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UNIVERSITY STRATEGIC PLAN PROGRESS REPORTS

Action Requested: Receive the reports.

Executive Summary: The Regent universities submitted annual progress reports on their institutional strategic plans for Board review. Institutional leaders will provide oral progress reports. The institutions' progress reports are attached to this memo.

Background: Board Policy (§6.23) directs the Regent institutions to present annual progress reports on their institutional strategic plans. Board Policy indicates that the Board shall help establish institutional direction, and monitor and evaluate progress toward achieving strategic goals.

Annual progress reports are an opportunity for the Regent institutions to address the degree to which they have advanced the Board's own strategic objectives. Each report also addresses the common academic indicators approved by the Board in February 2006:

- Racial/ethnic minority student enrollment by residence as a percentage of resident, non-resident¹, and total enrollment (fall data).
- Racial/ethnic minority tenured/tenure-track faculty as a percentage of total tenure/track-track faculty (fall data).
- Women tenured/tenure-track faculty as a percentage of total tenured/tenure-track faculty (fall data).
- One-year retention rate of new, direct-from-high school freshmen (fall data).
- Six-year graduation rates of new, direct-from-high school freshmen (fall data).
- Total sponsored funding by fiscal year, in millions of dollars (fiscal year data).
- Faculty salaries as compared to peer institutions (fall data).
- Three-year rolling average of annual royalties/license fee income (fiscal year data).

The Board's 2004-2009 strategic plan established the following priorities for the Board and its institutions:

- 1.0 Ensure high quality educational opportunities for students.
- 2.0 Discover new knowledge through research, scholarship, and creative activities.
- 3.0 Provide needed service and promote economic growth.
- 4.0 Demonstrate public accountability and effective stewardship of resources.

¹ Does not include international students because their race/ethnicity is not applicable.

INDICATORS OF PROGRESS 2005-2010

In each year of the 2005-2010 planning period, the University will look to the following 44 indicators to measure our progress toward achieving the aspiration and goals articulated in this strategic plan. These indicators, a combination of institutional targets and peer benchmark measures, are not intended to evaluate every initiative described in the plan. Nor are they intended to stand alone; we also will monitor a wide variety of other measures that are reported in annual governance reports to the Board of Regents, State of Iowa, and elsewhere. However, these indicators will provide an annual snapshot of our overall progress, institutional health, and competitiveness among our peers.

Undergraduate Education

Indicator		Baseline/Target	Status – Spring 2007
1	ACT scores	Improve mean ACT score from 24.7 (fall 2004) to 26.5 (P)	24.8 (fall 2006)
2	One-year retention rate of new, direct-from-high-school students	Increase from 83.2% (2003 cohort) to 86.0% (P)	84.1% (2005 cohort)
3	Six-year graduation rate of new, direct-from-high-school students	Increase from 66.2% (1998 cohort) to 70.0% (P)	65.5% (2000 cohort)
4	Percent of undergraduates who utilize Pomerantz Career Center services	Calendar 2004: Increase number of registered internships from 985 to 1,350; increase number of advising appointments from 3,680 to 4,550; increase number of employer/ student interviews from 1,500 to 3,850; increase number of students attending career planning seminars from 1,250 to 1,650 (I)	Calendar 2006: Registered internships: 1,451 Advising appointments: 4,029 Employer/student interviews: 4,005 Number of students attending career planning seminars: 3,199
5	Study abroad participants	Increase undergraduate student participation from 689 students to 1,000 (I); increase graduate student participation from 271 to 475 (I) (FY04)	727 undergraduate students; 376 graduate students (FY06)

6	Complete a comprehensive study of the undergraduate experience at Iowa	Committee report to recommend programmatic improvements (I)	The Center for Research on Undergraduate Education has completed the Research on Iowa Student Experiences (RISE) project, and submitted its report. The report, along with other data now being gathered, will become part of the yearlong self-study the UI is conducting as part of the process of reaccreditation by the Higher Learning Commission. That process will lead to specific recommendations for improving the undergraduate experience at the UI.
7	Review collegiate general education requirements to ensure that all students receive a strong background in the arts and sciences	Committee report to recommend programmatic improvements (I)	A reassessment of the undergraduate core curriculum is being integrated with (and expanded beyond the requirements of) the process of reaccreditation by the Higher Learning Commission.
8	Create additional opportunities for students to engage in research, scholarship, and creative work	Inventory current efforts and develop plans for involving more students (I)	Among data being gathered as part of the process of reaccreditation by the Higher Learning Commission are those related to undergraduate opportunities to participate in research, scholarship, and creative work. Specific recommendations will result from that process. Also, the Iowa Center for Research by Undergraduates has been established within the Honors Program. The Center provides several programs to match students with professors and to fund student research and is actively working on developing viable methods to track student participation in research.
9	Number of First-Year Seminars	Increase from 13 (in 2004-05) to 50 sections per academic year (I)	43 (AY07)

Graduate and Professional Education and Research

	Indicator	Baseline/Target	Status – Spring 2007
10	Pass rates on qualifying, licensing, and certification exams	Maintain pass rates above national means in selected areas (P)	Pass rates above national means for Dentistry and Pharmacy professional licensing exams. Pass rates above national mean for two out of three parts of the Medicine professional licensing exam.
11	Number of graduate students winning national fellowships or awards	30 awards in each of next five years (I)	41 (FY07)
12	Time to PhD degree	Decrease the average from 6.7 years (students graduated within five years, 1999-2004) to 6.4 years (I)	Students graduated within five years, 2001-2006: 6.7 years average
13	Total sponsored funding by fiscal year, in millions of dollars	Increase external funding 2.5% per year (P) (FY 04 total sponsored funding: \$332.6M)	1.5% (FY06 total sponsored funding: \$366M); average over two years (FY05 and FY06) about 5.0%
14	Sponsored research applications	Increase the number of annual external grant applications from 3,041 (FY04) to 3,200 (I)	3,253 (FY06)
15	Fellowships and scholarships	Increase to 10 the average number of national faculty fellowships and scholarships awarded per year (Guggenheim, Fulbright, NEA, and NEH) (I)	4 (FY07)
16	Graduate assistant salary and tuition scholarship levels	Increase to top third of peer group (P) (FY04: TA salary 7/11, RA salary 6/11)	TA Salary 6/11, RA Salary 7/11 (FY06)
17	Graduate fellowships and scholarships	Redeploy block allocation to support the recruitment of higher quality graduate students (I)	FY07 is the second year of the three year process of redeploying the block allocation.

