

NORTHERN
ARIZONA
UNIVERSITY



NAU Strategic Plan Key Performance Indicators

UPDATED: September 2011

NAU Strategic Plan Key Performance Indicators

EXECUTIVE SUMMARY

This Key Performance Indicators (KPI) document summarizes indicators and trends relevant to the university strategic goals set forward through an extensive strategic planning process in 2007 and revised in 2010 ([Strategic Plan 2010](#)). Each goal is monitored through a set of three to six measures that are color- and symbol-coded to identify the level of progress the university has made.

Color green or symbol “↑” indicates a positive trend

Color yellow or symbol “↔” indicates the need for closer monitoring

Color red or symbol “↓” indicates substantial deficiency in performance

Northern Arizona University is growing, improving access to higher education for all Arizonans and attracting more international students, strengthening and fine-tuning its research focus, maintaining high level of satisfaction among graduating students, and in recent years, significantly increasing the number of awarded baccalaureate degrees. The university’s lower-cost options start showing high level of productivity. Finally, a number of efficiency-boosting projects were implemented or are underway to offset substantial reductions in state appropriations.

Successful completion of lower-division classes, lower than desired but improving retention and graduation rates, and recently declining Native American student enrollment present challenges that the university recognizes as important to improve in the upcoming years in order to meet the performance targets set by Arizona Board of Regents (ABOR).

Two critical inputs—staff and faculty salaries and deferred maintenance—if left unaddressed may have a significant negative impact on the university’s competitive position in the higher education marketplace and its ability to provide high-quality education to Arizona residents. In fiscal year 2011, 40 percent of NAU enterprise was publicly funded—down from 63 percent in fiscal year 2008. This national trend in shifting a greater proportion of education cost onto individuals changes how public institutions of higher education (including NAU) operate. To moderate tuition increases the university seeks efficiencies in all operations and has developed lower-cost options. However, the programs that the state and the nation need most in order to prosper are some of the most expensive—specifically those preparing students for health professions and in science, technology, engineering, and math fields.

Overall, the university is making significant progress on the goals set forward by the Arizona Board of Regents and through the internal strategic planning process. However, continuing improvements will be increasingly more difficult to achieve without appropriate base-level funding and strategic investments.

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KEY PERFORMANCE INDICATORS DASHBOARD

Goal 1: Learning Centered University	
Student engagement benchmarks	↑
Liberal studies skills	↑
Successful completion of classes	↔
Experiential learning	↔
Student success after graduation	↑
Goal 2: Student Access, Progress, and Affordability	
Enrollment by campus	↑
Number of degrees awarded	↑
One-year retention rate	↔
Six-year graduation rate	↔
Student debt	↔
Goal 3: Vibrant Sustainable Community	
Undergraduate research activity	↑
Research expenditures	↑
Scholarly productivity	↑
Sustainability rating	↑
Economic impact	↑
Goal 4: Global Engagement	
International student enrollment	↑
Study abroad	↔
Courses with global content	↑
Goal 5: Inclusion, Civility, and Respect	
Diverse faculty	↑
Diverse staff	↑
Student diversity	↔
Degrees awarded to diverse students	↑
Culture of inclusion	↑
Faculty development	↔
Goal 6: Commitment to Native Americans	
Native American student enrollment	↔
Native American student retention	↑
Native American faculty	↔
Ranking in degrees awarded to Native American students	↑
Native American student experience at NAU	↑
Goal 7: Innovative, Effective, and Accountable Practices	
Degree completions	↔
Salary market comparisons	↓
Class capacity utilization	↑
Deferred maintenance	↓
Efficiency-boosting projects	↑

As additional institutional data collection systems are developed, the following KPIs were recommended by the 2010-2011 Strategic Planning and Budget Council to track:

- Goal 1: Scaffolding student support index to assess effectiveness of academic support services and Proficiency Profile as an evidence of student learning outcomes
- Goal 4: Number of faculty participating in scholarly activity abroad and number of visiting faculty
- Goal 5: Financial measures reflecting university's financial health

NAU Strategic Plan Key Performance Indicators

1. LEARNING-CENTERED UNIVERSITY: BE A LEARNING-CENTERED UNIVERSITY THAT PROMOTES HIGH LEVELS OF STUDENT SUCCESS, ENGAGEMENT, AND ACHIEVEMENT

Strategies:

- A. Enrich undergraduate experience to promote student learning and success
- B. Enrich graduate education to promote student achievement and engagement in discovery and practice
- C. Build a strong scaffolding of student support and guidance for achievement

Key Performance Indicators:

1. Student engagement benchmarks
2. Liberal studies skills
3. Successful completion of classes
4. Experiential learning
5. Student success after graduation

1.1 Student engagement benchmarks

In comparison to Carnegie peers participating in the 2010 National Survey of Student Engagement, NAU scores slightly better in student-faculty interaction as reported by first-year students and the following areas as reported by seniors: level of academic challenge, active and collaborative learning, student-faculty interaction, and enriching educational experience. The practical significance of the differences between NAU and participating Carnegie Peers is positive, but considered small.

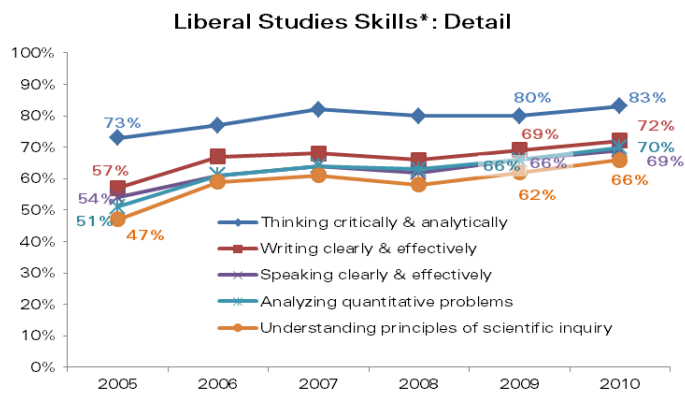
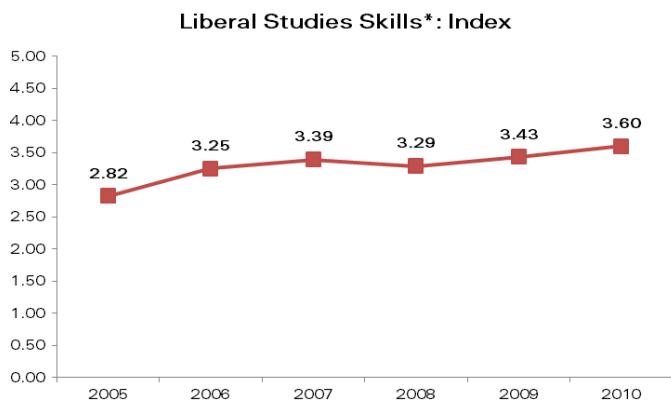
First-year Students	2002	2003	2005	2007	2008	2010	Carnegie Peers 2010	Effect Size*
Level of Academic Challenge	53	52	50	50	52	53	54	-0.07
Active and Collaborative Learning	43	45	44	43	43	44	43	0.08
Student-Faculty Interaction			34	34	34	35	34	0.1
Enriching Educational Experience			29	28	28	30	29	0.08
Supportive Campus Environment	56	59	57	60	60	61	62	-0.06
Seniors	2002	2003	2005	2007	2008	2010	Carnegie Peers 2010	Effect Size*
Level of Academic Challenge	57	55	56	56	58	60	57	0.23
Active and Collaborative Learning	53	50	55	52	54	54	51	0.2
Student-Faculty Interaction			47	43	46	44	41	0.16
Enriching Educational Experience			44	42	45	42	40	0.14
Supportive Campus Environment	54	56	57	56	58	59	59	0.01

