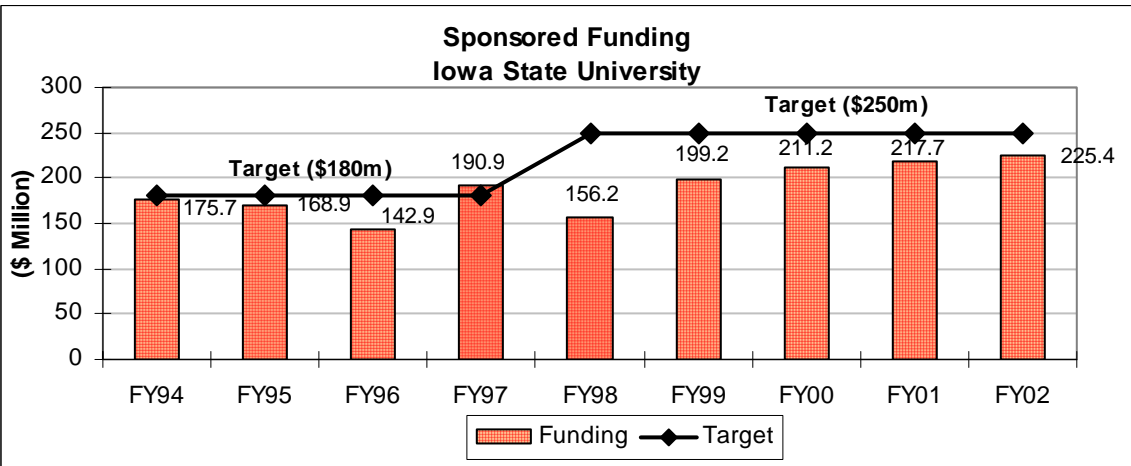
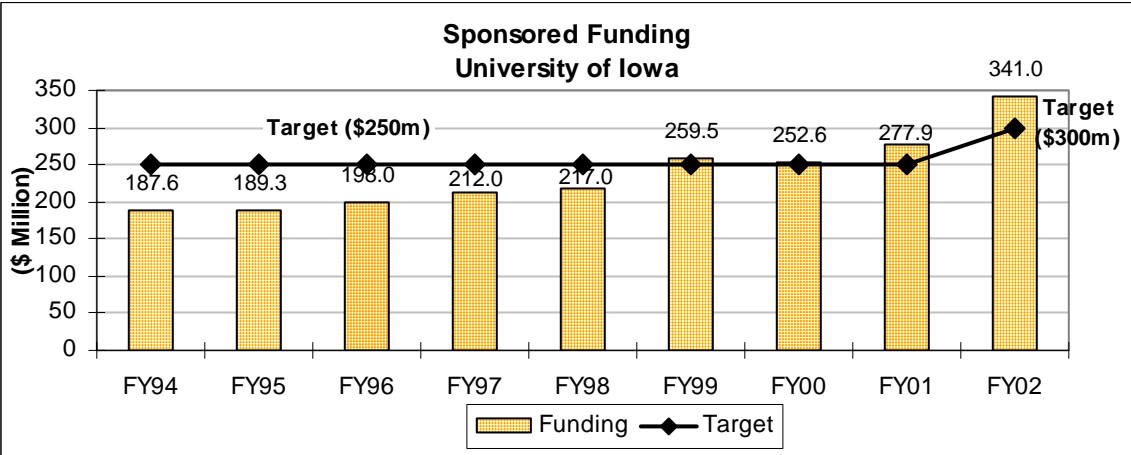
A significant portion of sponsored research funds is from corporate-sponsored projects and these amounts are worth noting. They are reported in the Annual Report on Technology Transfer and Economic Development that details only non-governmental funding for projects related to technology transfer and economic development. In 2000-2001, each university exceeded its target<sup>1</sup>.

In FY 2001, the universities reported a total of 791 corporate-sponsored research contracts, compared to 967 in FY 2000, 1,086 in FY 1999, and 976 in FY 1998. The dollar amount of these corporate-sponsored research projects totaled \$43.4 million, compared with \$49.7 million in FY 2000, and \$62.4 million in FY 1999. The universities reported 189 intellectual property disclosures in FY 2002, compared to 181 in FY 2001. The number of patents issued in FY 2001 was 78, down from 83 in FY 2000, but more than the 76 issued in FY 1999.

The related Action Step from the Board of Regents Strategic Plan is 1.1.4.2, "each university increase sponsored research consistent with its mission."

Related Action Step -- Quality	University of Iowa		Iowa State University		University of Northern Iowa	
	1.1.4.2	1993-1994	\$187.6 m	1993-1994	\$175.7 m	1993-1994
	1994-1995	\$189.3 m	1994-1995	\$168.9 m	1994-1995	\$11.7 m
	1995-1996	\$198.0 m	1995-1996	\$142.9 m	1995-1996	\$10.5 m
	1996-1997	\$212.0 m	1996-1997	\$190.9 m	1996-1997	\$10.4 m
	1997-1998	\$217.0 m	1997-1998	\$156.2 m	1997-1998	\$11.9 m
	1998-1999	\$259.5 m	1998-1999	\$199.2 m	1998-1999	\$10.1 m
	1999-2000	\$252.6 m	1999-2000	\$211.2 m	1999-2000	\$18.1 m
	2000-2001	\$277.9 m	2000-2001	\$217.7 m	2000-2001	\$19.4 m
	2001-2002	\$341.0 m	2001-2002	\$225.4 m	2001-2002	\$20.7 m
	Target	\$300.0 m	Target	\$250.0 m	Target	\$18.0 m

<sup>1</sup> The 2001-2002 Annual Report on Technology Transfer and Economic Development was deferred until next year.



**Percentage of Faculty Having One Scholarly Work  
Published, Exhibited, or Performed During Last Three Years  
Performance Indicator #17**

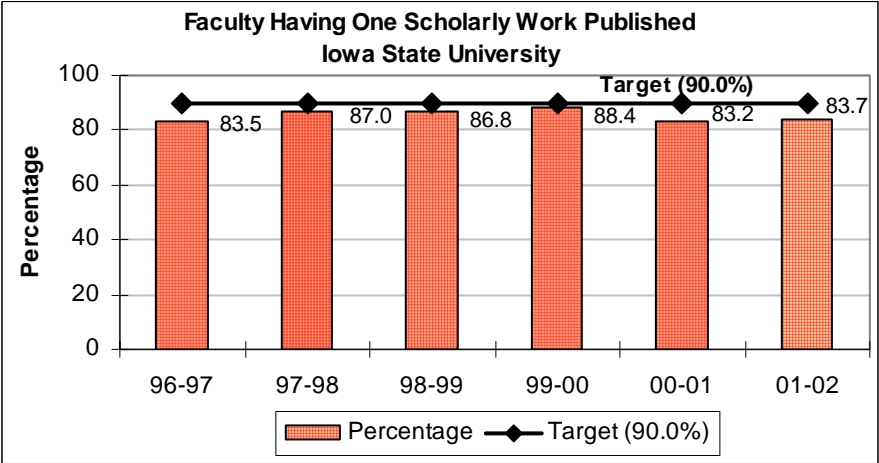
**Iowa State University**

Iowa State University has collected data for this Performance Indicator for six years. Beginning in 2000-2001, a new methodology was used to calculate the figure.

The percentage of faculty having at least one scholarly work published during the last three years has ranged from a low of 83.2% in 2000-2001 [which reflects different data collection methodology than previous years] to a high of 88.4% in 1999-2000. ISU has set a target of 90% of the faculty publishing one scholarly work during the past three years.

The related Action Step in the Board of Regents Strategic Plan is 1.1.4.1, “each university enhance its research efforts consistent with its mission.”

Year	Percentage of Faculty
96-97	83.5%
97-98	87.0%
98-99	86.8%
99-00	88.4%
00-01	83.2%
01-02	83.7%
Target	90.0%



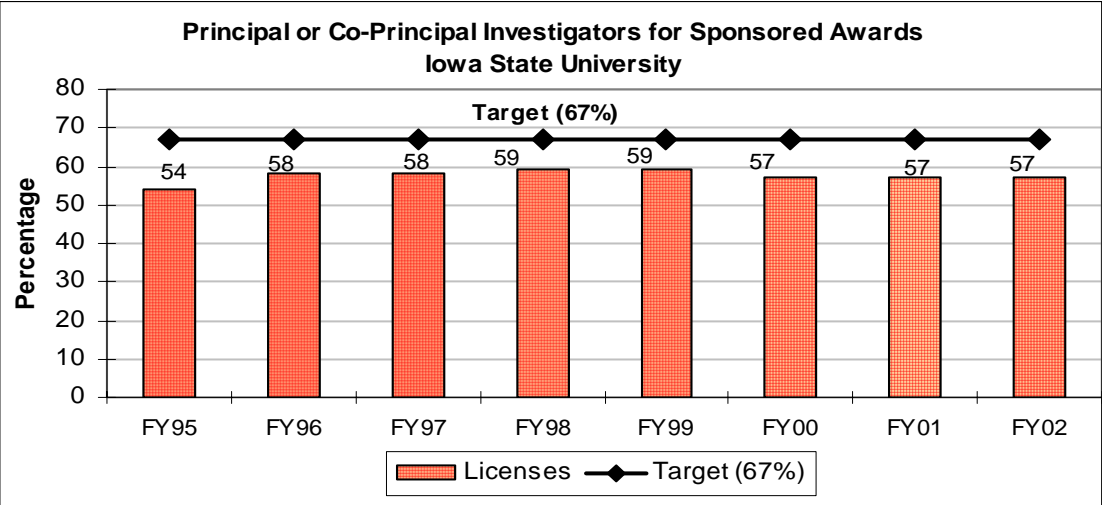
**Percentage of Faculty as Principal or Co-Principal  
Investigators for Sponsored Funding Awards  
Performance Indicator #20**

**Iowa State University**

Data are available for eight years for this performance indicator from the ISU Strategic Plan of 1995-2000. In the first year data were collected, 54% of the faculty members were identified as the principal or co-principal investor of sponsored funding projects that were awarded. For the last three reporting years, the percentage has remained virtually constant at 57%.

The University's goals of discovery and engagement are reflected in this indicator. Indicator #20 relates to Action Steps 1.1.4.1 and 1.1.4.2 of the Board of Regents Strategic Plan, "each university increase sponsored research consistent with its mission."

Year	Percentage of Faculty
94-95	54%
95-96	58%
96-97	58%
97-98	59%
98-99	59%
99-00	57%
00-01	57%
01-02	57%
Target	67%



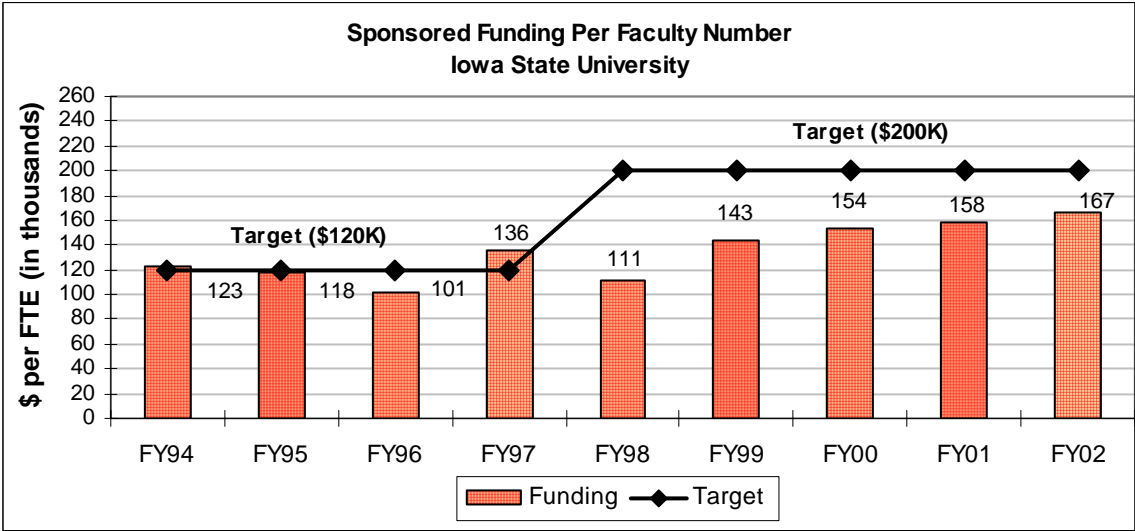
**Sponsored Funding Per Faculty Member  
(Per Full-Time Equivalent or FTE)  
Performance Indicator #21**

**Iowa State University**

The target for this ISU Strategic Plan benchmark is \$200,000 per full-time equivalent (FTE) faculty member.

This Performance Indicator relates to Action Step 1.1.4.2 of the Board of Regents Strategic Plan, “each university increase sponsored research consistent with its mission.” It is related to two goals of the new ISU Strategic Plan, discovery and engagement.

Year	Dollars per Faculty Full-Time Equivalent (FTE)
1993-1994	\$122,969 per FTE
1994-1995	\$118,419 per FTE
1995-1996	\$101,100 per FTE
1996-1997	\$135,900 per FTE
1997-1998	\$111,100 per FTE
1998-1999	\$143,000 per FTE
1999-2000	\$153,500 per FTE
2000-2001	\$158,097 per FTE
2001-2002	\$166,767 per FTE
Target	\$200,000 per FTE





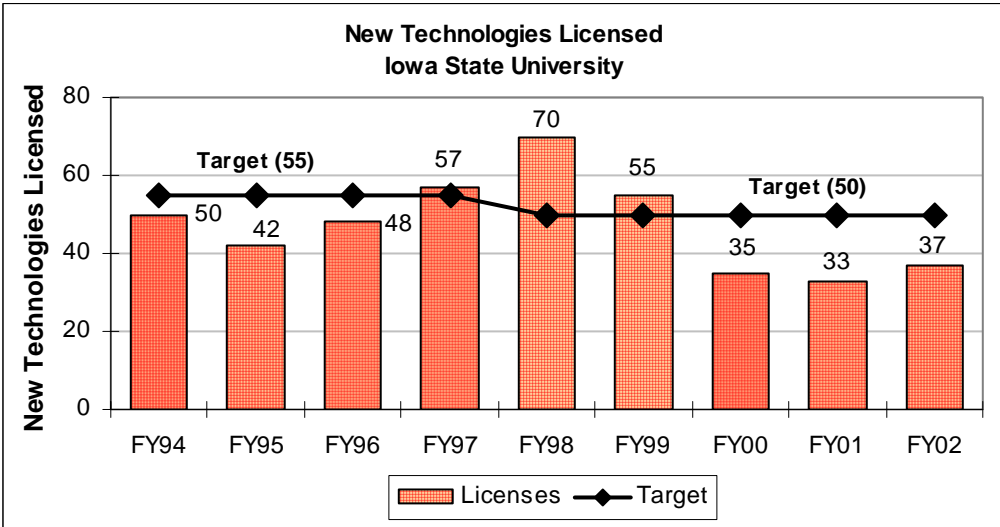
**Number of New Technologies Licensed  
Performance Indicator #23**

**Iowa State University**

In the nine years that ISU has reported data for this indicator, which is continued in the new ISU Strategic Plan, the target of 50 new technologies licensed has been met or exceeded four times.

