

Chapter XXVII: ANNUAL KEY INDICATORS

This chapter contains the Annual Key Indicators as requested by the Board of Governors.

The information that follows is intended to provide summary data regarding key indicators for Truman State University. In most cases, multi-year trends are presented. Data is drawn from internal financial reports, student surveys, and institutional assessment efforts.

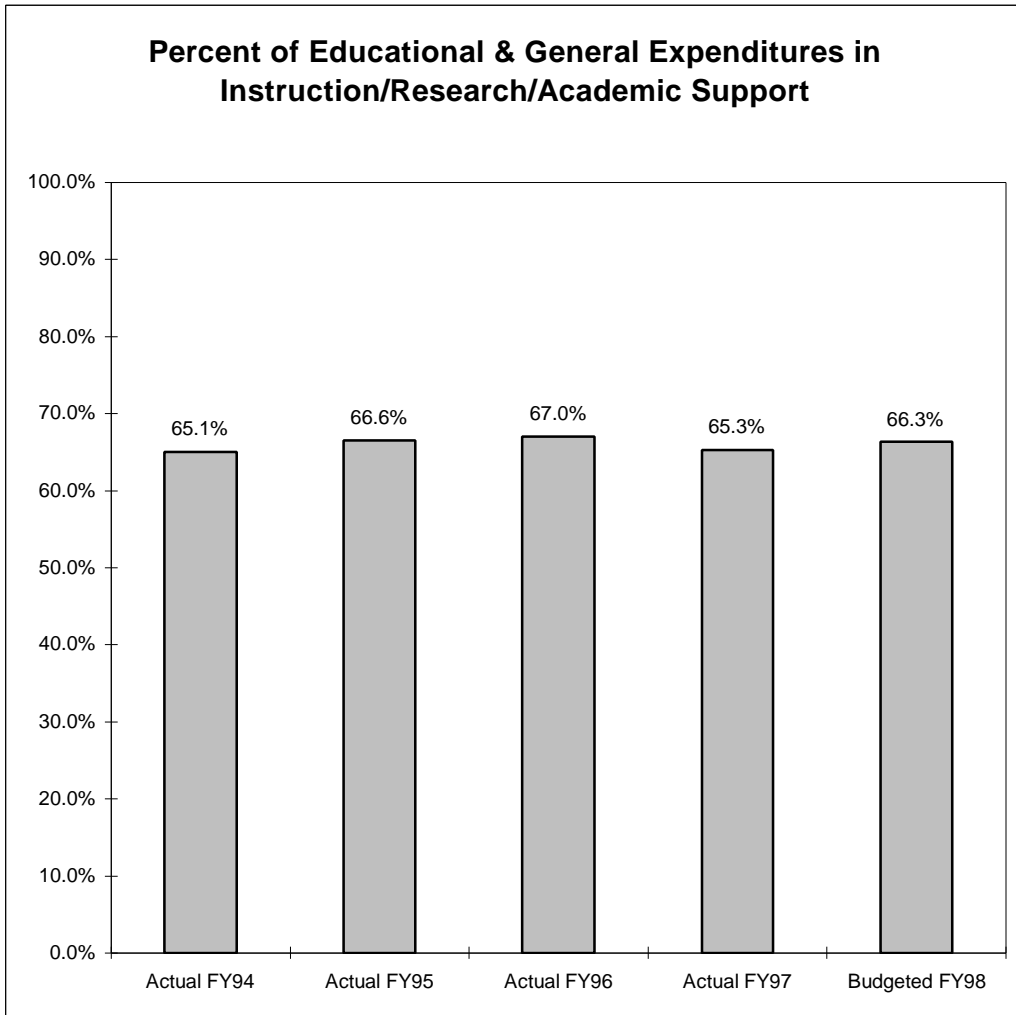
FINANCIAL INDICATORS

The financial indicators are designed to provide information regarding budgetary trends, asset renewal, and expenditures toward designated priorities such as academic equipment. These indicators also provide trends regarding revenue sources for the institution.

One priority at Truman is to maintain a high percentage of funds devoted to instruction, research, and academic support. Due to the emphasis on undergraduate programs, much of the research involves undergraduate students engaged in joint research projects with faculty.

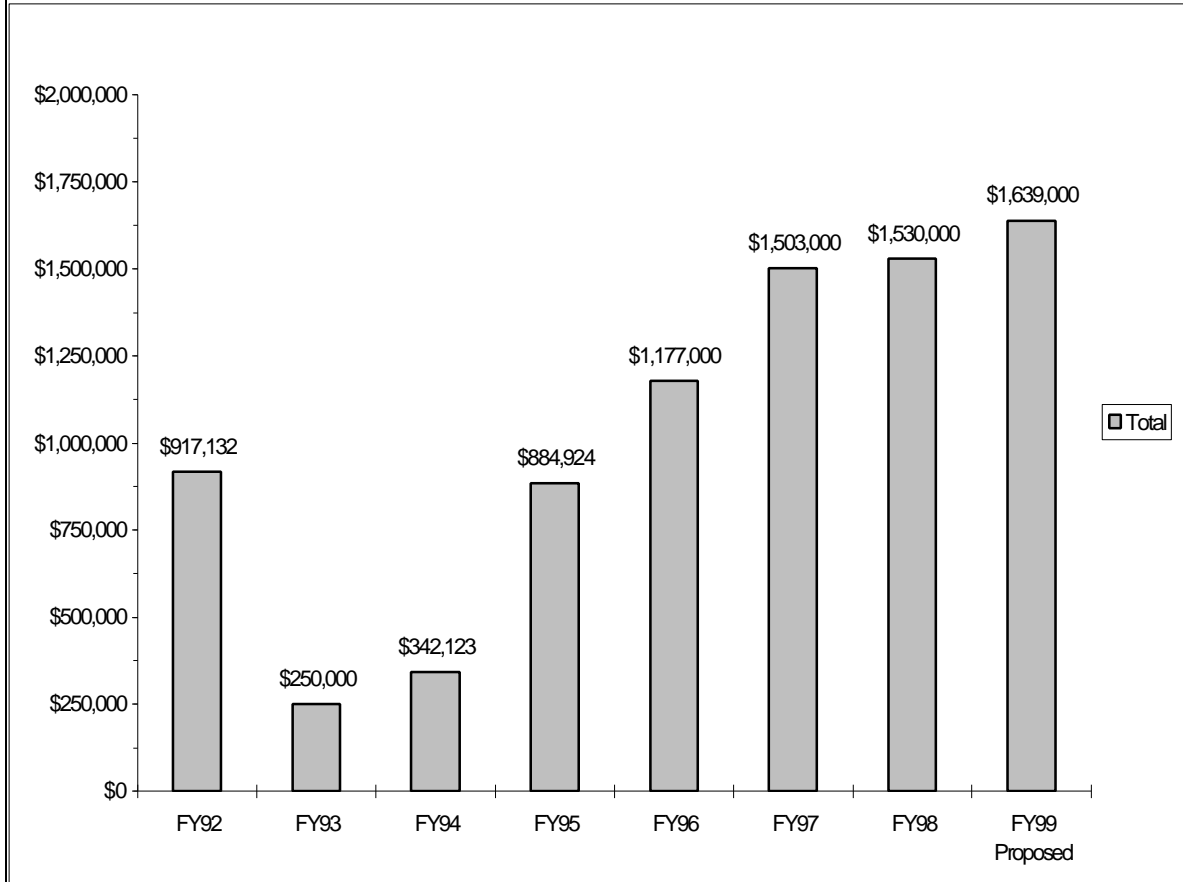
Asset renewal is a key indicator and the following data indicates the increase in maintenance and repair funds in recent years. A similar effort has been made to update academic equipment.

A key part of Truman's mission is to provide an affordable, high-quality education. The following data indicates that due to declining state support, student tuition has become a more important resource factor.



Note: Board policy sets a goal of 65 percent for instruction, research, and academic support. Beginning in Fiscal 1993, the State of Missouri included maintenance and repair funds in operating budgets rather than capital. Data has been restated to exclude M&R funds and transfers to provide comparable information.

Maintenance & Repair Budget

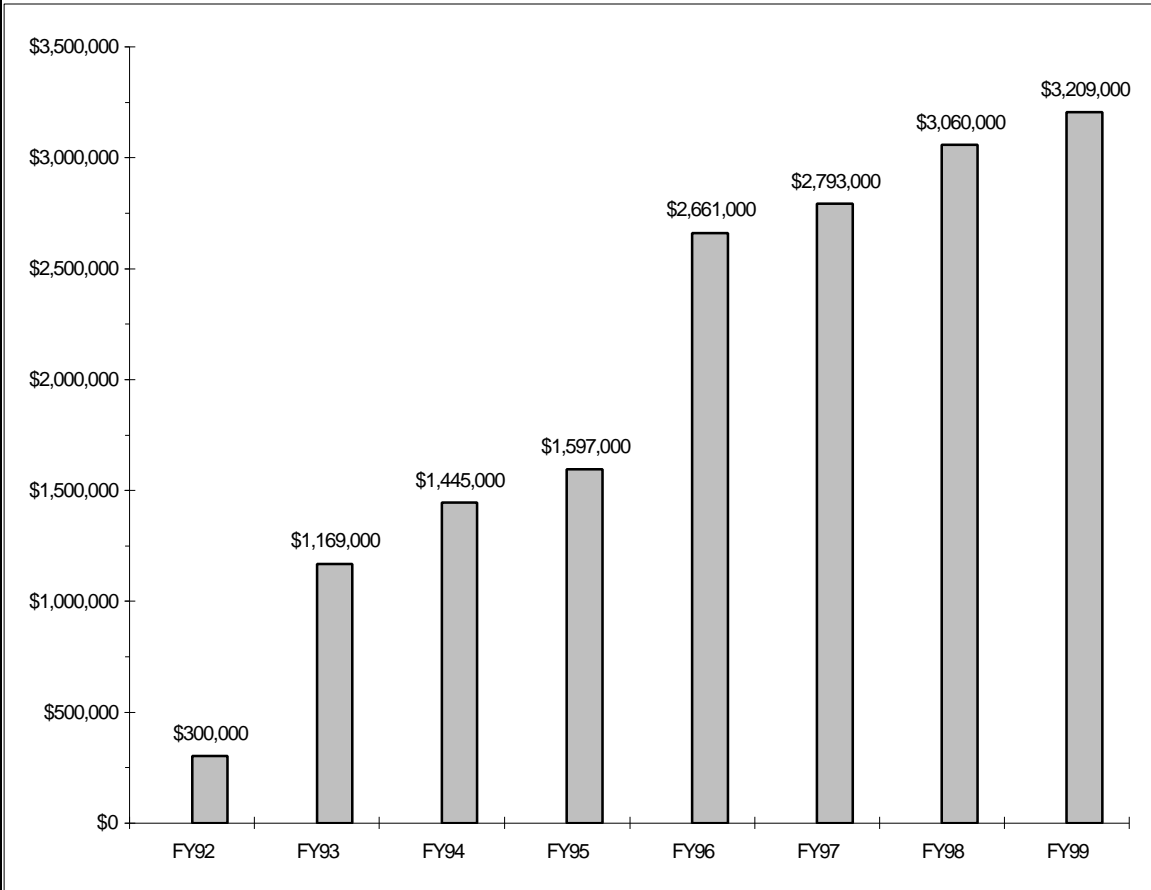


Maintenance & Repair Budget as a Percent of Plant Value

	<u>FY92</u>	<u>FY93</u>	<u>FY94</u>	<u>FY95</u>	<u>FY96</u>	<u>FY97</u>	<u>FY98</u>	<u>FY99 Proposed</u>
Operating M&R	0	100,000	342,123	829,000	1,177,000	1,503,000	1,530,000	1,639,000
Capital M&R	917,132	150,000	0	55,924	---	---	---	---
Total	917,132	250,000	342,123	884,924	1,177,000	1,503,000	1,530,000	1,639,000
Percent of Book Value	0.9%	0.3%	0.4%	0.9%	1.2%	1.5%	1.6%	1.7%

