



**INSTITUTIONAL  
PERFORMANCE REPORT**

**1995**

**Office of Planning and Analysis**

***The Institutional Performance Report*** is intended to reflect, at an institutional level, the University's success in carrying out the University Plan.

The 1995 Performance Report that is attached focuses on the first five U2000 critical measures, and provides performance data for all five of these measures: *characteristics of entering students, graduation rate, underrepresented groups/diversity, sponsored funding, and investment per student.*

Performance data on the second phase measures and a report of progress on major initiatives responding to the U2000 strategic areas will be included in the 1996 performance report. All of the critical measures are expected to be included in the 1997 report.

## PERFORMANCE OVERVIEW

The first five U2000 critical measures are heavily weighted toward improving the undergraduate experience: *characteristics of entering students, graduation rate, underrepresented groups/diversity, and investment per student*. Consequently, it is helpful to begin our performance assessment with an overview of major accomplishments in this area.

In a recent letter to Robert B. Schwartz, Director of the Pew Charitable Trusts, nominating the University of Minnesota for the Pew Leadership Award for Institutional Renewal of Undergraduate Education, David Murphy, President of the Midwestern Higher Education Commission, states:

In reflecting upon those institutions in our Midwestern region who have created new forms and flexible structures to renew and revitalize the missions of education, one university system comes to mind above all others: The University of Minnesota's *Initiative for Excellence in Undergraduate Education*. This University-wide undertaking was conceptualized by President Hasselmo and the University of Minnesota academic leadership for the purpose of reinvigorating and transforming the education of undergraduate students at the University. Guided by the President's vision, the *Initiative* has produced dramatic outcomes, and is the cornerstone of a series of strategies embodied in the U2000 plan that are reshaping the entire University.

Over the last two years, and in a period of significant retrenchment, over \$10,000,000 have been reallocated to undergraduate programs to facilitate changes in organizational structures, curricular designs, and academic performance needed to achieve these goals.

The Performance Report is an opportunity to celebrate some of the more noteworthy goals and achievements to date.

*First*, the University aspires to improve the diversity of the undergraduate class within the University and to recruit 80% of freshmen on the Twin Cities campus (excluding General College) from the top 25% of their high school classes; the other 20% of freshmen selected for special talents or for high potential from educationally disadvantaged backgrounds (with appropriate support); and an increased proportion of entering students who have completed all preparation requirements.

- In the area of diversity, the University is making substantial progress in reaching its year 2000 aspiration in recruiting students of color. In 1995, the number of students of color enrolled was up in every group. Systemwide, the total number of freshman students of color increased by 120, a 14.5% increase: African American students increased by 55 (27.1%), American Indian students by 11 (15.1%), Chicano/Latino students by 15 (13%), and Asian/Pacific students by 39 (8.9%). The percentage of students of color among freshmen systemwide rose from 13.6% to 13.8%.

- For the last two years, the quality of the incoming class has markedly improved. The total number of new freshmen from the top quartile of their high school classes on the Twin Cities campus increased by 298 students (15.4%) over 1994. Crookston experienced an increase in its targeted percentage, from 44.3% in the 40th to 80th percentiles to 49.4%. Applications for honors programs were up 39% in the Institute of Technology and 71% in the College of Liberal Arts. Based on the percentage of applications received to students accepted, the University has gone from last place to third place in the Big Ten. The number

of students satisfying the preparation standards has jumped from 17% in 1985 to over 85% today. The credit load has increased slightly from an average of 11.8 credits per quarter to over 12 credits.

- The number of applications has increased 24% over two years. The total number of freshmen enrolled increased by 791 students over 1994, an increase of 13.1%. Freshman enrollment on the Twin Cities campus was up 19.5%. We would especially emphasize this increase in numbers, since the University's achievements have been attained in an environment in Minnesota where overall enrollments are down, often significantly, in the public universities and colleges.

*Secondly*, the University's U2000 goal is to significantly increase the five year graduation rate on all four campuses to at least 50%; gain a 50% increase in minority graduation rates; increase student satisfaction with educational, student services delivery, and campus community experiences; provide more effective course access to required courses; increase availability of computing and other appropriate technologies for classroom and non-classroom use; and improve placement rates. Significant change has occurred in the last two years. Noteworthy achievements include:

- Implemented on all campuses the President's Forum on Teaching; implemented for all colleges a faculty work load and reward policy that clarifies and places greater emphasis on teaching; the University has implemented changes in the attribution of tuition to colleges that places greater emphasis on teaching undergraduate students.
- Implemented the new Liberal Education curriculum including cultural diversity, international perspectives, the environment, citizenship and public ethics, and intensive writing across the curriculum. Also underway is a restructuring of the course format from the quarter to the semester system and, concomitantly, a major curriculum review.
- Improved advising by reducing by 50% the student-to-advisor ratio in CLA; created faculty-student cohort advising in CLA and IT with a marked improvement in performance and retention.
- Between 1986 and 1994, radically reduced the size of classes by 23% at the lower division on the Twin Cities campus and 11% at the lower division systemwide; on the Twin Cities campus, invested \$1,450,000 to improve the quality of instruction in the remaining large classes.
- Completed and have just started to implement a comprehensive plan to improve the quality of classrooms on all campuses, including renovation and high-tech equipment including distance education technologies.
- Strengthened residential life on all campuses; expanded the pilot residential college on the Twin Cities campus; increased from 45% to 70% the number of freshman in residence on the Twin Cities campus.
- Increased undergraduate research (UROP) and other similar programs on all campuses; more than 400 students received awards and more than 1,000 students work as undergraduate research assistants and peer advisers (total payroll of \$3.5 million).
- Increased participation rates in study abroad (all campuses).

- Implemented the new teaching evaluation policy with 180,000 questionnaires processed for 7,500 courses.
- Enhanced the teaching assistant development program, especially at the departmental level on the Twin Cities Campus.
- Implemented the new transfer curriculum in cooperation with the other three public higher education systems to support more effective transfer.
- Established broad technology based services for student use including: e-mail for all students, on-line touch-tone telephone access to a variety of key student administrative services including registration and course drop/add, grade reporting, financial aid/admissions status checking, and access to student financial account information; and three new student computing laboratories.

The University's applications success, at a time when enrollments are down throughout the state, may be a first signal that the public recognizes that the University is rapidly improving its undergraduate programs.

*Thirdly*, in the area of research, the University's goal is to sustain and enhance the quality of academic disciplines and be a major participant in the discovery and application of new knowledge. As a measure of performance in this area, the University will demonstrate improvements in the total amount of sponsored funding and maintain its national ranking relative to other major research universities. Performance for this year is as follows:

- The total amount of sponsored funding received by the University of Minnesota from all sources for research, training, and public service increased from \$262,000,000 in 1993 to \$268,163,000 in 1994, and to \$293,476,000 in 1995--considerably above the 1995 goal of \$291,674,000.
- The University's ranking in federal funding for research and development was 12th in 1992 and 16th in 1993--close to the targeted U2000 goal ranking of 15th.
- The recently announced rankings of graduate programs by the National Research Council are another solid measure of the University's research achievements. Of the 39 programs rated for scholarly quality of the graduate faculty, 6 were rated "distinguished" (Chemical Engineering, Mechanical Engineering, Mathematics, Economics, Geography, and Psychology), 25 were rated "strong," 5 were rated "good," and 3 were rated "adequate." Ratings for effectiveness of education listed 18 University programs as "distinguished."

With this context in mind, let us turn to a more detailed and technical discussion of each of the critical measures. Following the detailed discussion is a summary chart showing progress toward the year 2000 institutional goals approved by the Board of Regents on December 8, 1994.

# UNIVERSITY 2000 CRITICAL MEASURES: First Phase Measures

**Context and Overview:** On January 14, 1994, the Board of Regents approved a University 2000 Mission, Vision, Strategic Directions, and Performance statement. The resolution also called for the development of "critical measures" for assessing institutional, campus, and unit performance in realizing the goals of U2000. The six major areas identified for emphasis in University 2000 are: research; graduate and professional education; undergraduate education; access and outreach; user-friendliness; and diversity.

The principles articulated to guide the development and use of critical measures included a statement of the following purposes: publicly confirm the University's success in reaching its stated goals and objectives; guide and facilitate institutional, collegiate, and support unit self improvement; serve as an important link between planning, performance, evaluation, and resource allocation; and provide a means for comparison with other similar institutions, in search of best practices for the accomplishment of institutional goals.