Diversity

	Indicator	Baseline/Target	Status – Spring 2007
18	Climate measures reported in regular campuswide survey	Establish benchmark and target after the completion of the campuswide survey (I)	The Office of Equal Opportunity and Diversity, after reviewing the results of the student diversity climate surveys and considering other data, has proposed that the UI retain its current diversity-related indicators, undertake steps to eliminate differences in how majority and minority students experience the UI , and regularly survey students to monitor progress.
19	Racial/ethnic minority student enrollment as a percentage of total enrollment	Increase from 8.7% (fall 2003) to 10.9% (P)	9.1% (fall 2006)
20	International student enrollment as a percentage of total enrollment	Increase from 7.0% (fall 2004) to 9.0% (I)	6.7% (fall 2006)
21	Racial/ethnic minority tenured/tenure track faculty as a percentage of total tenured/tenure track faculty	Increase from 13.6% (fall 2003) to 16.0% (P)	16.5% (fall 2006)
22	Women tenured/tenure track faculty as a percentage of total tenured/tenure track faculty	Increase from 27.7% (fall 2003) to 32.0% (P)	29.0% (fall 2006)
23	Women in executive positions	Increase from 32.1% (fall 2003) to 37.0% (I)	34.3% (fall 2006)
24	Racial/ethnic minorities in executive positions	Increase from 6.7% (fall 2003) to 8.0% (I)	8.0% (fall 2006)
25	Racial/ethnic minority P&S staff as a percentage of total P&S staff	Increase from 6.5% (fall 2003) to 7.5% (I)	6.6% (fall 2006)
26	Undergraduate racial/ethnic minority student first-year retention rate	Increase from 79.4% (2003 cohort) to 85.2% (I)	80.5% (2005 cohort)
27	Central support of diversity hires through the Faculty Diversity Opportunities Program (FDOP)	Increase budget pool from \$800,000 (FY05) to \$1,300,000 (I)	\$1,056,000 (FY07)

Vitality

	Indicator	Baseline/Target	Status – Spring 2007
28	Faculty salaries as compared to peer institutions	Increase nonclinical tenured/tenure track faculty salaries to top third of peer group (10 of 11 in 2004-05) (P); increase clinical medicine faculty salaries to 50 th percentile in AAMC (P)	Nonclinical: 8 of 11 (FY07) Clinical: 40 th percentile (FY07)
29	P&S salaries	Monitor salaries of P&S employees at CIC institutions on an annual basis. Make determinations annually related to the competitiveness of UI P&S salaries. (P)	Percent above the mean for UI nonorganized P&S salaries when compared primarily to the Big Ten: 3.2% (FY06)
30	Association of Research Libraries (ARL) rank among public research universities	Maintain top 15 ranking among public research libraries (P) (Baseline: ranked 14 th in 2003)	19 th (2005)
31	Total gift productivity	Increase annual total gift productivity through the UI Foundation from \$144.5 million (5-year average, 2000-2004) to \$200.0 million (I)	\$164.0M (5-year average, 2002-2006)
32	Space needs assessment and allocation policies	Create comprehensive plans and policies to assure optimum use of existing and new space (I)	University-wide policy for assignment of research space completed. Audit of research space in progress. Have finalized and approved a collegiate plan with the Carver College of Medicine which is being shared with other colleges to help them prepare their plans.
33	Health risk assessment	50% participation of faculty and staff in survey (I); 50% participation of identified at-risk individuals in campus health programs (I)	49.0% participation of faculty and staff in survey (FY07); 14.3% participation of at-risk individuals in campus health programs (FY07)
34	Faculty/staff participation in development and leadership programs	Increase annual enrollment in programs from 9,300 (FY03) to 10,250 (I)	10,111 (FY06)
35	Percent of employees receiving annual performance reviews	Increase from 85.0% (FY03) to 100.0% (I)	94.0% (FY06)
36	Administrative transformation	Conduct six reviews per year during first three years of planning period (I)	10 (FY07)

37	Deferred maintenance and safety improvements	Reallocate \$1 for every \$2 in new capital appropriations received to address critical deferred maintenance and safety improvement needs (I)	The University received no new state appropriations in FY 2007 designated for deferred maintenance and safety. However, in FY 2007 the University increased its GEF building renewal budget by \$1.4 million or 21.2%. The University has set objectives to further increase operating funds for facilities stewardship and to dedicate an amount for building renewal projects equal to 1.5% of the replacement value of all new facilities.
38	Gender equity	Appoint committee to study gender equity and develop action plan if deficiencies are found (I)	The report of the Gender Equity Task Force is final; action is under way on 12 of 13 priority recommendations. For example: policy drafted to automatically extend the tenure clock for probationary faculty following permanent addition of a child to the household; phasing in additional funding to support spouse/partner appointments; convened a Mentoring Task Force to develop formal mentoring programming for junior faculty.
39	Arts and humanities initiatives	Revisit the recommendations of the 1997 Task Force on the Arts and Humanities; implement the campus dialog on the humanities envisioned in the AAU's 2004 report, "Reinvigorating the Humanities" (I)	The report of the Writing University Task Force is final; recommendations are being reviewed and some are being implemented now. Have initiated a post graduate fellowship program for writers on a pilot basis, to be reviewed later this spring; launched the Writing University Web Site; Department of English is processing a proposal for an undergraduate writing major; have moved POROI and the electronic journals into space closer to other writing programs.

Engagement

	Indicator	Baseline/Target	Status – Spring 2007
40	UI contributions to external community	Develop recognition program for faculty, staff, and students who make significant external contributions (I)	Created President’s Award for State Outreach and Public Engagement – ten awarded to date (six for the 2004-05 academic year and four for the 2005-06 academic year)
41	Number of students participating in cooperative education, community internship, service learning, and volunteer programs	Increase service learning course enrollment to 1,000 (I); increase number of student volunteers to 2,000 (I)	Service learning course enrollment: 1,273 (FY07) Student volunteers: 2,200 (FY07)
42	Patient satisfaction rating	Improve outpatient mean score from 4.35 (FY02) to 4.50 (scale = 5.00) (I); improve inpatient mean score from 86.8 (FY02) to 90.0 (scale=100.0) (I)	Outpatient survey instrument changed in FY06 - reporting will begin in FY07; Inpatient mean score 87.4 (FY06)
43	Number of options and licenses of UI intellectual property	Increase from 42 (FY03) to 75 (I)	43 (FY06)

Economic development activities are now gathered within the new initiative called IOWA Centers for Enterprise. The team involved in this initiative has developed the following indicators related to success in the general areas of intellectual property promotion, new business development, existing business support, community support, and workforce and entrepreneurship development.

Indicator #1: Construct and begin operations of a life sciences "wet laboratory" business incubator by 2009. Status: Design development almost complete; construction expected to begin late spring or early summer 2007 with completion about one year later.

Indicator #2: Attract, retain or expand (by at least 25% gsf) 1-2 companies per year at Oakdale Research Park. Status: One company attracted (NGI) and one retained (LMS CADSI) in FY07 to date.

Indicator #3: Attract 2-3 companies per year to the business incubator at Oakdale Research Park. Status: Four companies attracted to the incubator in FY07 to date (ASL, Soligent, KemPharm, Thomas Group).

Additional accomplishments are described in the September 2006 Economic Development Report to the Board of Regents, State of Iowa.

