

Chapter XVII: GOALS FOR ASSESSMENT FROM THE UNIVERSITY MASTER PLAN 1997-2007

Excerpted from that document, dated August 12, 1997

President Jack Magruder's Preface (page vi)

Truman has high expectations for the future and has challenged itself to achieve some very ambitious goals. The attainment of these hopes and dreams for the future will be at least partially dependent on the university's ability to sustain and enhance the vitality of its culture of assessment and continuous improvement. For more than twenty-five years Truman has been an innovative leader in the use of assessment data to foster improved student learning and a stronger teaching / learning environment on campus. This remarkable achievement is rooted in the institution's commitment to both its students and the citizens of Missouri to provide the best educational experience possible.

Prologue, pages 4-6

A. Core Outcomes and Values: Liberal Education and Values

Truman is first and foremost dedicated to the liberal education of its students. It seeks to accomplish this objective by fostering validated student learning outcomes that are comparable to those generated within the best liberal arts institutions nationally and by refining within its students the skills and knowledge necessary to be competitive both nationally and internationally. The phrase "Degrees with Integrity" refers to Truman's commitment to be accountable to its students and the public by assessing student performance and fostering improvement in each student's learning outcomes and each academic program through the use of comprehensive testing and other elements of the assessment program. (See Appendix C for a historical note.) Upon graduation our students will:

- a) have command of **essential intellectual skills** such as written and oral communication, quantitative analysis, and computer literacy;
- b) be **broadly educated**, exhibiting an appreciation of the interconnectedness of knowledge and thereby demonstrating the capacity to integrate and synthesize knowledge and information across disciplines;
- c) manifest a high level of **mastery of a major area** of study as corroborated, whenever possible, by objective, nationally-normed assessment measures;
- d) have a growing **understanding of the moral and ethical challenges** within social, professional, and personal decisions by encountering

- well-established classics and by having meaningful educational experiences both within and outside the classroom;
- e) have undertaken **free personal intellectual exploration or research**;
and
 - f) be prepared for **effective living in a democratic society**.

B. Supportive Institutional Values

In the process of seeking the core outcomes presented above, the university community has articulated and focused upon the following values which are not necessarily part of the liberal arts traditions but are very much a part of Truman's legacy, predating the current mission:

- a) **student and student-learning centeredness** as the primary point of convergence for the efforts of the university as a whole;
- b) **academic rigor and intellectual challenge**, within a nurturing environment that prepares students for their "next step;"
- c) **affordability**, which meets a state need to provide an exceptional liberal arts education to outstanding students who might not otherwise have financial access to such a program; and
- d) **a self-regarding ethos** within the university culture which promotes continuous improvement.

C. Conditions Necessary for Success

Beyond the level of outcomes and values (core and supportive), Truman has identified a number of resources, practices, programs, and other variables which are essential in the university's drive to graduate nationally competitive, liberally educated students. These include:

- a) a distinctive, conscious, and pervasive **public liberal arts and sciences culture**, which not only integrates the contributions of the curricular and co-curricular domains but also incorporates various other liberal arts qualities and dimensions;
- b) a coherent, integrated **liberal arts and sciences curriculum** which includes the liberal studies program, the major, and opportunities for personal intellectual exploration and grappling with the ethical challenges within decisions;
- c) a vigorous, participatory **assessment program** which fosters both continuous institutional improvement and public accountability;
- d) a **well prepared, highly qualified student body**, which reflects the diversity of Missouri and is predominantly undergraduate, residential and traditional college age;

- e) an **outstanding student- and learning-centered faculty and staff** who are well-qualified in their fields, who have successfully experienced the joy of learning as a student and as a practicing professional, who appropriately model the active scholar and the life-long learner in their personal and professional lives, and who understand and support the institution's liberal arts and sciences mission;
- f) appropriate **informational and instructional technology resources** for faculty, staff and students, sufficient to support a high level of student learning outcomes;
- g) suitable **physical facility resources**, which provide a safe, effective environment for the university enterprise; and
- h) viable **external linkages** to the state of Missouri, the higher education community, and the region to facilitate the delivery of needed services.

