

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Preliminary Review of the University of Northern Iowa's Strategic Plan Progress Report
Date: November 4, 2002

Recommended Action: Receive the progress report.

Executive Summary:

The University of Northern Iowa has completed the second year of its 2001-2006 Strategic Plan, *Focused on Excellence*. The Strategic Plan commits the University to becoming the nation's finest public comprehensive university, known for high quality learning environments and a genuine sense of community.

This memorandum reports the progress made toward the goals and objectives of the University's Strategic Plan. The University's institutional performance indicators and the Board of Regents Performance Indicators (Attachment, pages 6-14), which measure the progress, are organized by the eight goals associated with the University's Strategic Plan:

- 1) Provide intellectually stimulating and challenging experiences for students that broaden and deepen their perspective and awareness.
 - 2) Support creative and intellectually rigorous teaching and scholarship.
 - 3) Expand the involvement of the University in addressing critical local, state, national, and global needs that also enrich the educational experiences offered by the University.
 - 4) Strengthen a University culture characterized by diversity, collegiality, and mutual respect.
 - 5) Foster a supportive living, learning, and working environment with services and programs that promote individual well being and organizational effectiveness.
 - 6) Enhance the quality, diversity, and number of human resources available to meet the needs of the University.
 - 7) Continue to improve capital, physical, and informational resources at the University.
 - 8) Establish strong, mutually beneficial relationships with external constituencies.
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The Analysis section of this memorandum categorizes the progress measures of the University's Strategic Plan goals and objectives. These measures, the University's institutional performance indicators and the Board of Regents Performance Indicators, which relate directly to the University's Strategic Plan, are categorized into those indicators in which progress was made (increases/advances) from the previous reporting year and those in which progress was not made (decreases/declines). The University reported that budget reductions continue to have a direct, negative impact on progress on some indicators.

Strategic Plan: The Board of Regents is committed to maintaining consistency and linkages between the institutional strategic plans and the Board's Strategic Plan. The University of Northern Iowa affirms, through the integration of its institutional performance indicators with the Board of Regents Performance Indicators, the consistency and linkages of its Strategic Plan with the Board of Regents Strategic Plan.

Background: The University of Northern Iowa's 2001-2006 Strategic Plan, *Focused on Excellence*, includes 8 goals, 23 objectives, and 39 performance indicators. In addition, the culture, values, and vision espoused by the University are presented in its Strategic Plan.

Strategic Plan components

Culture Statement

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

Values Statement

The University of Northern Iowa community values:

- Excellence in all its endeavors;
- Intellectual vitality;
- Intellectual and academic freedom, dialogue, and the free exchange of ideas;
- Individualized learning;
- An ethical, caring, and diverse community;
- The well being of its students, faculty, and staff; and
- Service to the citizens of the State of Iowa, the nation, and the world.

Vision
Statement

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

Analysis:

Budget reduction
impact

The University reported that the continued reversal in progress on some performance indicators is tied closely to budgetary constraints. Given the unprecedented reduction in the state allocation for the University, the continued decrease/decline in some indicators was expected. The reversal in progress made toward reduction in average class size, for example, is directly attributable to the significant deficit of tenured and tenure-track faculty while, at the same time, the University has experienced increased enrollment.

Performance
Indicator
changes

This section categorizes changes, by increases/advances and by decreases/declines, in selected University's institutional performance indicators (UNI) and the Board of Regents Performance Indicators (BOR). Not all indicators are reported below, including those in which no target is reported and those in which there was no change. A listing of the University's institutional performance indicators and the Board of Regents Performance Indicators, which relate directly to the University's Strategic Plan, is attached, pages 6-14.

Increases/
advances

Indicator	Indicator Description	2000-01	2001-02	Target
UNI 1.1.1 BOR 1	% of undergraduate student credit hours taught by tenured/tenure-track faculty	63.1%	67.0%	75.0%
UNI 1.2.1	First class enrolled in Honors Program (by Fall 2002)	First (Fall 01)	Second (Fall 02)	Fall 02
UNI 1.3.1 BOR 3b	% of lower division courses taught by tenured/tenure-track faculty	52.6%	57.4%	70.0%
UNI 1.6.1 BOR 6	% and # of faculty using instructional technology (including computers)	87.3% (536 of 614)	90.2% (531 of 589)	90.0% (UNI) 83.0% (BOR)
UNI 1.6.2 BOR 7	# and % of general assignment technology equipped classrooms	254 (of 267) 95%	286 (of 292) 98%	100%
UNI 1.6.3 BOR 8	% of course sections in which computers are used as an integral teaching aid	34.8%	40.3%	46%