Note: The current insured value for the physical plant (non auxiliary) is \$98,000,000.

Academic & Research Equipment Purchases

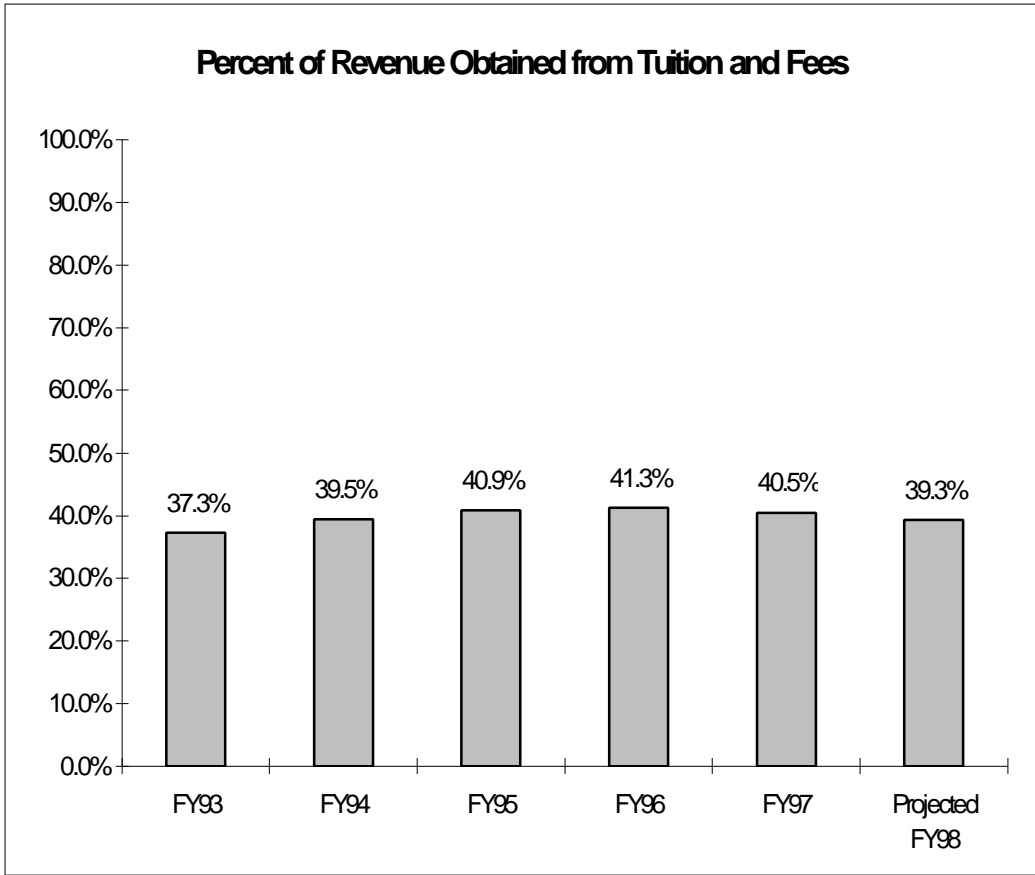


Academic & Research Equipment Purchases as a Percent of Equipment Book Value

	FY92	FY93	FY94	FY95	FY96	FY97	FY98	Proposed FY99
Equipment Exp.	300,000	1,169,000	1,445,000	1,597,000	2,661,000	2,793,000	3,060,000	3,209,000
Percent Replaced	0.2%	6.3%	7.2%	7.1%	10.4%	10.9%	11.9%	12.5%

Note: In FY92, the state withheld funds due to a revenue shortfall. Truman absorbed most of this withholding by cutting equipment purchases. The FY96 total includes a significant increase for technology and one-time state funds for academic equipment. Current book value of academic and research equipment is \$25,631,000.

Percent of Revenue Obtained from Tuition and Fees



Percent of Revenue Obtained from Tuition and Fees

	<u>FY93</u>	<u>FY94</u>	<u>FY95</u>	<u>FY96</u>	<u>FY97</u>	Projected <u>FY98</u>
Total Fees	37.3%	39.5%	40.9%	41.3%	40.5%	39.3%

Note: These figures reflect total revenue and include restricted fees.

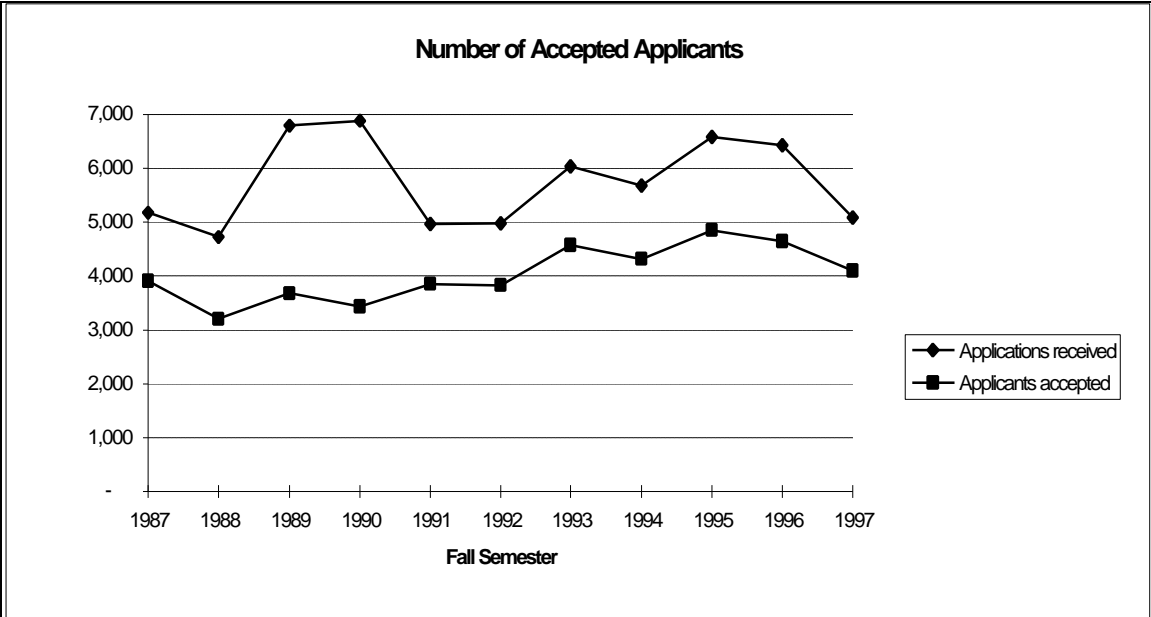
ADMISSIONS INDICATORS

The admissions indicators provide both qualitative and quantitative data regarding incoming students. Multi-year trends are displayed regarding selectivity, yield rates, ability, and geographic origin.

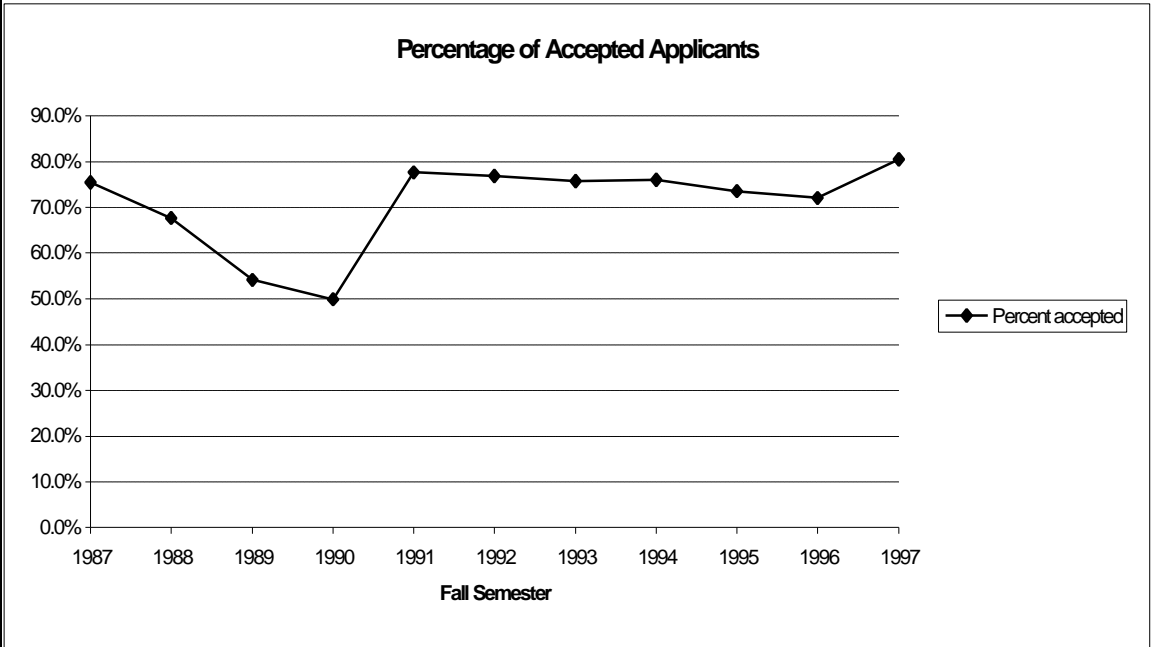
Application trends as well as applicant acceptance rates are outlined in the following graphs. Yield rates are displayed, which indicate that Truman has fairly low yield rates due to the competition for high-ability students.

