

General Docket

DATE: October 14, 2003
TO: Board of Regents, State of Iowa
FROM: University of Northern Iowa

We are pleased to convey to you the third annual report on the progress of performance indicators for the University of Northern Iowa Strategic Plan 2001-2006, "Focused on Excellence." The report, organized to address eight goals in the strategic plan, describes progress made since the UNI plan was approved by the Board in December, 2000.

Despite severe budget constraints, we are pleased with the progress made to date on most of the performance indicators. With the reduction in enrollment, class sizes are smaller and an increasing number of lower division courses are taught by tenure and tenure track faculty. Despite the weak economy, the percentage of graduates securing employment within one year has reached nearly 100%. We continue to make significant progress in minority and international student recruitment. The number of UNI classrooms that are technology equipped has increased nearly 100% and an increasing number of faculty use computers as an integral teaching aid in their courses. Furthermore, student and faculty satisfaction continues to be very high.

The following seven indicators have achieved or exceeded their established targets:

1. Percentage of graduates [of graduate programs] employed or placed within one year (1.5.1)
2. Number of international students enrolled [Fall semester only] (1.7.2)
3. Sponsored funding per year in millions of dollars (2.2.1)
4. Off-campus student enrollment in degree programs offered through distance learning (3.2.2)
5. Student climate survey (4.2.1 & 5.3.1)
6. Faculty/staff climate survey (5.3.1 & 5.4.1)
7. Number of continuing education credits earned (6.1.1)

Overall, we are pleased with the progress made to date on most of the performance indicators and we look forward to continued improvements in the fourth year of the strategic plan implementation.

University of Northern Iowa
Strategic Plan: 2001-2006
PERFORMANCE INDICATORS
2003-2004

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%	02-03: 64.6% 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	<table border="0" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">Average</td> <td style="text-align: center;">Median</td> <td></td> <td style="text-align: center;">Avg.</td> <td style="text-align: center;">Median</td> </tr> <tr> <td>UNI:</td> <td style="text-align: center;">33</td> <td style="text-align: center;">25</td> <td>02-03:</td> <td style="text-align: center;">34.3</td> <td style="text-align: center;">25</td> </tr> <tr> <td>BOR:</td> <td style="text-align: center;">33</td> <td style="text-align: center;">27</td> <td>01-02:</td> <td style="text-align: center;">36.7</td> <td style="text-align: center;">26</td> </tr> <tr> <td></td> <td></td> <td></td> <td>00-01:</td> <td style="text-align: center;">35.8</td> <td style="text-align: center;">26</td> </tr> <tr> <td></td> <td></td> <td></td> <td>99-00:</td> <td style="text-align: center;">34.6</td> <td style="text-align: center;">25</td> </tr> <tr> <td></td> <td></td> <td></td> <td>98-99:</td> <td style="text-align: center;">32.9</td> <td style="text-align: center;">25</td> </tr> <tr> <td></td> <td></td> <td></td> <td>97-98:</td> <td style="text-align: center;">33.2</td> <td style="text-align: center;">25</td> </tr> <tr> <td></td> <td></td> <td></td> <td>96-97:</td> <td style="text-align: center;">35.5</td> <td style="text-align: center;">26</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">Average</td> <td style="text-align: center;">Median</td> <td></td> </tr> <tr> <td>UNI:</td> <td style="text-align: center;">22</td> <td