From Chapter 1: Progress Toward the Ideal:

C. High Academic Quality (page 10)

The true measure of an institution is, of course, found not in the quality of the students enrolled or the quality of the faculty -- as essential as both are -- but rather in the learning that occurs and the impact the institution has on the lives of its students. Truman's assessment data indicate that significant progress has been made in terms of student outcomes since the implementation of the new mission. For example, freshman-to-sophomore retention has increased from 75 percent to 83.7 percent while the graduation rate has increased from 44 percent to 59.2 percent. The proportion of baccalaureate graduates who enter graduate or professional school within a year of graduation has almost tripled, increasing from 13 percent to 35.7 percent.

In terms of actual student learning, the amount of student learning in the core liberal studies program has increased in absolute terms as measured by the ACT COMP test (increasing from the 74.1 percentile to the 80.3 percentile), but the *average net gain* in test performance between the freshman and sophomore years has declined as the quality of the student body has increased -- a result consistent with national trends. Similarly, perhaps, the proportion of graduating seniors who completed an externally normed test in the major and who scored at or above the fiftieth percentile increased from 55 percent to 66 percent. It is clear, therefore, that student performance and student aspirations for advanced study have increased significantly since the inception of the liberal arts and sciences mission as the quality of the student body has improved.

	FY 1986	FY 1996
Freshman/Sophomore Retention	75.0%	83.7%
Five-year Graduation Rate	44%*	59.2%*
Graduate/Professional School Placement	13%	35.7%
Freshman/Sophomore COMP Gain Scores (Percentiles)	45.1/74.1	73.3/80.3**
Senior Test Scores -- Percent Above 50th Percentile	55.0%	66.0%

“*” = FY 1986 data represent a five-year graduation rate; FY 1996 data represent a six-year graduation rate.

“**” = FY 1995 Data.

D. Affordability: Meeting A Special State Need (page 11)

	Truman	Very Highly Selective Privates	All Public Four-year
Percent Parental Income Less Than \$100,000	85.9%	61.1%	89.6%
Highest Degree Planned -- Graduate or Professional	40.0%	60.1%	26.5%
Used Personal Computer	59.9%	70.2%	48.6%
Spent More Than 10 Hours per Week Working in High School	57.5%	25.2%	54.1%
Spent More Than 10 Hours per Week Studying in High School	21.0%	41.0%	12.3%
Father's Education: Baccalaureate or Higher	56.0%	77.7%	39.5%
Mother's Education: Baccalaureate or Higher	48.7%	71.1%	35.1%
Very Important Reasons for Choosing This Institution			
-- Academic Reputation	81.9%	80.1%	45.8%
-- Affordability	63.5%	2.9%	37.4%
-- Graduates Get Good Jobs	58.0%	55.4%	40.1%
-- Graduates Go to Top Graduate Schools	45.2%	57.8%	21.3%

Source: Cooperative Institutional Research Program Survey, Fall 1995

E. Meeting the Challenge of Being Highly Selective (page 12)

	Goal	Truman
<i>Admission Criteria</i>		
Freshmen Meeting “Highly Selective” Criteria	90%	91%*
<i>Success Rate</i>		
Freshmen Earning at Least 24 Credits with at Least a 2.00 GPA	90%	84%
<i>Remedial Course Work</i>		
Number of Remedial Courses Offered for Credit	0	0
<i>Graduation Rates</i>		
Truman Freshmen Graduating from Truman	75%	59.2%
Truman Freshmen Graduating from Any Mo. Public	75%	69%

“*” = omits 25 international students.

II: An Unfinished Agenda: Advancing the Liberal Arts Mission (pages 13-14)

Finally, when measured against itself in terms of student satisfaction levels with course work in the major and the liberal studies core requirement, these data suggest that while overall institutional progress since the new mission was adopted is truly substantial, the amount of change in reported student satisfaction with their course work is limited. That is, Truman’s Graduating Student Questionnaire (GSQ) survey data indicate that overall student satisfaction ratings for the courses in the liberal studies core and the major have not changed substantially since the inception of the new mission; furthermore, the students are much more satisfied with their courses in the major than in the liberal studies core. It should be noted, however, that in the period between the time these measurements were taken, the preparation level of students and the expectations of both the faculty and the students increased greatly. As a consequence, the academic community is very different, and the extent of qualitative change in the student learning experience is not revealed by these data. Higher levels of satisfaction with courses in the major in comparison to courses in the general studies/liberal program are a result consistent with the responses that many institutions receive. Nevertheless, because Truman is striving to be a premier liberal arts and sciences university, these data suggest a need to focus on the development of new liberal studies program courses and to consider ways to make the linkage between the major and the liberal studies program more salient.