44 Tracking outreach and economic development efforts Collect information on all outreach and economic development efforts and set targets (I)

(P) = Peer Benchmark

(I) = Internal Target

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

April 2007 Progress Report

Regents Common Academic Indicators

1, 2 Enrollment - Headcount	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Goal
Undergraduate - Fall	19,941	20,100	20,717	21,035	21,503	22,087	23,060	22,999	22,230	21,354	20,732	20,440	20,500
<i>% of goal</i>	97%	98%	101%	103%	105%	108%	112%	112%	108%	104%	101%	100%	
Graduate & Professional - Fall	4,732	4,799	4,667	4,550	4,607	4,758	4,763	4,899	5,150	5,026	5,009	5,022	5,500
<i>% of goal</i>	86%	87%	85%	83%	84%	87%	87%	89%	94%	91%	91%	91%	
All Students - Fall	24,673	24,899	25,384	25,585	26,110	26,845	27,823	27,898	27,380	26,380	25,741	25,462	26,000
<i>% of goal</i>	95%	96%	98%	98%	100%	103%	107%	107%	105%	101%	99%	98%	

The university's goal is to enroll 20,500 undergraduate students and 5,500 professional and graduate students for a total enrollment of 26,000. This target balances the realities of declining enrollment of international students at universities across the

3 U.S. Students of Color	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Goal
Percent of Total Fall Enrollment	7.4%	7.6%	7.4%	7.3%	7.3%	7.3%	7.7%	8.1%	8.4%	8.5%	9.0%	9.2%	10.0%
<i>% of goal</i>	74%	76%	74%	73%	73%	73%	77%	81%	84%	85%	90%	92%	

Students of color as a percentage of the total enrollment has steadily increased over the past five years. The university is resolute in its desire to continue this trend and has set a goal of 10.0%. "U.S. Students of Color" includes students who are U.S.

4 Tenured & Tenure Eligible Faculty	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Goal
Total FTE T/TE Faculty, October Payroll	1,413	1,405	1,405	1,392	1,376	1,377	1,351	1,318	1,331	1,305	1,317	1,278	1,400
<i>% of goal</i>	101%	100%	100%	99%	98%	98%	97%	94%	95%	93%	94%	91%	

The number of tenured and tenure-eligible faculty has decreased during the past five years resulting in higher than optimal student-to-faculty ratios. The goal of 1,400 tenured/tenure-eligible faculty coupled with an overall enrollment of 26,000 would bri

5 Faculty of Color	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Goal
Percent of FT T/TE Faculty, October Payroll	10.0%	na	11.5%	na	11.9%	na	13.8%	na	13.9%	14.1%	18.3%	17.5%	18.0%
<i>% of goal</i>	56%		64%		66%		77%		77%	78%	102%	97%	

Faculty diversity, as measured by the percent of total faculty who are faculty of color, decreased last year after increasing the previous five years. The university remains resolute in its commitment to increase the diversity of its faculty and has set

6 Women Faculty	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Goal
Percent of FT T/TE Faculty, October Payroll	20.6%	na	23.1%	na	24.9%	na	25.9%	na	26.4%	26.8%	27.6%	27.9%	33.0%
<i>% of goal</i>	62%		70%		75%		78%		80%	81%	84%	85%	

Faculty diversity, as measured by the percent of faculty who are women has increased during the last five years. The university remains resolute in its commitment to increase the diversity of its faculty and has set five year goals of increasing the perce

7 One-Year Retention Rate	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Goal
First Time Freshmen (Total), Summer & Fall Entry, Percent Who Returned for Second Year - Entry Fall	81.5%	81.5%	82.8%	83.6%	84.4%	85.1%	83.7%	83.4%	84.2%	84.7%	85.5%	83.4%	90.0%
<i>% of goal</i>	91%	91%	92%	93%	94%	95%	93%	93%	94%	94%	95%	93%	
First Time Freshmen (Students of Color), Summer & Fall Entry, Percent Who Returned for Second Year - Entry Fall	78.2%	81.0%	74.5%	82.4%	83.9%	83.9%	85.5%	82.9%	80.9%	84.9%	84.7%	83.6%	90.0%
<i>% of goal</i>	87%	90%	83%	92%	93%	93%	95%	92%	90%	94%	94%	93%	

Considerable progress has been made on increasing the number for freshmen who return for their second year. The five-year target is to have 90% of all undergraduate students regardless of background return for the second year.

8 Six-Year Graduation Rate	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Goal
First Time Freshmen (Total), Summer & Fall Entry, Percent Who Graduated in Six Years - Entry Fall	61.6%	60.0%	60.1%	61.1%	60.4%	62.4%	63.7%	65.3%	65.7%	66.5%	68.0%	65.8%	72.0%
<i>% of goal</i>	86%	83%	83%	85%	84%	87%	88%	91%	91%	92%	94%	91%	
First Time Freshmen (Students of Color), Summer & Fall Entry, Percent Who Graduated in Six Years - Entry Fall	45.7%	40.0%	40.4%	38.6%	40.7%	51.3%	49.2%	48.2%	55.4%	48.0%	56.5%	55.2%	72.0%
<i>% of goal</i>	63%	56%	56%	54%	57%	71%	68%	67%	77%	67%	78%	77%	

Steady progress has been made on increasing the percentage of undergraduate students who graduate in six years. The university has set a goal of having 72% of all undergraduate students regardless of background receive a degree before or by the end of the

9 Student-to-Faculty Ratio	1998	1999	2000	2001	2002	2003	2004	2005	2006	Goal
Fall FTE Enrollment : Total FTE Faculty, October Payroll	14.3	13.7	16.0	16.2	16.3	15.6	15.5	14.8	14.8	15.0
<i>% of goal</i>	95%	91%	107%	108%	109%	104%	103%	99%	99%	

The ratio of students-to-faculty is larger than optimal resulting in larger class sizes and less faculty time available per student. The university is making a concerted effort to increase the number of faculty thus reducing the ratio to 15:1 by 2010. Thi

10 Class Size - Under 50	1998	1999	2000	2001	2002	2003	2004	2005	2006	Goal
Percent of All Class Sections - Fall	81.7%	82.7%	81.2%	78.7%	79.0%	80.6%	79.8%	83.0%	83.6%	85.0%
<i>% of goal</i>	96%	97%	96%	93%	93%	95%	94%	98%	98%	

Faculty-student interaction is at the heart of a university education and the quality of these interactions is often enhanced by smaller classes. The university has a goal of increasing the percent of classes geared for fewer than 50 students to 85% as a

11 Class Size - Under 20	1998	1999	2000	2001	2002	2003	2004	2005	2006	Goal
Percent of All Class Sections - Fall	31.9%	36.8%	36.0%	32.8%	35.1%	35.4%	33.0%	36.1%	37.7%	40.0%
% of goal	80%	92%	90%	82%	88%	89%	83%	90%	94%	

Faculty-student interaction is at the heart of a university education and the quality of these interactions is often enhanced by smaller classes. The university has a goal of increasing the percent of classes geared for fewer than 50 students to 40% as a

Items 12 - 16 are from the National Survey of Student Engagement (NSSE). NSSE annually assesses the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development. In an effort to

- *Level of academic challenge,
- *Active and collaborative learning,
- *Student-faculty interactions,
- *Enriching educational experiences, and
- *Supportive campus environment.

