

Office of the Executive Vice President and Provost

University of Minnesota 1997 Institutional Performance Report

TABLE OF CONTENTS



Highlights



Critical Measures
Background

Student Process and Outcome Measures



Characteristics of Entering Students



Graduation Rate

Faculty Process and Outcome Measures



Sponsored Funding

External Process and Outcome Measures



Investment and Voluntary Support



Overall Satisfaction of Minnesota Citizens

Core Resource Measures



Faculty/Staff Experience



Facilities Infrastructure

Highlights

The Institutional Performance Report is intended to reflect, at an institutional level, the University's success in meeting important University goals.

Over the past four years, the University has been working to articulate and measure progress toward its goals for the future, including developing fourteen measurement categories and a process of annual progress reporting. The first performance report was presented to the Board of Regents in 1995. The *1997 Institutional Performance Report* provides performance data for the following seven critical measures: *Characteristics of Entering Students; Graduation Rate; Underrepresented Groups/Diversity; Sponsored Funding; Investment and Voluntary Support; Overall Satisfaction of Minnesota Citizens; and Facilities Infrastructure*. Data on the remaining measures, for which reporting methodologies are still under development, will be included in future performance reports.

The University's progress in meeting its goals is **highlighted** below. A full copy of the report is available in the Office of the Board of Regents.

- **Freshman Class "Readiness"**: The Twin Cities and Duluth campuses exceeded their 1996 performance:

Twin Cities:	1997 goal:	77% in top 25% of high school class
	1997 actual:	75.1%
	1996 actual:	73.6%

Duluth:	1997 goal:	70% in top 35% of high school class
	1997 actual:	67.6%
	1996 actual:	63.7%

- **Mean High School Rank**: Continued progress was made toward the year 2000 goal of 77th percentile:

1993 baseline mean high school rank across all of the campuses:	72
1996 actual mean high school rank across all of the campuses:	73.5
1997 actual mean high school rank across all of the campuses:	73.9

- **Five Year Graduation Rate (relevant to Twin Cities, Duluth, Morris)**: The graduation rate for the freshman class entering in 1992 is 40.3%. The overall institutional goal is 50% by the year

2000.

Twin Cities:	35.7% (at goal)
Duluth:	43.8% (above goal)
Morris:	56.5% (at goal)

- **Freshman of Color:** The 1997 percentage of freshman students of color for the University overall is 13.2%. The 1996 percentage was 12.6%. The year 2000 goal for the institution is set at 16%. The Twin Cities and Morris campuses are at or above goal.

Twin Cities:	2000 goal:	16.5%
	1997 actual:	16.6%
Morris	1997 goal:	15.4%
	1997 actual:	15.4%

- **Five-year Graduation Rate for Students of Color:** On an institutional level, the overall graduation rate for students of color who entered the University as freshmen in 1992 was 26.1%, up from 22.2% in the baseline year. This is generally in line with the goal of 33.0% for the class entering in 1996.

In spite of positive results in many areas, enrollment and graduation rates for students of color remain areas for continuing attention on all of the University's campuses.

- **Sponsored Funding from All Sources:** Overall, the institutional increase in sponsored funding from 1996 to 1997 was 2.7% or over 8 million dollars. However, the institution did not meet the goal set for 1997 in this area. The Twin Cities and Duluth campuses both show increases over their 1996 totals, and Morris is above its goal in this area.

1997 Institutional Goal:	\$323,233,000
1997 Institutional Actual:	\$312,288,000

- **Research and Development:** The most recent year for which these rankings are available is 1995. From 1994 to 1995, the University's funding for federal R&D increased from \$179,848,000 to \$202,354,000.

goal - national ranking:	15th
rank in 1994:	16th
rank in 1995:	9th (above goal)

- **Return on Investment:** The annualized return on investment for the year ending June 30, 1997 was 23.6% on University-held endowments and 16.0% on University of Minnesota Foundation-held endowments. The University's rate is well within the upper quartile of the 375

institutions reporting.

- **Total Voluntary Support (private gifts, non-contractual research grants, and bequests):**

1996 Institutional Goal:	15th among the top 20 higher education institutions
1996 Institutional Actual:	12th among the top 20 higher education institutions
Dollars:	Increased from \$131,639,000 (1995) to \$140,538,000 (1996)

- **Satisfaction with the University (poll of Minnesota citizens):** A three-year comparison shows that overall satisfaction with the University has increased since 1994.

1996 survey of Minnesota residents: 71% expressed "satisfaction" with the University:

"Very Satisfied"	27%
"Somewhat Satisfied"	44%

- **Faculty of Color:** The institution, as a whole, is above goal in this area. The Twin Cities and Duluth campuses both show an increase in this area over 1996.

1997 Institutional Goal:	10.1%
1997 Institutional Actual:	10.5%

- **Women Faculty:** On an institutional level, the University is above goal in this area. The Twin Cities, Duluth, and Morris campuses show an increase in this area over 1996.

1997 Institutional Goal:	24.2%
1997 Institutional Actual:	24.7%

- **Deferred Renewal:** Because the deferred renewal backlog increases each year, the University is unlikely to achieve its year 2000 goal of \$750 million unless significant investments can be made in the next several years.



Critical Measures Background

Origin of the Critical Measures: When the Board of Regents approved the University's strategic plan in January 1994, the administration was directed to develop "critical measures and benchmarks for measuring institutional, campus, and unit performance" in realizing the goals embodied in the plan.

Selection of the Measurement Areas: The categories that served as the focus for the work on the critical measures resulted from a process of consulting with many different internal and external constituency groups to determine the areas in which they felt the University needed to show progress as the institution moved forward. During the development process, the proposed measurement areas were organized into three "phases," simply because it was not feasible to develop them all at the same time. The first set of measures was approved by the Board of Regents on December 8, 1994; the second set on July 14, 1995; and the third set on September 5, 1996. The two years of development work resulted in a total of fourteen measurement areas, most of which have multiple measures.

Need for an Overall Framework: As the development work progressed over the three "phases," it became clear that the categories were interrelated and should ultimately be organized in a way that better reflected their relationship to the University's mission, as well as to each other. This was felt to be important in order to better communicate the measures to the University's internal and external audiences; to provide a shared focus for the University's improvement efforts; to guide related resource allocation discussions; and to serve as a framework for consistently reporting progress over time.

Reporting of Results: The Institutional Performance Report presented to the Board of Regents each fall serves as the mechanism for an annual reporting of progress on the critical measures.

The Framework

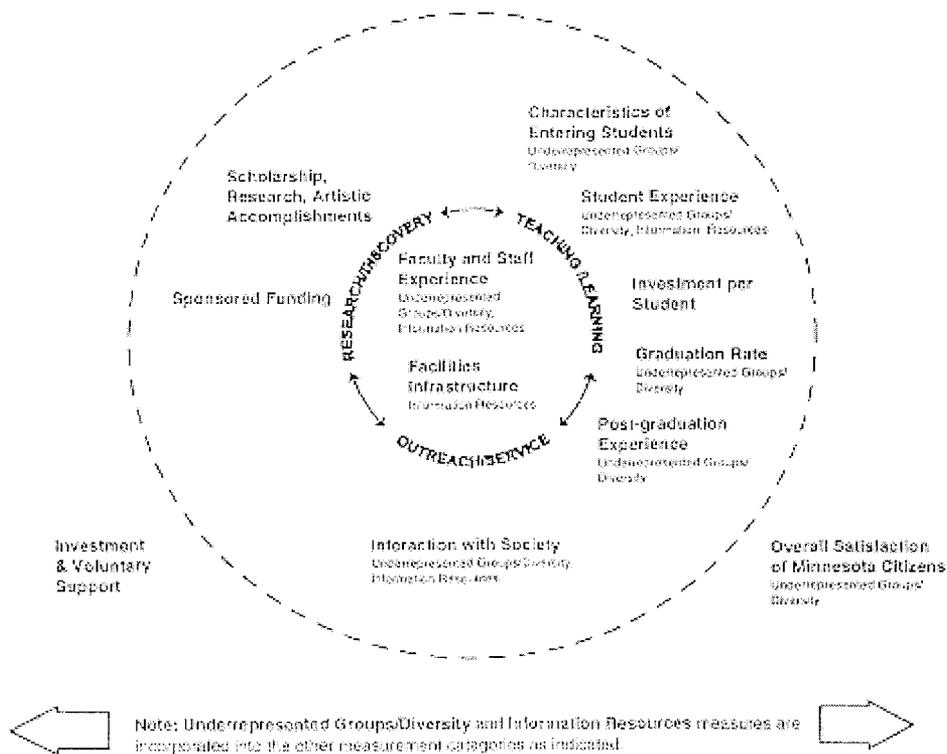
The figure which follows is intended to provide a **comprehensive way of viewing the fourteen measurement categories** in relation to the University's **mission**:

- Two measurement categories (inside the mission circle) address **core resources**, without which the University could not carry out its mission:
 1. faculty and staff--the University's human resources, and
 2. facilities--the University's physical resources.
- Eight measurement categories (immediately outside the mission circle) focus on **mission out-comes and related critical processes**; five of these are related to **students**, two are related to the work of **faculty**, and one is related to the University's **external interactions**.
- Two other measurement categories (outside the larger circle) reflect **an external perspective** or outcome concerning the University's performance.
- Two measurement categories, **Underrepresented Groups/Diversity and Information Resources**, **cross over many of the other categories** and are more meaningful to consider as

elements within the other categories, rather than being kept separate (although they can still be "reported out" as separate categories).



University 2000 Critical Measures



Student Process and Outcome Measures

Five of the critical measurement categories concern students:

1. **Characteristics of Entering Students;**
2. **Graduation Rate;**
3. **Investment Per Student;**
4. **Student Experience;** and
5. **Post-Graduation Experience.**

Relevant aspects of two other measurement categories, **Underrepresented Groups/Diversity** and **Information Resources**, are reported as part of the student measures when appropriate.

Characteristics of Entering Students measures included in this report are: the mean high school rank of entering freshmen; the percentage of all entering freshmen in the targeted "readiness" group; the percentage of entering freshmen of color; and the number of Twin Cities campus freshmen of color in the targeted "readiness" group. Other measures that will be reported in subsequent years include measures for transfer, graduate, and professional students, including students of color.

Graduation Rate measures included in this report are: the percentage of all entering freshmen who graduate in five years; and the percentage of entering freshmen of color who graduate in five years. Other measures that will be reported in subsequent years include measures for transfer, graduate, and professional students, including students of color.

Investment per Student measure is not included because of difficulties acquiring comparison data; this measure is being reviewed as to its feasibility and usefulness as it is currently operationalized.

Student Experience measures will be reported in subsequent years. The first student survey has been conducted but the data analysis has not yet been completed; the survey results, when available, will include the percentage of all students, and underrepresented/diverse students, expressing overall satisfaction with their experience at the University, as well as the percentage of students expressing satisfaction with essential student services (e.g., advising, registration, course access, financial aid).

Post-graduation Experience measure will be reported in subsequent years. The first survey of graduates is planned for early 1998 and will provide information on the percentage of all graduates, including diverse graduates, who view their University education as valuable for their employment and career, further education, and overall quality of life.

[Back to top](#)[Critical Measures](#)[OPA](#)

BR>

CHARACTERISTICS OF ENTERING STUDENTS

Critical Measure Goals:

Characteristics of Entering Students: Increase the readiness to succeed and diversity of entering students: new freshmen, undergraduate transfer students, and graduate and professional students.

Underrepresented Groups/Diversity: Increase the presence and participation of racial/ethnic minorities and women where they are underrepresented; and create an inclusive and supportive environment for men and women students, faculty, and staff from varying racial, religious, and ethnic backgrounds, of varying sexual orientations, and people with disabilities.

Measures Reported Below:

- mean high school rank of entering freshmen
- percentage of all entering freshmen in targeted "readiness" group
- percentage of entering freshmen of color
- number of freshmen of color in targeted "readiness" group (Twin Cities campus only)

Key Results:

The University is generally on target with the established 1997 readiness and diversity goals at both the institutional and campus levels, although there are several areas of concern regarding students of color, as described in the "diversity" and "implications" sections below.

Readiness to Succeed Measures:

Mean High School Rank: From a baseline mean high school rank of 72 across all of the campuses, the mean high school rank of the 1997 entering class is 73.9, indicating progress toward the year 2000 goal of a mean rank of 77. The campuses were generally on target but varied somewhat in their performance in relation to goals:

- With a mean high school rank of 75.3, the Twin Cities campus exceeded its 1997 goal of 74.
- With a mean high school rank of 71.8, the Duluth campus achieved an increase over its 1996 performance level of 70.9, but was below its 1997 goal of 74.
- With a mean high school rank of 81, the Morris campus was below its 1996 mean of 82.7 and below its 1997 goal of 87.8.
- With a mean high school rank of 48, the Crookston campus was above its 1996 mean of 43.3 but somewhat below its 1997 goal of 49.1.

Targeted "Readiness" Group Measure: The campuses were all close to but below goals:

- With 75.1% of entering freshmen graduating in the top quartile, the Twin Cities campus was above its 1996 performance of 73.6% but below its 1997 goal of 77%.
- With 67.6% of entering freshmen graduating in the upper 35% of their classes, the Duluth campus was above its 1996 performance of 63.7% but below its 1997 goal of 70%.
- With 71.8% of its freshmen graduating in the top quartile, the Morris campus was below its 1996 performance of 76.6% and its 1997 goal of 85.8%.
- With 45.5% of freshmen graduating in the range from 40th through 80th in their high school classes, the Crookston campus was below its 1996 performance of 50.6% and its 1997 goal of 47.2%.

Diversity Measures:

On an institutional level, the percentage of students of color in the 1997 entering freshman class is 13.2%, an increase over 1996 (when students of color were 12.6% of the entering class). Numbers and percentages increased over 1996 levels for both the African American and Chicano/Latino/Hispanic groups, though both were below 1997 goals. Numbers and percentages decreased from 1996 to 1997 for American Indian and Asian/Pacific American groups. Note that these percentages also reflect an increase in the total size of the entering class, from 6,914 in 1996 to 7,014 in 1997. A breakdown by campus shows some positive developments, as well as some areas of concern.

For the Twin Cities campus, the percentage of students of color in the 1997 entering freshman class on the Twin Cities campus is 16.6%, above the year 2000 goal of 16.5%.

- Both the number and the percentage of African American students in 1997 show an increase over 1996 and are above 1997 goals.
- Both the number and the percentage of Chicano/Latino/Hispanic students in 1997 show an increase over 1996, the number is above the numerical goal, and the percentage is at goal for 1997.
- The number and percentage of American Indian students in 1997 is somewhat below the 1996 level, as well as below 1997 goals.
- No goals were set for Asian American students since this group was not underrepresented.

For the Duluth campus, the percentage of students of color in the 1997 entering freshman class is 4.8%, below the 1977 goal of 9.4% and below the campus's 1996 level of 5.5%.

- Numbers and percentages increased from 1996 to 1997 for Chicano/Latino/Hispanic students, but decreased for African American and Asian/Pacific American students; the number of American Indian students decreased by one, but the group's 1997 percentage remained the same as in 1996.

- 1997 numbers and percentages are below goals for all four groups.