Increases/
advances/
(cont'd)

Indicator	Indicator Description	2000-01	2001-02	Target
UNI 1.7.1	# of students having an international learning experience (degree-seeking students at UNI)	392 (reported 99-00)	590 (reported 00-01)	450
UNI 1.7.2	# of international students enrolled (Fall semester only)	339	355	375
UNI 2.2.1 BOR 18	Sponsored funding per year for research (millions of dollars)	\$19.4M	\$20.7M	\$15.2M
UNI 3.2.1 BOR 28	Headcount enrollments in non-credit courses offered through extension and continuing education	12,782	14,312	18,500
UNI 3.2.2 BOR 40	Off-campus graduate student enrollment in degree programs offered through distance learning (Fall enrollments only)	562	687	550
UNI 4.1.1 BOR 41	Racial/ethnic composition of student populations in percentages	4.8%	5.2%	8.5%
UNI 4.2.1	Student Climate Survey: UNI provides a welcoming and responsive environment for members of the UNI community who have unique needs that may affect their opportunity for success.	76.1% agreed	76.8% agreed	75% agreed
UNI 5.2.2	Child care services: # of children served	157 (waiting list)	98 (waiting list)	Monitor
UNI 8.1.2	Dollars available to the University from the Foundation (scholarships only)	\$2.31M	\$2.49M	\$2.20M

Decreases/
declines

Indicator	Indicator Description	2000-01	2001-02	Target
UNI 1.1.2 BOR 5	Average undergraduate class size (lower and upper levels)	35.8 (lower) 25.6 (upper)	36.7 (lower) 26.8 (upper)	33 (lower) 22 (UNI) 23 (BOR) (upper)
UNI 1.5.1	% of graduates (of graduate programs) employed or placed within one year	93.7%	83.3%	95%
UNI 3.2.1 BOR 28	Headcount enrollments in credit courses offered through extension and continuing education	9,845	9,819	10,000
UNI 3.2.2 BOR 40	Off-campus undergraduate student enrollments in degree programs offered through distance learning (Fall enrollment)	109	94	90 (UNI) 75 (BOR)
UNI 5.1.2	Annual worker compensation claims	112	193	Monitor
UNI 6.1.1	# of continuing ed. credits earned by UNI staff (training hours)	14,508	12,290	11,120
8.1.1 BOR 33	# of annual contributors and dollars contributed in millions	14,726 \$11.9M	13,473 \$9.2M	17,000 \$12.9M

Performance Indicators:

A complete report of the Board of Regents Performance Indicators, including charts and tables, will be presented in the Annual Report on Performance Indicators in January 2003.


William R. Nelson

Approved: 
Gregory S. Nichols

**University of Northern Iowa
Strategic Plan: 2001-2006
PERFORMANCE INDICATORS
2002-2003**

GOAL 1: Provide intellectually stimulating and challenging experiences for students that broaden and deepen their perspective and awareness.				
Institutional Indicators, MGT Indicators			Target	Progress Made
UNI	BOR	Performance Indicator		
1.1.1	1	Percentage of student credit hours taught by tenure/tenure track faculty. (undergraduate only)	75%	01-02: 67.0% 00-01: 63.1% 99-00: 67.0% 98-99: 68.0% 97-98: 72.3% 96-97: 76.0%
1.1.2	5	Average undergraduate class Lower Level Upper Level Both	Ave.: 33 Med.: 25 Ave.: 22 Med.: 23 Ave.: 28 Med.: 24	Avg. Median 01-02: 36.7 26 00-01: 35.8 26 99-00: 34.6 25 98-99: 32.9 25 97-98: 33.2 25 96-97: 35.5 26 01-02: 26.8 27 00-01: 25.6 25 99-00: 22.8 23 98-99: 24.2 24 97-98: 23.3 22 96-97: 23.1 21 01-02: 33.2 26 00-01: 32.2 26 99-00: 28.9 25 98-99: 29.2 24 97-98: 28.9 24 96-97: 29.5 24
1.2.1	-	First class enrolled in Honors Program by fall 2002.	Yes	Achieved: Second class of 84 students enrolled in Fall 2002; Total Honors enrollment for Fall 2002: 141
1.3.1	3B	Percentage of lower division courses taught by tenure/tenure track faculty	70%	01-02: 57.4% 00-01: 52.6% 99-00: 54.4% 98-99: 58.4%
1.4.1	-	Programs [that distinguish the University] identified by Fall 2002.	Yes	Institutional data is being analyzed to assist in identifying programs and priorities.
1.5.1	-	Percentage of graduates [of graduate programs] employed or placed within one year.	95	01-02: 83.3% 00-01: 93.7% 99-00: 96.4%
1.6.1	6	Number and percentage of faculty using instructional technology (including computers).	90%	Number of Total Faculty % 01-02: 531 of 589 90.2 00-01: 536 of 614 87.3 99-00: 542 of 609 89.0 98-99: 349 of 529 66.0 97-98: -- 50.0