Each year, approximately 200,000 students at 650 four-year colleges and universities participate in NSSE. Iowa State's targets for each of the five NSSE benchmarks have been set just above the mean score achieved at doctoral-extensive universities who pa

12 Academic Challenge: NSSE	2001	2002	2003	2004	2005	2006	Goal
Seniors - 100 Points Possible - Fall Report	50	52	51	na	52	52	55
% of goal	91%	95%	93%		95%	95%	

Challenging intellectual and creative work is central to student learning and collegiate quality. College and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for studen

13 Active & Collaborative Learning: NSSE	2001	2002	2003	2004	2005	2006	Goal
Seniors - 100 Points Possible - Fall Report	46	46	45	na	47	47	49
% of goal	94%	94%	92%		96%	96%	

Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to

14 Student-Faculty Interaction: NSSE	2001	2002	2003	2004	2005	2006	Goal
Seniors - 100 Points Possible - Fall Report	39	41	39	na	41	40	41
% of goal	95%	100%	95%		100%	98%	

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life long learning. Thi

15 Enriching Education: NSSE	2005	2006	Goal
Seniors - 100 Point Possible - Fall Report	39	39	41
% of goal	95%	95%	

Complementary learning opportunities inside and outside the classroom augment academic programs. Experiencing diversity teaches students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Inter

16 Supportive Campus Environment: NSSE	2001	2002	2003	2004	2005	2006	Goal
Seniors - 100 Points Possible - Fall Report	52	55	55	na	53	54	55
% of goal	95%	100%	100%		96%	98%	

Students perform better and are more satisfied at colleges that are committed to their success and that cultivate positive working and social relations among different groups on campus. This benchmark measures senior students' perception of the extent to

17 Sponsored Funding Awards	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Goal
Millions of Dollars - Fiscal Year	\$168.9	\$142.9	\$185.5	\$156.2	\$199.2	\$211.2	\$217.7	\$225.4	\$230.4	\$274.2	\$286.9	\$279.7	\$300.0
% of goal	56%	48%	62%	52%	66%	70%	73%	75%	77%	91%	96%	93%	

Sponsored funding reflects the level of the university's funded research and scholarly activity. Sponsored funding at Iowa State University has grown steadily the previous five years with a slight decrease in 2006. The university expects this level of fu

18 Faculty Articles and Citations	1998-2002	1999-2003	2000-2004	2001-2005	Goal
Total Articles Published by ISU Faculty - Rolling 5 Year Average	7,719	na	na	8,628	9,000
Total Citations of Articles Published by ISU Faculty - Rolling 5 Year Average	36,780	na	na	46,469	50,000

Another measure of the quality and impact of faculty scholarship is the extent to which it is cited by other scholars. Thompson Scientific is a comprehensive source of data on citations and publications. Their Institute for Scientific Information (ISI) Da

19 Doctorate Degrees Awarded	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Goal
Total Degrees Awarded - Academic Year	318	287	255	300	257	238	232	239	228	228	246	281	275
% of goal	116%	104%	93%	109%	93%	87%	84%	87%	83%	83%	89%	102%	

The doctorate is the highest degree offered by most disciplines and represents subject mastery. The number of doctorate degrees awarded is a measure of both students' attraction to the university based on the quality of its programs and the university's a

20 Faculty Salaries	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Goal
Comparative Index - Percent of Peer Mean	101%	101%	99%	100%	99%	99%	98%	97%	96%	96%	95%	95%	102%
<i>% of goal</i>	99%	99%	97%	98%	97%	97%	96%	95%	94%	94%	93%	93%	

While not a direct measure of program quality, competitive faculty salaries are critical to attracting and retaining outstanding faculty. As such, it is important to monitor and improve salary competitiveness as compared to peer universities. Data for thi

21 Royalties/License Fee Income	1998	1999	2000	2001	2002	2003	2004	2005	2006	Goal
Millions of Dollars - Rolling 3 Year Average	\$4.9	\$4.5	\$2.7	\$2.9	\$5.9	\$7.5	\$7.2	\$4.8	\$5.2	\$10.0
<i>% of goal</i>	49%	45%	27%	29%	59%	75%	72%	48%	52%	

Iowa State is one of the most successful universities in applying new technologies in ways that benefit society. The university has set a goal of increasing the income from royalties and license fees to \$10 million by 2010.

22 Iowan Served by ISU Extension	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Goal
Total People Served - Fiscal Year	377,036	353,361	468,043	499,537	727,370	657,316	665,354	766,268	757,852	754,546	795,667	800,000
	47.1%	44.2%	58.5%	62.4%	90.9%	82.2%	83.2%	95.8%	94.7%	94.3%	99.5%	

"Iowan's Served" measures the number of contacts made by University Extension with Iowa's citizens while providing information, services, and programs that benefit youth, families, adults, businesses, and organizations. The university has set a goal of ma

23 Faculty / Staff Survey

The university recently completed a faculty/staff survey that will assist the university in assessing the quality of the working environment that exists and gaining insights into needed improvements. A clear majority of respondents agreed or strongly agr

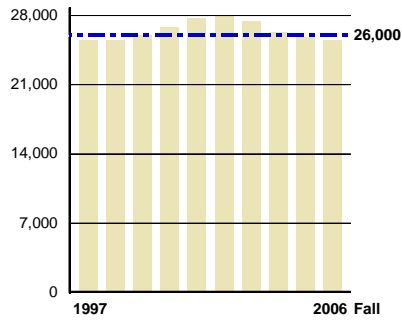
24 Financial Need Met	2003	2004	2005	Goal
Percentage of Total Student Financial Aid Funded by ISU	85.0%	85.5%	83.8%	100%

The Board of Regents included "Financial Need" in its set of common indicators to be reported by each Regent university. The percentage reported for the first time in 2004 is the proportion of total financial need for all students (as defined by the Free

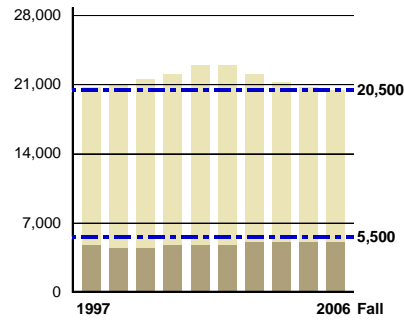
Forward thinking. The Iowa State University 2005-2010 Strategic Plan

