

# UNIVERSITY OF MINNESOTA PROGRESS CARD MEASURES

## DEFINITIONS & DISCUSSION

### GOLD MEASURES

**Measure:** 4- and 6-year graduation rates, by campus

**Definition/Discussion:** The percentage of first-time, full-time new entering freshmen that graduated within four or six years. The University counts as a successful completion a student that first enrolls at any U of M campus and graduates from any U of M campus in the given timeframe. (For federally reported measures, a student must begin and graduate from the same campus to be counted as a successful completion for that institution.)

The four-year graduation rates reported in 2021 will be based on the 2017 entering cohorts, while the six-year graduation rates in 2021 will be based on the 2015 entering cohorts. The Provost on the Twin Cities campus and Chancellors on the system campuses were asked to set reasonable stretch goals for their individual campuses given incoming student characteristics, availability of degree programs, and peer comparisons.

**Measure:** 4-year graduation rates of Pell-awarded students (system)

**Definition/Discussion:** The percentage of first-time, full-time new entering freshmen who received federal Pell grants their first year and graduated within four years.

This is a system-level measure of undergraduates at all campuses. Similar to overall four-year graduation rates, this measure takes an incoming cohort of students receiving Pell grants and examines their graduation levels four years later. Ideally financial need would not be a barrier to graduation, yet we know that Pell eligibility can also correlate with other graduation risk factors such as being a first-generation student.

The ultimate goal for these students would be to bring their graduation rate up to that of the student body as a whole. Although this may be unrealistic in a shorter time frame, the University' goal grows the graduation rate of Pell-awarded students at twice the rate of the proposed growth rate for the student body overall.

**Measure:** Twin Cities entering freshman average ACT

**Definition/Discussion:** The composite score on the ACT exam for entering students. The ACT uses a 36-point scale on four multiple-choice testing areas: Math, English, Science, and Reading.

A long-time measure of the academic preparedness of the incoming class, the average ACT score of the freshmen class has been rising, from 24.8 in 2003-04 to 28.3 in 2019-20. However, given state demographics, natural limits, and the desire to meet multiple goals for the incoming class (including access for students across Minnesota, students of color, and students from diverse socio-economic backgrounds), it is unlikely that the University will see or desire a significant increase in this measure in the near future.

The University has a goal of exceeding an average ACT of 28.0 while continuing to monitor student access to a University education.

**Measure:** Institutional gift aid (system)

**Definition/Discussion:** The total amount of student gift aid provided by the University across all campuses. Gift aid includes Promise scholarships, admissions scholarships, collegiate and department scholarships, athletic scholarships, Regents scholarships, and graduate assistant tuition benefits. This measure does *not* include state or federal grants, student employment, or loans.

While there is no “correct” level of institutional gift aid, the University has a long standing commitment to making education as affordable as possible for students, and increasing gift aid through fundraising and institutional resources is an important strategy in meeting that commitment. The goal represents a three-percent annual increase in institutional gift aid through 2021.

**Measure:** R&D expenditures (Twin Cities)

**Definition/Discussion:** The total dollar amount of research and development expenditures defined and collected annually by the National Science Foundation through the Higher Education Research & Development Survey. All institutions expending at least \$150,000 on R&D in the fiscal year are surveyed, and the data is comprehensive of all sources of R&D expenditures.

Though this measure includes the many sources of an institution’s R&D funding, the largest source continues to be federally sponsored funding. The federal investment in sponsored research projects has been in decline for several years, only returning to FY2012 levels in FY2017. Despite this, the Office of the Vice President for Research proposed a goal that would increase R&D expenditures by nearly five percent over the next few years.

**Measure:** Medical School ranking (Twin Cities/Duluth)

**Definition/Discussion:** An annual ranking based on the total dollar amount of grants from the National Institute of Health to medical schools as analyzed by the Blue Ridge Institute for Medical Research.

Medical school rankings have traditionally been based on National Institute of Health (NIH) awards to U.S. medical schools in a given year. In 2018, the University of Minnesota’s medical school received \$175 million in NIH awards and ranked 30<sup>th</sup> in the country. In 2018 the University of California – San Francisco Medical Center was the top-ranked school in the country, with \$578 million in NIH awards. Minnesota ranked 4<sup>th</sup> in the Big 10, behind Michigan (10<sup>th</sup>), Northwestern (16<sup>th</sup>), and Wisconsin (24<sup>th</sup>). The Mayo Clinic in Rochester was 22<sup>nd</sup> in the country in NIH funding in 2018.

