

October 2006



Indicators of Institutional Quality: Annual Report 2006

Table of Contents

Table of Contents	2
INTRODUCTION	4
Major Findings	6
Report Context and Organization.....	7
Section 1: Primary Indicators	10
<i>Undergraduate Student Learning and Achievement</i>	<i>11</i>
Six-Year Graduation Rate	12
Nationally-Competitive Awards Won by Undergraduate Students	14
Percent of Graduating Students Who Had a Meaningful Research or Creative Activity Experience.....	16
<i>Graduate, Professional, and Post-doctoral Education</i>	<i>17</i>
Nationally-Competitive Awards Won by Graduate and Professional Students	18
Index of Graduates' Success on Professional Licensure Examinations	20
National Publications and Presentations by Current Graduate and Professional Students	21
<i>Research, Scholarship, and Creative Activity.....</i>	<i>23</i>
Federal Research Dollars Expended	24
Index of Nationally Significant Scholarly or Creative Works by Faculty Members	26
Nationally-Competitive Awards, Honors, and Memberships Won by Faculty Members.....	28
<i>Outreach and Engagement.....</i>	<i>30</i>
Number of Participants in Non-residential Educational Programs	31
<i>Other Contributors to a Profile of Excellence</i>	<i>33</i>
Students of Color as Percent of Total.....	34
Index of Faculty Diversity	36

Section 2: Additional Indicators	39
<i>Undergraduate Student Learning and Achievement.....</i>	<i>40</i>
Freshman-to-Sophomore Retention Rate.....	40
Percent of Graduating Students Who Participated in an International Experience.....	42
Percent of Graduating Students Who Participated in an Internship, Co-op or Service-Learning Experience.....	43
Average GRE Scores of UNL Undergraduates.....	44
Average LSAT Scores of UNL Undergraduates.....	46
Average GMAT Scores of UNL Undergraduates.....	47
Average MCAT Scores of UNL Undergraduates	48
<i>Graduate, Professional, and Post-doctoral Education.....</i>	<i>50</i>
Number of Doctorates Granted.....	50
Number of Post-Doctoral Appointees in Science, Engineering, and Health Fields.....	52
Number of Masters Degrees Granted.....	54
<i>Research, Scholarship, and Creative Activity.....</i>	<i>56</i>
Total Sponsored Dollars Awarded.....	56
Number of Grant Proposals Submitted for More Than \$1M	57
<i>Outreach and Engagement.....</i>	<i>58</i>
Total Sponsored Outreach Dollars Awarded	58
Index of Commercial Impact of Faculty Research	60
Index of Library Services and Resources Shared with Nebraskans.....	62
<i>Other Contributors to a Profile of Excellence</i>	<i>64</i>
Percent of Top 10% Students in State Who Matriculate at UNL	64
Average ACT Composite of Incoming First-Year Students	65
Annual Giving.....	66
Alumni Association Membership	68
<i>Additional Indicators with Data Not Yet Available</i>	<i>69</i>
Data Sources and Methodology – Primary Indicators	70
Data Sources and Methodology – Additional Indicators	83

Indicators of Institutional Quality: Annual Report 2005

I N T R O D U C T I O N

The 2006 Quality Indicators report is the fifth “report card” measuring UNL’s progress toward the goals and aspirations of the *2020 Vision*.^{*} The record shows that University of Nebraska-Lincoln (UNL) students and faculty members are continuing their pursuit of excellence in areas that reflect our mission and goals.

Due to the outstanding efforts of numerous individuals and departments across campus, the university has made remarkable strides in gaining support for research. For the first time ever, funded research eclipsed \$100 million as UNL faculty earned \$104.6 million in support during the fiscal year ending June 30. Funding for all sponsored programs also set a record, receiving \$165.9 million; this represents an increase of over 80% since fiscal year 1999-00.

In addition to the institutional improvements highlighted in this report, UNL faculty realized many individual achievements. The following are just some examples. Ted Kooser was awarded the 2005 Pulitzer Prize in Poetry. Mechanical engineering professor Shane Farritor teamed with UNMC director of minimally invasive surgery Dmitry Oleynikov to design tiny robots that have been used to train doctors to perform surgery in remote locations, including outer space. Chemistry professor Jody Redepenning introduced a process to create synthetic bone, which could be used to help victims of car crashes, war or other accidents. Also, Nutrition & Health Sciences professor Tim Carr invented a cholesterol-lowering compound made from soybeans and beef tallow that could soon become commercialized through an agreement with Beef Products Inc.

It is important to celebrate how far we have come, but it is even more exciting to identify where we have the potential to go. Recently, we assessed that progress in our self study completed for the 10-year accreditation visit of the Higher Learning Commission. We said:

By many measures, we are a better university than the university that earned accreditation in 1997. Our efforts at self-scrutiny, our efforts to identify our priorities and needs, and our efforts to more effectively target and match our resources to those priorities and needs make us a stronger, more efficient, and more effective institution of learning.

^{*} *A 2020 Vision: The Future of Research and Graduate Education at UNL* (March, 2000). Retrieved August 21, 2006 from <http://www.unl.edu/svcaa/documents/2020report.pdf>.

Guided by our core values and commitment to the pursuit of excellence, we have made bold progress toward our vision of becoming one of the leading public research universities and ranked among the strongest state universities in academic quality by our sesquicentennial anniversary in 2019.

At the same time, we have become acutely aware of our need to plan more comprehensively for the future, to have an on-going process of setting and renewing our priorities, one that protects us in times of scarce resources against spending the majority of our efforts in making decisions about what to let go, without having defined what it is crucial to preserve. (p. 37) ¹

Our academic strategic planning process is providing one way to assess regularly what we can do to move forward. Crucial to that effort is a meaningful method of benchmarking our progress. As recommended in the Blue Sky report², we are evaluating the potential of our quality indicators report “to streamline data collection and analysis to make assessment as useful, flexible, and efficient as possible” (p. 36). During Summer 2006, Rebecca Carr and Bill Nunez from Institutional Research and Planning held conversations with our academic deans about the future of this report. As a result, we are likely to redesign it to fit more closely with strategic planning and to better serve the academic leadership and campus more generally. Through these efforts, we will continue to evaluate and encourage movement toward our goals.

Thank you for all that you do to help make UNL a great American research university with a land-grant mission serving the world and Nebraska. We invite your comments and wish you the best in your continued support of UNL.

Barbara Couture
Senior Vice Chancellor for Academic Affairs
Fall 2006

¹ *University of Nebraska-Lincoln Institutional Self-study for the Higher Learning Commission of the North Central Association of Colleges and Schools* (2006). Retrieved October 10, 2006 from http://www.unl.edu/svcaa/documents/self_study/self_study_book.pdf.

² *Intellectual Engagement and Achievement at UNL: Report from the Blue Sky Committee*. (April 2003). Retrieved October 10, 2006 from http://www.unl.edu/svcaa/documents/blue_sky_report.pdf.

Report prepared by Rebecca Carr, National Coordinator, AAU Data Exchange³

MAJOR FINDINGS

The picture that emerges from this report is of a university with many strengths, some areas to improve, and continuing evidence of meeting stated goals. Most of the trends that were identified in, or were emerging in, previous reports have continued.

- The university has met the five-year goal of reaching a six-year graduation rate of 60% that was established by Chancellor Moeser in a 1999 planning presentation to the Board of Regents. Since stating that goal, the six-year graduation rate has risen consistently from 47% in 1999 to 63.3% in 2005.
- The University's retention rate has risen 10% over the past decade, eclipsing the 84% mark and attaining a goal set back in 1999. In addition, while UNL's retention trailed the average of its peers by more than 8% in 1997, in 2006 UNL retained students about as well as peer institutions.
- Over the last three years, roughly one-third of graduating students have reported having had a meaningful research or creative activity experience while at UNL. UNL has continued this strength consistently.
- Federal research expenditures have risen by over 80% since 1999-2000. These are substantial gains, but there is still progress to be made.
- One of the University's finest achievements this past year has been to reach a benchmark goal for sponsored research. For the first time ever, UNL's funded research exceeded \$100 million and total grants for all university missions increased to \$165.9 million, more than double the funding of 10 years ago.
- The number of participants in non-residential credit courses has been increasing consistently since the late 1990's. Participation in credit distance programs has shown a nearly eight-fold increase since 1998-1999.
- The proportion of students of color among our undergraduate population continues to increase. This proportion remains comparatively low, but the rate of change at UNL has outpaced the average of our peers since fall 1996. The upcoming construction of a new multicultural center as part of the Student Union should facilitate a bright future for supporting diversity on campus.
- The percentage of tenured/tenure-track faculty members who are female or people of color continues to increase. The percent of faculty of color has increased by 4.0% since Fall 2000. The UNL campus is now reviewing a revised diversity plan, designed to help us focus our efforts to recruit and retain a diverse faculty.
- The average ACT composite scores for incoming freshmen continues to climb, establishing new highs each of the last four years.

³ Many thanks to **Dustin Will** for all his help in gathering information for this report and keeping it organized.

REPORT CONTEXT AND ORGANIZATION

The following guidelines, developed in Fall 2001 by the Academic Deans and Senior Vice Chancellor Richard Edwards, were used for choosing the quality indicators reported here:

- The set of indicators, taken together, must present a picture that accords with our vision of what we want the university to be; the indicators are not the vision, but they must be consistent with it.
- The indicators should be measures of outputs, not inputs.
- The indicators should rely on data already collected to the maximum extent possible.
- The required data collection should not impose a large new administrative or record-keeping burden.
- Indicators must permit measurement consistently across UNL and peer universities or for UNL over time or both.

The quality indicators are divided into “primary” and “additional” indicators. The distinction allows the institution to identify a short list of the most important measures while not limiting the variety of indicators tracked.

Section 1 presents the *primary* indicators; Section 2 covers the *additional* indicators. Each section is organized by and covers each of five areas:

- (1) Undergraduate Student Learning and Achievement
- (2) Graduate, Professional, and Post-doctoral Education
- (3) Research, Scholarship and Creative Activity
- (4) Outreach and Engagement
- (5) Other Contributors to a Profile of Excellence.

For most indicators, the information is presented to answer three questions:

How are we doing? We collected several years of data to obtain an historical trend for UNL, which information is then presented in a line graph.

How do we compare to the average of our peers? We next show the trend line described above in a graph that also contains the trend line of the *average* of our peer institutions. For some indicators, peer data are not available.

How do we compare to our peers? Finally, we show UNL’s trend line compared to the trend lines for the individual peer institutions. Many of these graphs have been adjusted for institution size. (Again, some peer data are not available.)

The peer institutions established by the Board of Regents for UNL are:

- | | |
|---|--------------------------------------|
| •University of Colorado-Boulder | •University of Kansas-Lawrence |
| •Colorado State University | •University of Minnesota-Twin Cities |
| •University of Illinois at Urbana-Champaign | •University of Missouri-Columbia |
| •University of Iowa | •Ohio State University |
| •Iowa State University | •Purdue University |

Readers should remember that the measures in this report are only indicators of quality and of progress towards institutional goals. They are not an exhaustive list of accomplishments by UNL’s faculty and students, nor are they able to fully capture the complexity, diversity, and richness of the university’s achievements.

Other reports of interest that have shaped or been informed by the Institutional Indicators of Quality are listed below. We invite you to review these documents.

A 2020 Vision: The Future of Research and Graduate Education at UNL

<http://www.unl.edu/svcaa/documents/2020report.pdf>

Intellectual Engagement and Achievement: A Report from the Blue Sky Committee

http://www.unl.edu/svcaa/documents/blue_sky_report.pdf

University of Nebraska-Lincoln Summary: National Survey of Student Engagement 2004

http://www.unl.edu/ous/faculty_resources/assessment/nsse/nsse2004.pdf

Everyone a Learner, Everyone a Teacher: A Report from the Transition to University Task Force

http://www.unl.edu/svcaa/documents/everyone_a_learner.pdf

(This page left intentionally blank)

Section 1: Primary Indicators

Undergraduate Student Learning and Achievement

Background

UNL is committed to helping all our students become well-informed, productive world citizens, capable of effective problem-solving and critical thinking. We believe that all students should develop intellectual curiosity and habits of the mind that will sustain them as lifelong learners. And we want to help them develop values that will guide them in their personal lives and help them be effective community leaders.

We are committed to the academic success of all of our students. With the imposition of admissions standards in 1997 (by which the university certifies that admitted students are prepared to do college-level work), this commitment has moved from mere rhetoric to practical significance. We are committed to offering rigorous programs that challenge the most academically talented students. And we are committed to building a campus culture that encourages all undergraduates to see their intellectual development as the core of their undergraduate experiences.

Finally, we believe that the most compelling reason why a student should choose to attend UNL over other institutions is the opportunity to work with faculty who actively engage in research and creative work, and that the UNL undergraduate experience should include meaningful research or creative activity under the guidance of a faculty member.

Additional indicators in this category can be found starting on page 40.

Key Findings on Primary Indicators

Six-Year Graduation Rate

- The six-year graduation rate continues a steady path of improvement. In the last five years, the graduation rate has climbed from 47% to over 63%. The gap between UNL and peer universities in achieving better graduation rates continues to decrease.

Nationally-Competitive Awards Won by Undergraduate Students:

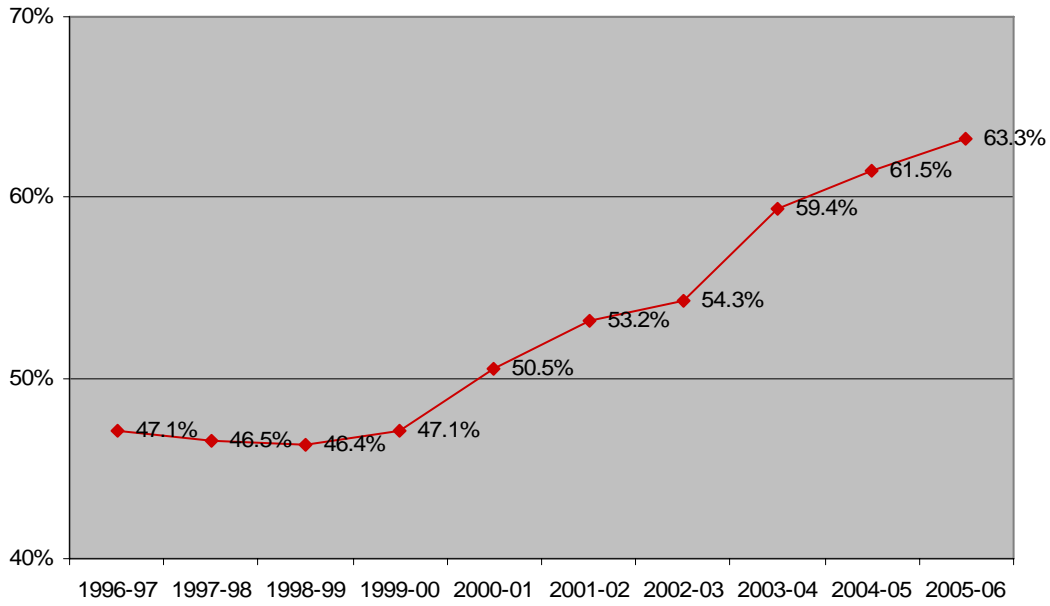
- The number of nationally competitive awards won by undergraduate students is growing. Six students received awards during 2005-06.

Percent of Students Who Had a Meaningful Research or Creative Activity Experience:

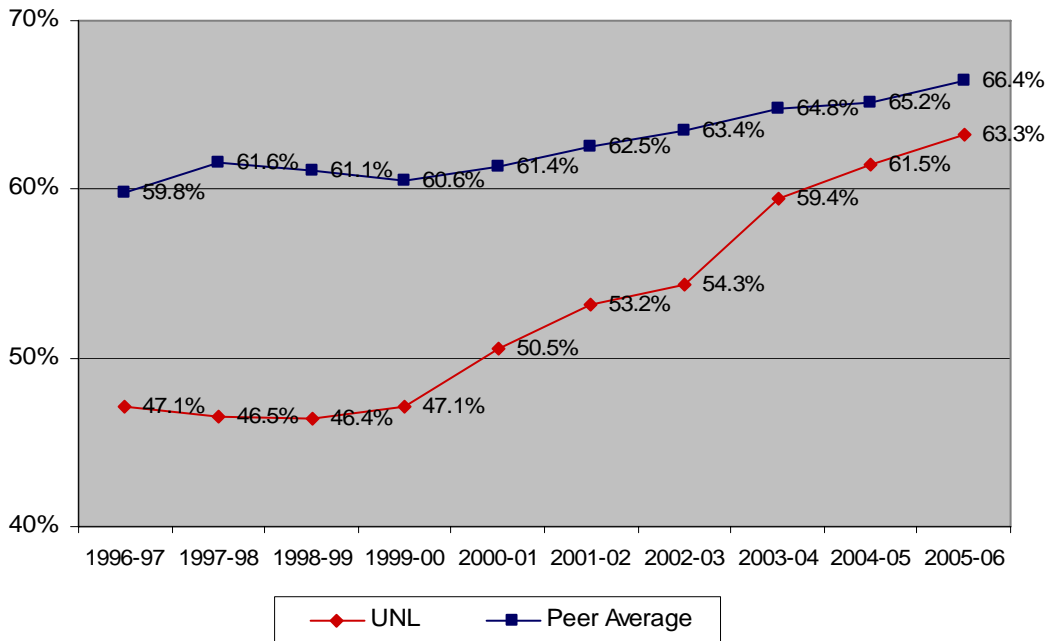
- Over the last three years, roughly one-third of graduating students have reported having had a meaningful research or creative activity experience while at UNL.

SIX-YEAR GRADUATION RATE*

How are we doing?

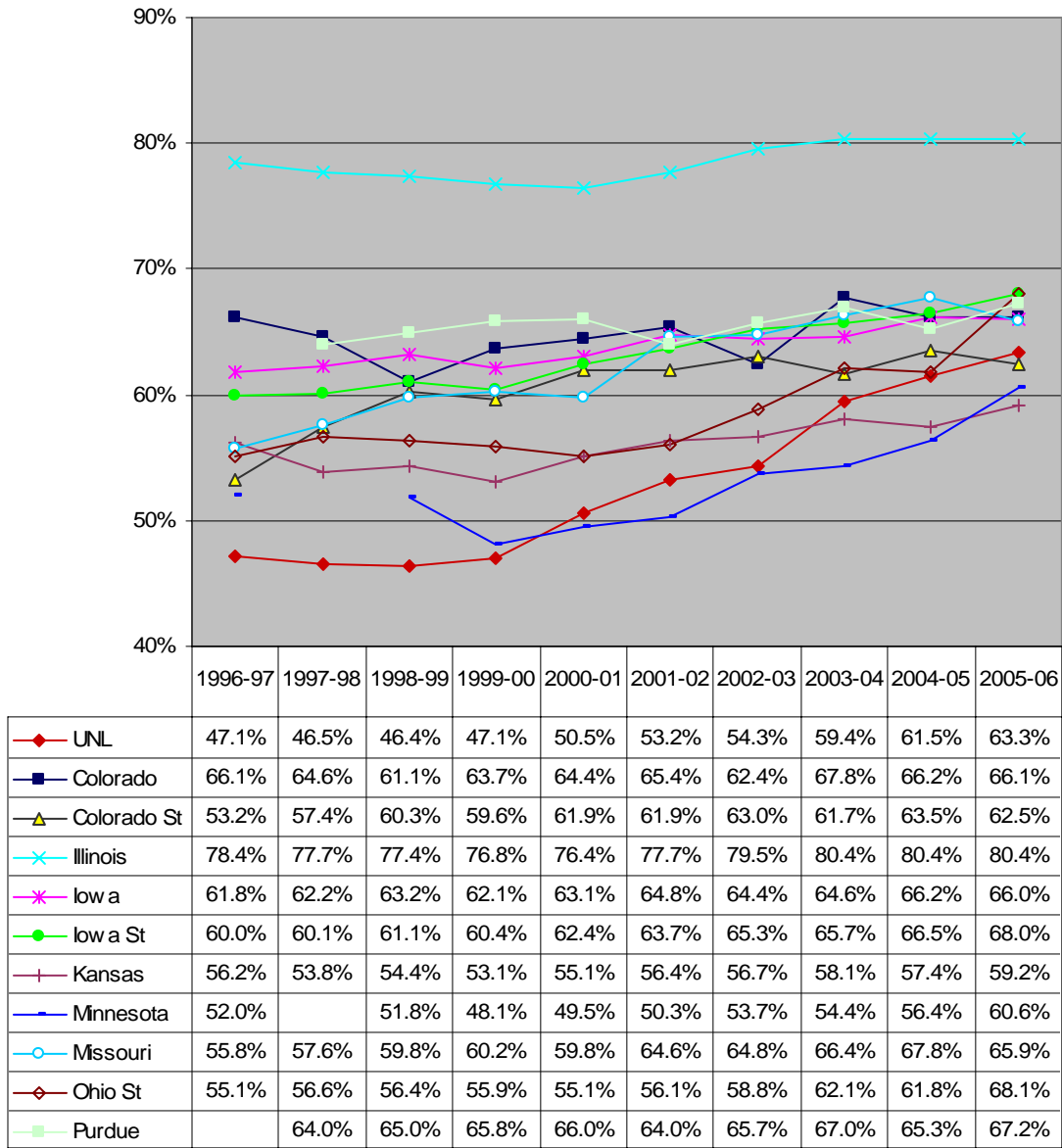


How do we compare to the average of our peers?



* Percentage of first-time, full-time freshmen who graduate within six years, see page 71.

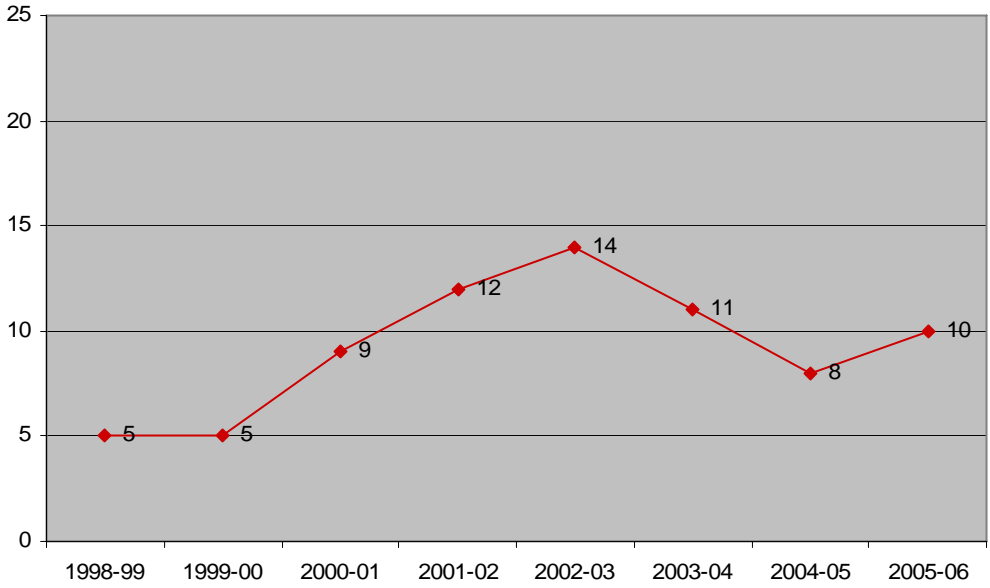
How do we compare to our peers?



NATIONALLY-COMPETITIVE AWARDS WON BY UNDERGRADUATE STUDENTS*
(GENERAL AWARDS OF HIGH RECOGNITION)

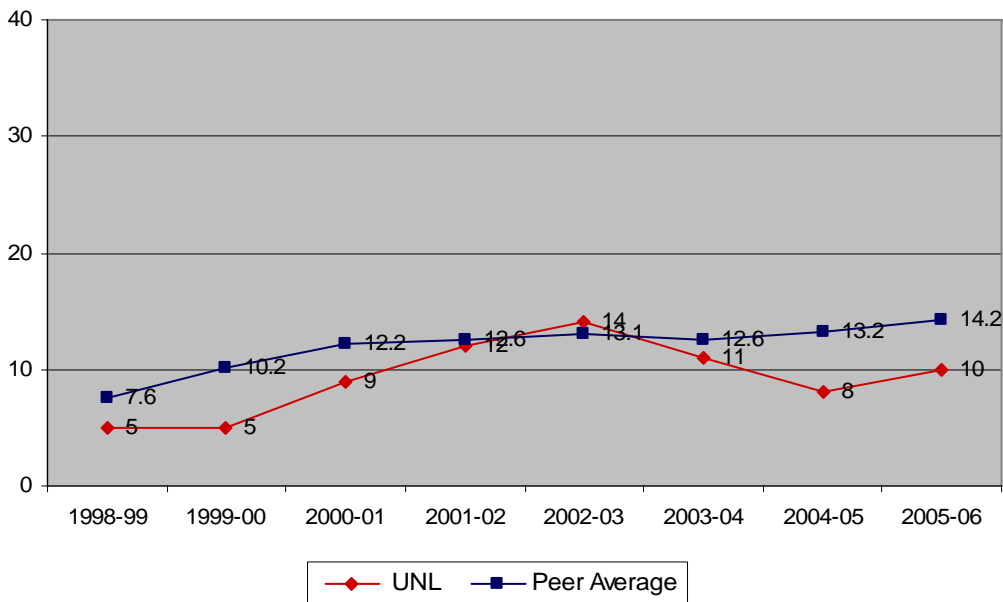
How are we doing?

Running three-year total



How do we compare to the average of our peers?

Running three-year total

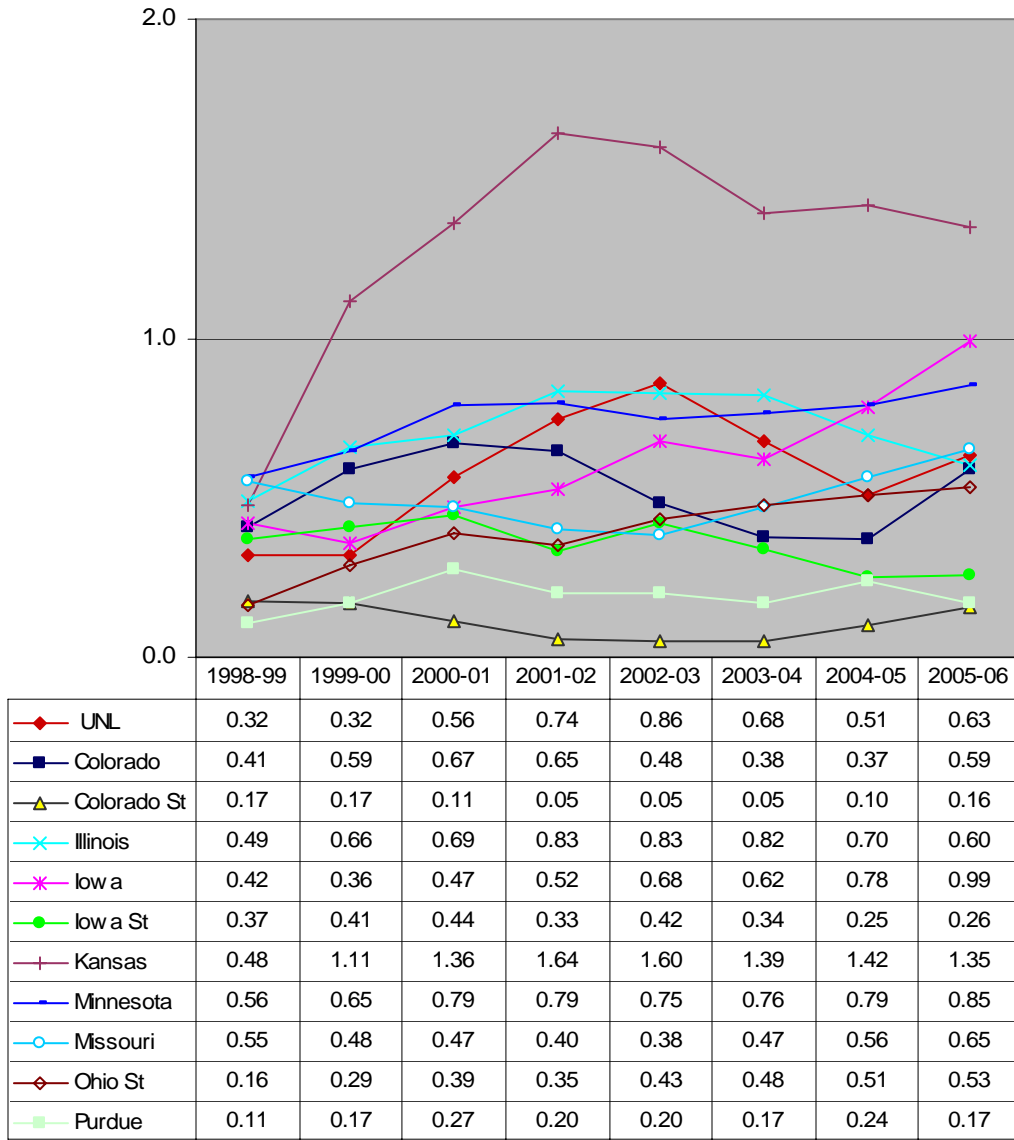


* Count of nationally competitive general undergraduate awards of distinction received by UNL students. The awards included in this count, as well as the names and majors of UNL award-winners, are shown starting on page 71.