This Performance Indicator is cited in the Annual Report on Economic Development and Technology Transfer. This indicator is linked to the goal of discovery in the new ISU Strategic Plan and reflects the Board of Regent Strategic Plan Action Step 1.1.4.1.

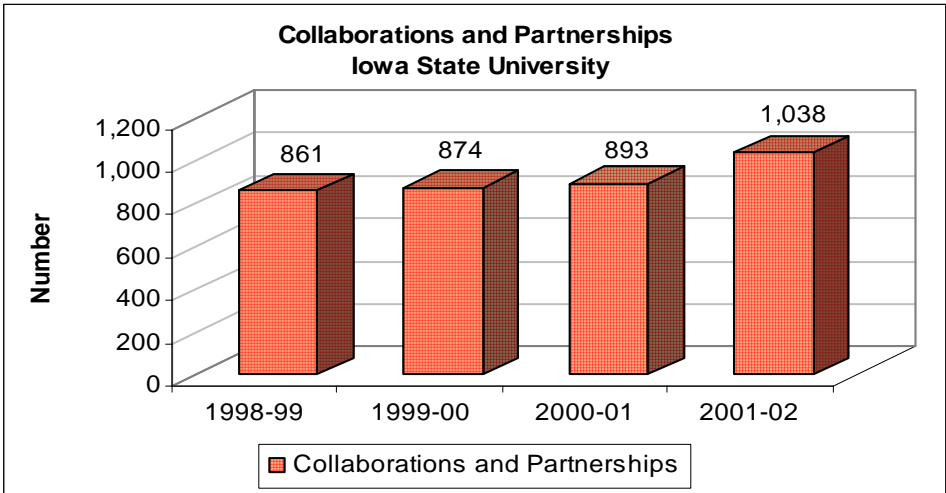
Year	Number of New Technologies Licensed
1993-1994	50
1994-1995	42
1995-1996	48
1996-1997	57
1997-1998	70
1998-1999	55
1999-2000	35
2000-2001	33
2001-2002	37
Target	50



**Constituent Relations**  
**Collaboration/Partnership Activities with Business and Industry**  
**Performance Indicator #34 (Replacement)**  
**Iowa State University**

This activity is related to Action Step, 4.4.2.1, "identify existing institutional cooperative/collaborative programs to form baseline data and develop a reporting format to the Board."

Year	Collaborations and Partnerships
1998-1999	861
1999-2000	874
2000-2001	893
2001-2002	1,038

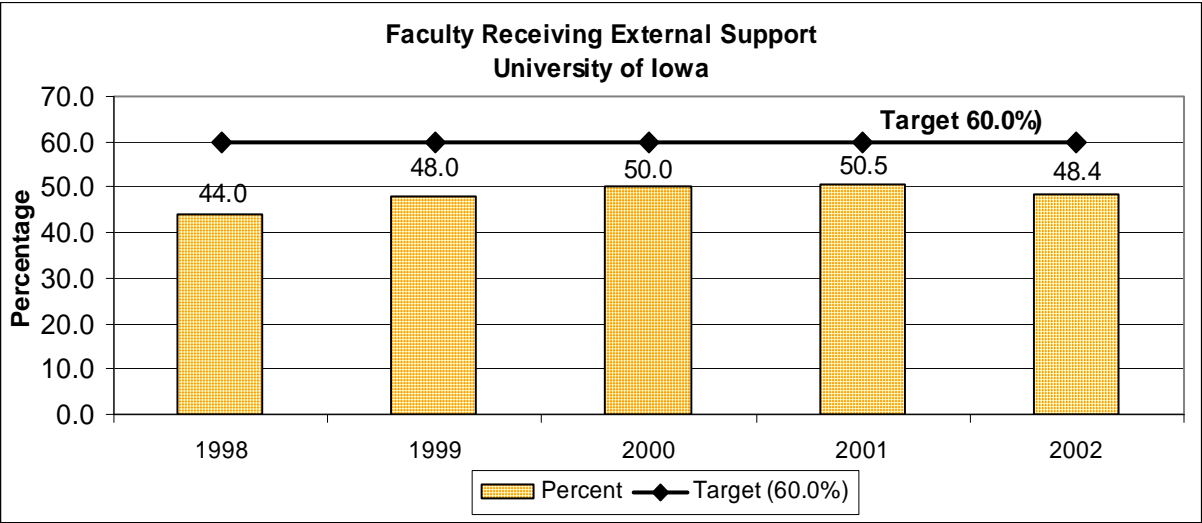


**Faculty Receiving External Support for  
Research, Scholarship, and Artistic Creation  
Performance Indicator #58**

**University of Iowa**

The University of Iowa is a public research institution that supports a significant portion of its activities from federal and private sources. The ability to attract external support is an indicator of the vitality of the University's research programs.

<b>Year</b>	<b>Percent</b>
1998	44.0%
1999	48.0%
2000	50.0%
2001	50.5%
2002	48.4%
Target	60.0%

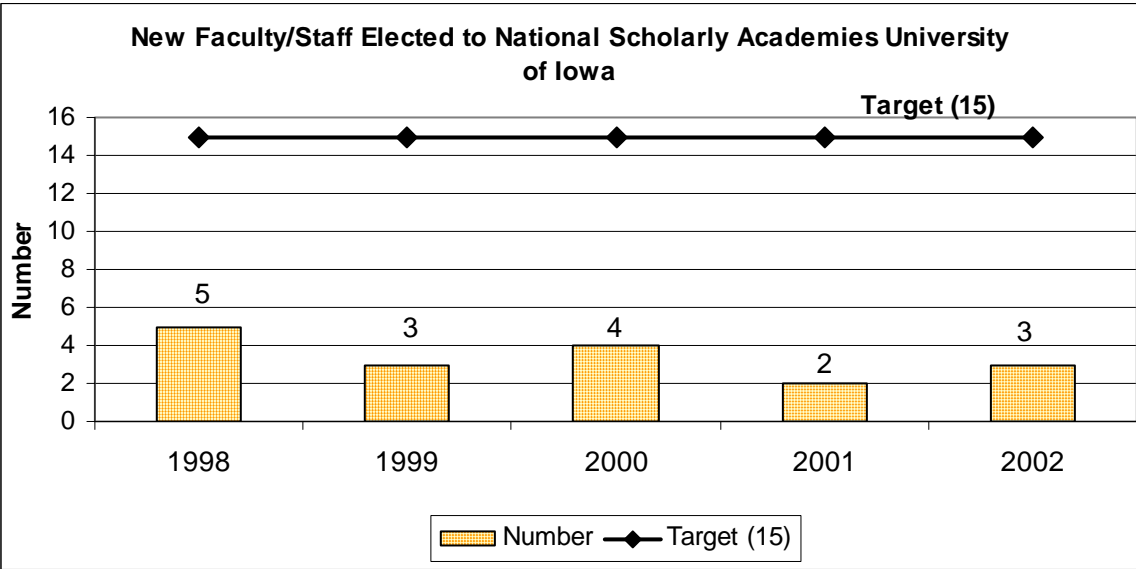


**New Faculty/Staff Elected to National Scholarly Academies  
Performance Indicator #59a**

**University of Iowa**

The quality of an institution’s faculty is the most important measure of its strength. There are four primary national scholarship academies that extend invitations to outstanding faculty to join their associations. The number of memberships in these academies provides an important indicator of the quality of an institution.

<b>Year</b>	<b>New</b>	<b>Cumulative</b>
1998	5	NA
1999	3	NA
2000	4	0
2001	2	4
2002	3	6
Target	15	

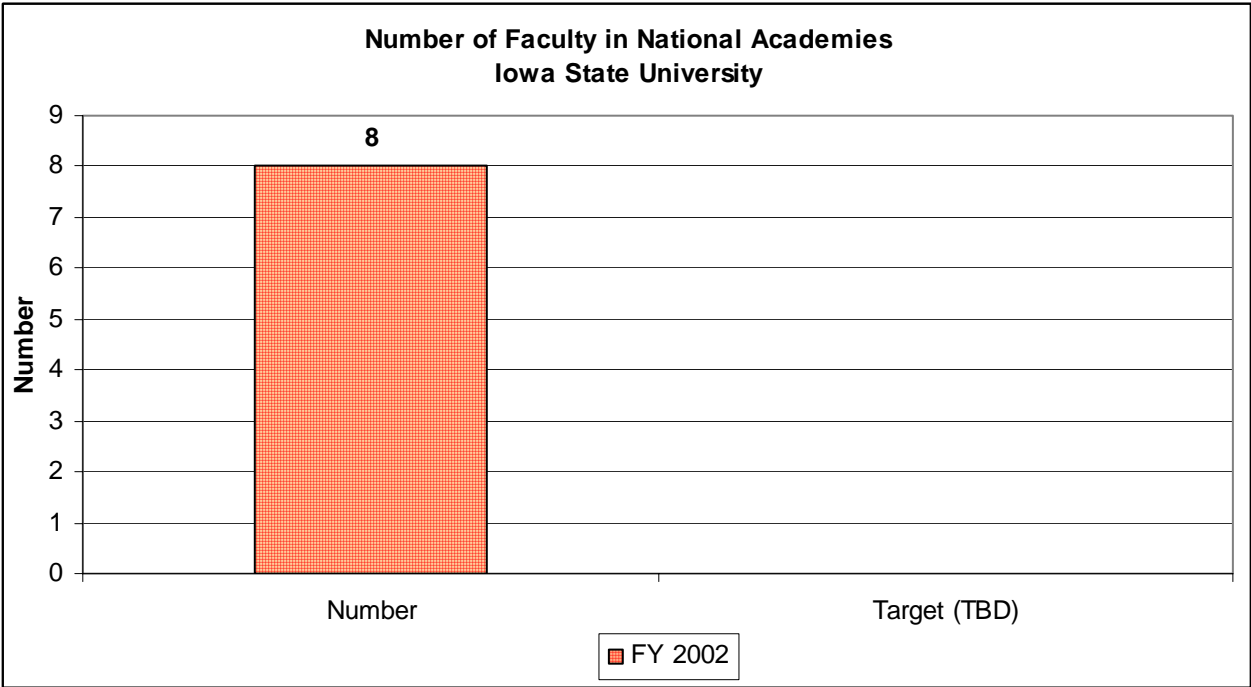


**Number of Faculty in National Academies  
(National Academy of Sciences, National Academy of Engineering,  
Institute of Medicine, American Academy of Arts and Sciences)  
Performance Indicator #59b**

**Iowa State University**

This performance indicator is an important measure of institutional quality used by the National Research Council and the Association of American Universities.

<b>Year</b>	<b>Number</b>
FY 2002	8
Target	TBD

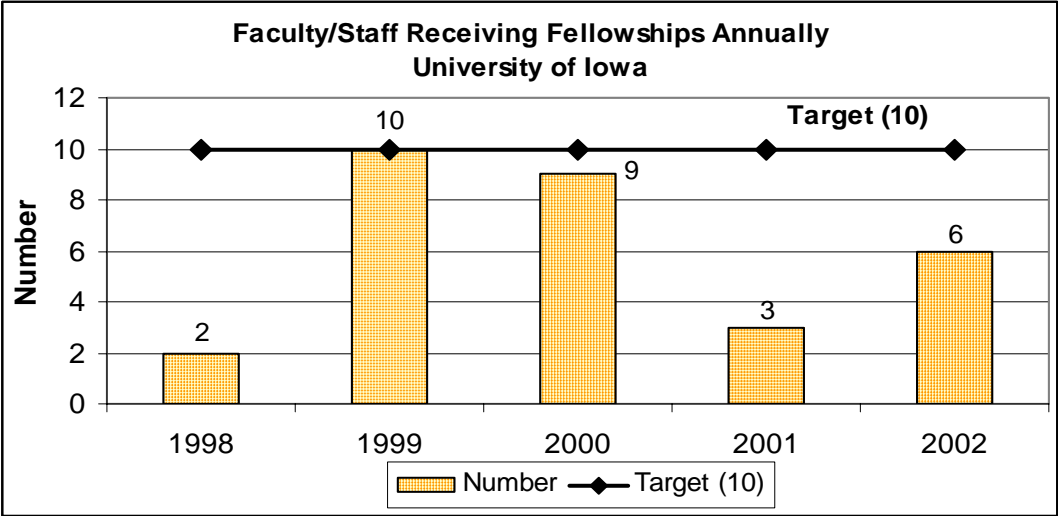


**Faculty/Staff Receiving Guggenheim, Fulbright,  
NEH, and NEA Fellowships Annually  
Performance Indicator #60a**

**University of Iowa**

In addition to memberships in national scholarship academies, which are usually awarded after extensive and significant contributions in certain disciplines, there are other awards and appointments that highlight the achievements of faculty in areas like social science, humanities, and the arts. This indicator includes four such awards and, when combined with the memberships in national scholarship academies, provides a more comprehensive look at the accomplishment of the University's faculty.