**Identification of Measurement Areas:** Previous recommendations, existing management reports, planning documents, and external reporting requirements were reviewed to identify potential measurement areas, and a series of meetings was held inside and outside the University to listen to suggestions and reactions to a proposed list of measures. This process resulted in a list of eighteen critical measurement areas, divided into three groups; a nineteenth category was added later:

#### First Phase

- characteristics of entering students
- graduation rate
- underrepresented groups/diversity
- sponsored funding
- investment per student

#### Second Phase

- student experience
- post-graduation experience
- scholarship, research, artistic accomplishments
- overall satisfaction of Minnesota citizens
- faculty and staff experience
- facilities infrastructure
- investment and voluntary support

#### Third Phase

- reputation of undergraduate, graduate, and professional programs
- interdisciplinary/applied programs
- outreach, public service
- responsiveness to market demand
- responsiveness to compelling state needs
- customer service/streamlining
- technology

The performance data included in this report focuses on the five measures in the first column.

**Status of Work on the Measures:** The first five critical measures were reviewed by the Board of Regents at their September and November 1994 meetings and approved on December 8, 1994. The second set of seven critical measures was reviewed at the Regents' June 8 meeting and approved on July 14, 1995. The third phase critical measures are being developed during the 1995-96 year.

**Legislative Performance Measures:** During the 1995 legislative session, five performance measures (tied to a "performance incentive account") for the University of Minnesota were adopted by the Minnesota Legislature; four of these legislative measures relate to the first phase U2000 critical measures on *characteristics of entering students*, *graduation rate*, and *underrepresented groups/diversity*.

## CHARACTERISTICS OF ENTERING STUDENTS PERFORMANCE REPORT

The University's freshman enrollment strategy is to proceed steadily toward meeting the U2000 performance goals while maintaining its obligation to educate a significant proportion of Minnesota's high school graduates. As noted in the *Critical Measures and Performance Goals: First Phase* document, this strategy translates in any given year into an emphasis on two out of three areas: total enrollment, diversity, and academic quality.

For the Fall of 1995, the University chose to emphasize total enrollments and diversity. Strong market demand and revenue concerns led to the decision to significantly increase the size of the freshman class, including the numbers of students of color. The University had a very successful year in enrolling a freshman class that met or exceeded its expectations:

- The total number of freshmen enrolled increased by 791 students over 1994, an increase of 13.1%. Freshman enrollment on the Twin Cities campus was up 19.5%.
- The total number of students of color systemwide increased by 120, a 14.5% increase. African American students increased by 55 (27.1%), American Indian students by 11 (15.1%), Chicano/Latino students by 15 (13%), and Asian/Pacific students by 39 (8.9%).
- The proportion of students of color among freshmen systemwide rose from 13.6% to 13.8%.

While enhancing the academic quality of the freshman class is an important goal of U2000, it was not one of the two primary emphases in 1995. Consequently, we did not expect significant change in this area.

- The total number of new freshmen from the top quartile of their high school classes increased on the Twin Cities Campus by 298 students (15.4%) over 1994.
- Because of the increases in the base numbers of students, the percentage of those in the top quartile declined somewhat (from 70.7% to 66.9% for the Twin Cities and from 81.9% to 79.4% for Morris). The 1995 percentage still reflects a substantial increase over years in the recent past; for example, the percentage of entering Twin Cities campus freshmen in the top quartile in 1986 was 60.4%.
- Duluth also showed a slight decline in its targeted percentage, from 65.5% in the top third to 63.9%. Crookston experienced an increase in its targeted percentage, from 44.3% in the 40th to 80th percentiles to 49.4%.
- The systemwide average high school rank declined slightly, from 73.7 to 72.7.

**Implications for planning and initiatives for 1995-96:** Having achieved our expectations for total enrollments in 1995, our 1996 freshman enrollment strategy is to emphasize gains in academic quality and continued progress in enrolling students of color rather than targeted increases in enrollment. Successful recruitment will require growth in the availability of need-based and non-need-based (programmatic) financial aid. Programmatic improvements that are planned, including opportunities for residential life, honors programming, enhanced advisement, career counseling, classroom and technology improvements, must continue in order for us to sustain our previous two years performance.

## TECHNICAL REVIEW

**General Goal for Measure:** Increase the readiness to succeed and diversity of students: new freshmen, undergraduate transfer students, and graduate and professional students. The "diversity" aspect of this measure is included in the Critical Measure: Underrepresented Groups/Diversity.

**Specific Measure:** The "readiness" aspect is reflected in two measures that focus on the high school rank of entering students, since high school rank is most commonly used and the best single predictor of successful performance in college (note: readiness measures have not yet been developed for transfer students or for graduate and professional students):

(1) Percent of entering freshmen (excluding General College, which has a different mission) who are in each campus's targeted readiness/ability group (the top 25% for the Twin Cities and Morris campuses; the top third for the Duluth campus; and within the 40% to 80% class rank range for the Crookston campus).

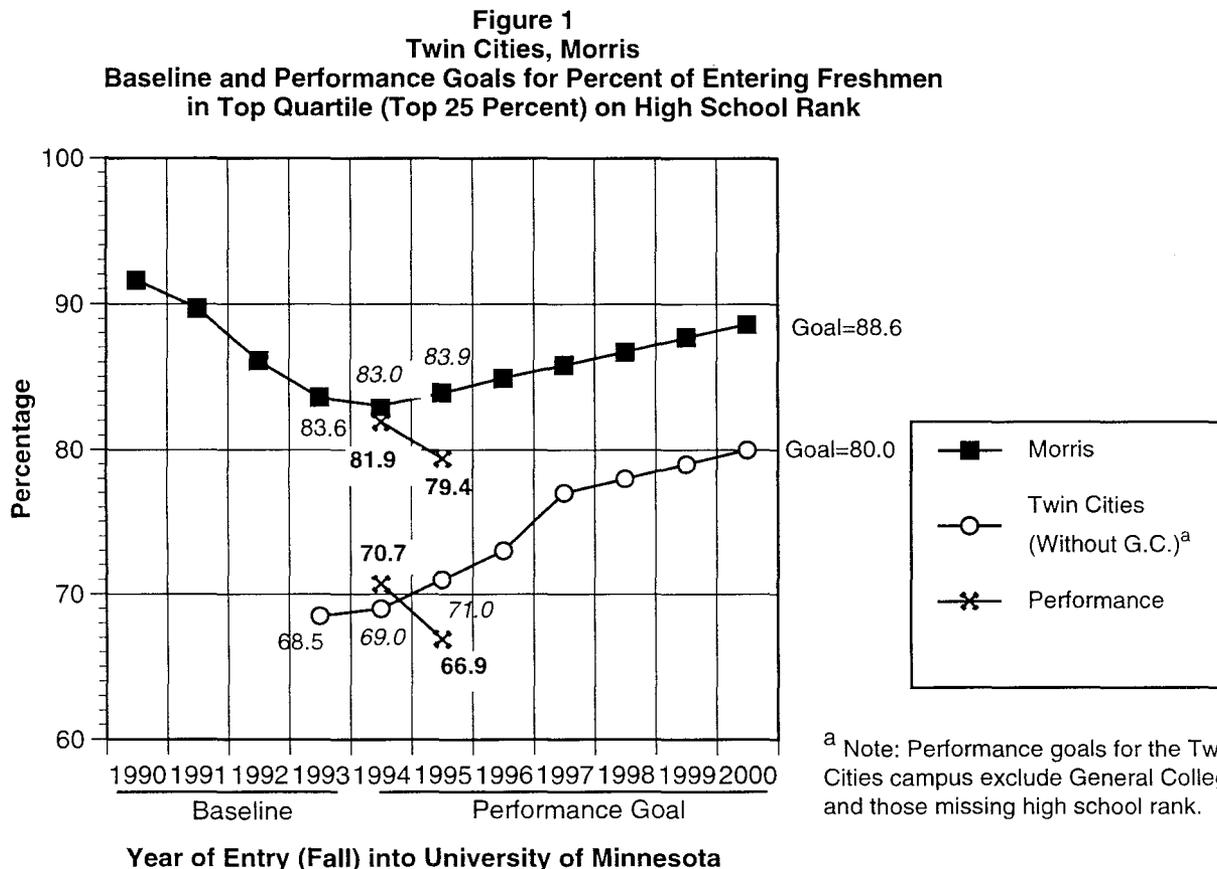
(2) Mean (average) high school rank of entering freshmen.