For the Morris campus, the percentage of students of color in the 1997 entering freshman class increased over 1996 and was at the 1997 goal of 15.4%; however, the number of students of color decreased by one between the two years and was below the goal number.

- The number and percentage of African American students increased significantly in 1997 and exceeded 1997 goals.
- The percentage and number of American Indian students in 1997 decreased from 1996 but were above 1997 goals.
- 1997 numbers and percentages are below 1996 levels and below goals for Chicano/Latino/Hispanic and Asian/Pacific American students.

For the Crookston campus, the percentage of students of color in the 1997 entering freshman class is 6.1%, an increase over the 1996 level of 4.5% (percentage goals were not set because the size of the freshman class had not been determined at the time of goal setting) the number of students also increased.

- The numbers of African American and American Indian students are above goal and the numbers of Chicano/Latino/Hispanic and Asian/Pacific American students are below goals.

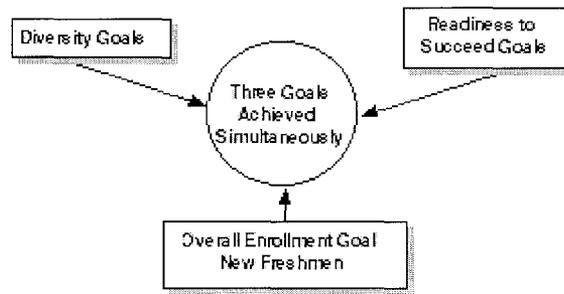
A more complete description of this measure and figures showing baseline information, goals, and performance data for the University overall and for each campus follow.

Implications for 1997-98 Planning and Initiatives:

The critical measures established two important goals for the entering freshman class: readiness to succeed and diversity. For these measures, which are expressed as percentages, the total size of the class is also important, since a percentage reflects both the number of students for whom the goal was set and the total number of students in the class. Thus progress towards achieving both the readiness and the diversity goals must be considered relative to the overall size of the entering freshman class, as shown in Figure 1.

Figure 1

Framework for Evaluating Performance Goals
Relative to New Fall Quarter Freshmen
Enrollments



When the University's readiness and diversity goals were adopted in 1994, the difficulty of simultaneously managing readiness, diversity, and class size was noted. It was stated that, in any given year, two of the three factors would be emphasized, with the expectation that progress would be seen in all three areas over time. For example, the 1995 enrollment strategy for the Twin Cities campus was to emphasize total enrollment and diversity, whereas in 1996, the strategy was to emphasize gains in readiness and continued progress in enrolling students of color. In 1997, the strategy has been to again emphasize total enrollment and diversity, with somewhat less emphasis on readiness. In 1997, in fact, there were gains in diversity (above goal) and in total enrollment numbers, and mean high school rank was also above goal (while not reaching goal, the percentage of new 1997 freshmen in the upper quartile also increased over 1996).

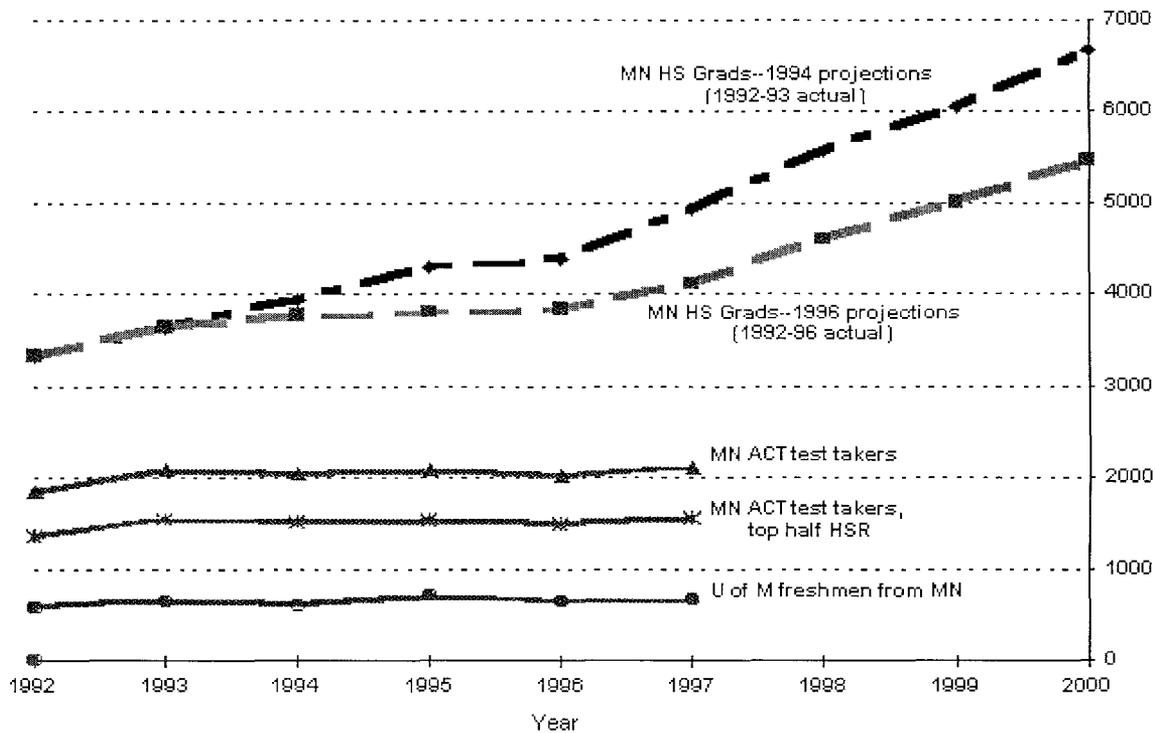
Also noted when the goals were adopted was a statement that "as a result of changes in demographics and other external factors used in the goal setting process, goals should be reviewed annually and, if necessary, changed to accommodate changed circumstances." For example, if the number of actual Minnesota high school graduates of color is lower than the projections used in goal setting, the "pool" of Minnesota students of color who could be recruited and enrolled at the University will be smaller than expected, which would have implications for goal performance.

As noted in the 1996 performance report, recent results for entering freshmen of color at the University reflect at least two changes: first, the number of students of color graduating from public high schools in Minnesota has been lower than was projected when the goals were set; and second, the number of Minnesota high school students of color who are "college bound" has also been lower than expected, as seen in the number taking the ACT college admissions test (in 1996, the number taking the ACT actually declined, although there was a small increase in 1997). Nevertheless, it is important to note that the University's "share" of these college bound students of color has continued to be approximately twice that of white students graduating in the top half of their classes.

Figure 2 on the following page provides a picture of what was known and anticipated when the goals for students of color were set in 1994 (the top line showing the 1994 projections of high school graduates); what has been learned since then (the second line from the top showing the revised projections, and the

Figure 2

**Minnesota Students of Color
Projections, ACT Test Takers, and U of M Freshmen**



two lines below this showing a) those graduates who are college bound and b) those who could be educationally well served in a research university); and the University of Minnesota's success in recruiting these students (the bottom line).

As in 1996, what is now known and the 1997 results suggest a need to view the student of color goals that were set in 1994 over a somewhat longer period of time, and possibly to think of meeting these goals within a range, rather than as specific points. What is now known also emphasizes the importance of the University's initiatives in the K-12 arena, including coordinating and focusing the University's efforts and strengthening partnerships in the community, in order to increase the number of college bound students of color. Work now underway to better coordinate the efforts of the University's many academic support units will also help create a more supportive environment for students of color, as well as enhancing their academic achievement.

Description of Measures:

1. Mean High School Rank Measure: This measure is calculated for all students on each of the campuses (including General College) and for the University overall.
2. Targeted Readiness/Ability Group Measure: This measure focuses on the percentage of entering freshmen who are in each campus's targeted readiness/ability group: the top 25% of their high school classes for the Morris and Twin Cities campuses (excluding General College, which has a different mission); the top 35% for the Duluth campus; and from the 40% through 80% class rank range for the Crookston campus.
3. Percentage of Entering Freshmen of Color Measure: As stated when they were developed, goals

for new freshman students of color are desired goals, not maximums. Further, it is important to note a distinction between the University's recruiting efforts and its admission practices; specifically, the goals guide efforts in recruitment of students of color but do not determine admissions decisions.

4. Number of UMTC Students of Color from Top 25% of HS Classes: The criteria set for preparedness of the entering freshman class are intended to apply to students of color in the same way they apply to other students.

Data Figures:

Figures 3 and 4 on the following pages show baseline information, goals, and performance data for the first two "readiness" measures described above. Table 1 provides baseline information, goals, and performance data for the third and fourth "diversity" measures.

Figure 3
Mean High School Rank
Baseline/Goals and Performance

Institutional Level

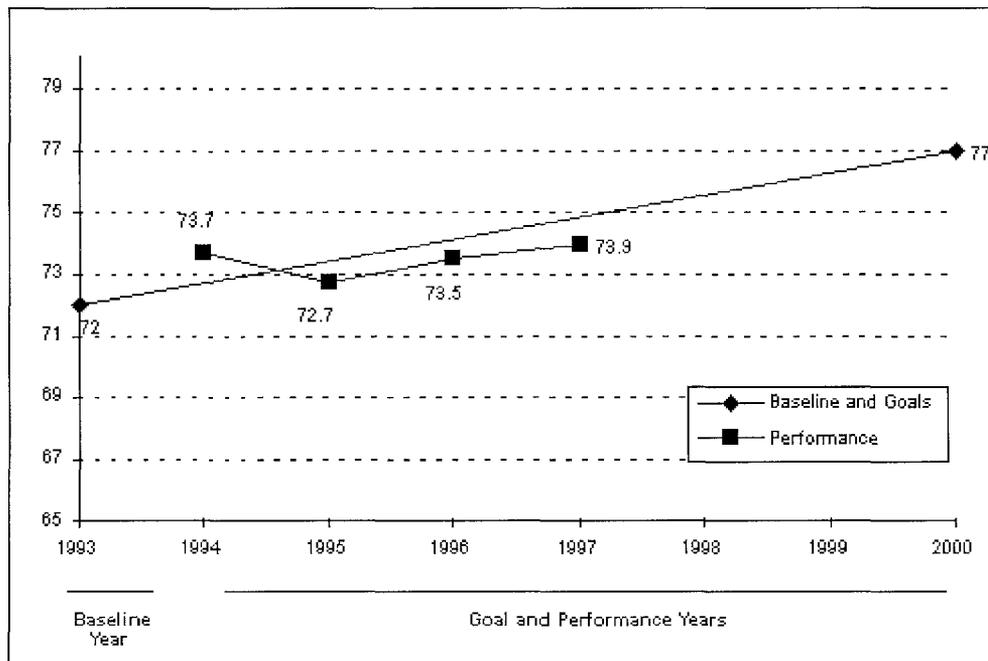
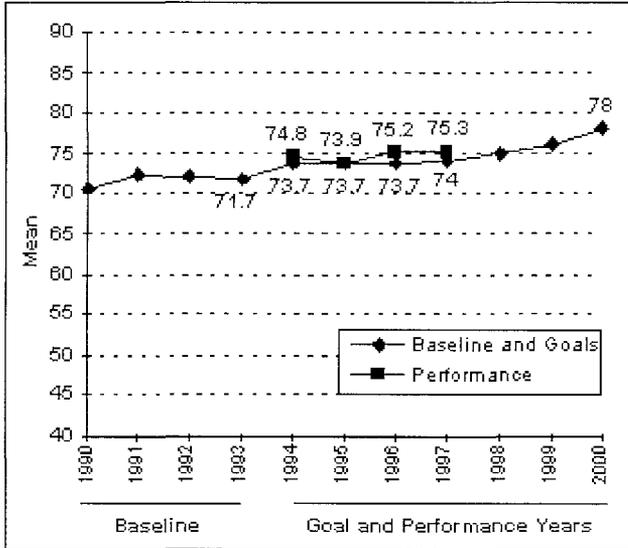
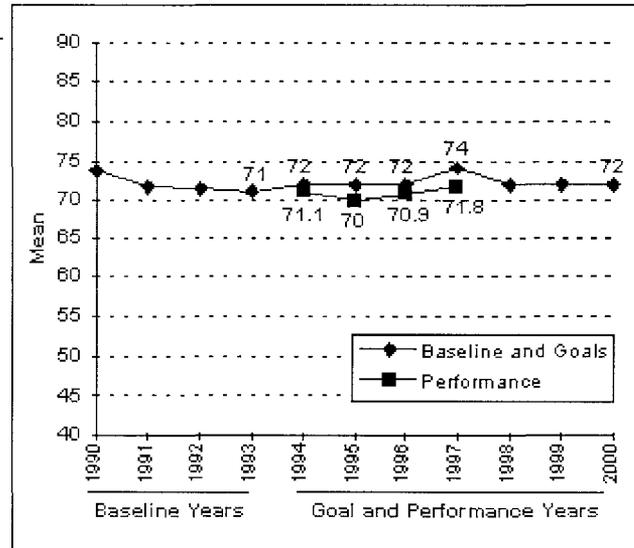


Figure 3 (cont.)
Mean High School Rank
Baseline/Goals and Performance

Twin Cities Campus

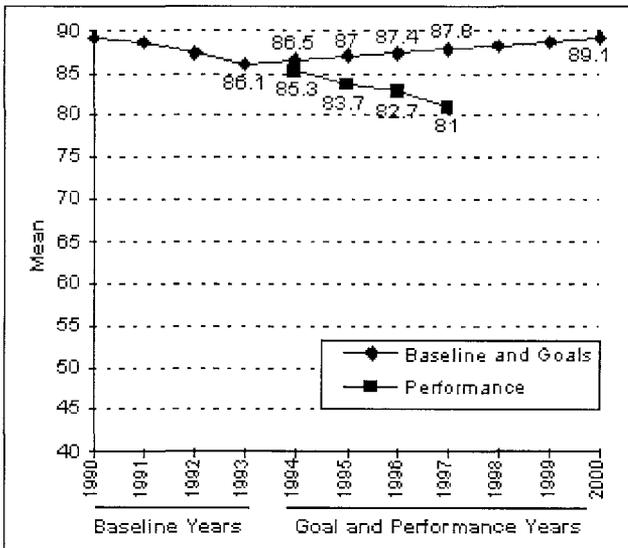


Duluth Campus



NOTE: UMD has revised its campus goals for the years 1998, 1999, and 2000.

