

Validating Institutional Effectiveness Parameters for Private, Comprehensive Colleges and Health Sciences Institutions

Prepared for XYZ

In the following report, The Hanover Research Council explores the key quality indicators used by private, comprehensive colleges and medical and health sciences institutions to assess institutional effectiveness. The report profiles eight postsecondary institutions, highlighting key indicators used in the areas of finance and administration, development, academic affairs, enrollment management, and student services.

Overview

In the following pages, The Hanover Research Council explores the key quality indicators used to assess institutional effectiveness at eight U.S. postsecondary institutions. The performance indicators highlighted in this report are primarily used to assess institutional progress and performance in the areas of finance and administration, development, academic affairs, enrollment management, and student services. The report is divided into three sections based on the types of institutions profiled:

- ❖ **Section One: Private, Comprehensive Colleges:** This section profiles two private, not-for-profit, comprehensive colleges – Morningside College and Vanguard University of Southern California.¹
- ❖ **Section Two: Medical and Health Sciences Institutions:** This section profiles five institutions identified by two Carnegie Classifications – “Special Focus Institutions: Medical Schools and Medical Centers” and “Special Focus Institutions: Other Health Professions Schools.” This section explores the key quality indicators used to assess institutional effectiveness at Meharry Medical College, University of Arkansas for Medical Sciences, University of Toledo Health Science Campus, West Suburban College of Nursing, and Western University of Health Sciences.
- ❖ **Section Three: Barry University:** This section provides an overview of the key quality indicators used by Barry University. While Barry University is not strictly a health sciences institution, it was selected for the comprehensiveness of its assessment program and relevancy of degree offerings. Barry University offers several degrees similar to those offered by XYZ, including the B.S. and M.S. in Nursing; the M.S. in Nursing, Nurse Practitioner Specialization; the M.S. in Occupational Therapy; the Master of Clinical Medical Science, Physician Assistant; and the Doctor of Podiatric Medicine.

¹ Comprehensive colleges were identified through the *U.S. News & World Report* list of comprehensive colleges.

Section One: Private, Comprehensive Colleges

Morningside College

Overview

Founded in 1894, Morningside College is a private, four-year, comprehensive college located in Sioux City, Iowa. Similar to XYZ, Morningside College offers the Bachelor of Science in Nursing. The College also offers several pre-professional programs for students interested in pursuing careers in the health sciences. In the fall of 2006, Morningside College enrolled a total of 1,722 students.²

Indicators of Institutional Effectiveness

The Office of Institutional Effectiveness at Morningside College publishes a “dashboard” with several quality indicators that gauge the College’s performance in key areas such as administration and finance, development, academic affairs, and student satisfaction. The 2008 Dashboard includes the following performance indicators:

- 1) Applications and Visits
 - a. Number of applications by new first-time, full-time students. Measured as of Fall Count Day.
 - b. Number of visits by new first-time, full-time students.
- 2) Enrollment
 - a. Total number of full-time undergraduate students enrolled. Measured as of Fall Count Day.
- 3) Net Position (Board Discretionary Funds)
 - a. Total revenues minus total expenditures as of May 31.
- 4) Endowment
 - a. Total market value as of December 31.
- 5) Fundraising
 - a. Total raised in current campaign as of May 31.
 - b. Annual fund total as of May 31.
 - c. Percentage of undergraduate alumni with degrees who give. Measured as of May 31.
- 6) Academic Profile
 - a. Percentage of new first-time, full-time undergraduate students with a high school rank in the top 25% of their class. Measured as of Fall Count Day.
 - b. ACT Composite score at the 25th percentile for new first-time, full-time undergraduate students. Measured as of Fall Count Day.
 - c. ACT Composite score at the 75th percentile for new first-time, full-time undergraduate students. Measured as of Fall Count Day.

² Enrollment data provided by the Integrated Postsecondary Education Data System (IPEDS).

- 7) Graduation and Retention Rates
 - a. The percentage of first-time, full-time undergraduate students entering in the fall term who re-enroll in the following fall term. Measured as of Fall Count Day.
 - b. The percentage of first-time, full-time undergraduate students entering in the fall term who graduate within four years of entry. Measured as of Fall Count Day.
 - c. The percentage of first-time, full-time undergraduate students entering in the fall term who graduate within six years of entry. Measured as of Fall Count Day.
- 8) Quality of Morningside Experience
 - a. Alumni Placement
 - b. Student and Alumni Satisfaction
 - c. Faculty and Staff Satisfaction
 - d. Student Engagement
 - e. Learning Outcomes
- 9) Quality of Faculty and Staff
 - a. Faculty Demographics
 - b. Faculty Performance
 - c. Faculty Development
 - d. Faculty Compensation
 - e. Staff Performance
 - f. Staff Turnover Rate
 - g. Staff Survey Results from Customer
- 10) Stature
 - a. Regional Marketing Surveys
 - b. Community Focus Group
 - c. Alumni Survey
 - d. Prospective Students Survey
 - e. U.S. News & World Report Ranking
 - f. Share of Discussion
- 11) Facility Quality
 - a. Maintenance Expenditures per Sq. Ft. of Building Space
 - b. Grounds Expenditures per Acre
 - c. Perception of Facilities
 - d. Annual Internal Inspection Results³

³ Morningside College Office of Institutional Effectiveness, "Dashboard," Morningside College, January 29, 2008. <<http://webs.morningside.edu/oir/dashboard/index.htm>>

Vanguard University of Southern California

Overview

Vanguard University is a “private, coeducational, comprehensive university of liberal arts and professional studies” located in Costa Mesa, California.⁴ The University is composed of eight schools of study – the School of Business and Management; the School of Communication and the Arts; the School of Education; the School of Humanities and Social Sciences; the School of Natural Sciences and Mathematics; the School of Psychology; the School of Religion; and the School for Professional Studies. Vanguard University offers one degree program similar to XYZ – the R.N. to B.S.N. program for adult learners. In the fall of 2006, Vanguard University enrolled a total of 2,219 students.⁵

Indicators of Institutional Effectiveness

Each year in the Annual Report, the University President uses several “dashboard indicators” to portray institutional effectiveness and performance. The President’s Annual Report for the fiscal year 2002-03 includes the following dashboard indicators:

- ❖ University Enrollment;
- ❖ Student Headcount by School;
- ❖ Residence Facility Occupation Levels by Building;
- ❖ Residence Facility Occupation Levels, Campus Total;
- ❖ Student Faculty Ratio;
- ❖ Undergraduate Discount Rate;
- ❖ Number of Undergraduate Applications for Admission;
- ❖ Number of New, Traditional Undergraduate Students;
- ❖ First-Time Freshman by GPA;
- ❖ First-Time Freshman by High School Rank;
- ❖ Traditional Undergraduate Retention – Freshman and Institutional;
- ❖ Traditional Undergraduate Graduation Rate;
- ❖ College Enrollment by Race/Ethnicity;
- ❖ College Enrollment by Denomination;
- ❖ College Enrollment by Gender;
- ❖ College Enrollment – California Residents vs. Out-of-State;
- ❖ University Enrollment by Major;
- ❖ Graduate School Enrollment by Age;
- ❖ School for Professional Studies Enrollment by Age;
- ❖ Campus Facilities Occupancy;
- ❖ Total Capital Campaign Cash Donations;
- ❖ Alumni Cash Donations;
- ❖ Constituent Cash Giving; and
- ❖ Endowment Assets.⁶

⁴ “About VU,” Vanguard University, 2008. <<http://www.vanguard.edu/pr/aboutvu/index.aspx?id=4706>>

⁵ Enrollment data provided by the Integrated Postsecondary Education Data System (IPEDS).