* Effect size indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

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1.2 Liberal studies skills

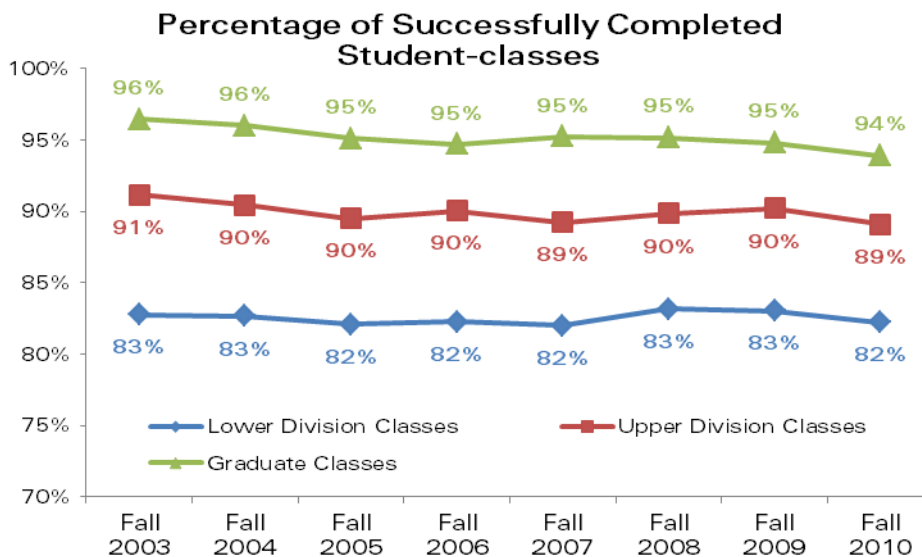
NAU's contribution—as reported annually by graduating seniors—to the improvement of student liberal studies skills shows a positive gradual increase. *SOURCE: NSSE*



*Based on Senior survey data where seniors reporting NAU contributed to the development of the selected skills quite a bit or very much.

1.3 Successful completion of classes: Percentage of successfully completed student-classes (grades A, B, C, or P) in fall semester by class level.

Since fall 2003, the rate at which students successfully completed undergraduate or graduate classes has not changed very much. Lower division classes have the lowest completion rate that hovers at 82%, followed by upper division classes at 89%, and graduate classes at 94%. *SOURCE: Institutional Data*



NAU Strategic Plan Key Performance Indicators

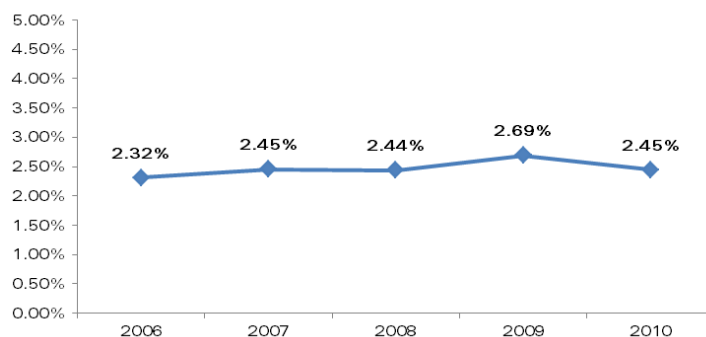
1.4 Experiential learning: Average percentage of student credit hours an NAU graduate takes in courses identified as having an experiential learning component.

The percentage taken in courses with significant experiential learning component varies greatly by college. As expected, students graduating from the College of Health and Human Services took significantly greater percentage of experiential learning courses than other baccalaureate degree recipients. The College of Social and Behavioral Sciences is a distant second on this measure. On average, baccalaureate degree recipients at NAU take about 2.5 percent of their credit hours in courses that can be classified as having a substantial experiential learning component. *SOURCE: Institutional Data*

Experiential learning is defined as credit hours in courses with the course numbers 208, 389, 408, 466, 485, 497:

- Fieldwork experience
- Cooperative education
- Internship
- Undergraduate research
- Independent study

Average % of SCH with significant experiential learning component taken by a baccalaureate degree recipient



1.5 Student success after graduation: Percentage of recent graduates employed / in military service / in graduate school (i.e. those who are not unemployed)

Nearly 92 percent of respondents from the graduating class 2009-2010 (baccalaureate degree recipients) surveyed one year after graduation in February and March of 2011 reported to be either employed, in graduate school, or involved in other activities. Only approximately 9 percent were involuntarily unemployed. For comparison, Arizona's seasonally adjusted unemployment rate published by the U. S. Bureau of Labor Statistics for January 2011 was 9.6 percent and national rate for the same period was 9.0% (U. S. Bureau of Labor Statistics, 2011). *SOURCE: Job Placement Survey*

N = 503	Percentage
Employed	77.9%
Graduate School	8.7%
Involuntarily unemployed	9.1%
Other	4.2%
Total	100.0%

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2. STUDENT ACCESS, PROGRESS, AND AFFORDABILITY: PROVIDE RESPONSIVE EDUCATIONAL PROGRAMS TO ARIZONA CITIZENS WHEREVER THEY LIVE AND WORK

Strategies:

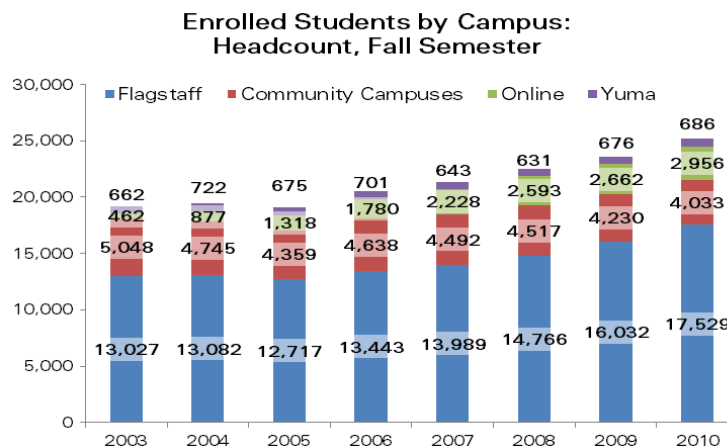
- A. Recruit and retain students to ensure a vibrant, engaged, and diverse student body
- B. Provide multiple models and places of delivery to meet the needs of learners

Key Performance Indicators

1. Enrollment by campus
2. Number of degrees awarded
3. One-year retention rate
4. Six-year graduation rate
5. Student debt

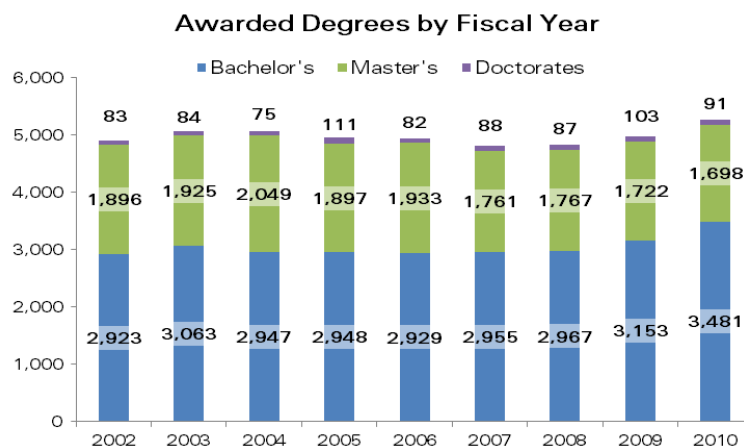
2.1 Enrollment by campus

After years of decline, overall student enrollment has been growing significantly since fall 2006. Most of the enrollment growth can be attributed to Flagstaff and online campuses. *SOURCE: Institutional Data*