UNDERGRADUATE STUDENT LEARNING AND ACHIEVEMENT

How do we compare to our peers?

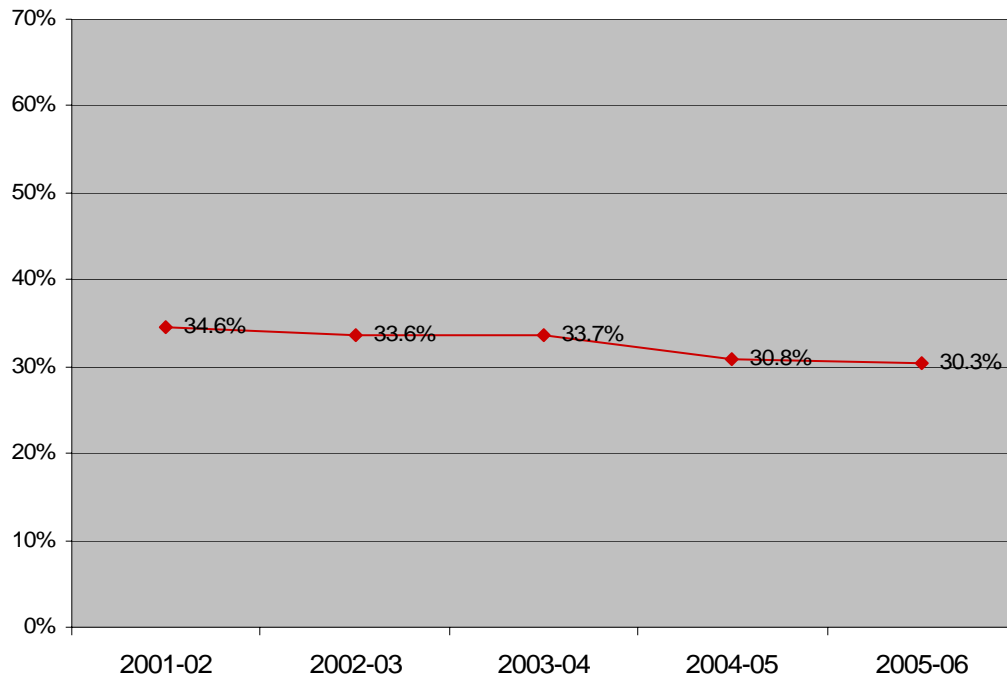
Running three-year total: adjusted for undergraduate enrollment



Note: Awards won per 1000 students

PERCENT OF GRADUATING STUDENTS WHO HAD A MEANINGFUL RESEARCH OR CREATIVE ACTIVITY EXPERIENCE*

How are we doing?



* Percent of graduating students who indicated they had a significant research or creative activity experience while at UNL, see page 73. Peer data are not available for this indicator.

Graduate, Professional, and Post-doctoral Education

Background

UNL provides a select set of high-quality doctoral/professional degree programs and other research and creative activity opportunities. Graduates of these programs are highly sought after for positions in colleges and universities, industrial research and development, government, and the professions.

Additional indicators in this category can be found starting on page 50.

Key Findings on Primary Indicators

Nationally-Competitive Awards Won by Graduate and Professional Students

- The number of NSF Graduate Fellowships, Jack Kent Cooke, and Fulbright Awards won by our graduate and professional students has remained steady in recent years.

Index of Graduates' Success on Professional Licensure Exams

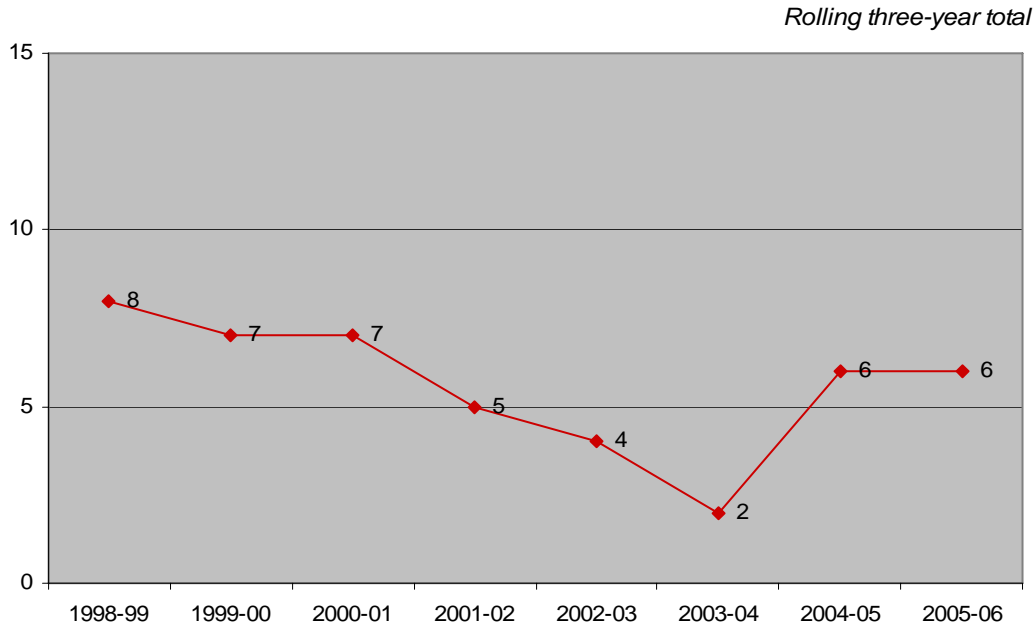
- Our pass rate is higher than the national pass rate for all administrations of all exams. For a few exams, our pass rate is 20 percentage points higher than the national pass rate.
- These positive results are very similar to the previous two years' findings.

National Publications and Presentations by Current Graduate and Professional Students

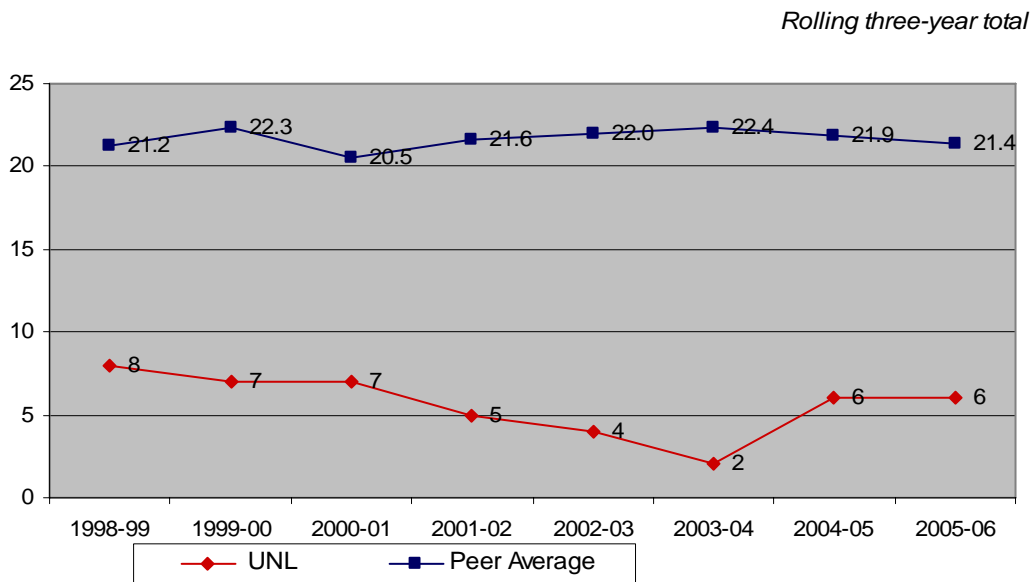
- Twenty-one (21) departments submitted information about their students both this year and last. In each year, there were between 440 and 590 national publications and presentations that met the standards set by these departments.
- This was the third year that this indicator was tracked. These counts are based on departmentally-developed criteria.

NATIONALLY-COMPETITIVE AWARDS WON BY GRADUATE AND PROFESSIONAL STUDENTS*
(GENERAL AWARDS OF HIGH RECOGNITION)

How are we doing?



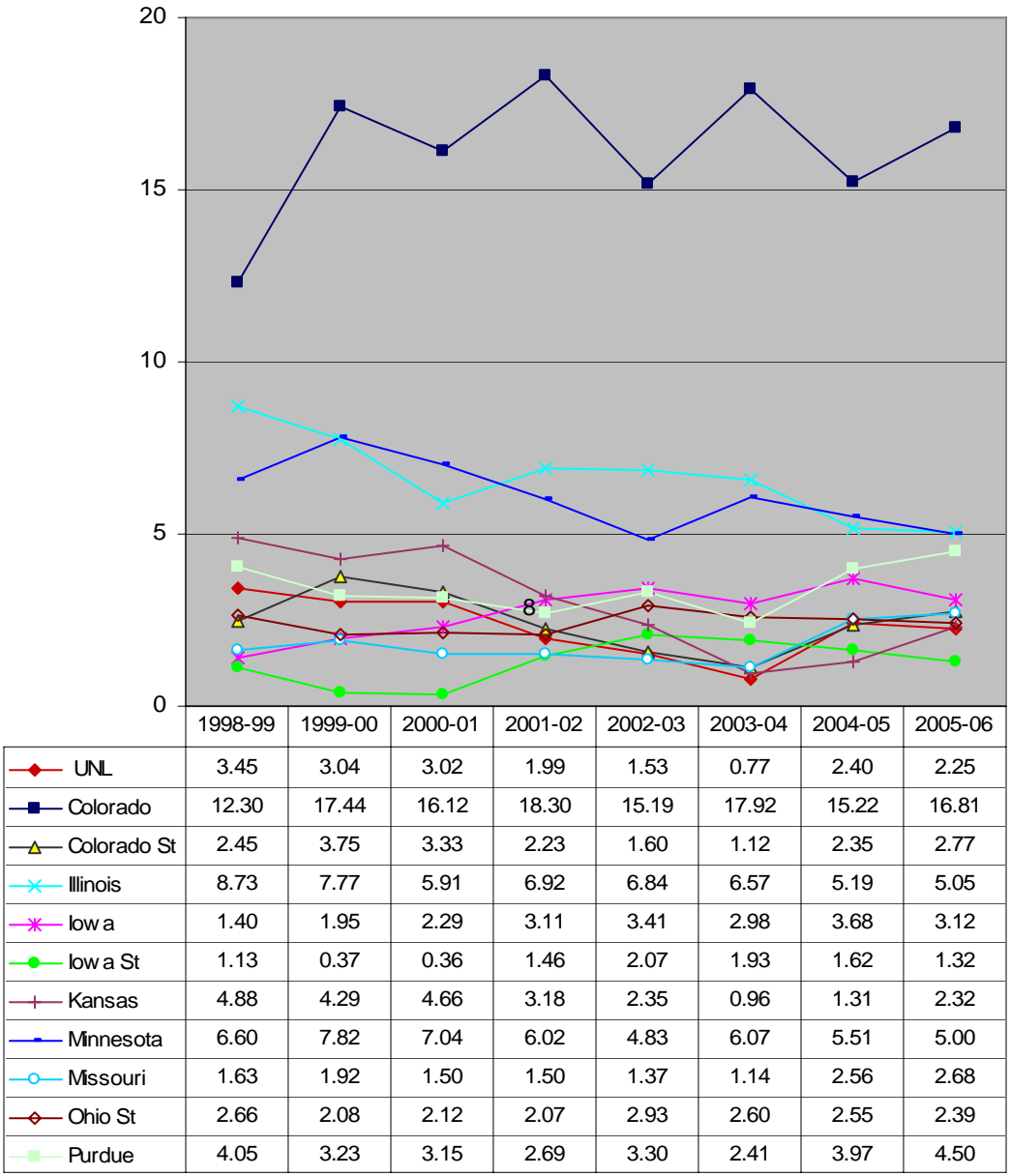
How do we compare to the average of our peers?



* Count of nationally competitive awards of distinction (i.e., Fulbright, Jack Kent Cooke, NSF Graduate Fellowship) received by UNL graduate and professional students. The awards included in this count, as well as the names of UNL award-winners, are shown starting on page 73.

How do we compare to our peers?

Rolling three-year total; adjusted for graduate/professional enrollment



Note: Awards won per 1000 students

INDEX OF GRADUATES' SUCCESS ON PROFESSIONAL LICENSURE EXAMINATIONS*

How are we doing?

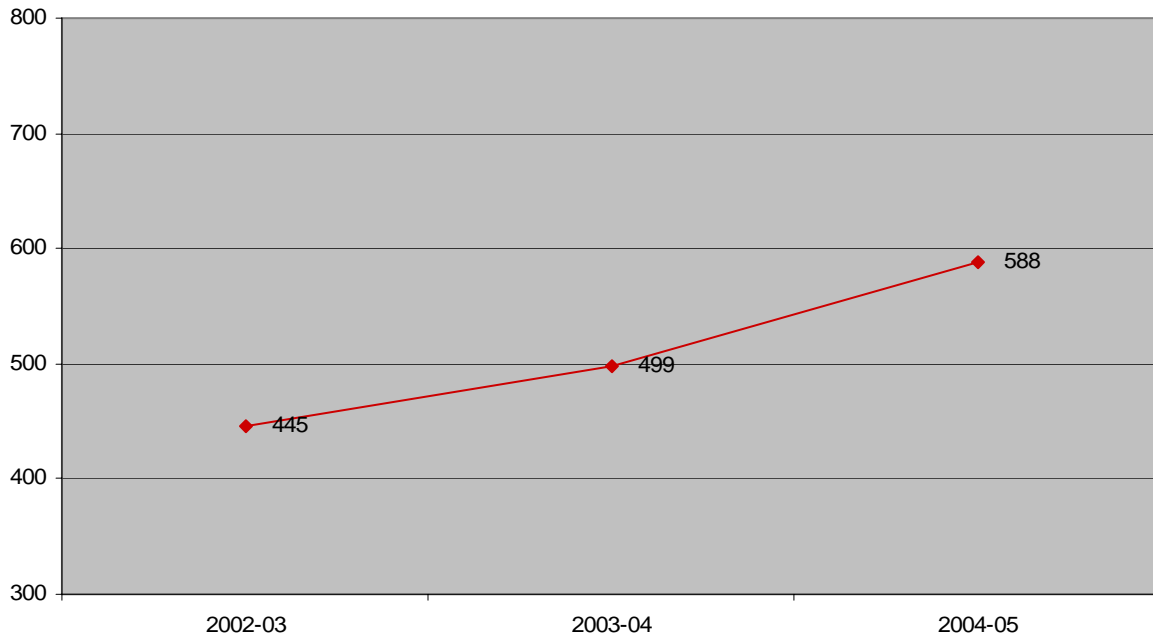
Name of Exam	Program	Exam Date	UNL Pass Rate	National Pass Rate	Pass Rate Difference
Certified Professional Constructors, Level I	Construction Management	7/1/05	83%	60%	23%
	Construction Management	7/2/05	73%	60%	13%
Examination for Professional Practice of Psychology [^]	Clinical Psychology	7/1/05	100%	-	-
Fundamentals of Engineering Examination	Electrical Engineering	9/15/05	75%	68%	7%
	Mechanical Engineering	7/1/05	100%	82%	18%
	Materials Engineering	7/2/05	100%	85%	15%
	Computer Engineering	10/1/05	100%	78%	22%
Praxis Specialty Exam for Beginning Teachers [^]	Teaching, Learning & Teacher Education	7/1/05	70%	-	-
Registered Dietitian Exam	Nutrition & Health Sciences	3/5/05	29%	26%	2%
	Nutrition & Health Sciences	4/5/05	85%	67%	18%
	Nutrition & Health Sciences	12/1/05	88%	80%	8%
State Bar Examination	Law	2/1/06	91%	54%	37%
	Law	7/1/05	90%	68%	22%
	Law	2/1/05	60%	54%	6%

[^] National pass rates are not available for these exams.

* Percentage of UNL students who pass the licensure exam in their field, see page 74.

NATIONAL PUBLICATIONS AND PRESENTATIONS BY CURRENT GRADUATE AND PROFESSIONAL STUDENTS*

How are we doing?



* Number of national publications and presentations (as defined by each department) by current graduate and professional students. These totals include only those departments who submitted data in each of the two years. See page 74 for the list of departments who participated and those who are included in the chart that appears on this page.

(This page left intentionally blank)

Research, Scholarship, and Creative Activity

Background

Through research, scholarship, and creative activity, UNL aims to increase knowledge, expand human opportunities, study and resolve serious social, health, economic, agricultural and other issues; and enrich our cultural and intellectual life. The outcomes of these activities may not be immediately quantifiable.

UNL seeks to place itself as clearly among the leading public research universities in the nation. To establish a frame of reference, we may operationalize the term “leading public research university,” as the top 30 institutions or, nearly equivalently, the 36 AAU public universities.

Data for the additional indicators in this category can be found starting on page 56.

Key Findings on Primary Indicators

Federal Research Expenditures

- UNL’s research expenditures have risen consistently, nearly doubling, since 2000. Although overall expenditures remain below our peers in most cases, our expenditures have grown by a greater percentage than all of our peers since fiscal year 2000.
- There was an increase of more than 10 percent in federal research expenditures since last year.

Index of Nationally-Significant Scholarly and Creative Works by Faculty Members

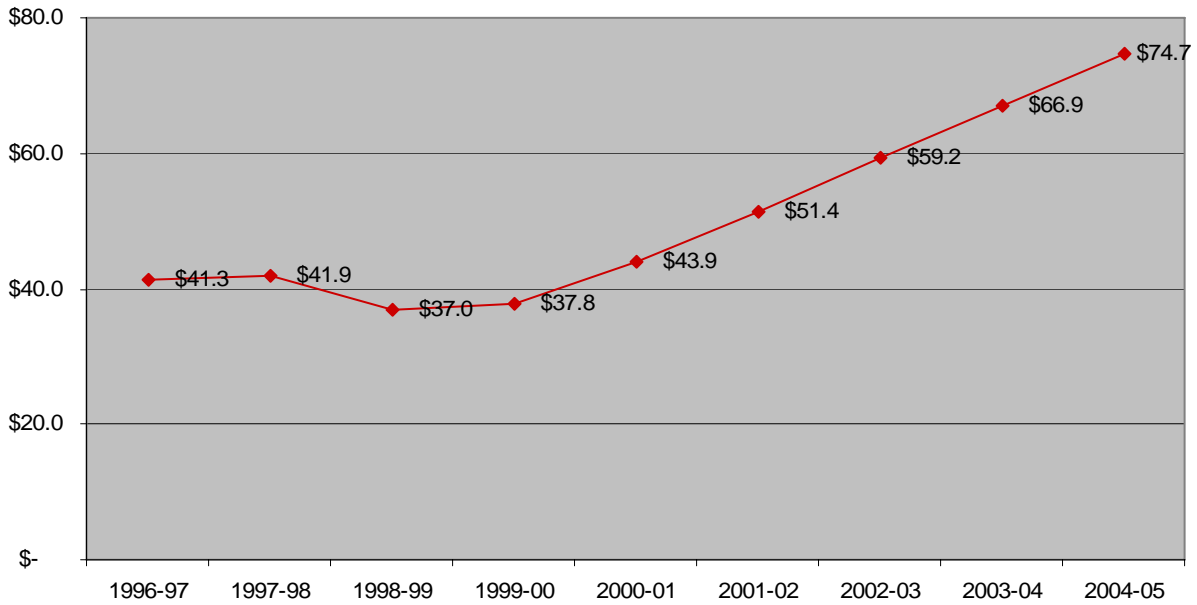
- Forty-eight departments submitted information about their faculty members. Campus-wide, the departments reported that faculty produced more than 1000 nationally-significant scholarly and creative works that met the departmentally-defined criteria.
- Departments developed their own criteria for this indicator and were given the option to weight activities differently. For example, a book could be weighted more heavily than a journal article.
- The number of scholarly and creative works increased from 1326 to 1365 from last year to this year. The weighted index also increased from 313 to 504.

Nationally-Competitive Awards, Honors, and Memberships Won by Faculty Members

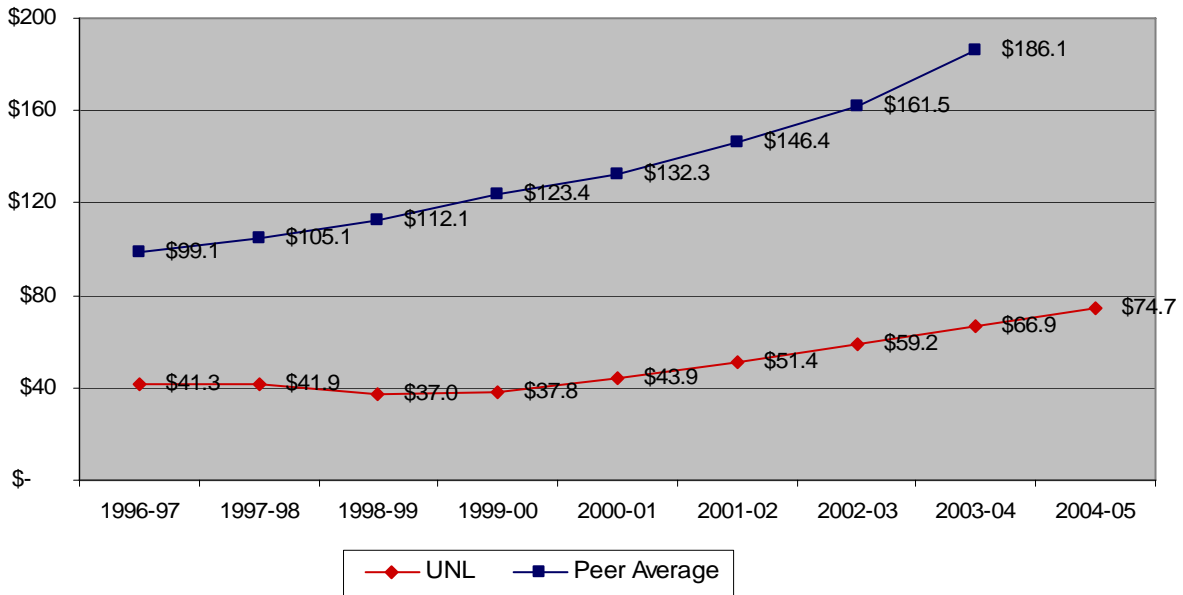
- The number of nationally-competitive faculty awards received by faculty members at UNL has been at or below the midpoint of peer institutions when adjusted for institution size over the last few years.

FEDERAL RESEARCH DOLLARS EXPENDED*

How are we doing?

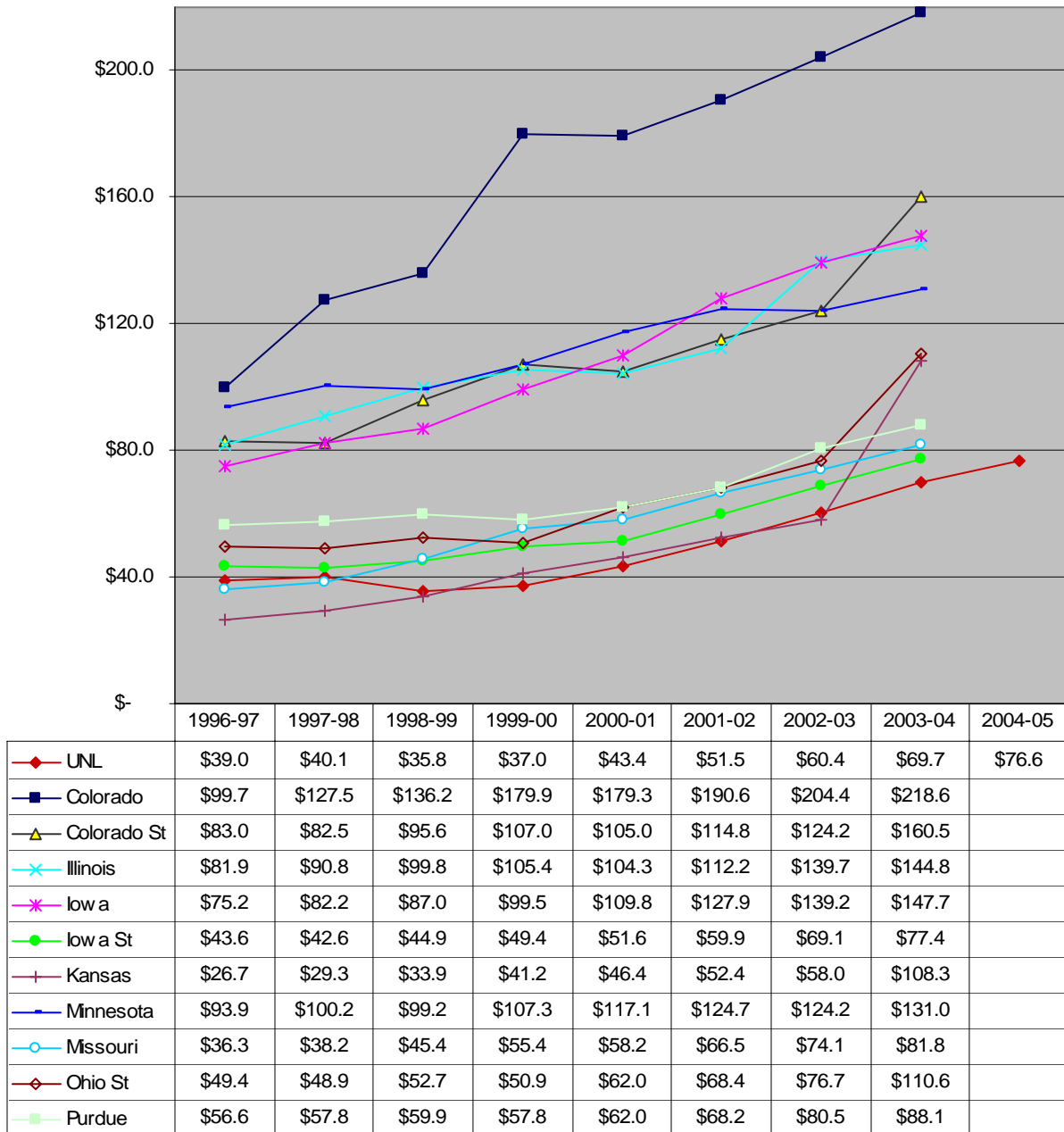


How do we compare to the average of our peers?



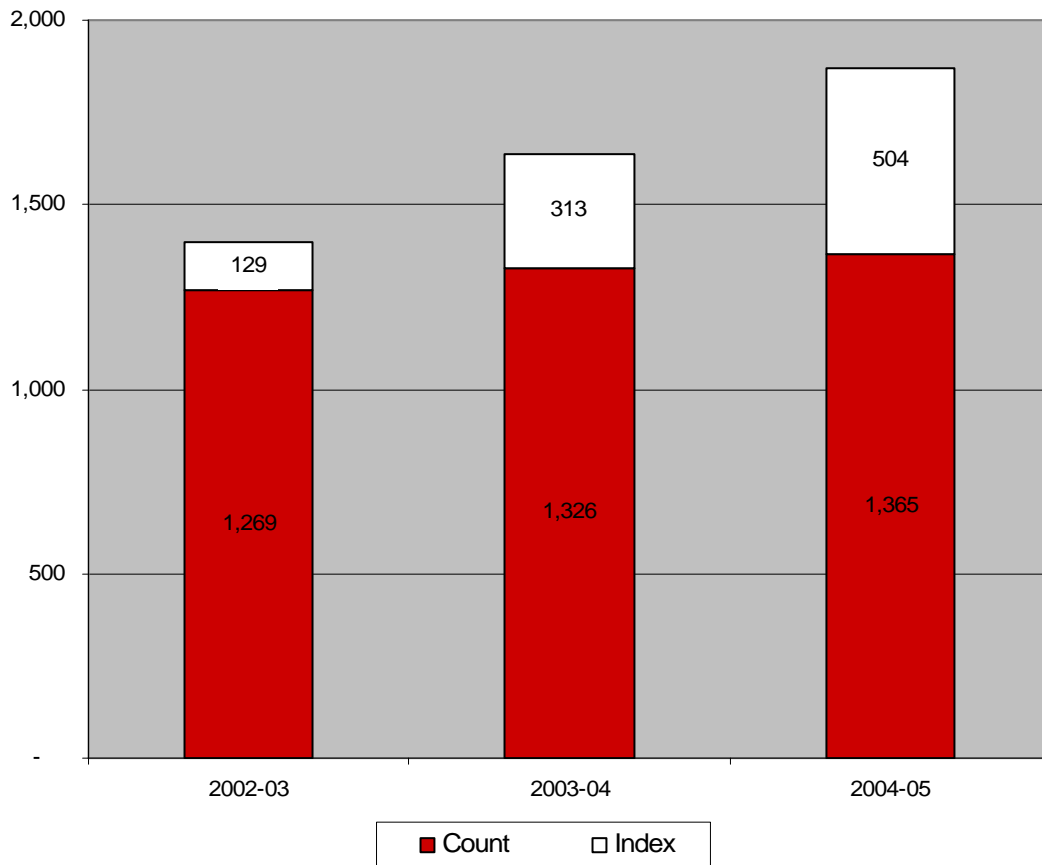
* Total R&D expenditures from federal funding sources, see page 76.