⁶ Murray Dempster, “President’s Annual Report,” *Vanguard*, Vol. 4, No. 2 (Fall 2003), pp. 7-15.
<http://www.vanguard.edu/uploadedFiles/Alumni/Magazine/VUMag_fall03.pdf>

Section Two: Medical and Health Sciences Institutions

Meharry Medical College

Overview

A private, independent, historically black college located in Nashville, Tennessee, Meharry Medical College is dedicated to the education of physicians, dentists, biomedical scientists, and public health practitioners. In the fall of 2006, Meharry Medical College enrolled a total of 730 students.⁷

Indicators of Institutional Effectiveness

In the Meharry Medical College Strategic Plan, each strategic priority is accompanied by specific performance evaluation measures. Figure 1 summarizes the measures used to assess the performance of the College's administrative divisions in four strategic areas:

- ❖ Community Value and Perception;
- ❖ Financial Performance;
- ❖ Operational Excellence; and
- ❖ Employee Satisfaction and Development.⁸

Figure 1: Meharry Medical College Performance Measures, Administrative Divisions

Community Value and Perception (Strategic Priority: Assuring the highest quality of patient care and achieving community-wide recognition as a highly valued organization.)	
#	Performance Measure
1	Number of hits to Meharry Medical College Web site per month.
2	Number of media placements (local/national) per quarter.
3	Community perception survey rating (percent of respondents indicating a very positive impression of the College).
Financial Performance (Strategic Priority: Fostering financial growth, stability, and outstanding stewardship.)	
#	Performance Measure
1	Amount of local government funding and the percent increase over the previous year.
2	Amount of state government funding and the percent increase over the previous year.
3	Amount of federal government funding (exclusive of research and research development funding) and the percent increase over the previous year.
4	Amount of government funding (exclusive of research and research development funding) as a percent of total operating revenue.
5	Total capital campaign gifts.
6	Pledge non-payment rate percent.
7	Number of full tuition four-year merit scholarships.
8	Institutionally-based scholarship aid as a percent of total tuition/fee revenue.
9	Value of endowed scholarships/percent of total endowment.

⁷ Enrollment data provided by the Integrated Postsecondary Education Data System (IPEDS).

⁸ "Strategic Plan Results by Administrative Division," Meharry Medical College, August 8, 2006.

<http://www.mmc.edu/patton/SACS/documents/Strategic_Plan_Performance_Results_Administrative_Divisions_FY04_05_06.pdf>

10	Number of major gifts (>\$25K) secured.
11	Number of planned estate giving commitments.
12	Ratio of endowment to G&E expenditures.
13	Endowment size.
14	Unrestricted gift revenue (exclusive of bequests)/percent increase over prior period.
15	Direct mail response rate.
16	Number of annual fund new donors.
17	Number of annual fund gifts/average gift amount.
18	Alumni donor participation rate/average gift amount.
19	Number of active alumni chapters.
20	Operating margin.
21	Composite financial index score.
22	Debt service coverage ratio.
23	Primary reserve ratio.
24	Capital reserve fund level.
25	Annual capital expenditures as a percent of gross institutional expenditures.
26	Endowment net return.
Operational Excellence (Strategic Priority: Promoting the highest standards of administrative support performance, responsiveness, and accountability.)	
#	Performance Measure
1	Library utilization rate.
2	Faculty/student library satisfaction rating (percent satisfied/very satisfied).
3	Number of sponsored program review and/or internal audit findings unresolved >6 months.
4	General liability insurance loss ratios.
5	Workers comp insurance loss ratio.
6	Professional liability insurance loss ratios.
7	Institutional support efficiency ratio (institutional support expense to total expenditures).
8	Internal customer administrative support services satisfaction rating (percent very satisfied/satisfied).
9	Staff involuntary turnover rate.
10	Average campus service response time (critical/non-critical).
11	Utility costs/consumption(BTU)/sq. ft.
12	Annual capital exp. (major facility components) as percent of current replacement value.
13	Student loan program default rate.
14	Student support services satisfaction rating (percent very satisfied/satisfied).
Employee Satisfaction and Development (Strategic Priority: Creating an enriching and supportive work environment conducive to the highest levels of personal and professional performance.)	
#	Performance Measure
1	Staff voluntary turnover rate.
2	Employee work environment satisfaction rating (percent satisfied or very satisfied).
3	Number of TBI reportable security incidents.
Source: Meharry Medical College, "Strategic Plan Results by Administrative Division," ⁹ Modified by The Hanover Research Council	

⁹ The content in Figure 1 is taken from: "Strategic Plan Results by Administrative Division," Meharry Medical College, *op. cit.*

University of Arkansas for Medical Sciences

Overview

Part of the University of Arkansas System, the University of Arkansas for Medical Sciences (UAMS) is comprised of the Graduate School, as well as the Colleges of Medicine, Pharmacy, Nursing, Health Related Professions, and Public Health. UAMS offers two degrees similar to those offered by XYZ – the Bachelor of Science in Nursing and the Master of Nursing Science. In the fall of 2006, UAMS enrolled a total of 2,435 students.¹⁰

Indicators of Institutional Effectiveness

The University of Arkansas for Medical Sciences' *Five-Year Strategic Plan for the 2005-07 Biennium* includes the following performance measures:

- 1) Student Performance:
 - a. Licensing board scores and test scores
- 2) Student Satisfaction:
 - a. Annual surveys of all students
- 3) Faculty Performance:
 - a. Annual faculty reviews
- 4) Faculty satisfaction as measured by:
 - a. Campus survey of faculty
 - b. Standardized exit interviews of all faculty
 - c. Faculty turnover reports from HR
- 5) Student applicant pool:
 - a. Med Cat scores
 - b. Academic standing
 - c. Number of applicants
 - d. Diversity of applicants and admitted students
- 6) Meeting the state's workforce needs:
 - a. Number of graduates by program and college
 - b. Number and percent of graduates remaining in the state
 - c. Number and percent of graduates serving in underserved areas¹¹

¹⁰ Enrollment data provided by the Integrated Postsecondary Education Data System (IPEDS).

¹¹ Bulleted points taken verbatim from: University of Arkansas for Medical Sciences Office of the Chancellor, "Five-Year Strategic Plan for the 2005-07 Biennium," UAMS, July 1, 2006, pp. 19-20.
<http://www.uams.edu/chancellor/state_of_the_campus/UAMS_Strategic_Plan_2006-2.pdf>

University of Toledo Health Science Campus

Overview

The University of Toledo is an academic, research, and health care institution located in Toledo, Ohio. The Health Science Campus is comprised of three teaching hospitals and four colleges – the College of Medicine, the College of Nursing, the College of Graduate Studies, and the College of Health Science and Human Service. The Health Science Campus offers a wide variety of degrees. Academic programs similar to those offered by XYZ include the:

- ❖ B.S. in Nursing;
- ❖ M.S. in Nursing;
- ❖ M.S. in Biomedical Sciences with a Physician Assistant concentration;
- ❖ Doctor of Physical Therapy; and
- ❖ Occupational Therapy Doctorate.