### Campus Level Baselines, Performance Goals, and 1994 and 1995 Performance Data:

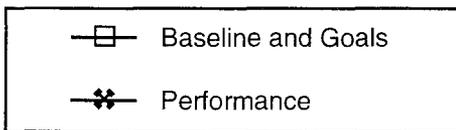
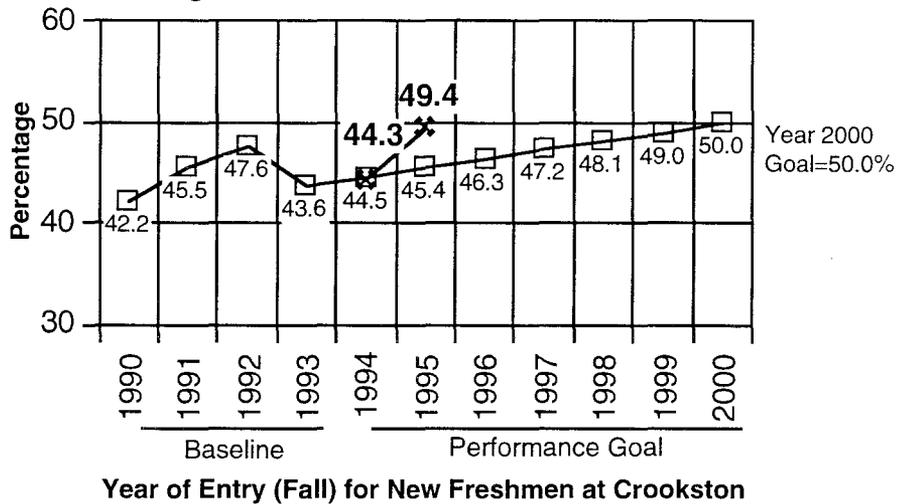
Two measures are provided:

Measure #1: Readiness to succeed of new freshmen, reflected in the percent of entering freshmen (excluding General College, which has a different mission) who are in each campus's targeted readiness/ability group (the top 25% for the Twin Cities and Morris campuses; the top third for the Duluth campus; and within the 40% to 80% class rank range for the Crookston campus). Figures 1-3.

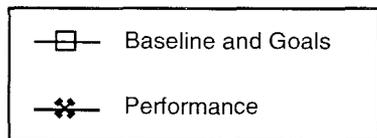
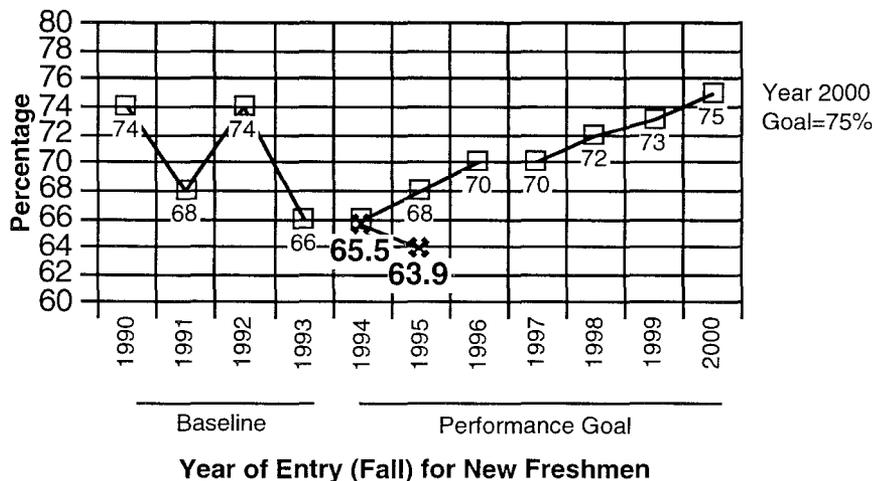
Measure #2: The mean (average) high school rank of entering freshmen. Figure 4.



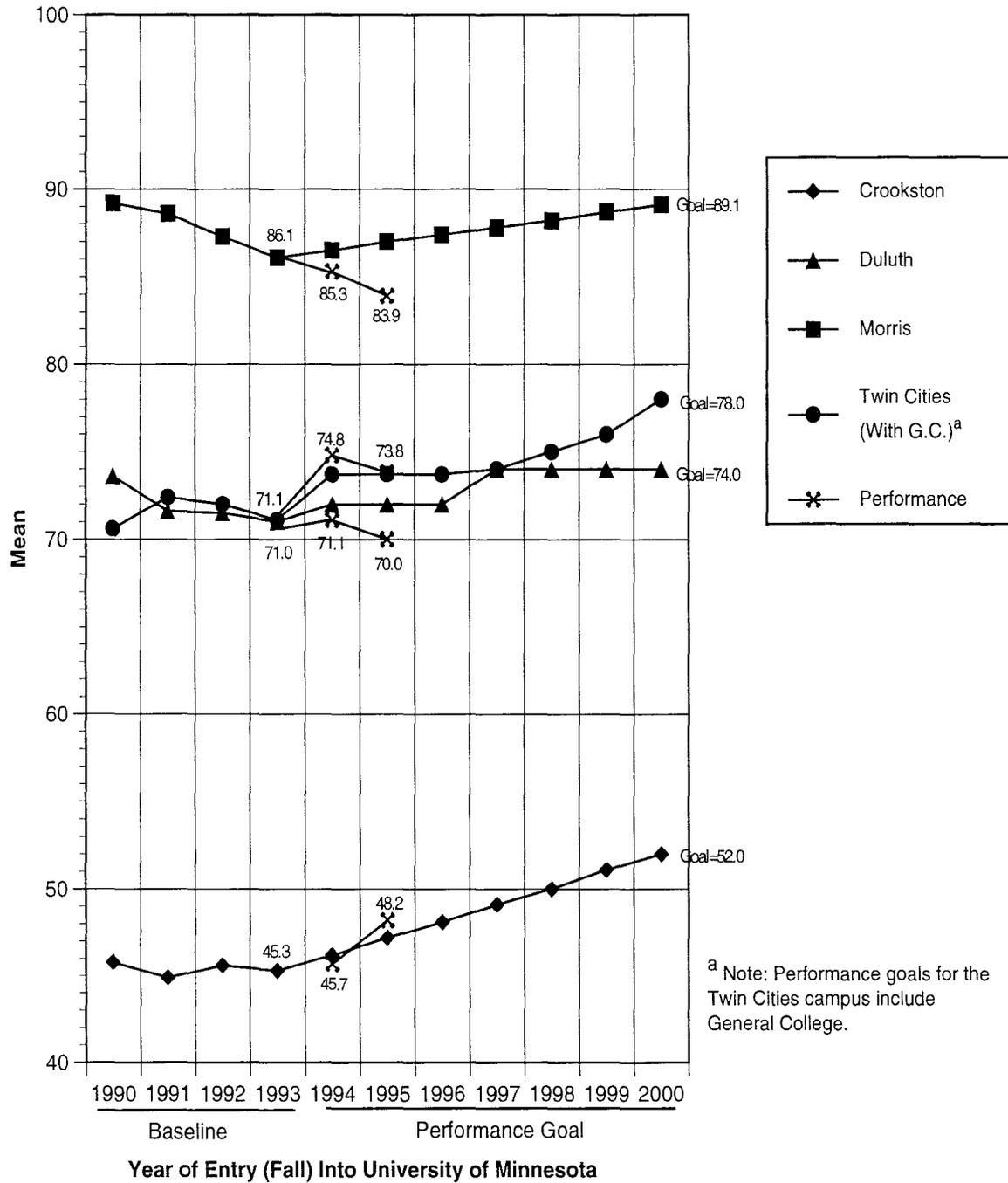
**Figure 2**  
**Baseline and Performance Goals for**  
**Percent of New Freshmen on the Crookston Campus**  
**with High School Ranks between the 40th and 80th**



**Figure 3**  
**Baseline and Performance Goals for**  
**Percent of Entering Freshmen on the**  
**Duluth Campus in the Top 35% on High**  
**School Rank**



**Figure 4**  
**Baseline and Performance Goals for Mean High School**  
**Rank Percentile for Entering Freshmen**



## GRADUATION RATE PERFORMANCE REPORT

The most recent current data, for that of Fall 1989 entrants, generally shows a very modest improvement from the rates of previous years' freshmen. This finding is not unexpected, because it will take some time before the effects of recent efforts to improve undergraduate education can be seen in five-year graduation rates. Students who entered in 1989 or 1990 went through their most vulnerable years at the University before many of our current efforts were initiated. The most recent data on five year graduation rates, for those entering in Fall 1990, will not be available until January.

**Implications for planning and initiatives for 1995-96:** Retention rates remain a major concern for the University. Currently underway is a freshman to sophomore year retention study designed to pin point areas of concern and where improvements can be made and investments are necessary. Similar assessments are underway by the Associate Vice President for Minority Affairs and Diversity. Programmatic improvements that are planned for including opportunities for residential life, honors programming, enhanced advisement, career counseling classroom, and technology improvements must continue apace in order for us to improve retention and graduation rates. Recent freshman recruitment augurs well for the future.