How do we compare to our peers?



Note: Thousands of dollars per faculty member

INDEX OF NATIONALLY SIGNIFICANT SCHOLARLY OR CREATIVE WORKS BY FACULTY MEMBERS*



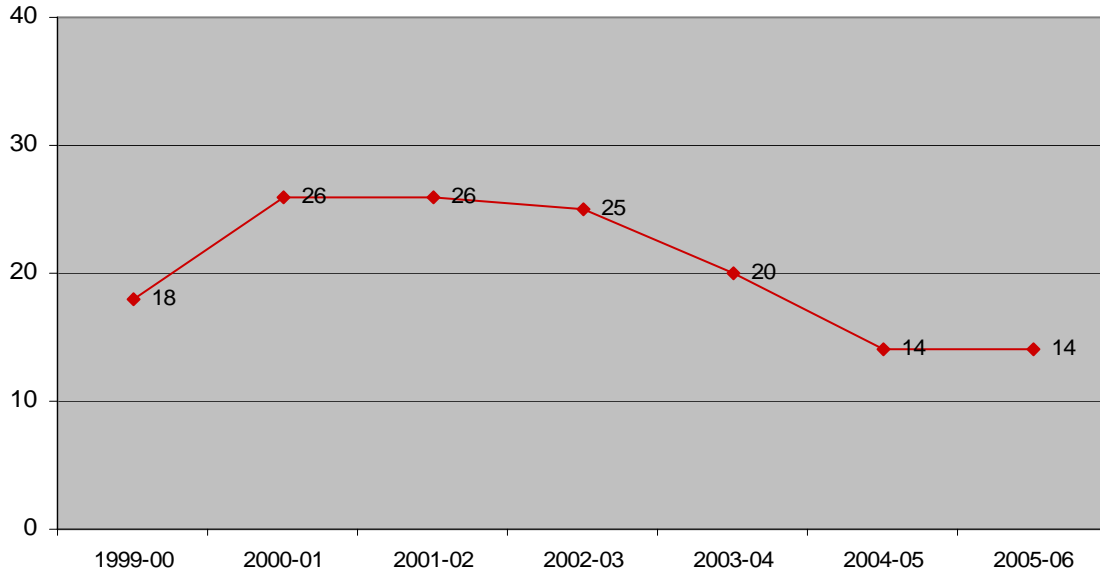
* Number (or index) of nationally significant scholarly or creative works (as defined by each department) by faculty members. These totals include only those departments who submitted data in each of the two years. See page 76 for the list of departments included in these totals.

(This page left intentionally blank)

NATIONALLY-COMPETITIVE AWARDS, HONORS, AND MEMBERSHIPS WON BY FACULTY MEMBERS*
 (GENERAL AWARDS OF HIGH RECOGNITION)

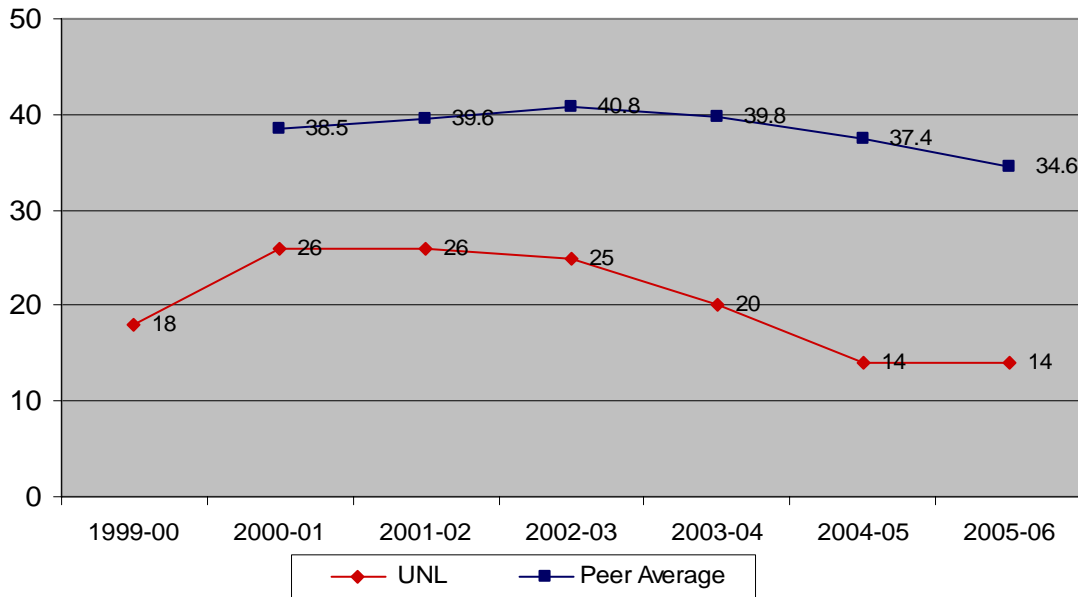
How are we doing?

Awards and honors; rolling three-year total



How do we compare to the average of our peers?

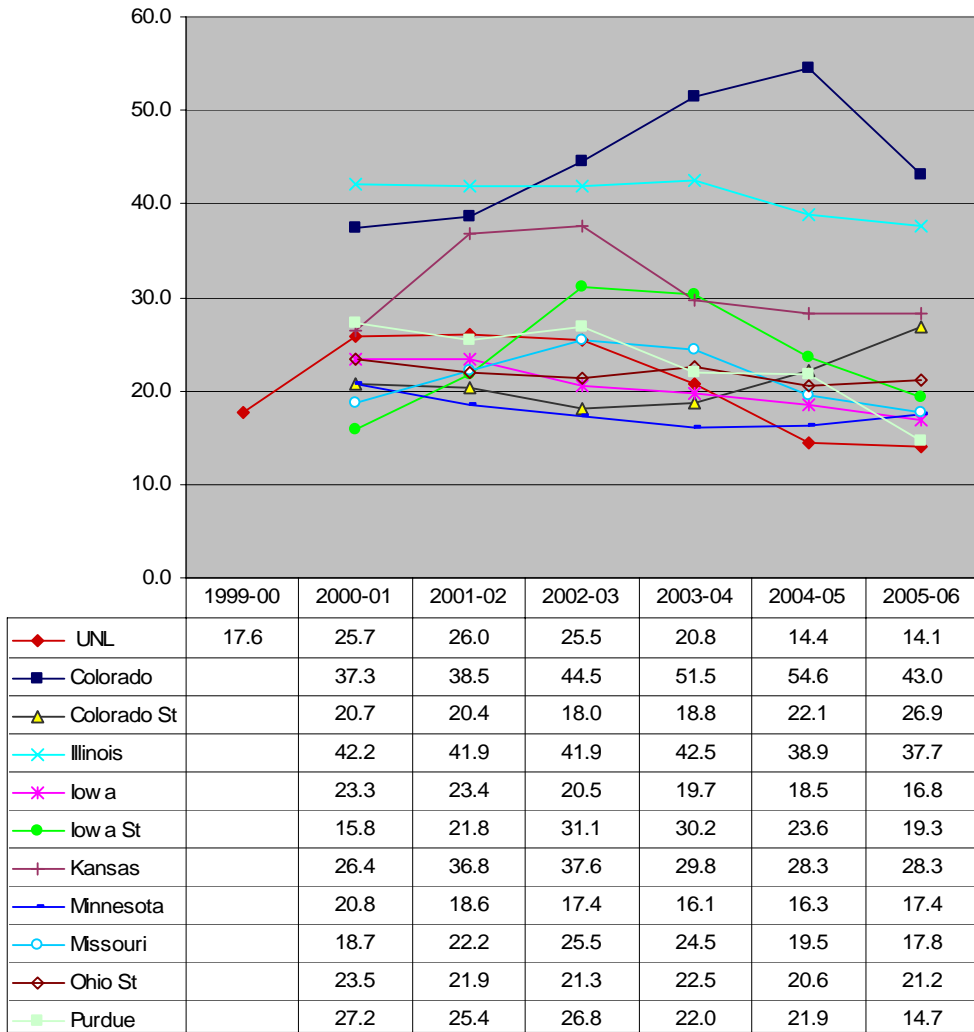
Awards and honors; rolling three-year total



* Count of nationally competitive general awards of distinction received by UNL faculty members. The awards included in this count, as well as the names and departments of UNL award-winners, are shown starting on page 78.

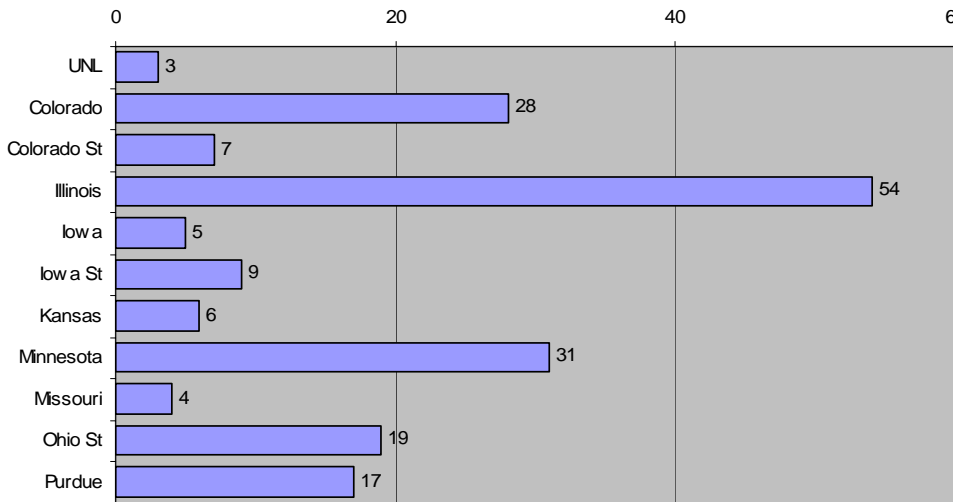
How do we compare to our peers?

Rolling three-year total; adjusted for size of tenured/tenure-track faculty



Note: Awards won per 1000 faculty

National Academy (NAS, NAE) Members



Outreach and Engagement

Background

UNL—as a land-grant institution and a central contributor to the state’s development—is committed to mobilizing its resources to address the social and economic needs of Nebraska. Outreach, rooted in scholarship, is the University’s conscious and systematic effort to bring its expertise to the state and its people. It is accomplished in a variety of ways including, but not limited to, off-campus credit instruction, non-credit instruction, applied research, youth programming, technology transfer, demonstration projects, performances, exhibitions, evaluation studies, policy analysis and technical assistance. To assess the quality of our outreach and engagement, various forms of documentation are required, our primary indicator is the number of participants in non-residential educational programs.

Additional indicators in this category can be found starting on page 58.

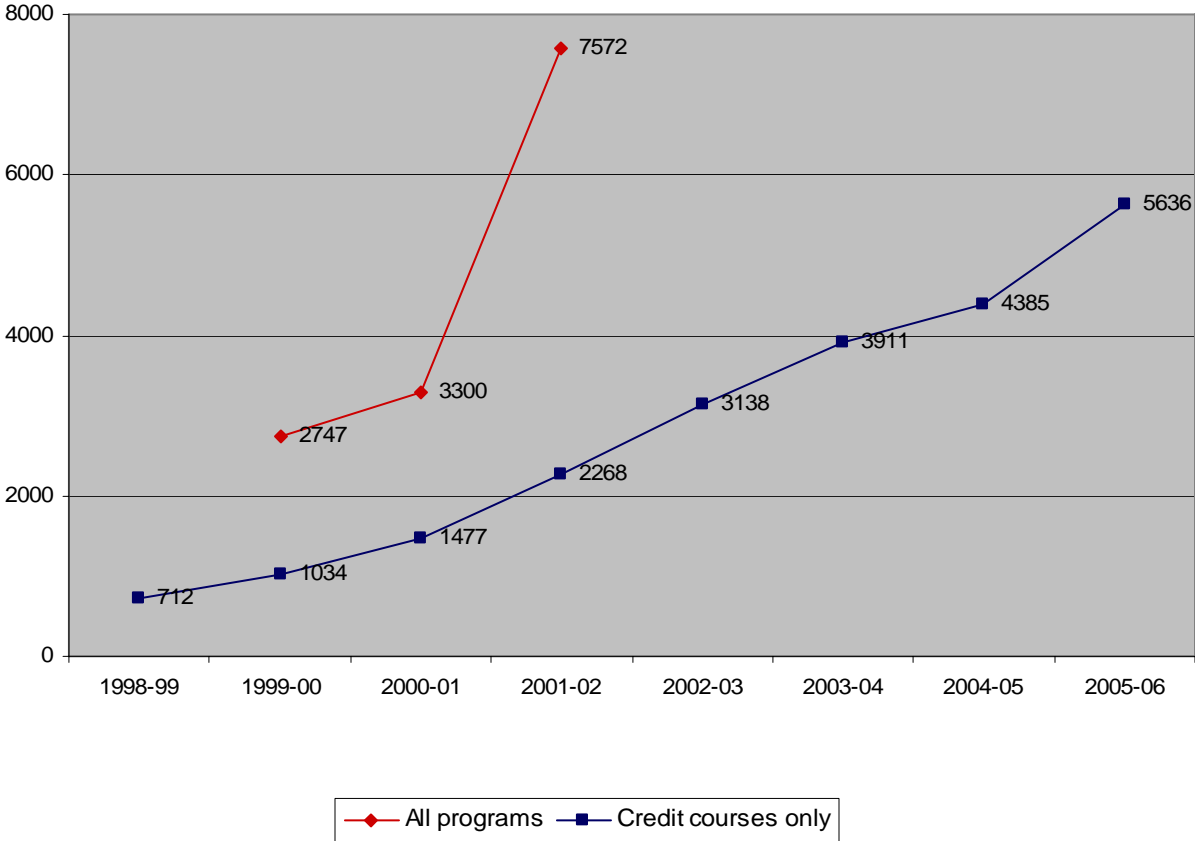
Key Findings on Primary Indicator

Number of Participants in Non-Residential Educational Programs

- The number of participants in non-residential credit courses has been increasing consistently since the late 1990’s. Participation in credit distance programs has shown nearly an eight-fold increase since 1998-1999.

NUMBER OF PARTICIPANTS IN NON-RESIDENTIAL EDUCATIONAL PROGRAMS*

How are we doing?



* Number of students who participated in distance education credit courses and non-credit distance courses, see page 80. Peer data are not available for this indicator.

(This page left intentionally blank)

Other Contributors to a Profile of Excellence

Background

As the land grant university and the state's largest institution, UNL also has a special obligation to advance other state objectives and assist in enhancing the quality of life in Nebraska. UNL leadership and faculty are dedicated to recruiting and retaining academically talented and gifted students and to building challenging programs to educate them. So, too, UNL is committed to ensuring that all components of Nebraska society, including populations that historically have been underserved, enjoy full access to the university.

Additional indicators in this category can be found starting on page 64.

Key Findings on Primary Indicators

Students of Color as Percent of Total

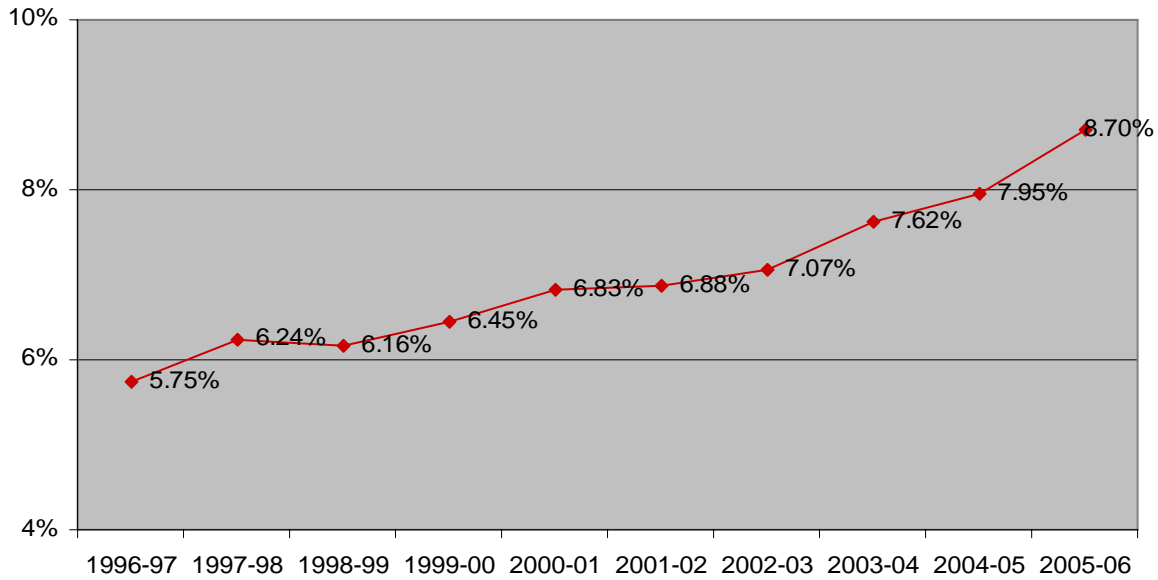
- The proportion of students of color among our undergraduate population continues to increase, but we remain behind the average of our peers.
- UNL experienced a 0.8% increase in the number of students of color between Fall 2004 and Fall 2005, while the average of our peers dropped by 0.1%.

Index of Faculty Diversity

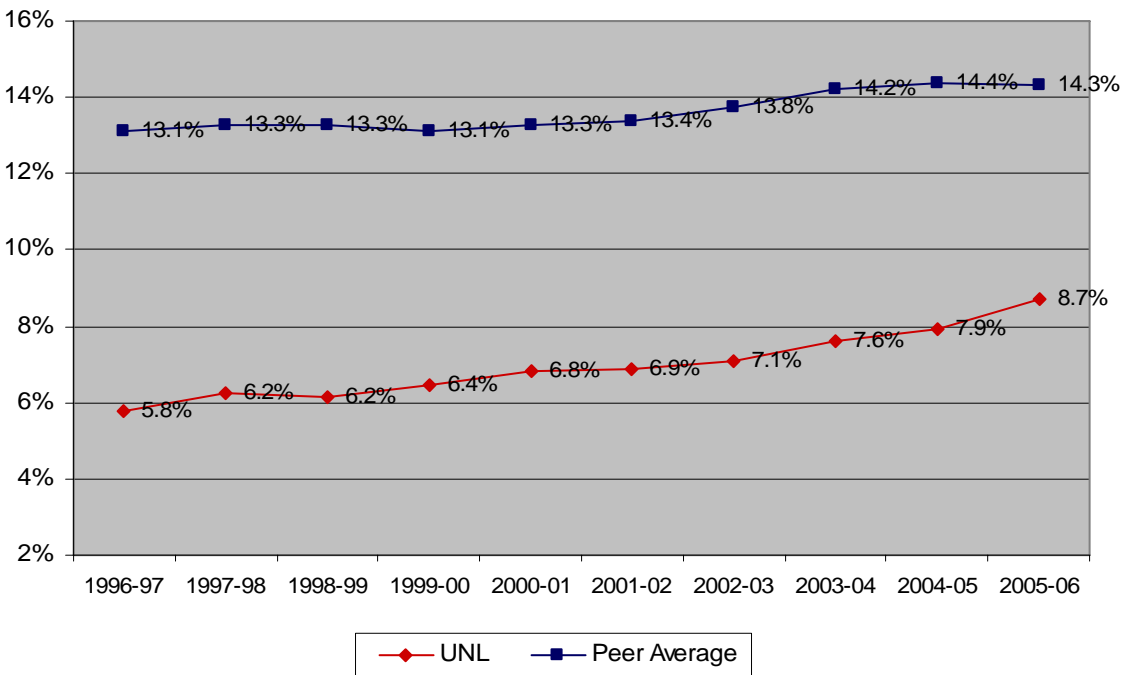
- The percentage of tenure/tenure-track faculty members who are female or people of color continues to increase, again at about the same rate as our peers.

STUDENTS OF COLOR AS PERCENT OF TOTAL *

How are we doing?

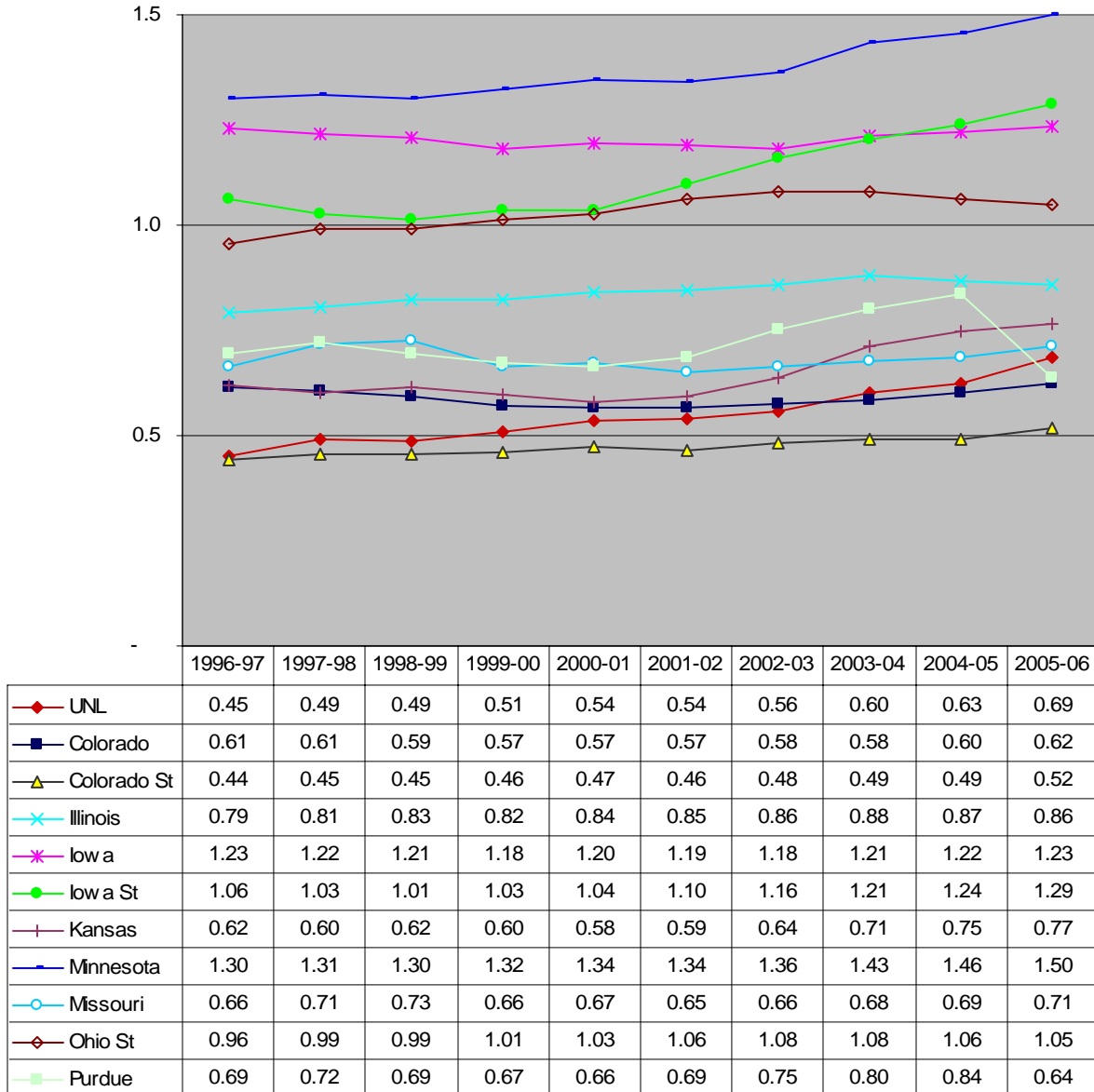


How do we compare to the average of our peers?



* Proportion of students of color in the entire undergraduate student population (full- and part-time), see page 81.

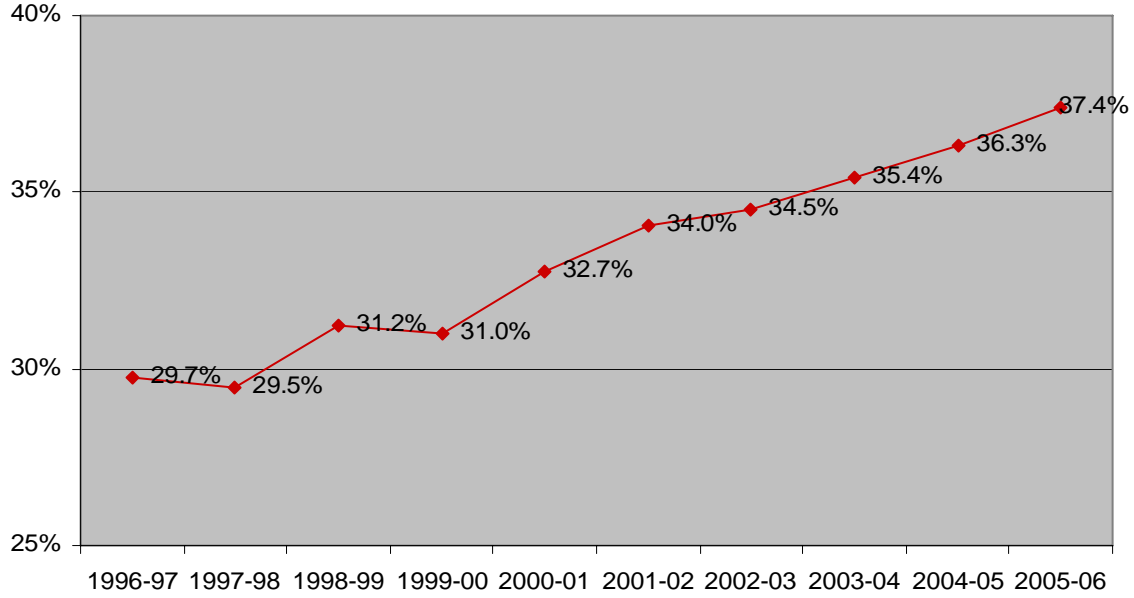
How do we compare to our peers?



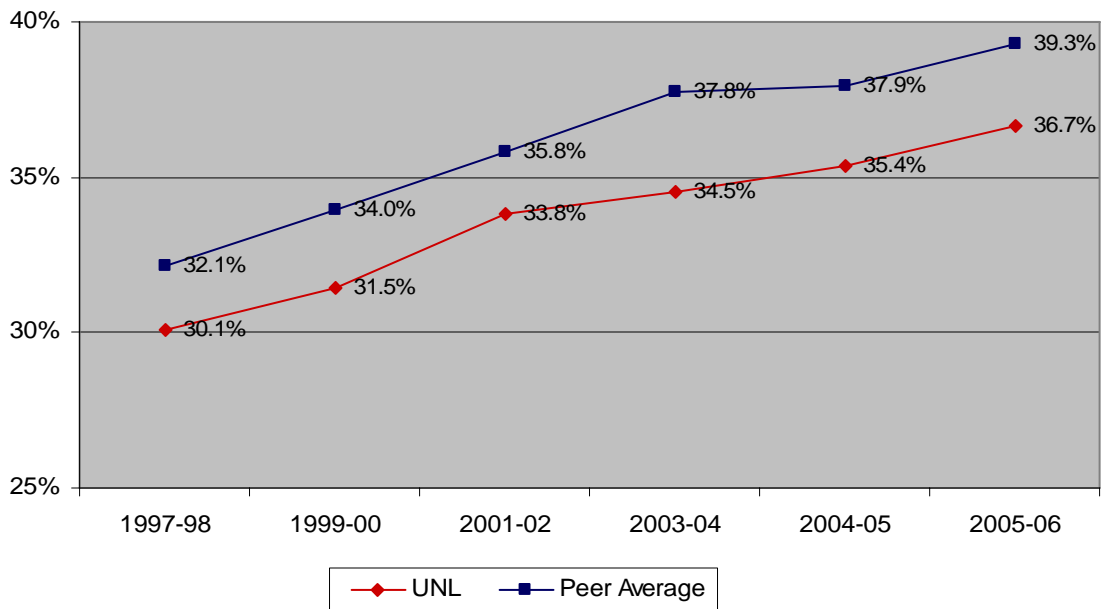
Note: A score of 1.0 would mean that the proportion of students of color among all students is identical to the proportion of people of color among all of the state's population.