Average ACT scores for entering freshmen are outlined in the following pages. This indicator shows that ACT composite scores increased between 1981-1990, then from 1991-1996 scores stayed at 26, and since then composite scores have increased to 27.

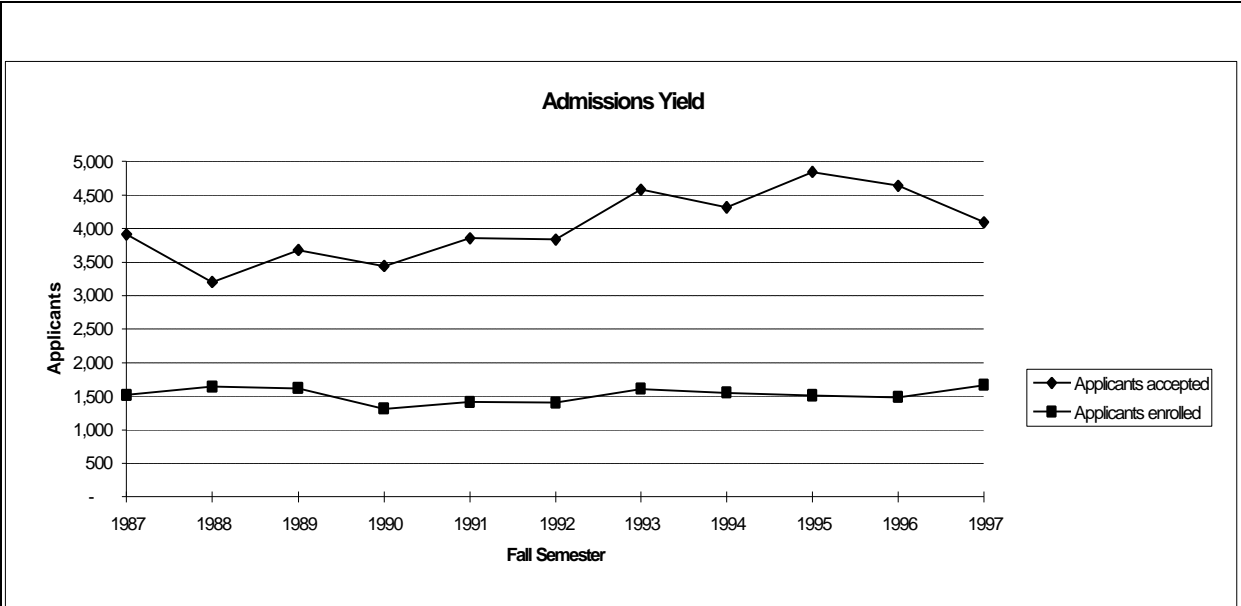
The geographic origin of incoming students is also tracked. In recent years the percent from out-of-state/country has dropped from nearly 33% to 28%.



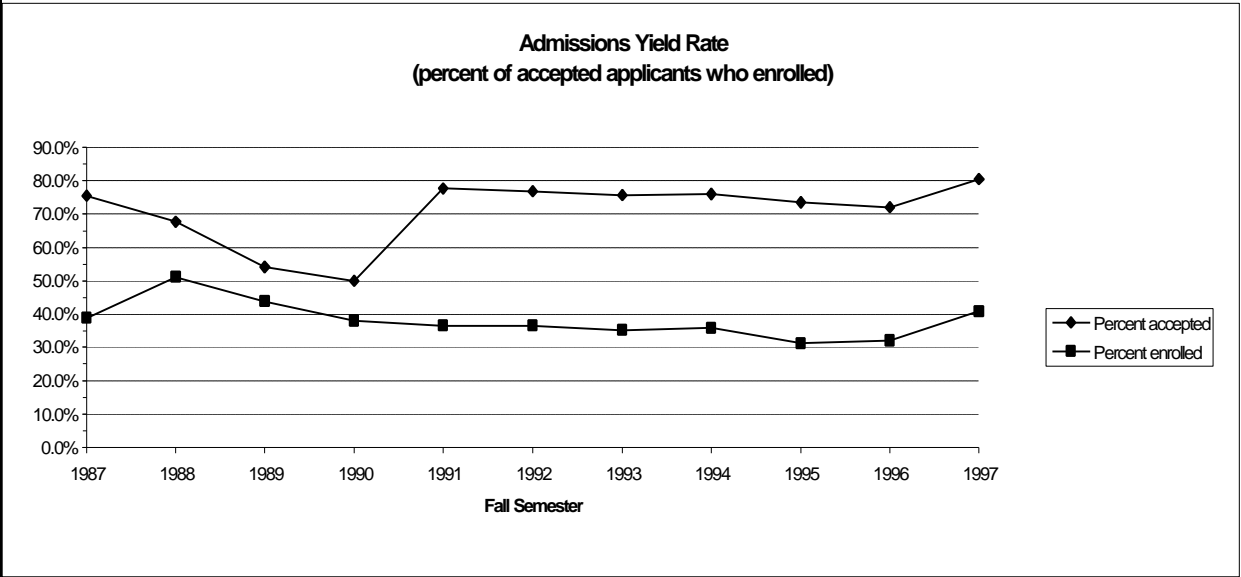
	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>
Applications received	5,182	4,730	6,786	6,886	4,966	4,984	6,040	5,676	6,587	6,435	5,085
Applicants accepted	3,912	3,204	3,680	3,439	3,857	3,834	4,577	4,317	4,847	4,638	4,095



	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>
Percent accepted	75.5%	67.7%	54.2%	49.9%	77.7%	76.9%	75.8%	76.1%	73.6%	72.1%	80.5%

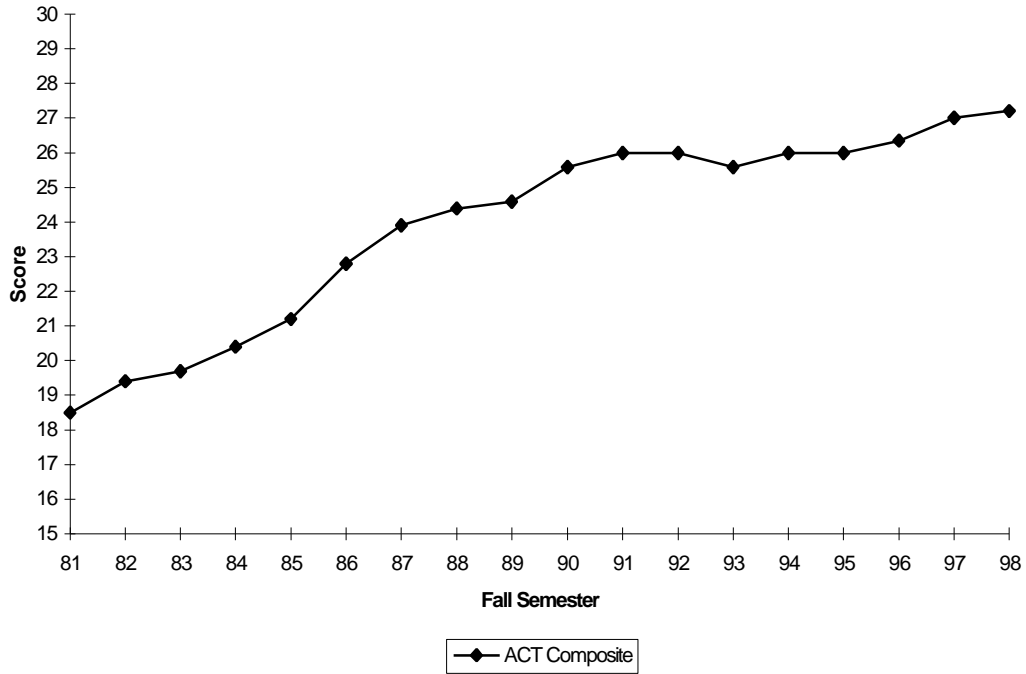


	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
Applicants accepted	3,912	3,204	3,680	3,439	3,857	3,834	4,577	4,317	4,847	4,638	4,095
Applicants enrolled	1,516	1,638	1,615	1,310	1,413	1,399	1,610	1,550	1,512	1,482	1,669



	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
Percent accepted	75.5%	67.7%	54.2%	49.9%	77.7%	76.9%	75.8%	76.1%	73.6%	72.1%	80.5%
Percent enrolled	38.8%	51.1%	43.9%	38.1%	36.6%	36.5%	35.2%	35.9%	31.2%	32.0%	40.8%

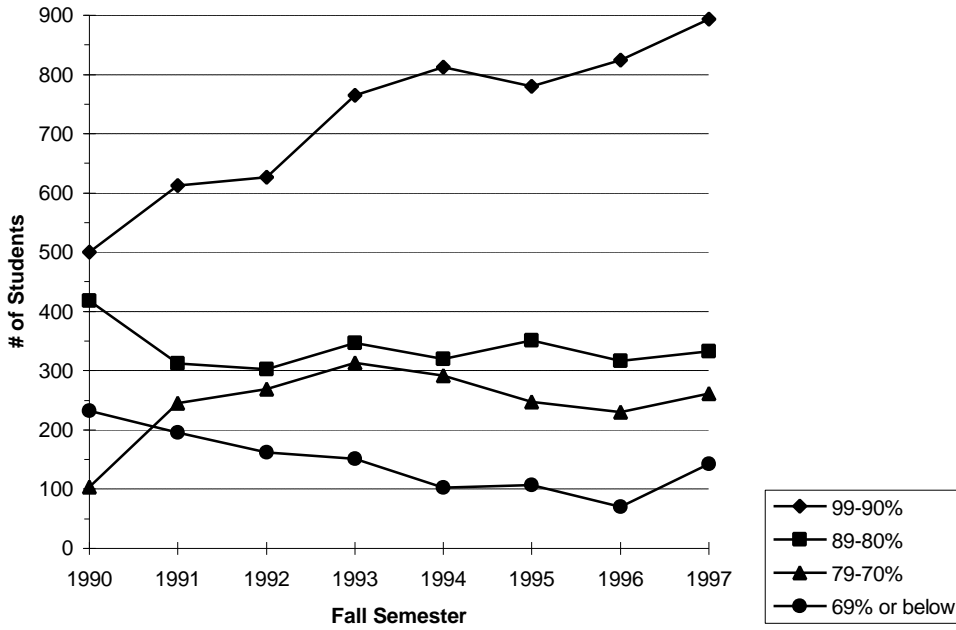
Average ACT of Incoming Freshmen



	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall
	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>
ACT Composite	18.5	19.4	19.7	20.4	21.2	22.8	23.9	24.4	24.6
	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall
	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998*</u>
ACT Composite	25.6	26.0	26.0	25.6	26.0	26.0	26.4	27.0	27.2