### TECHNICAL REVIEW

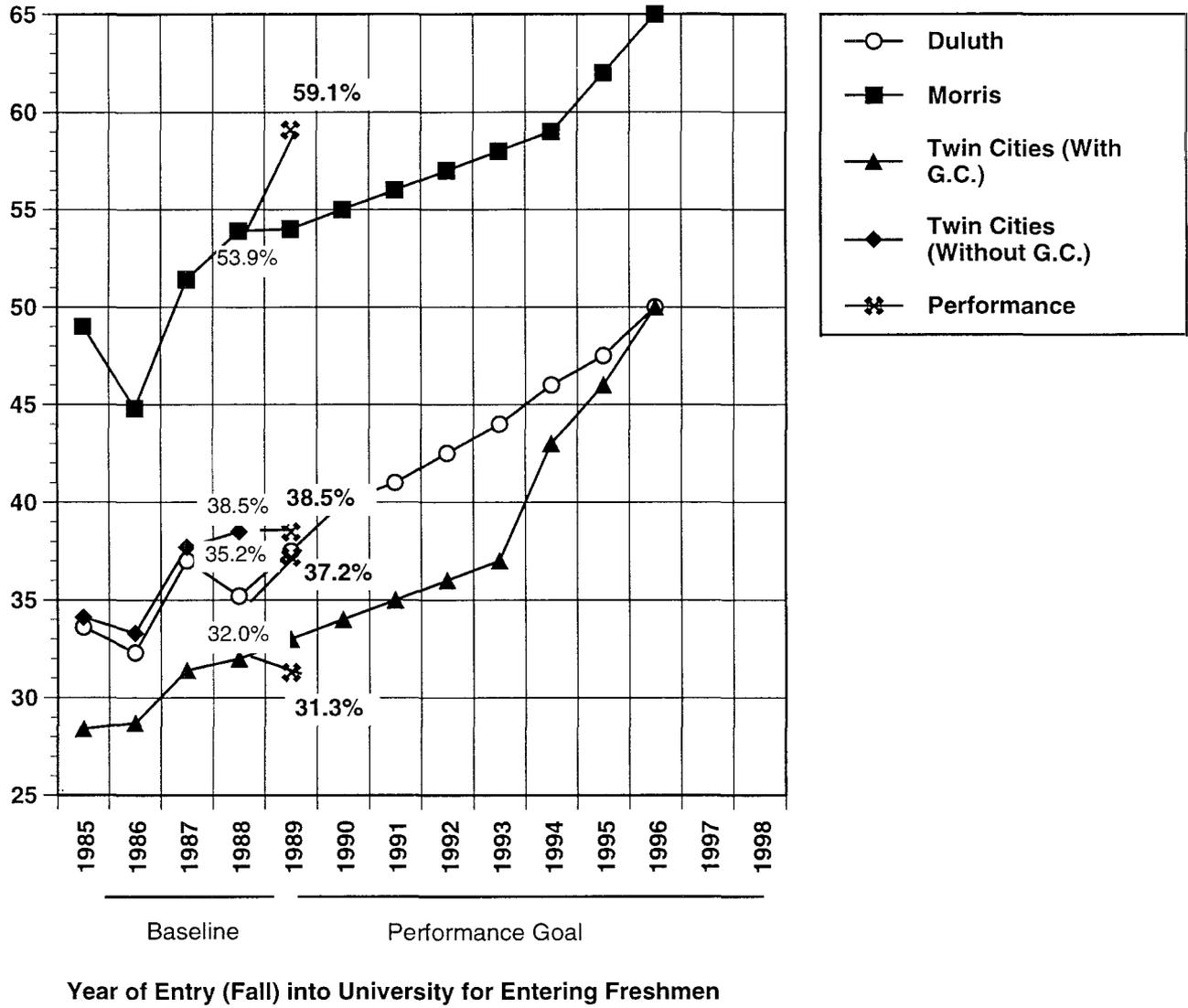
**General Goal for Measure:** Increase the graduation rate of undergraduate students who enter as freshmen or as transfer students, and of graduate and professional students, up to the levels set in performance goals. University 2000 specifies that the University should graduate in five years at least 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. The "diversity" aspect of this measure is included in the Critical Measure: Underrepresented Groups/Diversity. Goals for transfer students and for graduate and professional students have not yet been developed.

**Specific Measure:** The primary measure is the percent of students who entered as freshmen who graduate in five years.

### Campus Level Baselines, Performance Goals, and Performance Data for Freshmen Entering in 1989:

One measure is provided. Figure 1.

**Figure 1**  
**Five-Year Graduation Rates for Entering Freshmen Fall 1985-1988**  
**and Performance Goals for Freshmen Entering Fall 1989-1996**



## UNDERREPRESENTED GROUPS/DIVERSITY PERFORMANCE REPORT

The Underrepresented Groups/Diversity measurement area has three measures: characteristics of entering freshmen of color; graduation rates for students of color; and faculty of color and women faculty.

Characteristics of Entering Freshmen. The University's freshman enrollment strategy is to proceed steadily toward meeting the U2000 performance goals while maintaining its obligation to educate a significant proportion of Minnesota's high school graduates. As noted in the *Critical Measures and Performance Goals: First Phase* document, this strategy translates in any given year into an emphasis on two out of three areas: total enrollment, diversity, and academic quality.

For the Fall of 1995 the University chose to emphasize total enrollments and diversity. Strong market demand and revenue concerns led to the decision to significantly increase the size of the freshman class, including the numbers of students of color. The University had a very successful year in enrolling a freshman class that met or exceeded its expectations:

- The total number of students of color systemwide increased by 119, a 14.4% increase. African American students increased by 55 (27.1%), American Indian students by 11 (15.1%), Chicano/Latino students by 15 (13%), and Asian/Pacific students by 38 (8.7%).
- The percentage of students of color among freshmen systemwide rose from 13.6% to 13.8%.

While enhancing the academic quality of the freshman class is an important goal of U2000, it was not one of the two primary emphases in 1995. Consequently, we did not expect, nor did we find, significant change in this area for the entering class as a whole or for students of color. Having achieved our expectations for total enrollments in 1995, our 1996 freshman enrollment strategy is to emphasize gains in academic quality and continued progress in enrolling students of color.

Graduation Rates. The most recent data on five year graduation rates, for those entering in Fall 1990, will not be available until January. The most recent data, for Fall 1989 entrants, generally shows no change from the rates of previous years' freshmen. This finding is not unexpected, because it will be some time before the effects of recent efforts to improve undergraduate education can be seen in five-year graduation rates. Students who entered in 1989 or 1990 went through their most vulnerable years at the University before many of our current efforts were initiated.

Faculty of Color/Women Faculty. Numbers and percentages for faculty of color and women faculty are generally on target with the established 1994 goals, although there are some differences--some higher and some lower--for some of the racial/ethnic groups on some campuses.

### **Implications for planning and initiatives for 1995-96:**

For students of color. Having achieved our expectations for total enrollments in 1995, our 1996 freshman enrollment strategy is to emphasize gains in academic quality and continued progress in enrolling students of color rather than targeted increases in enrollment. Successful recruitment will require growth in the availability of need-based and non-need-based (programmatic) financial aid. Programmatic improvements that are planned including opportunities for residential life, honors programming, enhanced advisement, career counseling, classroom and technology improvements must continue apace in order for us to sustain our previous two years performance. The University, and especially the College of Education, must work closely with the K-12 system to ensure that high school graduates of color are prepared to take full advantage of the University. The University must enhance student development opportunities for traditionally underrepresented students by providing internships and mentorships. And

the University must promote and encourage internal and external partnerships to increase outreach and access of minorities and diverse populations to University programs.

For Faculty of Color/Women Faculty. The University must continue to strengthen its recruitment efforts and programs supporting faculty of color and women faculty.

## **TECHNICAL REVIEW**

**General Goal for Measure:** 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 and of varying sexual orientations, as well as people with disabilities.

**Specific Measure:** Diversity results will be reflected in a large number of the institutional-level critical measures. Information regarding diversity will be compiled and reported together under the critical measure of Underrepresented Groups/Diversity to provide a more complete picture of the University's progress in achieving its diversity goals. In the immediate short term (since many of the measures have not yet been developed), this measure is operationalized as: (1) the racial/ethnic characteristics of entering freshmen; (2) the five year graduation rate for students of color who enter as freshmen; and (3) the racial/ethnic composition of the regular faculty; and women faculty.

Note that goals developed for entering freshmen on each campus are based on its particular mission and its primary recruitment areas. Goals for new freshman students of color are desired goals, not maximums. It is important to note a distinction between the University's recruiting efforts and its admission practices; the goals guide efforts in recruitment of students of color but do not determine admissions decisions. The criteria set for preparedness of the entering freshman class apply to students of color in the same way they apply to other students.

Note also that faculty goals are desired goals, not maximums. They are based on a review of past performance, an attempt to be strategic in thinking about where we would like to be in the future, and a realistic view of how far we 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.

### **Institutional and Campus Level Baseline, Performance Goals, and Performance Data:**

Three measures are provided:

Measure #1: The racial/ethnic characteristics of entering freshmen. Table Series 1.