INDEX OF FACULTY DIVERSITY*

How are we doing?

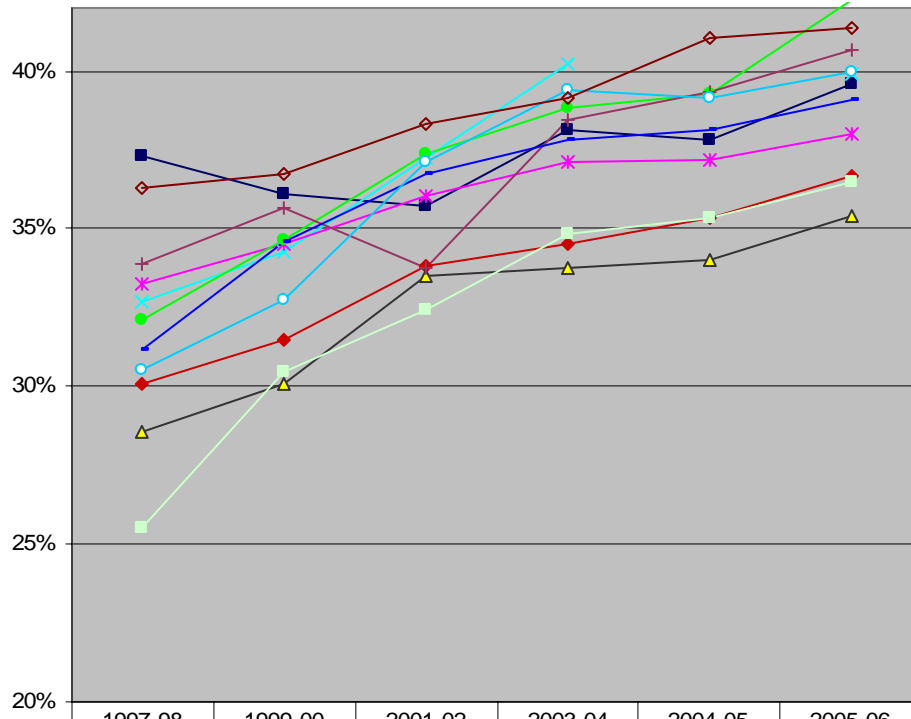


How do we compare to the average of our peers?



* Proportion of tenured and tenure-track faculty members who are either female or a person of color, see page 81. As described in the Appendix, two different sources of information are used for this indicator, which account for the slightly different numbers in these graphs.

How do we compare to our peers?

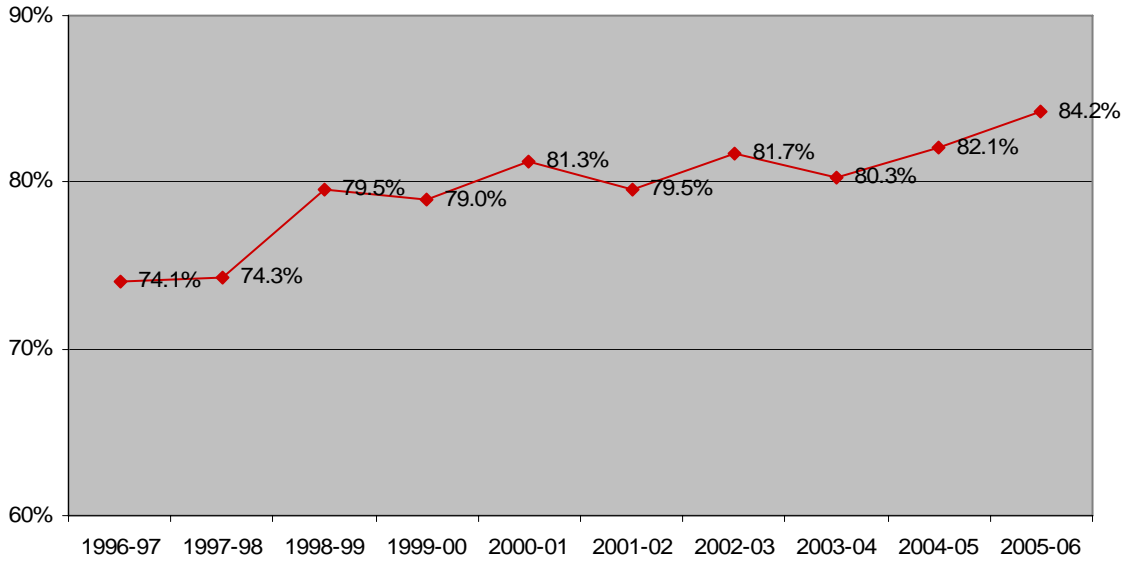


	1997-98	1999-00	2001-02	2003-04	2004-05	2005-06
UNL	30.1%	31.5%	33.8%	34.5%	35.4%	36.7%
Colorado	37.3%	36.1%	35.7%	38.1%	37.8%	39.6%
Colorado St	28.6%	30.1%	33.5%	33.8%	34.0%	35.4%
Illinois	32.7%	34.3%	37.2%	40.2%		39.9%
low a	33.2%	34.5%	36.0%	37.1%	37.2%	38.0%
low a St	32.1%	34.7%	37.3%	38.8%	39.2%	42.2%
Kansas	33.9%	35.7%	33.8%	38.4%	39.4%	40.7%
Minnesota	31.2%	34.6%	36.7%	37.8%	38.1%	39.1%
Missouri	30.5%	32.7%	37.1%	39.4%	39.2%	39.9%
Ohio St	36.3%	36.7%	38.3%	39.1%	41.1%	41.4%
Purdue	25.5%	30.5%	32.4%	34.8%	35.4%	36.5%

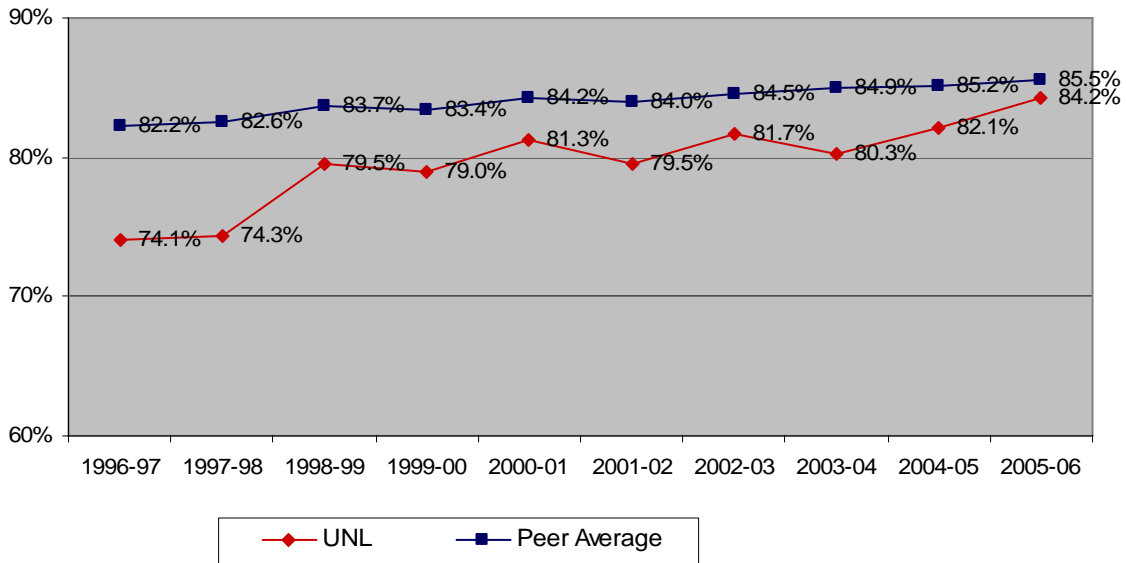
Section 2: Additional Indicators

FRESHMAN-TO-SOPHOMORE RETENTION RATE*

How are we doing?

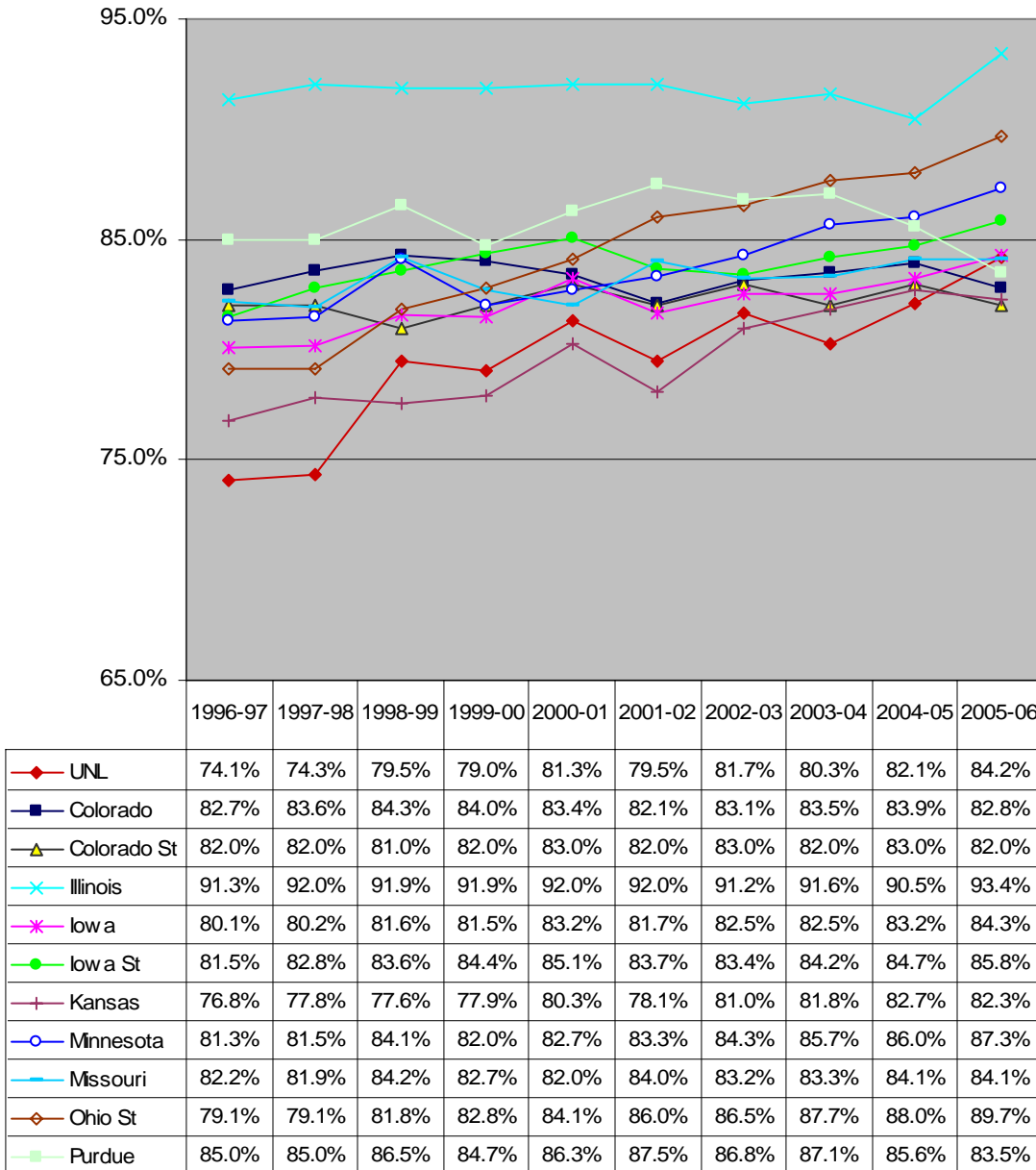


How do we compare to the average of our peers?



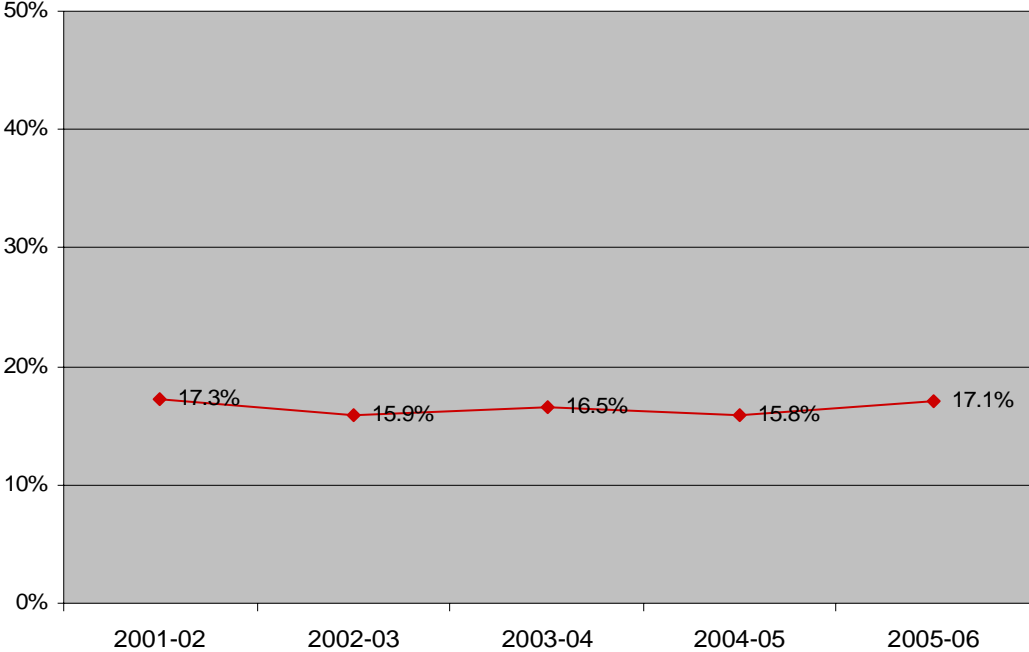
* Percentage of first-time, full-time freshmen who enroll for their second year, see page 84.

How do we compare to our peers?



PERCENT OF GRADUATING STUDENTS WHO PARTICIPATED IN AN INTERNATIONAL EXPERIENCE*

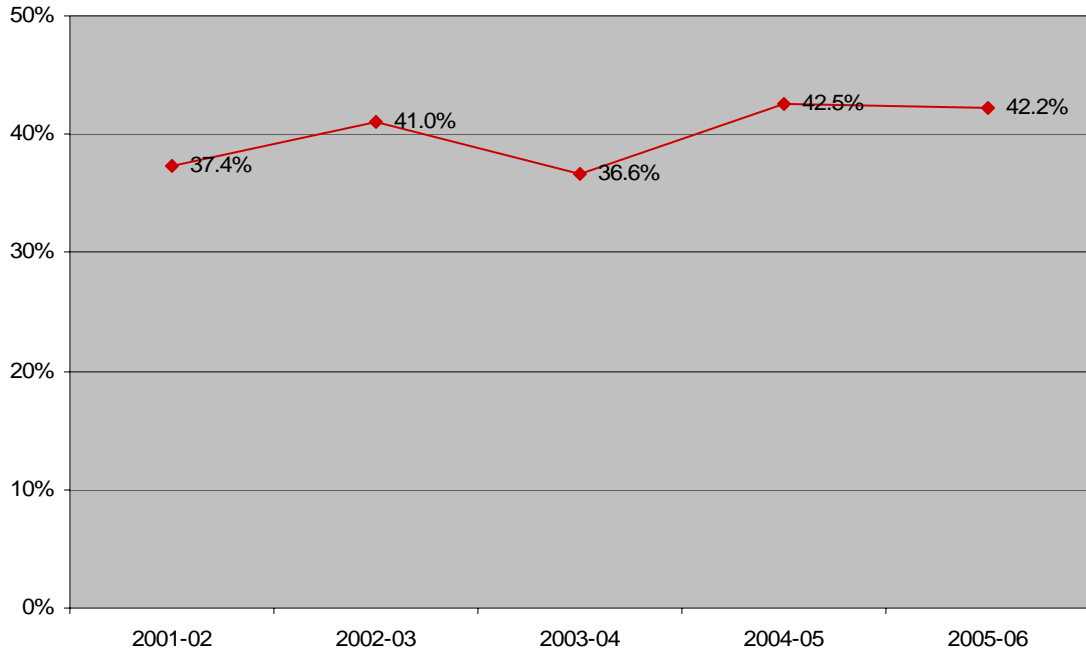
How are we doing?



* Proportion of graduating students who indicated they had participated in an international experience, see page 84. Peer data are not available for this indicator.

PERCENT OF GRADUATING STUDENTS WHO PARTICIPATED IN AN INTERNSHIP, CO-OP OR SERVICE-LEARNING EXPERIENCE*

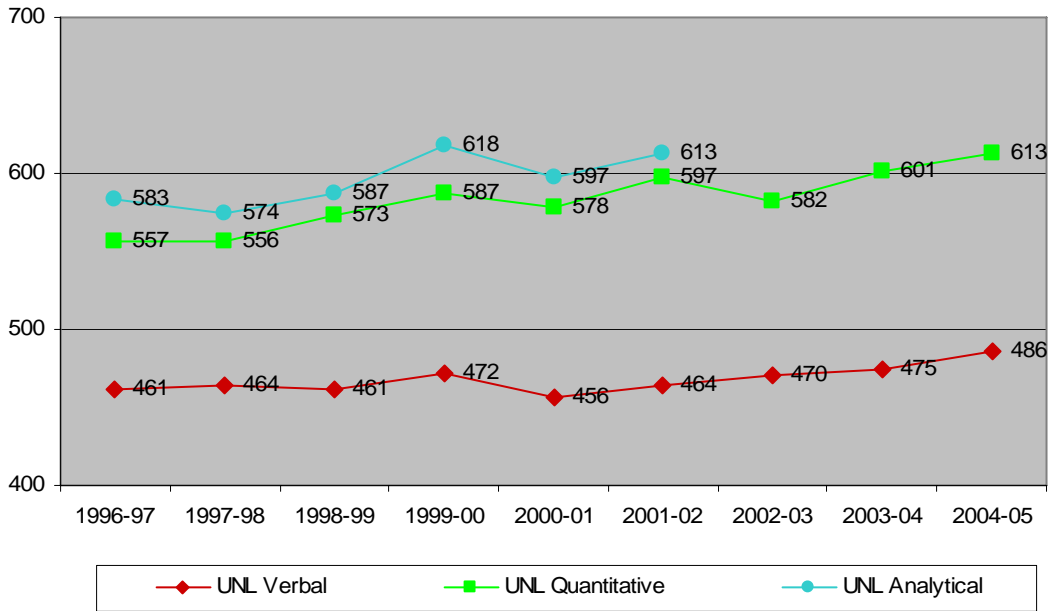
How are we doing?



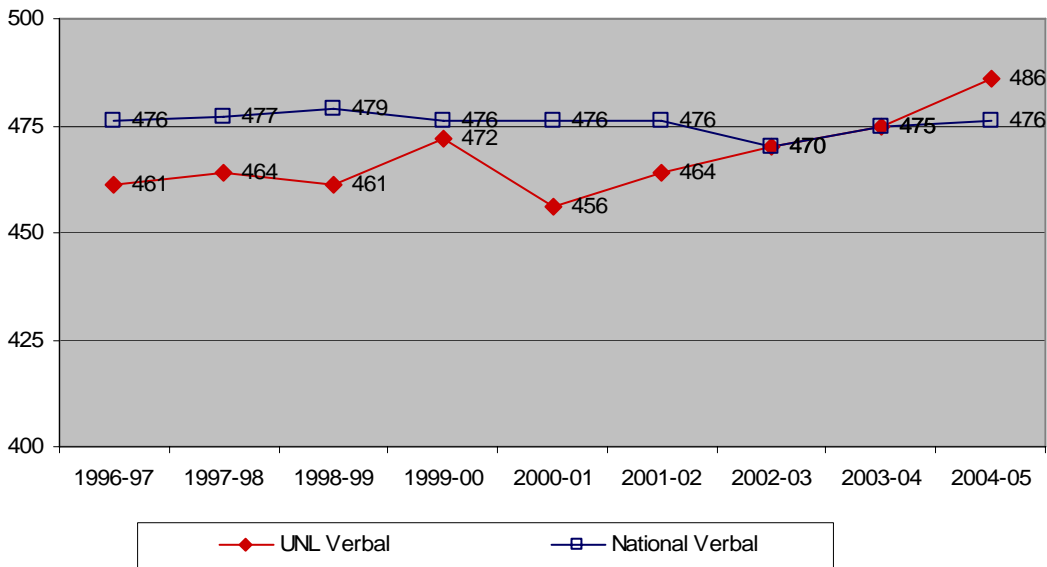
* Proportion of graduating students who indicated they had participated in an internship, co-op, or service-learning experience, see page 84. Peer data are not available for this indicator.

AVERAGE GRE SCORES OF UNL UNDERGRADUATES*

How are we doing?

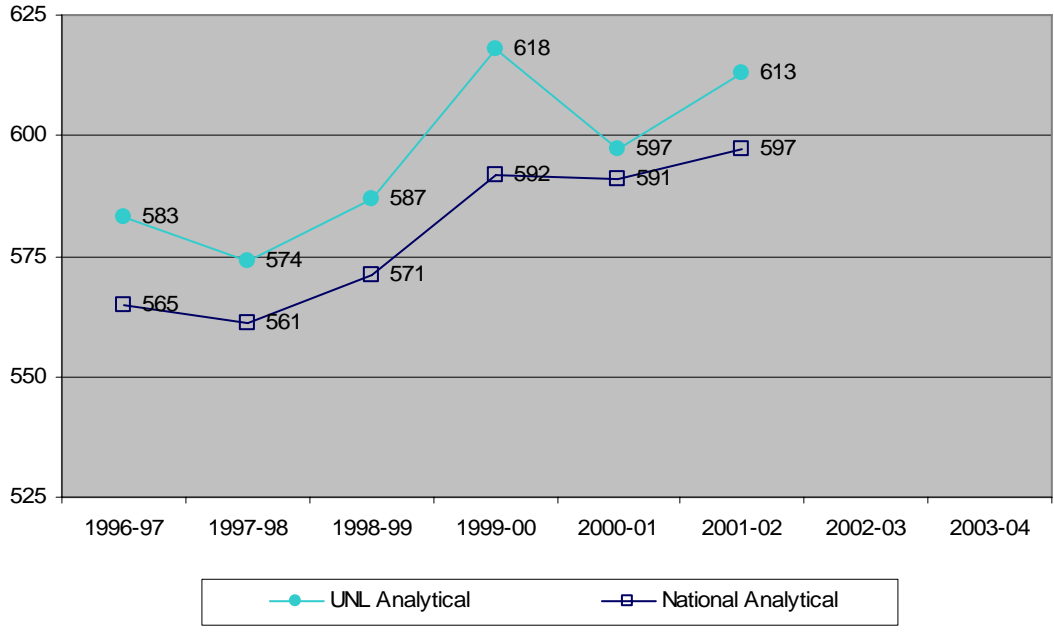
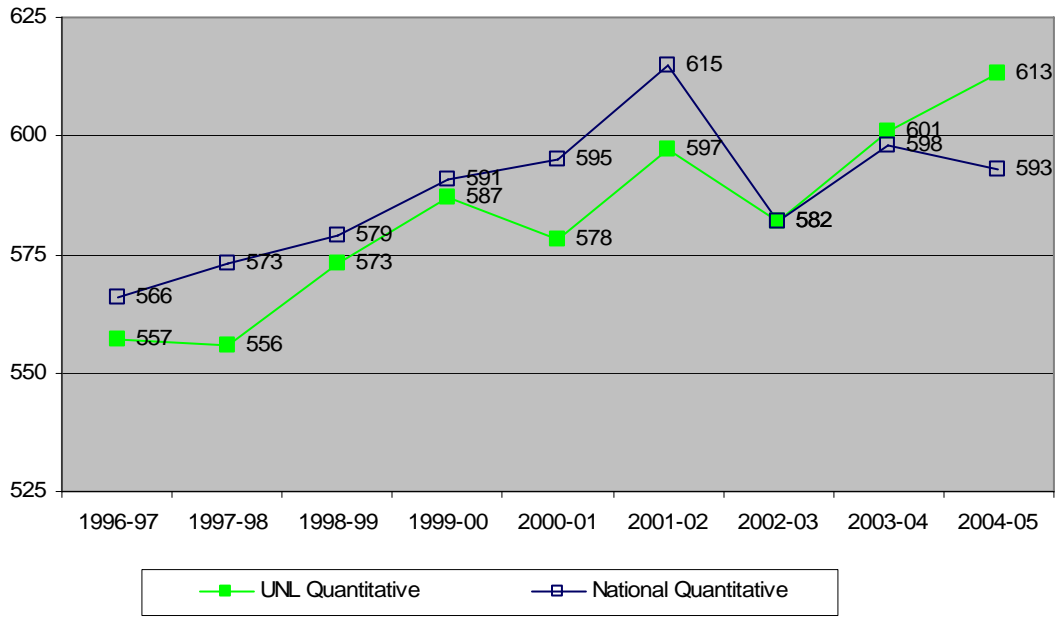


How do we compare to the national average?



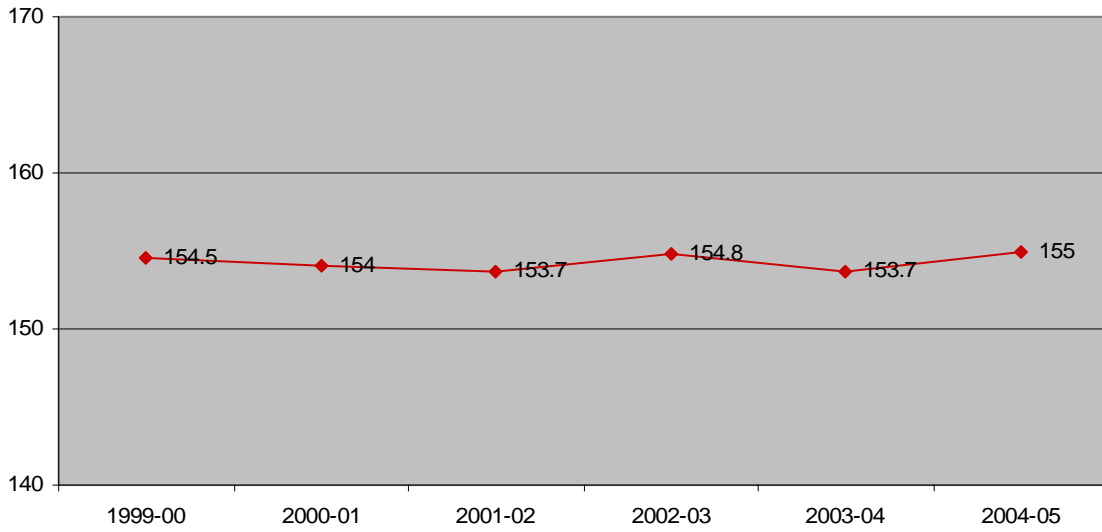
* Average GRE General Test score achieved by UNL undergraduate students. The national average is based on scores of all individuals who took the exam, see page 85.