2.2 Number of degrees awarded

Degree awards are closely tied to student enrollment. As a lagging measure, the number of awarded degrees has started to increase more significantly in 2009, and with the recent years of undergraduate enrollment growth it is expected to continue to increase. *SOURCE: Institutional Data*

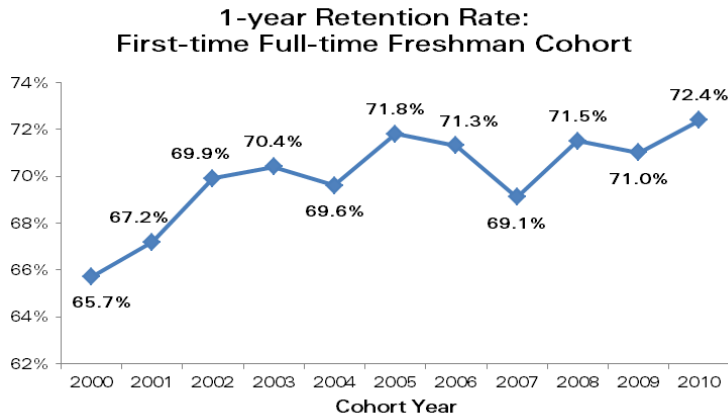


NAU Strategic Plan Key Performance Indicators

2.3 One-year retention rate

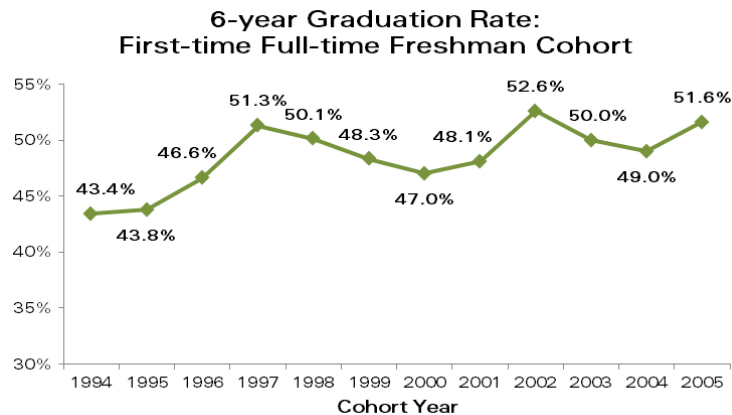
In the last ten years, one-year retention of incoming first-time full-time freshmen has been slowly improving. Still nearly 28 percent of freshmen leave the university before their sophomore year.

SOURCE: Institutional Data



2.4 Six-year graduation rate

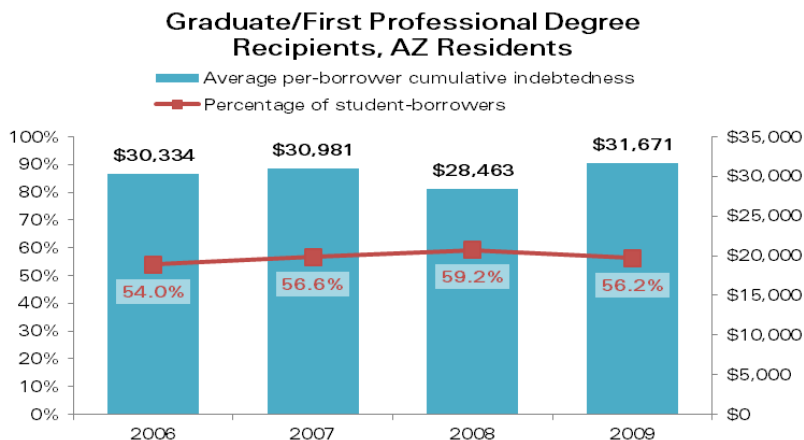
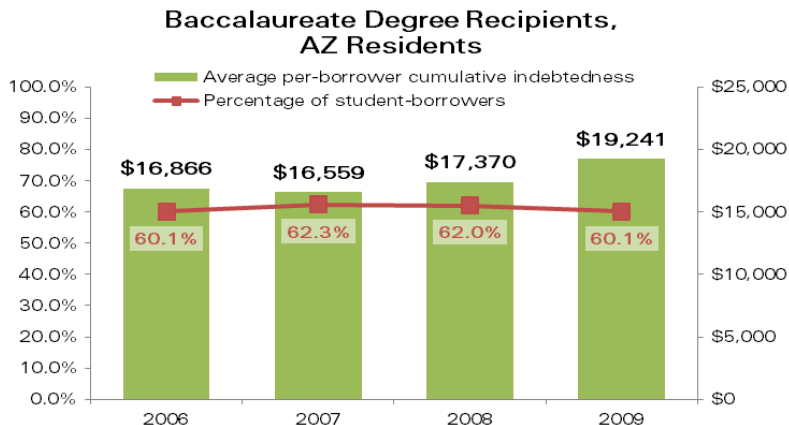
Six-year graduation has improved quite significantly, especially between 1994 and 1997 cohorts that graduated in 2000 and 2003, respectively. The last, 2005, cohort shows a significant improvement over the previous year cohort. *SOURCE: Institutional Data*



NAU Strategic Plan Key Performance Indicators

2.5 Student debt: Percentage of graduates with debt and cumulative student debt

About 60 percent of baccalaureate degree recipients borrowed at least once from any program during their academic career at NAU. According to the National Postsecondary Student Aid Study nearly 72 percent of undergraduates received some type of aid while attending public, doctorate-granting institutions in 2007-2008. The Project on Student Debt estimates that college seniors who graduated in 2009 carried an average of \$24,000 in student loan debt. At NAU, the average debt of a baccalaureate degree recipient is \$19,241. *SOURCE: Institutional Data*



**Data description: Percentage of those who borrowed at any time through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; parent loans excluded). Figures include only students who borrowed while enrolled at NAU.*

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3. VIBRANT SUSTAINABLE COMMUNITY: ELEVATE THE ENVIRONMENTAL, ECONOMIC, SOCIAL, AND CULTURAL VITALITY OF OUR COMMUNITIES

Strategies:

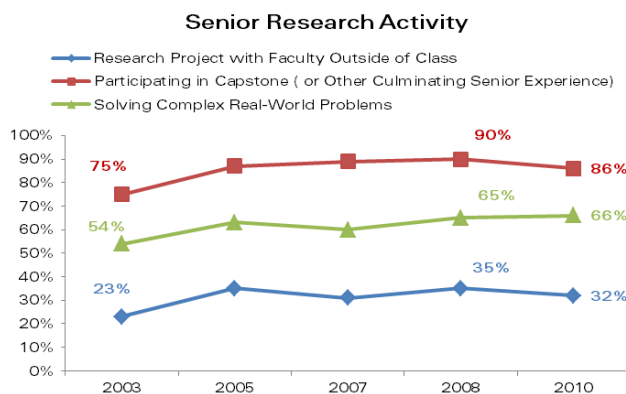
- A. Support a vibrant community of scholars
- B. Enhance administrative infrastructure to support research activities
- C. Enhance sponsored research administration
- D. Be a model of environmentally responsible and sustainable operations and education