Year	Number
1998	2
1999	10
2000	9
2001	3
2002	6
Target	10

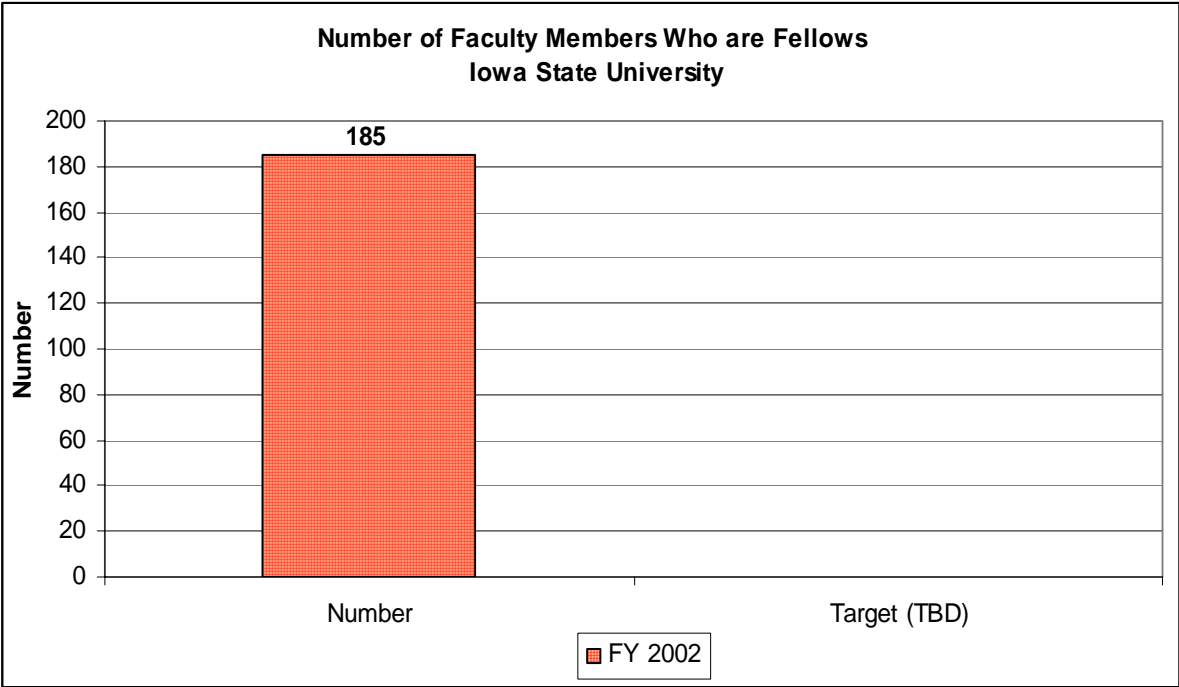


**Number of Faculty Members Who Are Fellows of  
National and International Scientific/Disciplinary Associations  
Performance Indicator #60b**

**Iowa State University**

This is an important measure of institutional quality used by the National Research Council and the American Association of American Universities.

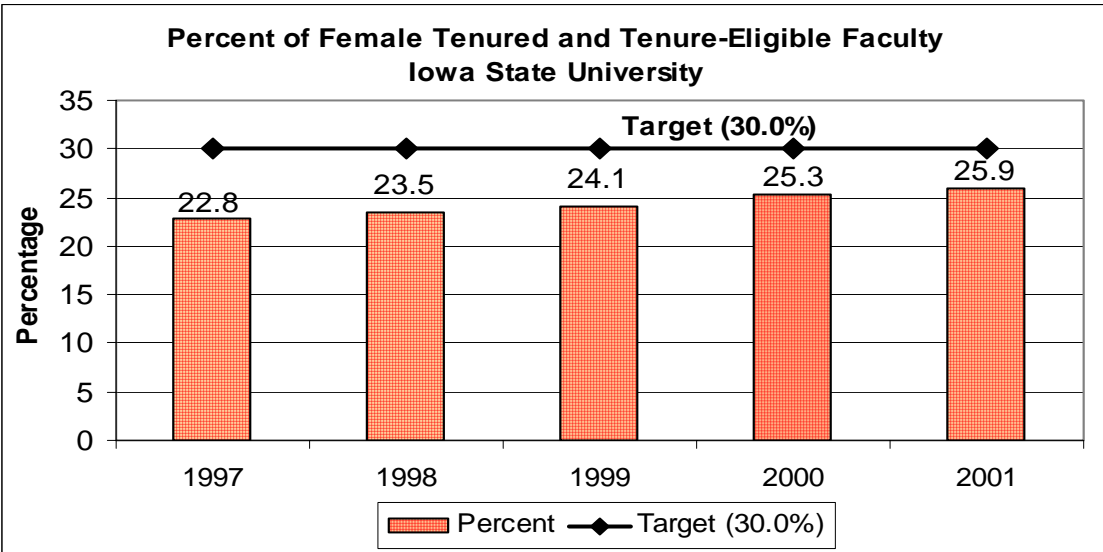
Year	Number	Number of Societies
FY 2002	185	254
Target	TBD	



**Percent of Female Tenured and Tenure-Eligible Faculty  
Performance Indicator #61**

**Iowa State University**

<b>Year</b>	<b>Number</b>	<b>Percent</b>
1997	325	22.8%
1998	338	23.5%
1999	343	24.1%
2000	361	25.3%
2001	361	25.9%
Target		30.0%



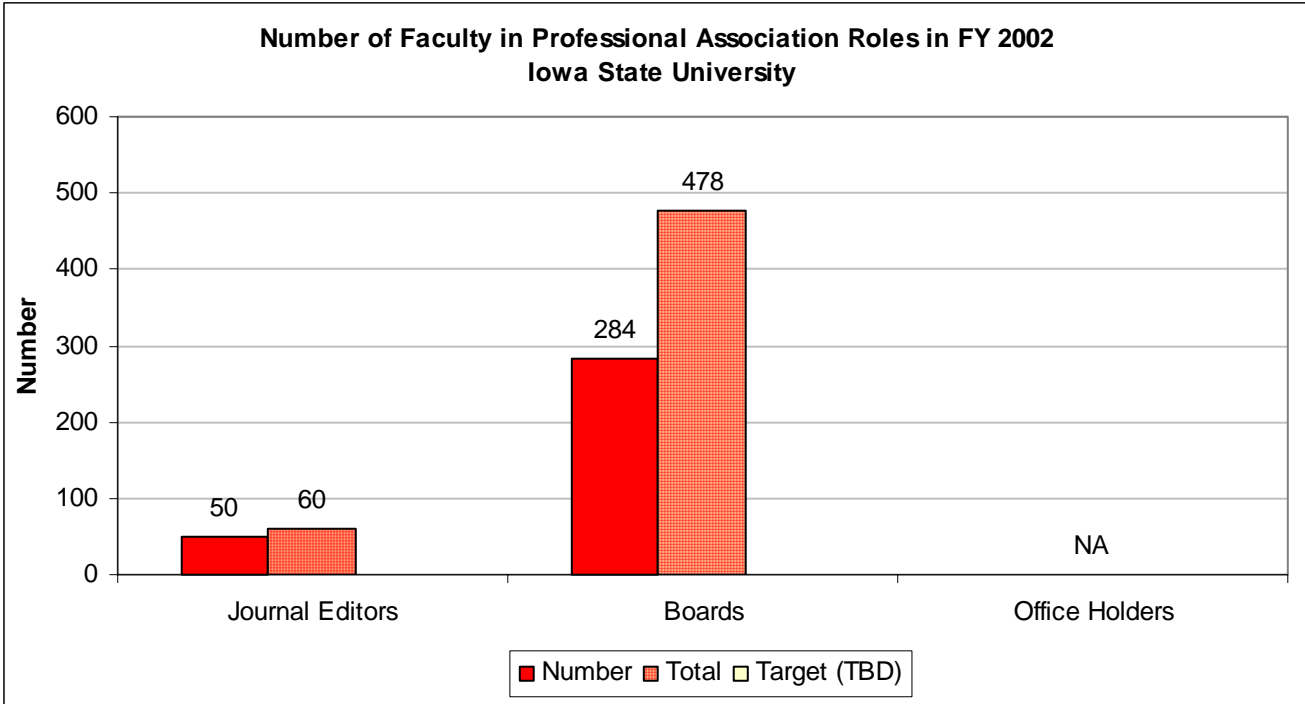


**Number of Faculty Participating in a Variety of Roles  
In Professional Associations  
Performance Indicator #62**

**Iowa State University**

This is an important measure of institutional quality used by the National Research Council and the American Association of American Universities.

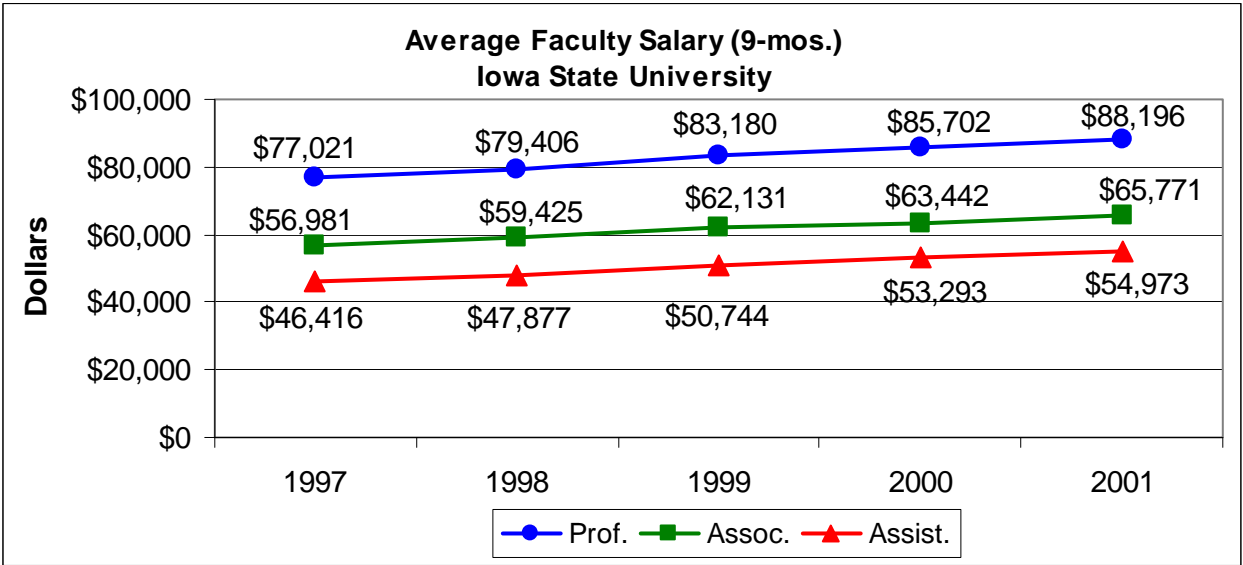
Year	Roles	Number	Number of Journals/Boards
FY 2002	Journal Editors	50	60
	Editorial/Advisory Boards	284	478
	Office Holders	NA	NA
Target		TBD	



**Average Faculty Salary by Rank  
(based on 9-month contract)  
Performance Indicator #63a**

**Iowa State University**

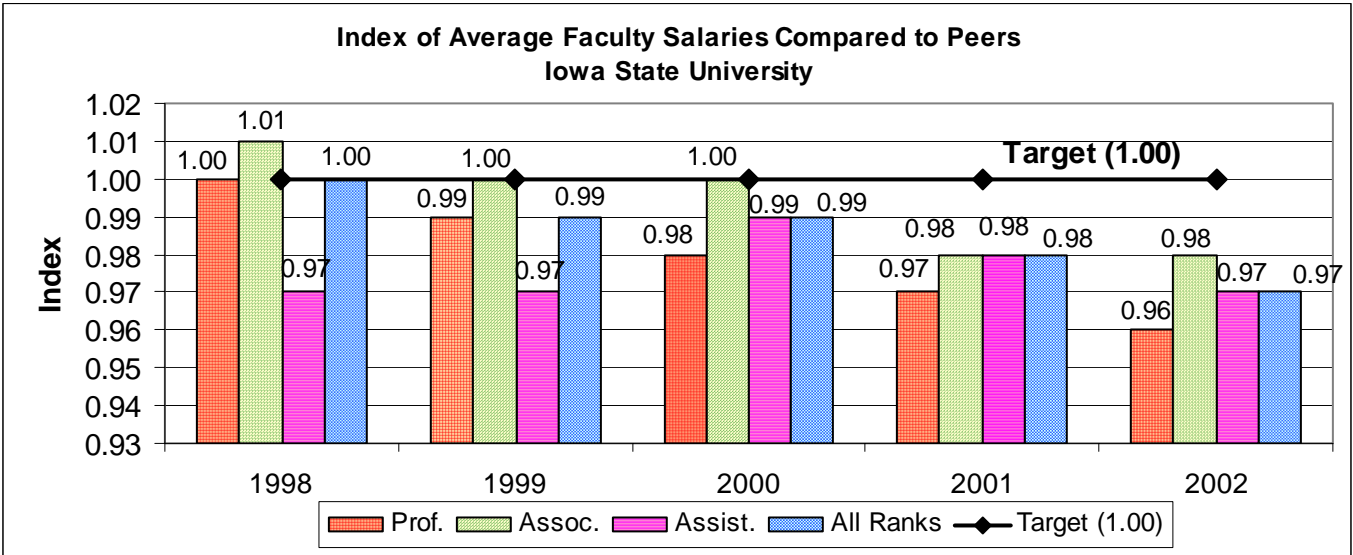
Year	Professor	Associate Professor	Assistant Professor
1997-1998	\$77,021	\$56,981	\$46,416
1998-1999	\$79,406	\$59,425	\$47,877
1999-2000	\$83,180	\$62,131	\$50,744
2000-2001	\$85,702	\$63,442	\$53,293
2001-2002	\$88,196	\$65,771	\$54,973



**Index of Average Iowa State University Faculty Salaries  
Compared to Peer Land Grant Universities  
Performance Indicator #63b**

**Iowa State University**

<b>Rank</b>	<b>FY 1998</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>
Professor	1.00	0.99	0.98	0.97	0.96
Associate Professor	1.01	1.00	1.00	0.98	0.98
Assistant Professor	0.97	0.97	0.99	0.98	0.97
All Ranks	1.00	0.99	0.99	0.98	0.97
Target	1.00	1.00	1.00	1.00	1.00

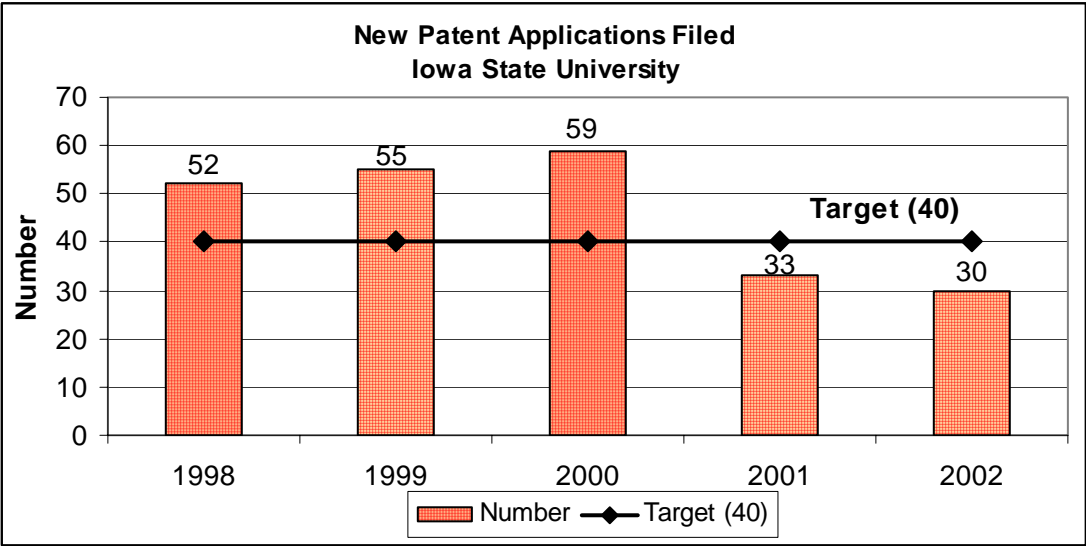


**New Patent Applications Filed  
Performance Indicator #64**

**Iowa State University**

This performance indicator replaces several items from the previous set of performance indicators pertaining to licensing new technologies and provides a more accurate view of the amount of technology transfer with economic potential that occurs.