Measure #2: The five year graduation rate for students of color who enter as freshmen. Table Series 2.

Measure #3: The racial/ethnic composition of the regular faculty; and women faculty. Table Series 3.

Table Series 1

Freshman Enrollment of Students of Color Baseline Information and Desired Goals Institutional Level				
	Base- line		Goals	
	1993	1994	1995	2000
<u>African American</u>				
# total	195	200	215	289
% of total	3.2%	3.3%	3.5%	4.8%
Performance		203 3.4%	258 3.8%	
<u>American Indian</u>				
# total	70	75	83	119
% of total	1.2%	1.2%	1.4%	2.0%
Performance		73 1.2%	84 1.2%	
<u>Chicano/Latino/Hispanic</u>				
# total	115	125	133	175
% of total	1.9%	2.1%	2.2%	2.9%
Performance		115 1.9%	130 1.9%	
<u>Asian/Pacific American *</u>				
# total	440	436	475	
% of total	7.2%	7.2%	6.9%	
<u>All Minority **</u>				
# total	820	827	947	
% of total	13.5%	13.6%	13.8%	
16%				
<i>TOTAL</i>	<i>6057</i>	<i>6848</i>		

\* Goals that combine campuses cannot be calculated due to lack of Twin Cities campus goals for this group.

\*\* Goals that combine campuses cannot be calculated due to Twin Cities campus lack of goals for one group.

Freshman Enrollment of Students of Color & Womer Baseline Information and Desired Goals Twin Cities Campus				
	Base- line		Goals	
	1993	1994	1995	2000
<u>African American</u>				
# total	161	161	171	223
% of total	4.6%	4.4%	4.5%	5.5%
# top 1/4	50	50	60	112
Performance		168 4.6%	211 4.8%	
# Top 1/4		52	61	
<u>American Indian</u>				
# total	35	35	38	53
% of total	1.0%	1.0%	1.0%	1.3%
# top 1/4	12	12	15	27
Performance		38 1.0%	50 1.1%	
# Top 1/4		14	12	
<u>Chicano/L/H</u>				
# total	86	86	89	101
% of total	2.4%	2.3%	2.3%	2.5%
# top 1/4	32	32	36	58
Performance		88 2.4%	101 2.3%	
# Top 1/4		38	37	
<b>Groups Not Underrepresented *</b>				
<u>Asian/Pacific American</u>				
# total	374	367	398	
% of total	10.6%	10.1%	9.1%	
# top 1/4	173	200	202	
<u>Women</u>				
# total	1704	1778	2219	
% of total	48.4	48.8	50.9	
# top 1/4	892	1018	1221	
* Campus goals satisfied; units may still have unit goals				

**Freshman Enrollment of Students of Color,  
Baseline Information and Desired Goals  
Duluth Campus**

	Base- line		Goals	
	1993	1994	1995	2000
<u>African American</u>				
# total	18	20	23	36
% of total	1.2%	1.3%	1.4%	2.3%
Performance		15 .9%	10 .6%	
<u>American Indian</u>				
# total	18	20	23	36
% of total	1.2%	1.35	1.4%	2.3%
Performance		14 .9%	12 .7%	
<u>Chicano/Latino/Hispanic</u>				
# total	17	19	21	34
% of total	1.1%	1.2%	1.3%	2.1%
Performance		13 .8%	20 1.2%	
<u>Asian/Pacific American</u>				
# total	43	49	55	84
% of total	2.8%	3.1%	3.4%	5.3%
Performance		51 3.2%	58 3.5%	
<u>Students with Disabilities</u>				
# total	9	10	11	16
% of total	.6%	.7%	.7%	1.1%
Performance		10 .7%	11 .7%	

**Freshman Enrollment of Students of Color,  
Baseline Information and Desired Goals  
Morris Campus**

	Base- line		Goals	
	1993	1994	1995	2000
<u>African American</u>				
# total	15	16	18	25
% of total	2.7%	3%	3.2%	4.5%
Performance		17 3.1%	33 6.2%	
<u>American Indian</u>				
# total	17%	18	19	25
% of total	3%	3.3%	3.5%	4.5%
Performance		20 3.6%	17 3.2%	
<u>Chicano/Latino/Hispanic</u>				
# total	11	13	15	25
% of total	1.9%	2.4%	2.7%	4.5%
Performance		11 2.0%	5 .9%	
<u>Asian/Pacific American</u>				
# total	21	22	22	25
% of total	3.7%	3.9%	4%	4.5%
Performance		17 3.1%	18 3.4%	

**Freshman Enrollment of Students of Color,  
Baseline and Desired Goals  
Crookston Campus**

	Base- line		Goals	
	1993	1994	1995	2000
<u>African American</u>				
# total	1	3	3	5
% of total	.3%			<i>[totals for future not yet known]</i>
Performance		2 0.7%	4 1.4%	
<u>American Indian</u>				
# total	0	2	3	5
% of total	0%			<i>[totals for future not yet known]</i>
Performance		1 0.4%	5 1.7%	
<u>Chicano/L/H</u>				
# total	2	7	8	15
% of total	.7%			<i>[totals for future not yet known]</i>
Performance		3 1.1%	4 1.4%	
<u>Asian/Pacific American</u>				
# total	2	2	2	4
% of total	.7%			<i>[totals for future not yet known]</i>
Performance		1 0.4%	1 0.3%	

**Table Series 2**

**Five Year Graduation Rates for Students of Color (New Freshmen)  
Baseline Information and Desired Goals  
Institutional Level**

	1988	1989	1996
African American	14.4% <sup>a</sup>	G:14.5% P: 9.4%	22.3%
American Indian	13.7% <sup>a</sup>	G:15.0% P:14.3% <sup>a</sup>	23.0%
Asian/Pacific American	31.4% <sup>a</sup>	G:33.5% P:34.6% <sup>a</sup>	51.6%
Chicano/Latino/Hispanic	17.7% <sup>a</sup>	G:19.4% P:19.7% <sup>a</sup>	29.9%
All Minority	22.2% <sup>a</sup>	P: 23.6% <sup>a</sup>	33.0%
	<b>Baseline Data</b>		<b>Goals</b>

**Five Year Graduation Rates for Students of Color (New Freshmen)  
Baseline Information and Desired Goals  
Twin Cities Campus**

	1988	1989	1996
African American	15.4% <sup>a</sup>	G:15.4% P: 7.9%	23.6%
American Indian	11.7%	G:12.7% P: 9.8% <sup>a</sup>	19.4%
Asian/Pacific American	32.0% <sup>a</sup>	G:34.1% P:32.8% <sup>a</sup>	52.4%
Chicano/Latino/Hispanic	15.1% <sup>a</sup>	G:17.3% P:16.9% <sup>a</sup>	26.7%
All Minority	23.0% <sup>a</sup>	G:24.4% P: 21.4% <sup>a</sup>	37.5%
	<b>Baseline Data</b>		<b>Goals</b>

**Five Year Graduation Rates for Students of Color (New Freshmen)  
Baseline Information and Desired Goals  
Morris Campus**

	1988	1989	1996
African American	7.7%	G: 15.0% P: 23.1%	65.0%
American Indian	26.7%	G: 31.0% P: 25.0%	65.0%
Asian/Pacific American	20.0%	G: 26.0% P: 35.7%	65.0%
Chicano/Latino/Hispanic	50.0%	G: 52.0% P: 25.0%	65.0%
All Minority	21.4%	P: 28.2%	65.0%
	<b>Baseline Data</b>		<b>Goals</b>

**Five Year Graduation Rates for Students of Color (New Freshmen)  
Baseline Information and Desired Goals  
Duluth Campus**

	1988	1989	1996
African American	11.1%	G: 22.5% P: 12.5%	35.0%
American Indian	10.0% <sup>a</sup>	G: 15.0% P: 27.3%	24.2%
Asian/Pacific American	28.6% <sup>a</sup>	G: 33.0% P: 44.4% <sup>a</sup>	55.0%
Chicano/Latino/Hispanic	20.0%	G: 33.0% P: 42.9% <sup>a</sup>	56.0%
All Minority	16.1%	P: 35.4% <sup>a</sup>	
	<b>Baseline Data</b>		<b>Goals</b>

<sup>a</sup> Update of figure in December 1994 First Phase Critical Measures document; source is OPA, January 1996

### Table Series 3

#### Faculty of Color and Women Faculty Baselines, Goals, and Performance: Institutional Level

(B = baseline, G = goal, P = performance, % and #)