ADDITIONAL INDICATORS - UNDERGRADUATE

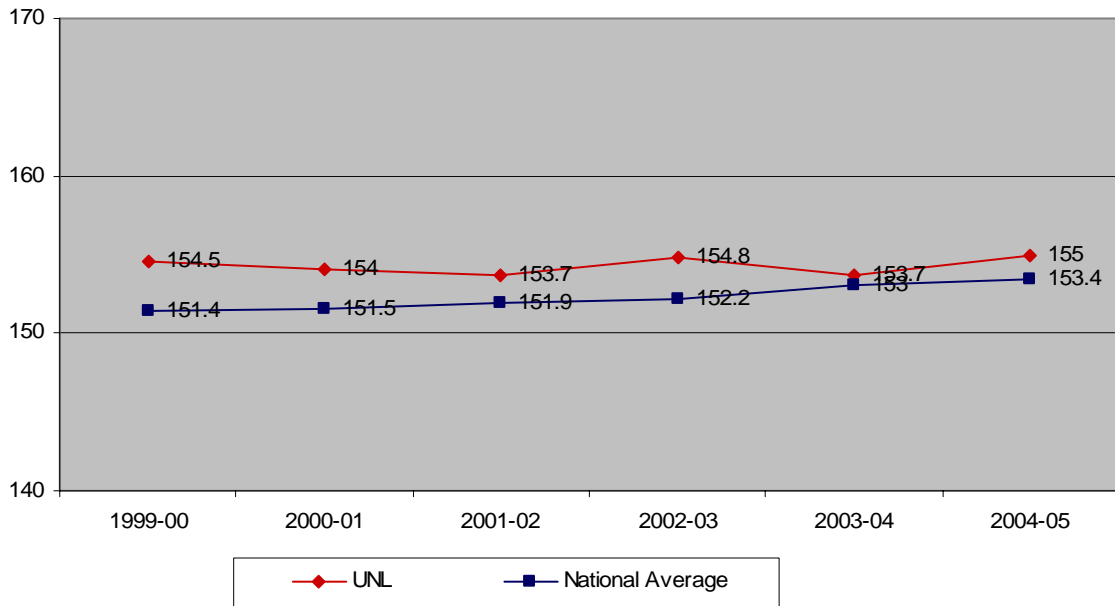


AVERAGE LSAT SCORES OF UNL UNDERGRADUATES*

How are we doing?



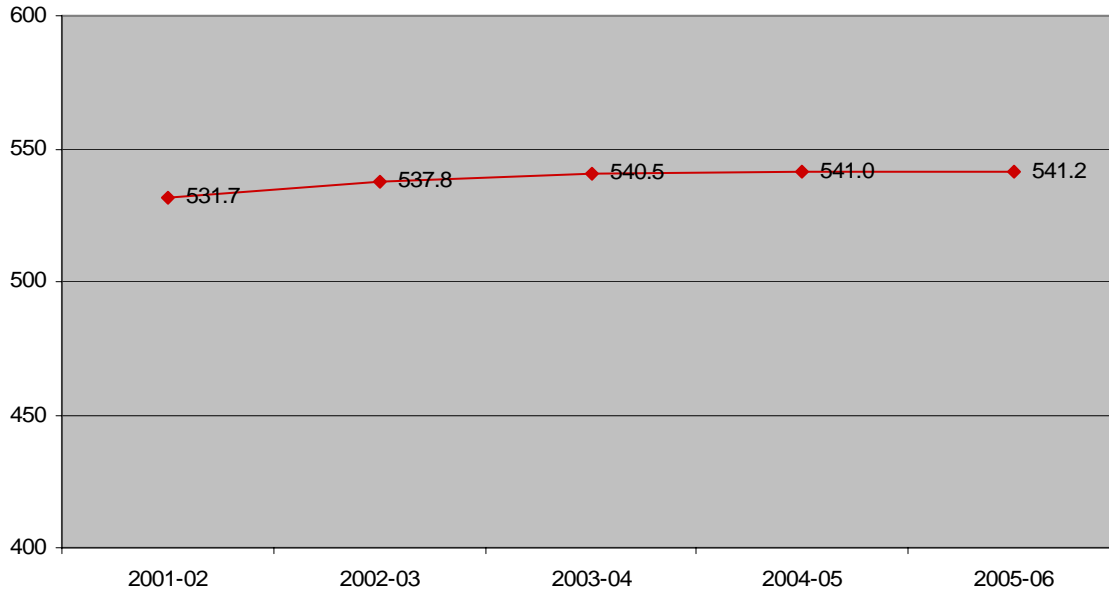
How do we compare to the national average?



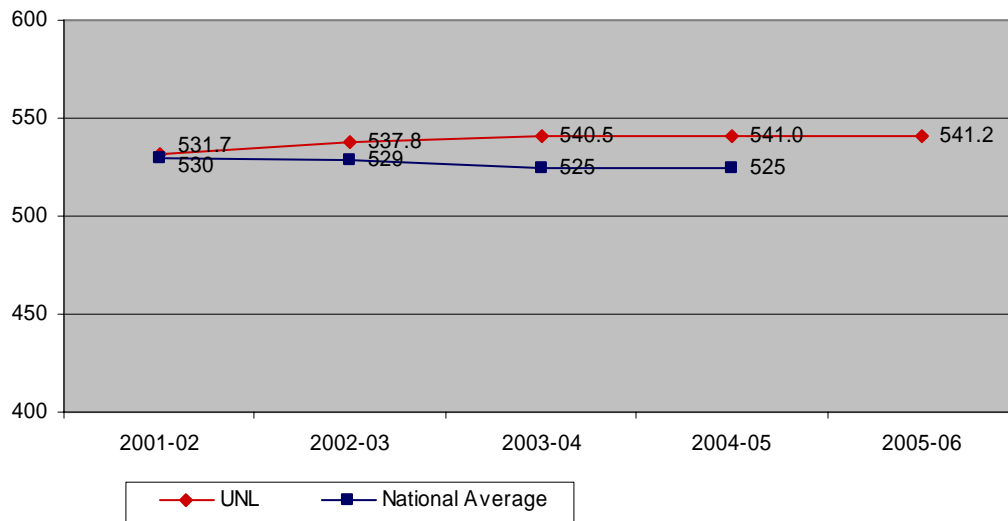
* Average LSAT score achieved by UNL seniors. The national average is based on scores of all individuals who took the exam, see page 85.

AVERAGE GMAT SCORES OF UNL UNDERGRADUATES *

How are we doing?



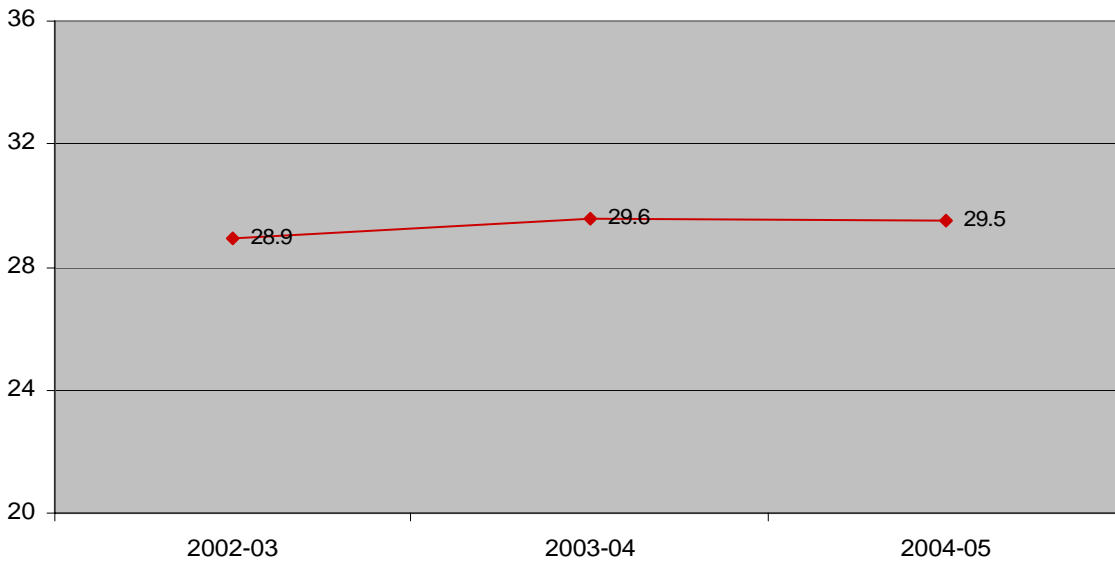
How do we compare to the national average?



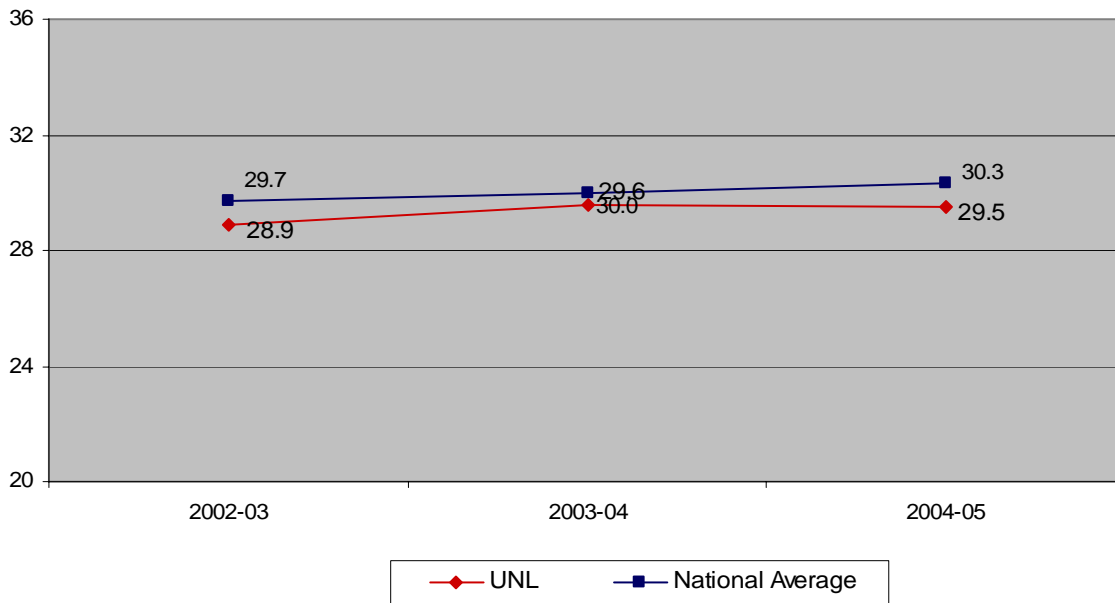
* Average GMAT total score achieved by UNL undergraduate students. The national average is based on scores of all individuals who took the exam, see page 85. Because the College of Business Administration changed reporting services in early 2006, the national average for academic year 2005-06 is unavailable, and UNL data for this academic year contains results only through January 2006.

AVERAGE MCAT SCORES OF UNL UNDERGRADUATES *

How are we doing?



How do we compare to the national average?

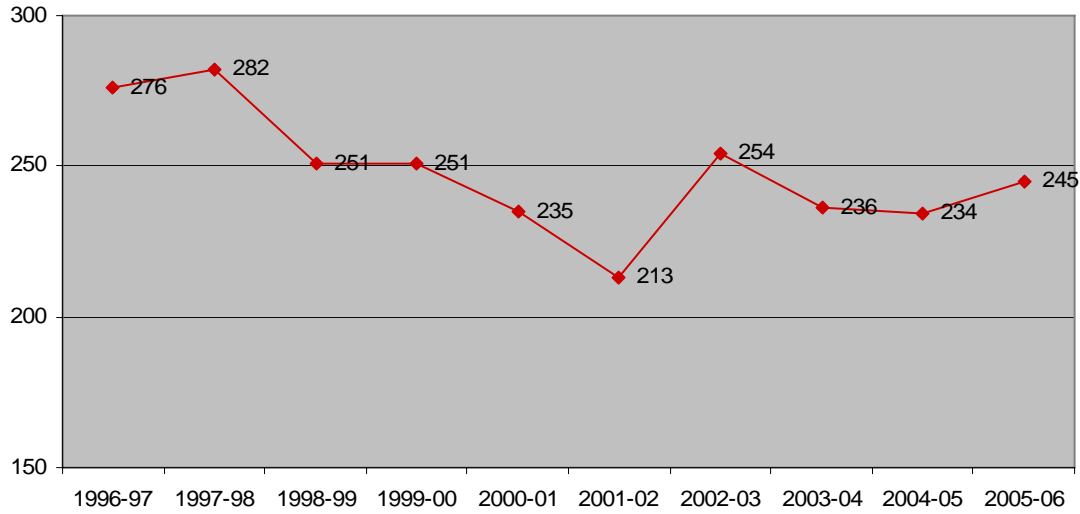


* Average MCAT composite scores achieved by UNL undergraduate students. The national average is based on scores of all individuals who took the exam, see page 86.

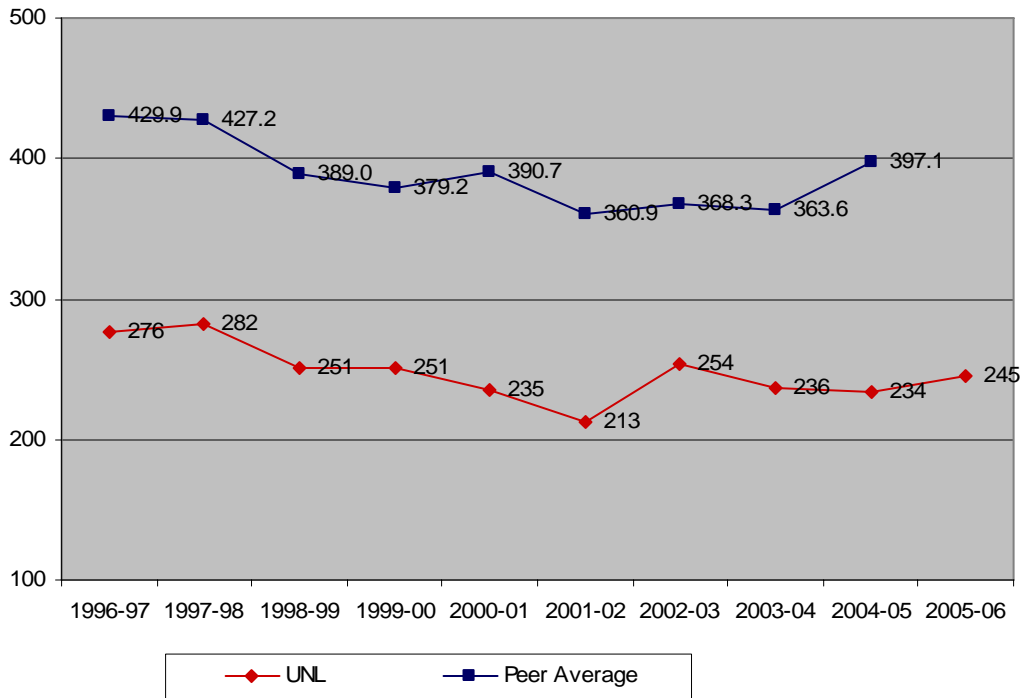
(This page left intentionally blank)

NUMBER OF DOCTORATES GRANTED*

How are we doing?



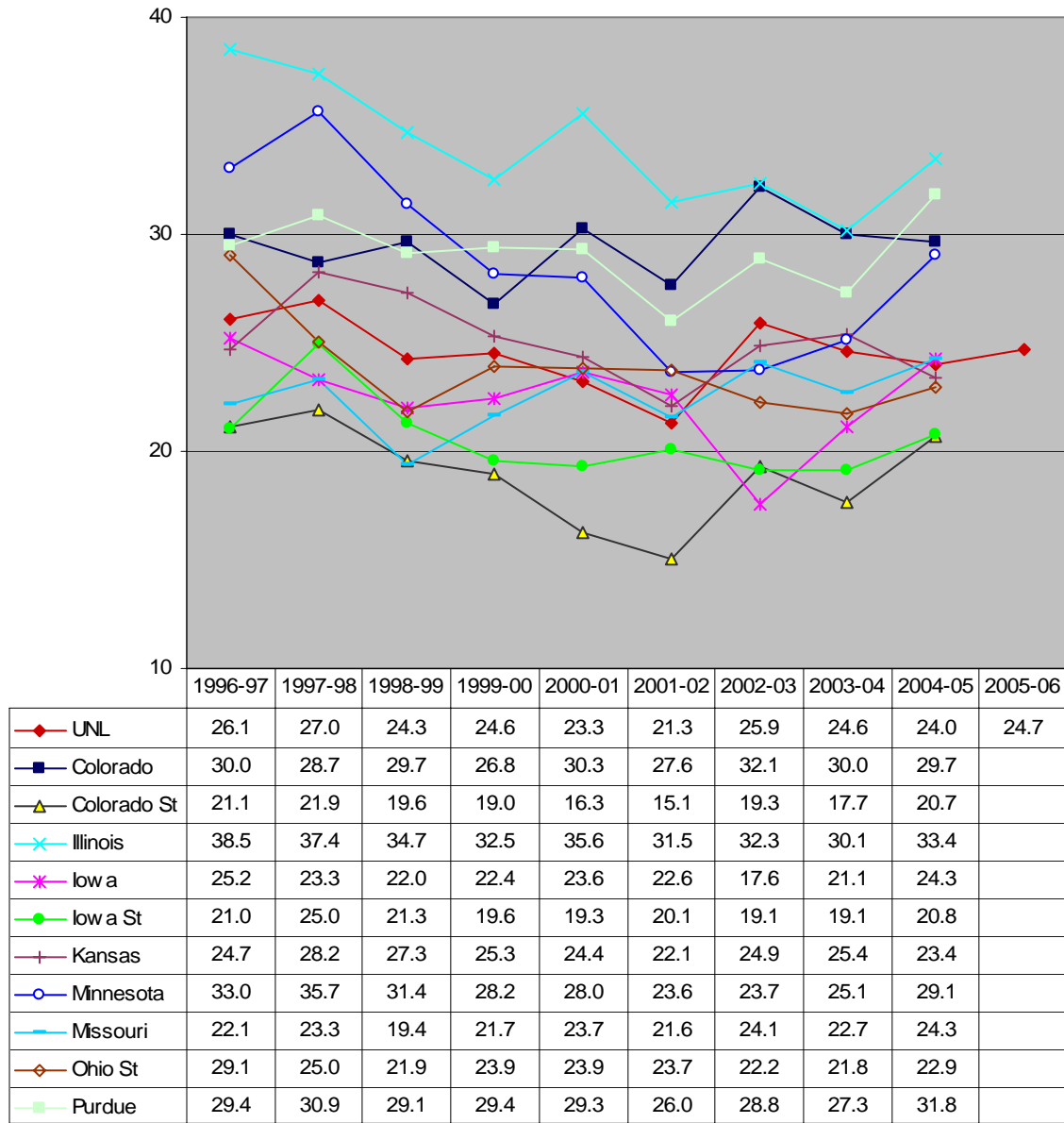
How do we compare to the average of our peers?



* Number of doctorates granted in all program areas during an academic year, see page 86.

How do we compare to our peers?

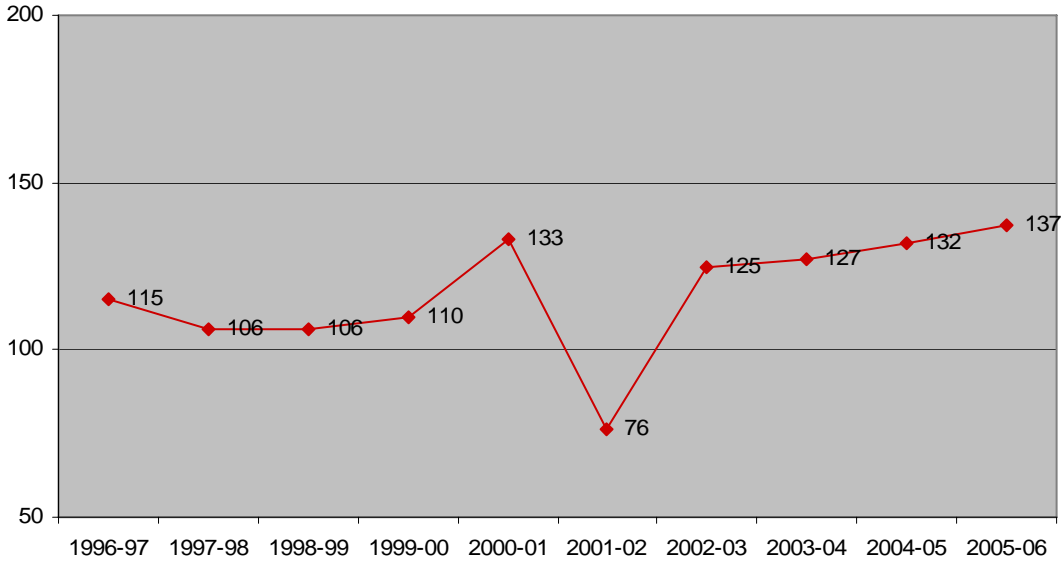
Adjusted for size of tenured/tenure-track faculty



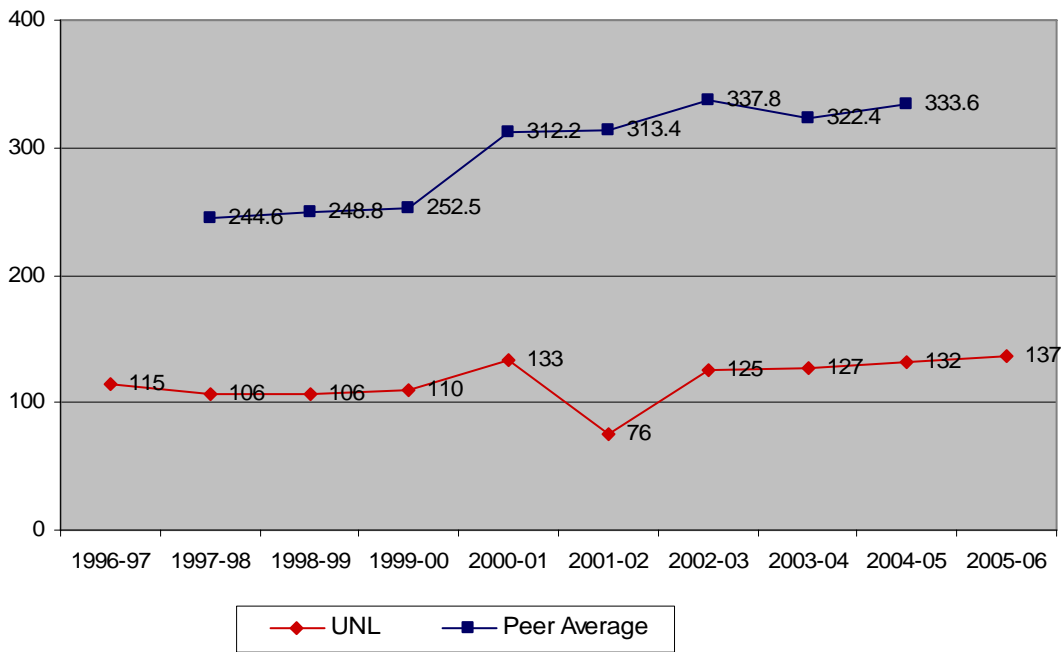
Note: Degrees granted per 100 faculty.

NUMBER OF POST-DOCTORAL APPOINTEES IN SCIENCE, ENGINEERING, AND HEALTH FIELDS*

How are we doing?



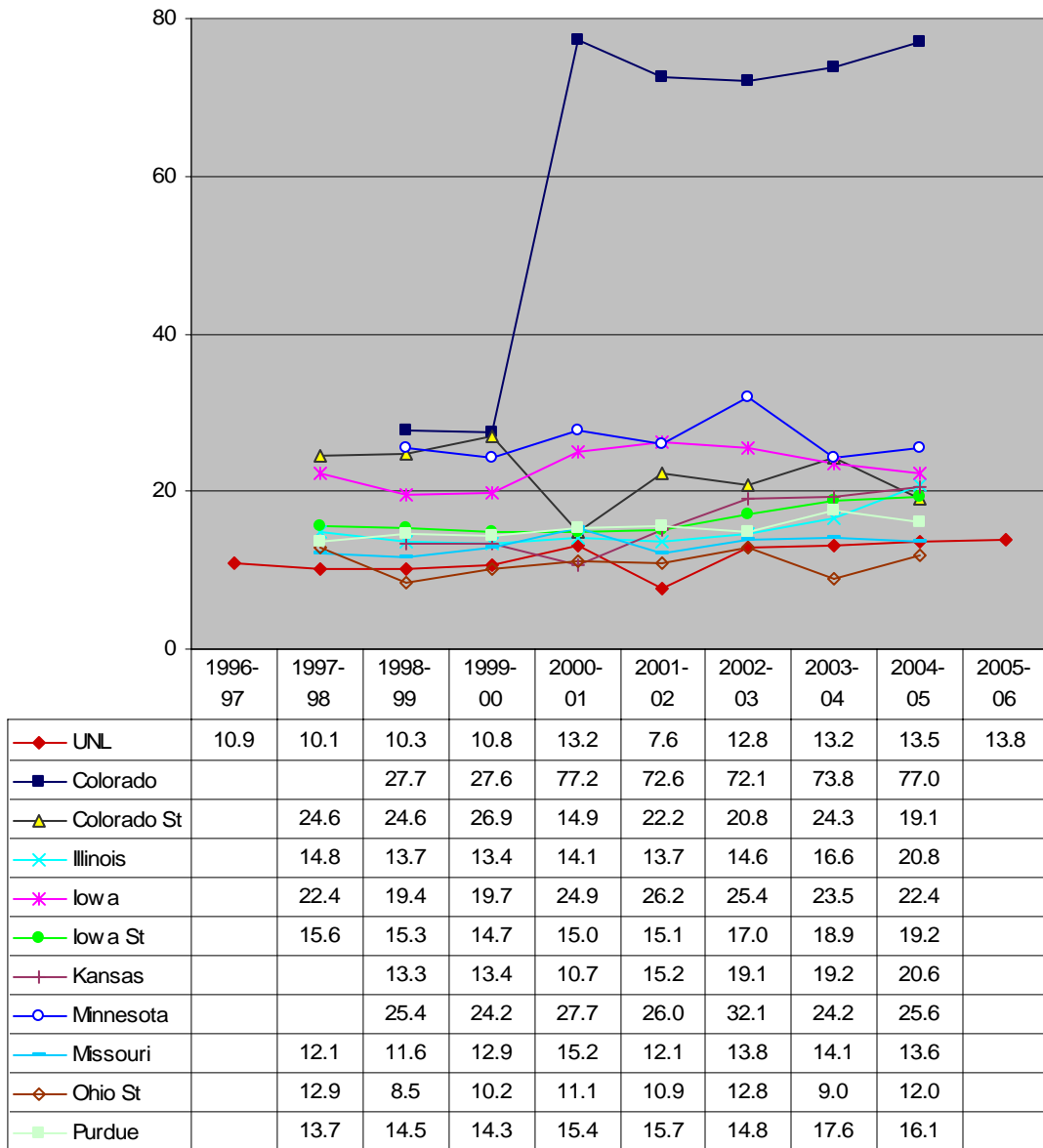
How do we compare to the average of our peers?



* Number of postdoctoral fellows employed at UNL, see page 86.

How do we compare to our peers?

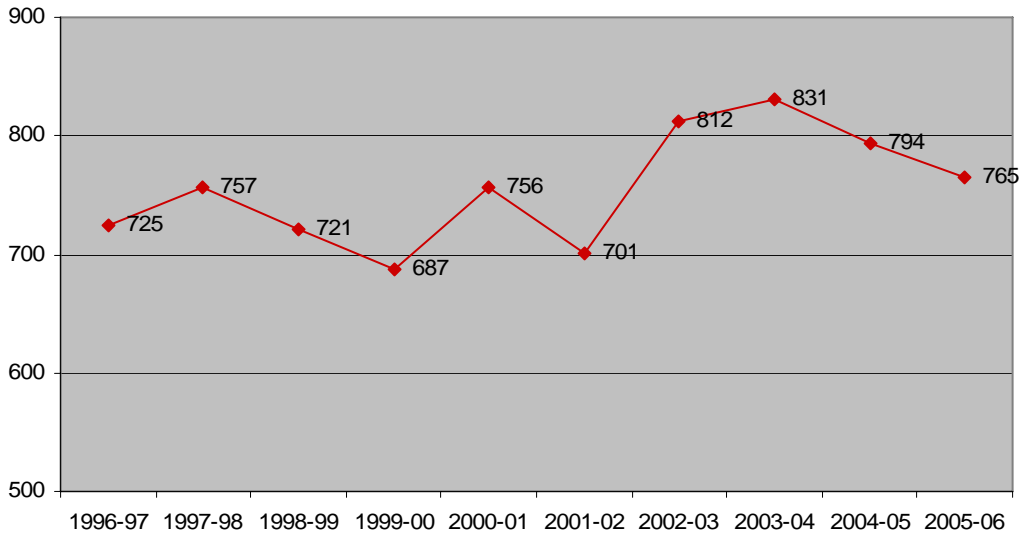
Adjusted for size of tenured/tenure-track faculty



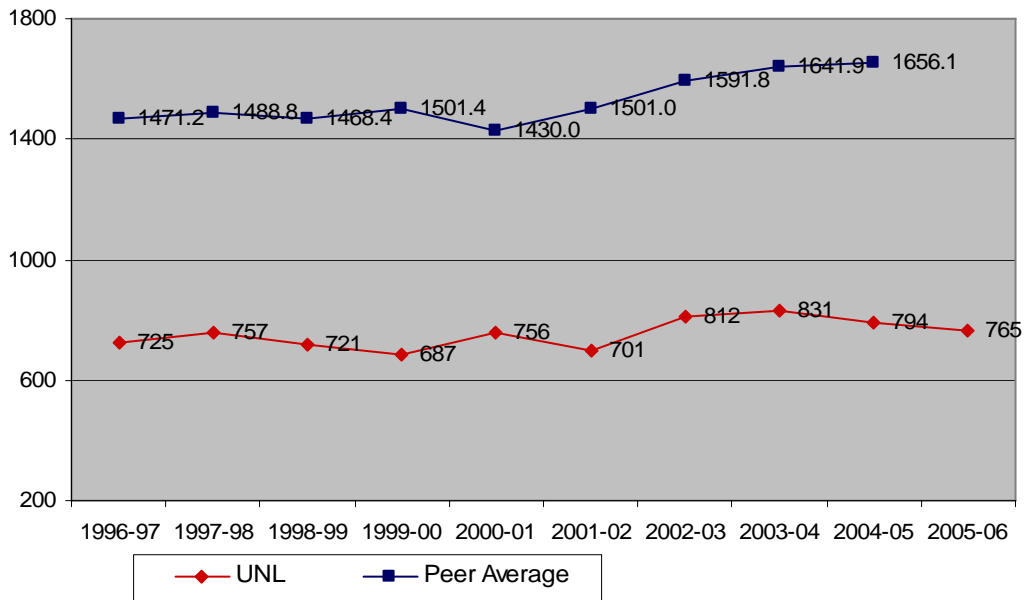
Note: Postdocs per 100 faculty.