In the fall of 2006, the Health Science Campus enrolled a total of 1,338 students.¹²

Indicators of Institutional Effectiveness

A June 2004 report issued by the University of Toledo's Board of Trustees outlines the "Dashboard Indicators" used by University administrators to gauge institutional effectiveness.¹³ Figure 2 summarizes the measurements used to assess the University's progress toward strategic goals in several areas, including:

- ❖ Accreditation;
- ❖ Enrollment Services;
- ❖ Student Life;
- ❖ Research Services;
- ❖ Institutional Advancement;
- ❖ Alumni Support and Relations;
- ❖ Information Technology Planning and Services; and
- ❖ Facilities Planning.¹⁴

Many of the performance indicators included in Figure 2 are compared with benchmark data from peer institutions in the assessment process.

¹² Enrollment data provided by the Integrated Postsecondary Education Data System (IPEDS).

¹³ University of Toledo Board of Trustees, "Report on Dashboard Indicators – Academic Affairs," University of Toledo, June 2004.

<<http://provosttest.utoledo.edu/ReportDashboardIndicatorsAcademicAffairs.pdf>>

¹⁴ Note: In Figure 2, The Hanover Research Council has excluded indicators used by the University of Toledo to measure the academic progress of student-athletes.

Figure 2: University of Toledo Dashboard Indicators

Area	Measure and Goal	Monitored Data
<p>University-Wide Accreditation</p> <p>Indicators of academic integrity and compliance with national standards</p>	<p>The North Central Association's (NCA) concerns regarding UT's need for a Strategic Plan and an approved Assessment Plan will be fully met by Spring, 2005.</p>	<p>Report on implementation of the Strategic Plan; Assessment Plans for each college; and the Assessment Plan for the University.</p>
<p>Enrollment Services – Financial Aid & Scholarships</p> <p>Indicators of the University's commitment to helping students meet demonstrated financial need</p>	<p>Within five years, The University of Toledo will have an explicit financial aid plan and funding base to assure access for financially needy students to higher education.</p>	<p>Need-Based Aid over a five-year period</p>
<p>Enrollment Services – Direct from High School Admissions – Preparation of Incoming Students</p> <p>Indicators of progress toward increasing the ability level of incoming freshman</p>	<p>There will be an increase in the percentage of entering class of direct-from-high school students enrolling at UT who have taken the ACT/SAT entrance exams over the next four years.</p> <p>There will be an increase in the percentage of the entering class of direct-from-high school students enrolling at UT who have completed a core curriculum in high school over the next four years.</p>	<p>Participation Rate ACT/SAT (percentage of new students that submit an ACT/SAT score)</p>
<p>Enrollment Services – Retention of First Year Students</p> <p>Indicators of student retention</p>	<p>Retention of First Time Full Time Degree Seeking Freshmen to Sophomore Status will increase over five years.</p> <p>Retention of First Time Full Time Degree Seeking African-American Freshmen to Sophomore Status will increase over five years.</p> <p>Retention of First Time Full Time Degree Seeking Hispanic Freshmen to Sophomore Status will increase over five years.</p>	<p>Percentage of students retained into the second year</p> <p>Percentage of African American students retained into the second year</p> <p>Percentage of Hispanic students retained into the second year</p>
<p>Enrollment Services & Academic Affairs – Timely Graduation</p>	<p>The six year graduation rate of undergraduate students will increase over five years.</p> <p>The six year graduation rate of African American undergraduate students will increase over five years.</p> <p>The six year graduation rate of Hispanic undergraduate students will increase over five years.</p>	<p>Six-year graduation rate of cohort over ten years</p> <p>Six-year graduation rate of African American student cohort over ten years</p> <p>Six-year graduation rate of Hispanic student cohort over ten years</p>

<p>Student Life</p> <p>Indicators of student satisfaction</p>	<p>Student perception of campus climate will increase with each successive biennial measurement.</p> <p>Student satisfaction of service excellence will increase with each successive biennial measurement.</p> <p>Student satisfaction of student centeredness will increase with each successive biennial measurement.</p>	<p>Student Satisfaction Inventory – Campus Climate Scale</p> <ul style="list-style-type: none"> • Number of Campus Climate Items that decline • Number of Campus Climate Items that remain the same • Number of Campus Climate Items that increase • Number of Performance Gaps that increase • Number of Performance Gaps that decrease <p>Student Satisfaction Inventory – Service Excellence Scale</p> <ul style="list-style-type: none"> • Number of Campus Climate Items that decline • Number of Campus Climate Items that remain the same • Number of Campus Climate Items that increase • Number of Performance Gaps that increase • Number of Performance Gaps that decrease <p>Student Satisfaction Inventory – Student Centeredness Scale</p> <ul style="list-style-type: none"> • Number of Campus Climate Items that decline • Number of Campus Climate Items that remain the same • Number of Campus Climate Items that increase • Number of Performance Gaps that increase • Number of Performance Gaps that decrease
<p>Research Services</p> <p>Indicators of faculty research productivity</p>	<p>Externally funded research awards on campus will increase to \$50.7 million dollars over the five-year period from AY 02-03 to AY 08-09.</p>	<p>Externally funded research awards (total for the academic year)</p>
<p>Institutional Advancement</p> <p>Indicators of private giving to UT</p>	<p>Total private support will increase by 10% per year, on average, over the next five years.</p> <p>Total number of donors to The university of Toledo will increase by 10% per year, on average, over the next five years.</p>	<p>Comparison of total contributions to date</p> <p>Comparison of total number of donors to date</p>
<p>Alumni Support</p> <p>Indicators of alumni support</p>	<p>Contributions from alumni will increase by 10% per year, on average, over the next five years.</p>	<p>Comparison of alumni contributions to date</p>