Morris Campus



Crookston Campus

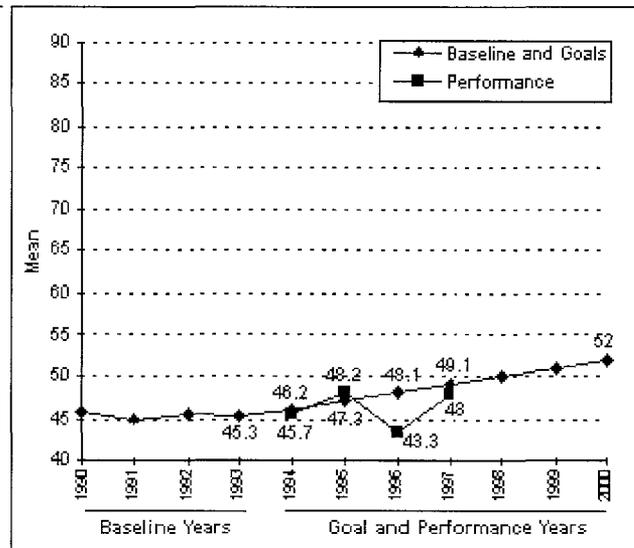
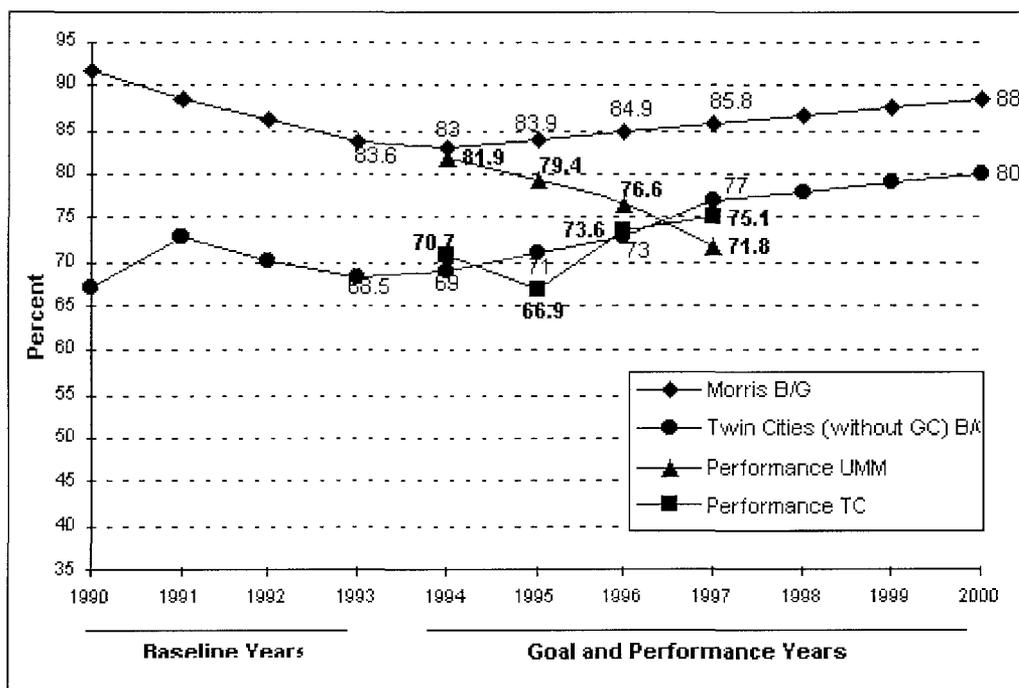


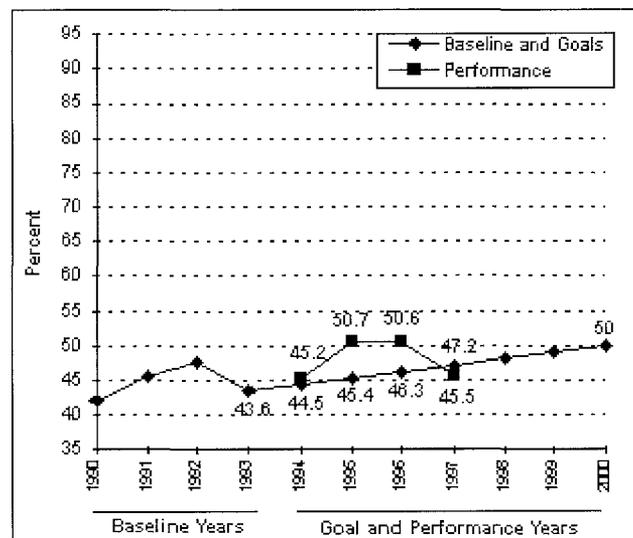
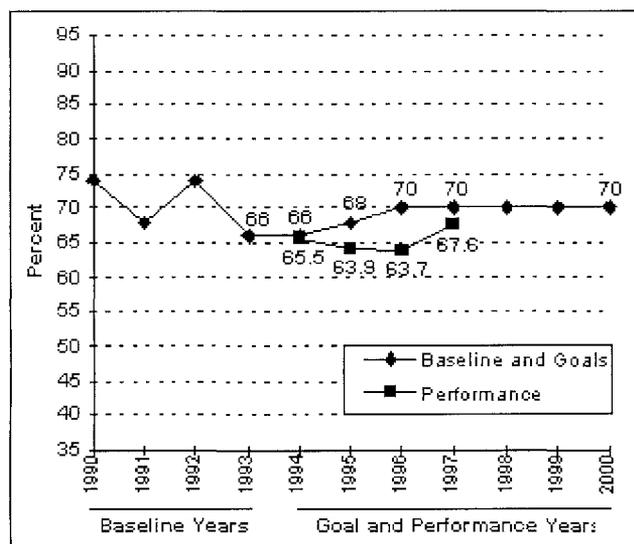
Figure 4
Targeted Readiness/Ability Groups
Baseline/Goals and Performance

Twin Cities and Morris Campuses
Percent in Top Quartile



**Duluth Campus
Percent in Top 35%**

**Crookston Campus
Percent from 40th through 80th
Percentile Range**



Note: UMD has revised its campus goals for the years 1998, 1999, and 2000.

**Table 1
Freshmen Enrollment of Students of Color Baseline Information and Desired Goals
(B: = baseline; G: = goal; P: = performance)**

Institutional Level

	1993	1994	1995	1996	1997	2000
African American	B: 3.2%	G: 3.3%	G: 3.5%	G: 3.8%	G: 4.0%	G: 4.8%
	195	200	215	231	245	289
		P: 3.4%	P: 3.8%	P: 2.8%	P: 3.8%	
		203	258	196	270	
American Indian	B: 1.2%	G: 1.2%	G: 1.4%	G: 1.5%	G: 1.6%	G: 2.0%
	70	75	83	89	97	119
		P: 1.2%	P: 1.2%	P: 1.4%	P: 1.3%	
		73	84	94	89	
Asian/Pacific American^a	B: 7.2%	P: 7.2%	P: 6.9%	P: 6.8%	P: 6.3%	
	440	436	475	471	440	
Chicano/Latino/Hispanic	B: 1.9%	G: 2.1%	G: 2.2%	G: 2.3%	G: 2.5%	G: 2.9%
	115	125	133	140	149	175
		P: 1.9%	P: 1.9%	P: 1.6%	P: 1.8%	
		115	130	113	128	
ALL MINORITY^a	B: 13.5%	P: 13.6%	P: 13.8%	P: 12.6%	P: 13.2%	G: 16%
	820	827	947	874	927	
TOTAL		6057	6848	6914	7014	

^a Goals that combine campuses cannot be calculated due to Twin Cities Campus lack of goals for Asian/Pacific American group.

Twin Cities Campus

<i>UNDERREPRESENTED</i>	1993	1994	1995	1996	1997	2000
African American	B: 4.6%	G: 4.4%	G: 4.5%	G: 4.6%	G: 4.7%	G: 5.5%
(# upper 25%)	161	161	171	182	192	223
(# upper 25%)	50	50	60	71	81	112
		P: 4.6%	P: 4.8%	P: 3.6%	P: 4.8%	
		168	211	156	219	
		52	61	47	80	
American Indian	B: 1.0%	G: 1.0%	G: 1.0%	G: 1.0%	G: 1.1%	G: 1.3%
(# upper 25%)	35	35	38	40	43	53
(# upper 25%)	12	12	15	17	20	27
		P: 1.0%	P: 1.1%	P: 1.0%	P: 0.9%	
		38	50	44	42	
		14	12	14	18	
Chicano/Latino/Hispanic	B: 2.4%	G: 2.3%	G: 2.3%	G: 2.3%	G: 2.3%	G: 2.5%
(# upper 25%)	86	86	89	91	94	101
(# upper 25%)	32	32	36	41	45	58
		P: 2.4%	P: 2.3%	P: 2.0%	P: 2.3%	
		88	101	86	106	
		38	37	36	48	
<i>NOT UNDERREPRESENTED</i>						

Asian/Pacific American (# upper 25%)	B:	P:	P:	P:	P:	
	10.6%	10.1%	9.1%	9.3%	8.5%	
	374	367	398	398	385	
(# upper 25%)	173	200	202	217	216	
WOMEN (# upper 25%)	B:	P:	P:	P:	P:	
	48.4%	48.8%	50.9%	50.3%	52%	
	1704	1778	2219	2154	2354	
(# upper 25%)	892	1018	1221	1295	1413	
ALL MINORITY	B:	P:	P:	P:	P:	G:
	18.6%	18.1%	17.3%	16.0%	16.6%	16.5%
	656	661	760	684	752	
TOTAL				4279	4526	

^a Goals that combine campuses cannot be calculated due to Twin Cities Campus lack of goals for Asian/Pacific American group.

Duluth Campus

	1993	1994	1995	1996	1997	2000
African American	B:	G:	G: 1.4	G:	G:	G:
	1.2%	1.3%	%	1.6%	1.8%	0.6%
	18	20	23	26	28	11
		P:	P:	P:	P:	
		0.9%	0.6%	0.8%	0.6%	
		15	10	14	10	
American Indian	B:	G:	G:	G:	G:	G:
	1.2%	1.35%	1.4%	1.6%	1.8%	1.0%
	18	20	23	26	28	16
		P:	P:	P:	P:	

		0.9%	0.7%	0.9%	0.9%	
		14	12	16	15	
Asian/Pacific American	B: 2.8%	G: 3.1%	G: 3.4%	G: 3.8%	G: 4.2%	G: 2.6%
	43	49	55	61	67	45
		P: 3.2%	P: 3.5%	P: 3.2%	P: 2.5%	
		51	58	58	44	
Chicano/Latino/Hispanic	B: 1.1%	G: 1.2%	G: 1.3%	G: 1.4%	G: 1.6%	G: 0.8%
	17	19	21	23	25	14
		P: 0.8%	P: 1.2%	P: 0.6%	P: 0.8%	
		13	20	12	14	
Students with Disabilities	B: 0.6%	G: 0.7%	G: 0.7%	G: 0.8%	G: 0.9%	G: 1.5%
	9	10	11	12	13	26
		P: 0.7%	P: 0.7%	P: %	P: 25	
		10	11			
ALL MINORITY	B: 6.3%	G: 6.9%	G: 7.5%	G: 8.4%	G: 9.4%	G: 5.0%
	96	108	122	136	148	86
		P: 5.8%	P: 6.0%	P: 5.5%	P: 4.8%	
		93	100	100	83	
TOTAL				1794	1732	

Note: UMD has revised its campus goals for the years 1998, 1999, and 2000.

Morris Campus

	1993	1994	1995	1996	1997	2000
African American	B: 2.7%	G: 3.0%	G: 3.2%	G: 3.5%	G: 3.8%	G: 4.5%
	15	16	18	19	21	25
		P: 3.1%	P: 6.2%	P: 3.5%	P: 7.1%	
		17	33	19	35	
American Indian	B: 3.0%	G: 3.3%	G: 3.5%	G: 3.7%	G: 3.9	G: 4.5%
	17	18	19	20	22	25
		P: 3.6%	P: 3.2%	P: 5.6%	P: 4.6%	
		20	17	31	23	
Asian/Pacific American	B: 3.7%	G: 3.9%	G: 4.0%	G: 4.1%	G: 4.2%	G: 4.5%
	21	22	22	23	23	25
		P: 3.1%	P: 3.4%	P: 2.7%	P: 2.2%	
		17	18	15	11	
Chicano/Latino/Hispanic	B: 1.9%	G: 2.4%	G: 2.7%	G: 3.1%	G: 3.5%	G: 4.5%
	11	13	15	17	19	25
		P: 2.0%	P: 0.9%	P: 2.2%	P: 1.4%	
		11	5	12	7	
ALL MINORITY	B: 11.3%	G: 12.6%	G: 13.4%	G: 14.4%	G: 15.4%	G: 18.0%
	64	69	74	79	85	100

		P: 11.8%	P: 13.7%	P: 14.0%	P: 15.4%	
		65	73	77	76	
TOTAL				550	495	

Crookston Campus ^a

	1993	1994	1995	1996	1997	2000
African American	B: 0.3% 1	G: % 3 P: 0.7% 2	G: % 3 P: 1.4% 4	G: % 4 P: 2.4% 7	G: % 4 P: 2.3% 6	G: 5
American Indian	B: 0.0% 0	G: % 2 P: 0.4% 1	G: % 3 P: 1.7% 5	G: % 3 P: 1.0% 3	G: % 4 P: 3.4% 9	G: 5
Asian/Pacific American	B: 0.7% 2	G: % 2 P: 0.4% 1	G: % 2 P: 0.3% 1	G: % 3 P: 0.0% 0	G: % 3 P: 0.0% 0	G: 4
Chicano/Latino/Hispanic	B:	G: %	G: %	G: %	G: %	G: 15

	0.7%	7	8	9	11	
	2	P: 1.1%	P: 1.4%	P: 1.0%	P: 0.4%	
		3	4	3	1	
ALL MINORITY	B: 1.7%	G: % 14	G: % 16	G: % 19	G: % 22	G: 29
	5	P: 2.6%	P: 4.8%	P: 4.5%	P: 6.1%	
		7	14	13	16	
TOTAL				291	261	

^a Percentage goals were not set because freshman totals for future years could not be determined at the time of goal setting.



GRADUATION RATE

Critical Measure Goals:

Graduation Rate: Increase the graduation rate of undergraduate students who enter as freshmen or as transfer students, and of graduate and professional students, up to the levels set in performance goals.

Underrepresented Groups/Diversity: Increase the presence and participation of racial/ethnic minorities and women where they are underrepresented; and create an inclusive and supportive environment for men and women students, faculty, and staff from varying racial, religious, and ethnic backgrounds, of varying sexual orientations, and people with disabilities.

Measures Reported Below:

- percentage of all entering freshmen who graduate in five years
- percentage of entering freshmen of color who graduate in five years

Key Results:**All Entering Freshmen Measure:**

The University is making good progress in improving its five-year graduation rate. For the University overall and for each of the three campuses for which a five-year graduation rate is relevant, graduation rates for the class which entered the University as freshmen in 1992 are at or close to goal:

- University overall: 40.3% graduated in five years (class entering in 1996 goal = 50%)
- Twin Cities: 35.7% graduated in five years, at goal (class entering in 1992 goal = 36%)
- Duluth: 43.8% graduated in five years, above goal (class entering in 1992 goal = 42.5%)
- Morris: 56.5% graduated in five years, at goal (class entering in 1992 goal = 57%)

Entering Freshmen of Color Measure:

On an institutional level, the overall five-year graduation rate for students of color who entered the University as freshmen in 1992 was 26.1%, up from 22.2% in the baseline year and generally in line with the goal of 33.0% for the class entering in 1996. Looking at the four racial/ethnic groups, the rates were above goal for Chicano/Latino/Hispanic students, close to goal for African American students, and below goal for American Indian and Asian/Pacific American students. Campus results for students of color who entered in 1992 follow below:

For the Twin Cities campus, the all minority rate was below goal, the rate for Chicano/Latino/Hispanic students was close to goal, and the rates for African American, American Indian, and Asian/Pacific American students were below goal.