* Projected average ACT of incoming freshmen

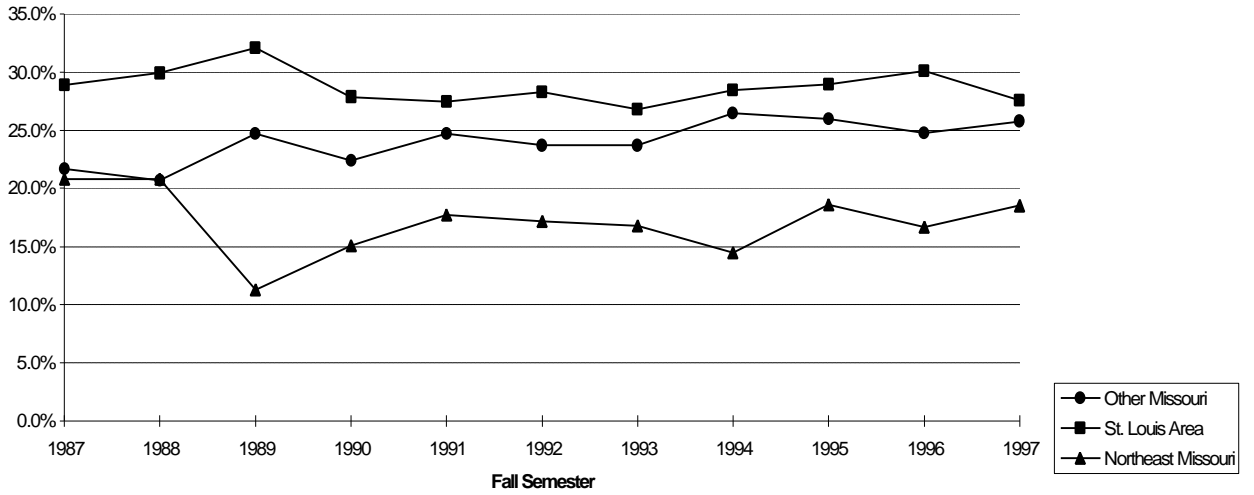
ACT Score Distribution By Decile Degree Seeking Freshmen



Decile	1990	1991	1992	1993	1994	1995	1996	1997
99-90%	500	613	627	765	812	780	824	894
89-80%	418	312	303	347	320	351	317	333
79-70%	104	245	269	313	292	247	230	261
69% or below	232	196	162	151	103	107	70	143

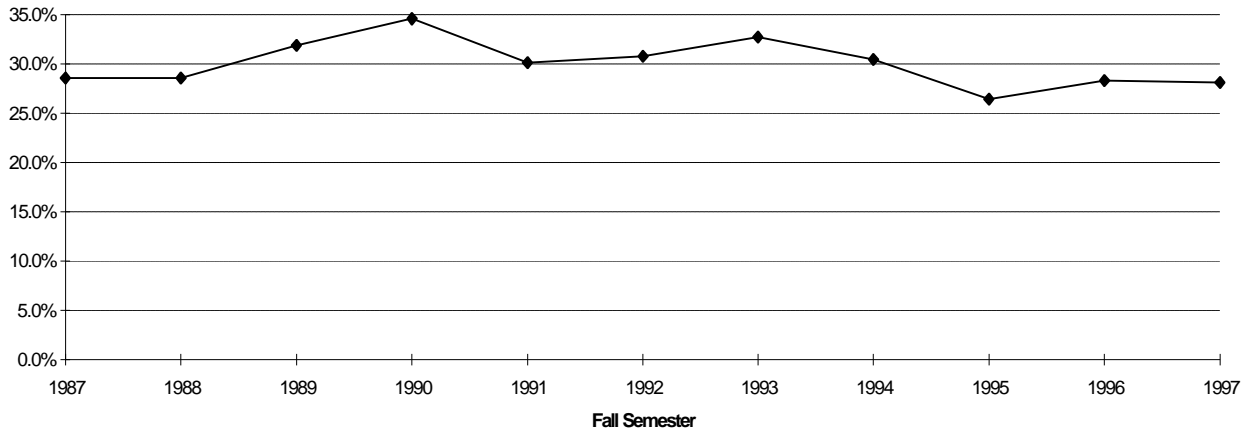
Decile	1990	1991	1992	1993	1994	1995	1996	1997
99-90%	40%	45%	46%	49%	53%	53%	57%	55%
89-80%	33%	23%	22%	22%	21%	24%	22%	20%
79-70%	8%	18%	20%	20%	19%	17%	16%	16%
69% or below	19%	14%	12%	9%	7%	8%	5%	9%

Distribution of Incoming Missouri Freshmen



	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>
Other Missouri	21.7%	20.7%	24.7%	22.4%	24.7%	23.7%	23.7%	26.5%	26.0%	24.8%	25.8%
St. Louis Area	28.9%	29.9%	32.1%	27.9%	27.5%	28.3%	26.8%	28.5%	29.0%	30.1%	27.6%
Northeast Missouri	20.8%	20.8%	11.3%	15.1%	17.7%	17.2%	16.8%	14.5%	18.6%	16.7%	18.5%

Percent of Out-of-state Incoming Freshmen



	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>
Out-of-state/Country	28.6%	28.6%	31.9%	34.6%	30.1%	30.8%	32.7%	30.5%	26.4%	28.3%	28.1%

STUDENT INDICATORS

These indicators include numerical trends regarding retention and graduation, as well as information regarding student satisfaction with the institution. The satisfaction measures are drawn from student responses to the Institutional Student Survey (ISS) of enrolled students and the Graduating Student Questionnaire (GSQ).

Truman conducts regular surveys of students including the Cooperative Institutional Research Program (CIRP) survey and the locally developed ISS. All graduating students complete the GSQ.

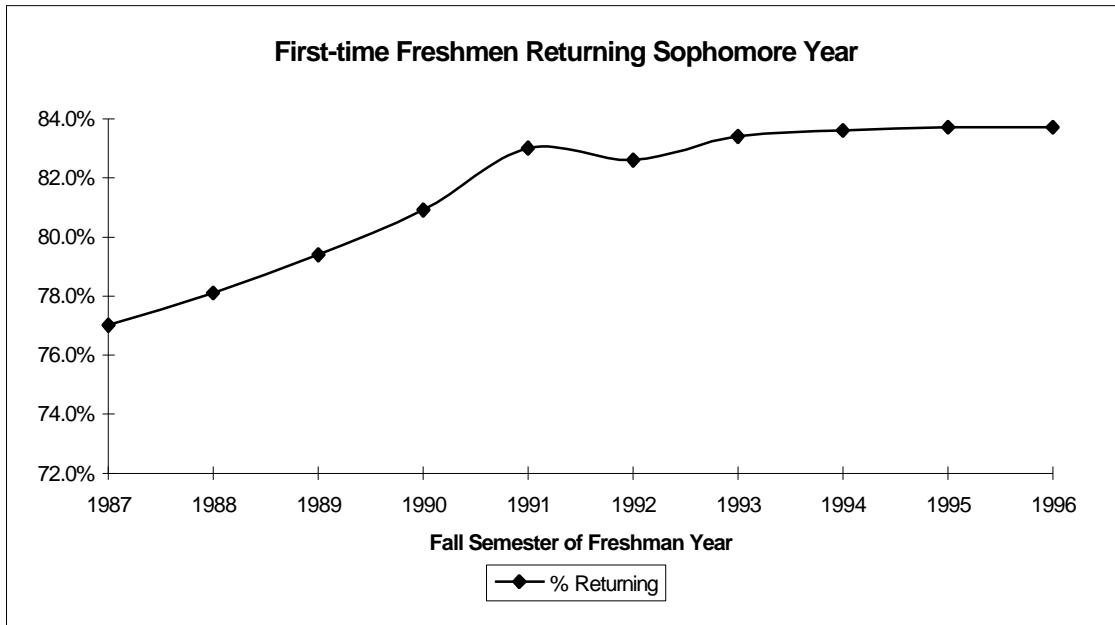
A key student-related indicator is the retention rate. Grade distribution is another factor which is monitored.

An issue of nationwide interest is the amount of time students spend preparing for class. Student satisfaction measures are monitored via surveys. Academic advising is also a quality issue.

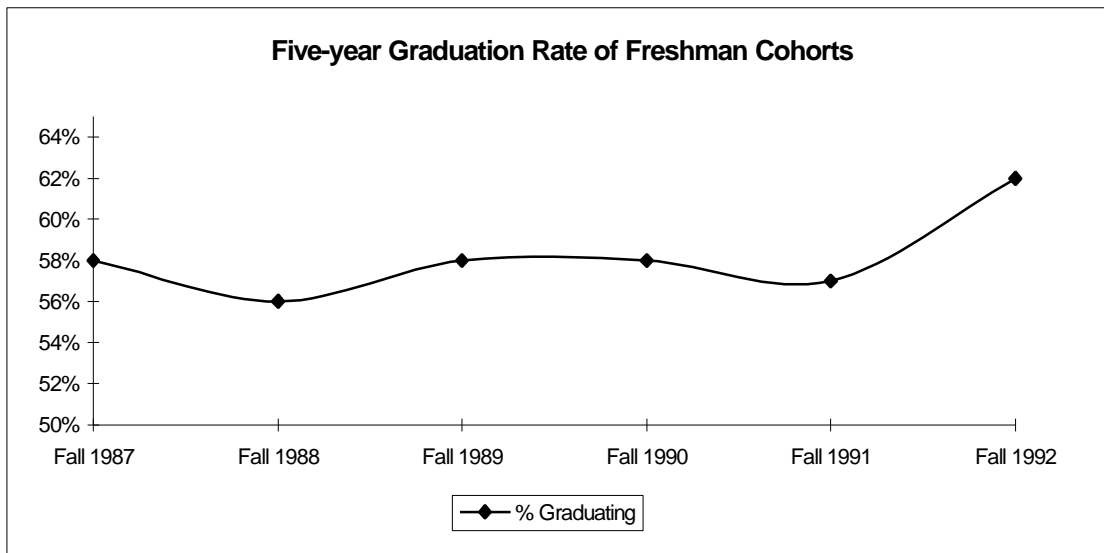
Senior test scores in the major are monitored, with institutional benchmarks established at the 50th percentile and 80th percentile levels. Trends regarding general education tests such as the CAAP, which is administered after the sophomore year are also monitored.