<p>Alumni Relations</p> <p>Indicators of alumni programming and membership</p>	<p>Alumni events will increase by 85% over the next five years.</p> <p>Alumni association membership will increase by 5% per year, on average over the next five years.</p>	<p>Number of pending and completed events</p> <p>Number of members</p>
<p>Capital Campaign – Institutional Advancement</p> <p>Indicators of capital campaign</p>	<p>The University of Toledo will reach its campaign goal by Academic Year 07-08.</p>	<p>Progress toward three goals – the minimum goal, mid-goal, and ultimate goal</p>
<p>Educational Information Technology Planning & Services</p> <p>Indicators of classroom wireless Internet connectivity, Internet bandwidth capacity, and investments in information technology</p>	<p>The percentage of classrooms configured with wireless internet network connectivity will increase to 75% over the next five years.</p> <p>Internet bandwidth capacity will increase 10% per year over the next five years to keep pace with demand for network-based learning and research activities.</p> <p>University investments in central information technology should increase 5% per year over the next five years to keep pace with the demand for technology that supports learning, research and administration on campus.</p>	<p>Percentage of classrooms configured with wireless Internet connectivity</p> <p>Internet bandwidth capacity (megabit/sec)</p> <p>Information technology investments (total for the academic year)</p>
<p>Facilities Planning</p> <p>Indicators of classroom and laboratory utilization</p>	<p>Daytime Classroom Utilization:</p> <ul style="list-style-type: none"> • Average Daytime Classroom Utilization will increase to 60% by AY 07-08. • Peak Daytime Classroom Utilization will increase to 77% by AY 07-08. <p>Evening Classroom Utilization:</p> <ul style="list-style-type: none"> • Average Evening Classroom Utilization will increase to 27% by AY 07-08. • Peak Evening Classroom Utilization will increase to 72% by AY 07-08. <p>Daytime Laboratory Utilization:</p> <ul style="list-style-type: none"> • Average Daytime Laboratory Utilization will increase to 40% by AY 07-08. • Peak Daytime Laboratory Utilization will increase to 60% by AY 07-08. <p>Evening Laboratory Utilization:</p> <ul style="list-style-type: none"> • Average Evening Laboratory 	<p>Average and peak daytime classroom utilization</p> <p>Average and peak evening classroom utilization</p> <p>Average and peak daytime laboratory utilization</p> <p>Average and peak evening laboratory utilization</p>

	Utilization will increase to 20% by AY 07-08. <ul style="list-style-type: none">• Peak Evening Laboratory Utilization will increase to 46% by AY 07-08.	
Source: University of Toledo, "Report on Dashboard Indicators," ¹⁵ Modified by The Hanover Research Council		

¹⁵ The content in Figure 2 is taken from: University of Toledo Board of Trustees, "Report on Dashboard Indicators – Academic Affairs," *op. cit.*

West Suburban College of Nursing

Overview

Located in Oak Park, Illinois, West Suburban College of Nursing offers a B.S. and M.S. in Nursing. The College is owned and operated by West Suburban Medical Center and is part of Resurrection Health Care (RHC), a not-for-profit Catholic organization. In the fall of 2006, West Suburban College of Nursing enrolled a total of 183 students.¹⁶

Indicators of Institutional Effectiveness

West Suburban College of Nursing's 2005-2008 Strategic Plan aligns each strategic priority with institutional objectives and key performance metrics.¹⁷ Figure 3 highlights the strategic priorities that are paired with measurable outcomes.

Figure 3: West Suburban College of Nursing Performance Metrics

Goal 1: Demonstrate Responsible Financial Stewardship				
Area	RHC Strategic Imperative & Strategy	Objective	Metric	Target
Budget	Strategic Imperative I: System Growth Strategy E: Achieve operational and financial goals that enable Resurrection Health Care to support its growth and expand its mission to communities served.	Maintain balanced budget	Net Gain (Loss)	Total Revenue ≥ Total Expenses
		Take full advantage of Medicare funding	Medicare Formula	40% of Revenue
Financial Aid	Strategic Imperative I: System Growth Strategy E: Achieve operational and financial goals that enable Resurrection Health Care to support its growth and expand its mission to communities served.	Increase scholarship/grant opportunities for students (including potential RHC scholarships)	Number of scholarship/grant opportunities, based on history	Increase by one or two each year
		Maintain low loan default rate	Federal, state and AHSEC benchmarks	>5% for 2007
		Establish and grow Federal Work Study program, including nurse externships	Number of nurse externships	Increase by one each year
Fundraising	Strategic Imperative I: System Growth	Increase number of scholarships	Number of scholarships,	Increase by one each year

¹⁶ Enrollment data provided by the Integrated Postsecondary Education Data System (IPEDS).

¹⁷ West Suburban College of Nursing Office of the Chancellor, "WSCN 2005-2008 Strategic Plan," West Suburban College of Nursing.
<<http://www.wscn.edu/files/1207/16049%202005%202008%20strategic%20plan.pdf>>

	Strategy G: Position Resurrection Development Foundation in order to provide substantial financial support of capital needs across Resurrection Health Care.		based on history	
		Maintain annual appeal	\$5,000 baseline	Increase 1% each year
		Maintain special event to support capital "Charity Begins at Home"	\$25,000 baseline	Maintain or increase each year
		Additional fundraising initiatives will be spearheaded by RHC "Monarch Ball"	Number/\$	Maintain or increase each year
Goal 2: Become the "College of Choice" for Health Care Students				
Area	RHC Strategic Imperative & Strategy	Objective	Metric	Target
Marketing	Strategic Imperative I: System Growth Strategy A: Develop a culture of growth.	Maintain visibility in:	Brochure	Annually
		Community	Number of mailings	Fast Track = 200 Transfer = 800 RN/BSN = 20
		High Schools	Open Houses	3 per year
		RHC Facilities	Hospital Visits	At least 9 per year
		Community Colleges	College Fairs	21 per year
Recruitment	Strategic Imperative I: System Growth Strategy A: Develop a culture of growth.	Increase number of total applicants	Number of applicants	>260 in 2005 >325 in 2006 >400 in 2007
		Increase proportions of male applicants	Percent of student body	15% of total student body
		Increase number of Fast Track applicants	Number of applicants	20 in 2005 25 in 2006 30 in 2007
		Increase number of new enrollments (i.e., number of students entering all bachelors and masters programs)	Number of enrollments	135 in 2005 170 in 2006 210 in 2007
		Maintain diverse student body	<u>Baseline AACN</u> Asian=6% Afr. Amer.=12% Hispanic=5% White=5% Non-Res. Alien=1% Male=8% <u>IL Peers</u> Asian=5% Afr. Amer.=5% Hispanic=2%	Comparable to AACN & IL Peer demographics

Admissions	Strategic Imperative II: Service Excellence Through the Employee Family	Increase the proportion of admitted applicants who matriculate as WSCN students	52.4% baseline	Increase 1% each year
	Strategy F: Commit to health profession education and higher learning to meet work force needs.	Increase the preparedness of admitted students	Baseline: - 2.75 cumulative GPA - 2.75 science GPA - TEAS exam= TBD – 90% of students TBD for Fast Track – 95% of students	Increase 1% each year
Goal 3: Promote Collaboration & Partnerships with Key Constituents				
Area	RHC Strategic Imperative & Strategy	Objective	Metric	Target
Community	Strategic Imperative II: Service Excellence Through the Employee Family Strategy E: Affirm Resurrection Health Care's presence in and commitment to our respective communities.	Promote service learning opportunities for students	Number of projects and students	At least one project per year
		Increase community participation in Community Advisory Committee	Four is baseline	Increase participation by 10% per year
		Promote service related scholarship for faculty	Number of projects and faculty members	1 project per year, involving at least 3 faculty members
RHC	Strategic Imperative II: Service Excellence Through the Employee Family Strategy C: Create a work environment and management philosophy to ensure that Resurrection Health Care is providing a meaningful and fulfilling work experience.	Establish joint appointments (one by 2006) and advertise adjunct faculty position opportunities for RHC employees	Number of RHC adjuncts, ads	Increase adjuncts by one each year; one joint appointment by 2005
RHC	Strategic Imperative II: Service Excellence Through the Employee Family Strategy F: Commit to health profession education and higher learning to meet work force needs.	Maintain graduate placement in RHC facilities	Number of graduate placements	≥50% each year; brochure on opportunities available by 2005
		Integrate student clinical rotations into RHC system	Percent of total rotations	75% of total rotations
Goal 4: Prepare Well-Education Health Care Professionals				
Area	RHC Strategic Imperative & Strategy	Objective	Metric	Target