Former Senior Vice President and Dean of the Medical School Brooks Jackson stated the desire to return to being a “Top 20” medical school. The 20<sup>th</sup> ranked school in 2018, Baylor College of Medicine, had \$242 million in NIH awards, so achieving that ranking is an ambitious goal over a relatively short time period.

**Measure:** Faculty awards (Twin Cities)

**Definition/Discussion:** The number of prestigious national awards received by faculty in the arts, humanities, sciences, engineering, and health fields and the institutional ranking based on those awards as measured annually by the Center for Measuring University Performance (MUP) at Arizona State University.

The MUP analyzes and ranks research universities in nine different areas, including the number of prestigious national faculty awards. The twenty-four awards included in their analysis range from the Guggenheim Fellowships, MacArthur Foundation Fellowships, and National Humanities Center Fellowships to the NSF CAREER awards.

This measure can be quite variable from year to year, but the University desires to maintain its place among the top 10 public research universities nationally in prestigious faculty awards. The ranking goal requires approximately 25-30 of these faculty awards annually, and the numeric goal of 35 or more faculty with annual awards aligns with the strategic emphasis on faculty excellence.

**Measure:** Participation in the employee engagement survey (system)

**Definition/Discussion:** The system-level survey response rate for faculty and staff on the biennial Employee Engagement survey. Though employee engagement is a nebulous concept to attempt to measure at the all-University level, a private-sector standard is to measure participation in such a survey so that local-level units can receive as much rich and comprehensive data as possible. The University measures faculty and staff participation in this survey.

Although employee survey participation is already high compared to other higher education institutions, the University strives to increase participation by 2 percent with each administration of the survey.

**Measure:** Operational excellence (system)

**Definition/Discussion:** The President has set as a goal a minimum of \$90M in cost savings over a six-year period (FY14-FY19). The cost savings are identified annually in the budget process and must come from categories not directly related to mission activities of instruction, research, or public service.

The goal for this measure is \$90M by FY19.

## MAROON MEASURES

**Measure:** Twin Cities transfer student 3-year graduation rate

**Definition/Discussion:** The percentage of students who previously attended a postsecondary institution outside the University system and graduated within three years of transferring to the Twin Cities campus.

Though not generally reported on a nation-wide basis, the ability to graduate transfer students is an equally important and worthy goal to traditional freshman graduation rates. There is more variability in these cohorts, with some students entering with 30 credits or less, while a few bring in as many as 90 credits.

The three-year graduation rate for transfer students would be comparable to the five-year traditional rate, understanding the additional variability among these students. Much like goals for increasing the traditional four- and six-year rates, the University believes it should also increase these graduation rates.

The University has a goal of exceeding a 65 percent graduation rate for transfer students.

**Measure:** Graduate and professional degrees awarded (Twin Cities/Duluth)

**Definition/Discussion:** The total number of master's, doctoral, and professional degrees awarded annually across the University.

The University is the primary generator of graduate and professional degree recipients for the State of Minnesota. The ongoing need for an educated workforce, both throughout the general population but also at the highest levels of education, requires the University to maintain its priorities in this area.

Graduate enrollments have predictably been falling as the economy has improved. However, the University has been opening new programs at the professional master's level, filling demand for new emerging areas in technology, business intelligence, international law, and other fields. The University will need new programs such as these to maintain current degree completions above the 5,250 goal per year.

**Measure:** Median undergraduate debt at graduation (system)

**Definition/Discussion:** The median amount of student debt accumulated by undergraduates with student debt at the time of their graduation.

This measure can be heavily influenced by many factors, only some of which the University controls. Along with tuition and institutional aid policies, other factors that influence student debt include federal and state financial aid policies, program choice and time to degree, and student and parent behaviors and choices. Because this measure is relevant to all students, we monitor this at the all-University level.

The University's goal is to limit increases in the median amount of cumulative debt for undergraduates with debt to no greater than the consumer price index, with adjustments according to state and federal policy changes.

**Measure:** Students of color with a favorable sense of belonging on campus (Twin Cities)

**Definition/Discussion:** Percentage of undergraduate students of color responding agree or strongly agree to the statement "I feel that I belong at this campus." Data is collected as part of the Student Experience in the Research University (SERU) survey, administered to all undergraduates on the Twin Cities campus.

The University's goal is to improve the campus climate and sense of campus belonging for all students. The goal for this measure is to have the students of color favorable sense of belonging response match that of all other students—white, international, and students of unknown race/ethnicity—in the aggregate.