style="text-align: center;">23</td> <td>02-03:</td> <td style="text-align: center;">27.3</td> <td style="text-align: center;">27</td> </tr> <tr> <td>BOR:</td> <td style="text-align: center;">23</td> <td style="text-align: center;">25</td> <td>01-02:</td> <td style="text-align: center;">26.8</td> <td style="text-align: center;">27</td> </tr> <tr> <td></td> <td></td> <td></td> <td>00-01:</td> <td style="text-align: center;">25.6</td> <td style="text-align: center;">25</td> </tr> <tr> <td></td> <td></td> <td></td> <td>99-00:</td> <td style="text-align: center;">22.8</td> <td style="text-align: center;">23</td> </tr> <tr> <td></td> <td></td> <td></td> <td>98-99:</td> <td style="text-align: center;">24.2</td> <td style="text-align: center;">24</td> </tr> <tr> <td></td> <td></td> <td></td> <td>97-98:</td> <td style="text-align: center;">23.3</td> <td style="text-align: center;">22</td> </tr> <tr> <td></td> <td></td> <td></td> <td>96-97:</td> <td style="text-align: center;">23.1</td> <td style="text-align: center;">21</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">Average</td> <td style="text-align: center;">Median</td> <td></td> </tr> <tr> <td>UNI:</td> <td style="text-align: center;">28</td> <td style="text-align: center;">24</td> <td>02-03:</td> <td style="text-align: center;">31.8</td> <td style="text-align: center;">26</td> </tr> <tr> <td>BOR:</td> <td style="text-align: center;">28</td> <td style="text-align: center;">26</td> <td>01-02:</td> <td style="text-align: center;">33.2</td> <td style="text-align: center;">26</td> </tr> <tr> <td></td> <td></td> <td></td> <td>00-01:</td> <td style="text-align: center;">32.2</td> <td style="text-align: center;">26</td> </tr> <tr> <td></td> <td></td> <td></td> <td>99-00:</td> <td style="text-align: center;">28.9</td> <td style="text-align: center;">25</td> </tr> <tr> <td></td> <td></td> <td></td> <td>98-99:</td> <td style="text-align: center;">29.2</td> <td style="text-align: center;">24</td> </tr> <tr> <td></td> <td></td> <td></td> <td>97-98:</td> <td style="text-align: center;">28.9</td> <td style="text-align: center;">24</td> </tr> <tr> <td></td> <td></td> <td></td> <td>96-97:</td> <td style="text-align: center;">29.5</td> <td style="text-align: center;">24</td> </tr> </table>		Average	Median		Avg.	Median	UNI:	33	25	02-03:	34.3	25	BOR:	33	27	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										Average	Median		UNI:	22	23	02-03:	27.3	27	BOR:	23	25	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										Average	Median		UNI:	28	24	02-03:	31.8	26	BOR:	28	26	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	
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1.2.1	-	First class enrolled in Honors Program by fall 2002.	Yes	Achieved: Third honors class of 75 students enrolled in Fall 2003 Total Honors enrollment for Fall 2003: 214 Fall 2002: 141																																																																																																																																																												
1.3.1	3B	Percentage of lower division courses taught by tenure/tenure track faculty	70%	02-03: 59.6% 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	Programs identified.																																																																																																																																																												
1.5.1	-	Percentage of graduates [of graduate programs] employed or placed within one year.	95	01-02: 99.1% (updated data) 00-01: 93.7% 99-00: 96.4%																																																																																																																																																												