For the Duluth campus, the rate for African American students was above goal, and the rates for American Indian, Asian/Pacific American, and Chicano/Latino/Hispanic students were below goal.

For the Morris campus, the rates for Asian/Pacific American and Chicano/Latino/Hispanic students were above goal, and the rates for African American and American Indian students were below goal.

A more complete description of this measure and a figure showing baseline information, goals, and performance data follow.

Implications for 1997-98 Planning and Initiatives:

The Initiative for Excellence in Undergraduate Education has had an impact on student achievement and satisfaction, and each of the four campuses has identified strategies to increase graduation rates, especially for students in baccalaureate degree programs.

In reviewing graduation rate figures for students of color, it should be noted that when percentages are based on small numbers, even small variations can result in the appearance of dramatic changes (from year to year, and/or from performance to goal), even though only a few students may be affected. Nevertheless, the graduation rate results for students of color are mixed, and efforts to improve the success of students of color on all of the University's campuses must be continued and strengthened. For example, work now underway to better coordinate the efforts of the University's many academic support units should help create a more supportive environment for students of color, as well as enhancing their academic achievement.

Description of Measure:

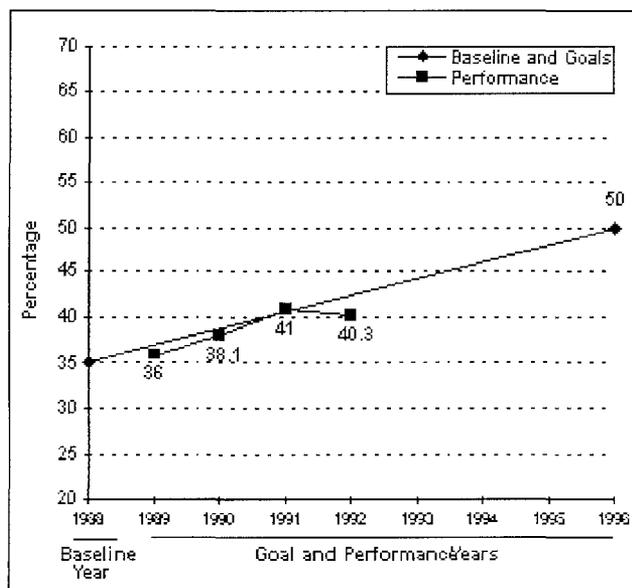
The primary measure is the percent of students who entered as freshmen who graduate in five years. University 2000 specifies that the University should graduate in five years at least half of all freshmen entering in 1996 and later, with the rates for racial/ethnic groups increasing by at least 50% by the year 2000.

Data Figures:

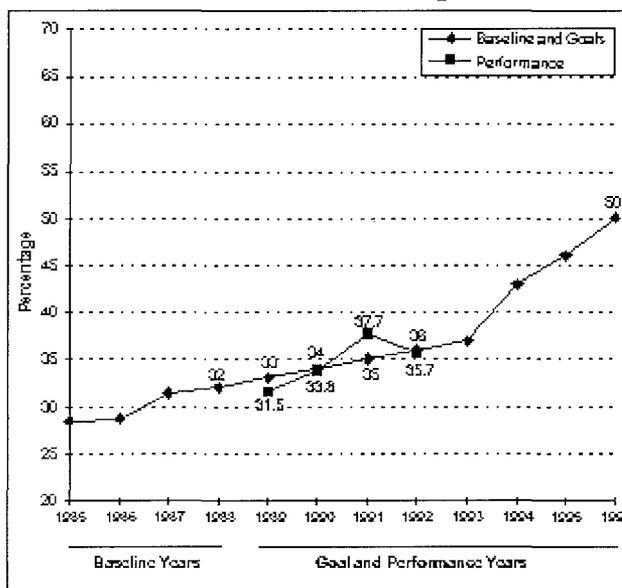
Figure 5 below shows baseline information, goals, and performance data for the University overall and for the campuses. Table 2 provides graduation rate data for students of color on an institutional level and for the campuses.

Figure 5 Five-Year Graduation Rate

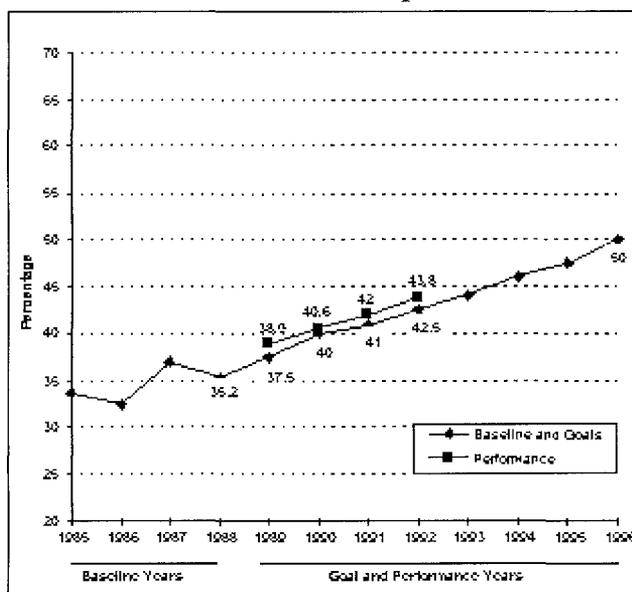
Institutional Level



Twin Cities Campus



Duluth Campus



Morris Campus

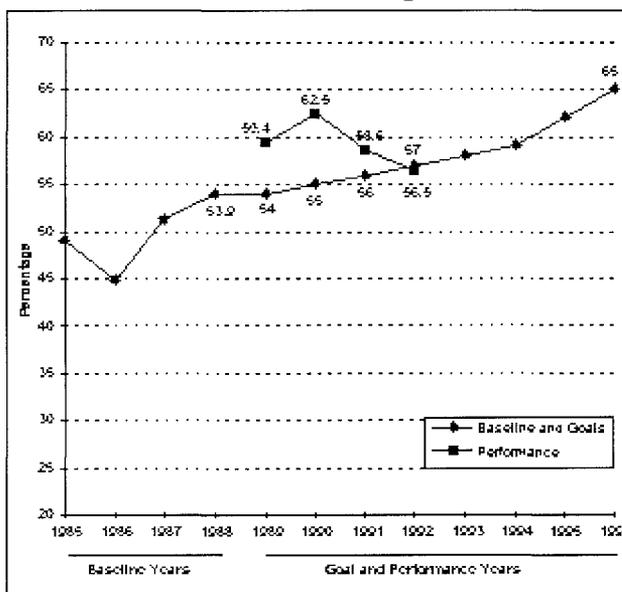


Table 2

Five Year Graduation Rates for Students of Color Who Entered as Freshmen
(B: = baseline; G: = goal; P: = performance)

Institutional Level

	1988	1989	1990	1991	1992	1996
African American	B: 14.4%	G: 14.5% P: 8.9%	G: 15.6% P: 15.8%	G: 16.8% P: 18.5%	G: 17.9% P: 17%	G: 22.3%
American Indian	B: 13.7%	G: 15.0% P: 14.3%	G: 16.1% P: 8.3%	G: 17.3% P: 19.7%	G: 18.4% P: 14.5%	G: 23.0%
Asian/Pacific American	B: 31.4%	G: 33.5% P: 34.7%	G: 36.1% P: 28.1%	G: 38.6% P: 34.9%	G: 41.2% P: 32.8%	G: 51.6%
Chicano/Latino/Hispanic	B: 17.7%	G: 19.4% P: 19.5%	G: 20.9% P: 23.0%	G: 22.4% P: 25.0%	G: 23.9% P: 25.8%	G: 29.9%
ALL MINORITY	B: 22.2%	P: 23.4%	P: 21.6%	P: 27.9%	P: 26.1%	G: 33.0%

Twin Cities Campus

	1988	1989	1990	1991	1992	1996
African American	B: 15.4%	G: 15.4% P: 7.3%	G: 16.6% P: 12.4%	G: 17.7% P: 15.9%	G: 18.9% P: 15.3%	G: 23.6%
American Indian	B: 11.7%	G: 12.7% P: 9.8%	G: 13.6% P: 7.3%	G: 14.6% P: 17.8%	G: 15.6% P: 3.4%	G: 19.4%
Asian/Pacific American	B: 32.0%	G: 34.1% P: 32.8%	G: 36.7% P: 26.6%	G: 39.3% P: 34.4%	G: 41.9% P: 30.0%	G: 52.4%
Chicano/Latino/Hispanic	B: 15.9%	G: 17.3% P: 16.7%	G: 18.7% P: 23.1%	G: 20.0% P: 24.3%	G: 21.3% P: 21.1%	G: 26.7%
ALL MINORITY	B: 23.0%	G: 24.4% P: 21.3%	G: 26.2% P: 20.1%	G: 28.1% P: 27.3%	G: 30.0% P: 23.5%	G: 37.5%

Duluth Campus

	1988	1989	1990	1991	1992	1996
African American	B: 11.1%	G: 22.5% P: 12.5%	G: 25.0% P: 33.3%	G: 25.0% P: 33.3%	G: 25.0% P: 33.3%	G: 50.0%
American Indian	B: 10.0%	G: 15.0% P: 27.3%	G: 16.0% P: 11.1%	G: 17.5% P: 0.0%	G: 19.0% P: 6.7%	G: 50.0%
Asian/Pacific American	B: 28.6%	G: 33.0% P: 45.5%	G: 36.0% P: 15.4%	G: 40.0% P: 36.1%	G: 43.0% P: 31.3%	G: 50.0%
Chicano/Latino/Hispanic	B: 20.0%	G: 33.0% P: 42.9%	G: 33.0% P: 0.0%	G: 40.0% P: 16.7%	G: 43.0% P: 23.1%	G: 50.0%
ALL MINORITY	B: 16.1%	P: 35.9%	P: 16.1%	P: 26.8%	P: 25.3%	G: 50.0%

Note: UMD has revised its campus goals for the years 1998, 1999, and 2000.

Morris Campus

	1988	1989	1990	1991	1992	1996
African American	B: 7.7%	G: 15.0% P: 23.1%	G: 22.0% P: 50.0%	G: 29.0% P: 27.8%	G: 36.0% P: 18.8%	G: 65.0%
American Indian	B: 26.7%	G: 31.0% P: 25.0%	G: 36.0% P: 9.1%	G: 41.0% P: 35.0%	G: 46.0% P: 38.9%	G: 65.0%
Asian/Pacific American	B: 20.0%	G: 26.0% P: 35.7%	G: 31.0% P: 63.6%	G: 37.0% P: 46.2%	G: 43.0% P: 70.8%	G: 65.0%
Chicano/Latino/Hispanic	B: 50.0%	G: 52.0% P: 25.0%	G: 54.0% P: 66.7%	G: 56.0% P: 50.0%	G: 58.0% P: 66.7%	G: 65.0%
ALL MINORITY	B: 21.4%	P: 28.2%	P: 48.0%	P: 34.2%	P: 49.3%	G: 65.0%

[Back to top](#)
[Critical Measures](#)
[OPA](#)

Faculty Process and Outcome Measures

Two of the critical measurement categories concern faculty outcomes:

1. **Sponsored Funding;** and
2. **Scholarship, Research, and Artistic Accomplishments.**

Sponsored Funding measures included in this report are: dollars in total funding from all sources for

research, training, and public service; and national ranking in federal funding for research and development.

Scholarship, Research, and Artistic Accomplishments measures that will be reported in subsequent years include a descriptive listing of scholarly "highlights," including both scholarly products and external recognition, in discipline specific, interdisciplinary, and/or applied areas; and a count of "scholarly products" (e.g., publications, artistic accomplishments, computer software, architectural designs, patents and licenses, technologies/inventions/materials that translate important knowledge into formats for applied usage, practice, etc.).



SPONSORED FUNDING

Critical Measure Goals:

Sponsored Funding: Achieve improvements in the total amount of sponsored funding and maintain our national ranking relative to other major research universities.

Measures Reported Below:

- dollars in total funding from all sources for research, training, and public service
- national ranking in federal funding for research and development

Key Results:

Sponsored Funding from All Sources Measure:

The University's 1997 sponsored funding from all sources increased by 2.7% over 1996, from \$304,111,000 to \$312,288,000 (an increase of over \$8 million dollars), but did not meet the 1997 goal of \$323,233,000. The Twin Cities and Duluth campuses both increased their levels of sponsored funding in 1997 compared to 1996 but did not reach their 1997 goals, while the Morris and Crookston campuses had lower levels of sponsored funding in 1997, compared to 1996; the Morris campus, however, exceeded its own 1997 goal.

National Ranking in Federal Research and Development Funding Measure:

From 1994 to 1995 (the most recent year for which these rankings are available), the University's funding for federal R&D funding increased from \$179,848,000 to \$202,354,000, and its national ranking increased from 16th to 9th, well above the performance goal of 15th.

A more complete description of this measure and figures showing baseline information, goals, and performance data follow.

Implications for 1997-98 Planning and Initiatives:

To compete successfully, the University's projected investments include levels of compensation that are competitive with the nation's top universities; well trained and highly motivated support staff; high quality graduate students; well-equipped and well maintained laboratories; access to the latest information technologies; and continuing enhancement of the University's grants management system. The University's faculty have been quite successful in obtaining sponsored funding; however, continuing efforts to balance the federal budget are likely to mean major cuts in federal appropriations for sponsored activities and an increasingly competitive environment.

Description of Measure:

Two measures are used:

1. Total amount of sponsored funding from all sources for research, training, and public service; and
2. National ranking in total amount of sponsored funding from the federal government for research and development.

Data Figures:

Figures 6 and 7 below show baseline information, goals, and performance data for the University overall for each of the two measures. Table 3 provides a breakdown by campus of the numbers in Figure 6.