	1993	1994	1995	2000
African American	B: 1.3% <sup>a</sup> 42	G: 1.5% P: 1.3% 39	G: 1.7% P: 1.4% 42	G: 2.4%
American Indian	B: 0.4% 14 <sup>a</sup>	G: 0.5% P: 0.4% 13	G: 0.5% P: 0.4% 12	G: 0.8%
Asian/Pacific American	B: 6.1% <sup>a</sup> 192 <sup>a</sup>	G: 5.9% P: 6.3% 194	G: 6.0% P: 6.5% 198	G: 6.1%
Chicano/Latino/Hispanic	B: 1.2% 38	G: 1.3% P: 1.3% 40	G: 1.3% P: 1.3% 38	G: 1.6%
ALL MINORITY	B: 9.1% <sup>a</sup> 286 <sup>a</sup>	G: 9.2% P: 9.2% 286	G: 9.5% P: 9.6% 290	G: 11.0%
ALL WOMEN	B: 22.4% <sup>a</sup> 705 <sup>a</sup>	G: 22.6% P: 22.6% 702	P: 23.2% G: 23.7% 716	G: 25.7%
<i>TOTAL</i>	<i>3,151</i>	<i>3,104</i>	<i>3,026</i>	

a Update of figure in December 1994 First Phase Critical Measures document

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

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

<b>Twin Cities</b>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>2000</u>
African American	B: 1.5% 39	G: 1.6% P: 1.4% 36	P: 1.7% G: 1.5% 39	G: 2.3%
American Indian	B: 0.2% 6	G: 0.3% P: 0.2% 5	P: 0.3% G: 0.2% 5	G: 0.5%
Asian/Pacific American	B: 6.0% <sup>a</sup> 163 <sup>a</sup>	G: 6.1% P: 6.3% 166	P: 6.2% G: 6.6% 172	G: 6.4%
Chicano/Latino/Hispanic	B: 1.3% 34	G: 1.3% P: 1.3% 34	P: 1.4% G: 1.2% 32	G: 1.5%
ALL MINORITY	B: 9.0% <sup>a</sup> 242 <sup>a</sup>	G: 9.3% P: 9.1% 241	P: 9.5% G: 9.6% 248	G: 10.7%
ALL WOMEN	B: 21.7% <sup>a</sup> 586 <sup>a</sup>	G: 22.5% P: 21.8% 578	P: 23.0% G: 23.0% 594	G: 25.5%
<i>TOTAL</i>	2,698	2,653	2,582	

<b>Duluth<sup>b</sup></b>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>2000</u>
African American	B: .65% <sup>a</sup> 2	G: .7% P: .7% 2	G: 1.1% P: .65% 2	G: 1.8%
American Indian	B: 2.3% <sup>a</sup> 7 <sup>a</sup>	G: 2.5% P: 2.3% 7	G: 2.5% P: 2.3% 7	G: 3.6%
Asian/Pacific American	B: 6.2% <sup>a</sup> 19 <sup>a</sup>	G: 5.8% P: 6.3% 19	G: 6.2% P: 6.2% 19	G: 7.3%
Chicano/Latino/Hispanic	B: .33% <sup>a</sup> 1	G: .4% P: .7% 2	G: .4% P: .65% 2	G: 1.8%
ALL MINORITY	B: 9.5% <sup>a</sup> 29 <sup>a</sup>	G: 9.4% P: 9.9% 30	G: 10.2% P: 9.7% 30	G: 14.5%
ALL WOMEN	B: 26.7% <sup>a</sup> 82 <sup>a</sup>	G: none P: 27.6% 84	G: 28% P: 26.9% 83	G: 35%
<i>TOTAL</i>	307	304	308	

<sup>a</sup> Update of figure in December 1994 First Phase Critical Measures document

<sup>b</sup> UMD Academic Personnel Data Base (10/31 of each year); excludes UMD Medical School faculty, which are in UMTC totals

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

<b>Morris</b>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>2000</u>
African American	B: 1.1% 1	G: 2.1% P: 1.1% 1	G: 2.1% P: 1.1% 1	G: 4.2%
American Indian	B: 1.1% <sup>a</sup> 1 <sup>a</sup>	G: 2.1% P: 1.1% 1	P: 3.1% G: 0% 0	G: 4.2%
Asian/Pacific American	B: 9.7% <sup>a</sup> 9 <sup>a</sup>	G: 10.5% P: 9.5% 9	G: 10.5% P: 8.0% 7	G: 10.5%
Chicano/Latino/Hispanic	B: 3.2% 3	G: 3.1% P: 4.2% 4	G: 3.1% P: 4.6% 4	G: 5.2%
ALL MINORITY	B: 15.1% <sup>a</sup> 14 <sup>a</sup>	G: 17.8% P: 15.8% 15	G: 18.8% P: 13.8% 12	G: 24.1%
ALL WOMEN	B: 26.9% <sup>a</sup> 25	G: 27.5% P: 28.4% 27	G: 29.1% P: 31.0% 27	G: 37.5%
<i>TOTAL</i>	93	95	87	
<b>Crookston</b>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>2000</u>
African American	B: 0%	G: 0% P: 0%	G: 0% P: 0%	G: 0%
American Indian	B: 0%	G: 0% P: 0%	G: 0% P: 0%	G: 1.7%
Asian/Pacific American	B: 1.9% <sup>a</sup> 1 <sup>a</sup>	G: 0% P: 0%	G: 0% P: 0%	G: 1.7%
Chicano/Latino/Hispanic	B: 0%	G: 0% P: 0%	G: 0% P: 0%	G: 3.4%
ALL MINORITY	B: 1.9% <sup>a</sup> 1 <sup>a</sup>	G: 0% P: 0%	G: 0% P: 0%	G: 6.8%
ALL WOMEN	B: 22.6% <sup>a</sup> 12	G: 25.0% P: 24.5% 13	G: 25.0% P: 24.5% 12	G: 31.0%
<i>TOTAL</i>	53	53	49	

a Update of figure in December 1994 First Phase Critical Measures document

## **SPONSORED FUNDING PERFORMANCE REPORT**

In the 1994 fiscal year, the total amount of sponsored funding received by the University of Minnesota from all sources for research, training, and public service increased by 2.4% over the 1993 baseline year, going from \$262,000,000 in 1993 to \$268,163,000 in 1994 (compared to a 1994 goal of \$277,179,000). The 1995 fiscal year results of \$293,476,000, on the other hand, are considerably over the 1995 goal of \$291,674,000 and represent a 12% increase over the baseline year. The 1995 results are particularly significant, and a credit to the University's faculty, for having occurred in an environment of retrenchment of federal funds for research and a decline in the number of faculty engaged in research because of University retrenchments.

The University's ranking in federal funding for research and development for the two additional years shown in the figure above--a rank of 12th in 1992 and a rank of 16th in 1993--remained close to the targeted U2000 goal ranking of 15th.

**Implications for planning and initiatives for 1995-96:** The University has long been a national and international leader in research, and serves as one of the primary economic engines of the state in terms of moving research from theory and laboratories to applied policy and industry. Ongoing weaknesses include deferred physical plant maintenance, under investment in research equipment, and information technology needs. The University must continue to strengthen mechanisms for grant and contract oversight and incentives for interdisciplinary research. The University is under-investing in its research in comparison to its major competitors, public and private. If continued, the University is likely to lose its competitive position. It will become increasingly difficult to recruit the quality of faculty needed to keep the University at the forefront of American universities in this area.

### **TECHNICAL REVIEW**

**General Goal for Measure:** Achieve improvements in the total amount of sponsored funding; and maintain national ranking relative to other major research universities.