Key Performance Indicators:

1. Undergraduate research activity
2. Research expenditures
3. Scholarly productivity
4. Sustainability rating
5. Economic impact

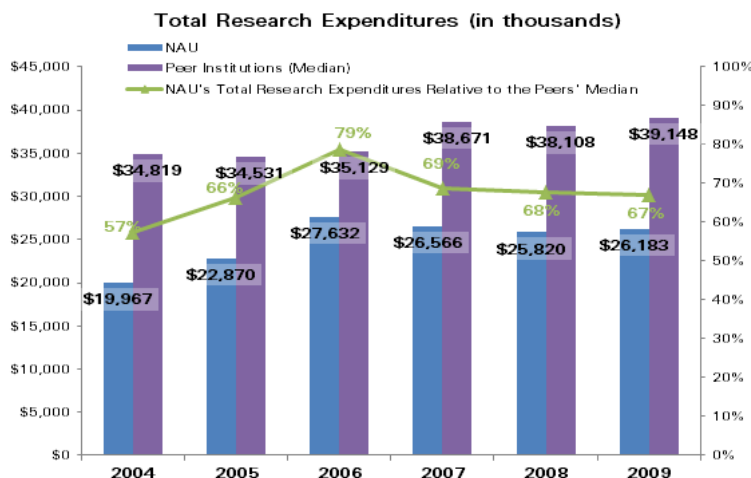
3.1 Undergraduate research activity

The trend data from the National Survey of Student Engagement generally show a modest increase in student involvement in research. The percentage of students reporting to participate in research projects with faculty outside of class, culminating senior experience, or solving complex real-world problems increased since 2003 by 9, 11, and 12 percent respectively. *SOURCE: NSSE*



3.2 Research expenditures: Total research expenditures relative to the peers

Since 2004 NAU's research expenditures (total academic R&D excluded of public service) has increased by 31 percent, while the median total expenditures of NAU's official peers has increased by only 12 percent. *SOURCE: Institutional Data*

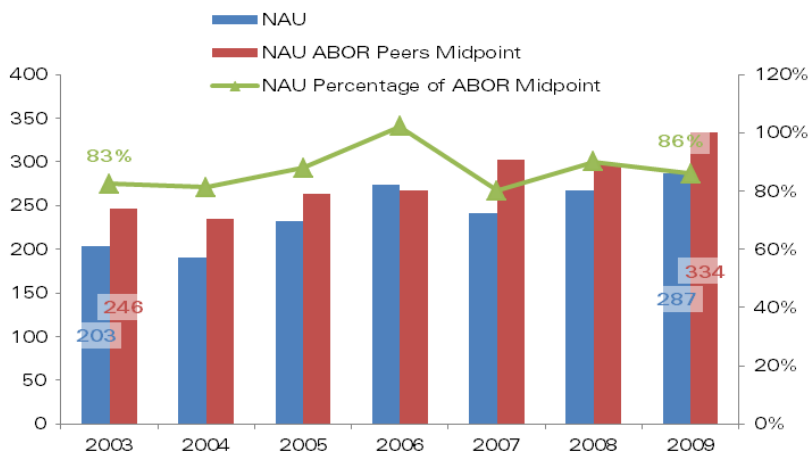


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3.3 Scholarly productivity: A number of Web of Science documents

NAU's annual scholarly productivity has increased since 2003 by 41 percent and in 2009 reached 86 percent of the ABOR-approved peer midpoint. Since 1981 NAU's top five most active disciplines are ecology, zoology, history, forestry, and multidisciplinary geosciences.

A Web of Science document is the record of an article that may be viewed in Web of Science, a database of records of articles from more than 11,000 scholarly publications. It is currently strong in fields such as science and medicine, and Thomson Reuters plans to increase depth in areas such as social sciences and humanities. *SOURCE: Web of Science*



Most active subject areas between 1981 and 2011 are:

- ECOLOGY 843
- ZOOLOGY 465
- HISTORY 434
- FORESTRY 329
- GEOSCIENCES, MULTIDISCIPLINARY 312
- ENVIRONMENTAL SCIENCES 277
- EDUCATION & EDUCATIONAL RESEARCH 229
- PLANT SCIENCES 220
- LINGUISTICS 219
- CHEMISTRY, MULTIDISCIPLINARY 191

Most cited authors between 1981 and 2011 are:

- WHITHAM, TG 6,542
- KEIM, P 6,247
- PRICE, PW 5,135
- HART, SC 3,490
- COVINGTON, WW 2,696
- SALT, DE 2,392
- FULE, PZ 1,891
- KOLB, TE 1,841
- MOORE, MM 1,710
- BALDA, RP 1,581

3.4 Sustainability rating: Sustainability Tracking, Assessment and Rating System

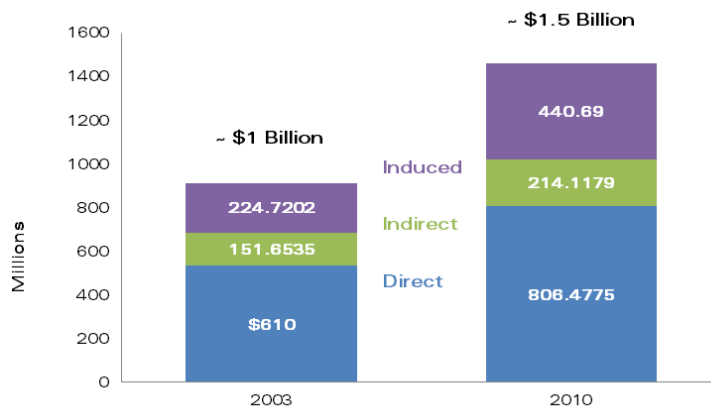
Sustainability Tracking, Assessment and Rating System (STARS) awarded NAU the STARS Silver rating for sustainability in education outreach, operations, planning, administration and engagement, and innovation. *SOURCE: AASHE*



NAU Strategic Plan Key Performance Indicators

3.5 Economic impact: University's overall (direct, indirect, induced) economic impact

With a combined annual direct, indirect, and induced economic impact of \$1.5 billion statewide, the university is a critical economic driver that, as one of a very few segments, has been growing steadily despite the difficult economic cycle. Since 2003 the overall economic impact increased by \$0.5 billion. *SOURCE: Economic Impact Study*



4. GLOBAL ENGAGEMENT: ADVANCE THE INTERNATIONALIZATION OF THE UNIVERSITY TO PREPARE STUDENTS FOR GLOBAL CITIZENSHIP

Strategies:

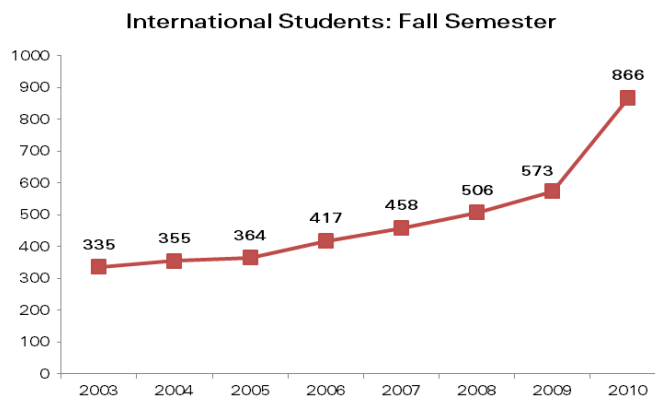
- A. Cultivate a university community that promotes awareness of a diverse and changing world
- B. Expand teaching and research partnerships with partner institutions around the world
- C. Leverage intellectual human capital to meet the national and global demands of the 21st century
- D. Build development opportunities in support of expanded capacity for global learning