<p>Student Outcomes</p>	<p>Strategic Imperative II: Service Excellence Through the Employee Family</p> <p>Strategy F: Commit to health profession education and higher learning to meet work force needs.</p>	<p>Maintain (or increase) level of student success on relevant measures, communication, critical thinking, therapeutic nursing interventions</p>	<p>NCLEX-RN</p> <p>ATI Exams: - Fundamentals - Critical Thinking - Therapeutic Communication - Anatomy & Physiology</p> <p>RN Assessment</p>	<p>70% Pass Rate</p> <p>≥50th Percentile</p> <p>≥65th Percentile</p>
		<p>Increase retention from 1st to 2nd year, as well as overall graduation rate</p>	<p>Percent retention and graduation, based on national benchmarks</p>	<p>Percentile >60% graduation</p>
		<p>Internships and other program related activities</p>	<p>Number of students involved in each program</p>	<p>≥10 each year</p>
		<p>Graduate employment rates</p>	<p>Percent of graduates employed in appropriate jobs</p>	<p>>90% of grads employed in appropriate jobs within six months of graduation</p>
<p>Academic & Student Services</p>	<p>Strategic Imperative I: System Growth</p> <p>Strategy B: Offer and enhance product lines, specialty services and technology throughout Resurrection Health Care.</p>	<p>Promote academic and support service plans to continuously support student success</p>	<p>Noel-Levitz Student Satisfaction Survey</p>	<p>Improvements relative to previous surveys and comparable colleges</p>
		<p>Library</p>	<p><u>Baseline:</u> -300 journal sub. -3,000 volumes -304 reference questions -29 lit. searches -233 articles copied -100 items loaned -120 items borrowed</p>	<p>Increase collections and usage each year</p>
		<p>Advising</p>	<p>Student utilization, satisfaction</p>	<p>100% of students see advisor before registering each year by 2008</p>
		<p>Student Services</p>	<p>Student utilization, satisfaction</p>	<p>Establish baseline and define yearly improvement</p>
		<p>Remediation Services (promote use of reading/writing</p>	<p>Usage, impact on retention and graduation</p>	<p>Establish baseline; assess, select and implement new</p>

		specialist and tutoring services)		testing and remediation software by 2006
Goal 5: Attract & Retain High Quality Faculty & Staff				
Area	RHC Strategic Imperative & Strategy	Objective	Metric	Target
Faculty	Strategic Imperative II: Service Excellence Through the Employee Family Strategy C: Create a work environment and management philosophy to ensure that Resurrection Health Care is providing a meaningful and fulfilling work experience.	Increase the proportion of faculty with Ph.D. degrees	Number of additions	One new Ph.D. in 2005 and 2006
		Increase faculty involvement in scholarship, including community and professional presentations and publications	Number per faculty	At least one per faculty member per year
Employee	Strategic Imperative II: Service Excellence Through the Employee Family Strategy C: Create a work environment and management philosophy to ensure that Resurrection Health Care is providing a meaningful and fulfilling work experience.	Compensation at market value	National norms	Complete study in 2006; implement in 2007-2008
		Recognition	Number of recognitions	At least one per year beginning in 2006
		Development opportunities, including college, RHC, and professional	Number of development opportunities	At least one per year
		Team building and communications	Effectiveness of meetings; timeliness of reports	One campus-wide meeting each year; Committee and Council schedules established and met beginning 2005
		Processes	Efficiency and effectiveness	Key processes documented and measured by 2006 (Systems Portfolio); Continuous Improvement Targets established thereafter
Source: West Suburban College of Nursing, "WSCN 2005-2008 Strategic Plan," ¹⁸ Modified by The Hanover Research Council				

¹⁸ The content in Figure 3 is taken from: West Suburban College of Nursing Office of the Chancellor, "WSCN 2005-2008 Strategic Plan," *op. cit.*

Western University of Health Sciences

Overview

Western University of Health Sciences is a private, non-profit, graduate university of medical sciences located in Pomona, California. Western University offers several degree programs similar to those offered by XYZ, including the:

- ❖ Doctor of Podiatric Medicine;
- ❖ Doctor of Physical Therapy;
- ❖ M.S. in Physician Assistant Studies;
- ❖ M.S. in Nursing (Entry-Level and Completion); and
- ❖ M.S. in Nursing, Family Nurse Practitioner.

In the fall of 2006, Western University of Health Sciences enrolled a total of 2,130 students.¹⁹

Indicators of Institutional Effectiveness

In the spring of 2000, the Office of Institutional Effectiveness, the Assessment Subcommittee, the Institutional Strategic Planning and Resource Advisory Committee, and six WASC accreditation working groups collaborated to develop the *2000-2005 Strategic Plan*.²⁰ The plan proposed the following 49 indicators of institutional effectiveness:

Proposed Measures of Success (defined specifically in academic year 2000-2001):

- 1) Accreditation status of each academic program. (100% of accreditable academic programs should be fully accredited within the appropriate timeframes of their individual accreditation processes)
- 2) Number of completed applications received. (Increase by 5% annually)
- 3) Percent of student applicants offered admission to program. (Decrease by 5% annually)
- 4) Acceptance rate of admitted students. (To be determined)
- 5) Quality of entering classes (as measured by undergraduate GPA, MCAT, PCAT, GRE, et al.).
- 6) Race, ethnicity, gender, and age data.
- 7) Results of Admissions Process Improvement project. (Increased satisfaction, as measured by quality of entering classes and “customer” satisfaction surveys)
- 8) Comparison of results of Admitted Student Questionnaire to First-Year Student Yearend Survey (student satisfaction survey). (Increased quality ratings)
- 9) Retention rates.

¹⁹ Enrollment data provided by the Integrated Postsecondary Education Data System (IPEDS).

²⁰ “Self-Study Report,” Western University of Health Sciences, March 2001, p. 298.