Another important indicator is the percent of students enrolled in graduate and professional schools. The Alumni survey is used to obtain feedback from graduates such as if they would return to Truman.

Retention & Graduation Rates for Undergraduate Students

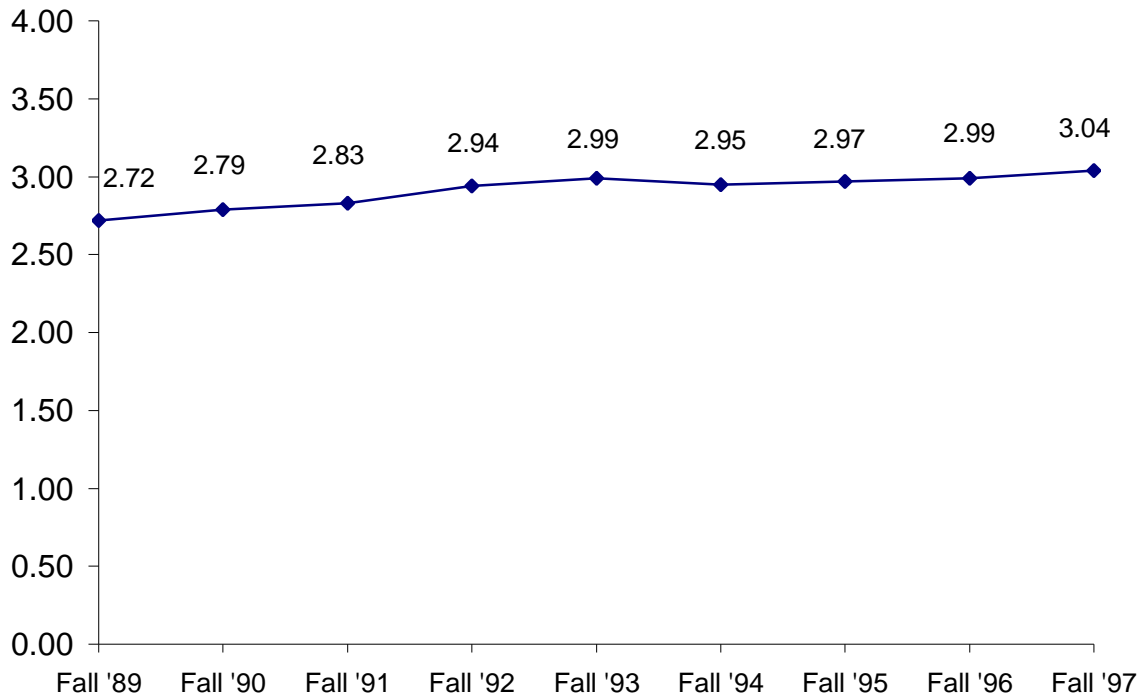


	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>
% Returning	77.0%	78.1%	79.4%	80.9%	83.0%	82.6%	83.4%	83.6%	83.7%	83.7%

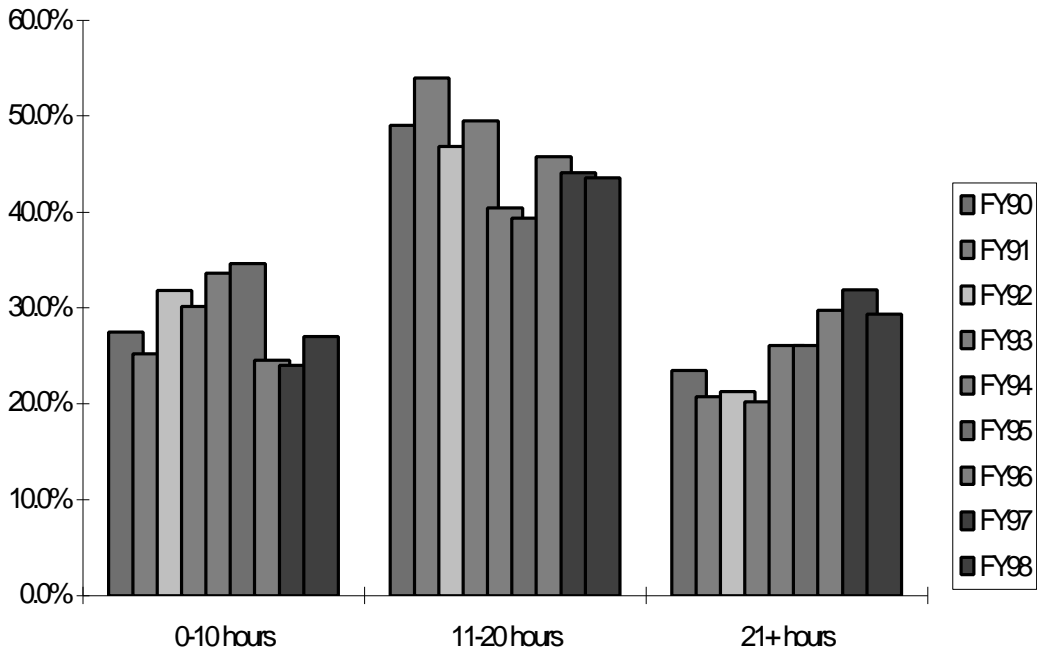


	<u>Fall 1987</u>	<u>Fall 1988</u>	<u>Fall 1989</u>	<u>Fall 1990</u>	<u>Fall 1991</u>	<u>Fall 1992</u>
% Graduating	58%	56%	58%	58%	57%	62%

Undergraduate University-wide Grade Distribution: On-campus Only



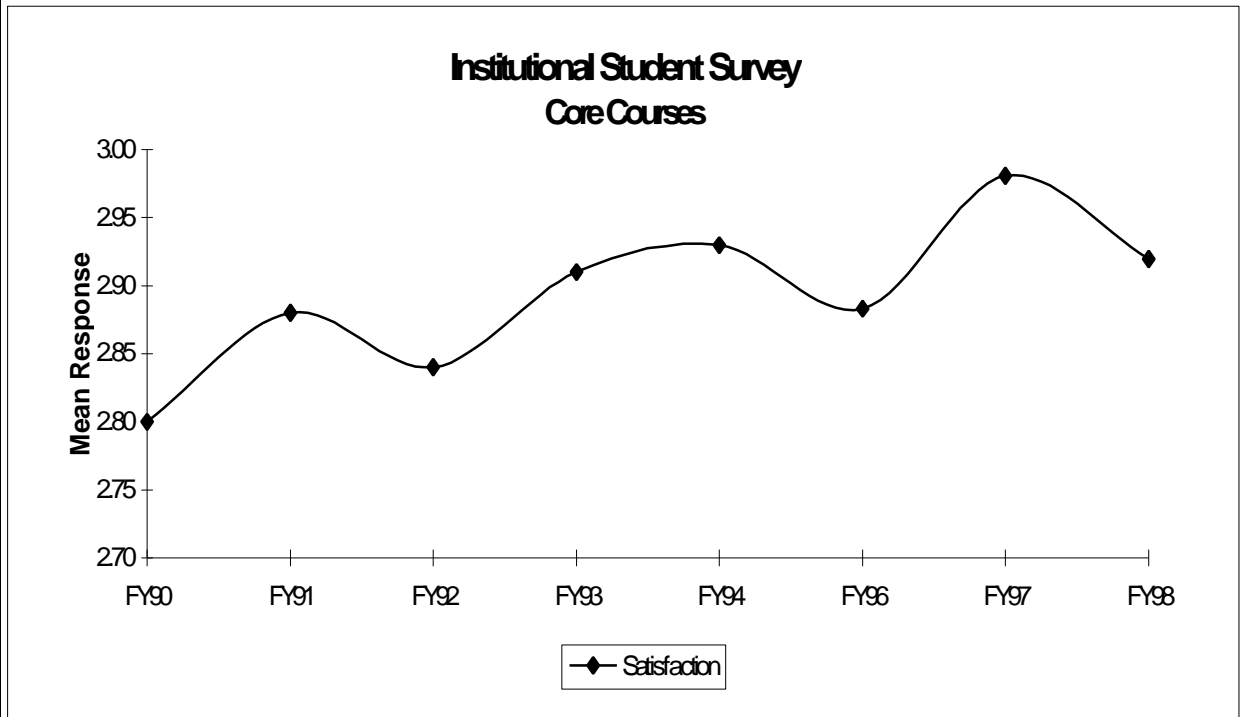
**Graduating Student Questionnaire
Percent of Weekly Time Spent Preparing for Class**



	<u>FY90</u>	<u>FY91</u>	<u>FY92</u>	<u>FY93</u>	<u>FY94</u>	<u>FY95</u>	<u>FY96</u>	<u>FY97</u>	<u>FY98</u>
0-10 hours	27.5%	25.2%	31.8%	30.2%	33.6%	34.6%	24.6%	24.0%	27.0%
11-20 hours	49.0%	54.0%	46.9%	49.5%	40.4%	39.3%	45.8%	44.1%	43.6%
21+ hours	23.5%	20.8%	21.3%	20.2%	26.1%	26.1%	29.7%	31.9%	29.4%