Key Performance Indicators:

1. International student enrollment
2. Study abroad
3. Course with global content

4.1 International student enrollment

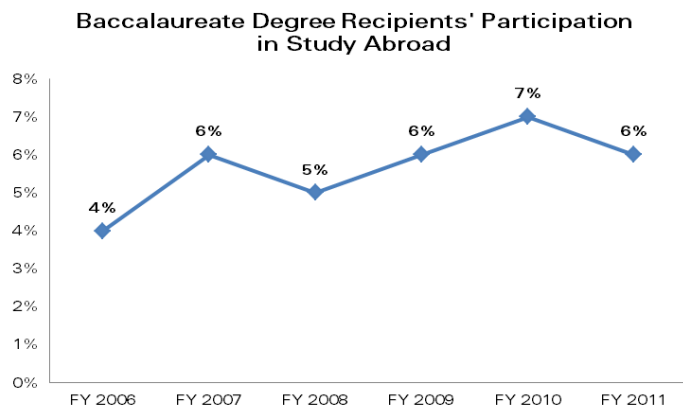
International student enrollment has registered significant growth, especially in the last few years. Since 2003 it increased by nearly 159 percent. *SOURCE: Institutional Data*



NAU Strategic Plan Key Performance Indicators

4.2 Study abroad

The percentage of baccalaureate degree recipients who participate in study abroad anytime during their career at NAU has been oscillating around six percent since 2007. *SOURCE: Institutional Data*



4.3 Courses with global content

In the academic year 2010-2011, 27 percent of all courses posted in the undergraduate and graduate catalogs have significant global content. *SOURCE: CIE*

5. INCLUSION, CIVILITY, AND RESPECT: CREATE A CULTURE OF INCLUSION THAT CONTRIBUTES TO A RICH LEARNING EXPERIENCE AND HELPS PREPARE STUDENTS FOR ENGAGED SOCIAL RESPONSIVENESS IN A GLOBAL ENVIRONMENT

Strategies:

- A. Expand diversity of the community
- B. Foster a community of inclusion
- C. Prepare students to engage in complex historical, social, political, and economic trends and issues in understanding human differences
- D. Provide faculty development workshops, orientations, and presentations teaching the pedagogy of inclusion

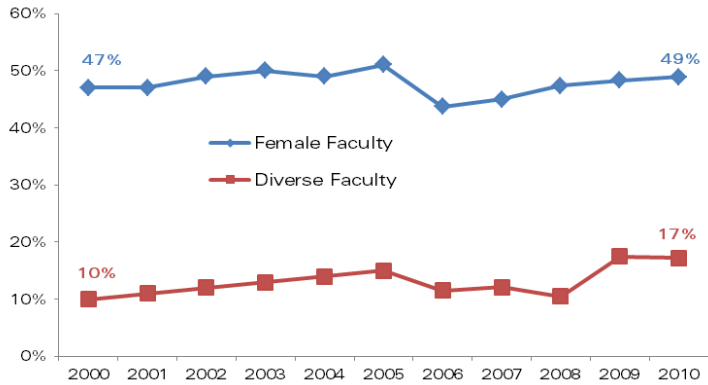
Key Performance Indicators:

1. Diverse faculty
2. Diverse staff
3. Student diversity
4. Degrees awarded to diverse students
5. Culture of inclusion
6. Faculty development

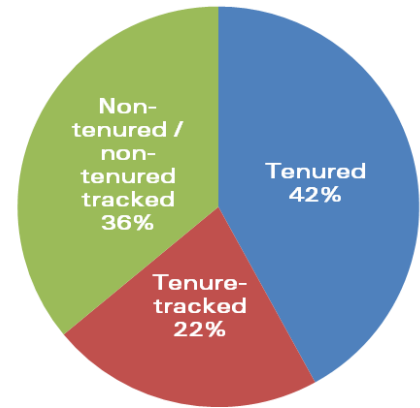
NAU Strategic Plan Key Performance Indicators

5.1 Diverse faculty

NAU's full-time faculty is becoming increasingly more diverse. Nearly two-thirds of diverse faculty are tenured or tenure-tracked. *SOURCE: Institutional Data*

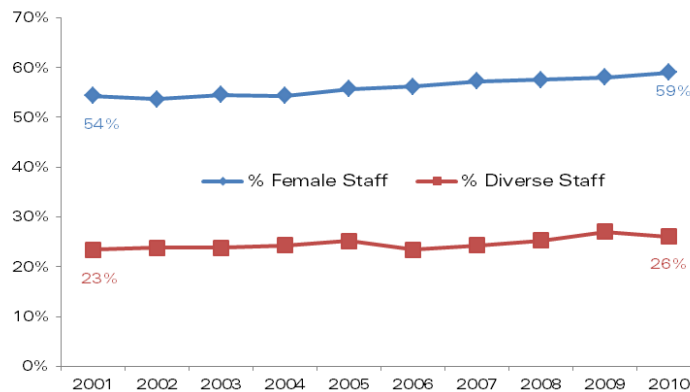


FY 2010 Full-time Faculty



5.2 Diverse staff

Proportion of diverse staff has increased only very little over the years. In 2010 59 percent of employees were women. *SOURCE: Institutional Data*



5.3 Student diversity: Index

The student diversity index measures probability that two randomly selected students (Arizona residents) come from different racial or ethnical background. The Arizona and national diversity index provide context for the institutional measure. NAU student body (Arizona residents only) is substantially less diverse than Arizona's overall population. *SOURCE: Institutional Data, ESRI*

Diversity Index	Fall 2010
NAU (AZ residents)	0.467
AZ*	0.698
US*	0.61

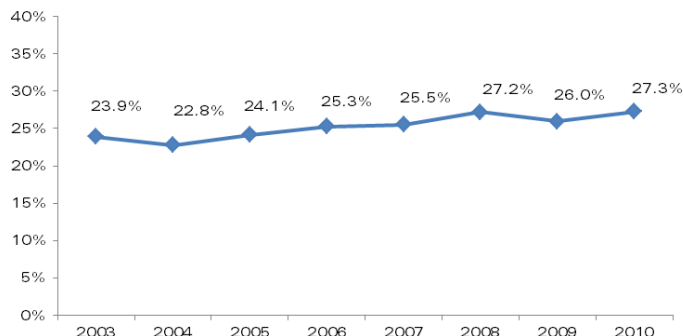
* 2009

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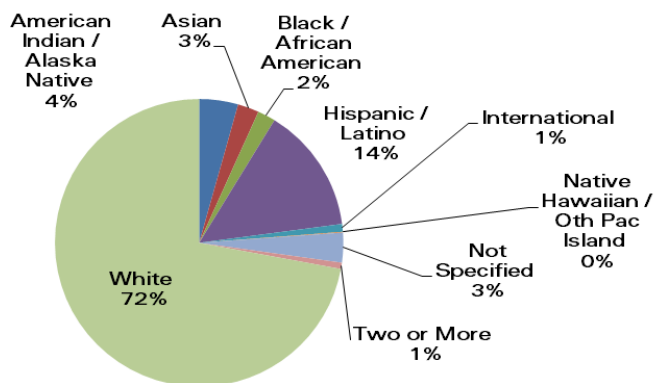
5.4 Degrees awarded to diverse students: Percentage and distribution by ethnicity