**Measure:** Percent of new entering (and all currently enrolled undergraduate) students who are Minnesota high school graduates (system)

**Definition:** Percent of the University's new entering students and the percent of all enrolled undergraduate students who identified Minnesota as their home location prior to enrollment. The source for this measure is the University's enrollment statistics. This measure analyzes fall enrollments to help assess access for Minnesota students throughout their academic careers. The percent of Minnesota high school students among both new entering and all undergraduate students throughout the University system wide has remained consistently high.

The goal for this measure is to maintain the historical access of Minnesota students to the University of Minnesota.

**Measure:** Percent of recent Minnesota high school graduates choosing a Minnesota college who enroll at the University (system)

**Definition:** The percent of Minnesota public high school students who graduate in the spring and enroll at a Minnesota postsecondary institution in the fall of that year who choose the University of Minnesota. The source for this measure is the Minnesota Office of Higher Education.

This measure focuses service to Minnesota students to those recent high school graduates who choose to continue their education in Minnesota. The University has traditionally been an attractive choice for Minnesota students seeking a bachelor's degree and has increased its share of the Minnesota college-bound students who graduate from a Minnesota high school. Approximately 1/5 of Minnesota high school graduates choose a postsecondary institution outside of Minnesota and 1/3 do not attend a postsecondary institution the following fall after graduation. Those students are not included in this measure.

The goal for this measure is to maintain the historical access of recent Minnesota high school graduates to the University of Minnesota.

**Measure:** Enrollment in health science specialties with shortages (Nursing, Pharmacy, Dentistry) (Twin Cities/Duluth/Rochester)

**Definition/Discussion:** The annual fall enrollments in health sciences fields identified by the Minnesota Department of Employment and Economic Development's Labor Market Information Office as leading to Occupations in Demand in Minnesota.

The University has a crucial role in meeting the need for growing the health care workforce across the state. In particular, the University recognizes its ability to meet the needs for health care professionals in high demand throughout the state, and has prioritized enrollments at all educational levels in the fields of nursing, dentistry, and pharmacy. The University's goal is to increase enrollments to greater than 2,100 students in these fields.

**Measure:** Total enrollment in the AHC schools and Center for Allied Health (Twin Cities/Duluth/Rochester)

**Definition/Discussion:** The total combined fall enrollments in the Academic Health Center schools of Dentistry, Medicine, Nursing, Pharmacy, Public Health, and Veterinary Medicine, and the Center for Allied Health. This measure includes enrollments on the Twin Cities, Duluth, and Rochester campuses.

In keeping with the goals of the AHC's strategic plans and recommendations from Governor Dayton's blue-ribbon commission on the medical school, expanding access to health education across the AHC is a key component in returning to national leadership in healthcare training, research, and care. In addition to the state-level demand for healthcare workers identified in the preceding measure, expanding enrollments across the AHC addresses the growing needs for doctors and other health professionals across a wide variety of in-demand specialties at the state and national levels. The University's goal is to increase enrollments above 6,350 students.

**Measure:** National public research university ranking (Twin Cities)

**Definition/Discussion:** The annual ranking by the National Science Foundation of public higher education institutions according to total annual research and development expenditures.

Reported annually by the Vice President for Research, the public research university rankings are compiled from the Higher Education Research & Development Survey completed by all institutions with at least \$150,000 in dedicated R&D expenditures in a fiscal year. While the total R&D expenditures metric is our primary measure of research productivity, monitoring the ranking allows the administration and Board to evaluate the relative competitiveness of the University.

The University continues to be among the top 10 public institutions on this measure and strives to stay at this high level understanding that there will be year-to-year variance.

**Measure:** Minnesota intellectual property agreements (system)

**Definition/Discussion:** The total number of intellectual property agreements executed annually through the MN-IP Program.

Over the past few years, the University has prioritized making it easier for business to partner with the University to transform discoveries into innovative solutions. MN-IP is designed to improve access to University-developed technology while reducing the risk and cost associated with licensing intellectual property (IP) and sponsoring research. Programs to help both create and license University IP have been developed, and increasing the number of agreements is an important policy direction.

The University has a goal of increasing MN-IP agreements by 10 percent year-over-year.

**Measure:** Public service expenditures (system)

**Definition/Discussion:** The University's total annual expenditures on public service. The University records its mission-related expenditures into instruction, research, and public service categories.

There are no agreed-upon comprehensive measures of public service and outreach in higher education, in part because public service and outreach informs much of the work of a land-grant institution. The wide range of activities and expenditures included broadly under public service and outreach makes it difficult to identify a single measure of progress. While exploring and defining a more comprehensive measure, the University proposes to continue to monitor our overall expenditures.