Satisfaction Measures

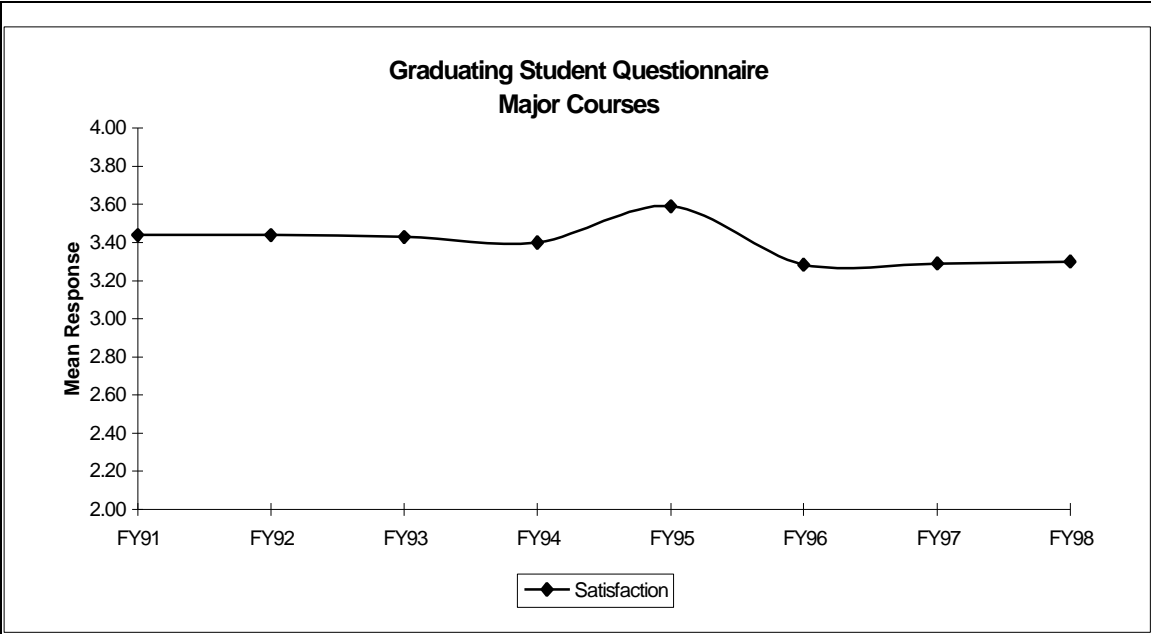
Where 1 = Very Dissatisfied; 2 = Somewhat Dissatisfied;
3 = Somewhat Satisfied; and 4 = Very Satisfied



Overall impression of the General Education courses:

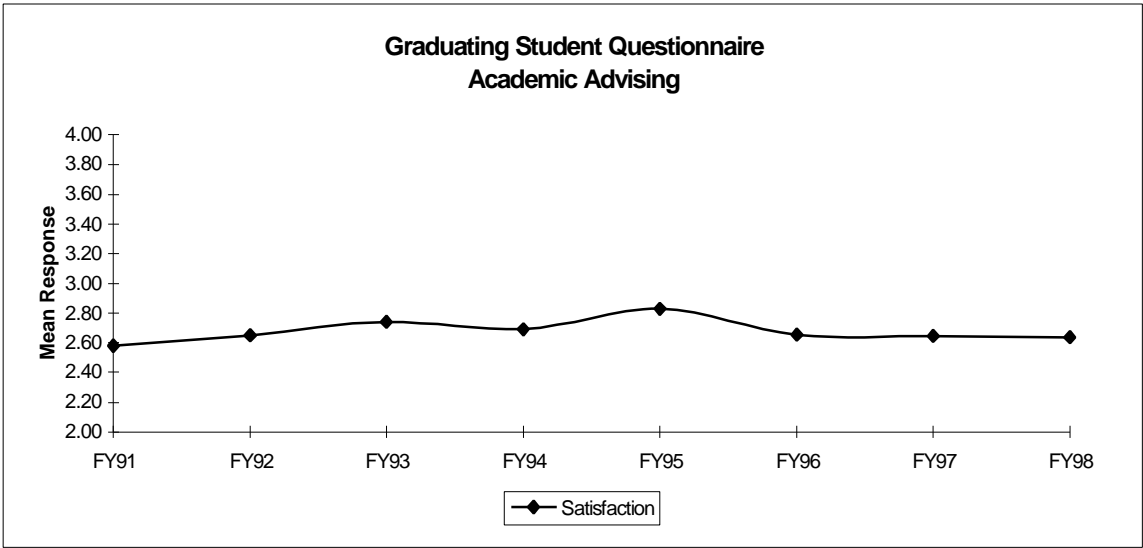
	<u>FY90</u>	<u>FY91</u>	<u>FY92</u>	<u>FY93</u>	<u>FY94</u>	<u>FY95</u>	<u>FY96</u>	<u>FY97</u>	<u>FY98</u>
Satisfaction	280	288	284	291	293	*	288	298	292

Note: The ISS was not administered in FY95.



Overall impression of the Major courses:

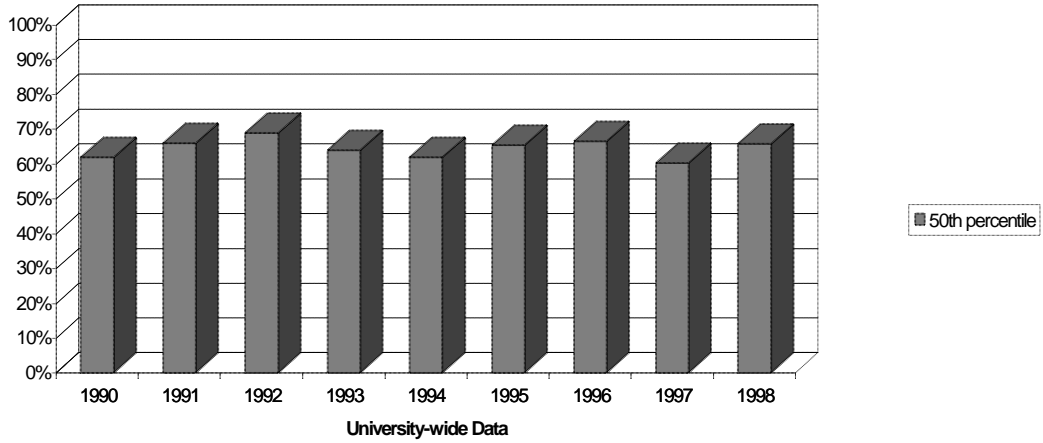
	<u>FY91</u>	<u>FY92</u>	<u>FY93</u>	<u>FY94</u>	<u>FY95</u>	<u>FY96</u>	<u>FY97</u>	<u>FY98</u>
Satisfaction	3.44	3.44	3.43	3.40	3.59	3.29	3.29	3.30



Satisfaction with Faculty Academic Advising:

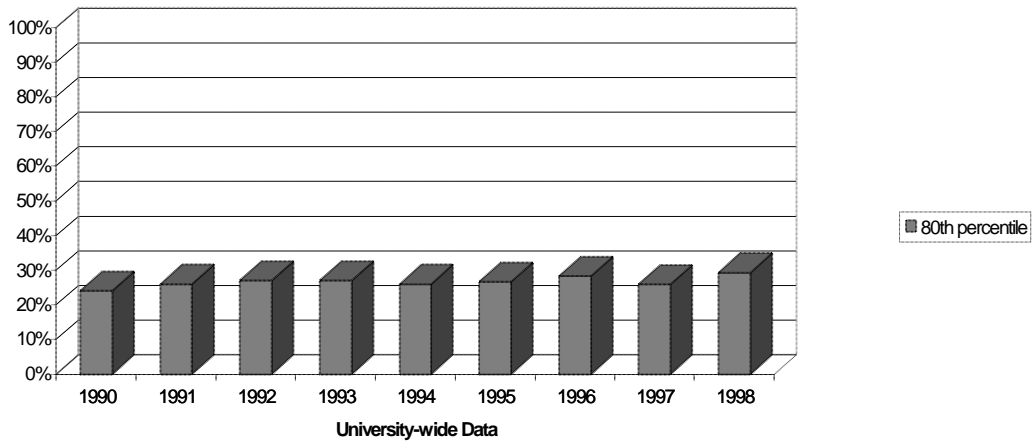
SENIOR TEST SCORES

SCORES ABOVE 50TH PERCENTILE

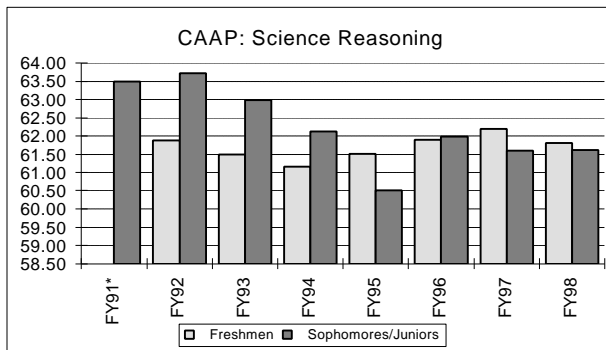
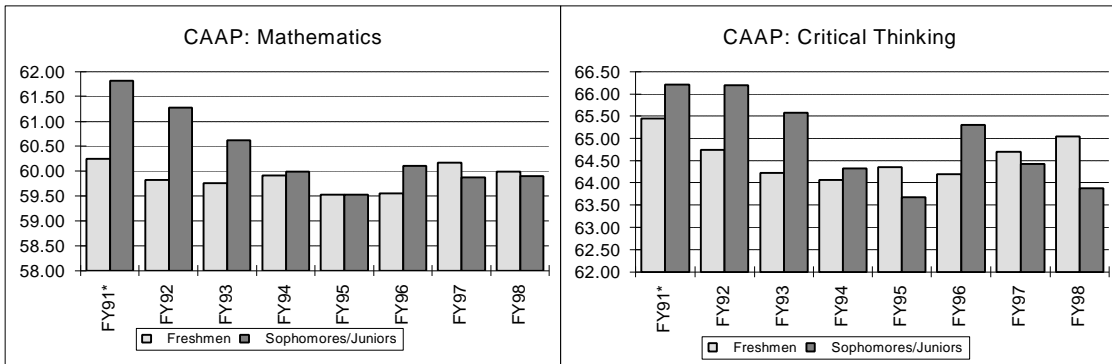
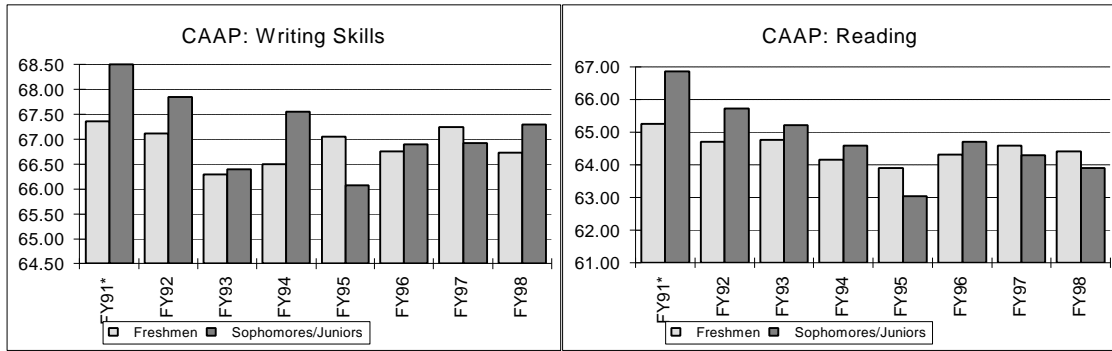