The percentage of diverse students awarded an NAU degree (undergraduate or graduate) has been slowly increasing. In FY 2010, more than 27 percent of degree recipients came from diverse ethnic backgrounds. The vast majority of diverse undergraduate degree recipients are Hispanic, followed by Native American and Asian. Graduate degree awards follow a similar pattern with an exception of more degrees awarded to Black than Asian students. *SOURCE: Institutional Data*

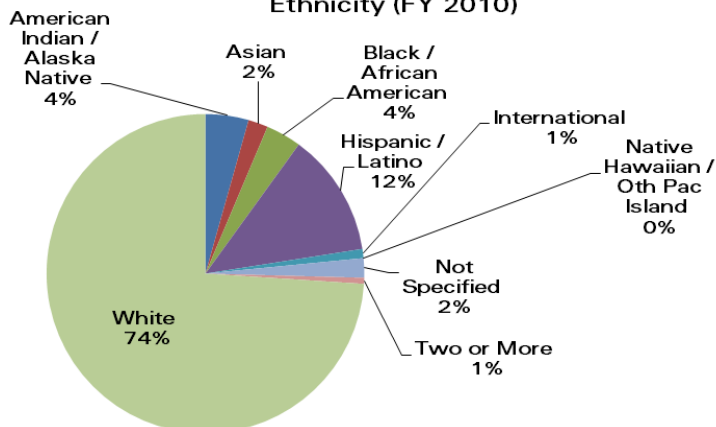
Percentage of Degrees Awarded to Diverse Students



Distribution of Awarded Undergraduate Degrees by Ethnicity (FY 2010)



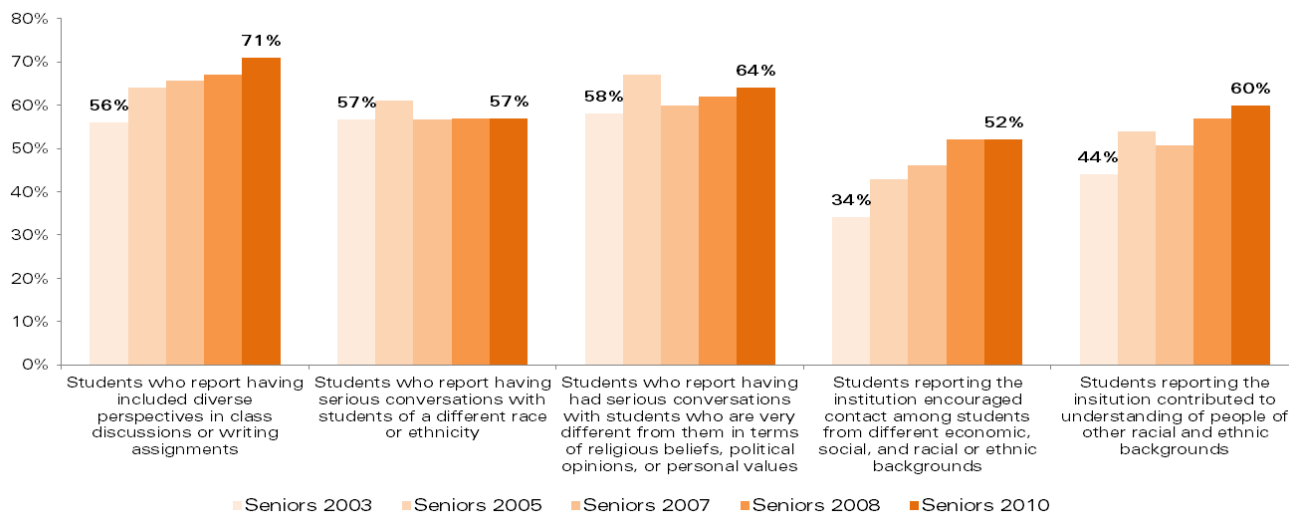
Distribution of Awarded Graduate Degrees by Ethnicity (FY 2010)



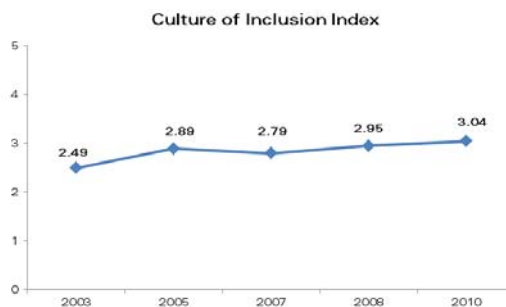
NAU Strategic Plan Key Performance Indicators

5.5 Culture of inclusion: Educational practices

Based on the trend data from the National Survey of Student Engagement (as reported by participating seniors), since 2003, NAU has made significant improvements in its educational practices that foster culture of inclusion. Specifically, in the 2010 survey 18 percent more students than in 2003 reported the institution encouraged contact among students from different backgrounds and 16 percent more students stated that the institution contributed to their understanding of people of other racial and ethnic backgrounds. *SOURCE: NSSE*

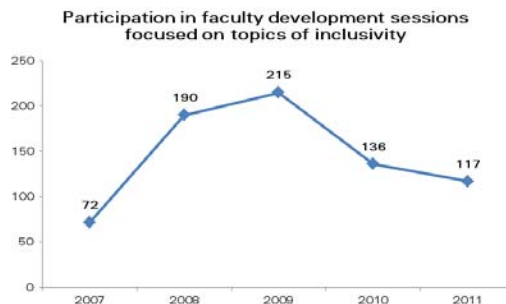


All five NSSE items combined in one index of cultural inclusivity:



5.6 Faculty development: Number of faculty participating in faculty development initiatives focused on topics of inclusion

The number of faculty participating in workshops, presentations, and other faculty development formats focused on culture of inclusion has been declining in the recent years. However, it is still greater than in 2007. *SOURCE: Faculty Development Program*



NAU Strategic Plan Key Performance Indicators

6. COMMITMENT TO NATIVE AMERICANS: BECOME THE NATION'S LEADING UNIVERSITY SERVING NATIVE AMERICANS

Strategies:

- A. Provide a university climate and culture that enhance the academic experiences of Native American students, staff, and faculty
- B. Improve the recruitment, retention, and progress of Native American students
- C. Develop collaborative service and outreach programs with Native American communities

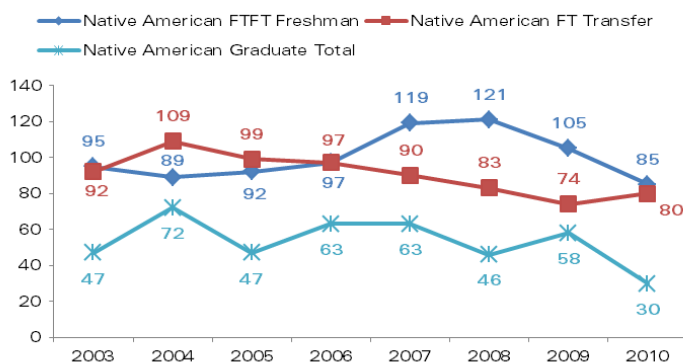
Key Performance Indicators:

1. Native American student enrollment
2. Native American student retention
3. Native American faculty
4. Ranking in degrees awarded to Native American students
5. Native American student experience at NAU

6.1 Native American student enrollment

Enrollment of first-time full-time Native American freshmen has been steadily increasing until 2009, when the trend reversed and the enrollment has been on decline ever since. The number of transferring Native American students has been declining until 2010 when NAU registered a moderate increase in Native American transfers. *SOURCE: Institutional Data*