NUMBER OF MASTERS DEGREES GRANTED*

How are we doing?



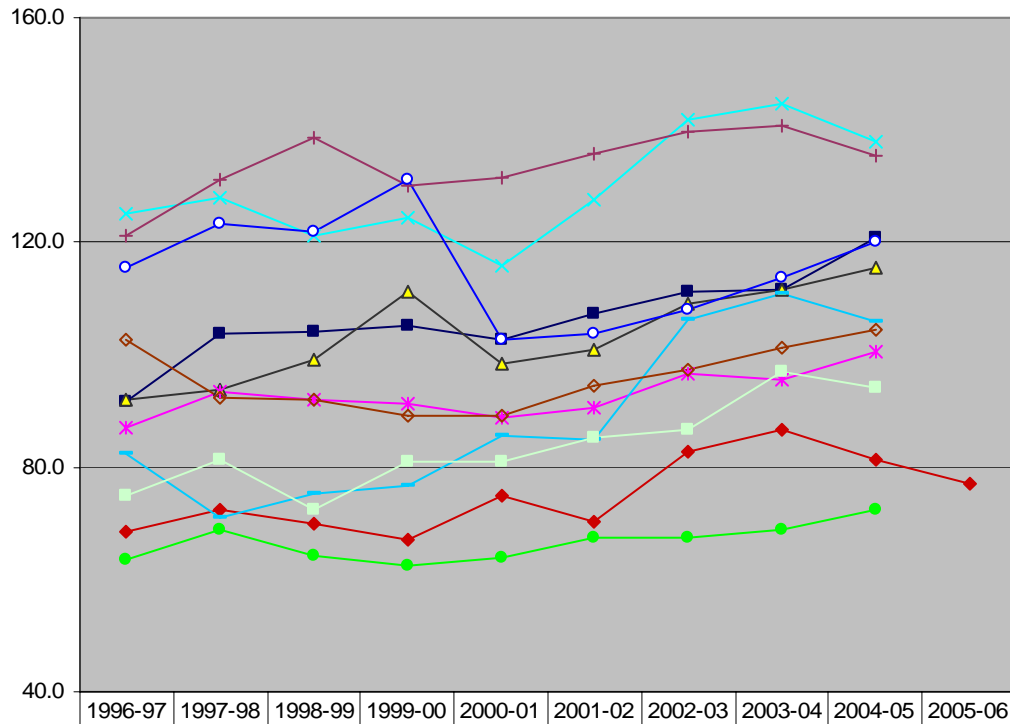
How do we compare to the average of our peers?



* Number of masters degrees granted in all program areas during an academic year, see page 87.

How do we compare to our peers?

Adjusted for size of tenured/tenure-track faculty



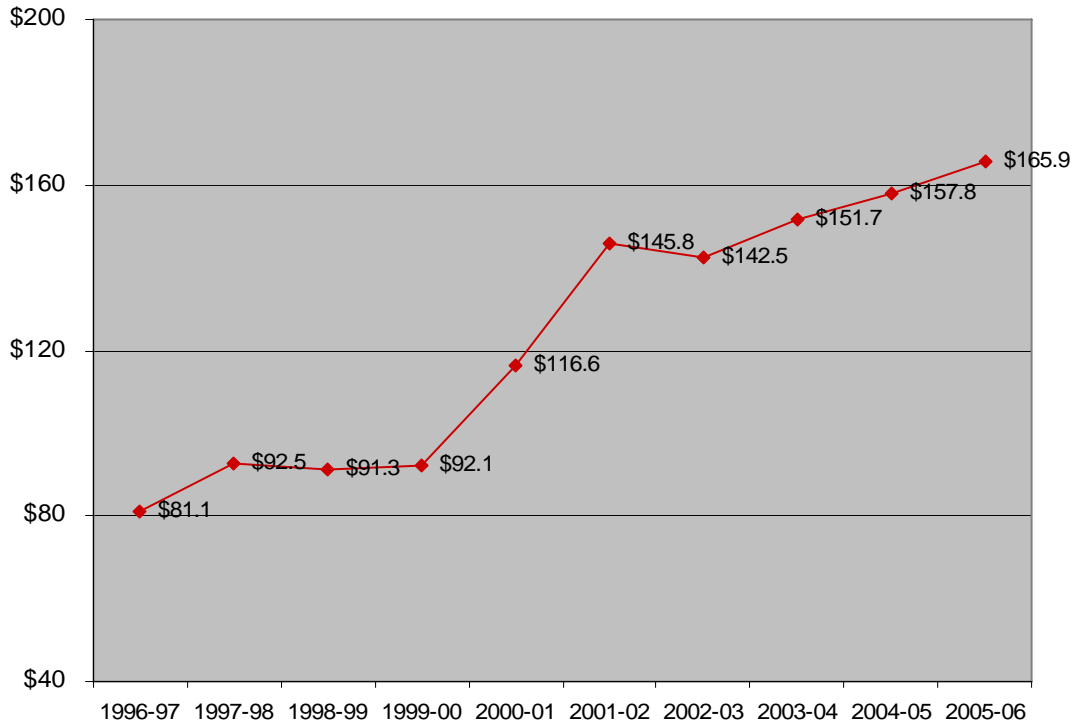
	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
◆ UNL	68.5	72.4	69.8	67.2	74.8	70.2	82.9	86.6	81.4	77.1
■ Colorado	91.8	103.6	104.1	105.2	102.6	107.4	111.2	111.6	120.7	
▲ Colorado St	92.1	93.7	99.0	111.1	98.3	100.8	108.9	111.7	115.5	
✕ Illinois	125.1	127.8	121.3	124.2	115.7	127.5	141.7	144.7	137.9	
✱ Iowa	87.0	93.6	92.1	91.4	88.7	90.6	96.7	95.6	100.6	
● Iowa St	63.3	68.9	64.1	62.4	63.9	67.3	67.6	68.7	72.4	
✚ Kansas	121.1	131.2	138.5	130.2	131.6	135.6	139.7	140.9	135.6	
○ Minnesota	115.3	123.2	122.0	131.3	102.7	103.8	107.8	113.7	120.0	
— Missouri	82.3	71.1	75.3	76.6	85.4	84.8	106.4	110.7	105.8	
◇ Ohio St	102.7	92.4	92.1	89.0	89.3	94.5	97.2	101.2	104.4	
■ Purdue	74.8	81.4	72.5	80.8	81.1	85.1	86.7	96.8	94.0	

Note: Degrees granted per 100 faculty.

TOTAL SPONSORED DOLLARS AWARDED*

How are we doing?

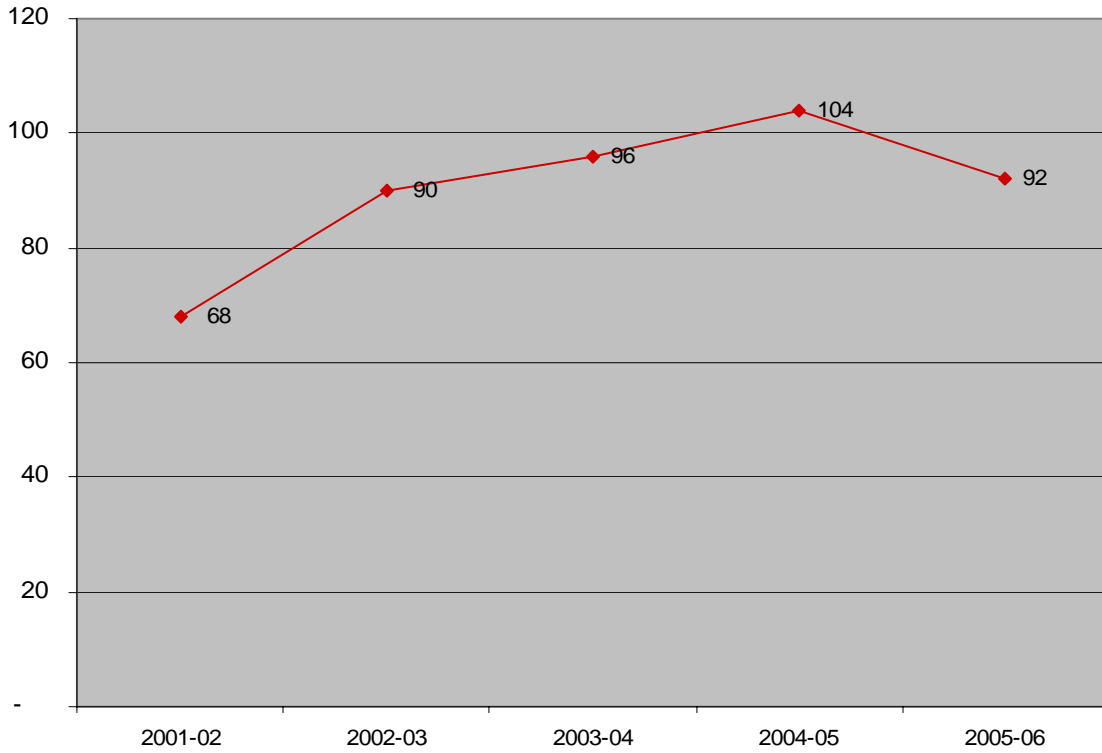
In millions



* Total dollars awarded to the university from all grants and contracts from all funding sources, see page 87. Peer data are not available for this indicator.

NUMBER OF GRANT PROPOSALS SUBMITTED FOR MORE THAN \$1M*

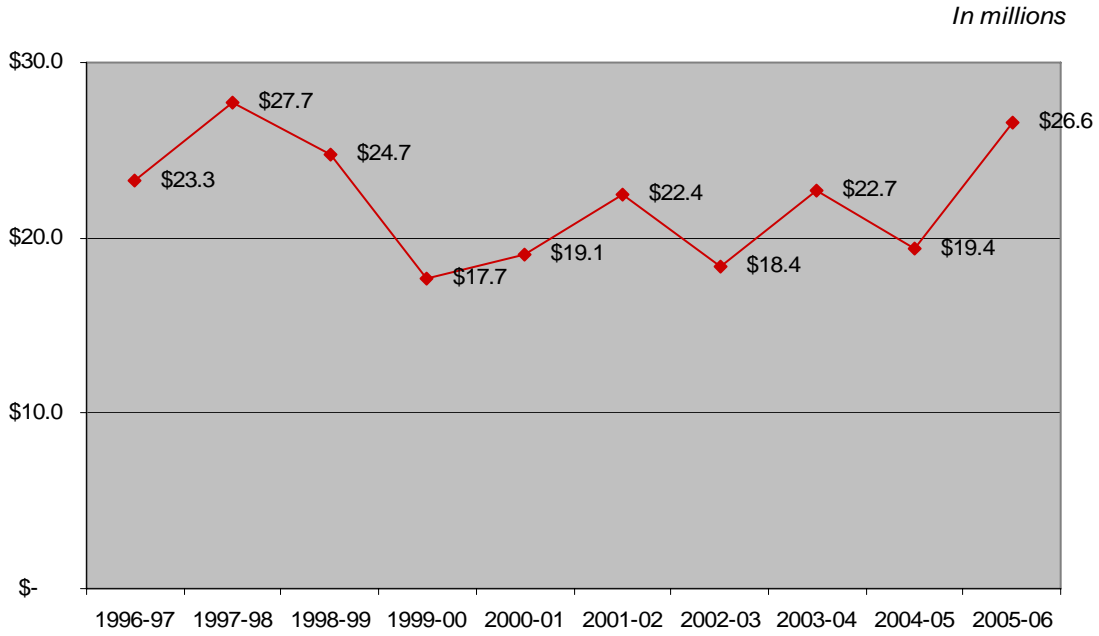
How are we doing?



* Number of grant proposals submitted during the fiscal year requesting over \$1M from any funding agency, see page 87. Peer data are not available for this indicator.

TOTAL SPONSORED OUTREACH DOLLARS AWARDED*

How are we doing?



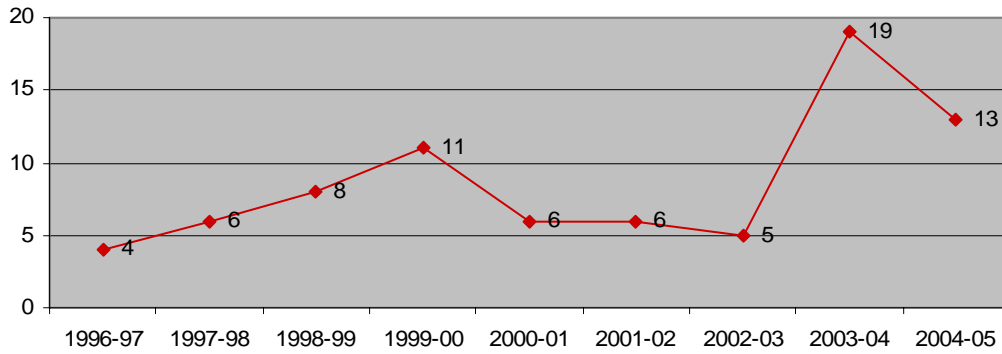
* Total dollars awarded to the university from public service grants and contracts from all funding sources, see page 88. Peer data are not available for this indicator.

(This page left intentionally blank)

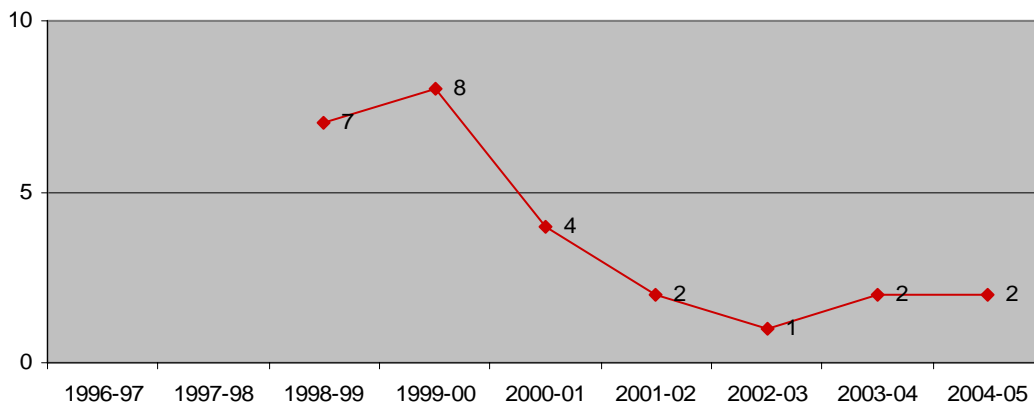
INDEX OF COMMERCIAL IMPACT OF FACULTY RESEARCH*

How are we doing?

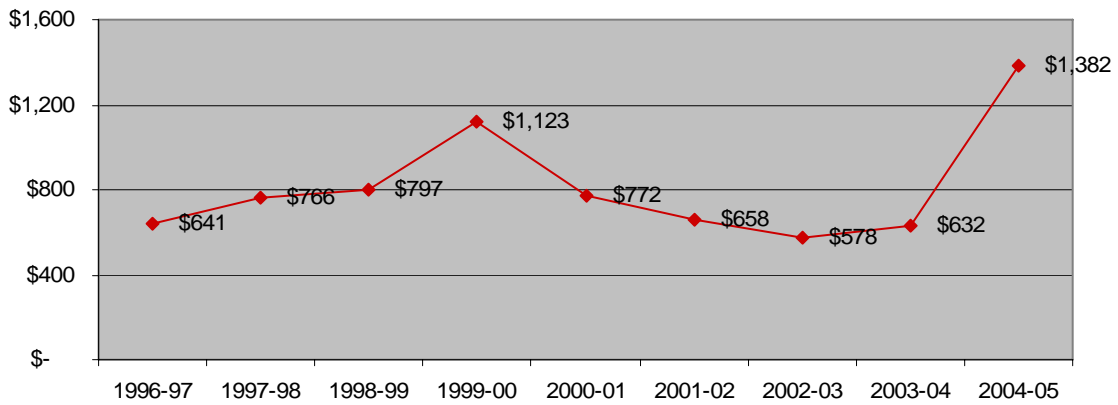
Licenses or Options Executed



Start-up Companies (rolling three-year total)

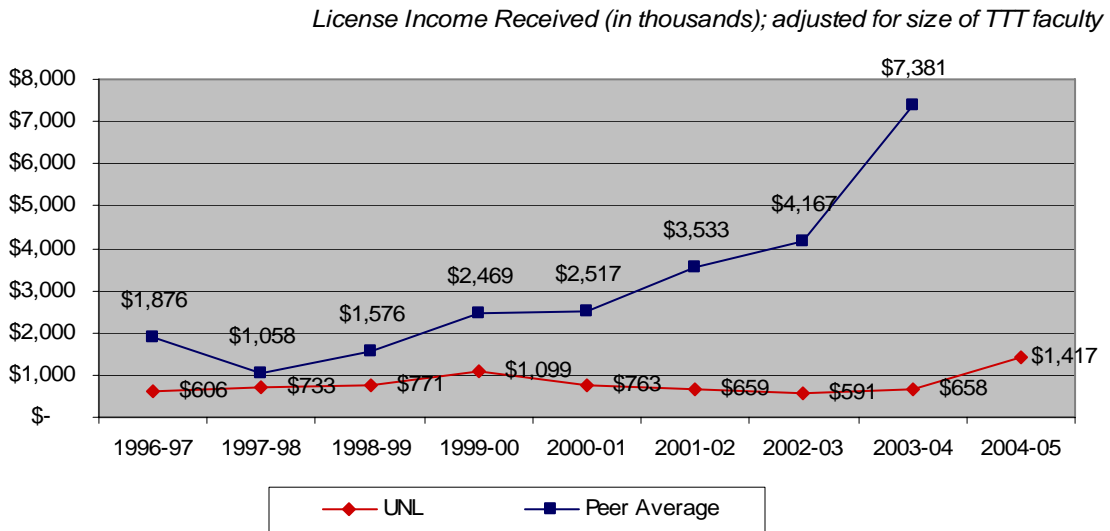
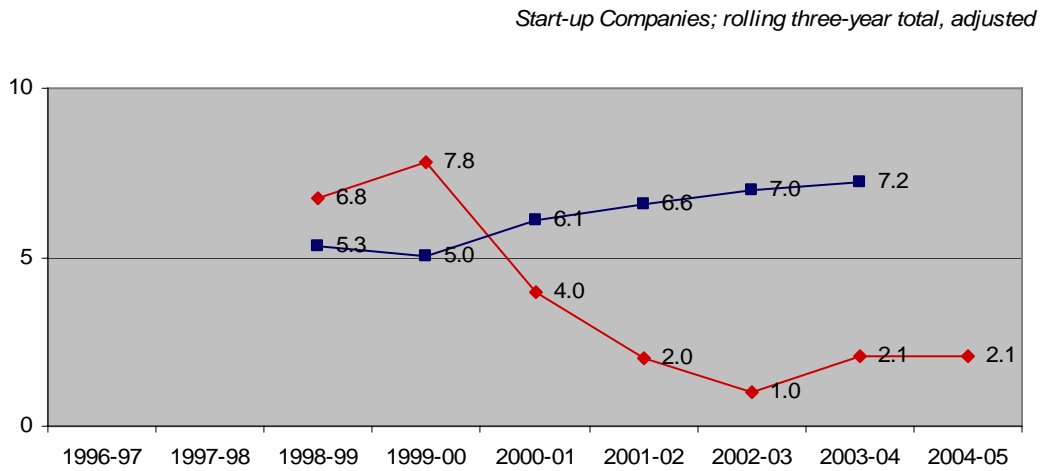
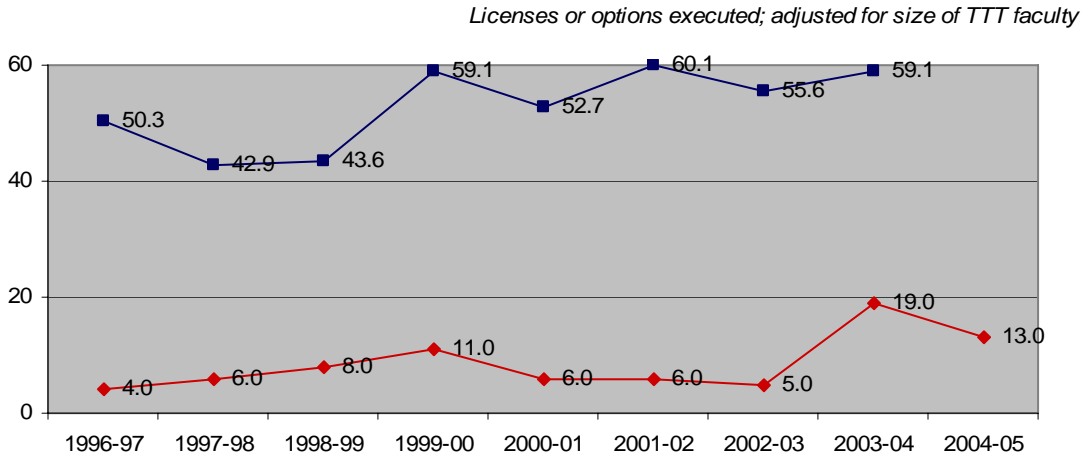


License Income Received; In thousands



* This indicator has three pieces: number of licenses or options executed; number of start-up companies, and license income received, see page 88.

How do we compare to the average of our peers?

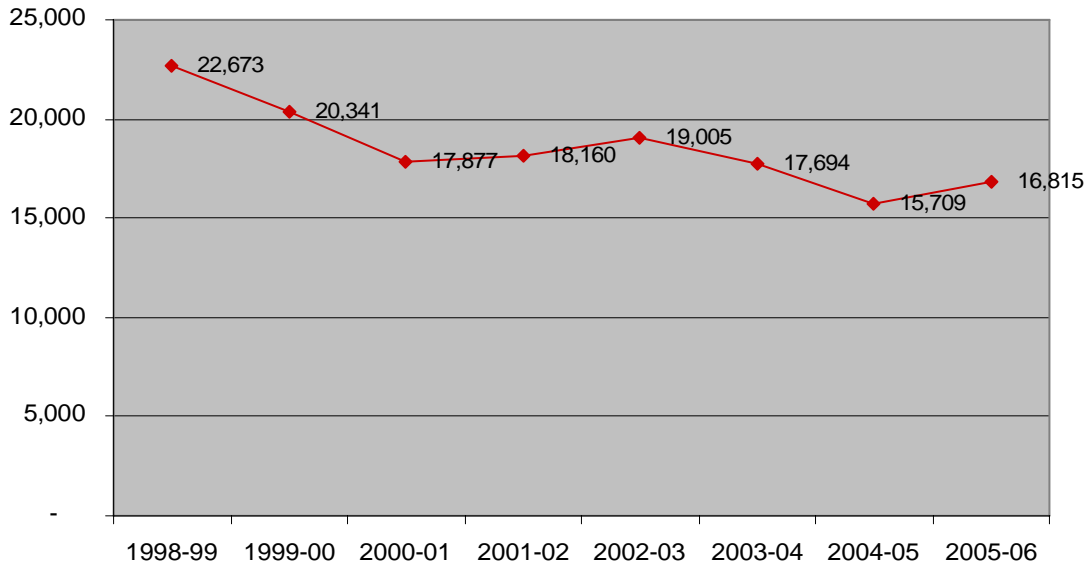


Note: Number of licenses/options executed, start-up companies, and license income received (in thousands) per 1000 faculty.

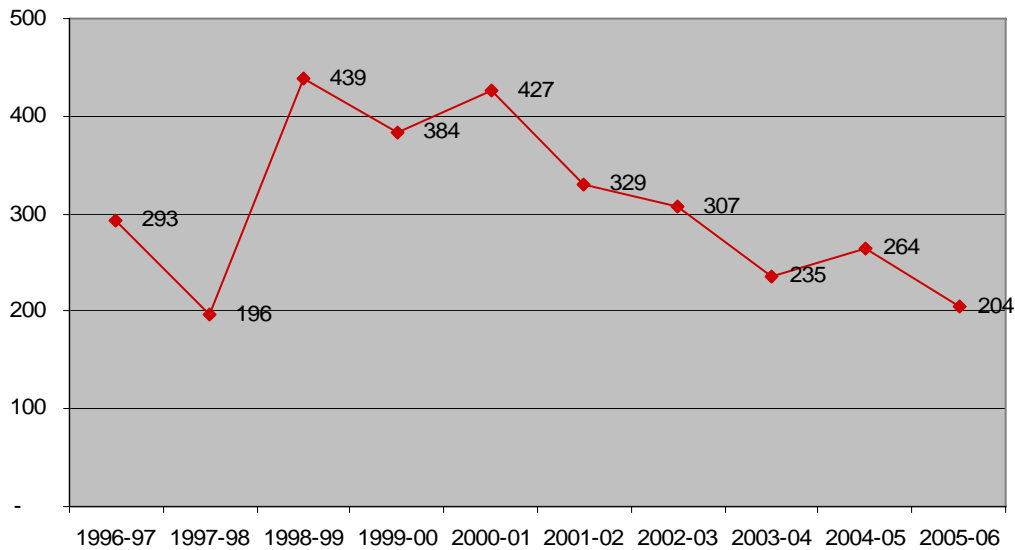
INDEX OF LIBRARY SERVICES AND RESOURCES SHARED WITH NEBRASKANS*

How are we doing?