GOAL 1: Continued...				
Institutional Indicators, MGT Indicators			Target	Progress Made
UNI	BOR	Performance Indicator		
1.6.2	7	Number and percentage of general assignment tech-equipped classrooms.	100%	Total Classrooms Wired % 01-02: 292 286 98 00-01: 267 254 95 99-00: 264 246 93
1.6.3	8	Percentage of course sections in which computers are used as an integral teaching aid.	46%	01-02: 40.3% 00-01: 34.8% 99-00: 35.2%
1.7.1	-	Number of students having an international learning experience. [Degree Seeking Students at UNI]	450	00-01: 590 99-00: 392 98-99: 409
1.7.2	-	Number of international students enrolled. [Fall semester only]	375	02-03: 366 01-02: 355 00-01: 339 99-00: 309 98-99: 319 97-98: 294

Goal 2: Support creative and intellectually rigorous teaching and scholarship.				
Institutional Indicators, MGT Indicators			Target	Progress Made
UNI	BOR	Performance Indicator		
2.1.2	6	Number of faculty using instructional technology (including computers).	90%	Number of Total Faculty % 01-02: 531 of 589 90.2 00-01: 536 of 614 87.3 99-00: 542 of 609 89.0 98-99: 349 of 529 66.0 97-98: -- 50.0
2.2.1	18	Sponsored funding per year in millions of dollars.	\$15.2 m	01-02: \$20.7 m 00-01: \$19.4 m 99-00: \$18.1 m 98-99: \$10.1 m 97-98: \$11.9 m 96-97: \$10.4 m
2.2.2	22	Number of intellectual property disclosures. (Sponsored + Non Sponsored)	Monitor	01-02: 1 (0+1) 00-01: 1 (0+1) 99-00: 3 (0+3) 98-99: 5 (5+0)

Goal 3: Expand the involvement of the University in addressing critical local, state, national and global needs that also enrich the educational experiences offered by the University.																									
Institutional Indicators, MGT Indicators			Target	Progress Made																					
UNI	BOR	Performance Indicator																							
3.1.1	-	Biennial marketing survey.	Yes	01-02: Survey is in progress 99-00: Last report completed																					
3.2.1	28	Headcount enrollments in credit/non-credit courses offered through extension and continuing education.	Credit: 10,000 Non-credit: 18,500	<table border="1"> <thead> <tr> <th></th> <th>Credit</th> <th>Non-credit</th> </tr> </thead> <tbody> <tr> <td>01-02:</td> <td>9,819</td> <td>14,312</td> </tr> <tr> <td>00-01:</td> <td>9,845</td> <td>12,782</td> </tr> <tr> <td>99-00:</td> <td>8,945</td> <td>16,772</td> </tr> <tr> <td>98-99:</td> <td>9,066</td> <td>18,651</td> </tr> <tr> <td>97-98:</td> <td>8,952</td> <td>16,278</td> </tr> <tr> <td>96-97:</td> <td>7,793</td> <td>16,379</td> </tr> </tbody> </table>		Credit	Non-credit	01-02:	9,819	14,312	00-01:	9,845	12,782	99-00:	8,945	16,772	98-99:	9,066	18,651	97-98:	8,952	16,278	96-97:	7,793	16,379
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3.2.2	40	Off-campus student enrollment in degree programs offered through distance learning (fall semester only).	UG: 90 Grad: 550	<table border="1"> <thead> <tr> <th></th> <th>Undergrad.</th> <th>Graduate</th> </tr> </thead> <tbody> <tr> <td>01-02 :</td> <td>94</td> <td>687</td> </tr> <tr> <td>00-01:</td> <td>109</td> <td>562</td> </tr> <tr> <td>99-00:</td> <td>80</td> <td>438</td> </tr> <tr> <td>98-99:</td> <td>63</td> <td>508</td> </tr> <tr> <td>97-98:</td> <td>62</td> <td>391</td> </tr> <tr> <td>96-97:</td> <td>54</td> <td>331</td> </tr> </tbody> </table>		Undergrad.	Graduate	01-02 :	94	687	00-01:	109	562	99-00:	80	438	98-99:	63	508	97-98:	62	391	96-97:	54	331
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3.3.1	-	Annual technology transfer report.	Yes	Yes																					