April 2007 Progress Report

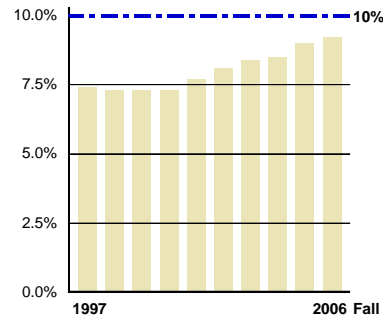
Targets are shown in blue



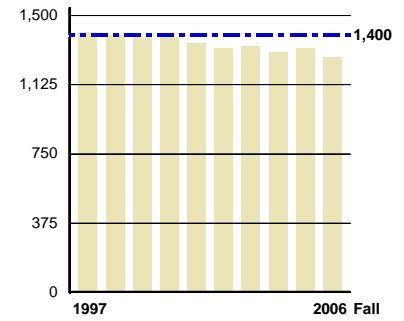
1 Enrollment - Headcount
All students



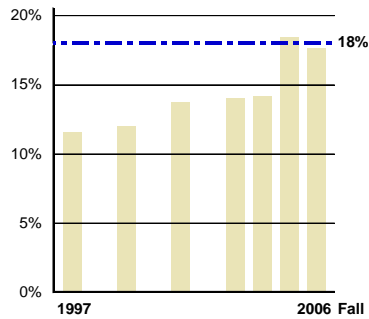
2 Enrollment - Headcount
Undergraduate target: 20,500 (light color)
Graduate & Prof. target: 5,500 (dark color)



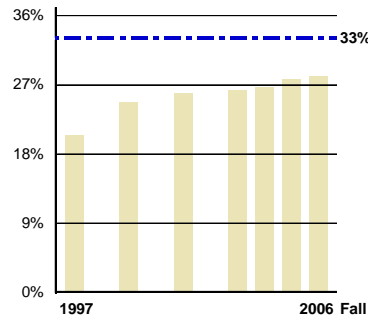
3 U.S. Students of Color
Percent of total enrollment
African American, American Indian/Alaskan Native, Asian/Pacific Islander, & Hispanic



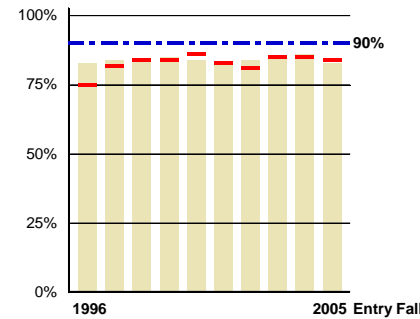
4 Tenured & Tenure Eligible Faculty
Full time equivalent



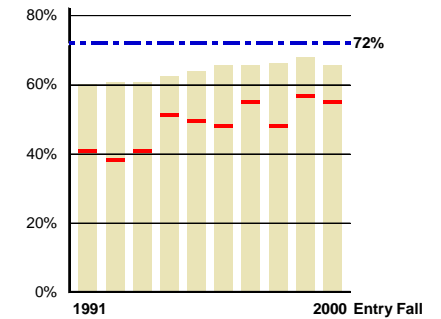
5 Faculty of Color
Percent of Tenured & Tenure Eligible Faculty
African American, American Indian/Alaskan Native, Asian/Pacific Islander, & Hispanic



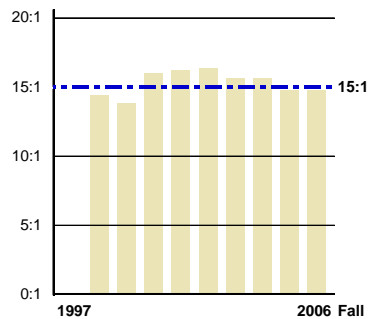
6 Women Faculty
Percent of Tenured & Tenure Eligible Faculty



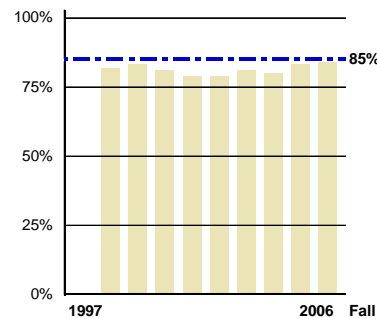
7 One-Year Retention Rate
Direct from high school undergraduates
All students (light color)
Students of color (red lines)



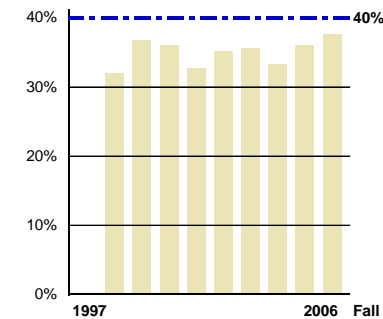
8 Six-Year Graduation Rate
Direct from high school undergraduates
All students (light color)
Students of color (red lines)



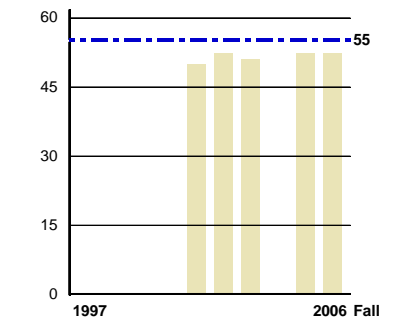
9 Student-to-Faculty Ratio
All full time equivalent students
All full time equivalent instructional faculty



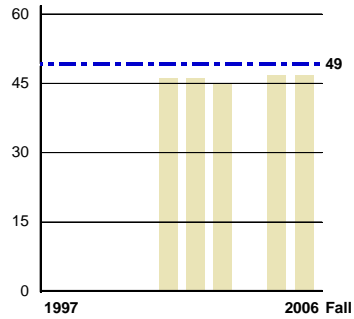
10 Class Size - Under 50
Percent of total class sections



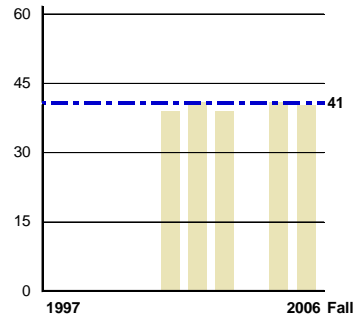
11 Class Size - Under 20
Percent of total class sections



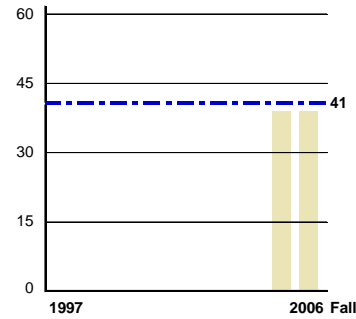
12 Academic Challenge
Summary score from the National Survey of Student Engagement



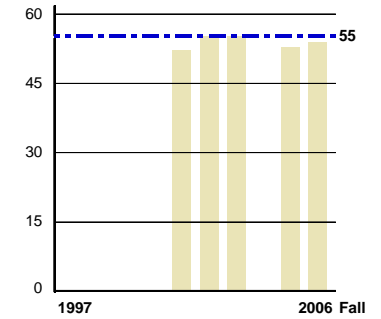
13 Active & Collaborative Learning
Summary score from the National Survey of Student Engagement