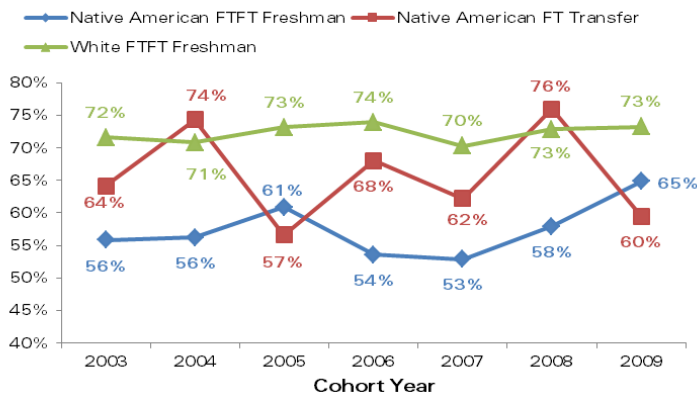
Enrollment: Native American Students



6.2 Native American student retention

In the recent years, NAU made a significant progress in improving retention of its first-time full-time Native American freshmen. Of the 2009 cohort 65 percent returned to the university in fall 2010. That is about 8 percent below the retention rate of first-time full-time White freshmen. *SOURCE: Institutional Data*

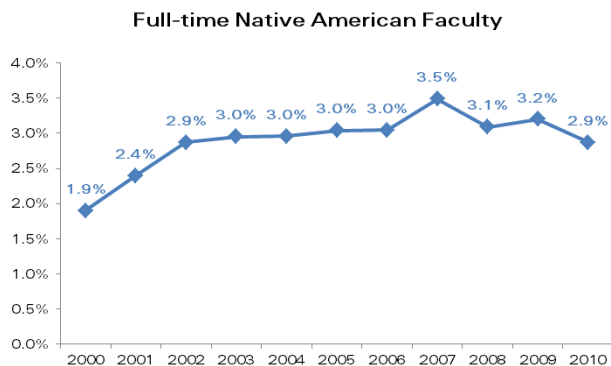
1-year Retention: Native American Students



NAU Strategic Plan Key Performance Indicators

6.3 Native American faculty

The percentage of full-time Native American faculty and all Native American faculty has not changed significantly in the last five years. *SOURCE: Institutional Data*



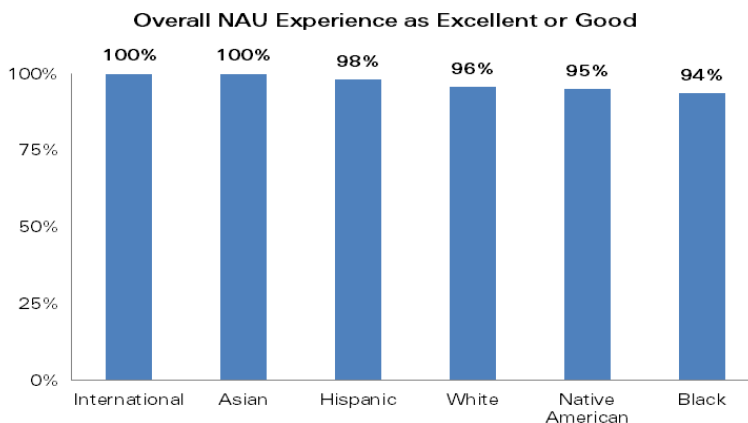
6.4 National ranking of degrees awarded to Native American students.

NAU's relative position in awarding master's degrees to Native American students has improved since 2009 to #2. The university's #9 position from 2009 in awarding baccalaureate degrees to Native American students has not changed. *SOURCE: DIVERSE: Issues in Higher Education*

<i>DIVERSE: Issues in Higher Education</i>							
Ranking in Degrees Awarded to Native American Students							
	2004	2005	2006	2007	2008	2009	2010
Master's Degrees (All disciplines)	#1	#2	#1	#1	#1	#4	#2
Baccalaureate Degrees (All disciplines)	#6	#5	#5	#6	#7	#9	#9

6.5 Native American student experiences at NAU

Native American seniors report having similarly good experience at NAU as White students. *SOURCE: Institutional Data*



NAU Strategic Plan Key Performance Indicators

7. INNOVATIVE, EFFECTIVE, AND ACCOUNTABLE PRACTICES: EXEMPLIFY AN INNOVATIVE, EFFECTIVE, AND ACCOUNTABLE LEARNING COMMUNITY

Strategies:

- A. Continuously improve institutional effectiveness and organizational performance
- B. Implement curriculum and course scheduling practices that strengthen service to students and increase institutional effectiveness
- C. Maximize administrative, faculty, and staff commitment through workforce practices and services that contribute to the long-term viability of the university

Key Performance Indicators:

1. Degree completions
2. Salary market comparisons
3. Class capacity utilization
4. Deferred maintenance
5. Efficiency boosting projects

7.1 Degree completions: Per 100 FTE

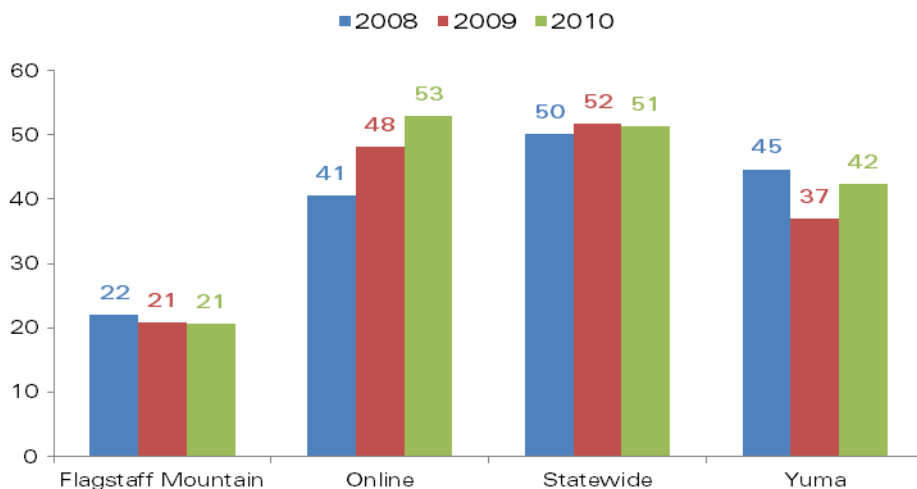
Degree completions per 100 FTE vary greatly by campus. Productivity of online programs has increased significantly in the last three years, reaching 53 completions per 100 FTE. Not surprisingly, completion programs and master's programs online and those offered through community campuses have the highest number of completion per 100 FTE. *SOURCE: Institutional Data*

	2008	2009	2010
Completions* per 100 FTE	25	28	27
Total 12-month FTE** (IPEDS)	20,003	19,224	20,642
Completions (IPEDS)	5,054	5,356	5,598