GOAL 1: Continued...

Institutional Indicators, MGT Indicators			Target*	Progress Made
UNI	BOR	Performance Indicator		
1.6.1	6	Number and percentage of faculty using instructional technology (including computers).	UNI: 90% BOR: 83%	Number of Total Faculty % 02-03: 542 of 623 87.0 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
1.6.2	7	Number and percentage of general assignment tech-equipped classrooms.	100%	Total Classrooms Wired % 02-03: 288 285 99 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%	02-03: 42.2% 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	01-02: 437 00-01: 590 99-00: 392 98-99: 409
1.7.2	-	Number of international students enrolled. [Fall semester only]	375	03-04: 384 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).	UNI: 90% BOR: 83%	<table border="0"> <tr> <td></td> <td>Number of</td> <td></td> </tr> <tr> <td></td> <td>Total Faculty</td> <td>%</td> </tr> <tr> <td>02-03:</td> <td>542 of 623</td> <td>87.0</td> </tr> <tr> <td>01-02:</td> <td>531 of 589</td> <td>90.2</td> </tr> <tr> <td>00-01:</td> <td>536 of 614</td> <td>87.3</td> </tr> <tr> <td>99-00:</td> <td>542 of 609</td> <td>89.0</td> </tr> <tr> <td>98-99:</td> <td>349 of 529</td> <td>66.0</td> </tr> <tr> <td>97-98:</td> <td>--</td> <td>50.0</td> </tr> </table>		Number of			Total Faculty	%	02-03:	542 of 623	87.0	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
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98-99:	349 of 529	66.0																										
97-98:	--	50.0																										
2.2.1	18	Sponsored funding per year in millions of dollars.	UNI: \$15.2 m BOR: \$18.0 m	<table border="0"> <tr> <td>02-03:</td> <td>\$18.1 m</td> </tr> <tr> <td>01-02:</td> <td>\$20.7 m</td> </tr> <tr> <td>00-01:</td> <td>\$19.4 m</td> </tr> <tr> <td>99-00:</td> <td>\$18.1 m</td> </tr> <tr> <td>98-99:</td> <td>\$10.1 m</td> </tr> <tr> <td>97-98:</td> <td>\$11.9 m</td> </tr> <tr> <td>96-97:</td> <td>\$10.4 m</td> </tr> </table>	02-03:	\$18.1 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										
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2.2.2	22	Number of intellectual property disclosures. (Sponsored + Non Sponsored)	Monitor	<table border="0"> <tr> <td>02-03:</td> <td>0 (0+0)</td> </tr> <tr> <td>01-02:</td> <td>1 (0+1)</td> </tr> <tr> <td>00-01:</td> <td>1 (0+1)</td> </tr> <tr> <td>99-00:</td> <td>3 (0+3)</td> </tr> <tr> <td>98-99:</td> <td>5 (5+0)</td> </tr> </table>	02-03:	0 (0+0)	01-02:	1 (0+1)	00-01:	1 (0+1)	99-00:	3 (0+3)	98-99:	5 (5+0)														
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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	02-03: Report completed 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>02-03:</td> <td>10,203</td> <td>14,969</td> </tr> <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	02-03:	10,203	14,969	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).	<table border="1"> <thead> <tr> <th></th> <th>Undergrad.</th> <th>Graduate</th> </tr> </thead> <tbody> <tr> <td>UNI:</td> <td>90</td> <td>550</td> </tr> <tr> <td>BOR:</td> <td>75</td> <td>550</td> </tr> </tbody> </table>		Undergrad.	Graduate	UNI:	90	550	BOR:	75	550	<table border="1"> <thead> <tr> <th></th> <th>Undergrad.</th> <th>Graduate</th> </tr> </thead> <tbody> <tr> <td>02-03 :</td> <td>121</td> <td>652</td> </tr> <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	02-03 :	121	652	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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UNI	BOR	Performance Indicator																																																																																																																																		
4.1.1	41	Racial/ethnic composition of student populations in percentages.	8.5%	Fall 03: 6.0% Fall 02: 5.5% 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.	<p align="center"><u>6-Year Graduation Rates</u></p> <table border="0"> <tr> <td>Native Am.</td> <td>48.3%</td> </tr> <tr> <td>African Am.</td> <td>48.1%</td> </tr> <tr> <td>Asian Am.</td> <td>62.9%</td> </tr> <tr> <td>Hispanic</td> <td>46.3%</td> </tr> </table>	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>2002</th> <th>1999</th> <th>1997</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>duration</td> <td>duration</td> </tr> </thead> <tbody> <tr> <td>Native Am.</td> <td>100.0%</td> <td>20.0%</td> <td>0.0%</td> </tr> <tr> <td>African Am.</td> <td>78.1%</td> <td>8.0 %</td> <td>31.6%</td> </tr> <tr> <td>Asian Am.</td> <td>83.3%</td> <td>26.3%</td> <td>52.6%</td> </tr> <tr> <td>Hispanic</td> <td>50.0%</td> <td>0.0%</td> <td>10.0%</td> </tr> <tr> <td>White</td> <td>81.1%</td> <td>34.4%</td> <td>66.6%</td> </tr> <tr> <td>Overall</td> <td>80.6%</td> <td>33.5%</td> <td>65.2%</td> </tr> <tr> <td>Minority (all)</td> <td>74.7%</td> <td>11.4%</td> <td>33.3%</td> </tr> </tbody> </table> <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>duration</td> <td>duration</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>duration</td> <td>duration</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	2002	1999	1997	Retention		4 yr gra-	6 yr gra-			duration	duration	Native Am.	100.0%	20.0%	0.0%	African Am.	78.1%	8.0 %	31.6%	Asian Am.	83.3%	26.3%	52.6%	Hispanic	50.0%	0.0%	10.0%	White	81.1%	34.4%	66.6%	Overall	80.6%	33.5%	65.2%	Minority (all)	74.7%	11.4%	33.3%	Entry year	2001	1998	1996	Retention		4 yr gra-	6 yr gra-			duration	duration	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-			duration	duration	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%	02-03: 80.5% 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 03: 187 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 02-03: 80.1% 80.6% 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 02-03: 88.4% 69.2% 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 02-03: 11,711 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 % 02-03: 288 285 99 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).	UNI: 90% BOR: 83%	Number of Total Faculty % 02-03: 542 of 623 87.0 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 % 02-03: 288 285 99 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%	02-03: 42.2% 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
				02-03: 13,516	\$8.76 m
				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	02-03: \$2,039,455	
				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	02-03: Report completed	
				01-02: Survey is in progress	
				99-00: Last report completed	

*The University of Northern Iowa and the Board of Regents targets are the same unless indicated.