<b>Year</b>	<b>Number</b>
FY 1998	52
FY 1999	55
FY 2000	59
FY 2001	33
FY 2002	30
Target	40

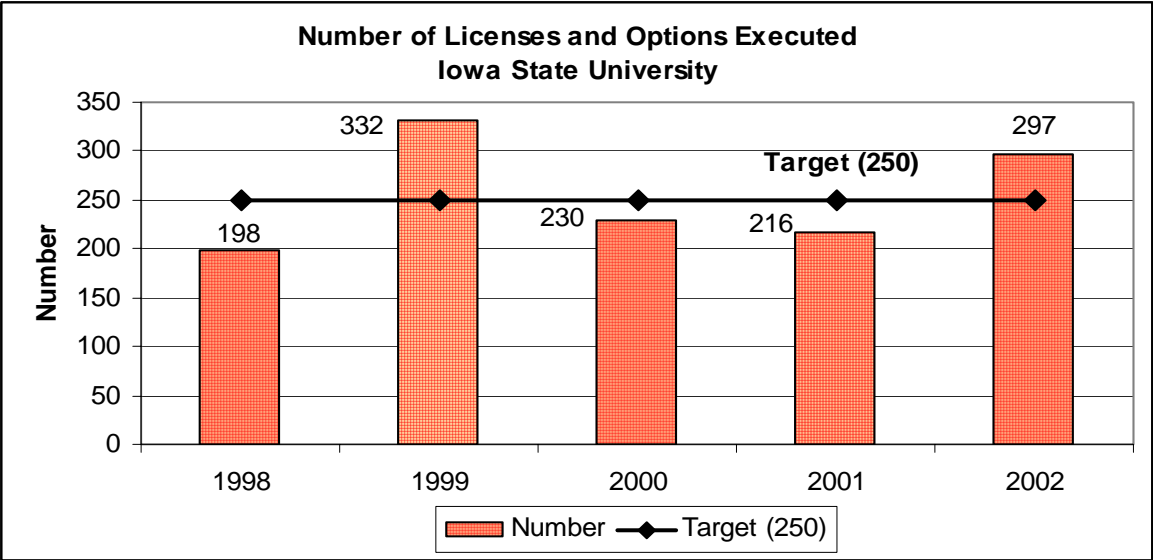


**Number of Licenses and Options Executed  
Performance Indicator #65**

**Iowa State University**

This performance indicator replaces several items from the previous set of performance indicators pertaining to licensing new technologies and provides a more accurate view of the amount of technology transfer with economic potential that occurs.

<b>Year</b>	<b>Number</b>
FY 1998	198
FY 1999	332
FY 2000	230
FY 2001	216
FY 2002	297
Target	250



## INSTITUTIONAL DIVERSITY

### All Regent Institutions

- Racial/Ethnic Composition of Student, Faculty, and Staff Populations in Percentages (#41)

Pages 79-83

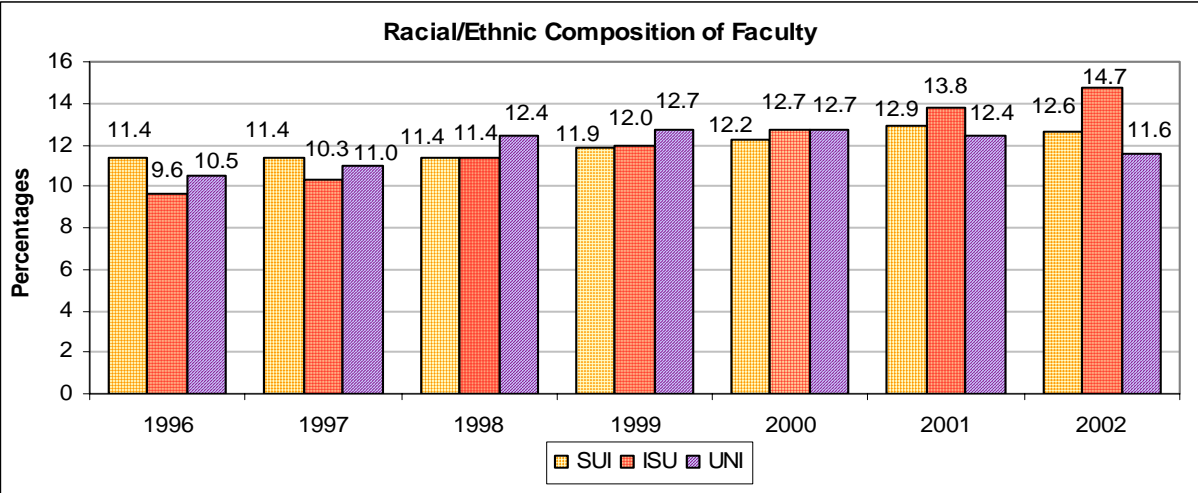
Diversity is the third Key Result Area of the Board of Regents' strategic plan. The Board has established a goal for Regent institutions to have a student body that is 8.5% racially/ethnically diverse. Recognizing their distinct missions and student populations, Iowa School for the Deaf and Iowa Braille and Sight Saving School add a category on protected classes.

The Regent universities, with one exception, began compiling data in 1994-95 on percentages of students, faculty, Professional & Scientific staff, and merit staff who were identified as being from an underrepresented racial or ethnic group. By 1997-98, each university began to report targets for each group. The SUI target for students exceeded the 8.5% set by the Regents and SUI, ISU, and UNI have established targets over 8.5% for faculty. The data indicate that the universities have met some of their targets. Increasing the student percentage has been the most difficult target to meet.

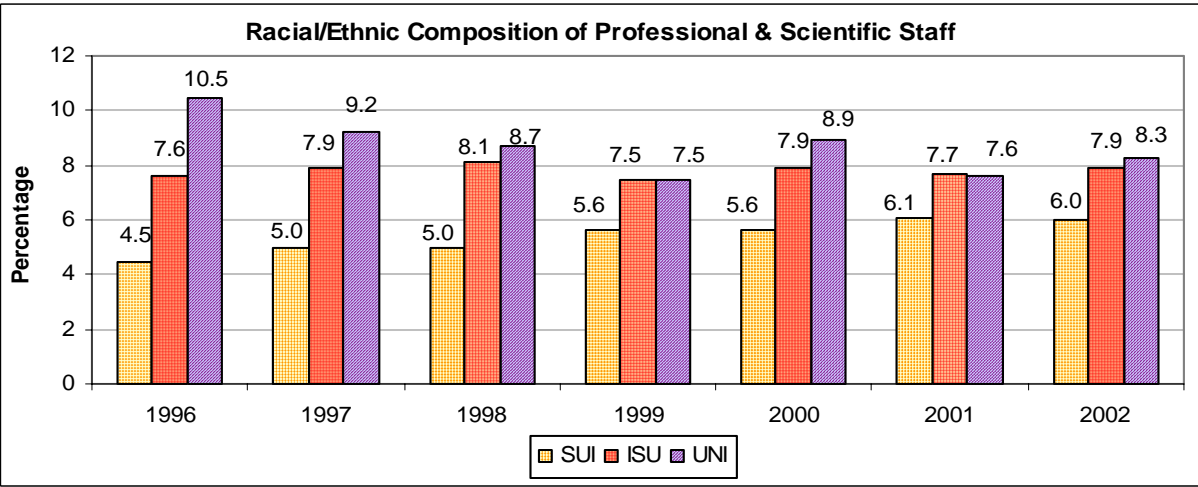
The number of students at both the special schools is much smaller than the universities. (See Common Data Set #38 for Fall Enrollment figures.) To reflect their missions, i.e., the special populations they serve, the special schools report data in two categories. The first category is racial and ethnic minorities (number and percentage) of students, faculty, and staff. The second category is the number and percentages of students, faculty, and staff who are in a "protected class," either hearing or visually impaired.



**Faculty.** During the seven years covered in the data tables, the racial/ethnic minority faculty percentage has increased at the University of Iowa (from 11.4% in 1996 to 12.6% in 2002) and at Iowa State University (from 9.6% in 1996 to 14.7% in 2002). The percentage of minority faculty at the University of Northern Iowa has increased from 10.5% in 1996 to 11.6% in 2002. The Fall 2002 Tenure Report indicates that there are 749 minority faculty at Regent universities, a decrease of 76 from the prior year.

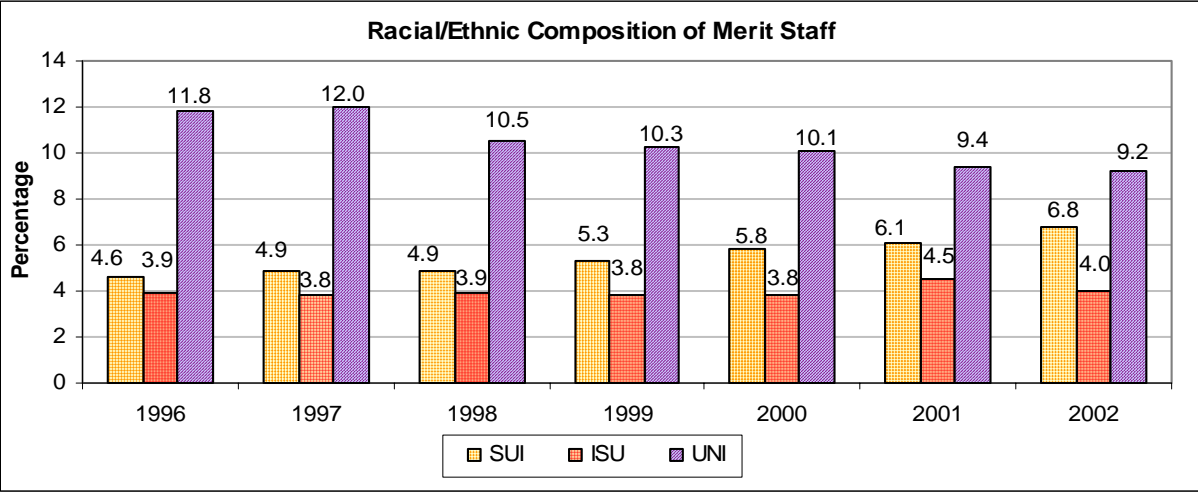


**Professional & Scientific Staff (P&S).** The range of percentages of P&S staff over the past seven years has been: SUI, increased from 4.5% in 1996 to 6.0% in 2002; ISU, increased from 7.6% in 1996 to 7.9% in 2002; and UNI, decreased from 10.5% in 1996 to 8.3% in 2002.





**Merit.** The general percentage trend for racial/ethnic merit employees has been increasing. During the years this has been tracked, SUI has increased from 4.6% in 1996 to 6.8% in 2002. ISU has increased from 3.9% in 1996 to 4.0% in 2002. The University of Northern Iowa has had the highest percentage of racial/ethnic minority merit employees. Its percentage has ranged from 9.2% to 12.0%, although there have been decreases every year since 1997.



**Racial/ethnic composition of student, faculty, and staff populations in percentages**

University of Iowa			Iowa State University			University of Northern Iowa		
<u>95-96</u>			<u>95-96</u>			<u>95-96</u>		
Students	9.2%		Students	6.6%		Students	4.4%	
Faculty	11.4%		Faculty	9.6%		Faculty	10.5%	
P & S	4.5%		P & S	7.6%		P & S	10.5%	
Merit	4.6%		Merit	3.9%		Merit	11.8%	
<u>96-97</u>			<u>96-97</u>			<u>96-97</u>		
Students	9.5%		Students	6.8%		Students	4.2%	
Faculty	11.4%		Faculty	10.3%		Faculty	11.0%	
P & S	5.0%		P & S	7.9%		P & S	9.2%	
Merit	4.9%		Merit	3.8%		Merit	12.0%	
<u>97-98</u>			<u>97-98</u>			<u>97-98</u>		
Students	9.5%	<u>Targets</u>	Students	6.6%	<u>Targets</u>	Students	4.0%	<u>Targets</u>
Faculty	11.4%	12.0%	Faculty	11.4%	8.5%	Faculty	12.4%	12.0%
P & S	5.0%	13.0%	P & S	8.1%	10.0%	P & S	8.7%	10.0%
Merit	4.9%	5.3%	Merit	3.9%	10.0%	Merit	10.5%	6.0%
		5.5%			5.0%			
<u>98-99</u>			<u>98-99</u>			<u>98-99</u>		
Students	9.5%	<u>Targets</u>	Students	6.6%	<u>Targets</u>	Students	4.0%	<u>Targets</u>
Faculty	11.9%	12.0%	Faculty	12.0%	8.5%	Faculty	12.7%	12.0%
P & S	5.6%	13.0%	P & S	7.5%	10.0%	P & S	7.5%	10.0%
Merit	5.3%	5.3%	Merit	3.8%	10.0%	Merit	10.3%	6.0%
		5.5%			5.0%			
<u>99-00</u>			<u>99-00</u>			<u>99-00</u>		
Students	9.2%	<u>Targets</u>	Students	6.6%	<u>Targets</u>	Students	4.3%	<u>Targets</u>
Faculty	12.2%	12.0%	Faculty	12.7%	8.5%	Faculty	12.7%	12.0%
P & S	5.6%	14.5%	P & S	7.9%	10.0%	P & S	8.9%	10.0%
Merit	5.8%	7.5%	Merit	3.8%	10.0%	Merit	10.1%	6.0%
		7.0%			5.0%			
<u>00-01</u>			<u>00-01</u>			<u>00-01</u>		
Students	9.1%	<u>Targets</u>	Students	7.0%	<u>Targets</u>	Students	4.8%	<u>Targets</u>
Faculty	12.9%	12.0%	Faculty	13.8%	8.5%	Faculty	12.4%	12.0%
P & S	6.1%	14.5%	P & S	7.7%	10.0%	P & S	7.6%	10.0%
Merit	6.1%	7.5%	Merit	4.5%	10.0%	Merit	9.4%	6.0%
		7.0%			5.0%			
<u>01-02</u>			<u>01-02</u>			<u>01-02</u>		
Students	8.9%	<u>Targets</u>	Students	7.3%	<u>Targets</u>	Students	5.2%	<u>Targets</u>
Faculty	12.6%	12.0%	Faculty	14.7%	8.5%	Faculty	11.6%	12.0%
P & S	6.0%	14.5%	P & S	7.9%	15.0%	P & S	8.3%	10.0%
Merit	6.8%	7.5%	Merit	4.0%	10.0%	Merit	9.2%	6.0%
		7.0%			5.0%			

Board goal for student diversity is 8.5%; SUI goal for student diversity is 12.0%

The Iowa School for the Deaf and the Iowa Braille and Sight Saving School report data in two categories. The first category is racial and ethnic minority (number and percent) students, faculty, and staff. The second category is the number and percentages of students, faculty, and staff who are in a “protected class,” either hearing or visually impaired.