Number of books and periodicals circulated to Nebraskans



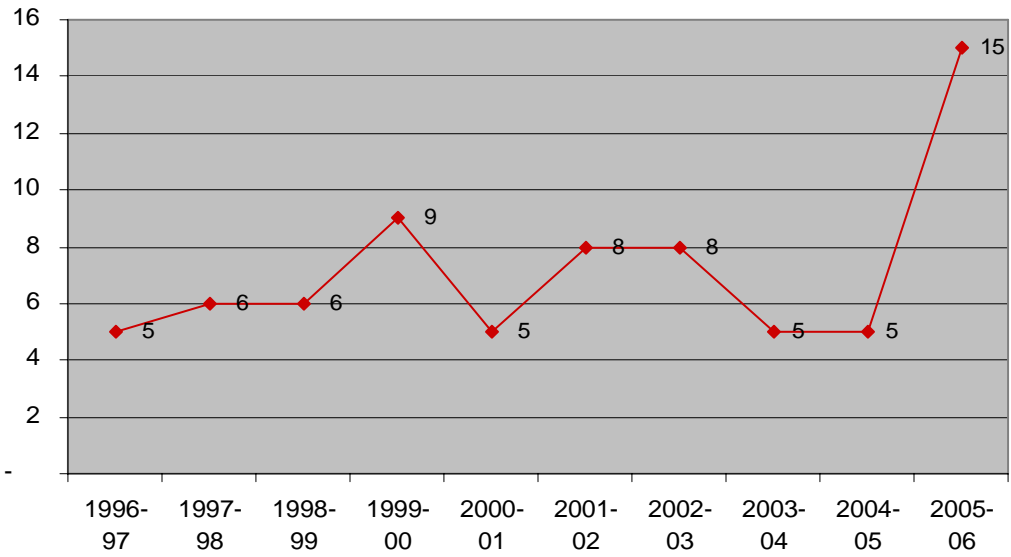
Instructional tours given



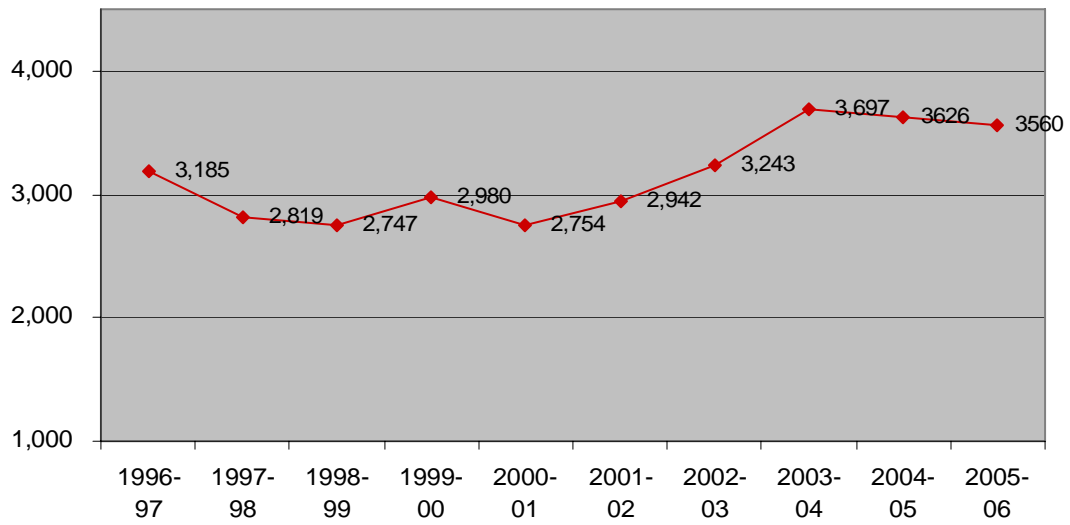
* This indicator has four pieces: number of books and periodicals circulated to Nebraskans, number of instructional tours given of library facilities, number of programs offered by library faculty, and number of interlibrary loans to Nebraskans, see page 88. Peer data are not available for this indicator.

ADDITIONAL INDICATORS – OUTREACH AND ENGAGEMENT

Programs offered by library faculty

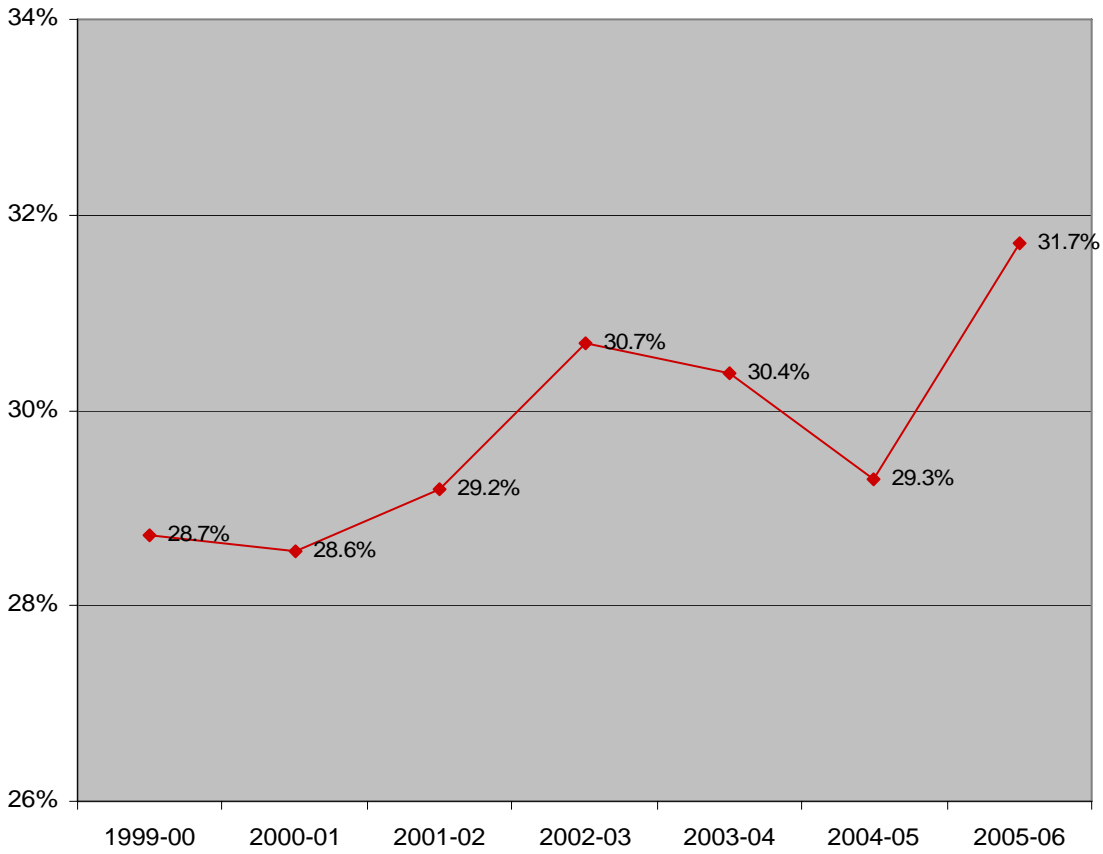


Interlibrary loans to Nebraskans



PERCENT OF TOP 10% STUDENTS IN STATE WHO MATRICULATE AT UNL*

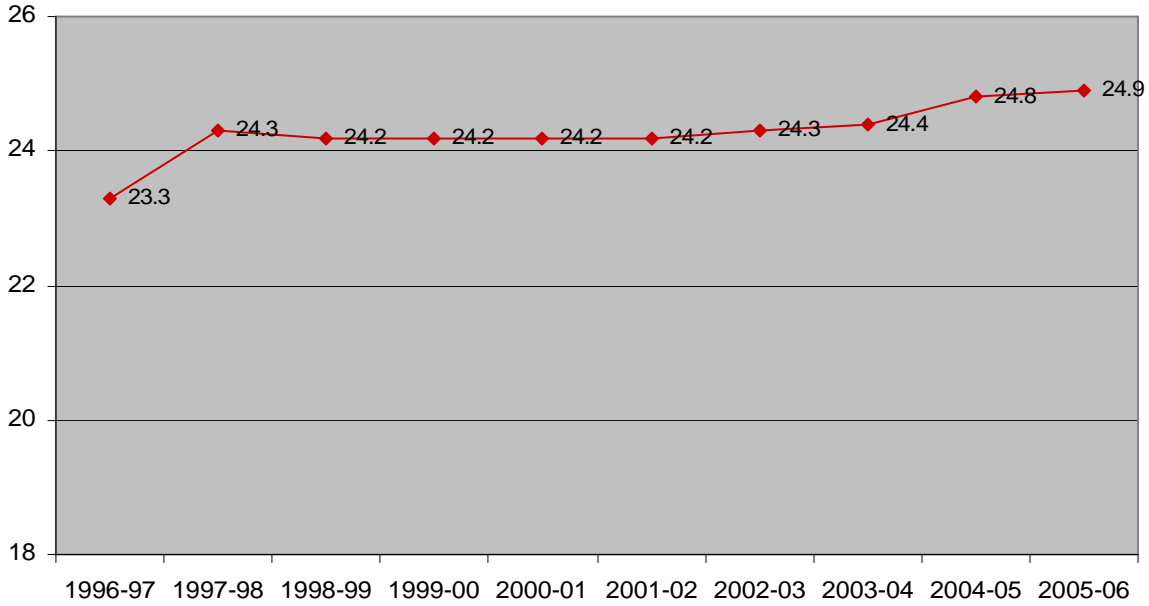
How are we doing?



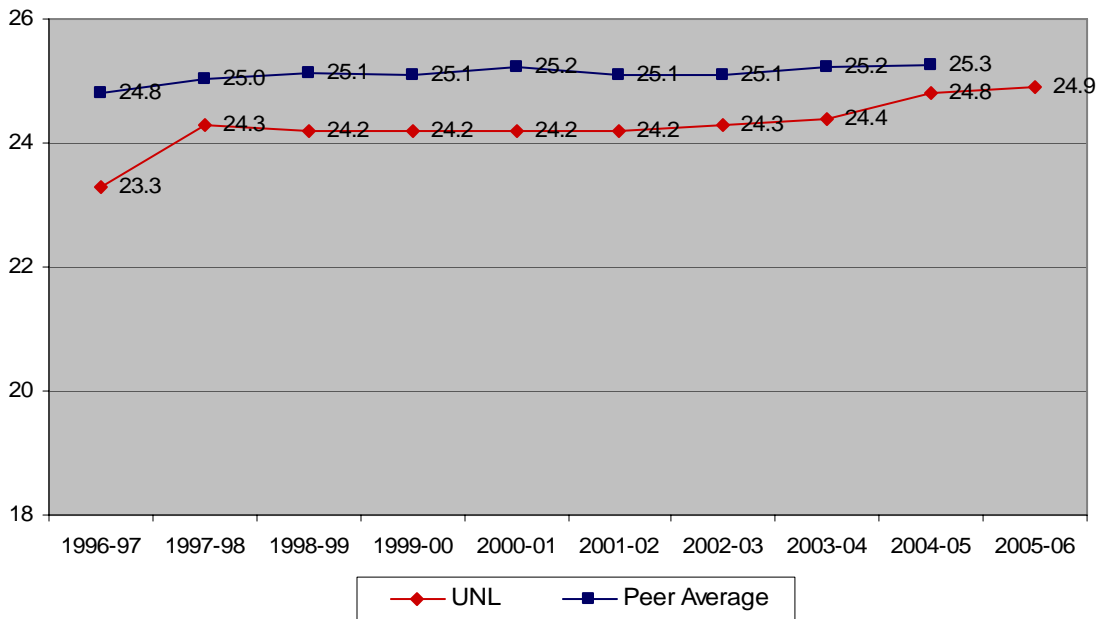
* Percentage of Nebraska high school graduates in the top 10% of their class who matriculate at UNL, see page 89. Peer data are not available for this indicator.

AVERAGE ACT COMPOSITE OF INCOMING FIRST-YEAR STUDENTS*

How are we doing?



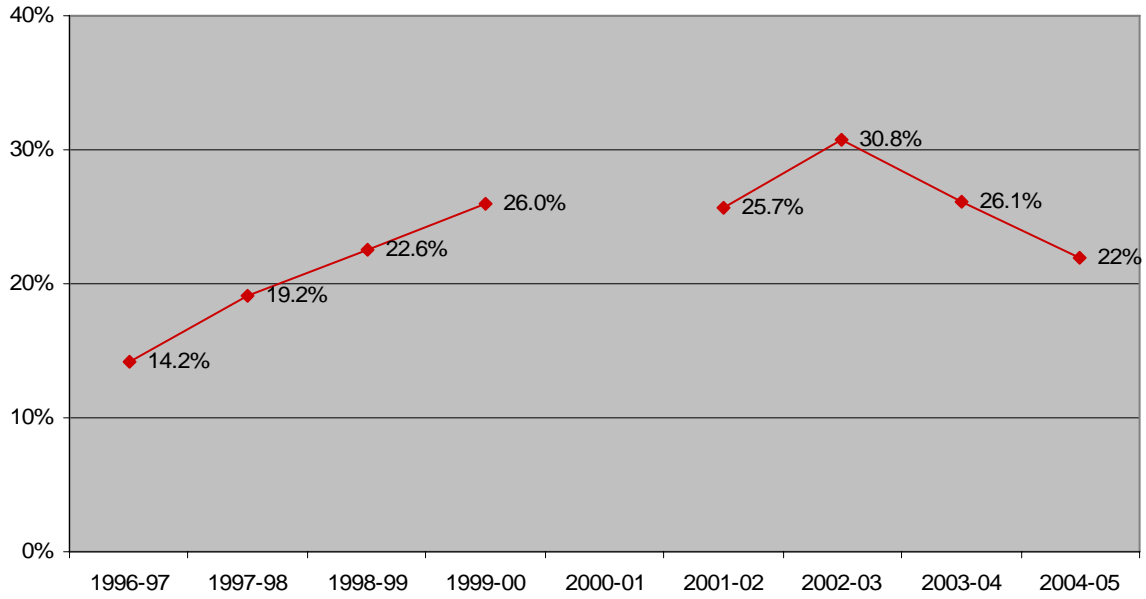
How do we compare to the average of our peers?



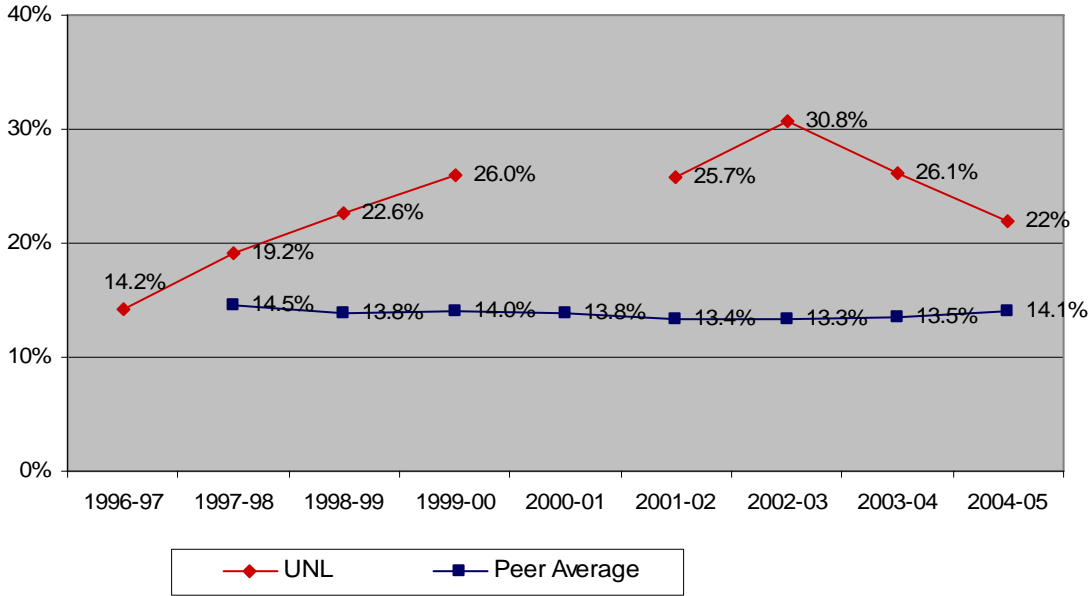
* Average ACT Composite score from all incoming first-year students, see page 89.

ANNUAL GIVING*

How are we doing?

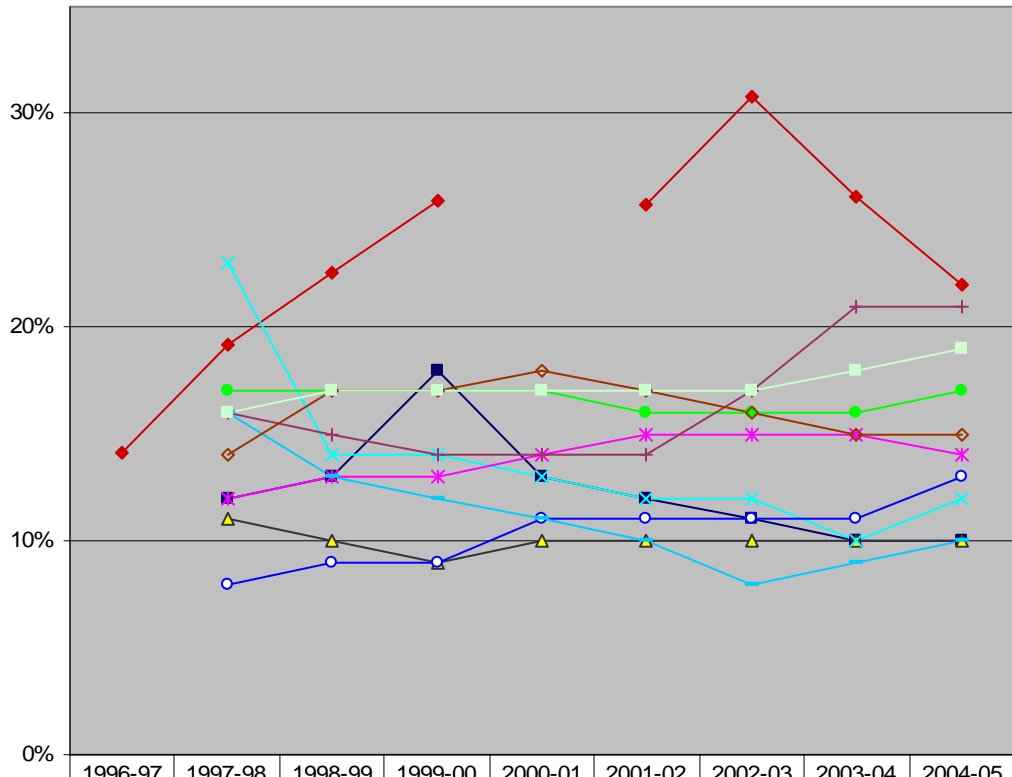


How do we compare to the average of our peers?



* Percentage of alumni who gave to their school during the previous academic year, see page 89.

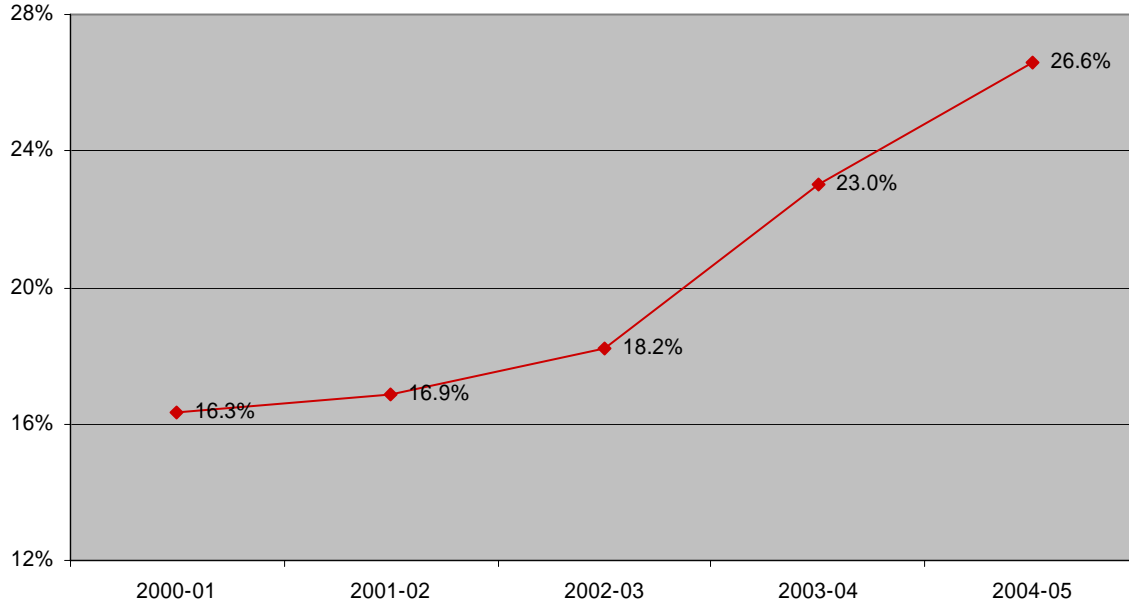
How do we compare to our peers?



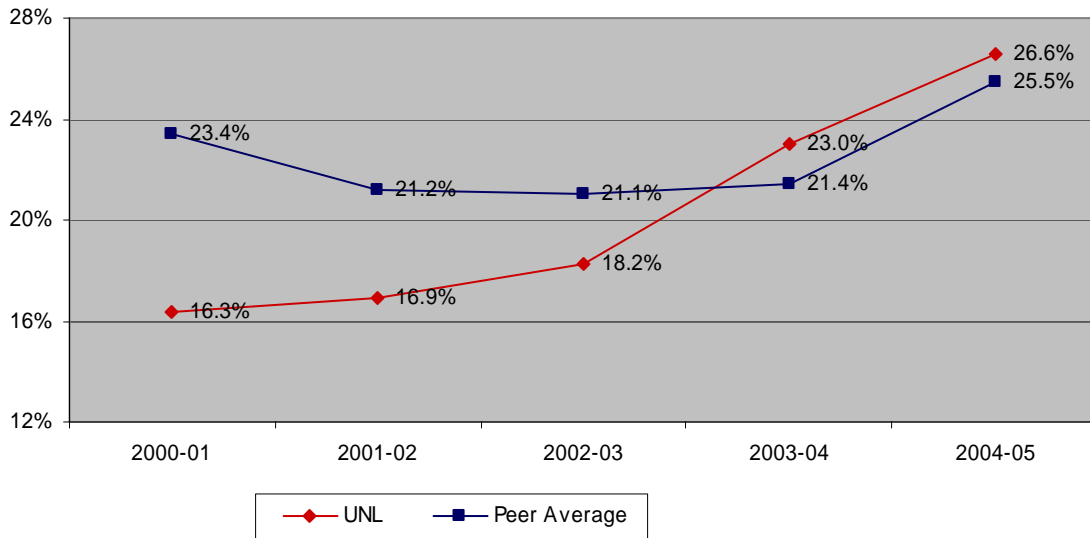
	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
UNL	14.2%	19.2%	22.6%	26.0%		25.7%	30.8%	26.1%	22%
Colorado		12%	13%	18%	13%	12%	11%	10%	10%
Colorado St		11%	10%	9%	10%	10%	10%	10%	10%
Illinois		23%	14%	14%	13%	12%	12%	10%	12%
Iowa		12%	13%	13%	14%	15%	15%	15%	14%
Iowa St		17%	17%	17%	17%	16%	16%	16%	17%
Kansas		16%	15%	14%	14%	14%	17%	21%	21%
Minnesota		8%	9%	9%	11%	11%	11%	11%	13%
Missouri		16%	13%	12%	11%	10%	8%	9%	10%
Ohio St		14%	17%	17%	18%	17%	16%	15%	15%
Purdue		16%	17%	17%	17%	17%	17%	18%	19%

ALUMNI ASSOCIATION MEMBERSHIP*

How are we doing?



How do we compare to the average of our peers?



* Percent of living alumni who are paid members of the Alumni Association, see page 90.

ADDITIONAL INDICATORS WITH DATA NOT YET AVAILABLE

The following list shows those indicators for which data are not yet available centrally. These indicators require additional data collection and/or the establishment of criteria by departments and colleges.

Undergraduate Student Learning and Achievement

- Nationally-competitive awards won by undergraduate students (Discipline or group-specific awards)
- Alumni Satisfaction Measures

Graduate, Professional, and Post-doctoral Education

- Nationally-competitive awards won by graduate and professional students (Discipline or group-specific awards)
- Nationally-competitive postdoctoral appointments won by graduate and professional students

Research, Scholarship, and Creative Activity

- Nationally-competitive awards, honors, and memberships won by faculty members (Discipline or group-specific awards)
- Leadership positions in leading national academic or professional societies held by faculty members

Engagement and Outreach

- Participation in and/or attendance at outreach activities

**Data Sources and
Methodology – *Primary
Indicators***

Six-Year Graduation Rate

Source:

Consortium of Student Retention Data Exchange

Description:

Six-year graduation rate is a national standard that is defined as follows: percentage of first-time, full-time freshmen who graduate within six years, excluding those who were deceased, permanently disabled, serving with the armed forces, foreign aid service of the federal government, or official church missions.

Nationally-Competitive Awards Won by Undergraduate Students

Source:

Websites of awarding agencies, listed below.

IPEDS Enrollment Survey (for size of full-time undergraduate student population)

Description:

Count of nationally competitive general undergraduate awards of distinction received by UNL students. The three-year totals reflect the number of awards received in the academic year listed and the two previous years.

Data Issues

The following tables list the awards included in this indicator for which peer information is available and the recipients at UNL. In previous years, NSF Graduate Fellowships were included in this count.

For the most recent year, the information about undergraduate institution of these award winners is unavailable. To maintain consistency, the awards have been removed from the graphs for all years, but still remain in the table on the following page. These sources were last checked August 1, 2006.

Awards With Peer Information	External Source for Awardee Lists
Barry M. Goldwater Scholars	http://www.act.org/goldwater
British Marshall Scholars	http://www.marshallscholarship.org/profiles.html
Fulbright Fellows	http://us.fulbrightonline.org/resources_current_granteedirectories.html
Mellon Fellowships	http://www.woodrow.org/mellon
Morris K. Udall Scholars	http://www.udall.gov/udall.asp?link=200
Rhodes Scholars	http://www.rhodesscholar.org
Truman Scholars	http://www.truman.gov

Detailed Data:

Names and Majors of UNL Students who won Nationally Competitive General Undergraduate Awards

Year	Award	Name	Major(s)
1996-97	Goldwater Scholar	Whalen, Stephen	Math
	NSF Graduate Fellowship	Vetter, Jeremy	Physics
	Rhodes Scholar	Vetter, Jeremy	Physics
1997-98	Goldwater Scholar	Macklin, Paul Thomas	Math
	NSF Graduate Fellowship	O'Brien, Carolyn Marie	Biochemistry

DATA SOURCES AND METHODOLOGY

	Truman Scholar	Slaughter, Kara	International Affairs
1998-99	Fulbright	Pipher, Sara W.	Anthropology
	NSF Graduate Fellowship	Bielenberg, James R	Chemical Engineering
		Fisher, Travis Wilson	Math
		Macklin, Paul Thomas	Math
		Whalen, Stephen	Math
1999-00	Fulbright	Popp, Corbin K.	Biochemistry
	Goldwater Scholar	Wild, Angela	Biological Systems Engineering
	NSF Graduate Fellowship	Loeb, Anne Marie	Biological Sciences, Journalism
2000-01	Fulbright	Brown, Jill R.	Psychology
		Rhea, James P.	Agribusiness
	Goldwater Scholar	Claassen, Dorea	Music, Math
		Sabalka, Lucas	Math
		Veomett, Ellen	Math
NSF Graduate Fellowship	Wild, Angela	Biological Systems Engineering	
	Truman Scholar	Clements, Angela M.	Political Science
2001-02	Fulbright	Krafka, Gregory	Economics
	Goldwater Scholar	Beer, Elizabeth	Classics, Math
		Hain, Seth	Math
	NSF Graduate Fellowship	Brown, Christopher D.	Biochemistry
		Sabalka, Lucas	Math
		Veomett, Ellen	Math
		Wlaschin, Katie Fraass	Chemical Engineering
2002-03	Fulbright Fellow	Kruse, Melissa	Anthropology
		Pulczynski, Janelle	English
	Goldwater Scholar	Green, Elizabeth	Math
	NSF Graduate Fellowship	Bosley, Jocelyn	Math
Kuzara, Jennifer		Anthropology	
Wagner, Jennifer		Industrial Management Systems Eng.	
	Truman Scholar	Spilinek, Megan N.	Business Administration
2003-04	Fulbright Fellow	Garcia, Michael	English, Spanish
		Gustafson, Christopher	Agricultural Economics
	NSF Graduate Fellowship	Durham, Tessa	Biochemistry
		Echtenkamp, Patricia L.	Biochemistry; Bio. Systems Engineering
		Gill, Gennette D.	Computer Science
Simpson, Lori A.		Mechanical Engineering, Spanish	
		Verner, Lawton N.	Biological Systems Engineering
	Truman Scholar	Jones, Jonathon W.	Political Science, English
2004-05	Fulbright Fellow	Benesh, Daniel P.	Biological Sciences
	Jack Kent Cooke	Wyatt, Kyle	English, History
2005-06	Fulbright Fellow	Peterson, Erica J.	Biological Sciences
		Cummins, Shannon M	Economics
		Crockett, David G.	Biological Sciences
		Jones, Jonathan W.	Political Science
	Goldwater Scholar	Frey, Jeanine L.	Biochemistry
		McFarland, James D.	Electrical Engineering

Percent of Graduating Students Who Had a Meaningful Research or Creative Activity Experience

Source:

Questions for Undergraduates Survey

Description:

At the time of their application for degree, the percent of graduating students who indicated they had participated in a meaningful research or creative activity experience. The question reads as follows:

During your time at UNL, did you participate in a major research project or creative activity in which you worked closely with or under the direct supervision of a faculty member?

Activities that **would not** qualify include routine classroom assignments such as term papers, creative writing exercises, or research methods assignments.