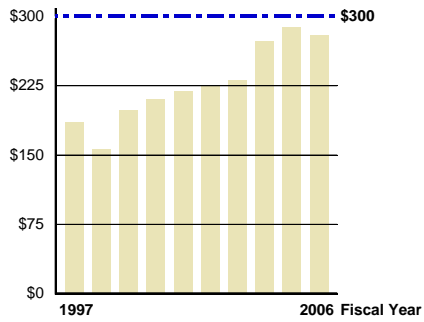
14 Student-Faculty Interaction
Summary score from the National Survey of Student Engagement



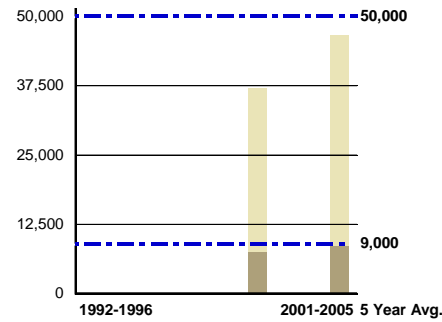
15 Enriching Education
Summary score from the National Survey of Student Engagement



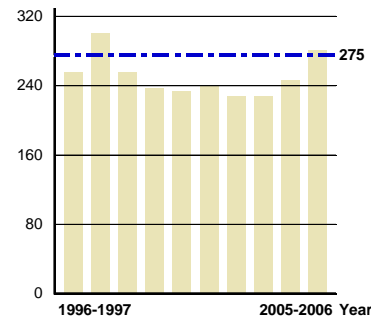
16 Supportive Campus
Summary score from the National Survey of Student Engagement



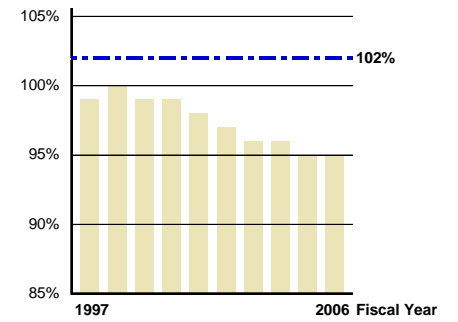
17 Sponsored Funding Awards
Millions of dollars



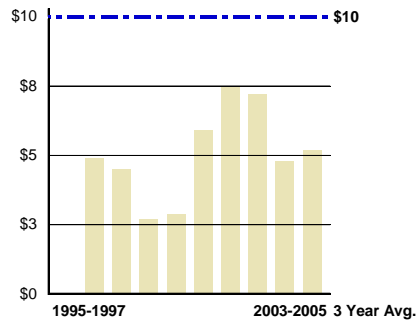
18 Faculty Articles & Citations
Articles published by ISU faculty & citations reported in ISI Index
Citations (light color)
Articles (dark color)



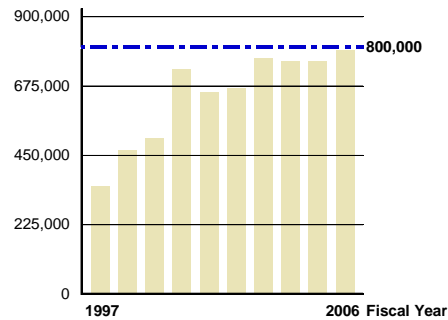
19 Doctorate Degrees Awarded
Total for fall, spring, and summer



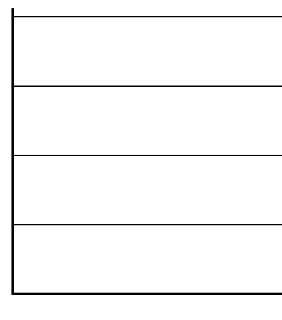
20 Faculty Salaries
Comparative index
At 100%, mean faculty salaries at ISU equal mean faculty salaries at peer institutions



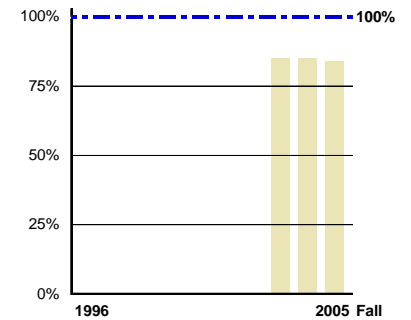
21 Royalties/License Fee Income
Millions of dollars



22 Iowans Served by ISU Extension
Total people



23 Faculty and Staff Survey
New indicator - under development



24 Financial Need Met
Percentage of total student financial need funded by ISU

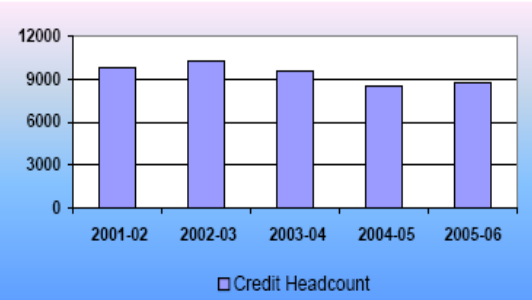
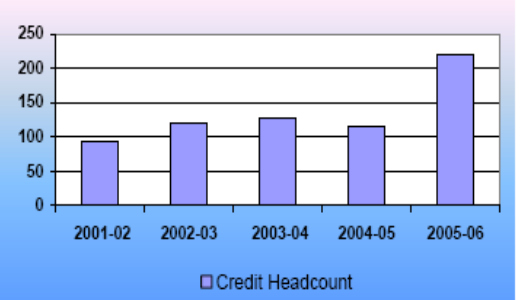
University of Northern Iowa
Strategic Plan: 2005-2010 Progress Report