The University has had a staunch commitment to public service and outreach as a core mission function and plans to keep its expenditures above \$245 million annually.

**Measure:** Average citations per faculty member (Twin Cities)

**Definition/Discussion:** The number of times a recent faculty publication is cited by scholars during a five-year period as measured by Academic Analytics, a data analytics source provider. The total number of citations is averaged across all faculty at the institution and pertains to works published within that same five-year period.

There are several different services for faculty citation counts, none of which are comprehensive. The University discontinued its contract in 2017 with Academic Analytics and is currently studying other data options. The University proposes further discussion of this measure over the coming months.

The specific goal of maintaining an average citation count per faculty above 125 annually may be updated with different data sources, but the goal's emphasis on faculty scholarship and excellence will continue.

**Measure:** National scholarship awards to students (system)

**Definition/Discussion:** The number of prestigious national awards annually received by University undergraduates. The seven leading student awards included in this measure are the Beinecke, Churchill, Truman, Rhodes, Fulbright, Goldwater, and Astronaut awards.

These awards represent a wide variety of fields and expertise and are some of the most prestigious student awards in the world. Any given year can be quite variable in the number of awards our students apply for and receive; additionally, many of these leading awards have limitations based on location of the students' institution or home residence.

As such, the measure examines awards in five-year blocks (2015-20) of awards, with a goal of exceeding the previous half-decade's achievement. The Board will also receive annual progress updates on this measure.

**Measure:** Spending on leadership & oversight vs. mission and mission support (system)

**Definition/Discussion:** The percentage of University expenditures on leadership and oversight as determined by the University's internal cost benchmarking study, which has divided all University expenditures into mission, mission-support, and leadership and oversight categories since 2012.

One purpose of this study is to ensure that the University continues to make investments in mission-related activities, while limiting new investment where possible in oversight and overhead. This analysis has shown the ability to contain leadership and administrative costs; however, monitoring levels vs. setting an actual target is probably prudent, as many variables go into this metric.

The University's goal is to maintain and continue to try to decrease the percentage of spend on leadership and oversight, understanding that there is a natural floor for this percentage of expenditures.

**Measure:** University square feet considered in "poor" or "critical" condition (system)

**Definition/Discussion:** The number of gross square feet of University facilities system wide rated through the Facilities Condition Assessment as being in "poor" or "critical" condition.

The University has for a number of years completed a comprehensive facility condition assessment (FCA) on many of its buildings. Beginning in 2013, this was extended to all buildings system wide with an enhanced methodology.

The University tracks the total number of gross square feet considered either "poor" or "critical" by this methodology and has a goal of decreasing the total square footage in these categories over time.

**Measure:** Sustainability – Metric tons of greenhouse gasses (system)

**Definition/Discussion:** The number of metrics tons of greenhouse gasses produced annually across the University system.

The Board of Regents policy on Sustainability and Energy Efficiency directs campus operations to reduce emissions to the environment. In addition, the institution has committed to regular greenhouse gas inventories as part of the American College and University Presidents' Climate Commitment, and the Minnesota state legislature has also established emission reduction requirements for buildings constructed with state funds.

In 2008, when we first began measuring greenhouse gas emissions, the University set as a goal a 50 percent reduction in emissions by 2021. With changes to the emission calculation methodology in 2016 to more accurately reflect trend data in purchased electricity and campus steam plants, the base level of 703,311 metric tons yields a 50 percent reduction target of 351,656 metric tons by 2021.

**Measure:** University credit rating (system)

**Definition/Discussion:** Moody's Investors Services routinely monitors the University's credit rating and takes into account several factors related to the University's overall financial health, student demand, financial statement analysis, state support, and analysis of the University's management strength. Moody's credit ratings range from a high of Aaa to C.

The University works to maintain its current credit rating per Board policy.

**Measure:** Athletics graduation success rate (GSR) (Twin Cities)

**Definition/Discussion:** The percentage of first-time, full-time undergraduates in Division I athletics who begin at the Twin Cities campus as freshmen or transfers, receive athletic aid their first year, and graduate within six years of their first term at any institution. The GSR excludes student athletes who leave the University in good academic standing with remaining athletic eligibility.

Though it functions much like a traditional graduation rate statistic, the GSR is a measure unique to intercollegiate athletics. The GSR holds colleges accountable for graduating those student athletes who transfer into the University and but also does not penalize an institution's graduation rate for student athletes that transfer or leave an institution with athletic eligibility and in good academic standing.

The University already ranks very highly in this measure and has the goal to maintain the significant gains of the past several years.