Related Action Step – 3.1.2.3	IOWA SCHOOL FOR THE DEAF					IOWA BRAILLE & SIGHT SAVING SCHOOL				
		Racial/Ethnic Minorities		All Protected Classes*			Racial/Ethnic Minorities		All Protected Classes	
	<b>FY 96</b>					<b>FY 96</b>				
	Students	15	7%	214	100%	Students	3		54	100%
	Faculty	0	0%	6	10%	Faculty	0		31	7%
	Staff	9	8%	20	18%	Staff	1		68	1%
	<b>FY 97</b>					<b>FY 97</b>				
	Students	20	9%	225	100%	Students	3		55	100%
	Faculty	0	0%	6	10%	Faculty	0		30	6%
	Staff	8	7%	18	19%	Staff	1		72	1%
<b>FY 98</b>					<b>FY 98</b>					
Students	17	8%	189	100%	Students	5	11%	45	100%	
Faculty	0	0%	6	10%	Faculty	0	0%	2	6%	
Staff	8	7%	21	19%	Staff	0	0%	0	0%	
<b>FY 99</b>					<b>FY 99</b>					
Students	19	8%	248	100%	Students	5	13%	38	100%	
Faculty	0	0%	10	15%	Faculty	0	0%	3	9%	
Staff	11	0%	28	25%	Staff	0	0%	0	0%	
<b>FY 00</b>					<b>FY 00</b>					
Students	17	9%	267	100%	Students	4	10%	39	100%	
Faculty	0	0%	12	21%	Faculty	0	0%	3	9%	
Staff	11	10%	36	32%	Staff	0	0%	0	0%	
<b>FY 01</b>					<b>FY 01</b>					
Students	16	4.8%	329	100%	Students	3	8%	38	100%	
Faculty	0	0%	15	26%	Faculty	0	0%	2	6%	
Staff	7	7%	17	16%	Staff	0	0%	0	0%	
<b>FY 02</b>					<b>FY 02</b>					
Students	28	11.6%	241	100%	Students	2	5%	39	100%	
Faculty	0	0%	8	15%	Faculty	0	0%	3	8%	
Staff	9	6.1%	26	18%	Staff	0	0%	0	0%	

\*Includes off-campus student enrollment.

## EXPENDITURES, FINANCING, AND FUNDING

### All Regent Institutions

- State Appropriations Requested (#31) Page 85
- Percentage of Resources Reallocated Annually (#37) Page 86
- Number of Annual Contributors and Dollar Value of Contributions (in millions) (#33, except ISU, #33a and #33b) Pages 87-90
- Amount of Capital Improvement Funds Requested and Appropriated (#35) Pages 91-92
- Deferred Maintenance Backlog and Expenditures (#36) Pages 93-94

### Regent Universities

- Growth in Undergraduate Tuition and Fees (HEPI) (#32) Page 95
- Number and Dollars in Millions of Financial Aid Received By Resident Undergraduates and % of Need Met (#39, #39a) Pages 96-98
- Unit Cost Per Student (#43) Pages 99-100

To remain accountable to the citizens of Iowa, Regent institutions report annually on the revenue they receive, their fiscal management policies and practices, and their expenditures. The following common data sets and performance indicators provide either six or seven years of information.

**State Appropriations Requested  
(for Operations without amounts for salary increases)  
Common Data Set – Performance Indicator #31**

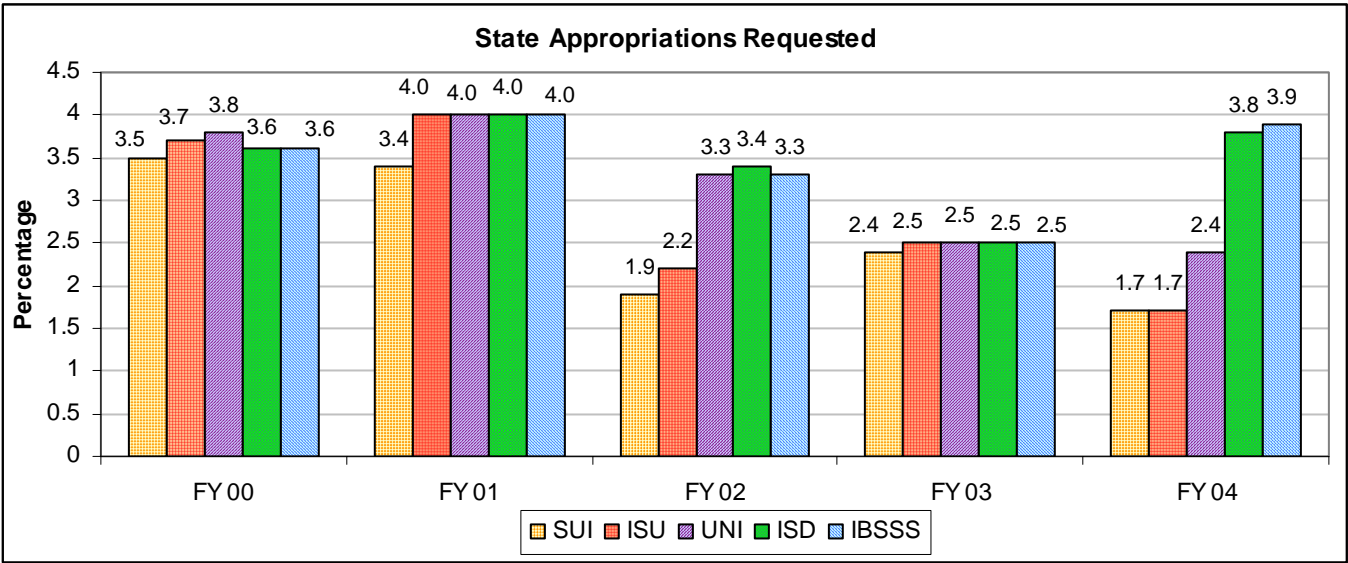
**All Regent Institutions**

The Regent institutions' appropriations requests reflect the strategic planning goals of the Board and of the institutions. The Board's Action Step 1.2.1.2 sets forth that the Board continue its long-standing practice of seeking state appropriations annually at a level at least three percentage points above the growth in the Higher Education Price Index.

The first priority of the Board is full funding of the state's salary policy from state appropriations. Since the Regent salary request for appropriations is contingent upon the salary policy adopted by the state, the appropriations requests for salaries are not included in the following percent increases.

Although some of the requested increases in state appropriations appear to be under the Board's designated target, the Board's appropriations requests with the estimated salary appropriation requests meet its target.

Year	SUI	ISU	UNI	ISD	IBSSS
95-96	4.0%	4.0%	4.0%	2.7%	3.5%
96-97	3.9%	2.9%	3.3%	2.0%	2.8%
97-98	3.0%	3.0%	3.2%	1.7%	2.2%
98-99	3.3%	3.4%	3.6%	2.9%	1.4%
99-00	3.5%	3.7%	3.8%	3.6%	3.6%
00-01	3.4%	4.0%	4.0%	4.0%	4.0%
01-02	1.9%	2.2%	3.3%	3.4%	3.3%
02-03	2.4%	2.5%	2.5%	2.5%	2.5%
03-04	1.7%	1.7%	2.4%	3.8%	3.9%



**Percentage of Resources Reallocated Annually  
Common Data Set – Performance Indicator #37**

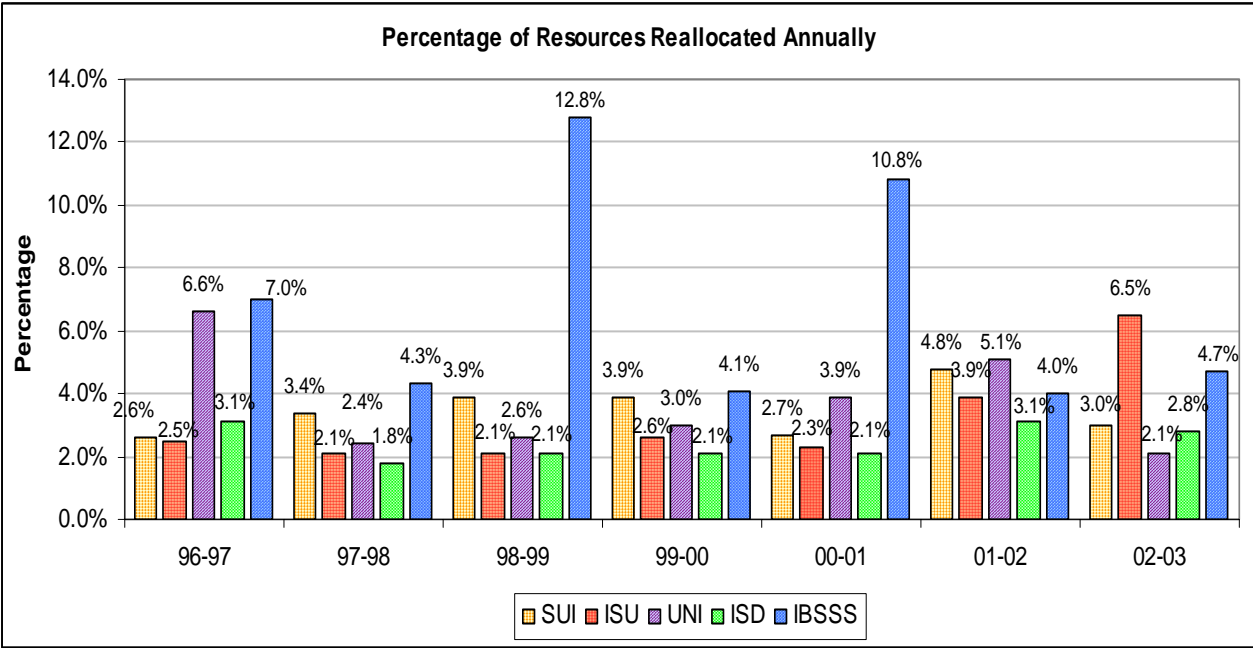
**All Regent Institutions**

In accordance with its strategic planning goals to increase effectiveness and efficiency, the Board approved a five-year program, beginning in FY 1997, requiring each Regent institution to reallocate at least two percent of its budget each year. This reallocation policy is intended to ensure that the institutions use existing resources to improve quality, but also to achieve efficiencies. This indicator is related to Action Step 1.2.1.7 of the Board's Strategic Plan.

The Regent institutions have met or exceeded the target each year as evidenced in the following table.

	<b>SUI</b>	<b>ISU</b>	<b>UNI</b>	<b>ISD</b>	<b>IBSSS</b>
96-97	2.6%	2.5%	6.6%	3.1%	7.0%
97-98	3.4%	2.1%	2.4%	1.8%	4.3%
98-99	3.9%	2.1%	2.6%	2.1%	12.8%
99-00	3.9%	2.6%	3.0%	2.1%	4.1%
00-01	2.7%	2.3%	3.9%	2.1%	10.8%
01-02	4.8%	3.9%	5.1%	3.1%	4.0%
02-03*	3.0%	6.5%	2.1%	2.8%	4.7%

\* Budgeted; includes two components: reallocations to address budget shortfalls and programmatic reallocations.



**Number of Annual Contributors and Dollar Value of Contributions  
Performance Indicator #33**

**Regent Institutions**

Each Regent institution, except Iowa State University, submits data for this indicator. The number of annual contributors and dollar value of contributions for the University of Iowa and the University of Northern Iowa are in millions and do not include contract monies. In November 2002, Iowa State University received Board approval to drop this indicator and replace it with indicators #33a and #33b.