Goal 4: Strengthen a University culture characterized by diversity, collegiality and mutual respect.																																																																																				
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4.1.1	41	Racial/ethnic composition of student populations in percentages.	8.5%	Fall 01: 5.2% Fall 00: 4.8% Fall 99: 4.3% Fall 98: 4.0% Fall 97: 4.0%																																																																																
4.1.2	42	Graduate and undergraduate student retention and graduation rates by ethnic/racial composition in percentages.	<u>6-Year Graduation Rates</u> Native Am. 48.3% African Am. 48.1% Asian Am. 62.9% Hispanic 46.3%	<table border="1"> <thead> <tr> <th>Entry year</th> <th>2001</th> <th>1998</th> <th>1996</th> </tr> <tr> <td>Retention</td> <td></td> <td>4 yr gra-</td> <td>6 yr gra-</td> </tr> <tr> <td></td> <td></td> <td>duation</td> <td>duation</td> </tr> </thead> <tbody> <tr> <td>Native Am.</td> <td>50.0%</td> <td>0.0%</td> <td>50.0%</td> </tr> <tr> <td>African Am.</td> <td>67.8%</td> <td>14.3 %</td> <td>32.1%</td> </tr> <tr> <td>Asian Am.</td> <td>76.7%</td> <td>23.5%</td> <td>40.0%</td> </tr> <tr> <td>Hispanic</td> <td>73.1%</td> <td>18.8%</td> <td>50.0%</td> </tr> <tr> <td>White</td> <td>82.1%</td> <td>29.9%</td> <td>67.4%</td> </tr> <tr> <td>Overall</td> <td>81.4%</td> <td>29.5%</td> <td>66.5%</td> </tr> <tr> <td>Minority (all)</td> <td>70.9%</td> <td>16.0%</td> <td>39.4%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Entry year</th> <th>2000</th> <th>1997</th> <th>1995</th> </tr> <tr> <td>Retention</td> <td></td> <td>4 yr gra-</td> <td>6 yr gra-</td> </tr> <tr> <td></td> <td></td> <td>duation</td> <td>duation</td> </tr> </thead> <tbody> <tr> <td>Native Am.</td> <td>100%</td> <td>0.0%</td> <td>40.0%</td> </tr> <tr> <td>African Am.</td> <td>79.1%</td> <td>7.9 %</td> <td>44.8%</td> </tr> <tr> <td>Asian Am.</td> <td>77.8%</td> <td>15.8%</td> <td>78.9%</td> </tr> <tr> <td>Hispanic</td> <td>70.4%</td> <td>0.0%</td> <td>45.5%</td> </tr> <tr> <td>White</td> <td>84.2%</td> <td>29.6%</td> <td>64.9%</td> </tr> <tr> <td>Overall</td> <td>84.0 %</td> <td>28.8%</td> <td>64.2%</td> </tr> <tr> <td>Minority (all)</td> <td>78.0%</td> <td>14.1%</td> <td>53.3%</td> </tr> </tbody> </table>	Entry year	2001	1998	1996	Retention		4 yr gra-	6 yr gra-			duation	duation	Native Am.	50.0%	0.0%	50.0%	African Am.	67.8%	14.3 %	32.1%	Asian Am.	76.7%	23.5%	40.0%	Hispanic	73.1%	18.8%	50.0%	White	82.1%	29.9%	67.4%	Overall	81.4%	29.5%	66.5%	Minority (all)	70.9%	16.0%	39.4%	Entry year	2000	1997	1995	Retention		4 yr gra-	6 yr gra-			duation	duation	Native Am.	100%	0.0%	40.0%	African Am.	79.1%	7.9 %	44.8%	Asian Am.	77.8%	15.8%	78.9%	Hispanic	70.4%	0.0%	45.5%	White	84.2%	29.6%	64.9%	Overall	84.0 %	28.8%	64.2%	Minority (all)	78.0%	14.1%	53.3%
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4.2.1	-	<u>Student climate survey</u> Q. UNI provides a welcoming and responsive environment for members of the UNI community who have unique needs that may affect their opportunity for success.	75%	01-02: 76.8% 00-01: 76.1%																																																																																