<http://www.westernu.edu/bin/oir/docs/Final_WASC_Self-Study_Report_March_2001.pdf>

- 10) Percent of students graduating on time.
- 11) Alumni employment statistics. (100% employment in position of choice within six months of graduation)
- 12) 100% participation in course/faculty evaluations. (Increase by 25% per year until 100%)
- 13) Student ratings of courses and professors (including clinical rotations). (95% of students either satisfied or very satisfied with courses and professors within three years)
- 14) Student evaluations of clinical rotations and preceptors. (95% of students either satisfied or very satisfied with clinical rotations and preceptors within three years)
- 15) Number of block clerkships secured for COMP.
- 16) Exit surveys. (95% of students either satisfied or very satisfied with Western University education within three years)
- 17) Student outcomes assessments.
- 18) Outcomes of curricular reviews.
- 19) Employer satisfaction surveys. (95% of employers either satisfied or very satisfied with Western University alumni within three years)
- 20) Alumni survey results. (95% of students either satisfied or very satisfied with Western University education and experience within six years)
- 21) Annual faculty, staff, and administrator evaluations. (Full implementation within three years)
- 22) Faculty, staff, and administrator turnover rates.
- 23) Process Improvement Survey data. (95% of students, faculty, staff, and administration either satisfied or very satisfied with Western University processes within three years)
- 24) Amount of money reallocated to academic programs. (10% of total non-academic expenditures to academic programs per year for five years)
- 25) Expenditures on research. (Increase of 25% per year)
- 26) Number of grants submitted.
- 27) Number of grants received.
- 28) Number of publications in peer-reviewed journals.
- 29) Number of publications in non-peer-reviewed journals.
- 30) Number of published books, book chapters, and abstracts.
- 31) Number of editorships of professional journals.
- 32) Number of courses in which research is incorporated.
- 33) Offices in professional associations held by faculty, staff, and administrators.
- 34) Faculty presentations to local and professional communities.
- 35) Number and quality of community partnership activities.
- 36) Awareness and recognition of Western University in local community.
- 37) Awards received by faculty, staff, administrators, programs, colleges, et al.
- 38) Success of annual/planned giving. (Increase of 25% per year)
- 39) Prizes received for PR materials.
- 40) Number of alliances with external health and educational agencies.
- 41) Size and comprehensiveness of library collection.

- 42) Student and faculty satisfaction with library holdings and facilities. (95% of students and faculty either satisfied or very satisfied with library holdings within three years)
- 43) IT measures
- 44) Student, faculty, and staff satisfaction with IT services.
- 45) Quality of new hires. (90% of supervisors either satisfied or very satisfied with new hires within three years)
- 46) Complete complement of institutional policies.
- 47) Evaluations of all faculty, staff, and administrators. (90% of students giving either “good” or “excellent” ratings within three years)
- 48) Expenditures on student activities and organizations.
- 49) Amount of revenue received from non-tuition sources.²¹

²¹ *Ibid.*, pp. 301-303.

Section Three: Barry University

Overview

Founded in 1940, Barry University is a private, four-year university located in Miami Shores, Florida. While Barry University is not strictly a health sciences institute, it offers several degree programs similar to those offered by XYZ, including the:

- ❖ B.S. in Nursing;
- ❖ M.S. in Nursing;
- ❖ M.S. in Nursing, Nurse Practitioner Specialization;
- ❖ M.S. in Occupational Therapy;
- ❖ Master of Clinical Medical Science, Physician Assistant; and
- ❖ Doctor of Podiatric Medicine.

In the fall of 2006, Barry University enrolled a total of 8,882 students.²²

Indicators of Institutional Effectiveness

Barry University's *Long Range Plan 2001-2006* aligns strategic objectives with several key performance indicators.²³ Figure 4 outlines the metrics used to assess institutional effectiveness in the context of three University-wide goals:

- ❖ To offer students a quality education;
- ❖ To foster a caring environment; and
- ❖ To provide efficient and effective stewardship of resources to support the mission of the University.²⁴

²² Enrollment data provided by the Integrated Postsecondary Education Data System (IPEDS).

²³ Barry University Planning Committee, "Long Range Plan 2001-2006: Fostering the Mission," Barry University. <<http://www.barry.edu/planningAssessment/pdf/ielongrangeplan.pdf>>

²⁴ Figure 4 excludes key indicators used to evaluate the University's religious mission and community service activities (Goals 2 and 3).

Figure 4: Barry University – Performance Objectives and Key Indicators

Goal: To offers students a quality education		
Objective	Key Indicators	Data Collection Plan
<p>Objective 1: The University will continue to provide graduate and undergraduate academic programs with current and relevant curricula that emphasize the knowledge, skills, and values that students need to be contributors in a dynamic world.</p>	Key Indicator 1.1.1: Opportunities for students with varied backgrounds and preparations to enhance their skills.	1.1.1 Gather information from annual reports regarding opportunities available and numbers of students served [Developmental Programs & Supplemental Instruction (The Learning Center), ESL, Honors Program]. Report number of first-time students entering the Honors Program.
	Key Indicator 1.1.2: Opportunities for students to develop leadership skills.	1.1.2. Gather self-perceptions from exit interviews, graduating senior surveys and reports by Schools on activities that foster leadership.
	Key Indicator 1.1.3: Opportunities for students to test, develop, and apply theories relevant to contemporary social problems.	1.1.3. Report on activities by School (e.g. syllabi, interactive teaching techniques, capstone courses).
	Key Indicator 1.1.4: Opportunities for undergraduates and graduates to utilize analytical, writing, and research skills and to acquire an understanding of their ethical responsibilities.	1.1.4. Gather information on course embedded assessment for general education and self-perception of outcomes on graduating senior surveys.
	Key Indicator 1.1.5: Measurements indicating that undergraduates leave Barry with a readiness for professional activities or for graduate studies.	1.1.5 Self-perception information from exit interviews/graduating senior survey and data gathered regarding: licensure examinations, admission to graduate or professional school, employment in field, and ETS scores.
	Key Indicator 1.1.6: Opportunities for students to enroll in courses that contain instructional objectives for advancing the knowledge and skills necessary for advancing social justice and peace.	1.1.6. Report on evidence from course descriptions/distribution of general education requirements on numbers of courses containing these objectives. Data gathered from exit interviews/alumni/grad perceptions on Barry's role in fostering moral and ethical values.
	Key Indicator 1.1.7: Measurement of graduate students' perceptions with skill level and knowledge base for entry-level professional competency.	1.1.7/1.1.8. Perceptions from surveys/exit interviews of graduate students.
	Key Indicator 1.1.8: Measurement of graduate student satisfaction with educational preparation for continued professional achievement.	
<p>Objective 2: The University will continue to ensure that graduate and undergraduate faculty demonstrate curricular, pedagogical, and research expertise.</p>	Key Indicator 1.2.1: Examples of recruited faculty who are committed to the mission and the culture of the university.	Gather information from Schools and annual reports on faculty hiring criteria, length of service. Survey faculty regarding their perceptions of the University mission. Gather information from annual reports/faculty reports on numbers and kinds of faculty research, in-service minigrants, conferences/presentations, faculty development and instructional technology.
	Key Indicator 1.2.2: Faculty participation in professional development.	
	Key Indicator 1.2.3: Faculty development of knowledge base as demonstrated by scholarship.	
	Key Indicator 1.2.4: Percent of faculty with terminal degrees.	