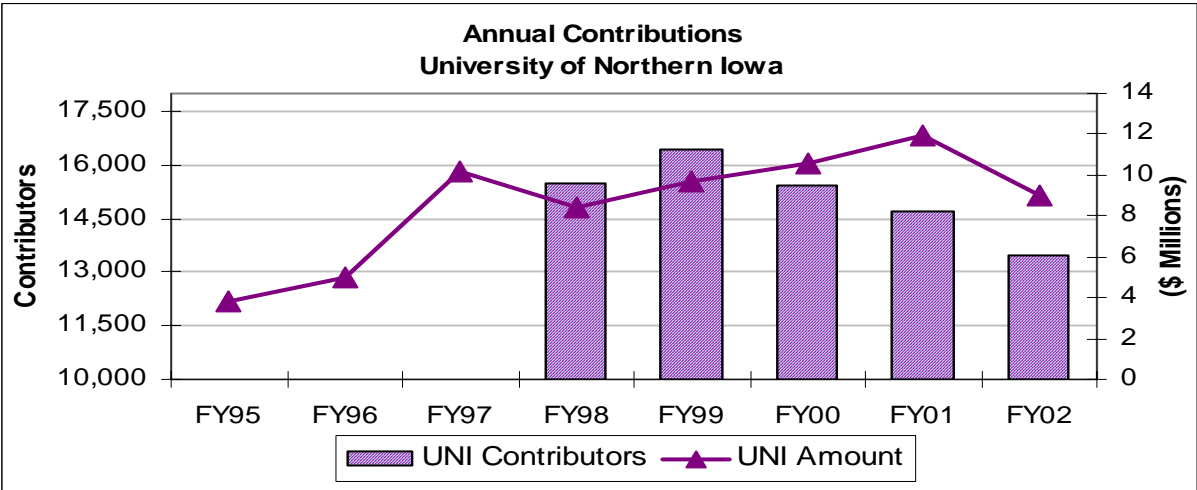
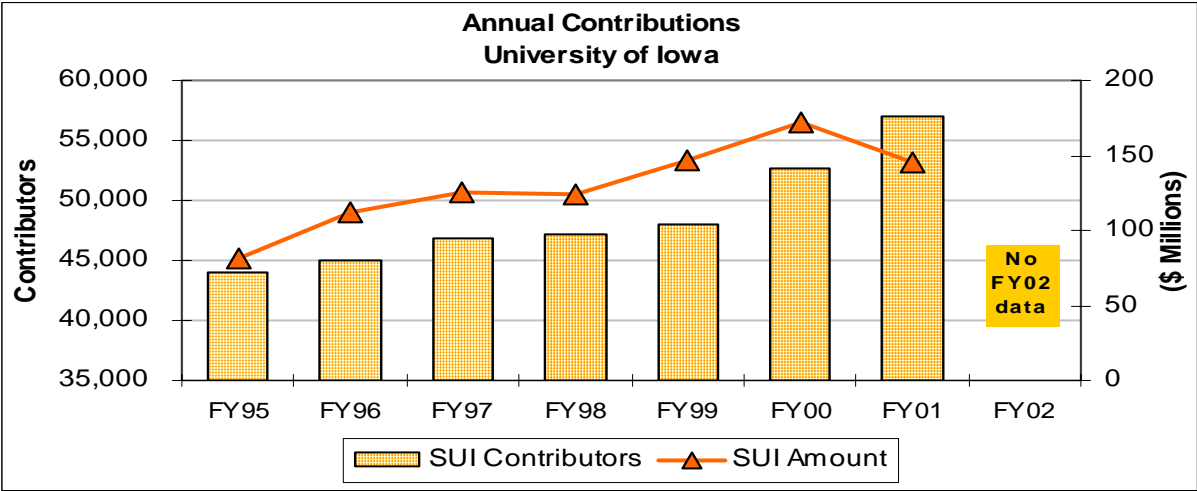
The related Board of Regents Strategic Plan Action Step is 1.2.1.4, "each institution increase funding from private sources."

University of Iowa			University of Northern Iowa		
	<u>No. of Con.</u>	<u>Amount</u>		<u>No. of Con.</u>	<u>Amount</u>
94-95	44,000	\$ 82.0 m	94-95	NC	\$ 3.8 m
95-96	45,077	\$112.1 m	95-96	NC	\$ 5.0 m
96-97	46,911	\$125.6 m	96-97	NC	\$10.2 m
97-98	47,191	\$123.6 m	97-98	15,480	\$ 8.4 m
98-99	48,017	\$147.0 m	98-99	16,410	\$ 9.7 m
99-00	52,602	\$171.8 m	99-00	15,441	\$10.6 m
00-01	56,931	\$145.1 m	00-01	14,726	\$11.9 m
01-02	NP	NP	01-02	13,473	\$9.2 m
Target	50,000	\$200.0 m	Target	17,000	\$12.9 m

Iowa School for the Deaf <sup>2</sup>			Iowa Braille & Sight Saving School		
	<u>No.</u>	<u>Amount</u>		<u>No.</u>	<u>Amount</u>
FY 96	24	\$26,433	FY 96	26	\$190,888
FY 97	215	\$22,637	FY 97	37	\$ 12,560
FY 98	106	\$13,017	FY 98	21	\$ 8,429
FY 99	327	\$65,174	FY 99	25	\$ 23,541
FY 00	350	\$283,582	FY 00	24	\$ 23,508
FY 01	182	\$1,192,273	FY 01	40	\$ 26,368
FY 02	290	\$2,162,565	FY 02	32	\$ 55,354
[These are ISD Foundation figures; the number is the number of contributors to the ISD Foundation; the FY is the calendar year.]					

No graph is prepared for the two special schools.

<sup>2</sup> The FY 2000 appropriation for Iowa School for the Deaf includes \$3.2 million for the Recreation Complex.



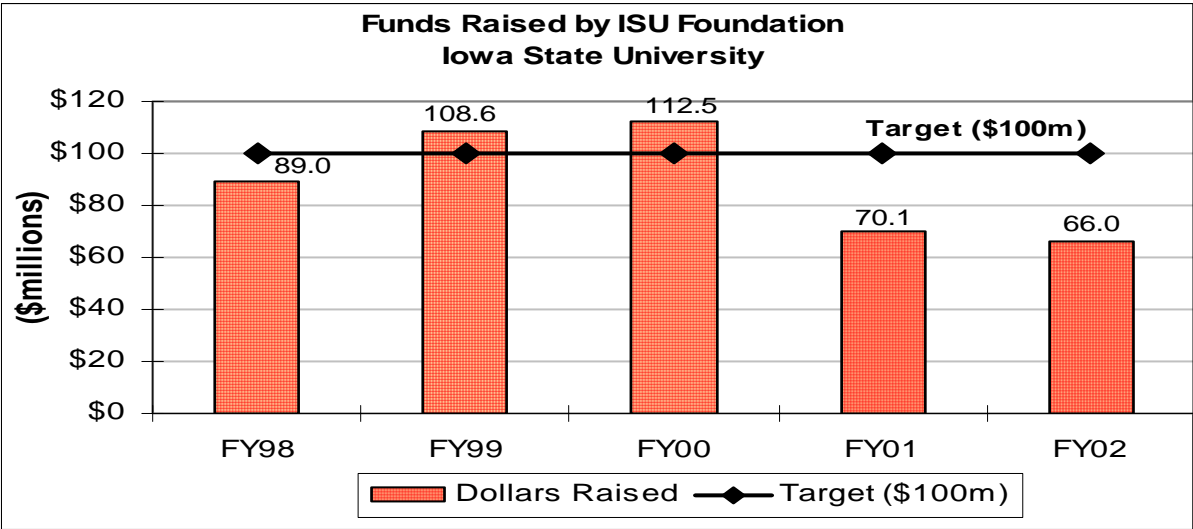


**Dollars Raised on Behalf of Iowa State University by the Iowa State Foundation  
(formerly Private Gift Income, #33)  
Performance Indicator #33a**

**Iowa State University**

In November 2002, Iowa State University received Board approval to change the focus of this performance indicator.

<b>Year</b>	<b>Amount</b>
FY 1998	\$ 89.0 m
FY 1999	\$108.6 m
FY 2000	\$112.5 m
FY 2001	\$ 70.1 m
FY 2002	\$ 66.0 m
Target	\$100.0 m

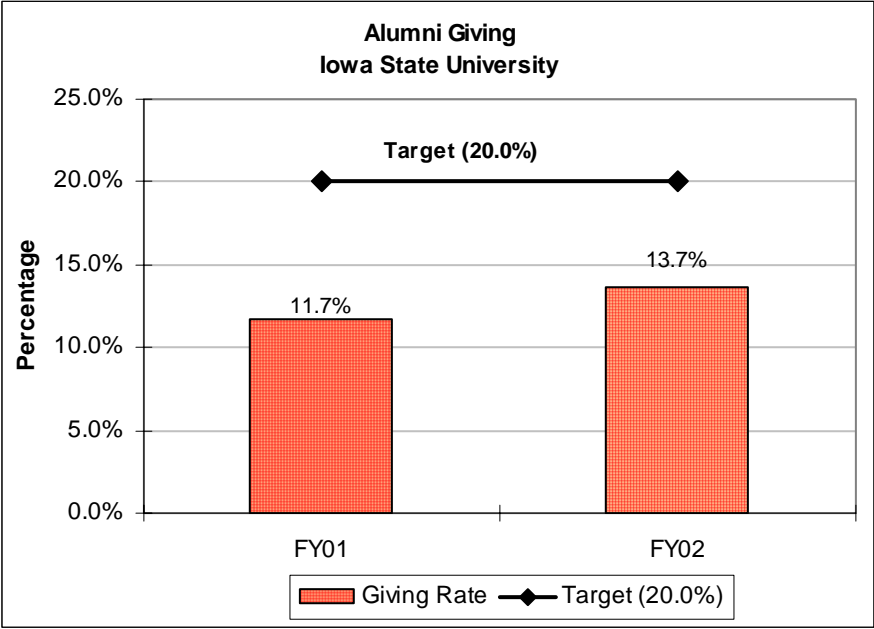


**Percentage of Living Alumni Who Made Gifts to the Iowa State Foundation  
to Support Iowa State University  
(formerly Alumni Gift Income, #33)  
Performance Indicator #33b**

**Iowa State University**

In November 2002, Iowa State University received Board approval to change the focus of this performance indicator from the amount contributed by alumni to the percentage of alumni who contributed to the support of the University through the Foundation. This performance indicator measures alumni loyalty and participation in the University's quest for excellence.

Year	Rate
FY 2001	11.7%
FY 2002	13.7%
Target	20.0%



**Amount of Capital Improvement Funds Requested and Appropriated  
Common Data Set – Performance Indicator #35**

**All Regent Institutions**

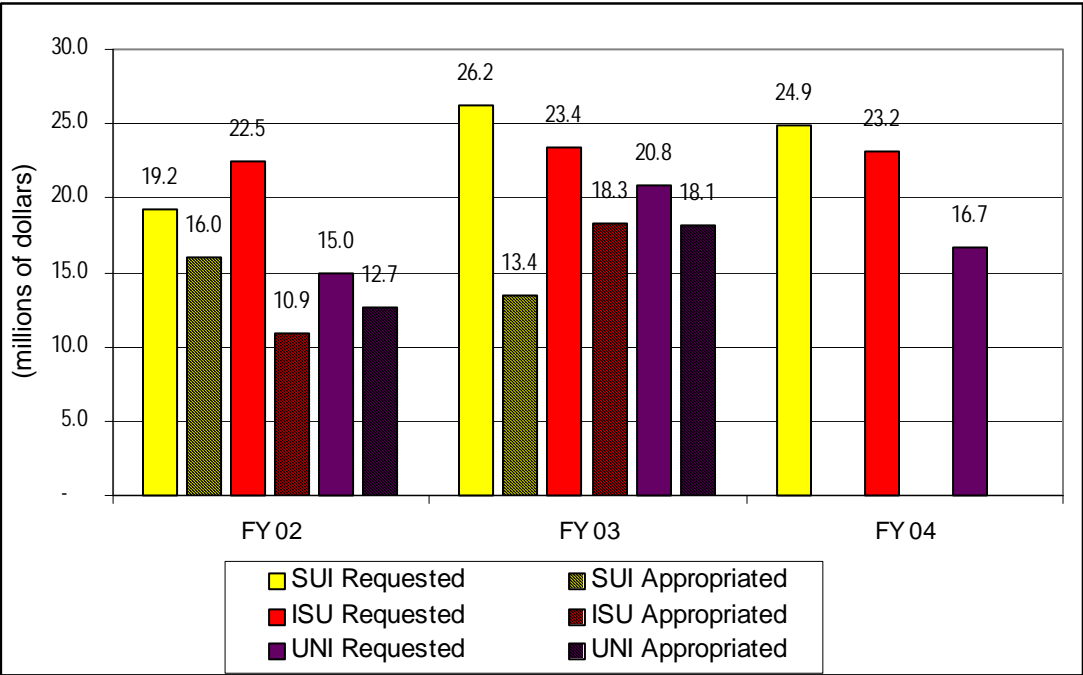
Each year, the Board of Regents requests capital funding for the Regent institutions, in accordance with Action Steps 1.2.1.3 and 4.3.3.1 of the Board’s Strategic Plan. The graphs represent the annual capital requests since FY 1996 on behalf of each institution. Funds were not requested for the universities for fiscal years 1998 through 2000 in accord with understandings reached during the 1997 legislative session.

Since FY 1997, funds for most projects have been appropriated over a three- or four-year period. The graphs include the total amount appropriated in the first year of each appropriation.

Amounts for FY 04 have not been appropriated yet (N/A).

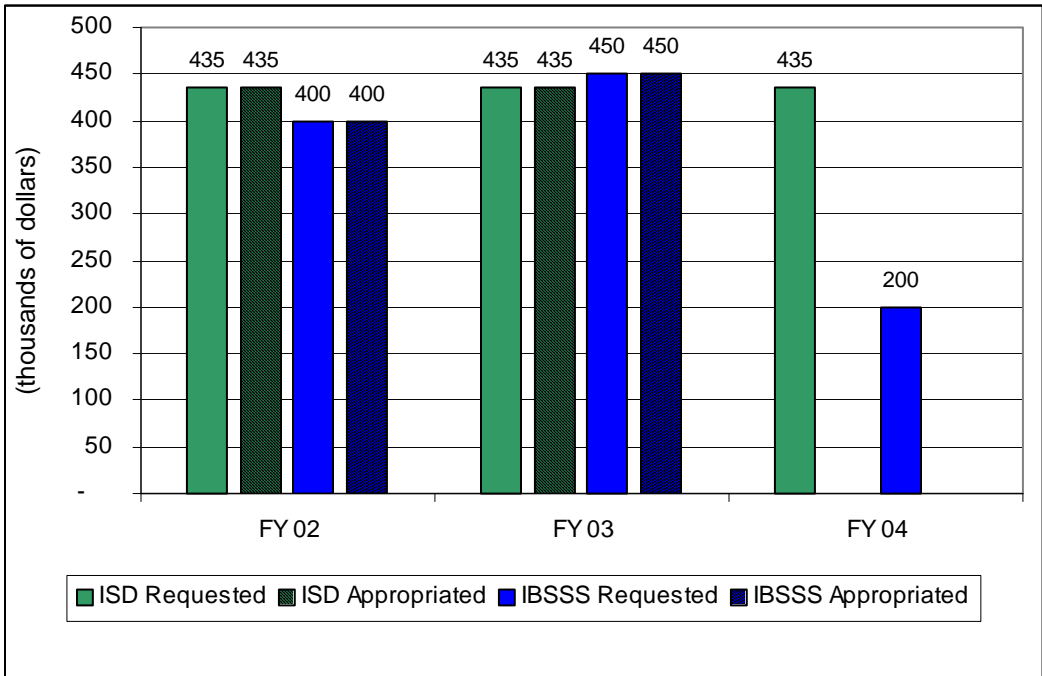
Year	SUI		ISU		UNI	
	Requested	Approp.	Requested	Approp.	Requested	Approp.
95-96	\$17.8 m	\$2.0 m	\$29.5 m	\$2.0 m	\$ 6.8 m	\$3.0 m
96-97	\$37.4 m	\$33.3 m	\$30.6 m	\$26.3 m	\$ 9.1 m	\$6.5 m
97-98	\$00.0 m	\$27.0 m	\$00.0 m	\$30.3 m	\$ 0.0 m	\$12.9 m
98-99	\$00.0 m	\$00.0 m	\$00.0 m	\$00.0 m	\$ 0.0 m	\$00.0 m
99-00	\$00.0 m	\$00.0 m	\$00.0 m	\$00.0 m	\$ 0.0 m	\$00.0 m
00-01	\$27.7 m	\$14.7 m	\$29.7 m	\$11.3 m	\$18.9 m	\$16.9 m
01-02	\$19.2 m	\$16.0 m	\$22.5 m	\$10.9 m	\$15.0 m	\$12.7 m
02-03	\$26.2 m	\$13.4 m	\$23.4 m	\$18.3 m	\$20.8 m	\$18.1 m
03-04	\$24.9 m	N/A	\$23.2 m	N/A	\$16.7 m	N/A