Figure 6

Sponsored Funding from All Sources for Research, Training, Public Service Baseline/Goals and Performance (\$ in Thousands)

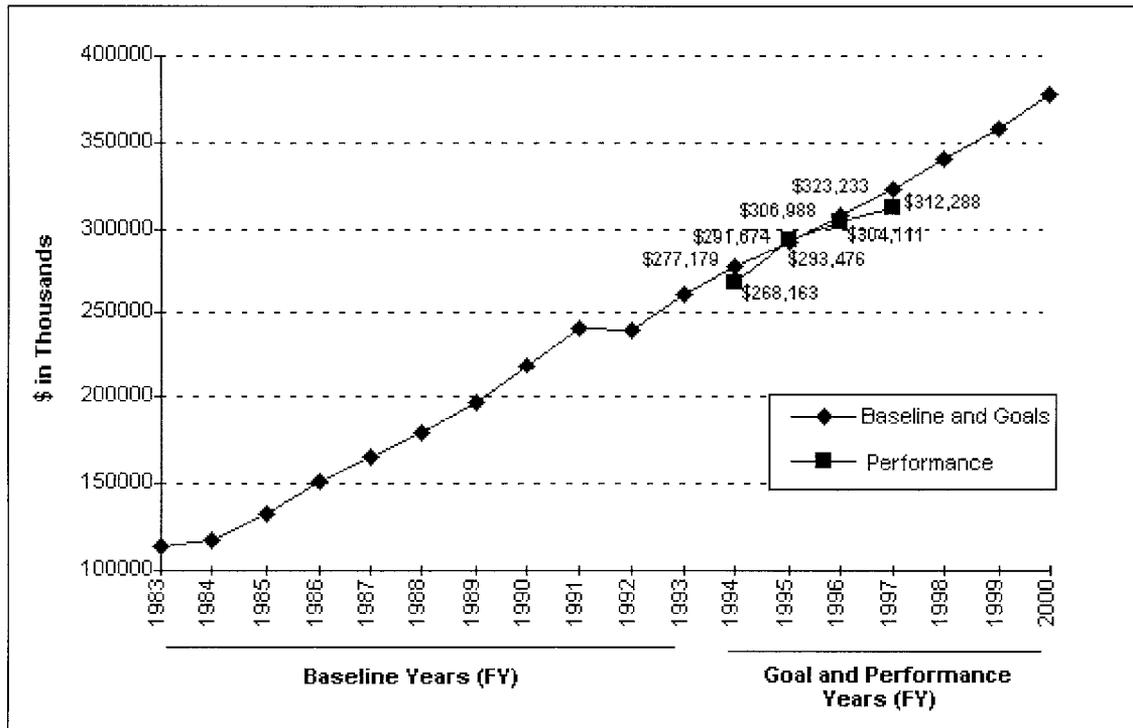


Table 3

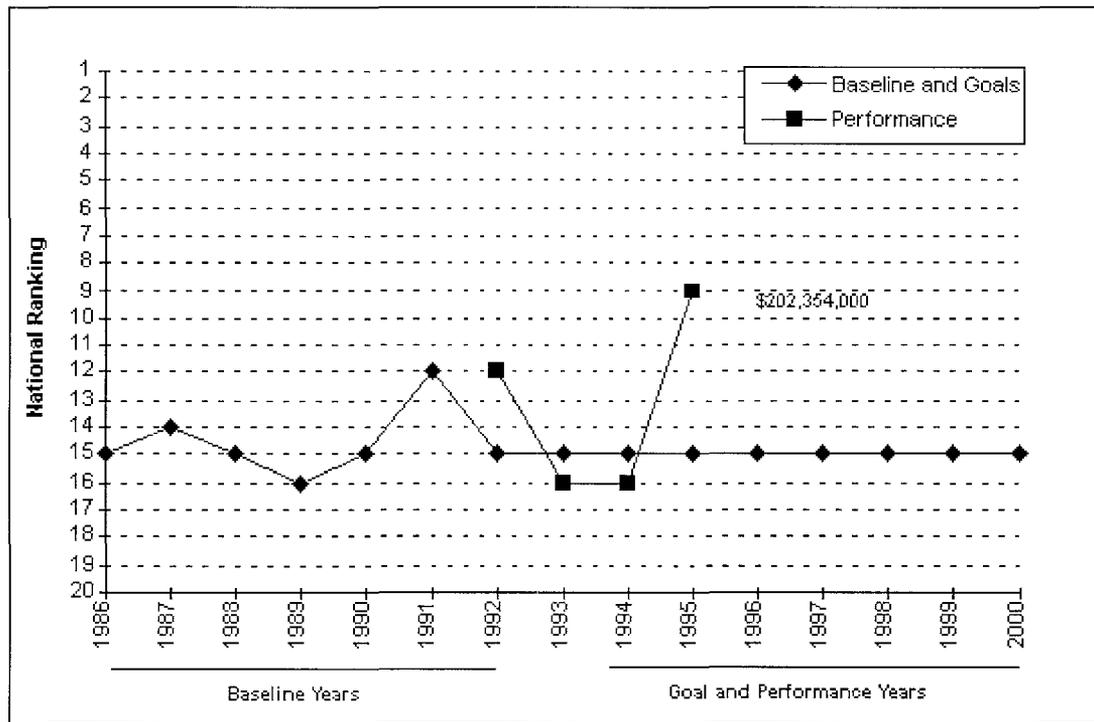
Sponsored Funding from All Sources for Research, Training, and Public Service Institutional and Campus Level Baseline/Goals and Performance (\$ in Thousands; B = baseline, G = goal, and P = performance)

	1993	1994	1995	1996	1997	2000
Institutional	B: 262,000	G: 277,179 P: 268,163	G: 291,674 P: 293,476	G: 306,988 P: 304,111	G: 323,233 P: 312,288	G: 377,491
Twin Cities	B: 250,432	G: 267,700 P: 257,613	G: 277,900 P: 281,884	G: 291,800 P: 291,903	G: 306,400 P: 300,184	G: 354,700
Duluth	B: 10,812	G: 11,892 P: 9,903	G: 13,081 P: 11,004	G: 14,389 P: 11,213	G: 15,828 P: 11,296	G: 14,200
Morris	B: 182	G: 187 P: 183	G: 193 P: 159	G: 199 P: 391	G: 205 P: 258	G: 244
Crookston	B: 655	G: 400 P: 464	G: 500 P: 429	G: 600 P: 604	G: 800 P: 550	G: 1,500

Note: UMD has revised its campus goals for the years 1998, 1999, and 2000.

Figure 7

**University of Minnesota National Ranking
for Federal Research and Development Funding**



External Process and Outcome Measures

Three of the critical measurement categories concern external outcomes:

1. **Investment and Voluntary Support;**
2. **Overall Satisfaction of Minnesota Citizens;** and
3. **Interaction With Society: Partnerships, Services, and Impacts.**

Relevant aspects of two other measurement categories, **Underrepresented Groups/Diversity** and **Information Resources**, will be reported as part of the external measures when appropriate.

Investment and Voluntary Support measures included in this report are: return on invested funds, measured over long periods (5-10 years); national ranking in total voluntary support; and number of alumni donors.

The 1996 baseline for the **Overall Satisfaction of Minnesota Citizens** measure, the percentage of

Minnesota residents, and of underrepresented groups, expressing overall satisfaction with the University, is included in this report (goals still need to be set for this measure).

Interaction with Society: Partnerships, Services, and Impacts measures that will be reported in subsequent years include: a description of the University's external partnerships, services, applied academic programs, and physical linkages to surrounding communities; a summary of external users' satisfaction with the University including access to expertise, quality of interaction with the University, and access to graduates with needed skills; and general public access to information available through the University.



INVESTMENT AND VOLUNTARY SUPPORT

Critical Measure Goals:

Investment and Voluntary Support: Increase the University's ability to withstand changes in public funding through successful investment growth and fund-raising, including increased financial support from alumni.

Measures Reported Below:

- return on invested funds, measured over long periods (5-10 years)
- national ranking in total voluntary support
- number of alumni donors

Key Results:

Return on Invested Funds Measure:

For the year ending June 30, 1997, the annualized return was 23.6% on University-held endowments and 16.0% on University of Minnesota Foundation-held endowments. The rate of return on University-held endowments is well within the upper quartile of the 375 higher education institutions reporting this information through the National Association of College and University Business Officers (NACUBO).

The five-year annualized rates of return through June 30, 1997 were 15.7% on University-held endowments and 13.6% on Foundation-held endowments. Again, the rate of return on University-held endowments is in the upper quartile of the NACUBO comparison group. Although for the ten-year period the annualized rates of return do not fall within the upper quartile of the comparison group, the University's more recent performance suggests that it is indeed making progress toward its year 2000 goal of being within the top quartile of the NACUBO public and private higher education institutions over long (5-10 year) periods.

National Ranking in Total Voluntary Support:

During 1996, the University's total voluntary support (private gifts, non-contractual research grants, and bequests) increased from \$131,639,000 to \$140,538,000, although its national ranking dropped one point, from 11th to 12th among the top 20 higher education institutions--still well within the University's year 2000 goal of remaining in the top 15 of public and private higher education institutions.

Number of Alumni Donors Measure:

The number of alumni donors decreased from 36,279 in the 1994 baseline year to 32,433 in 1995 and 32,316 in 1996 (numbers updated from the preliminary figures in the 1996 Performance Report), with a further decrease to 29,363 in 1997. These declines are attributable to several causes, including greater selectivity in who was solicited for annual giving (which is how most alumni giving occurs), changes in telemarketing and direct mail methods, and greater focus on non-donor solicitations (which are typically less successful). In spite of the lower number of alumni donors, the average amount of money given was higher in all three years, i.e., more money was given by fewer alumni donors. Note that, when the goal was set for this measure, it was stated that most of the increase would occur "in the last year or two of the six-year period, rather than in more or less equal increments within the six-year period."

A more complete description of this measure and figures showing baseline information, goals, and performance data follow.

Implications for 1997-98 Planning and Initiatives:

Return on Invested Funds Measure:

The University will continue its successful investment strategies. However, when viewing investment results, it is important to note that the results are a snapshot at a particular point in time for a particular time period. The returns may include an anomaly and may not be indicative of either past or future long term performance. The Return on Invested Funds figure from 1996 is included after the 1997 figure to help illustrate this point. The change in the performance of Foundation-held funds between 1996 and 1997 is due to the Foundation's larger allocation to smaller growth companies during the past year, whereas University-held funds were more heavily invested in companies included in Standard and Poor's 500 Index.

Number of Alumni Donors Measure:

As noted above, the method of soliciting alumni has been changing, some changes have worked better than others, and the solicitation process has been refined accordingly, with the result that alumni giving is expected to be much stronger in the 1997-98 year.

Description of Measure:

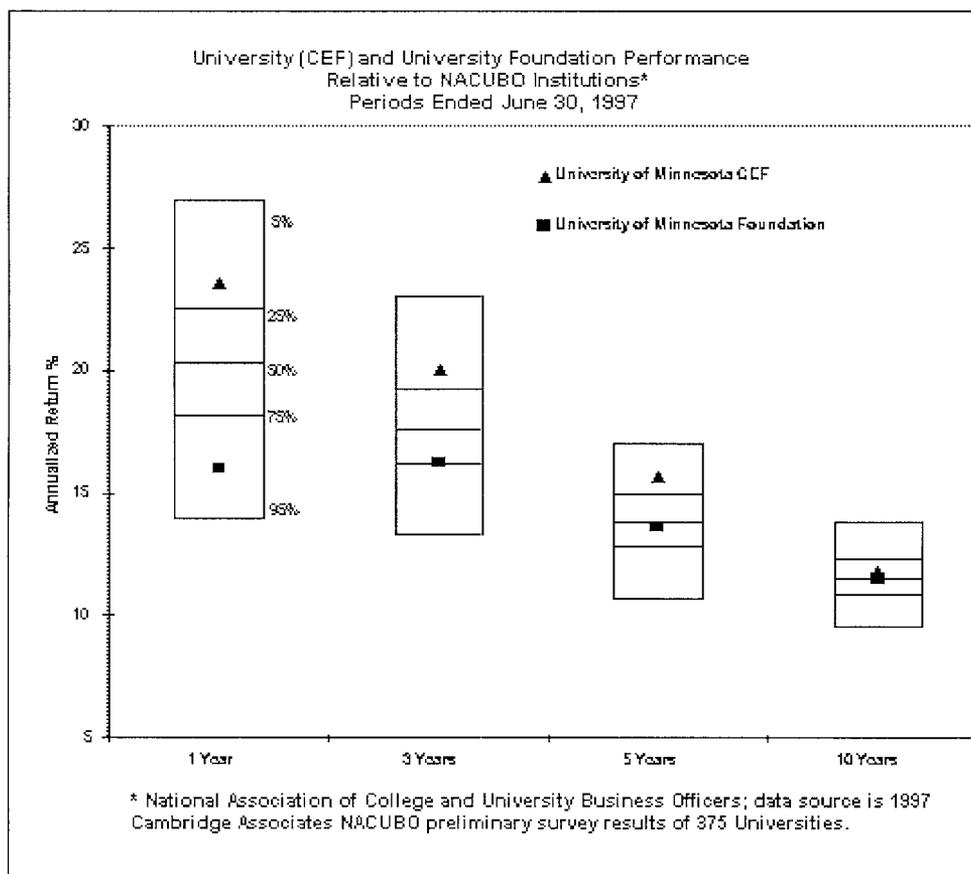
1. **Return on Invested Funds Measure:** In the broadest sense, invested funds include endowments (the principal of which must be preserved, but which generate usable revenue through investment earnings); non-endowment short term investments (temporary investment funds, or "TIF"); and investments of non-endowment long term reserves. Endowment funds are managed by three different entities: the University of Minnesota's Office of Asset Management, the University of Minnesota Foundation, and the University of Minnesota Medical Foundation. Although the combined return on invested funds is not currently represented in a single number, beginning in the fall of 1997, the University will be expected to consolidate financial information into the University's financial reports. When fully implemented, this measure would be based on the University's performance (ranking) among the approximately 400 higher education institutions reporting this information through the National Association of College and University Business Officers (NACUBO). An appropriate year 2000 goal, when the baseline point for the measure can be established, would be aimed at the top quartile of the NACUBO public and private higher education institutions over long (5-10 year) periods.
2. **National Ranking in Total Voluntary Support Measure:** Voluntary support includes private gifts, non-contractual research grants, and bequests and excludes income from invested funds, government support, and contract research. National rankings are based on information from over 1,000 colleges and universities collected through an annual survey by the Council for Financial Aid to Education (CFAE). Because the dollar amount of voluntary support and the related rankings can vary considerably from year to year, based on special campaigns or other major fund-raising activities of the colleges and universities that are included in the rankings, this measure targets staying within a certain range in the rankings, rather than a specific ranking or a specific dollar amount. The year 2000 goal is to maintain a voluntary support ranking within the top 15 of public and private higher education institutions.
3. **Number of Alumni Donors Measure:** One of the challenges in increasing alumni giving is the frequency with which alumni move after graduation and the resulting difficulty of maintaining current address information. The year 2000 goal is to achieve a 20% increase over the 1994 baseline year, to a level of 43,600 alumni who make a financial contribution. The increase from the baseline year is expected to occur in the last year or two of the six-year period rather than incrementally over the six year period.

Data Figures:

Figures 8, 9, and 10 below show return invested funds performance, national ranking in voluntary support, and the number of alumni donors; table 4 provides additional information on national ranking.