	Key Indicator 1.2.5: Percent of graduate faculty actively engaged in research.	
Objective 3: The University will continue to provide appropriate academic and student support services to graduate and undergraduate programs.	Key Indicator 1.3.1: Availability of information technology resources and training to faculty, students, and staff.	Gather information on availability of technology resources and training to faculty, students, and staff from DOIT training schedules and computer resources available as well as perception information from surveys. Report on Title III grant and targets to increase laboratory space and equipment each year. Gather information from annual Library report (e.g. holdings by category each year, special collections added, participation in the Southeast Florida Library Information Network, the Florida Library Information Network, and the Southeastern Library Network. Report on instructional technology and training activities that include opportunities and participation. Career and Counseling Center, Learning Center, CAL Program, and psychoeducational testing data on student use. Survey student satisfaction with faculty availability.
	Key Indicator 1.3.2: Availability of laboratory space and equipment in all areas that require them.	
	Key Indicator 1.3.3: Annual percent increase of library collections.	
	Key Indicator 1.3.4: Opportunities to keep up with the trends in technology and be able to use that medium to provide quality presentation of knowledge/skill.	
	Key Indicator 1.3.5: Availability of faculty to students outside the classroom.	
Objective 4: The University will continue to systematically evaluate the quality of educational programs and to monitor the creation of new programs.	Key Indicator 1.4.1: Annual reports from Schools.	Compare achievement of Barry students to those of non-Barry students in comparable programs. Licensure exams pass rates.
	Key Indicator 1.4.2: Minutes from Undergraduate Council, Graduate Council, and Academic Affairs Council.	
	Key Indicator 1.4.3: Documentation of academic program institutional effectiveness and assessment activities.	
Objective 5: The University will continue efforts to attract and graduate qualified nontraditional and culturally diverse students.	Key Indicator 1.5.1: Diversity in applicants, admitted, enrolled students.	1.5.1 Gather information from admissions/registrar by diverse demographics on applicants, admits, and enrolled students. Collect information from admissions annual report on recruiting and advertising efforts.
	Key Indicator 1.5.2: Perceptions on diversity and respect for diversity.	1.5.2 Gather information from student populations on perceptions of diversity and respect for diversity
	Key Indicator 1.5.3: Demonstration of students' appropriate academic preparation, as defined by the University's admission criteria.	1.5.3 Gather Enrollment Services fall admissions data and determine the proportion of students meeting the criteria.
	Key Indicator 1.5.4: Curricular opportunities for students to develop skills that are relevant to our multicultural, multinational environment.	1.5.4 Tabulate number of courses/opportunities and compare with prior year.
	Key Indicator 1.5.5: Flexible scheduling of programs to meet varied needs.	1.5.5 Perception data.
	Key Indicator 1.5.6: Retention and completion by diverse demographics.	1.5.6 Gather Retention and completion by diverse demographics.

Objective 6: The University will continue to provide each school with the resources and conditions (e.g., space) that enable faculty to maintain teaching excellence and scholarly productivity.	Key Indicator 1.6.1: Fair and balanced workloads of faculty.	Gather information from Deans regarding fair and balanced workloads of faculty. Include 1) policies are in place 2) resources available for research 3) # of faculty on committees. List activities by School (#s of research, scholarly and creative activities, contributing to research with students, graduate publications, development of online courses, participation on appropriate committees).
	Key Indicator 1.6.2: Demonstration of an environment that promotes faculty research, scholarly, and creative activities.	
Goal: To foster a caring environment.		
Objective	Key Indicators	Data Collection Plan
Objective 1: The University will continue to promote positive and productive bonds among all its members.	Key Indicator 4.1.1: Retention of students, faculty and staff.	Gather statistics on annual retention board member attendance. Survey students, faculty, staff and alumni regarding their perceptions about bonds within the university community.
	Key Indicator 4.1.2: Attendance of members at board meetings.	
	Key Indicator 4.1.3: Perceptions of students, faculty, staff, and alumni regarding relationships within the university community.	
Objective 2: The University will continue to sustain an out-of-classroom environment conducive to advising and mentoring.	Key Indicator 4.2.1: Faculty hours devoted to advising and mentoring.	Gather data on faculty hours spent in advising and mentoring students. Survey students, faculty and staff regarding advising and mentoring. Gather data on staff and alumni mentoring activities as demonstrated in employee policies that allow for released time to participate in campus-wide activities and bonding events.
	Key Indicator 4.2.2: Perceptions of students, faculty, and staff regarding advising and mentoring.	
	Key Indicator 4.2.3: Availability of staff and alumni for mentoring.	
Objective 3: The University will continue to enhance the quality of life for its students, staff, faculty, and administrators.	Key Indicator 4.3.1: Report on campus crime statistics.	Gather information from Division/School annual reports and report on types of activities, numbers attending, and any evaluation of activities. Survey students, faculty, and staff regarding the quality of life at the university (e.g., values, residence life, fair and balanced workloads).
	Key Indicator 4.3.2: Perceptions on campus safety.	
	Key Indicator 4.3.2: Opportunities available to improve the quality of life (e.g., QIP, wellness, interdisciplinary collaboration) as well as participation and evaluation of activities where available.	
	Key Indicator 4.3.3: Perceptions of faculty, students, staff regarding the quality of life at the University.	
	Key Indicator 4.3.4: Perceptions of students regarding their needs being met by service areas.	
	Key Indicator 4.3.5: Perceptions of students regarding intramural and intercollegiate athletics contributing to the quality of student life.	
Objective 4: The University will continue to encourage all constituencies to pursue professional, personal, and social	Key Indicator 4.4.1: Opportunities for training and staff development, staff updating, staff attendance at conferences and workshops.	Gather and report on opportunities available for students, faculty and staff to achieve professional, personal and social development.
	Key Indicator 4.4.2: Graduating students' perceptions of readiness for professional activities or for further study.	

development.	Key Indicator 4.4.3: Opportunities that foster social development.	
Objective 5: The University will continue to promote and develop means to recognize outstanding leadership and service as demonstrated by members of the community.	Key Indicator 4.5.1: Opportunities for reward and recognition of leadership and service.	Gather information from Divisions/Schools on opportunities for rewarding leadership and service. Report on activities/resources for renewal.
	Key Indicator 4.5.2: Resources for renewal: training, workshops, national conferences, professional development, retreats, research support.	
Objective 6: The University will continue to support a variety of out-of-class opportunities that encourage interaction among faculty, staff, and students.	Key Indicator 4.6.1: Opportunities for interactions and relationship building.	Report on types of opportunities for interactions and relationship building by School/Division. Include participation rates and evaluation where available.
	Key Indicator 4.6.2: Perceptions regarding opportunities for interactions and relationship-building.	
Goal: To provide efficient and effective stewardship of resources to support the mission of the University.		
Objective	Key Indicators	Data Collection Plan
Objective 1: The University will continue to assure that all income-producing activities collectively are self-supporting and reflect the actual pressures that face academic units regarding revenue production.	Key Indicator 5.1.1: The surplus margin for the University's annual budget is a measure of the University's success in financial management.	Gather financial information by functional categories. Gather data on year ending fraction of accounts receivable overdue (120-240; 241-360; over 360 days). Report on fiscal year percent of unrestricted revenues over expenditures and net change in restricted current fund over transfers. Calculate and report percent of gross margin and net margin.
	Key Indicator 5.1.2: All income producing activities, as measured in functional categories, will attempt to meet a gross margin of 50% or a net margin after application of financial aid discounts, of 30%.	
	Key Indicator 5.1.3: The amount of accounts receivable that is in excess of 120, 240, and 360 days is a measure of the extent to which Barry is effective in its collection procedures.	
Objective 2: The University will continue to assure that levels of student services and of instructional support staff for classroom and on-line instruction are adequate to meet the goal of quality academics and to assure that student access to faculty is sufficient to meet	Key Indicator 5.2.1: Evaluation of faculty regarding classroom and online instruction.	Survey of students, alumni, faculty, regarding the extent to which they agree that instructional support staff levels for classroom and on-line instruction are adequate to promote and meet the goal of quality academics. Survey of faculty regarding their perceptions of availability to students for advising/mentoring. Survey of students and faculty regarding their satisfaction with the availability of staff in computer services.
	Key Indicator 5.2.2: Evaluation of faculty regarding availability to students for advising/mentoring.	
	Key Indicator 5.2.3: Evaluation of student and faculty satisfaction with the availability of staff in computer services.	