Amount of Capital Improvement Funds Requested and Appropriated



Year	ISD		IBSSS	
	Requested	Approp.	Requested	Approp.
95-96	\$502,000	\$50,000	\$341,000	\$341,000
96-97	\$280,000	0	\$60,000	0
97-98	0	\$110,000	0	\$95,000
98-99	\$260,000	\$260,000	\$75,000	\$75,000
99-00	\$3,800,000	\$3,800,000	\$635,000	\$635,000
00-01	\$435,000	\$250,000	\$490,000	0
01-02	\$435,000	\$435,000	\$400,000	\$400,000
02-03	\$435,000	\$435,000	\$450,000	\$450,000
03-04	\$435,000		\$200,000	

Amount of Capital Improvement Funds Requested and Appropriated



**Deferred Maintenance Backlog and Expenditures  
Common Data Set – Performance Indicator #36**

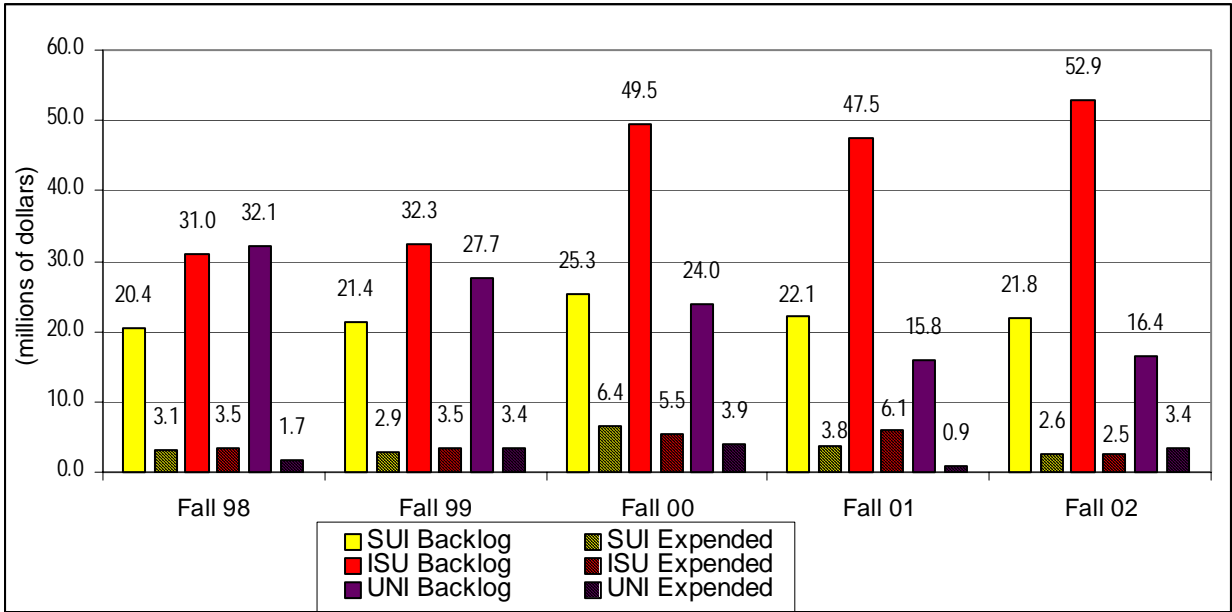
**All Regent Institutions**

The graphs below highlight institutional assessments as to the amount of deferred maintenance in general fund buildings and utilities. These amounts are included in the annual reports on deferred maintenance presented to the Board in November of each year in accordance with Action Step 4.3.1.1 of the Board’s Strategic Plan. The sums do not include the amount of deferred maintenance that would be corrected in major renovation projects included on the Board’s Five-Year Capital Program.

Expenditures to correct deferred maintenance are also shown. These expenditures do not include the funds expended, as part of major renovation projects, to correct deferred maintenance.

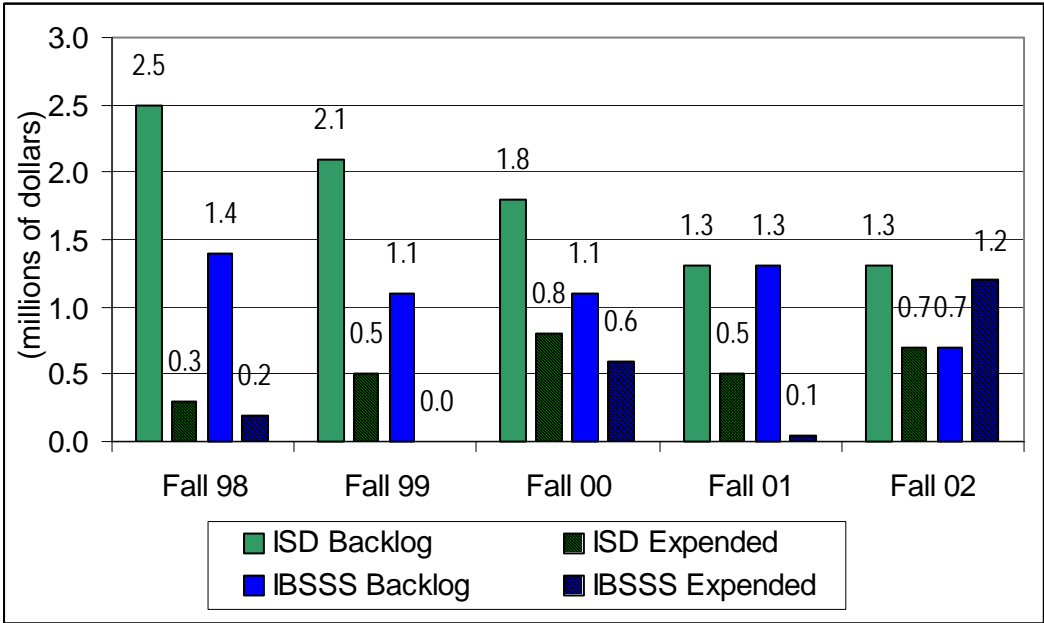
University of Iowa		Iowa State University		University of Northern Iowa				
Backlog	Expended	Backlog	Expended	Backlog	Expended			
Fall 94	\$23.0 m (FY 94)	\$2.9 m	Fall 94	\$41.4 m (FY 94)	\$1.8 m	Fall 94	\$16.1 m (FY 94)	\$1.5 m
Fall 95	\$22.4 m (FY 95)	\$4.9 m	Fall 95	\$26.2 m (FY 95)	\$7.8 m	Fall 95	\$17.8 m (FY 95)	\$1.7 m
Fall 96	\$19.0 m (FY 96)	\$6.6 m	Fall 96	\$28.7 m (FY 96)	\$6.9 m	Fall 96	\$20.4 m (FY 96)	\$2.6 m
Fall 97	\$13.4 m (FY 97)	\$3.3 m	Fall 97	\$32.5 m (FY 97)	\$3.0 m	Fall 97	\$32.4 m (FY 97)	\$2.3 m
Fall 98	\$20.4 m (FY 98)	\$3.1 m	Fall 98	\$31.0 m (FY 98)	\$3.5 m	Fall 98	\$32.1 m (FY 98)	\$1.7 m
Fall 99	\$21.4 m (FY 99)	\$2.9 m	Fall 99	\$32.3 m (FY 99)	\$3.5 m	Fall 99	\$27.7 m (FY 99)	\$3.4 m
Fall 00	\$25.3 m (FY 00)	\$6.4 m	Fall 00	\$49.5 m (FY 00)	\$5.5 m	Fall 00	\$24.0 m (FY 00)	\$3.9 m
Fall 01	\$22.1 m (FY 01)	\$3.8 m	Fall 01	\$47.5 m (FY 01)	\$6.1 m	Fall 01	\$15.8 m (FY 01)	\$0.9 m
Fall 02	\$21.8 m (FY 02)	\$2.6 m	Fall 02	\$52.9 m (FY 02)	\$2.5 m	Fall 02	\$16.4 m (FY 02)	\$3.4 m

Deferred Maintenance Backlog and Expenditures



ISD			IBSSS		
	Backlog	Expended		Backlog	Expended
Fall 94	\$1.6 m (FY 94)	\$0.1 m	Fall 94	\$0.4 m (FY 94)	\$0.1 m
Fall 95	\$1.4 m (FY 95)	\$0.1 m	Fall 95	\$0.4 m (FY 95)	\$0.0 m
Fall 96	\$1.4 m (FY 96)	\$0.2 m	Fall 96	\$1.1 m (FY 96)	\$0.2 m
Fall 97	\$2.0 m (FY 97)	\$0.1 m	Fall 97	\$0.9 m (FY 97)	\$0.1 m
Fall 98	\$2.5 m (FY 98)	\$0.3 m	Fall 98	\$1.4 m (FY 98)	\$0.2 m
Fall 99	\$2.1 m (FY 99)	\$0.5 m	Fall 99	\$1.1 m (FY 99)	\$0.0 m
Fall 00	\$1.8 m (FY 00)	\$0.8 m	Fall 00	\$1.1 m (FY 00)	\$0.6 m
Fall 01	\$1.3 m (FY 01)	\$0.5 m	Fall 01	\$1.3 m (FY 01)	\$0.05 m
Fall 02	\$1.3 m (FY 02)	\$0.7 m	Fall 02	\$0.7 m (FY 02)	\$1.2 m

Deferred Maintenance Backlog and Expenditures  
Special Schools



**Growth in Undergraduate Tuition and Fees  
Performance Indicator #32**

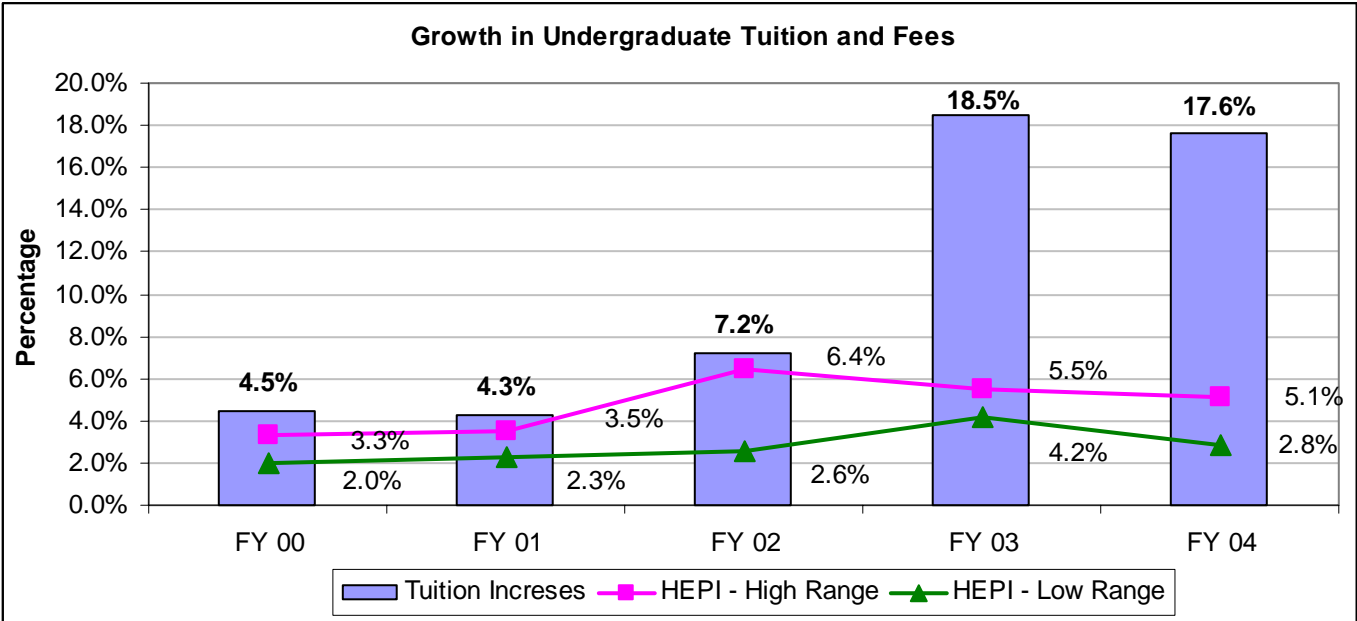
**Regent Universities**

The Board's tuition policy states that resident undergraduate tuition at the Regent universities shall be set annually to keep pace with the Higher Education Price Index (HEPI) and to provide support to finance university programs at levels sufficient to implement the Board's aspirations for excellence as outlined in the Board's Strategic Plan, Action Step 1.2.1.3.

To achieve the aspirations outlined in the Board and the institutional strategic plans, it is necessary for the Board to assure that the funding base is diverse and consistent with the Board's aspirations of becoming the best public education enterprise in the United States.