Figure 8

1997 Return on Invested Funds



1996 Return on Invested Funds

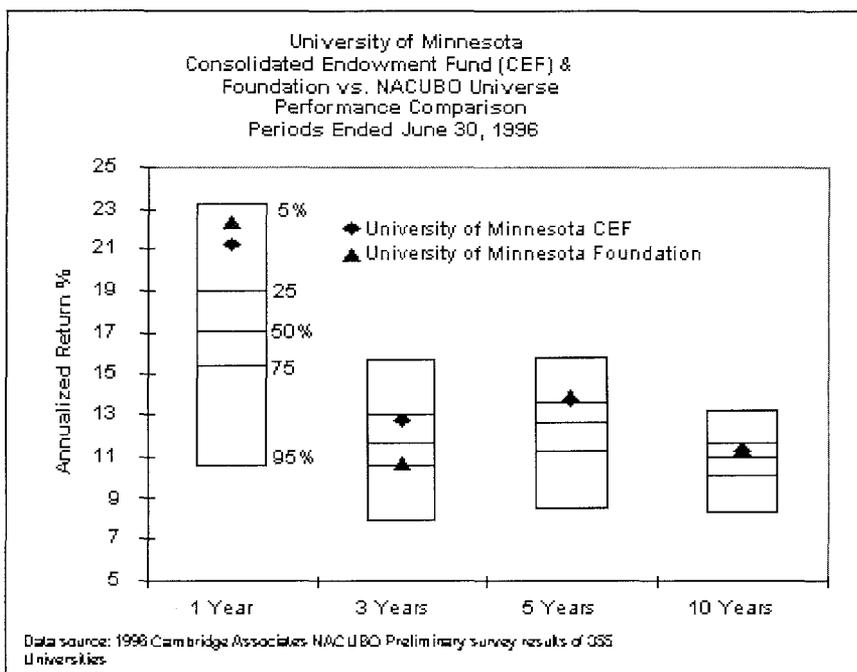


Figure 9

**University of Minnesota National Ranking in
Total Voluntary Support ^a**

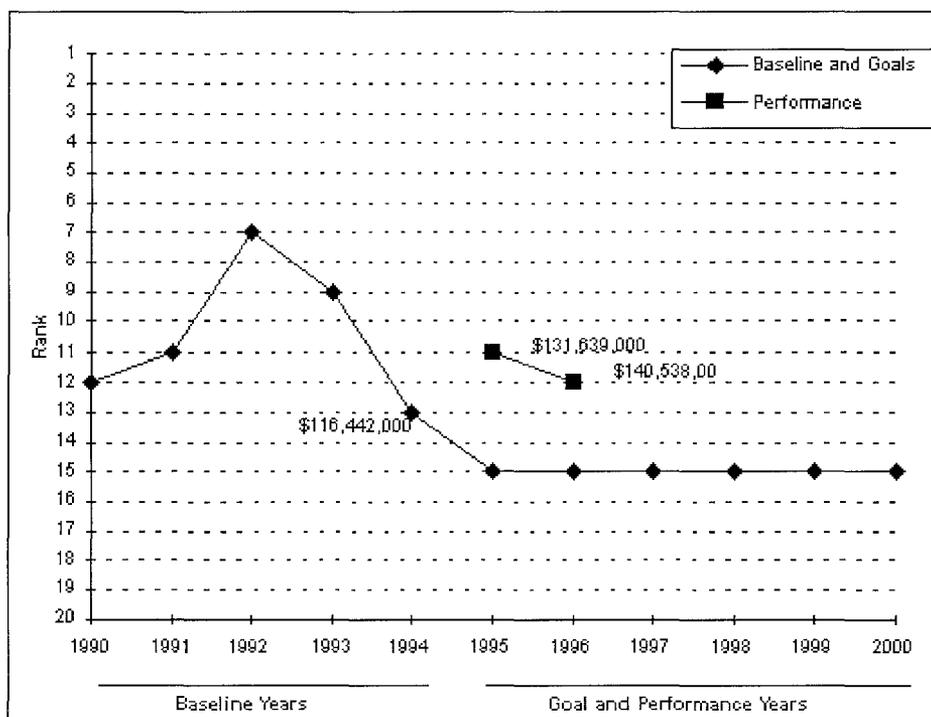


Table 4

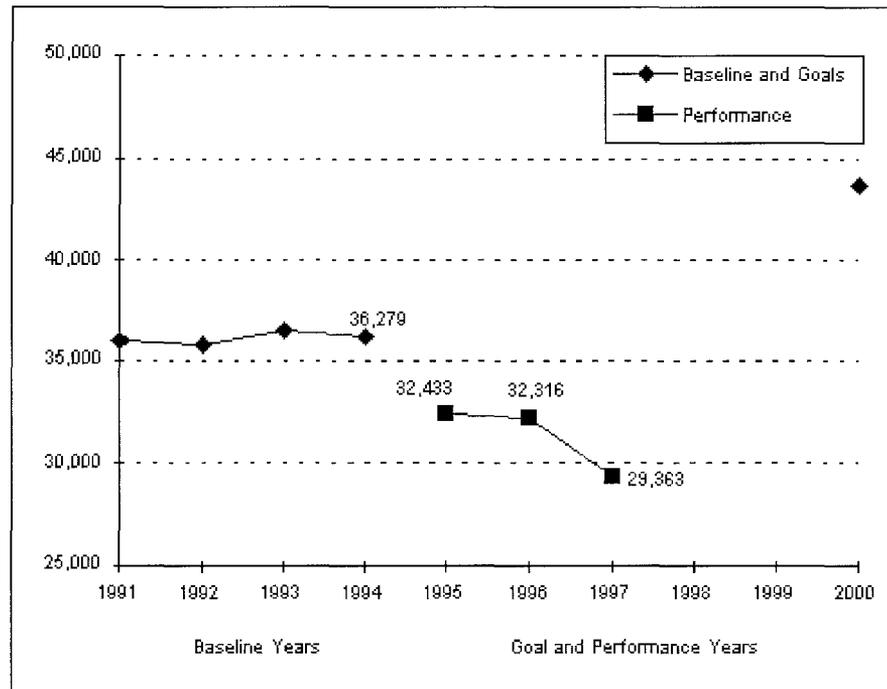
**Voluntary Support of Higher Education 1994-95
Top 20 in Total Giving ^a**

Stanford University	\$312,887,000
Harvard University	309,360,000
Cornell University	219,746,000
Mayo Foundation	193,998,000
University of Wisconsin at Madison	186,695,000
Duke University	181,258,000
Yale University	172,165,000
Columbia University	163,870,000
University of Washington	154,601,000
University of Pennsylvania	153,133,000
University of California at Berkeley	141,835,000
University of Minnesota	140,538,000
University of California at Los Angeles	139,821,000
Massachusetts Institute of Technology	132,456,000
Indiana University	131,147,000
University of Southern California	128,566,000
University of Chicago	126,953,000
University of California at San Francisco	126,303,000
Johns Hopkins University	125,872,000
Ohio State University	124,077,000

^a Source: Council for Financial Aid to Education

Figure 10

**Number of Alumni Giving
to the University of Minnesota**



Note: 1995 and 1996 numbers are updated figures.



OVERALL SATISFACTION OF MINNESOTA CITIZENS

Critical Measure Goals:

Overall Satisfaction of Minnesota Citizens: Increase satisfaction of Minnesota citizens and key constituency groups with the University's performance and contributions to the state.

Underrepresented Groups/Diversity: Increase the presence and participation of racial/ethnic minorities and women where they are underrepresented; and create an inclusive and supportive environment for men and women students, faculty, and staff from varying racial, religious, and ethnic backgrounds, of varying sexual orientations, and people with disabilities.

Measure Reported Below:

- percentage of a random sample of Minnesota citizens, and key constituency groups, who say they are "very satisfied" with the University

Key Results:

The key question for this critical measure is: "Overall, how satisfied are you with the University of Minnesota....very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied, or are you neither satisfied nor dissatisfied?" The first survey for this measure was conducted in 1996; because the same question was asked in 1994 and 1995 in two non-University, state-wide surveys, a three-year comparison can be made.

- The three-year comparison shows that overall satisfaction with the University has increased since 1994
- 27% of those surveyed in 1996 said they were "very satisfied" with the University, an increase of 8 percentage points over the 19% who gave this response in 1994.
- 44% of 1996 survey respondents said they were "somewhat satisfied," an increase of 6 percentage points over the 38% who gave this response in 1994.
- Combining the "very satisfied and "somewhat satisfied" groups yields an overall positive rating by 71% of respondents in 1996, an increase of 14 percentage points over the 57% who gave these responses in 1994.
- The neutral "neither" group showed a corresponding decrease of 14 percentage points, from 33% of the 1994 survey sample to 19% of respondents in 1996; in both years, only 10% of respondents gave a negative rating.

From the perspective of people in different parts of the state, there were significant geographical differences in satisfaction with the University in the 1996 survey, with central area respondents most often giving the "very satisfied" rating (34%), followed by 32% of northwestern area respondents, 28% of northeastern area respondents, 26% of metro area respondents, and 20% of southern area respondents.

From the perspective of racial/ethnic minority residents of the state, there was no difference in satisfaction in 1996 between racial/ethnic minorities as a group and white respondents in their satisfaction with the University.

A more complete description of this measure and a figure showing the three-year comparison follows.

Implications for 1997-98 Planning and Initiatives:

The results of the 1996 survey are encouraging. To continue improving on this measure, the University needs both to maintain and improve its performance in all areas of its mission and to develop even more effective ways of connecting with Minnesota citizens, so that they become better informed about, and more supportive of, the University of Minnesota's unique mission, role, and accomplishments.

Description of Measure:

The specific measure is the percentage of a random sample of Minnesota citizens who say they are "very satisfied" with the University. The data collection method for the measure is a public opinion poll, expanding on the kind of polling done in the past by the University of Minnesota's University Relations office, with over-sampling for key constituency groups in order to obtain samples of sufficient size to draw subgroup conclusions when appropriate. Polling is to be done at least biennially (ideally annually). The results obtained during the first administration of this expanded poll were to set the baseline for this measure, after which institutional performance goals would be set.

This first poll, reported above, was conducted as a telephone survey between April 25 and July 10, 1996 by the Minnesota Center for Survey Research at the University of Minnesota. The survey resulted in 723 completed telephone interviews, based on a sampling design that included over-sampling for: a) less populated areas of the state (the state was divided into five geographical areas, defined as the northwest, northeast, central, south, and metro areas); and b) four racial/ethnic minorities within the state (African American, American Indian, Asian/Pacific American, and Chicano/Latino/Hispanic residents).

The survey is designed to collect information from Minnesota residents concerning their familiarity with the University; its importance for the state, for their communities, and for themselves and their families; its performance overall and relative to different aspects of its mission; its contributions to the state in six broad areas; residents' overall satisfaction with the University; and recent University contacts and sources of information about the University. Only the "overall satisfaction" question is reported here; a complete report on the 1996 survey is available on request from the Office of Planning and Analysis.

Data Figures:

Figure 11

Three-Year Comparison on Overall Satisfaction Question



Core Resource Measures

Two of the critical measurement categories concern core resources, without which the University could not carry out its mission:

1. **Faculty and Staff**--the University's human resources, and
2. **Facilities**--the University's physical resources.

Relevant aspects of two other measurement categories, **Under-represented Groups/Diversity** and **Information Resources**, are also reported as part of the "core resource" measures where appropriate.

Faculty/Staff Experience measures included in this report are: the percentage of tenured and tenure-track faculty of color and the percentage of tenured and tenure-track women faculty. Other measures that will be reported in subsequent years include: the percentage of all faculty/staff, and of underrepresented/diverse groups, expressing satisfaction with their employment here (the first survey has been conducted but the data analysis has not yet been completed); the University's compensation position among peer institutions for faculty and administrative staff, and compensation relative to appropriate labor markets for civil service and union represented groups; the extent to which faculty and staff receive appropriate support and development for effective performance of their jobs; the percentage of faculty and staff with "minimum standard" computer and network connection; and faculty/staff access to information.

Facilities Infrastructure measures included in this report are: dollars in millions of total deferred renewal; the percentage of classrooms meeting quality and utilization standards; and the number of buildings with serious or major deficiencies relative to safety and accessibility standards. Other measures that will be reported in subsequent years include: the percentage of classrooms meeting minimum technology standards; and the number of "high tech" classrooms.

[Back to top](#)[Critical Measures](#)[OPA](#)

FACULTY/STAFF EXPERIENCE

Critical Measure Goals:

Faculty/Staff Experience: Increase the preparation and satisfaction of University faculty and staff and the University's overall compensation position among top research universities and relative to market, for faculty and staff in general and for underrepresented/diversity groups.

Underrepresented Groups/Diversity: Increase the presence and participation of racial/ethnic minorities and women where they are underrepresented; and create an inclusive and supportive environment for men and women students, faculty, and staff from varying racial, religious, and ethnic backgrounds, of varying sexual orientations, and people with disabilities.

Information Resources: Increase access to and use of information resources to advance the University's three-part mission of teaching and learning, research and discovery, and outreach and public service.

Measures Reported Below:

- percentage of tenured and tenure-track faculty of color
- percentage of tenured and tenure-track women faculty

Key Results:

Percentages for tenured and tenure-track faculty of color and women faculty are generally on target with the University's established 1997 goals:

- For the University overall, percentages are above goal for both faculty of color and women faculty. The percentage of faculty of color in 1997 is 10.5%, compared to a goal of 10.1%; and the percentage of faculty who are women in 1997 is 24.7%, compared to a goal of 24.2%. The number of faculty of color and women faculty in 1997 also increased over 1996. These numerical and percentage increases occurred in spite of the fact that the size of the faculty has continued to decrease since the 1993 baseline year, from a total of 3,151 in 1993 to 2,879 in 1997.
- Percentages are above goal for Asian/Pacific American and Chicano/Latino/Hispanic faculty, at goal for American Indian faculty, and slightly below goal for African American faculty (although the number of African American faculty increased by one from 1996 to 1997).
- For the Twin Cities campus, percentages are similar to institutional level percentages for faculty of color. At 10.5%, the 1997 goal of 10% was exceeded for faculty of color overall. 1997 goals are also exceeded for Asian/Pacific American and Chicano/Latino/Hispanic faculty, but slightly below goal for African American and American Indian faculty (although the number of American Indian faculty actually increased by three from 1996 to 1997). At 24%, Twin Cities campus performance for women faculty is at the 1997 goal.
- For the Duluth campus, although the number of faculty in three of the four racial/ethnic groups increased or remained the same as in the two previous years, percentages are below goal for all four groups. The 1997 percentage of faculty of color overall is 10.3%; while below the 1997 goal of 11.6%, this is an increase from the previous year (9.9% in 1996). Similarly, at 27.4%, the 1997 percentage of women faculty is below the 1997 goal of 31% but an increase from the previous year (26.5% in 1996).
- The Morris campus is below goal for faculty of color overall, with 14.7% in 1997 compared with a 1997 goal of 20.9%. The campus is at goal for Chicano/Latino/Hispanic faculty, but below goal for the other three racial/ethnic groups. At 34.7%, the percentage of women faculty, on the other hand, exceeds the 32.5% goal for 1997.
- The Crookston campus currently has no faculty of color and so is below its desired goals; this may be due, in part, to the continuing (and significant) decrease in the size of its faculty. At 25.6%, the campus is closer to goal for women faculty; the 1997 goal for women faculty is 30%.

A more complete description of this measure and data tables showing baseline information, goals, and performance data for the University overall and for each campus follow.

Implications for 1997-98 Planning and Initiatives:

As the University continues to strengthen its recruitment efforts and its support for faculty of color and women faculty, initiatives to address climate issues and to support the work of faculty of color and women faculty will continue to be critical. Of particular note is a new faculty initiative, including post-doctoral and mentoring programs for faculty of color, as well as a series of workshops for new faculty, coordinated with the Bush Faculty Development Program for Excellence and Diversity in Teaching; the Bush program has provided an intensive year-long opportunity for tenure-track faculty over the course of the past five years, improving the climate for faculty of color and women faculty as

well as for students. Implementation of new development opportunities for tenure-track faculty and revised human resources policies and guidelines should also benefit faculty of color and women faculty. These initiatives are being implemented as of fall 1997.