* All undergraduate and graduate degrees and certificates

** All undergraduate and graduate enrollments

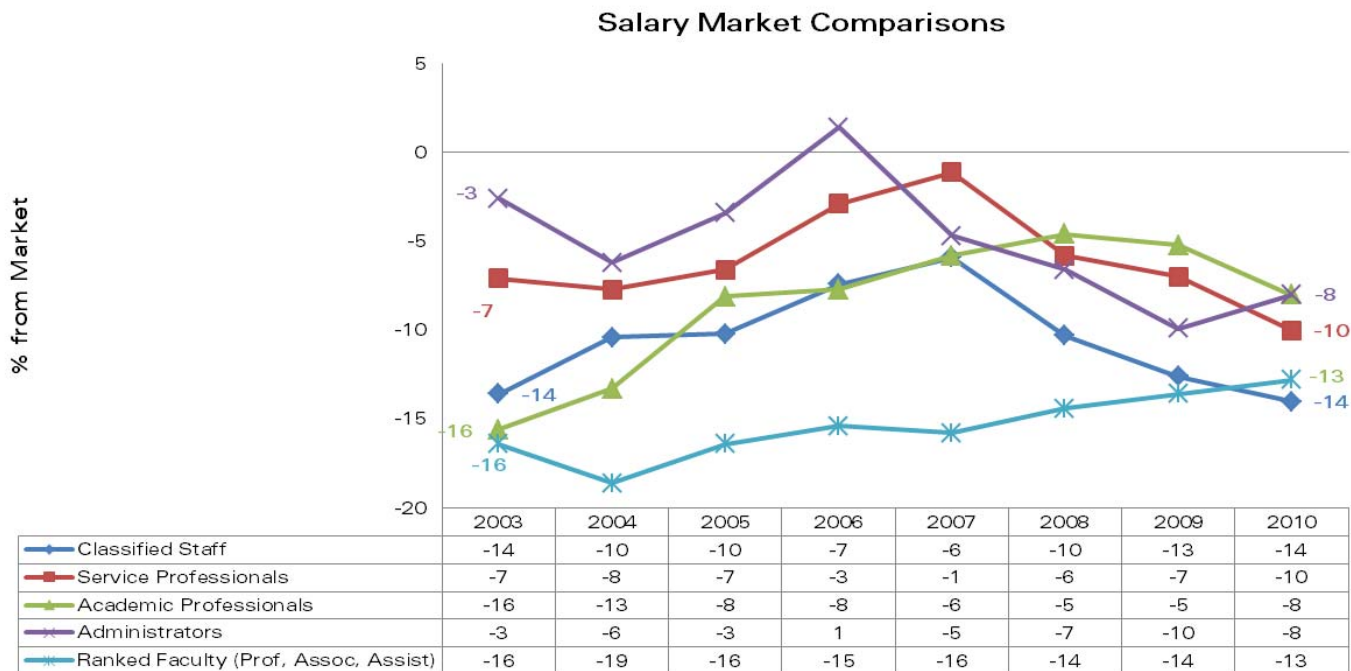
Completions per 100 FTE by Campus



NAU Strategic Plan Key Performance Indicators

7.2 Salary market comparison

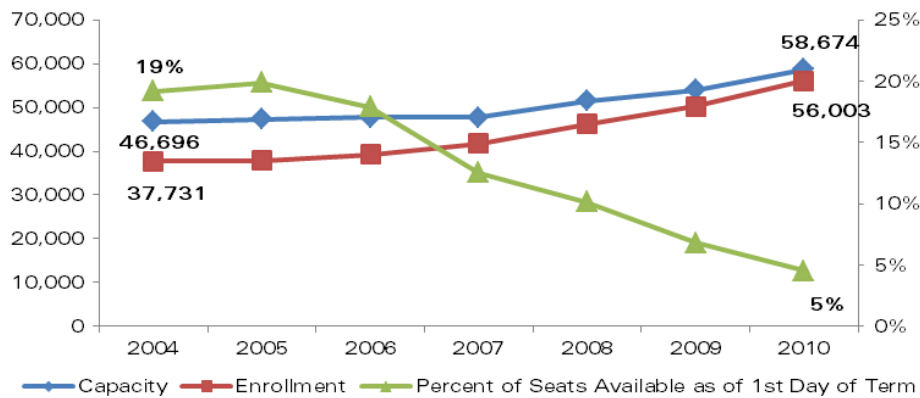
After years of significant improvements in market competitiveness for all pay groups, classified staff, service professionals, and administrators' salaries are below or at the 2003 level. Academic professionals and ranked faculty are the only groups whose salaries are more competitive than they were in 2003, although ranked faculty are (along with classified staff) the furthest from the market among all types of employees. *SOURCE: Human Resources*



7.3 Class capacity utilization

NAU has become more efficient by filling its class sections with student enrollment. *SOURCE: Undergraduate Studies*

**Course Capacity Management Closes the Gap
Between Seats Offered & Enrolled**
Flagstaff Mtn, 16 week, lower division seats



Note: This measure does not reflect the utilization of physical facilities.

NAU Strategic Plan Key Performance Indicators

7.4 Deferred maintenance: Campus facility condition index (FCI)

NAU's facilities are overall in fair condition. The facilities condition index (FCI) is a ratio of the estimated deferred maintenance to the estimated building replacement value. An FCI less than 0.05 is an indication that facilities are in "good" condition. A desirable FCI goal is 0.02. An FCI of 0.5 - 0.10 is an indication that facilities are in fair condition. An FCI greater than 0.10 is an indication that facilities are in poor condition. An FCI greater than 0.15 is an indication of facilities at risk for failure or non-functionality, if significant renovation or replacement does not occur soon. Buildings with an FCI greater than 0.40 are difficult and costly to renovate, where possible, and demolition is suggested. *SOURCE: Capital Assets*

Deferred Maintenance	FY11	FY10	FY09	FY08
Total Number of Facilities	108	108	106	104
Gross Square Footage	5,930,272	5,730,334	5,698,781	5,296,063
Estimated Replacement Value	\$1,447,291,696	\$1,279,032,973	\$1,272,622,721	\$1,265,798,782
Deferred Maintenance Total	\$113,894,624	\$155,291,913	\$158,094,072	\$165,293,401
CAMPUS FACILITY CONDITION INDEX (FCI)	7.87%	12.14%	12.42%	13.06%

7.5 Efficiency-boosting projects

The university has invested in a number of projects that improve productivity, increase efficiency, and foster innovation. The following lists identifies projects that were completed or in progress in FY 2010-2011

- Converting courses from Vista to Learn
- Upgrade to PeopleSoft system by October 2012
- Upgrade of the advantage financial system to the Oracle system
- E-planning system—advising and institutional planning tools to augment professional advising; fall 2011
- Class scheduling system
- Faculty activity reporting system
- Maximizing the use of facilities
- Examining NAU's benefits structure for possible cost savings and efficiencies
- Using technology to improve efficiency in administrative tasks by employing paperless, automated workflow to replace traditionally paper-based processes
- Reviewing the current committee structures to reduce or consolidate them with the goal 75 percent fewer human-hours being consumed while still meeting mission-critical objectives. Examining administrative structures at the campuses and system to reduce duplication, e.g., reduce office staff expenses by pooling staff members in clusters of four or five departments, and reducing the number of offices needed through pooling
- Working through legislative barriers that require hard copy paychecks to allow mandatory direct deposits for employee and student payrolls, and expense reimbursements
- Considering creating a "Work to Learn" program that fills office, buildings-and-grounds, and custodial staff positions with student workers who may earn tuition monetary credits. Students can be employed to perform a wide variety of jobs;
- Exploring a cash incentive program for schools, colleges, departments, and faculty members who exceed targets for retaining students, and for graduating them on time;
- Encouraging employees to offer cost saving ideas and recognize them for their contributions. This will provide greater satisfaction levels with their cost containment achievements;
- Bidding its banking services to assure the lowest costs of conducting its banking business.