I. Intake Profile	Data	Chart																																																																								
<p>Profile of undergraduate and graduate student populations by residency, race, and ethnicity</p> <p>Target: Resident - 85% Non resident - 10%+5% (Domestic + International)</p> <p>Minority – 8.5%</p>	<table border="1"> <thead> <tr> <th rowspan="2">Fall</th> <th colspan="2">Undergraduate</th> <th colspan="2">Graduate</th> </tr> <tr> <th>Resident</th> <th>Non Resident</th> <th>Resident</th> <th>Non Resident</th> </tr> </thead> <tbody> <tr> <td>2002</td> <td>93.7%</td> <td>6.3%</td> <td>77.7%</td> <td>22.3%</td> </tr> <tr> <td>2003</td> <td>93.9%</td> <td>6.1%</td> <td>77.7%</td> <td>22.3%</td> </tr> <tr> <td>2004</td> <td>93.7%</td> <td>6.3%</td> <td>79.6%</td> <td>20.4%</td> </tr> <tr> <td>2005</td> <td>93.0%</td> <td>7.0%</td> <td>77.8%</td> <td>22.2%</td> </tr> <tr> <td>2006</td> <td>92.6%</td> <td>7.4%</td> <td>78.4%</td> <td>21.6%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">Fall</th> <th colspan="2">Minority</th> </tr> <tr> <th>Undergraduate</th> <th>Graduate</th> </tr> </thead> <tbody> <tr> <td>2002</td> <td>5.55%</td> <td>8.08%</td> </tr> <tr> <td>2003</td> <td>5.98%</td> <td>9.78%</td> </tr> <tr> <td>2004</td> <td>6.27%</td> <td>10.34%</td> </tr> <tr> <td>2005</td> <td>5.98%</td> <td>10.54%</td> </tr> <tr> <td>2006</td> <td>5.87%</td> <td>8.47%</td> </tr> </tbody> </table>	Fall	Undergraduate		Graduate		Resident	Non Resident	Resident	Non Resident	2002	93.7%	6.3%	77.7%	22.3%	2003	93.9%	6.1%	77.7%	22.3%	2004	93.7%	6.3%	79.6%	20.4%	2005	93.0%	7.0%	77.8%	22.2%	2006	92.6%	7.4%	78.4%	21.6%	Fall	Minority		Undergraduate	Graduate	2002	5.55%	8.08%	2003	5.98%	9.78%	2004	6.27%	10.34%	2005	5.98%	10.54%	2006	5.87%	8.47%	<table border="1"> <caption>Undergraduate Residency Data</caption> <thead> <tr> <th>Year</th> <th>Resident (%)</th> <th>Non Resident (%)</th> </tr> </thead> <tbody> <tr> <td>2002</td> <td>93.7</td> <td>6.3</td> </tr> <tr> <td>2003</td> <td>93.9</td> <td>6.1</td> </tr> <tr> <td>2004</td> <td>93.7</td> <td>6.3</td> </tr> <tr> <td>2005</td> <td>93.0</td> <td>7.0</td> </tr> <tr> <td>2006</td> <td>92.6</td> <td>7.4</td> </tr> </tbody> </table>	Year	Resident (%)	Non Resident (%)	2002	93.7	6.3	2003	93.9	6.1	2004	93.7	6.3	2005	93.0	7.0	2006	92.6	7.4
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<p>Off-campus student enrollment in degree programs offered through distance learning (fall semester only)</p> <p>Target: Monitor</p>	<table border="1"> <thead> <tr> <th></th> <th colspan="5">Headcount</th> </tr> <tr> <th>Year</th> <th>2001-02</th> <th>2002-03</th> <th>2003-04</th> <th>2004-05</th> <th>2005-06</th> </tr> </thead> <tbody> <tr> <td>Credit</td> <td>94</td> <td>121</td> <td>127</td> <td>115</td> <td>220</td> </tr> <tr> <td>Non-Credit</td> <td>687</td> <td>652</td> <td>667</td> <td>651</td> <td>620</td> </tr> </tbody> </table>		Headcount					Year	2001-02	2002-03	2003-04	2004-05	2005-06	Credit	94	121	127	115	220	Non-Credit	687	652	667	651	620	 <table border="1"> <caption>Credit Headcount Data</caption> <thead> <tr> <th>Year</th> <th>Headcount</th> </tr> </thead> <tbody> <tr> <td>2001-02</td> <td>94</td> </tr> <tr> <td>2002-03</td> <td>121</td> </tr> <tr> <td>2003-04</td> <td>127</td> </tr> <tr> <td>2004-05</td> <td>115</td> </tr> <tr> <td>2005-06</td> <td>220</td> </tr> </tbody> </table>	Year	Headcount	2001-02	94	2002-03	121	2003-04	127	2004-05	115	2005-06	220
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II. University Experience – Process	Data	Chart																																																																																																																																																				
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II. University Experience – Process	Data	Chart																																																																														
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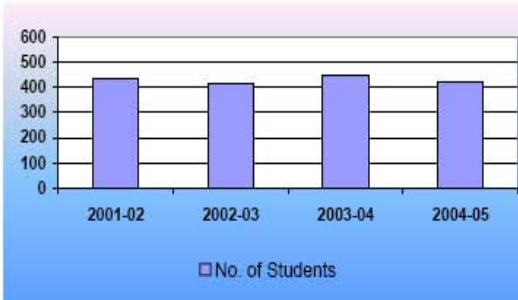
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III. University Experience – Quality	Data	Chart																																																
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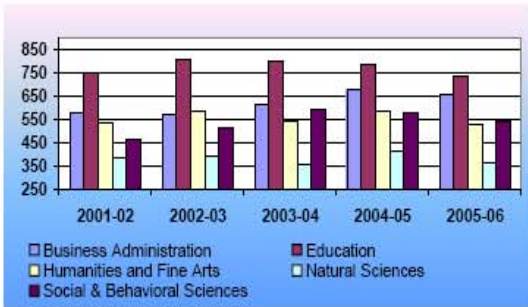
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III. University Experience – Quality	Data	Chart																																																																																											
<p>Percentage of students participating in experiential learning courses.</p> <p>Target: Monitor</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2001</th> <th>2002</th> <th>2003</th> <th>2004</th> <th>2005</th> </tr> </thead> <tbody> <tr> <td>% of Students</td> <td>96.7</td> <td>95.1</td> <td>94.9</td> <td>94.2</td> <td>92.9</td> </tr> </tbody> </table>	Year	2001	2002	2003	2004	2005	% of Students	96.7	95.1	94.9	94.2	92.9	<table border="1"> <caption>Percentage of Students</caption> <thead> <tr> <th>Year</th> <th>2001</th> <th>2002</th> <th>2003</th> <th>2004</th> <th>2005</th> </tr> </thead> <tbody> <tr> <td>Percentage of Students</td> <td>96.7</td> <td>95.1</td> <td>94.9</td> <td>94.2</td> <td>92.9</td> </tr> </tbody> </table>	Year	2001	2002	2003	2004	2005	Percentage of Students	96.7	95.1	94.9	94.2	92.9																																																																			
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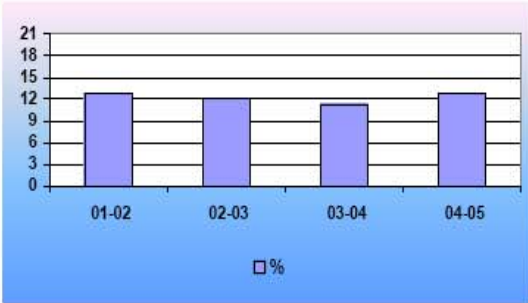
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III. University Experience – Quality	Data	Chart										
Number of students having an international learning experience Target: 5% of UG students	<table border="1"> <thead> <tr> <th>Year</th> <th>2001-02</th> <th>2002-03</th> <th>2003-04</th> <th>2004-05</th> </tr> </thead> <tbody> <tr> <td>No. of Students</td> <td>437</td> <td>413</td> <td>449</td> <td>420</td> </tr> </tbody> </table>	Year	2001-02	2002-03	2003-04	2004-05	No. of Students	437	413	449	420	 <p>A bar chart titled 'No. of Students' showing the number of students with international learning experience from 2001-02 to 2004-05. The vertical axis (y-axis) is labeled from 0 to 600 in increments of 100. The horizontal axis (x-axis) is labeled with the years 2001-02, 2002-03, 2003-04, and 2004-05. The bars represent the number of students for each year: 437 for 2001-02, 413 for 2002-03, 449 for 2003-04, and 420 for 2004-05.</p>
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IV. Graduate Profile	Data					Chart	
Number of graduates per year by College							
Target: Monitor	College	2001-02	2002-03	2003-04	2004-05		2005-06
	Business Administration	575	568	615	674		656
	Education	752	809	802	785		731
	Humanities and Fine Arts	537	585	542	585		530
	Natural Sciences	386	390	359	417		362
	Social & Behavioral Sciences	466	516	593	579		540
	Other	135	148	128	136	114	
	University Total	2,851	3,016	3,039	3,176	2,933	