Description of Measure:

Faculty of color and women faculty goals are set as percentages of all tenured and tenure-track faculty, in order to reflect the University's intent and efforts in both hiring and retention of underrepresented groups. They are desired goals, not maximums, and are based on a review of past performance, an attempt to be strategic in thinking about where the University wishes to be in the future, and a realistic view of how far it can move in the next six years. More specifically, they are based primarily on the current composition of the faculty and on EEO national availability data and deficiencies; other considerations include unique hiring opportunities, limits on the size of the faculty and the rate of hiring due to budgetary factors, attrition rates, and a lower level of turnover due to the elimination of mandatory retirement.

Data Figures:

Table 5 below shows baseline, goal, and performance data for the faculty of color and women faculty measures.

Table 5

**Faculty of Color and Women Faculty Baselines, Goals, and Performance:
Institutional Level
(B = baseline, G = goal, P = performance shown as % and #)**

Institutional Level

	1993	1994	1995	1996	1997	2000
African American	B: 1.3%	G: 1.5%	G: 1.7%	G: 1.8%	G: 2.0%	G: 2.4%
	42	P: 1.3%	P: 1.4%	P: 1.5%	P: 1.6%	
		39	42	45	46	
American Indian	B: 0.4%	G: 0.5%	G: 0.5%	G: 0.6%	G: 0.6%	G: 0.8%
	14	P: 0.4%	P: 0.4%	P: 0.4%	P: 0.6%	
		13	12	12	16	

Asian/Pacific American	B: 6.1%	G: 5.9%	G: 6.0%	G: 6.0%	G: 6.0%	G: 6.1%
	192	P: 6.3%	P: 6.5%	P: 6.7%	P: 6.7%	
		194	198	199	192	
Chicano/Latino/Hispanic	B: 1.2%	G: 1.3%	G: 1.3%	G: 1.4%	G: 1.4%	G: 1.6%
	38	P: 1.3%	P: 1.3%	P: 1.4%	P: 1.6%	
		40	38	41	47	
ALL MINORITY	B: 9.1%	G: 9.2%	G: 9.5%	G: 9.8%	G: 10.1%	G: 11.0%
	286	P: 9.2%	P: 9.6%	P: 10.0%	P: 10.5%	
		286	290	297	301	
ALL WOMEN	B: 22.4%	G: 22.6%	P: 23.2%	G: 23.7%	G: 24.2%	G: 25.7%
	705	P: 22.6%	G: 23.7%	P: 24.0%	P: 24.7%	
		702	716	711	712	
TOTAL	<i>3,151</i>	<i>3,104</i>	<i>3,026</i>	<i>2961</i>	<i>2879</i>	

Note: The 1997 total includes two faculty of unknown ethnicity.

Twin Cities Campus

	1993	1994	1995	1996	1997	2000
African American	B: 1.5%	G: 1.6%	G: 1.7%	G: 1.8%	G: 1.9%	G: 2.3%
	39	P: 1.4%	P: 1.5%	P: 1.7%	P: 1.7%	
		36	39	42	42	

American Indian	B: 0.2%	G: 0.3%	G: 0.3%	G: 0.3%	G: 0.4%	G: 0.5%
	6	P: 0.2%	P: 0.2%	P: 0.2%	P: 0.3%	
		5	5	5	8	
Asian/Pacific American	B: 6.0%	G: 6.1%	G: 6.2%	G: 6.2%	G: 6.3%	G: 6.4%
	163	P: 6.3%	P: 6.6%	P: 6.8%	P: 6.8%	
		166	172	170	166	
Chicano/Latino/Hispanic	B: 1.3%	G: 1.3%	G: 1.4%	G: 1.4%	G: 1.4%	G: 1.5%
	34	P: 1.3%	P: 1.2%	P: 1.4%	P: 1.7%	
		34	32	35	41	
ALL MINORITY	B: 9.0%	G: 9.3%	G: 9.5%	G: 9.8%	G: 10.0%	G: 10.7%
	242	P: 9.1%	P: 9.6%	P: 10.0%	P: 10.5%	
		241	248	252	257	
ALL WOMEN	B: 21.7%	G: 22.5%	G: 23.0%	G: 23.5%	G: 24.0%	G: 25.5%
	586	P: 21.8%	P: 23.0%	P: 23.3%	P: 24.0%	
		578	594	586	589	
TOTAL	<i>2,698</i>	<i>2,653</i>	<i>2,582</i>	<i>2519</i>	<i>2453</i>	

Note: The 1997 total includes two faculty of unknown ethnicity.

Duluth Campus

	1993	1994	1995	1996	1997	2000

African American	B: 65% 2	G: .7% P: .7% 2	G: 1.1% P: .65% 2	G: 1.1% P: 0.66% 2	G: 1.5% P: 1.0% 3	G: 1.3%
American Indian	B: 2.3% 7	G: 2.5% P: 2.3% 7	G: 2.5% P: 2.3% 7	G: 2.9% P: 2.3% 7	G: 2.9% P: 2.4% 7	G: 3.0%
Asian/Pacific American	B: 6.2% 19	G: 5.8% P: 6.3% 19	G: 6.2% P: 6.2% 19	G: 6.5% P: 6.3% 19	G: 6.5% P: 6.2% 18	G: 6.7%
Chicano/Latino/Hispanic	B: .33% 1	G: .4% P: .7% 2	G: .4% P: .65% 2	G: 0.7% P: 0.66% 2	G: 0.7% P: 0.69% 2	G: 1.0%
ALL MINORITY	B: 9.5% 29	G: 9.4% P: 9.9% 30	G: 10.2% P: 9.7% 30	G: 11.2% P: 9.9% 30	G: 11.6% P: 10.35% 30	G: 12.0%
ALL WOMEN	B: 26.7% 82	G: <i>none</i> P: 27.6% 84	G: 28.0% P: 26.9% 83	G: 29.0% P: 26.5% 80	G: 31.0% P: 27.4% 80	G: 29.0%
TOTAL	307	304	308	302	292	

Note: UMD has revised its campus goals for the years 1998, 1999, and 2000.

Morris Campus

	1993	1994	1995	1996	1997	2000
African American	B: 1.1%	G: 2.1%	G: 2.1%	G: 3.1%	G: 3.1%	G: 4.2%
	1	P: 1.1%	P: 1.1%	P: 1.0%	P: 1.1%	
		1	1	1	1	
American Indian	B: 1.1%	G: 2.1%	G: 3.1%	G: 3.1%	G: 3.1%	G: 4.2%
	1	P: 1.1%	P: 0%	P: 0%	P: 1.1%	
		1	0	0	1	
Asian/Pacific American	B: 9.7%	G: 10.5%	G: 10.5%	G: 10.5%	G: 10.5%	G: 10.5%
	9	P: 9.5%	P: 8.0%	P: 10.1%	P: 8.4%	
		9	7	10	8	
Chicano/Latino/Hispanic	B: 3.2%	G: 3.1%	G: 3.1%	G: 3.1%	G: 4.2%	G: 5.2%
	3	P: 4.2%	P: 4.6%	P: 4.0%	P: 4.2%	
		4	4	4	4	
ALL MINORITY	B: 15.1%	G: 17.8%	G: 18.8%	G: 19.8%	G: 20.9%	G: 24.1%
	14	P: 15.8%	P: 13.8%	P: 15.2%	P: 14.7%	
		15	12	15	14	
ALL WOMEN	B: 26.9%	G: 27.5	G: 29.1%	G: 30.8%	G: 32.5%	G: 37.5%

	25	P: 28.4%	P: 31.0%	P: 34.3%	P: 34.7%	
		27	27	34	33	
TOTAL	93	95	87	99	95	

Crookston Campus

	1993	1994	1995	1996	1997	2000
African American	B: 0%	G: 0%				
		P: 0%	P: 0%	P: 0%	P: 0%	
American Indian	B: 0%	G: 0%	G: 0%	G: 2.0%	G: 1.9%	G: 1.7%
		P: 0%	P: 0%	P: 0%	P: 0%	
Asian/Pacific American	B: 1.9%	G: 0%	G: 0%	G: 0%	G: 0%	G: 1.7%
	1	P: 0%	P: 0%	P: 0%	P: 0%	
Chicano/Latino/Hispanic	B: 0%	G: 0%	G: 0%	G: 2.0%	G: 1.9%	G: 3.4%
		P: 0%	P: 0%	P: 0%	P: 0%	
ALL MINORITY	B: 1.9%	G: 0%	G: 0%	G: 4.0%	G: 3.8%	G: 6.8%
	1	P: 0%	P: 0%	P: 0%	P: 0%	
ALL WOMEN	B: 22.6%	G: 25.0%	G: 25.0%	G: 28.0%	G: 30.0%	G: 31.0%
	12	P: 24.5%	P: 24.5%	P: 26.8%	P: 25.6%	
		13	12	11	10	
TOTAL	53	53	49	41	39	

Sources: APSO database and UMD Academic Personnel Database as of 10/31 of each year; Waseca excluded from 1993 numbers.

[Back to top](#)[Critical Measures](#)[OPA](#)

FACILITIES INFRASTRUCTURE

Critical Measure Goals:

Facilities Infrastructure: Improve the quality, functionality, and safety of the University's physical infrastructure and assets.

Information Resources: Increase access to and use of information resources to advance the University's three-part mission of teaching and learning, research and discovery, and outreach and public service.

Measures Reported Below:

- dollars in millions of total deferred renewal
- percentage of classrooms meeting quality and utilization standards
- number of buildings with serious or major deficiencies relative to safety and accessibility standards

Key Results:

Deferred Renewal Measure:

Since this critical measure was developed (from fiscal year 1993 through fiscal year 1998), the University will have invested \$109 million in renewal, including \$9 million in decommissioned buildings. However, because of the continuing growth of the deferred renewal backlog (increasing at a rate of approximately \$46 million annually), the University's level of deferred renewal has continued to fall behind, rather than making progress toward its year 2000 deferred renewal goal of \$750 million. However, the 1999 Capital Request will substantially increase investment in existing facilities by devoting approximately 70% of investments to renovation of existing facilities, compared to the 30% of capital investments devoted to renovation in the recent past. This significant change in capital investment policy will substantially lower the University's level of deferred maintenance in future years (by an estimated \$300 million over the next four years).

Classroom Standards Measure:

Quality: Improvements have been made on all of the campuses on the quality dimension of the classroom measure, although the Twin Cities campus and the Morris campus are still far below the year 2000 goal of having 100% of classrooms meet quality standards.

- On the Twin Cities campus, recent improvement efforts were concentrated in thirteen (13) "model" classrooms, which have been brought up to a high technology, state-of-the-art condition. The ten (10) "centrally scheduled" classrooms in this group accommodate 269,659 contact (instruction) hours for the ten-week, Fall 1997 quarter. The Twin Cities campus inventory consists of 246 "centrally scheduled" and 177 "departmentally managed" classrooms. It is estimated that, in 1997, approximately 36% of the total inventory of classrooms on the Twin Cities campus meet the standard for quality.
- On the Morris campus, 34% of classrooms were at an acceptable level of quality by fall 1996 (1997 rates not yet available).
- On the Duluth campus, 70% of classrooms were at an acceptable level of quality by fall 1997.
- On the Crookston campus, 69% of classrooms were an acceptable level of quality by fall 1997.

Utilization: Utilization performance is close to goals on all four campuses:

- For the Twin Cities campus (centrally scheduled classrooms only), the 1997 class size utilization rate was 96% (of standard), exceeding the 83% goal; the time utilization rate was 76% of standard and slightly below goal.
- For the Duluth campus, the 87% class size utilization rate was close to goal, and the 78% time utilization rate was somewhat below goal in 1997.
- For the Morris campus, the 76% class size and 89% time utilization rates were somewhat below goal in 1996 (1997 rates not yet available).
- For the Crookston campus, the 78% class size utilization rate was below goal, whereas the 77% time utilization rate was only slightly below goal.

Safety/Accessibility Standards Measure:

Progress has been made on all of the campuses with both safety code and accessibility improvements.

The Twin Cities campus and the Crookston campus have achieved their goals in both areas, and the Morris campus is close to goal in both areas. Duluth has not set goals in the same way as the other campuses have done, since their philosophy has been to deal with building code and accessibility issues on a campus-wide basis; comparison of their 1996 baseline and their 1997 performance numbers shows improvement in both categories.

A more complete description of this measure and figures showing baseline information, goals, and performance data follow.

Implications for 1997-98 Planning and Initiatives:

Deferred Renewal Measure:

The problem of reducing the deferred renewal backlog is compounded by the fact that the backlog itself increases on an annual basis. The continuing increase means that renewal expenditures would have to exceed this annual increase in order to make progress toward the year 2000 goal. So, in spite of investing \$109 million in renewal through fiscal year 1998 (including \$9 million in decommissioned buildings in 1997), the University has been able only to slow the rate of increase from approximately \$1,153 million to \$1,044 million, and not to maintain its position in relation to the 1993 baseline figure of \$923 million.

As noted on the previous page, however, the 1999 Capital Request will significantly increase investment in existing facilities and substantially lower the University's level of deferred maintenance in future years. A conservative estimate is that at least \$300 million of the \$500 million for existing facilities that is included in the 4-year capital plan will be used for renovations that reduce the level of deferred renewal.

It should also be noted that, in decommissioning the poorest quality buildings, the University must also be able to finance reconfiguration of the space where displaced programs must move, and to finance the actual moving costs. The capital request planning instructions to campuses place heavy emphasis on renewal.

Classroom Standards Measure:

Future improvements in the quality of classrooms will depend on the availability of funding to make the necessary changes. Improvements in utilization will depend on full implementation of new scheduling systems for those campuses which do not currently have them. For example, the Twin Cities campus must restructure the management and oversight of classrooms and related services; match classroom inventory to programmatic instructional demand; and implement a systematic, multiyear renewal plan to modernize classrooms.

In the coming year, the administration will review the classroom goals that were set for the Twin Cities campus two years ago in order to determine whether they are feasible to achieve as defined, or whether a different approach might be more appropriate.

Safety/Accessibility Standards Measure:

Although good progress is being made, future safety and accessibility improvements will continue to depend on the availability of additional funding to make the necessary changes.

Description of Measures:

1. **Deferred Renewal Measure:** This measure refers to the total cost of the systematic replacement of major building systems (heating, air conditioning, plumbing, electrical, windows, roofs, etc.) that are beyond their useful life and need replacement to extend the life of the building. In the 1993 baseline year, total deferred renewal costs were \$923 million, or 32 percent of total asset value; the performance goal for the year 2000 is to reduce that amount to \$750 million, or 25 percent of total asset value. Because the deferred renewal backlog itself grows on an annual basis (compounding the problem of reducing the backlog), progress on this measure depends on being

able to reduce not only the baseline level of deferred renewal, but also the amount of its annual increase. Although not shown in the original figure establishing the baseline and the year 2000 goal, the annual growth of the backlog is shown in reporting this measure.