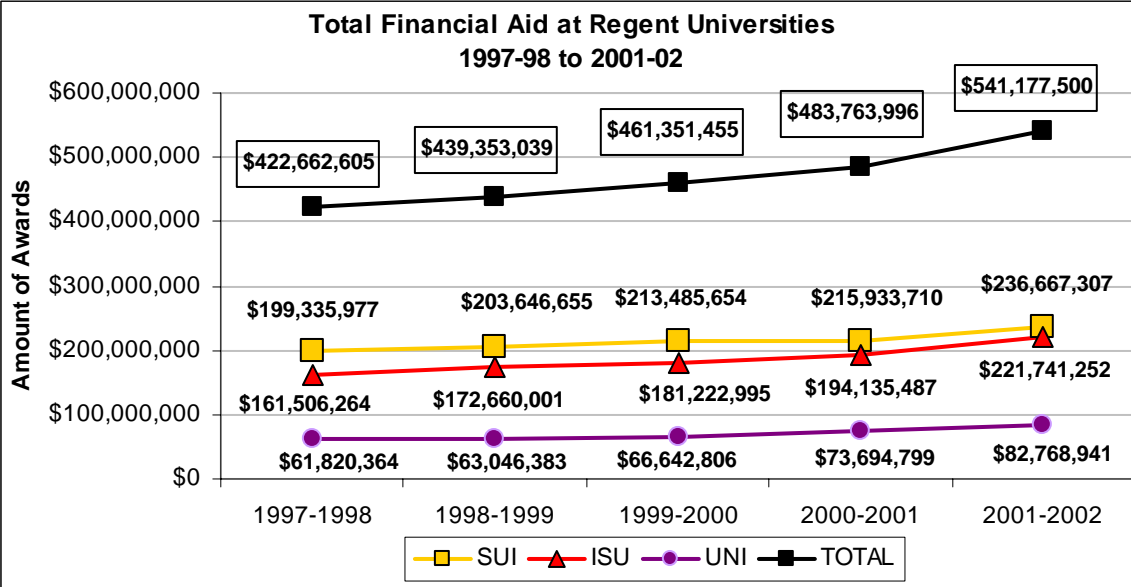
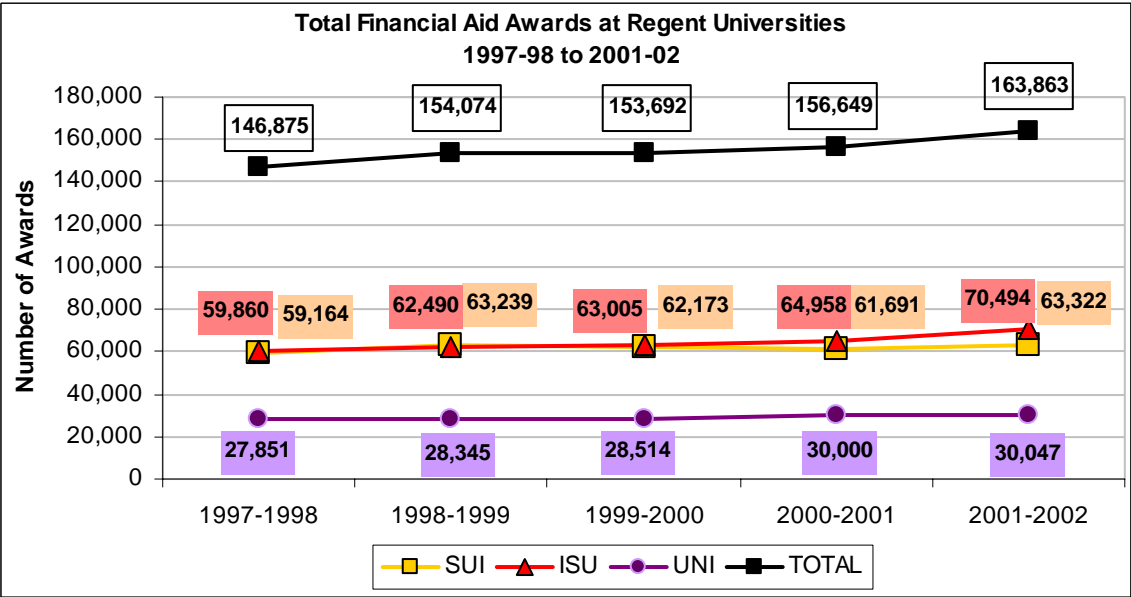
The Regent undergraduate tuition increases have been moderate, except during periods of time when significant cutbacks in state support have been experienced.

Year	HEPI Projection	Tuition Incr.
95-96	4.0 to 4.4%	4.1%
96-97	4.2 to 4.8%	3.5%
97-98	2.1 to 3.9%	3.9%
98-99	2.4 to 4.2%	3.9%
99-00	2.0 to 3.3%	4.5%
00-01	2.3 to 3.5%	4.3%
01-02	2.6 to 6.4%	7.2%
02-03	4.2 to 5.5%	18.5%
03-04	2.8 to 5.1%	17.6%



**Number and Dollars in Millions of Financial Aid Received  
Performance Indicator #39**

During the 2001-2002 academic year, there were 163,863 student financial aid awards (all categories) at Regent universities, totaling \$541,177,500. This sum represented an 11.9% increase in funds and a 4.6% increase in the number of awards from the previous year.

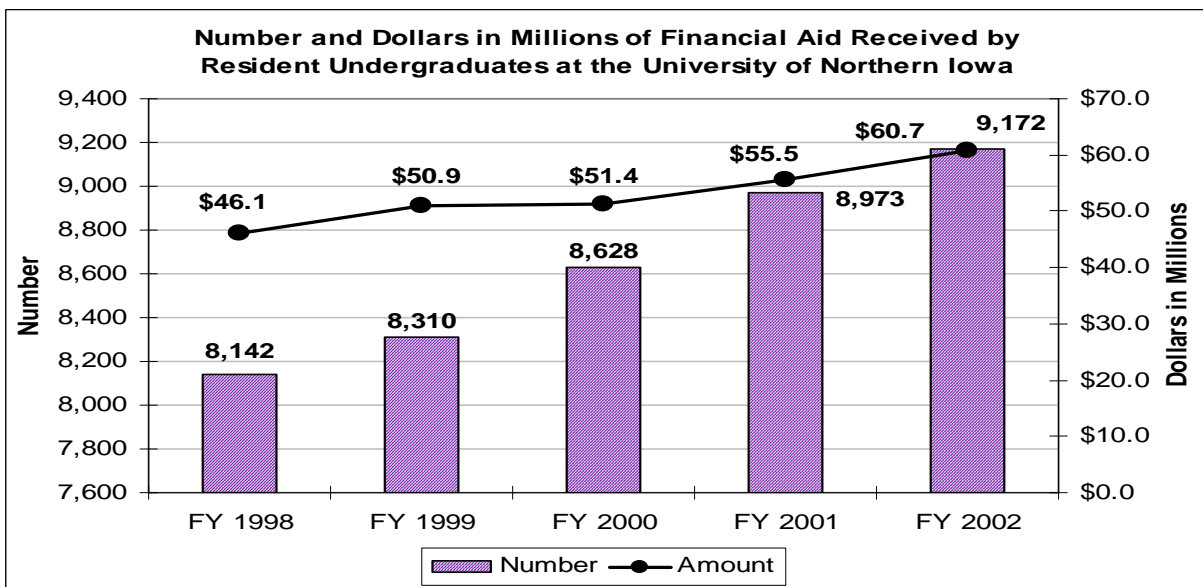
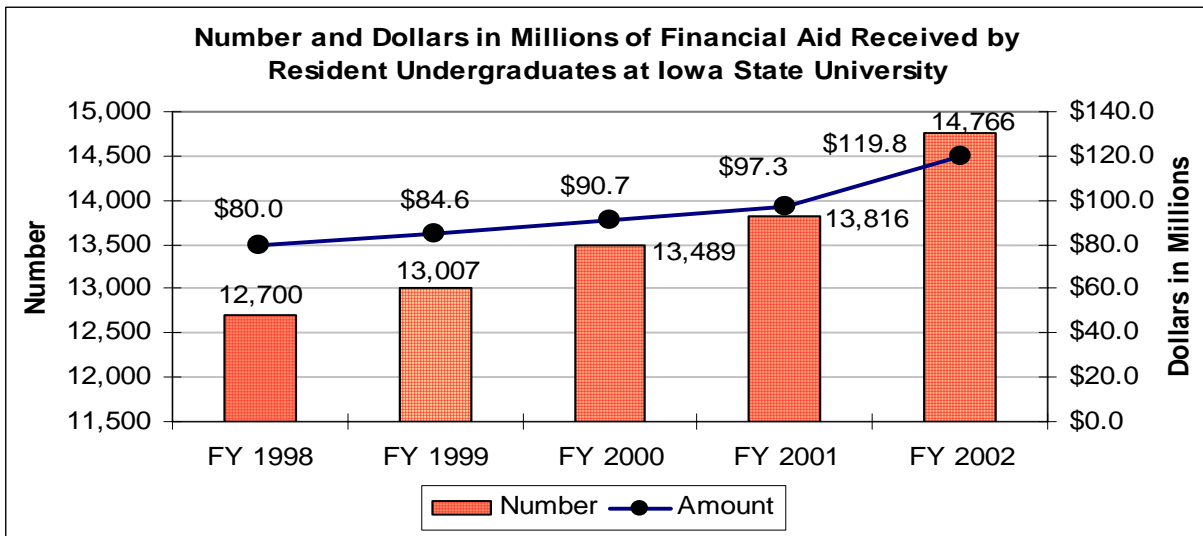
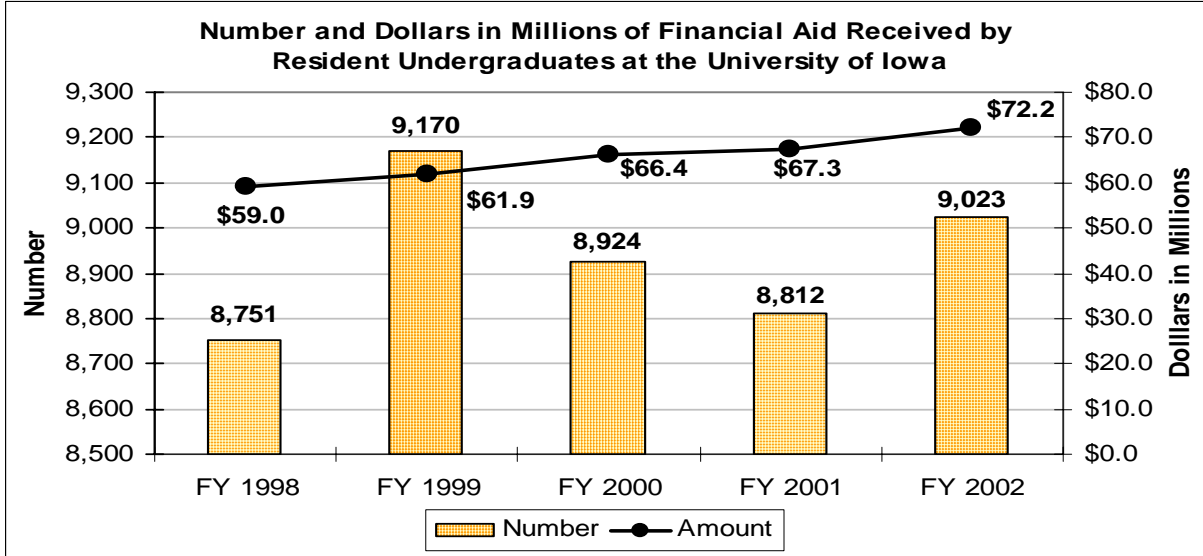




**Number and Dollars in Millions of Financial Aid Received  
By Resident Undergraduates  
Performance Indicator #39a**

During the past seven years, the number of Iowa resident undergraduates at the Regent universities who are receiving financial aid increased 0.4% at SUI, 23.6% at ISU, and 22.8% at UNI. The amount of the awards increased 30.6% at SUI, 74.4% at ISU, and 69.1% at UNI.

Year	SUI		ISU		UNI	
	Number	Amount	Number	Amount	Number	Amount
1994-1995	NA	NA	NP	NP	7,470	\$35.9 m
1995-1996	8,191	\$55.3 m	11,951	\$68.7 m	7,898	\$43.4 m
1996-1997	8,238	\$56.2 m	12,135	\$69.9 m	8,010	\$45.6 m
1997-1998	8,751	\$59.0 m	12,700	\$80.0 m	8,142	\$46.1 m
1998-1999	9,170	\$61.9 m	13,007	\$84.6 m	8,310	\$50.9 m
1999-2000	8,924	\$66.4 m	13,489	\$90.7 m	8,628	\$51.4 m
2000-2001	8,812	\$67.3 m	13,816	\$97.3 m	8,973	\$55.5 m
2001-2002	9,023	\$72.2 m	14,766	\$119.8 m	9,172	\$60.7 m



**Unit Cost Per Student  
Common Data Set – Performance Indicator #43**

**Regent Universities**

Unit cost represents the general fund supported cost of instructing a full-time equivalent (FTE) student at a given level. Regent universities have prepared general fund unit cost calculations in alternate years since FY 1969.

Fixed and variable costs are included in the calculations for unit cost. Fixed costs include research, library books, physical plant operations, and equipment. These costs remain relatively stable within a reasonable enrollment range. Variable costs of instruction include direct instructional costs, general administration, and student services, and change in proportion to the number of students.

The following tables illustrate the unit cost of instruction for each Regent university by student level and as a composite from FY 1993 to FY 2001. Unit cost of instruction has increased steadily since FY 1993.

<b>Undergraduate Unit Costs</b>					
	<b>92-93</b>	<b>94-95</b>	<b>96-97</b>	<b>98-99</b>	<b>00-01</b>
<b>SUI</b>	\$6,069	\$6,850	\$7,199	\$8,301	\$9,432
<b>ISU</b>	\$6,509	\$7,048	\$7,626	\$8,242	\$8,402
<b>UNI</b>	\$5,956	\$6,530	\$7,045	\$7,742	\$8,132
<b>Regent</b>	\$6,228	\$6,860	\$7,340	\$8,151	\$8,698

<b>Composite Unit Costs</b>					
	<b>92-93</b>	<b>94-95</b>	<b>96-97</b>	<b>98-99</b>	<b>00-01</b>
<b>SUI</b>	\$9,676	\$10,836	\$11,764	\$12,623	\$14,210
<b>ISU</b>	\$7,592	\$8,211	\$8,936	\$9,677	\$9,957
<b>UNI</b>	\$6,388	\$7,012	\$7,566	\$8,292	\$8,817
<b>Regent</b>	\$8,201	\$9,047	\$9,824	\$10,617	\$11,395

**Analysis:**

**Expenditures, Financing, and Funding:** The unit cost of instruction per student continues to rise. Tuition increases and compliance with the Board's reallocation policy reflects the Board's aspirations for quality as state appropriations decline. Deferred maintenance backlogs continue to increase as tight budgets limit available resources for maintenance.