	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>
50th perce	62%	66%	69%	64%	62%	66%	66%	60%	66%

SCORES ABOVE 80TH PERCENTILE



	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>
80th perce	24%	26%	27%	27%	26%	27%	28%	26%	29%



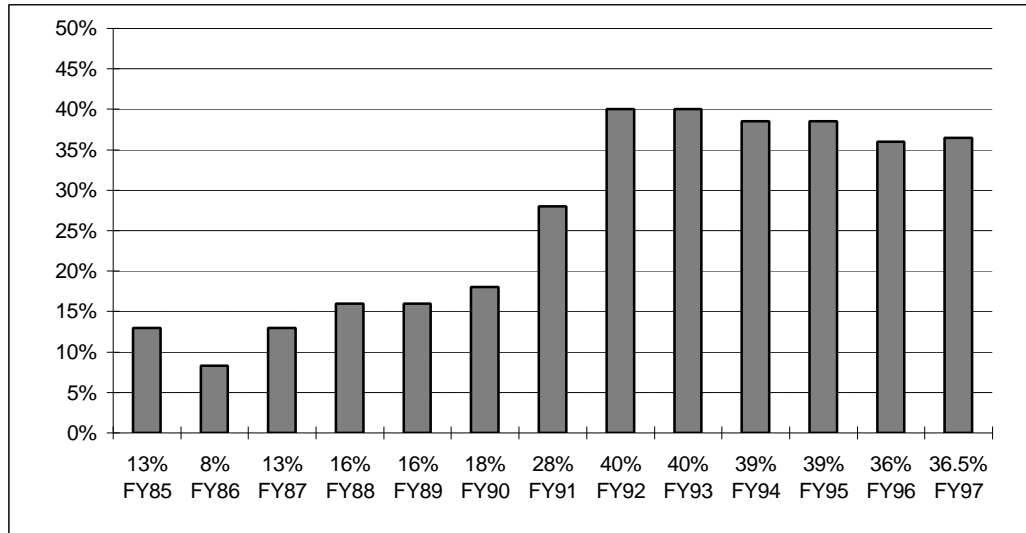
* CAAP tests were first introduced in 1989; for FY89 and FY90, there are therefore no corresponding Freshman tests for comparison.

** Beginning in Fall 1993 (FY94), Sophomore/Junior testing follows the completion of 60 CH of coursework (vs. 45 CH in previous years).

*** The Science Reasoning module was introduced a year later than the other four modules.

Graduate and Professional School Placement

University Wide Data

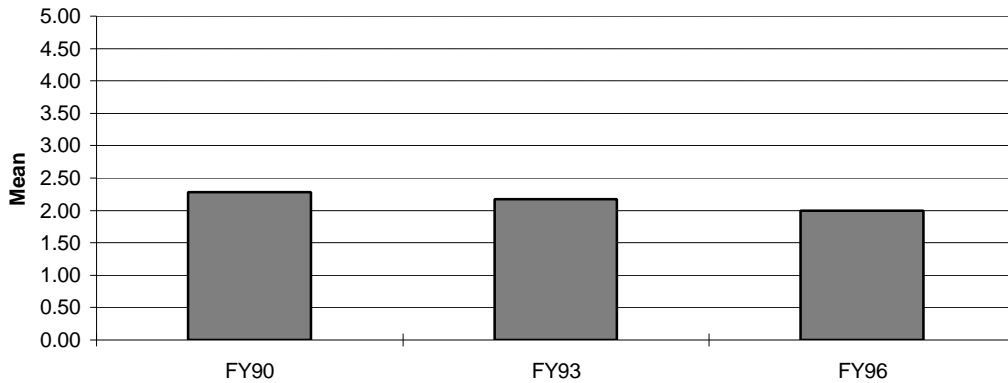


FY85 FY86 FY87 FY88 FY89 FY90 FY91 FY92 FY93 FY94 FY95 FY96 FY97
% of students in school 13% 8% 13% 16% 16% 18% 28% 40% 40% 39% 39% 36% 36.5%

Percent of Alumni Who Would Return to NMSU

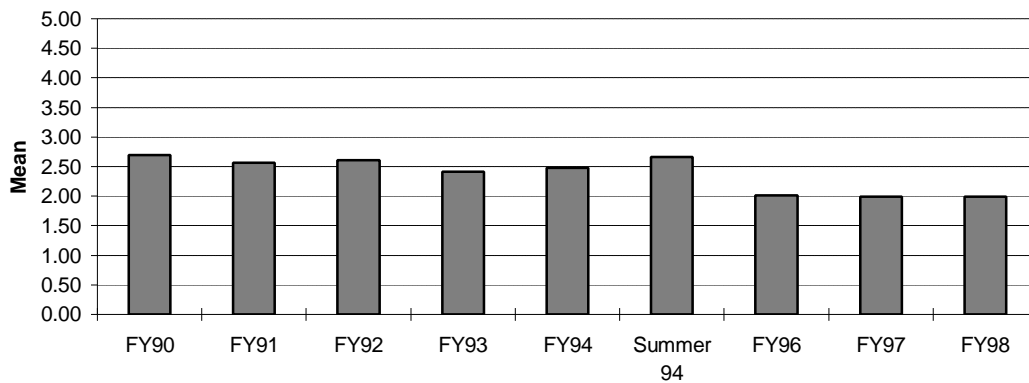
Where 1 = Definitely Yes; 2 = Probably Yes; 3 = Uncertain;
4 = Probably No; and 5 = Definitely No

Alumni Survey



	<u>FY90</u>	<u>FY93</u>	<u>FY96</u>
Average response	2.28	2.17	2.00

Graduating Student Questionnaire



	<u>FY90</u>	<u>FY91</u>	<u>FY92</u>	<u>FY93</u>	<u>FY94</u>	<u>Summer 94</u>	<u>FY95</u>	<u>FY96</u>	<u>FY97</u>	<u>FY98</u>
Average response	2.70	2.56	2.61	2.41	2.48	2.66	*	2.01	1.99	1.99

* This question was not asked on the FY1995 GSQ instrument.

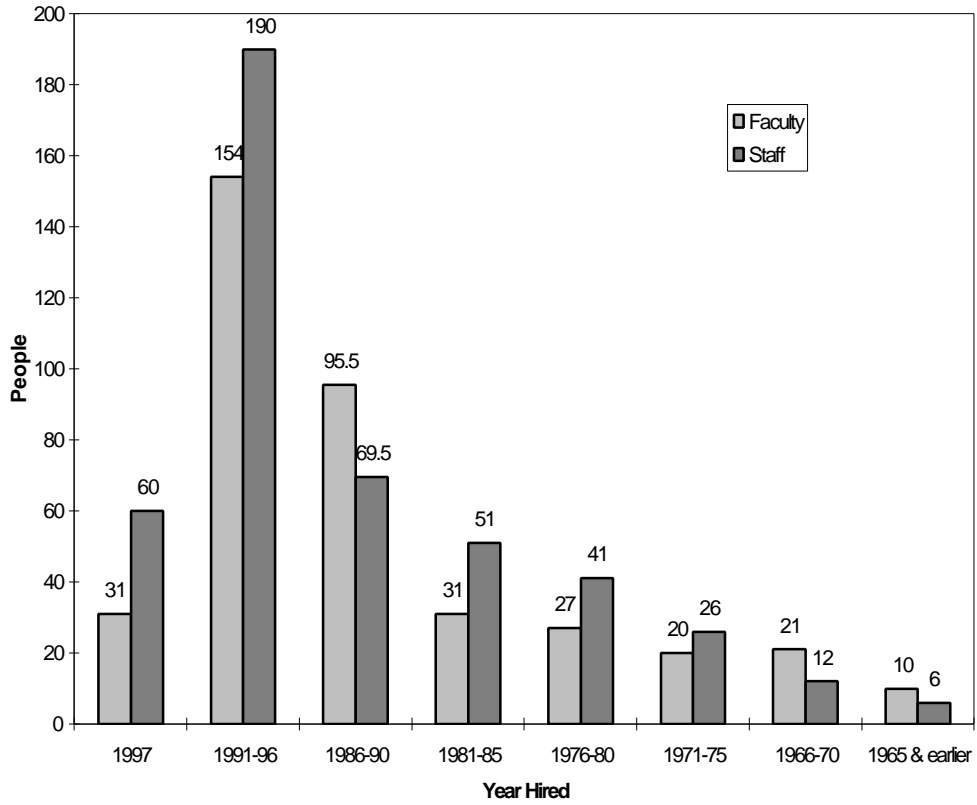
Note: In FY 1996 and 1997, the scale was changed to 1= definitely yes; 2 = probably yes; 3 = probably no; and 4 = definitely no.

FACULTY/STAFF INDICATORS

These measures deal with faculty and staff turnover, as well as common faculty indices such as the percent tenured and the percent with terminal degrees.

Other faculty indicators include projected faculty replacements required due to retirement and percent with terminal degrees.

Full-time Employees Hired by Year



Note: The most recent 5-year period includes temporary faculty hired as sabbatical replacements.

PROJECTED FACULTY REPLACEMENT NEEDS
1998-99 through 2007-08

FULL-TIME FACULTY REPLACEMENTS BASED ON KNOWN RETIREMENTS AND RETIREMENT AT AGE 65

	ALREADY 65	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04	FY 05	FY 06	FY 07	FY 08	TOTAL
Business & Accountancy				1		1				1		3
Education			1							1	1	3
Fine Arts	1									2		3
Human Potential & Performance		2*				1		1			1	5
Language & Literature	1		1	1			1		1		1	6
Math & Computer Science		1*				1	1		2			5
Science		1*	1				1	2				5
Social Science		1*			1	1		1	1		3	8
TOTAL	2	5*	3	2	1	4	3	4	4	4	6	38

* = Retirement Applications Received

NOTE: 38/335 = 11% potential retirees through 2008

FULL-TIME FACULTY WITH TERMINAL DEGREES

<u>DIVISION</u>	<u>FALL 1994</u>	<u>FALL 1995</u>	<u>FALL 1996</u>	<u>FALL 1997</u>
Business & Accountancy	19/29	19/27	18.5/25.5	19/25
Education	11/12	10/12	9.5/10.5	10.5/10.5
Fine Arts	28*/36	32*/37	31*/36	33*/35
Human Potential & Performance	14/30	15/32	15/32	16/31
Language and Literature	45/69	47/74	47/74	48/72
Math & Computer Science	23/35	27/35	28/35	30/36
Science	57/59	59/62	58.5/63.5	53.5/58.5
Social Science	57/64	55/63	58.5/63.5	62/67
TOTAL	254/334	264/342	266/339	272/335
TOTAL %	76.0%	77.2%	78.5%	81.2%
PERCENT TENURED	45.81%	47.37%	52.20%	53.73%

NOTE: Sabbaticals/leaves of absence not included.