2. **Classroom Space Measure:** The classroom measure has three components: quality, class size utilization, and time utilization. Quality is defined as a student's being able to see, hear, and be functionally productive and physically comfortable, with instructional and learning methods that are fully supported by the physical space and technological appointments. The quality measure is the percent of total classrooms meeting a specified functional and physical standard, set for each campus in a series of studies conducted by Ellerbe Becket, Inc.; included are standards for access, sight lines, acoustical and mechanical, lighting, electrical, teaching surfaces, windows, technology, and seating. For the Twin Cities campus, this analysis was based on a total of 422 classrooms (including 260 centrally scheduled and 162 departmentally managed classrooms). Duluth campus quality goal is to upgrade poor classrooms to "fair" or "good" condition, with at least 5 classrooms rated "excellent."

The overall goal for classroom utilization is to have 100% of the University's general purpose classrooms utilized/occupied in accordance with adopted national standards by the year 2000. For the Twin Cities and Duluth campuses, this means at least 32 hours of instructional use per 45 hour week and 65% of seats occupied every time a class is taught. For the Morris campus, this means at least 26.8 hours of instructional use per 40 hour week and 65% of seats occupied every time a class is taught; and for the Crookston campus, this means at least 24 hours of instructional use per 35 hour week and 65% of seats occupied every time a class is taught.

3. **Code Compliance Measure:** The measure for code compliance is the number of buildings failing to meet safety and accessibility code standards according to state and national guidelines. University buildings are categorized into five levels: serious deficiencies, major deficiencies, moderate deficiencies, minor deficiencies, and no significant deficiencies. The overall goal for safety and accessibility is to decrease by 50% the number of buildings that do not meet specified safety and accessibility standards, i.e., that have serious or major deficiencies, by the year 2000.

Data Figures:

Figure 12 below shows baseline, goal, and performance information for the deferred renewal measure. Figure Series 13 and Figure Series 14 provide campus baseline, goal, and performance information for the classroom and code measures.

Figure 12

Level of Deferred Renewal

Institutional Level

Baseline/Goals and Performance

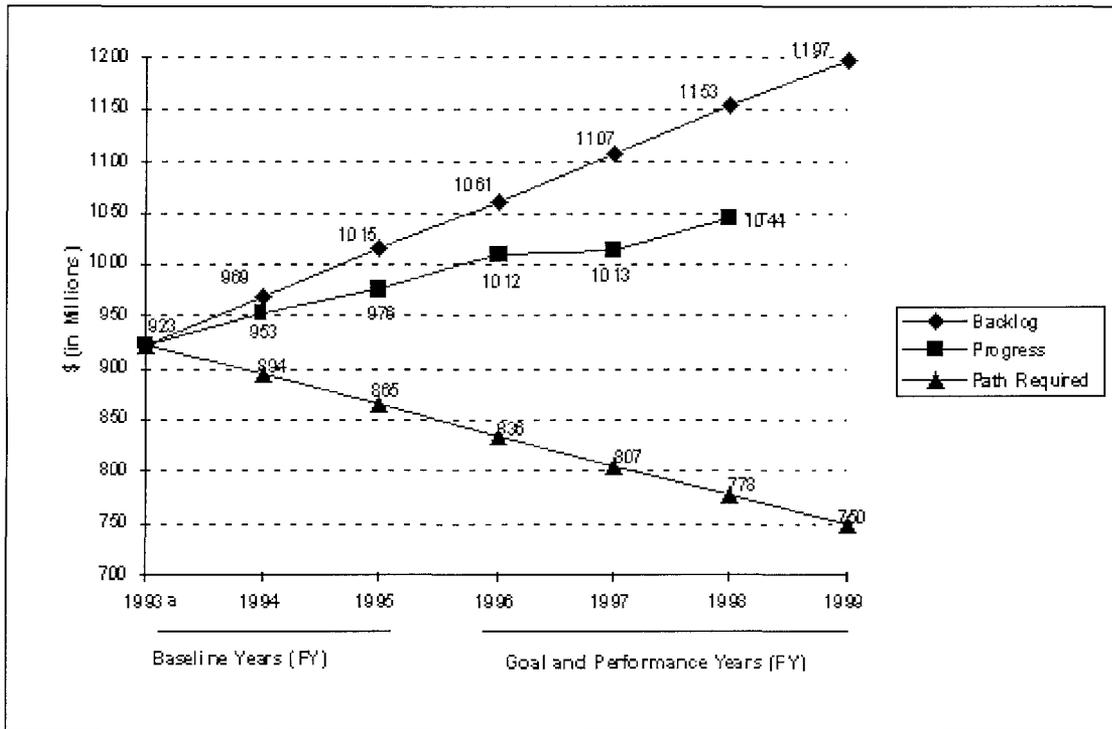


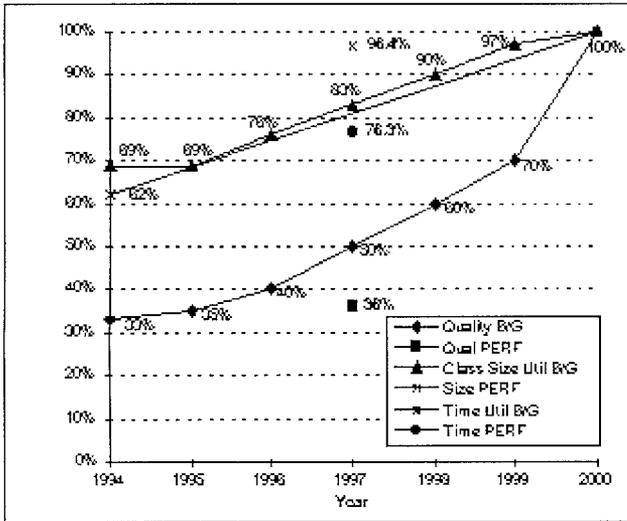
Figure Series 13

Classroom Standards for Quality and Utilization by Campus

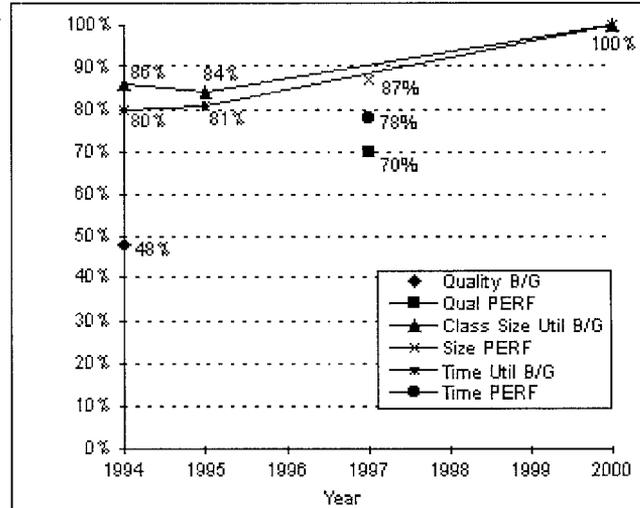
Baseline and Goals

Note: Figures updated from 1995 critical measure document and 1996 Performance Report

Twin Cities Campus



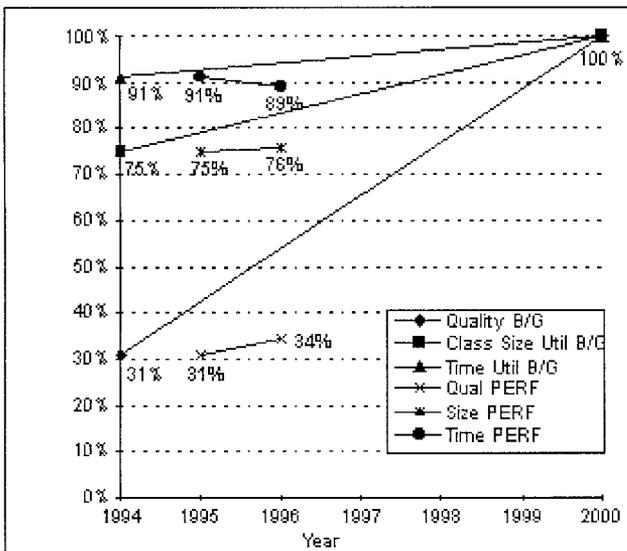
Duluth Campus



Note: Class size and time utilization performance data is for centrally scheduled classrooms only.

Note: Quality goal is to upgrade poor classrooms to "fair" or "good" condition, with at least 5 classrooms rated "excellent" in year 2000.

Morris Campus



Crookston Campus

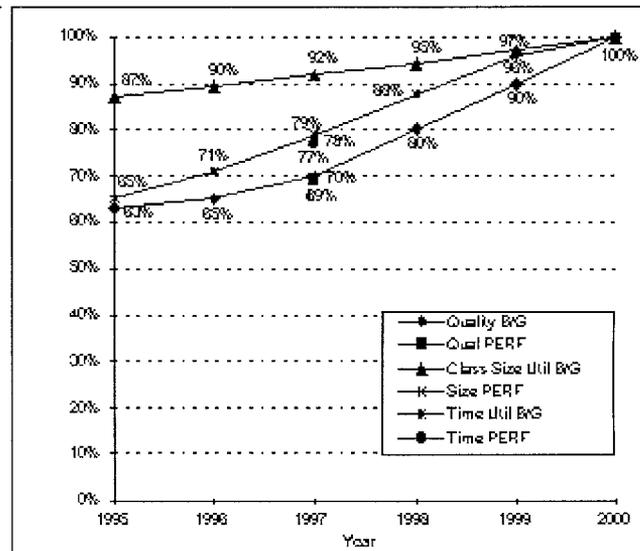


Figure Series 14

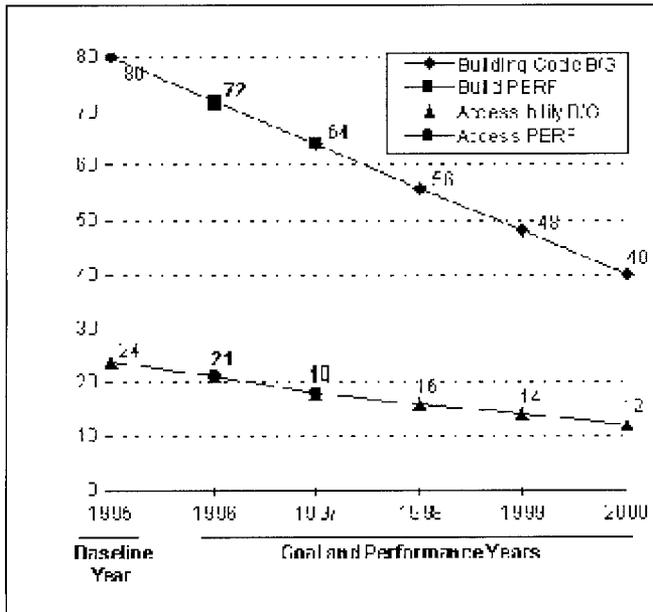
Building Safety Code and Accessibility Standards

by Campus

Baseline/Goals and Performance

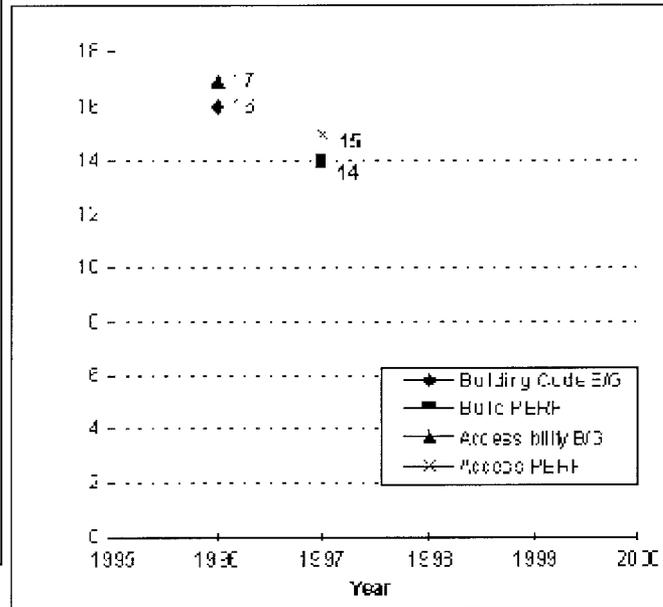
Twin Cities Campus

Baseline/Goals and Performance



Duluth Campus

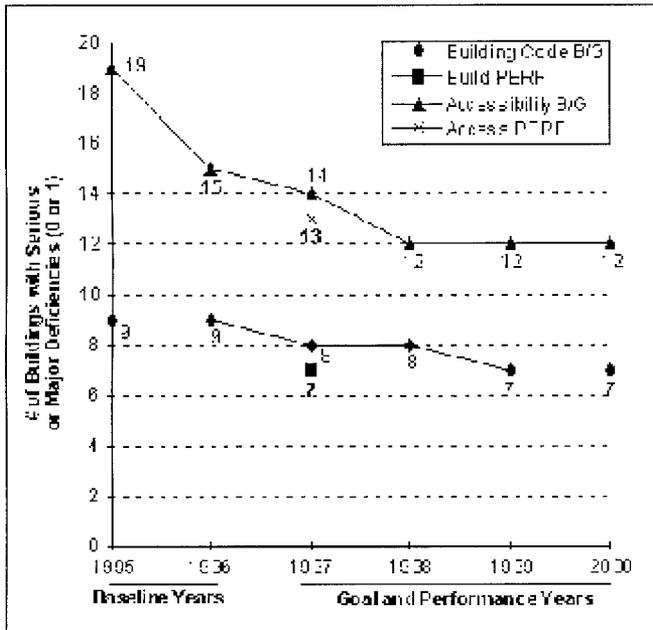
Baseline/Goals



Note: 1996 and 1997 performance and goal are located on the same point.

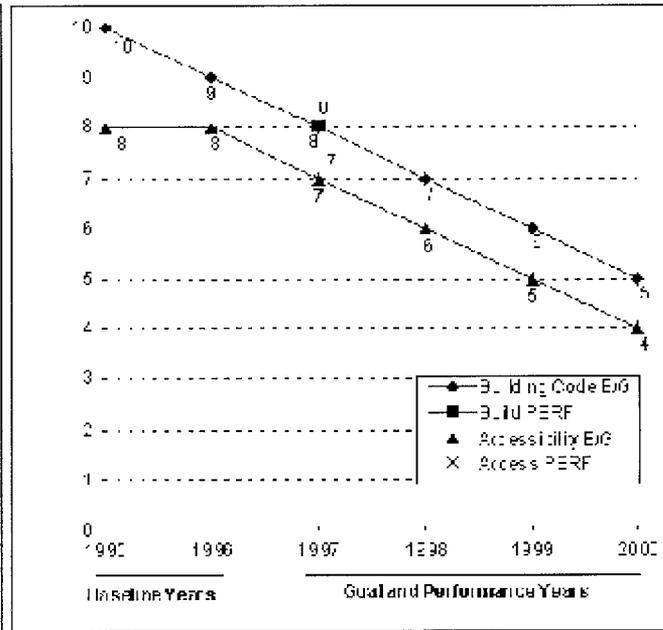
Morris Campus

Baseline/Goals



Crookston Campus

Baseline/Goals



its courses, policies, or programs, on the [Have a Question?](#) page.

Send comments on this web page to Cynthia James Murdoch at: macal001@umn.edu.

View our online [Privacy Statement](#).

*The University of Minnesota is an equal opportunity educator and employer.
© 2003 by the Regents of the University of Minnesota.*