**Specific Measure:** There are two measures: (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.

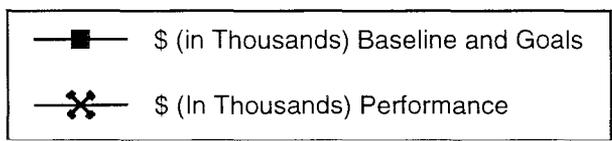
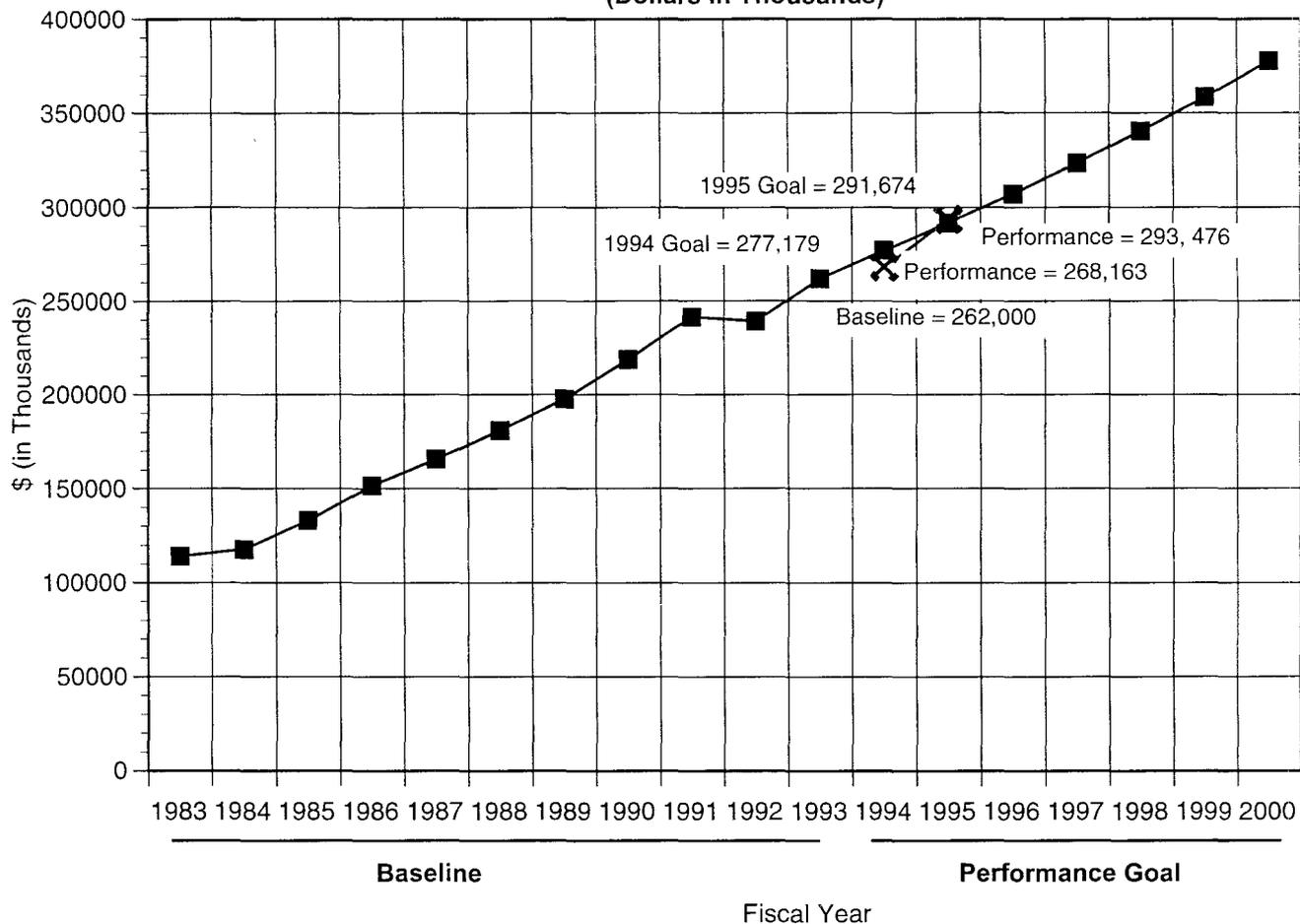
#### **Institutional and Campus Level Baselines, Performance Goals, and Performance Data:**

Two measures are provided:

Measure #1: Total amount of sponsored funding from all sources for research, training, and public service. Figure 1, Table 1.

Measure #2: National ranking in total amount of sponsored funding from the federal government for research and development. Figure 2.

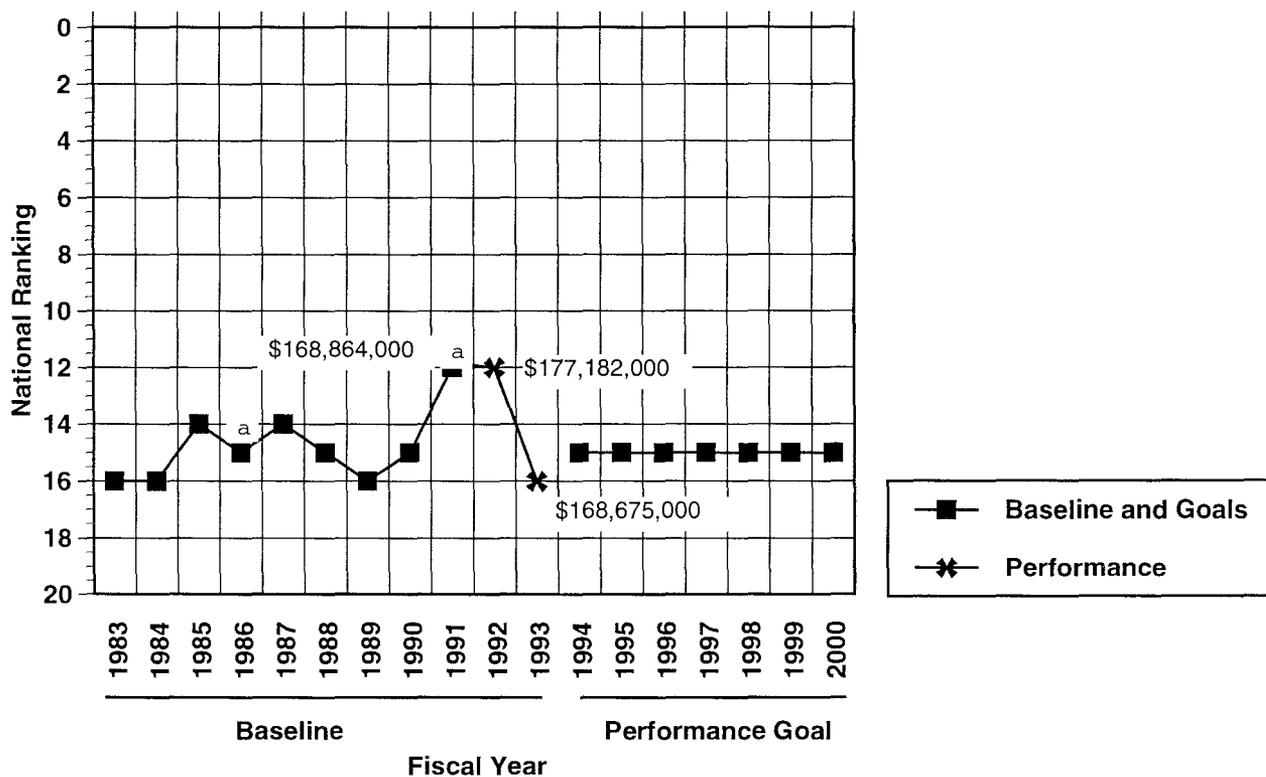
**Figure 1**  
**Sponsored Funding from All Sources**  
**for Research, Training and Public Service**  
**(Dollars In Thousands)**



**Table 1**  
**Sponsored Funding From All Sources**  
**For Research, Training, and Public Service**  
**Institutional and Campus Baselines, Goals, and Performance**  
**(\$1,000; B = baseline, G = goal, P = performance)**

	1993	1994	1995	2000
Institutional	B: 262,000	G: 277,179 P: 268,163	G: 291,674 P: 293,476	G: 377,491
Twin Cities	B: 250,432	G: 264,700 P: 257,613	G: 277,900 P: 281,884	G: 354,700
Duluth	B: 10,812	G: 11,892 P: 9,903	G: 13,081 P: 11,004	G: 21,067
Morris	B: 182	G: 187 P: 183	G: 193 P: 159	G: 224
Crookston	B: 655	G: 400 P: 464	G: 500 P: 429	G: 1,500

**Figure 2**  
**National Ranking of the University of Minnesota**  
**for Research and Development Funding from the Federal Government**



<sup>a</sup> Update of figure in December 1994 First Phase Critical Measures document

## INVESTMENT PER STUDENT PERFORMANCE REPORT

Data presented for the 1993 year demonstrate that progress was made toward the year 2000 goal for the Twin Cities campus (up from 4% below the mean to 1.5% below the mean) and that the Duluth campus held its position at 7% below the mean.

**Implications for planning and initiatives for 1995-96:** There is reason to believe (from a first look at the 1994 data) that the 1994 picture is not encouraging. Until the data are analyzed for the Twin Cities campus, we will not know whether the 1993 Twin Cities data represent a sustainable upward trend. Analysis of the UMD data suggests that the campus experienced a significant drop in their comparative position in 1994 (from -7% to -15%) as a result of two factors: an increase in the average expenditure per student in the comparison institutions (from \$4,104 in 1993 to \$4,362 in 1994), coupled with a decrease in the average expenditure per student at Duluth (from \$3,818 in 1993 to \$3,712 in 1994, due to continued retrenchments). The data suggest that the current financial difficulties faced by the University will inevitably lead to under-investment in undergraduate education with consequences for quality, affordability, and access.

### TECHNICAL REVIEW

**General Goal for Measure:** Monitor investments related to the U2000 strategic areas of Undergraduate Education and Graduate and Professional Education.

**Specific Measure:** This measure is operationalized as the percent difference in instructional direct departmental expenditure per student at the University of Minnesota compared to the average of other comparable institutions.