* = Includes Art and Drama MFA degrees

The .5 allocations result when two faculty split 50/50 in two divisions.

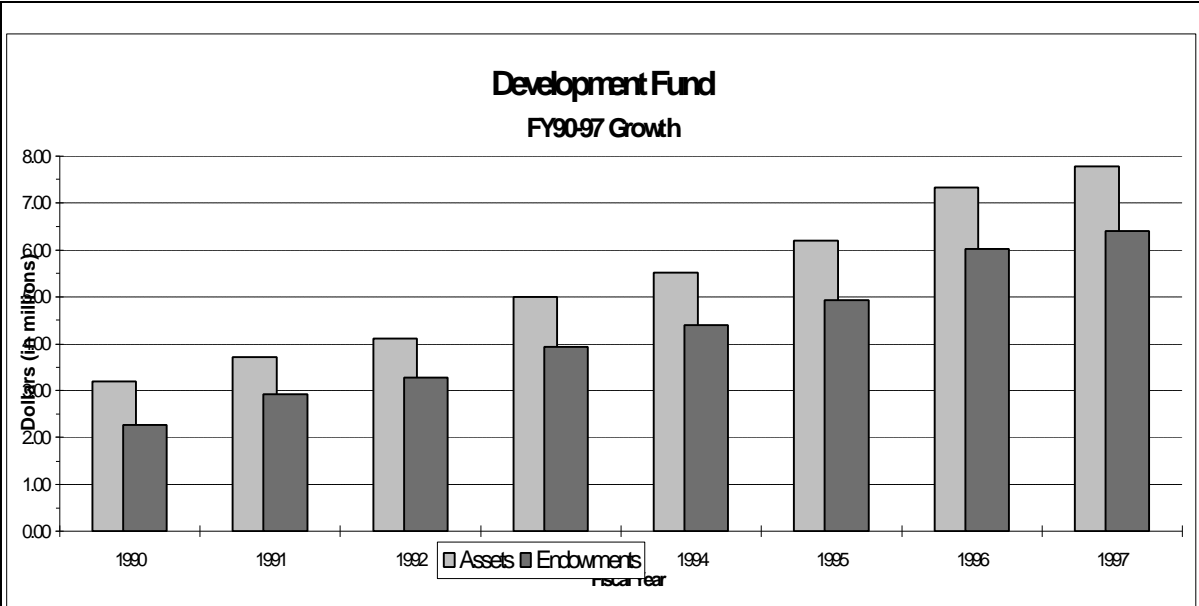
FULL-TIME FACULTY
FALL 1997

<u>DIVISION</u>	<u>TENURED</u>	<u>TENURE TRACK</u>	<u>OTHER</u>	<u>TOTAL</u>
Business & Accountancy	17	6	2	25
Education	7.5	2	1	10.5
Fine Arts	18	9	8	35
Human Potential & Performance	15	13	3	31
Language & Literature	32	24	16	72
Math & Computer Science	17	8	11	36
Science	33.5	15	10	58.5
Social Science	40	23	4	67
TOTAL	180	100	55	335
PERCENT	53.7%	29.9%	16.4%	

NOTE: Faculty on sabbaticals and leaves of absence not included.
 "Other" includes temporary appointments and non-tenure track faculty.
 The .5 allocations result when two faculty split 50/50 in two divisions.

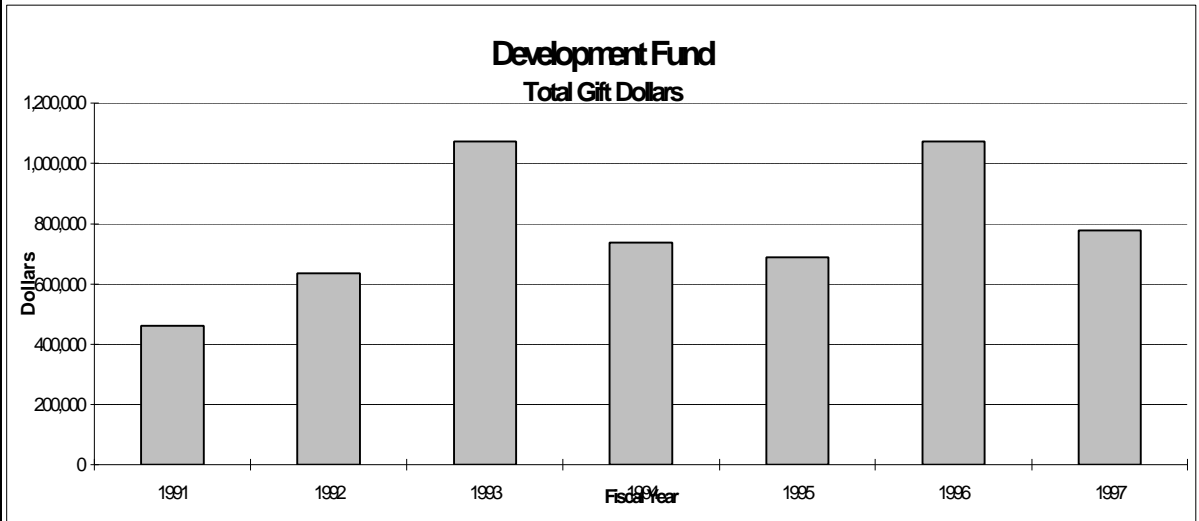
DEVELOPMENT INDICATORS

Like many other state-supported institutions, Truman is placing more emphasis on funds raised through advancement and development activities. Recognizing that this is a long-range process, indicators have been developed which focus on multi-year trends.



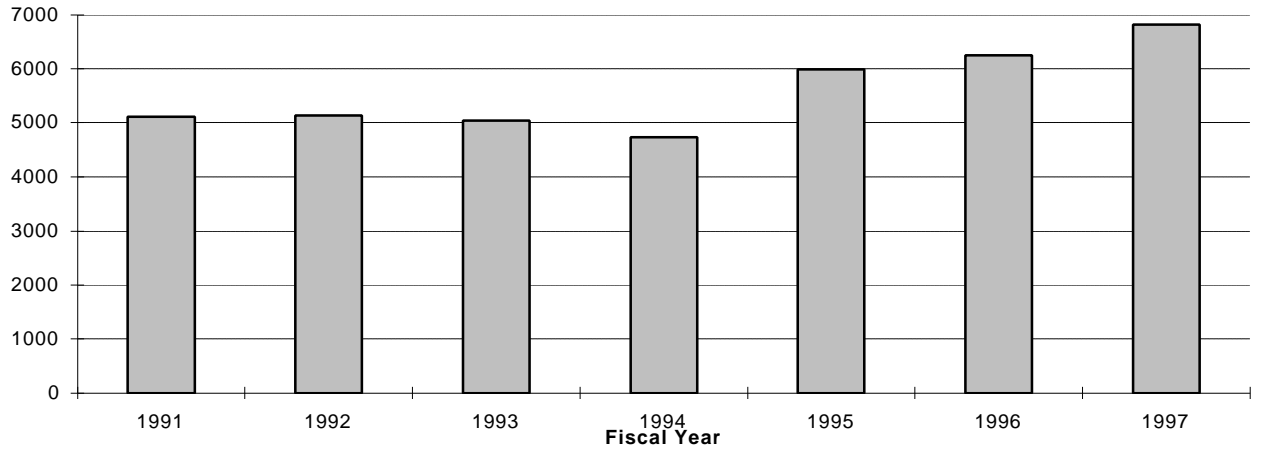
	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>
Assets	3.20	3.72	4.10	4.99	5.52	6.20	7.33	7.79
Endowments	2.28	2.92	3.28	3.93	4.40	4.93	6.02	6.40

Note: Endowments are included in total assets.



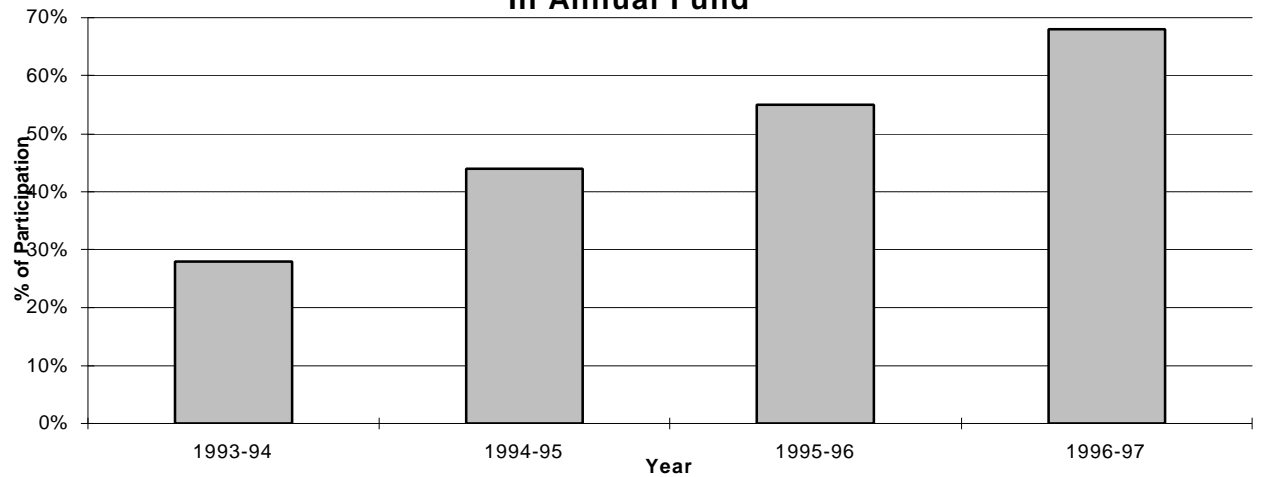
	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>
Gifts	460,581	635,742	1,072,889	736,224	688,681	1,072,910	779,035

**Development Fund
Total Number of Donors**



	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>
Donors	5118	5142	5036	4731	5981	6250	6816

**Faculty/Staff Participation
In Annual Fund**



	<u>1993-94</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>
Faculty/Staff	202	317	396	550
% of Participation	28%	44%	55%	68%