Activities that **would** qualify include a UCARE project, an undergraduate thesis, working as a research or studio assistant, a class project that requires original research, or other similar activity whether in the context of a course, participation in a field school, independent study, or directly at the request of a faculty member.

Data Issues:

This survey was implemented during spring semester 2002. The number of students responding in 2001-02 was 214. Since then, there have been more than 2700 responses per academic year. Thus, the numbers in the first year of 2001-02 are not completely comparable to the others.

Nationally-Competitive Awards Won by Graduate and Professional Students

Source:

Websites of awarding agencies, listed below.

IPEDS Enrollment Survey (for size of full-time graduate/professional student population)

Description:

Count of nationally competitive general awards of distinction for graduate and professional students received by UNL students. The three-year totals reflect the number of awards received in the academic year listed and the two previous years.

Data Issues:

Only those awards for which peer information is available have been included in the peer charts and tables, thus the numbers for UNL in the UNL-only and peer charts will not match. The following tables list the awards included in this indicator for which peer information is available and the recipients at UNL. These sources were last checked August 28, 2006.

Awards	External Source for Awardee Lists
Fulbright Fellowship	http://us.fulbrightonline.org/resources_current_granteedirectories.html
Jack Kent Cooke	http://www.jackkentcooke.org/jkcf_web/content.aspx?page=OurSch
NSF Graduate Fellowship	http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=6201&org=DGE&from=home

Detailed Data:

Names of UNL Students who won Nationally Competitive General Graduate/Professional Awards

Year	Award	Name
1996-97	Fulbright Fellowship	Berens, Shawn J. Cramer, Timothy R. Plummer, Alvin R.
1997-98	Fulbright Fellowship	Cardenas, Soraya
	NSF	Richards, Robyn
	NSF Minority Fellowship	Ontai, Lenna
1998-99	Fulbright Fellowship	Nephawe, Khathutshelo
	NSF Graduate Fellowship	Bielenberg, James Ronald
1999-00	Fulbright Fellowship	Amezquita, Alejandro
	NSF Graduate Fellowship	Macklin, Paul Thomas
2000-01	Fulbright Fellowship	Austin, James W. Coon, Brian A.
	NSF Graduate Fellowship	Wild, Angela
2001-02	<i>None</i>	
2002-03	NSF Graduate Fellowship	Boellstorff, Darcy
2003-04	Jack Kent Cooke	Oldham, Thomas
2004-05	Fulbright Fellowship	Breyda, Florian Carpenter, Meredith D.
	NSF Graduate Fellowship	Protzman, Jonathon B.
2005-06	NSF Graduate Fellowship	Ronsse, Lauren M

Index of Graduates' Success on Professional Licensure Examinations

Source:

UNL Departments/Colleges

Description:

Pass rate of UNL students for professional licensure exams that are required to practice in the field. The national pass rate is presented when it is available.

Some fields with required licensure exams (i.e., Accountancy, Architecture) did not submit information for this indicator because of the complexity of the testing curriculum and/or of obtaining results about UNL graduates.

Data issues

It is difficult, if not impossible, to summarize these data in either a chart or a trend. Therefore, we will continue to provide annual results only.

National Publications and Presentations by Current Graduate and Professional Students

Source:

UNL Departments/Colleges

Description:

The number of national publications, presentations, and/or performances by current UNL graduate and professional students based on criteria defined by the department.

Data Issues:

Each department identified criteria for this indicator based on its own needs and perception of the field. The strategies for identifying criteria was extremely variable. These numbers should *never* be used to compare one department or college to another. Since the criteria will remain consistent from year to year, it will make sense to track trends over time.

Detailed Data:

The following shows which departments submitted data during each of the collection cycles and are included in the university totals.

College	Department	
Arts & Sciences		
	Biological Sciences	Philosophy
	Chemistry	Physics and Astronomy
	Communication Studies	Political Science
	Computer Science & Engineering	Psychology
	English	Sociology
	Geosciences	
Education & Human Sciences		
	Educational Psychology	Nutrition & Health Sciences
	Family & Consumer Sciences	Textiles Clothing & Design
Engineering & Technology		
	Computer Science & Engineering	Mechanical Engineering
	Construction Management	
Fine & Performing Arts		
	Art & Art History	Theatre Arts
	Music	
Law		

The following list shows the departments that submitted data, but not every year so their data are not included in the totals.

College	Department	
Architecture		
	Interior Design	
Arts & Sciences		
	Anthropology and Geography	Modern Languages & Literatures
	Classics and Religious Studies	Mathematics
	Film Studies	History
Business Administration		
	Accountancy	Management
	Economics	Marketing
	Finance/Actuarial Science	

Education & Human Sciences

Teaching Learning & Teacher Education
 Special Ed & Communication Disorders

Engineering & Technology

Chemical Engineering	Industrial & Mgmt Systems Eng
Civil Engineering	Electrical Engineering
Engineering Mechanics	

Institute of Agriculture and Natural Resources

Ag LEC	Entomology
Agricultural Economics	Food Science & Technology
Agronomy and Horticulture	Plant Pathology
Animal Science	School of Natural Resources
Biochemistry	Veterinary and Biomedical Sciences
Biological Systems Engineering	

Journalism & Mass Communication

Federal Research Dollars Expended

Source:

National Science Foundation
IPEDS Fall Staff Survey (for count of tenured/tenure-track faculty)

Description:

Organizations like the Association of American Universities (AAU) and the Carnegie Foundation have used *federal research dollars expended* as an indicator of institutional quality for many years. This measure includes total R&D expenditures from federal funding sources; it does not include R&D expenditures from non-federal funding sources or expenditures from grants/contracts supporting instruction or public service. Since expenditures cannot occur until grants/contracts have been awarded, this indicator “lags” behind grants awarded (see also *Total sponsored dollars awarded* on page 56).

Data Issues:

Some of our peer institutions report to NSF as part of a multi-campus system (i.e., Universities of Colorado, Kansas, and Minnesota, Ohio State University, and Purdue University), campus-specific information was taken from *The Top American Research Universities* (August 2002) or adjusted based on information from that report.

The *IPEDS Fall Staff Survey* is conducted during odd years only; faculty counts for even years were interpolated.

Index of Nationally Significant Scholarly or Creative Works by Faculty Members

Source:

UNL Colleges and Departments

Description:

The number of nationally significant scholarly or creative works by current UNL faculty members based on criteria defined by the department.

Data Issues:

Each department identified criteria for this indicator based on its own needs and perception of the field. The strategies for identifying criteria was extremely variable. These numbers should *never* be used to compare one department or college to another. Since the criteria will remain consistent from year to year, it will make sense to track trends over time.

The departments were allowed to use a weighted count (i.e., index) if they chose.

Detailed Data:

The following shows the departments/programs that submitted data during each of the collection cycles and are included in the university totals.

College	Department/Program		
Architecture			
	Architecture	Interior Design	
	Community & Regional Planning		
Arts & Sciences			
	Anthropology and Geography	English	Physics & Astronomy
	Biological Sciences	Film Studies	Political Science
	Chemistry	Geosciences	Psychology
	Classics and Religious Studies	History	Sociology
	Communication Studies	Modern Lang. & Literatures	
	Computer Science & Engineering	Philosophy	
Business Administration			
	Economics	Management	
Education & Human Sciences			
	Educational Administration	Special Ed. and Comm Disorders	Nutrition & Health Sci
	Educational Psychology	Teaching Learning & Teacher Ed	
	Family & Consumer Sciences	Textiles Clothing & Design	
Engineering & Technology			
	Computer Science & Engineering	Mechanical Engineering	
	Construction Management		
Fine & Performing Arts			
	Art & Art History	Theatre Arts	
	Music		
Institute of Agriculture and Natural Resources			
	Ag LEC	Biochemistry	Plant Pathology
	Agricultural Economics	Biological Systems Engineering	Sch. of Natural Resources
	Agronomy and Horticulture	Entomology	Vet & Biomedical Sci
	Animal Science	Food Science & Technology	
Journalism & Mass Communication			
Law			
Libraries			

The following table shows which departments/programs submitted data at least once, but not during every collection period and therefore are not included in the university totals.

College	Department
Arts & Sciences	
	Mathematics
Business Administration	
Accountancy	Marketing
Finance/Actuarial Science	
Engineering & Technology	
Chemical Engineering	Engineering Mechanics
Civil Engineering	Industrial & Management Systems Engineering
Electrical Engineering	

Nationally-Competitive Awards, Honors, and Memberships Won by Faculty Members

Source:

Websites of awarding agencies, see below.
IPEDS Fall Staff Survey (for size of tenured/tenure-track faculty).

Description:

Count of nationally competitive general awards of distinction received by UNL faculty members. The three-year totals reflect the number of awards received in the academic year listed and the two previous years.

Data Issues:

The *IPEDS Fall Staff Survey* is conducted during odd years only; faculty counts for even years were interpolated.

Memberships in the National Academy of Science and National Academy of Engineering are presented separately from the other honors and awards. Since UNL is not associated with a medical center – and many of our peer institutions are – membership in the Institute of Medicine (the third National Academy) is not included.

The following table lists the awards included in the count of nationally competitive general awards, honors, and memberships of distinction for faculty members and recipients at UNL. These sources were last checked September 1, 2006.

Award or Honor	URL/Source
American Council of Learned Societies Fellows	http://www.acls.org/
Award for Excellence in Teaching in Food and Agricultural Sciences	http://www.csrees.usda.gov/business/other_links/awardlist.html
Beckman Young Investigators	http://www.beckman-foundation.com/byi.html
CASE Professor of the Year	http://www.case.org/container.cfm?CONTAINERID=184&NAVID=67
Fulbright American Scholars	www.cies.org/us_scholars/us_dir.htm#top
Getty Scholars in Residence	http://www.getty.edu/grants/research/scholars/research_grischolars.html

Guggenheim Fellows	http://www.gf.org/newfellow.html
MacArthur Foundation Fellows	http://www.macfound.org/site/c.1kLXJ8MQKrH/b.959463/k.9D7D/Fellows_Program.htm
NEH Fellows	http://www.neh.gov/news/recentawards.html
National Humanities Center Fellows	http://www.nhc.rtp.nc.us/fellowships/fellowships.htm
National Medal of Science	http://www.nsf.gov/nsb/awards/nms/recipients.cfm
National Medal of Technology	http://www.technology.gov/medal/
Newberry Library Fellowships	http://www.newberry.org/research/felshp/fellowshome.html
Nobel Prize	http://www.nobel.se/index.html
NSF CAREER Awards	http://www.nsf.gov/home/crssprgm/career/press.htm
Presidential Early Career Awards for Scientists and Engineers (PECASE)	http://www.nsf.gov/awardsearch/tab.do?dispatch=4
Searle Scholars	http://www.searlescholars.net/scholar_network/index.html
Sloan Research Fellows	http://www.sloan.org/programs/scitech_fellowships.shtml
US Secretary of Agriculture Honor Awards	http://www.usda.gov/Newsroom/0260.04.html
Woodrow Wilson Fellows	http://www.wilsoncenter.org/index.cfm?fuseaction=sf.welcome

Membership	URL/Source
National Academy of Engineering	http://www.nae.edu/nae/naepub.nsf/Home+Page?OpenView
National Academy of Science	http://www.nasonline.org/site/Dir?sid=1011&view=basic&pg=search

Detailed Data:*Names and Departments of UNL Faculty Members who won Nationally Competitive General Awards*

Year	Award	Name	Department(s)
1998-99	ACLS Fellow	Burnett, Stephen	History; Classics & Religious Studies
	CASE State Professor of the Year	May, Ann Mari	Economics
	Fulbright Fellow	Ball, D. Allen	Business Administration
		Caramagno, Thomas	English
		Faulkner, Quentin	Music
		Osorio, Fernando	Agriculture
	NSF Career	Doudin, Bernard	Physics & Astronomy
Leslie-Pelecky, Diandra		Physics & Astronomy	
Perez, Lance		Electrical Engineering	
1999-00	ACLS Fellow	Athanassopoulos, Effie	Anthropology; Classics & Relig Studies
	Fulbright Fellow	Azzam, Azzeddine	Agricultural Economics
		Grange, William	Theatre Arts & Dance
		Hull, Ron	NETV
		Milligan, Jeffrey	Curriculum & Instruction
		Stricklin, Michael	Journalism
Newberry	Mahoney, Timothy R.	History	
NSF Career	Orti, Guillermo	Biological Sciences	
2000-01	Award for Excellence in Teaching in Food and Agricultural Sciences	Higley, Leon	Entomology
	CASE State Professor of the Year	Boye, A. John	Electrical Engineering
	Fulbright Fellow	Bogardi, Istvan	Engineering
Horowitz, Brian J.		History	
Reinhard, Karl		School of Natural Resource Sciences	

DATA SOURCES AND METHODOLOGY

	Guggenheim	Wang, Jim C. H.	Chemistry
	NEH Fellow	Hinchman, Mark A.	Architecture
	NSF Career	Scott, Stephen	Computer Science & Engineering
2001-02	Fulbright Fellow	Burnett, Stephen	History; Classics & Religious Studies
		Kaye, Frances	English
		Wedeman, Andrew	Political Science
	NSF Career	Choueiry, Berthe	Computer Science & Engineering
		Wang, Lily	Architectural Engineering
	US Secretary of Agriculture Honor Awards	Ford, Johny Joe	South Central Research & Extension
		Doran, John	South Central Research & Extension
		Bennett, Gary	South Central Research & Extension
		Sam Cordes (and others)	Agricultural Economics
2002-03	Award for Excellence in Teaching in Food & Agricultural Sciences (USDA)	Hanson, Ronald J	Agricultural Economics
	Fulbright Fellow	Steinweis, Alan	History; Judaic Studies
	NEH Fellow	Wishart, David	Anthropology and Geography
	Newberry Library Fellow	Levin, Carole	History
	US Secretary of Agriculture Honor Awards	Brandl, Tami Brown	Biological Systems Engineering
		Van Vleck, L Dale	Animal Science
2003-04	NSF Career	Brown-Parker, Matthew D.	Geosciences
		Elbaum, Sebastian G	Computer Science & Engineering
		Becker, Donald F	Biochemistry
	US Secretary of Agriculture Honor Awards	Klopfenstein, Terry J.	Animal Science
2004-05	CASE State Professor of the Year	Hanson, Ronald	Agricultural Economics
	National Humanities Center Fellow	Nisse, Ruth	English
	Fulbright Fellow	Wilcox, Brian L.	Psychology; Children, Family & the Law
2005-06	Fulbright Fellow	Abbott, Douglas A.	Family & Consumer Science
		Mahoney, Timothy R.	History; Plains Humanities Alliance
	ACLS Fellow	Behrendt, Stephen	English
	NSF Career	Binek, Christian	Physics & Astronomy
		Bloom, Kenneth	Physics & Astronomy
		Dominquez, Aaron	Physics & Astronomy
		Gursoy, Mustafa	Electrical Engineering

Membership	Name	Department(s)
NAE Member	Splinter, William	Biological Systems Engineering
NAS Member	Braake, Myron	Plant Pathology (retired)
	Van Etten, James	Plant Pathology

Number of Participants in Non-residential Educational Programs

Source:

University of Nebraska Distance Education Report

Description:

This measure includes the (1) number of students who participated in distance education credit courses during the academic year and (2) number of participants in non-credit distance courses.

Students of Color as Percent of Total

Source:

IPEDS Enrollment Survey

“Race and Hispanic or Latino: 2000”, Census 2000 Summary File. <http://factfinder.census.gov>

Description:

The indicator is the proportion of undergraduate students of color (full- and part-time, excluding non-resident aliens and those whose ethnicity was unknown) as part of the entire undergraduate student population (full- and part-time, also excluding non-resident aliens and those whose ethnicity was unknown).

The adjustment for state population of color was *percent of student population of color / percent of state population of color*.

Data Issues:

The IPEDS survey places non-resident alien students of all ethnic groups in a single category. In Fall 2002, there were 565 non-resident alien undergraduates enrolled at UNL. In the same term, the student information system was missing the ethnicity of 672 students; their ethnicity was reported as “unknown” on the IPEDS survey. Thus, there were 1237 undergraduates excluded from the calculation in Fall 2002. Using the above definition, the total number of students of color was 1193 in the same year.

Detailed Data:

	State population	Proportion of "White alone" (actual)	Proportion of People of Color (calculated)
Colorado	4,301,261	74.5%	25.5%
Illinois	12,419,293	67.8%	32.2%
Indiana	6,080,485	85.8%	14.2%
Iowa	2,926,324	92.6%	7.4%
Kansas	2,688,418	83.1%	16.9%
Minnesota	4,919,479	88.2%	11.8%
Missouri	5,595,211	83.8%	16.2%
Nebraska	1,711,263	87.3%	12.7%
Ohio	11,353,140	84.0%	16.0%

Index of Faculty Diversity

Source:

Institutional Research and Planning

IPEDS Fall Staff Survey

Description:

This indicator represents the percentage of tenured and tenure-track faculty members who are either female or people of color. Non-resident aliens and faculty members of “unknown” ethnicity are excluded from all charts.

DATA SOURCES AND METHODOLOGY

Data Issues:

There are two slightly different sources for this information. Internal data are available annually from IRP; these faculty counts include department chairs and heads. Peer data (and UNL data used in the peer comparisons) come from the IPEDS Fall Staff Survey; this survey is available for odd-years and does not include department heads/chairs. We do not use AAUP data because it excludes Library faculty.

Detailed Data:

UNL Tenured and Tenure-track Faculty (source: IRP)

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Total Faculty	1140	1120	1124	1099	1084	1072	1069	1022	1043	1057
Faculty of Color	98	98	109	109	123	130	138	141	150	162
-% of total	8.6%	8.8%	9.7%	9.9%	11.3%	12.1%	12.9%	14.0%	14.4%	15.3%
Female Faculty	263	253	271	259	268	272	271	262	269	281
-% of total	23.1%	22.6%	24.1%	23.6%	24.7%	25.4%	25.4%	26.0%	25.8%	26.6%

**Data Sources and
Methodology – *Additional
Indicators***

Freshman-to-Sophomore Retention Rate

Source:

Consortium of Student Retention Data Exchange

Description:

Freshman-to-sophomore retention rate is a national standard that is defined as follows: percentage of first-time, full-time freshmen who enroll for their second year.

Percent of Graduating Students Who Participated in an International Experience

Source:

Questions for Undergraduates Survey

Description:

At the time of their application for degree, the percent of graduating students who indicated they had participated in an international experience. The question reads as follows:

During your time at UNL, did you participate in an international educational experience (such as Study Abroad, a professional study tour, or other international program)?

Data Issues:

Since time at UNL is an international experience for international students, the responses for international students were 'yes' by default.

This survey was implemented during spring semester 2002. The number of students responding in 2001-02 was 214. Since then, there have been more than 2700 responses per academic year. Thus, the numbers in the first year of 2001-02 are not completely comparable to the others.

Percent of Graduating Students Who Participated in an Internship, Co-op or Service-Learning Experience

Source:

Questions for Undergraduates Survey

Description:

At the time of their application for degree, the percent of graduating students who indicated they had participated in an internship, co-op, or service-learning experience. The question reads as follows:

During your time at UNL, did you participate in an internship, co-op, or service-learning experience?

Data Issues:

This survey was implemented during spring semester 2002. The number of students responding in 2001-02 was 214. Since then, there have been more than 2700 responses per academic year. Thus, the numbers in the first year of 2001-02 are not completely comparable to the others.

Average GRE Scores of UNL Undergraduates

Source:

GRE Undergraduate Institution Summary Statistics Reports

Description:

This indicator includes the average GRE General Test scores earned between October and September by examinees who indicated they were students at University of Nebraska-Lincoln. The national comparison is based on the performance of seniors and non-enrolled college graduates who tested during the same time period.

Data Issues:

Given that the students who take the GRE are self-selected and that these students have a variety of reasons for participation, the self-selected sample is not necessarily representative of the class as a whole. Modest changes from one year to the next do not necessarily indicate a change in quality of the student body or their collegiate preparation.

In October 2002, an Analytical Writing section was added. The Analytical subtest was no longer administered.

Average LSAT Scores of UNL Undergraduates

Source:

Law School Admission Council report to College of Arts & Sciences Advising Office

Description:

This indicator includes the average LSAT score earned in June, October, December and February testing periods by examinees who indicated they were seniors at University of Nebraska-Lincoln. The national comparison is based on the performance of all test-takers during the same time period. The highest score possible is 180.

Data Issues:

Given that the students who take the LSAT are self-selected and that these students have a variety of reasons for participation, the self-selected sample is not necessarily representative of the class as a whole. Modest changes from one year to the next do not necessarily indicate a change in quality of the student body or their collegiate preparation.

Average GMAT Scores of UNL Undergraduates

Source:

Attending Institution Roster, Graduate Management Admission Test

Description:

This indicator includes the average GMAT total score earned between July and June by examinees who indicated they were students at UNL. The national comparison is based on the performance of seniors and non-enrolled college graduates who tested during the same time period. Scores can range from 200 to 800.

Data Issues:

Given that the students who take the GMAT are self-selected and that these students have a variety of reasons for participation, the self-selected sample is not necessarily representative of the class as a whole. Modest changes from one year to the next do not necessarily indicate a change in quality of the student body or their collegiate preparation.

Test scores from September 2002 are missing from the archive in the College of Business Administration and thus are not included in the UNL average for that year. Because the College of Business Administration changed reporting services in early 2006, the national average for academic year 2005-06 is unavailable, and UNL data for this academic year contains results only through January 2006.

Average MCAT Scores of UNL Undergraduates

Source:

Association of American Medical Colleges report to College of Arts & Sciences Advising Office

Description:

This indicator includes the average MCAT composite score earned in April and August testing periods by examinees accepted to medical school who indicated they were students at University of Nebraska-Lincoln. The national comparison is based on the performance of students and non-enrolled college graduates who tested during the same time period. The highest composite score possible is 45.

Data Issues:

Given that the students who take the MCAT are self-selected and that these students have a variety of reasons for participation, the self-selected sample is not necessarily representative of the class as a whole. Modest changes from one year to the next do not necessarily indicate a change in quality of the student body or their collegiate preparation.

Due to an earlier misunderstanding of MCAT reporting cycle, the scores included in this report will not match those included in previous Quality Indicator reports, and fewer years of data are available.

Number of Doctorates Granted

Source:

IPEDS Completions Survey

IPEDS Fall Staff Survey (for size of tenured/tenure-track faculty).

Description:

Number of doctorates granted in all program areas during an academic year.

Data Issue:

The *IPEDS Fall Staff Survey* is conducted during odd years only; faculty counts for even years were interpolated.

Number of Post-Doctoral Appointees in Science, Engineering, and Health Fields

Source:

NSF/SRS Graduate Student Survey

IPEDS Fall Staff Survey (for size of tenured/tenure-track faculty).

Description:

NSF defines postdoctorates as “individuals with science and engineering PhD’s, MD’s, DDS’s or DVM’s and foreign degrees equivalent to U.S. doctorates who devote their primary effort to their own research training through research activities or study in the department under temporary appointments carrying no academic rank”.

Data Issue:

The NSF reported data for the Universities of Colorado, Kansas and Minnesota include postdoctoral appointments from their medical centers. *TheCenter* at the University of Florida obtains campus-specific information; their data is used for these three institutions.

The *IPEDS Fall Staff Survey* is conducted during odd years only; faculty counts for even years were interpolated.

Number of Masters Degrees Granted

Source:

IPEDS Completions Survey

IPEDS Fall Staff Survey (for size of tenured/tenure-track faculty).

Description:

Number of masters degrees granted in all program areas during an academic year.

Data Issue:

There are two potential sources for this data, each with a slightly different definition. The first source is the *IPEDS Completions Survey*, in which Masters of Architecture (M.Arch.) degrees are categorized as “masters” degrees. In contrast, Institutional Research and Planning categorizes these degrees as “first professional” in the UNL Fact Book (<http://factbook.unl.edu>). In order to obtain peer comparison data, only IPEDS data is used for this report.

The *IPEDS Fall Staff Survey* is conducted during odd years only; faculty counts for even years were interpolated.

Total Sponsored Dollars Awarded

Source:

Office of Research Management Annual Reports (available at <http://www.unl.edu/osp/annual.html>)

Description:

Total dollars awarded to the university from all grants and contracts from all funding sources.

Number of Grant Proposals Submitted for More Than \$1M

Source:

Office of Research and Graduate Studies

Description:

Number of grant proposals submitted during the fiscal year (ending June 30) to any funding agency that requested over \$1M.

Total Sponsored Outreach Dollars Awarded

Source:

Office of Research Management Annual Reports (available at <http://www.unl.edu/osp/annual.html>)

Description:

Total dollars awarded to the university from public service grants and contracts from all funding sources.

Index of Commercial Impact of Faculty Research

Source:

Association of University Technology Managers (AUTM) Licensing Survey

Description:

AUTM uses the following definitions in their survey:

Licenses or Options Executed: Number of LICENSE OR OPTIONS AGREEMENTS that were executed in the year indicated for all technologies. Each agreement, exclusive or non-exclusive, should be counted separately. Licenses to software or biological material end-users of \$1000 or more may be counted per license, or as 1 license, or 1/each for each major software or biological material product (at manager's discretion) if the total number of end-user licenses would unreasonably skew the institution's data. Licenses for technology protected under U.S. plant patents (U.S. PP) or plant variety protection certificates (U.S. PVPC) may be counted in a similar manner to software or biological material products as described above, at manager's discretion. Material Transfer Agreements are not to be counted as Licenses/Options in this Survey.

Start-up Companies: START-UP COMPANIES are companies that were dependent upon licensing the institution's technology for initiation. If a technology was licensed to an existing start-up company, but not to a START-UP COMPANY (as defined here), this company should be counted as a SMALL COMPANY when responding to this survey. START-UP COMPANIES will continue to refer only to those companies that were dependent upon your institution's technology for initiation.

License Income Received: LICENSE INCOME RECEIVED includes: license issue fees, payments under options, annual minimums, running royalties, termination payments, the amount of equity received when cashed-in, and software and biological material end-user license fees equal to \$1000 or more, but not research funding, patent expense reimbursement, a valuation of equity not cashed-in, software and biological material end-user license fees less than \$1000, or trademark licensing royalties from university insignia. License Income also does not include income received in support of the cost to make and transfer materials under Material Transfer Agreements.

Data Issues:

There is a mismatch in how data were assigned to academic years between the 2002 and 2003 annual reports. In the 2002 report, information from FY2002 was reported as 2002-03. This has been corrected for this report such that FY2002 data are reported as 2001-02.

Index of Library Services and Resources Shared with Nebraskans

Source:

University Libraries

Description:

Number of books and periodicals circulated to Nebraskans: Number of books and periodicals circulated to Nebraskans. (All Nebraskans age 18 and older are eligible to borrow materials from the University Libraries.)

Instructional tours given: Number of tours given for UNL students, prospective students, and others (high school students, community members, etc.)

Programs offered by library faculty: Number of educational programs offered by University Libraries faculty. May also include programs sponsored by the Friends of the Libraries of the University of Nebraska-Lincoln.

Interlibrary loans to Nebraskans: Number of materials (books, copies of journal articles) loaned to Nebraskans throughout the state via interlibrary loan requests from other Nebraska libraries.

Percent of Top 10% Students in State Who Matriculate at UNL

Source:

Statistics and Facts about Nebraska Schools (State Department of Education)
Institutional Research and Planning

Description:

To calculate this indicator, the number of Nebraska high school graduates from the previous year was divided by ten to estimate the population of top 10% students. The resulting number was compared to the number of Nebraska students matriculating at UNL who were in the top 10% of their high school graduating class.

Average ACT Composite of Incoming First-Year Students

Source:

Consortium of Student Retention Data Exchange

Description:

Average ACT Composite score of all incoming first-year students.

Data Issues:

Because they rely primarily on the SAT, ACT Composite scores are not available for University of Colorado or Purdue University. Scores from those universities are not included in the peer average.

Annual Giving

Source:

University of Nebraska Foundation
US News and World Report

Description:

Percentage of alumni solicited who gave to their school during the previous academic year(s)

Data Issues:

Based on the data provided by the University Foundation, 47.1% of alumni solicited were donors in 2000-2001, but this number was not presented in the graphs due to its anomalous nature. There were personnel changes at the Foundation and their process for obtaining these numbers was interrupted that year. All data included in the charts are comparable.

The peer numbers were all taken from *US News and World Report* and reflect two years of data. The numbers for UNL are for a single year only.

Alumni Association Membership

Source:

University of Nebraska Alumni Association

Description:

Percent of living addressable alumni who are paid members of the Alumni Association.