#### 1992 Baseline, Year 2000 Performance Goal, and 1993 and 1994 Performance Data:

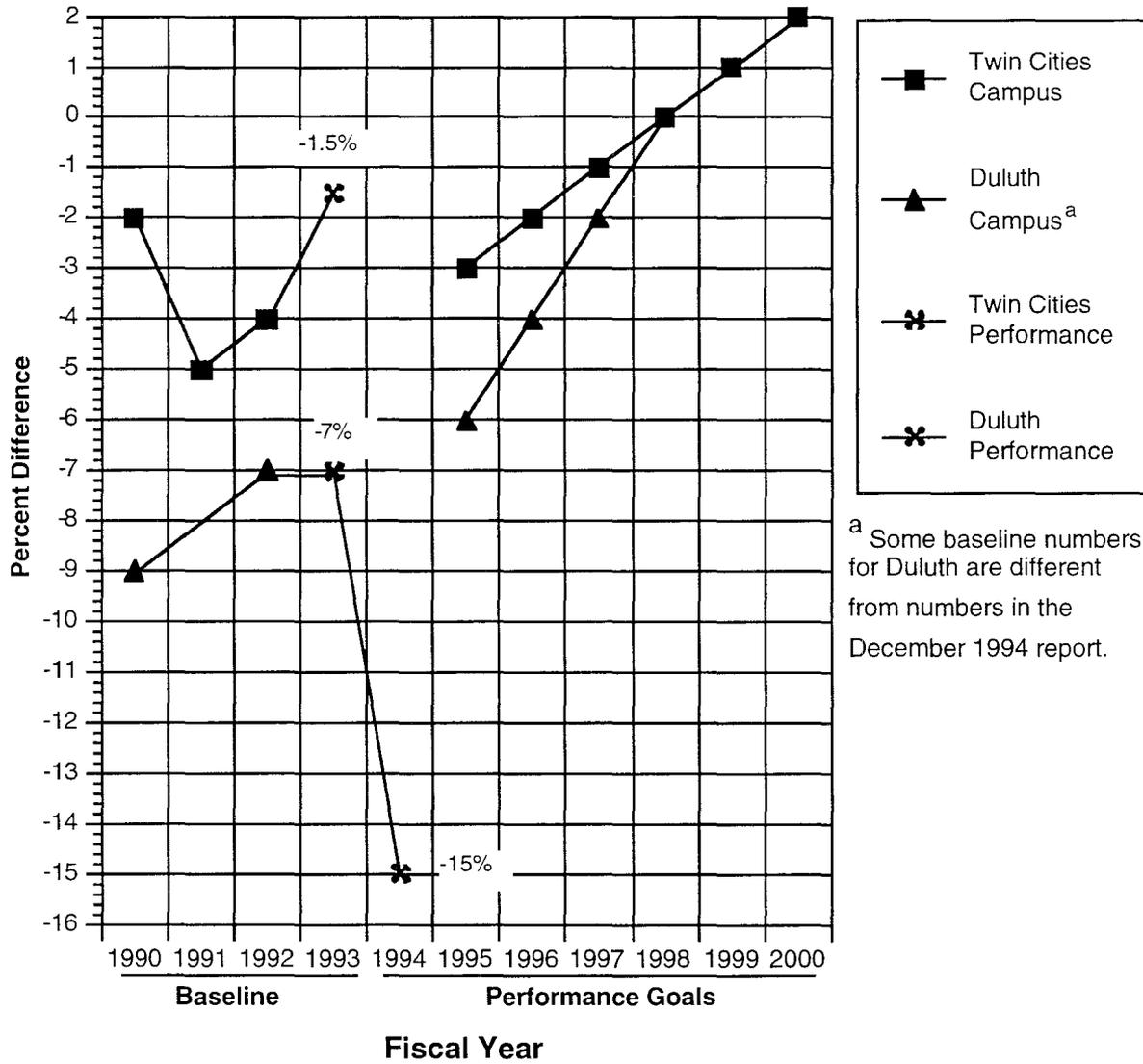
<u>Measure</u>	<u>1992 Baseline</u>	<u>1993 Data</u>	<u>1994 Data</u>	<u>Yr 2000 Goal</u>
Dollars of instructional direct expenditure per student relative to comparable institutions	4% <u>below</u> mean for Twin Cities campus; 7% <sup>a</sup> <u>below</u> mean for Duluth campus; and 9% <u>below</u> mean for Morris campus (baseline information not available for Crookston)	G: <i>none</i> <sup>b</sup> P: -1.5% <sup>c</sup> for UMTC and -7% for UMD in 1993; UMM 1993 not yet available	G: <i>none</i> <sup>b</sup> P: -15% for UMD in 1994; UMTC, UMM 1994 not yet available	G: 2% <u>above</u> mean for comparable institutions

<sup>a</sup> Update of figure in December 1994 First Phase Critical Measures document.

<sup>b</sup> Goals do not begin until 1995.

<sup>c</sup> The 1993 Twin Cities campus figure of 1.5% below the mean is based on a Twin Cities campus average expenditure per student of \$4,584, compared to \$4,653 average expenditure per student among comparable institutions.

**Figure 1**  
**Baseline Information and Performance Goals for Difference Between University of Minnesota and Comparable Institutions in Instructional Direct Departmental Expenditure Per Student for the Twin Cities and Duluth Campuses**



# SUMMARY OF PROGRESS TOWARD INSTITUTIONAL GOALS

## INSTITUTIONAL LEVEL BASELINES, YEAR 2000 PERFORMANCE GOALS, AND PERFORMANCE DATA (G = Goal, P = Performance)

Measure	Baseline <sup>a</sup>	1994	1995	Year 2000 Goal
<b>• <u>Characteristics of Entering Students</u></b>				
UMTC (excluding General College): Percent of entering freshmen ranking in top 25% of their high school graduating class <sup>b</sup>	69% in Fall 1993	P: 70.7%	P: 66.9%	G: 80% in Fall 2000
Mean high school rank of entering freshmen <sup>c</sup>	mean rank at 72nd percentile, Fall 1993	P: 73.7	P: 72.7	G: mean rank at 77th percentile in Fall 2000
<b>• <u>Graduation Rate</u></b>				
Percent of entering freshmen graduating in five years	35% for freshmen entering in 1988	P: 35.6% (students entering in 1989, graduating in 5 years in 1994)		G: 50% for freshmen entering in 1996
<b>• <u>Underrepresented Groups/Diversity</u></b>				
Percent of entering freshmen who are students of color	13% in Fall 1993	P: 13.6%	P: 13.8%	G: 16% in Fall 2000 <sup>d</sup>
Percent of entering freshmen of color who graduate in five years	22% of freshmen of color who entered in 1988	P: 23.1% (students entering in 1989, graduating in 5 years in 1994)		G: 50% increase, or 33% of freshmen of color who enter in 1996

<sup>a</sup> Note: baseline year varies across the five measurement areas.

<sup>b</sup> Campus-level goal approved by Board of Regents in U2000 statement in January 1994.

<sup>c</sup> Mean high school rank is the only measure that can be shown across all campuses, since campuses have different targeted readiness/ability group definitions.

<sup>d</sup> Weighted average across campuses to reflect a desired, institutional-level of improvement. Goals were developed for each campus are based on its particular mission and its primary recruitment areas. Goals for new freshman students of color are desired goals, not maximums. It is important to note a distinction between the University's recruiting efforts and its admission practices; the goals will guide efforts in recruitment of students of color but will not determine admissions decisions. Criteria set for preparedness of the entering freshman class will apply to students of color in the same way they apply to other students.

Measure	Baseline	1992	1993	1994/1995	Year 2000 Goal
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• Sponsored Funding

Dollars of sponsored funding from all sources <sup>a</sup>	\$262,000 in 1993			G: \$277,179 P: \$268,163 in 1994	G: \$375,000 (5% average annual increase)
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G: \$291,674  
P: \$293,476 in 1995

Institutional rank in federal funding for research and development	15th (mean rank over 1983-1991)	G: 15th P: 12th in 1992	G: 15th P: 16th in 1993		G: 15th (maintain mean rank)
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• Investment per Student

Dollars of instructional direct expenditure per student relative to comparable institutions	4% <u>below</u> mean for Twin Cities campus; 7% <sup>b</sup> <u>below</u> mean for Duluth campus; 9% <u>below</u> mean for Morris campus (baseline information not available for Crookston)		G: <i>none</i> <sup>c</sup> P: -1.5% for UMTC for UMD in 1993; UMM 1993 not yet available	G: <i>none</i> <sup>c</sup> P: -15% for UMD UMTC, UMM 1994 not yet available	G: 2% <u>above</u> mean for comparable institutions
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<sup>a</sup> Dollars in thousands

<sup>b</sup> Correction of figure in December 1994 First Phase Critical Measures document

<sup>c</sup> Goals do not begin until 1995.