Goal 5: Foster a supportive living, learning and working environment with services and programs that promote individual well being and organizational effectiveness.				
Institutional Indicators, MGT Indicators			Target	Progress Made
UNI	BOR	Performance Indicator		
5.1.1	-	Campus crime statistics.	Monitor	Numerous units on campus monitor and report campus crime statistics under the direction of UNI Public Safety. Public Safety provides an annual report of campus crime statistics that is made available on UNI's web site.
5.1.2	-	Annual worker compensation claims.	Monitor	FY 02: 193 FY 01: 112 FY 00: 113 FY 99: 140 FY 98: 165 FY 97: 154
5.2.1	-	Child care services: Number of children served (PLS + residence)	Monitor	<u>Price Lab</u> 01-02: 53 00-01: 53 99-00: 53 <u>University Apartments</u> 01-02: 31 00-01: 42 99-00: 20
5.2.2	-	Child care services: Diminish gap between need and served (number on waiting list).	Monitor	# on waiting list 01-02: 98 00-01: 157 99-00: 142
5.3.1	-	<u>Faculty/staff climate survey</u> Q. UNI provides opportunities for mentoring and social interaction among students, faculty and staff. <u>Student climate survey</u> Q. UNI provides opportunities for mentoring and social interaction among students, faculty and staff.	Faculty/staff: 65% Students: 65%	Faculty/staff Students 01-02: 86.2% 77.3% 00-01: 87.9% 76.6%
5.4.1	-	<u>Faculty/staff climate survey</u> Q. UNI provides opportunities for participation in university governance activities. <u>Student climate survey</u> Q. UNI provides opportunities for participation in university governance activities.	Faculty/staff: 75% Students: 75%	Faculty/staff Students 01-02: 87.4% 67.0% 00-01: 90.8% 72.9%

Goal 6: Enhance the quality, diversity and number of human resources available to meet the needs of the university.				
Institutional Indicators, MGT Indicators			Target	Progress Made
UNI	BOR	Performance Indicator		
6.1.1	-	Number of continuing education credits earned [by UNI staff].	11,120 Training Hours	Training Hours 01-02: 12,290 00-01: 14,508 99-00: 10,109

Goal 7: Continue to improve capital, physical and informational resources at the university.				
Institutional Indicators, MGT Indicators			Target	Progress Made
UNI	BOR	Performance Indicator		
7.1.1	7	Number and percentage of general assignment tech-equipped classrooms.	100%	Total Classrooms Wired % 01-02: 292 286 98 00-01: 267 254 95 99-00: 264 246 93
7.2.1	6	Number and percentage of faculty using instructional technology (including computers).	90%	Number of Total Faculty % 01-02: 531 of 589 90.2 00-01: 536 of 614 87.3 99-00: 542 of 609 89.0 98-99: 349 of 529 66.0 97-98: -- 50.0
7.2.2	7	Number and percentage of general assignment tech-equipped classrooms.	100%	Total Classrooms Wired % 01-02: 292 286 98 00-01: 267 254 95 99-00: 264 246 93
7.2.3	8	Percentage of course sections in which computers are used as an integral teaching aid.	46%	01-02: 40.3% 00-01: 34.8% 99-00: 35.2%

Goal 8: Establish strong, mutually beneficial relationships with external constituencies.					
Institutional Indicators, MGT Indicators			Target	Progress Made	
UNI	BOR	Performance Indicator			
8.1.1	33	Number of annual contributors and dollars contributed in millions.	No: 17,000 Amount: \$12.9 m	Number	Amount
				01-02: 13,473	\$9.20 m
				00-01: 14,726	\$11.90 m
				99-00: 15,441	\$10.60 m
				98-99: 16,410	\$9.70 m
				97-98: 15,480	\$8.40 m
8.1.2	-	Dollars available to the university from the Foundation. (scholarships only) 5% annual growth	\$2,200,000	01-02: \$2,490,977	
				00-01: \$2,314,817	
				99-00: \$1,732,000	
				98-99: \$1,567,726	
				97-98: \$1,206,774	
				96-97: \$1,054,717	
8.2.1	-	Biennial marketing survey.	Yes	01-02: Survey is in progress	
				99-00: Last report completed	