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IV. Graduate Profile	Data					Chart																
Percentage of solicitable Alumni who make contributions Target: 15%	<table border="1"> <thead> <tr> <th>Year</th> <th>01-02</th> <th>02-03</th> <th>03-04</th> <th>04-05</th> </tr> </thead> <tbody> <tr> <td>%</td> <td>12.8</td> <td>12.0</td> <td>11.3</td> <td>12.7</td> </tr> </tbody> </table>	Year	01-02	02-03	03-04	04-05	%	12.8	12.0	11.3	12.7	 <table border="1"> <caption>Chart Data</caption> <thead> <tr> <th>Year</th> <th>01-02</th> <th>02-03</th> <th>03-04</th> <th>04-05</th> </tr> </thead> <tbody> <tr> <td>%</td> <td>12.8</td> <td>12.0</td> <td>11.3</td> <td>12.7</td> </tr> </tbody> </table>	Year	01-02	02-03	03-04	04-05	%	12.8	12.0	11.3	12.7
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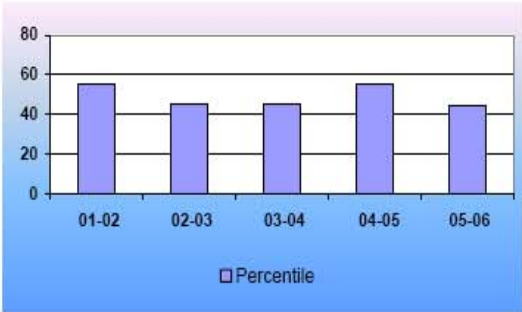
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V. Fund Sources	Data	Chart																												
<p>Percentage of general fund support from state appropriations</p> <p>Target: 60%</p>	<table border="1"> <thead> <tr> <th>FY</th> <th>00-01</th> <th>01-02</th> <th>02-03</th> <th>03-04</th> <th>04-05</th> <th>05-06</th> </tr> </thead> <tbody> <tr> <td>General Fund (%)</td> <td>70.1</td> <td>66.5</td> <td>61.9</td> <td>57.7</td> <td>56.2</td> <td>57.4</td> </tr> </tbody> </table>	FY	00-01	01-02	02-03	03-04	04-05	05-06	General Fund (%)	70.1	66.5	61.9	57.7	56.2	57.4	<table border="1"> <caption>General Fund (%) Data</caption> <thead> <tr> <th>FY</th> <th>00-01</th> <th>01-02</th> <th>02-03</th> <th>03-04</th> <th>04-05</th> <th>05-06</th> </tr> </thead> <tbody> <tr> <td>General Fund (%)</td> <td>70.1</td> <td>66.5</td> <td>61.9</td> <td>57.7</td> <td>56.2</td> <td>57.4</td> </tr> </tbody> </table>	FY	00-01	01-02	02-03	03-04	04-05	05-06	General Fund (%)	70.1	66.5	61.9	57.7	56.2	57.4
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<p>Sponsored funding per year in millions of dollars</p> <p>Target: 35 million</p>	<table border="1"> <thead> <tr> <th>FY</th> <th>00-01</th> <th>01-02</th> <th>02-03</th> <th>03-04</th> <th>04-05</th> <th>05-06</th> </tr> </thead> <tbody> <tr> <td>Millions</td> <td>19.4</td> <td>20.7</td> <td>18.1</td> <td>23.7</td> <td>24.8</td> <td>20.0</td> </tr> </tbody> </table>	FY	00-01	01-02	02-03	03-04	04-05	05-06	Millions	19.4	20.7	18.1	23.7	24.8	20.0	<table border="1"> <caption>Sponsored Funding (millions) Data</caption> <thead> <tr> <th>FY</th> <th>00-01</th> <th>01-02</th> <th>02-03</th> <th>03-04</th> <th>04-05</th> <th>05-06</th> </tr> </thead> <tbody> <tr> <td>Millions</td> <td>19.4</td> <td>20.7</td> <td>18.1</td> <td>23.7</td> <td>24.8</td> <td>20.0</td> </tr> </tbody> </table>	FY	00-01	01-02	02-03	03-04	04-05	05-06	Millions	19.4	20.7	18.1	23.7	24.8	20.0
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V. Fund Sources	Data					Chart	
Dollars available to the University from the Foundation for scholarships, capitals, and programs Target: Scholarships – 3.5 millions Programs – 3.5 millions		FY02	FY03	FY04	FY05	FY06	
Target: Scholarships – 3.5 millions Programs – 3.5 millions	Scholarships	2,490,977	2,039,455	1,894,749	2,081,097	1,917,550	
	Capital Projects	468,066	1,133,272	15,970,602	3,838,774	2,095,323	
	Programs	2,256,734	1,671,278	1,814,122	2,508,285	1,547,218	

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VI. Fund Uses	Data	Chart																														
<p>Faculty salaries as compared to peer institutions</p> <p>Target: 70th percentile</p>	<table border="1"> <thead> <tr> <th colspan="6">Faculty Salaries (percentile)</th> </tr> <tr> <th>Year</th> <th>01-02</th> <th>02-03</th> <th>03-04</th> <th>04-05</th> <th>05-06</th> </tr> </thead> <tbody> <tr> <td>Percentile</td> <td>55</td> <td>45</td> <td>45</td> <td>55</td> <td>44</td> </tr> </tbody> </table>	Faculty Salaries (percentile)						Year	01-02	02-03	03-04	04-05	05-06	Percentile	55	45	45	55	44	 <table border="1"> <caption>Faculty Salaries (percentile) Data</caption> <thead> <tr> <th>Year</th> <th>Percentile</th> </tr> </thead> <tbody> <tr> <td>01-02</td> <td>55</td> </tr> <tr> <td>02-03</td> <td>45</td> </tr> <tr> <td>03-04</td> <td>45</td> </tr> <tr> <td>04-05</td> <td>55</td> </tr> <tr> <td>05-06</td> <td>44</td> </tr> </tbody> </table>	Year	Percentile	01-02	55	02-03	45	03-04	45	04-05	55	05-06	44
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