

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																																																																																																																																																																																																																																										
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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	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="text-align: center;">Average</td> <td style="text-align: center;">Median</td> <td></td> <td></td> <td></td> </tr> <tr> <td>UNI:</td> <td style="text-align: center;">33</td> <td style="text-align: center;">25</td> <td>01-02:</td> <td style="text-align: center;">36.7</td> <td style="text-align: center;">26</td> </tr> <tr> <td>BOR:</td> <td style="text-align: center;">33</td> <td style="text-align: center;">27</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 colspan="3"></td> <td></td> <td style="text-align: center;">Avg.</td> <td style="text-align: center;">Median</td> </tr> <tr> <td></td> <td></td> <td></td> <td>UNI:</td> <td style="text-align: center;">22</td> <td style="text-align: center;">23</td> </tr> <tr> <td></td> <td></td> <td></td> <td>BOR:</td> <td style="text-align: center;">23</td> <td style="text-align: center;">25</td> </tr> <tr> <td></td> <td></td> <td></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>UNI:</td> <td style="text-align: center;">28</td> <td style="text-align: center;">24</td> </tr> <tr> <td></td> <td></td> <td></td> <td>BOR:</td> <td style="text-align: center;">28</td> <td style="text-align: center;">26</td> </tr> <tr> <td></td> <td></td> <td></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				UNI:	33	25	01-02:	36.7	26	BOR:	33	27	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					Avg.	Median				UNI:	22	23				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				UNI:	28	24				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	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="text-align: center;">Average</td> <td style="text-align: center;">Median</td> <td></td> <td></td> <td></td> </tr> <tr> <td>UNI:</td> <td style="text-align: center;">22</td> <td style="text-align: center;">23</td> <td>01-02:</td> <td style="text-align: center;">26.8</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>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>UNI:</td> <td style="text-align: center;">28</td> <td style="text-align: center;">24</td> </tr> <tr> <td></td> <td></td> <td></td> <td>BOR:</td> <td style="text-align: center;">28</td> <td style="text-align: center;">26</td> </tr> <tr> <td></td> <td></td> <td></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				UNI:	22	23	01-02:	26.8	27	BOR:	23	25	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				UNI:	28	24				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: 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).	UNI: 90% BOR: 83%	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="text-align: center;">Number of</td> <td style="text-align: center;">%</td> </tr> <tr> <td></td> <td style="text-align: center;">Total Faculty</td> <td></td> </tr> <tr> <td>01-02:</td> <td style="text-align: center;">531 of 589</td> <td style="text-align: center;">90.2</td> </tr> <tr> <td>00-01:</td> <td style="text-align: center;">536 of 614</td> <td style="text-align: center;">87.3</td> </tr> <tr> <td>99-00:</td> <td style="text-align: center;">542 of 609</td> <td style="text-align: center;">89.0</td> </tr> <tr> <td>98-99:</td> <td style="text-align: center;">349 of 529</td> <td style="text-align: center;">66.0</td> </tr> <tr> <td>97-98:</td> <td style="text-align: center;">--</td> <td style="text-align: center;">50.0</td> </tr> </table>		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																																																																																																																																																																																																																					
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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).	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>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	%	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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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>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>	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>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>	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	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="0"> <tr> <td></td> <td>Credit</td> <td>Non-credit</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> </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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97-98:	8,952	16,278																																
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3.2.2	40	Off-campus student enrollment in degree programs offered through distance learning (fall semester only).	<table border="0"> <tr> <td></td> <td>Undergrad.</td> <td>Graduate</td> </tr> <tr> <td>UNI:</td> <td>90</td> <td>550</td> </tr> <tr> <td>BOR:</td> <td>75</td> <td>550</td> </tr> </table>		Undergrad.	Graduate	UNI:	90	550	BOR:	75	550	<table border="0"> <tr> <td></td> <td>Undergrad.</td> <td>Graduate</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> </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.

Institutional Indicators, MGT Indicators			Target*	Progress Made																																																																																
UNI	BOR	Performance Indicator																																																																																		
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.	<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>2001</th> <th>1998</th> <th>1996</th> </tr> <tr> <td></td> <td>Retention</td> <td>4 yr gra- duration</td> <td>6 yr gra- 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></td> <td>Retention</td> <td>4 yr gra- duration</td> <td>6 yr gra- 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	2001	1998	1996		Retention	4 yr gra- duration	6 yr gra- 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- duration	6 yr gra- 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%	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).	UNI: 90% BOR: 83%	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	

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