<p>the goals of a personalized academic opportunity within a caring community.</p>		
<p>Objective 3: The University will continue to assure that growth in University financial resources supports education and general instruction, academic support services, student services, operation and maintenance of the physical plant, and student financial aid.</p>	<p>Key Indicator 5.3.1: Total revenues and other additions will increase each year.</p>	<p>Gather data on percentage of revenue derived from tuition and fees as well as instructional expenditures as a proportion of total expenditures. Compare increase each year. Examine percentile rank with data for peer institutions. Compare Barry with peer mean for instructional expenditure per FTE student.</p> <p>Survey of students, alumni, faculty, regarding their perceptions of availability of physical environments, physical equipment, and supplies to promote and meet the goals of the University.</p>
	<p>Key Indicator 5.3.2: Barry's rank among private comprehensive universities in terms of the percentage of revenue derived from tuition and fees will be maintained.</p>	
	<p>Key Indicator 5.3.3: Barry's rank among private comprehensive universities in Terms of instructional expenditures as a proportion of total expenditures will be maintained.</p>	
	<p>Key Indicator 5.3.4: Physical environments, physical equipment, and supplies will be available to promote and meet the goals of the University (i.e. open spaces, buildings, technology systems).</p>	
<p>Objective 4: The University will continue to increase the annual fund, capital campaign, and endowment resources in order to support academic quality and the development of human, information, and physical resources.</p>	<p>Key Indicator 5.4.1: Fair market value of endowment.</p>	<p>5.4.1 Gather data as measured by the asset allocation category and compare percent increase each year. Also compare percentile with peer institutions.</p>
	<p>Key Indicator 5.4.2: Total annual contributions from capital campaign drive funds.</p>	<p>5.4.2 Gather data for annual contributions from capital campaign drive funds. Calculate percent increase each year. Determine where percentile lies compared to national average.</p>
	<p>Key Indicator 5.4.3: Percent of respondents to faculty/staff campaign.</p>	<p>5.4.3 Gather data from Institutional Advancement on response to faculty/staff campaign. Report in aggregate and by Division/School. Calculate percent increase each year.</p>
	<p>Key Indicator 5.4.4: Total annual contributions and total number of contributions from annual fund donations.</p>	<p>5.4.4 Gather data from Institutional Advancement on total annual contributions and total number of contributions from annual fund. Calculate percent increase each year.</p>
	<p>Key Indicator 5.4.5: Number of planned giving donors.</p>	<p>5.4.5 Gather data from Institutional Advancement on total annual contributions for planned giving. Calculate increase in number of contributors for each year.</p>
<p>Objective 5: The University will continue to develop and to manage human resources in a manner consistent with the mission.</p>	<p>Key Indicator 5.5.1: Faculty and staff compensation will be monitored in comparison to normative data from peer institutions.</p>	<p>5.5.1 Gather data regarding annual average salaries by category. Produce tables to show comparison with peer institutions and area wage survey.</p>
	<p>Key Indicator 5.5.2: Faculty will indicate that Barry has adequate resources to attract and retain a qualified faculty.</p>	<p>5.5.2 Survey of faculty regarding agreement with the statements: "Barry has adequate resources to attract a qualified faculty." "Barry has adequate resources to retain a qualified faculty."</p>

	Key Indicator 5.5.3: Support services and funding (grant development, travel funds, technical support, adjunct staff and faculty) will increase as necessary to support goals of the University.	5.5.3 Gather data on support services and funding (grant development, travel funds, technical support, adjunct staff and faculty). Determine percent increase each year.
	Key Indicator 5.5.4: Well defined organizational structure and administrative processes and policies will be provided, published, and communicated to the Barry community.	5.5.4 Ensure availability and communication of Administrative and Support Staff Handbook, Faculty Handbook, and Policy and Procedures Manual.
	Key Indicator 5.5.5: Scholarship funds distributed on the basis of academic merit will be a measure of financial resources available to increase academic quality.	5.5.5 Demonstrate annual percent increase in the amount of scholarship funds distributed on the basis of academic merit.
Objective 6: The University will continue to assure that physical and financial resources will be managed in a cost-effective manner consistent with the mission.	Key Indicator 5.6.1: Resource allocations, as measured by functional categories.	Gather, by functional categories, data on expenditure in dollars per FTE student and percentage of total expenditure. Percentile analysis as compared to peer institutions will monitor financial stability and comparability.
Objective 7: The University will continue to assure that information and institutional research functions will be recognized as resources to be centrally planned and effectively managed, utilizing available technology.	Key Indicator 5.7.1: Institutional research functions will provide consistent and reliable information.	Annual evaluation of institutional research function. Documentation of institutional effectiveness/evaluation by Division/School. Determine percent of units with documentation that demonstrates a clearly defined purpose, goals, evaluation procedures, evaluation results, and use of results for improvement.
	Key Indicator 5.7.2: Institutional effectiveness activities to support decisionmaking and planning processes will be broadly inclusive of the University community.	
Objective 8: The University will continue to develop the necessary infrastructure needed to keep its information technology current.	Key Indicator 5.8.1: Ratio of PC Support Specialists to office PC's.	Documentation indicating that 1) a ratio of 1 PC Support Specialist to 250 PC's is maintained; 2) All campus offices, classrooms and dormitory rooms will have network connections with Internet capability; 3) All remote university sites will have network connectivity, facilitating access to the University's Intranet and the Internet; and 4) All PC/laptops are current within three years and software is current within six months.
	Key Indicator 5.8.2: Number of University-wide network connections with Internet capability.	
	Key Indicator 5.8.3: Remote university sites with network connectivity facilitating access to the University's Intranet and the Internet.	
	Key Indicator 5.8.4: PC/laptops current within three years and software current within 6 months.	
Source: Barry University, "Long-Range Plan 2001-2006," ²⁵ Modified by The Hanover Research Council		

²⁵ The content in Figure 4 is taken verbatim from: Barry University, "Long Range Plan 2001-2006," *op. cit.*

Note

This brief was written to fulfill the specific request of an individual member of The Hanover Research Council. As such, it may not satisfy the needs of all members. We encourage any and all members who have additional questions about this topic – or any other – to contact us.

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