	Truman	Private Baccalaureate I	Public Baccalaureate II
Percent of Degrees Awarded in ...			
-- Fine Arts, Language & Literature, Social Science	47.0%	70.6%	41.1%
-- Mathematics and Science	17.6%	15.1%	10.6%
-- Business and Human Potential & Performance	35.4%	9.3%	25.6%
-- Other Disciplines	0.0%	5.0%	22.7%
Satisfaction with Courses in ...			
-- Core/Major, FY 1986	2.82/3.34*	n.a.	n.a.
-- Core/Major, FY 1996	2.88/3.29*	n.a.	n.a.
Graduation Rates	59.2%	82.1%	39.4%

“*” = Figure reported is arithmetic average for Likert Scale ratings:
4 = Highly Satisfied; 1 = Highly Dissatisfied.

IV. Planning for the Future: Principal Planning Themes (page 19)

- *Deepening an enhanced, self-reflective liberal arts culture*, by focusing on nationally competitive learning outcomes through the new liberal studies program, strong majors, an integrated and enriched co-curriculum, and a vigorous assessment program;
- *Recruiting and supporting outstanding students, faculty, and staff*, by focusing on strong preparation and increased graduation rates for students, recruiting an excellent faculty who are well-prepared in their fields and who understand and support the liberal arts mission, fostering effective, long term professional growth opportunities and excellent working conditions for faculty and staff, and providing an excellent teaching/scholarly environment for both students and faculty;
- *Providing excellent support to the teaching/learning process*, by fostering the integration of appropriate information and instructional technology into the teaching/learning process, continuing to strengthen Pickler Library to ensure it is one of the strongest libraries of its type in the nation, and providing a comfortable, supportive living / learning environment throughout the campus; and
- *Nurturing viable relationships with external constituencies*, by continuing to build support for the institution among alumni, friends, and opinion-makers and by cooperating with other educational providers to help meet the needs of the state’s citizens in ways consistent with Truman’s liberal arts and sciences mission.

From Chapter 2: Closing the Gap: Building a Stronger Public Liberal Arts and Sciences University: (from page 20)

To assure accountability to the academic community and external constituents, the university intends to continue its practice of developing specific measures of success -- or indicators -- to assess its progress in addressing each planning theme. In addition, the next chapter in this report [identifies] suggested measures of success for each “Principal Planning Theme.” By purposefully addressing each of these themes through the designated institutional commitments and by systematically assessing its progress, Truman will continue to foster its growth as a public liberal arts and sciences university and will enhance the attainment of the core outcomes and values contained in the Truman Vision.

I. Principal Planning Themes: Focus Areas for Institutional Action (from page 21)

A. Deepening an Enhanced, Self-reflective Liberal Arts Culture

1. New Liberal Studies Program

Goal: To offer a strong liberal arts and sciences curriculum that provides each student with a sound foundation and breadth of requisite knowledge, skills, and attitudes regardless of intended area of specialization.

Goal: To graduate undergraduate and graduate students who demonstrate well-developed essential and higher order skills such as communication, quantitative reasoning, critical thinking, self-reflection, leadership, and integration of the various modes of inquiry within problem-solving experiences.

Focused Institutional Response: Truman State University shall foster a coherent, integrated liberal arts and sciences curriculum:

- by implementing its new Liberal Studies Program as expeditiously as possible; and*
- by formally assessing the new Liberal Studies Program as it is implemented to foster the development of a fully integrated liberal arts and sciences culture that nurtures values and behaviors characteristic of a mature liberal arts and sciences institution.*

2. *Strong Major Fields of Study* (from page 22)

Goal: To provide each student an in-depth major area of study that facilitates mastery of disciplinary concepts, knowledge, skills, and attitudes; that furthers the goals of liberal education; that ensures nationally competitive graduates; and that prepares the student for post-baccalaureate study or for immediate entrance into the professions.

Focused Institutional Response: Truman State University shall foster a coherent, integrated liberal arts and sciences curriculum that is noted for strong outcomes in the major:

- *by ensuring that all undergraduate and graduate degree programs produce graduates who are nationally competitive and fully prepared for further study or successful entry into a career; and*
- *by continuing to improve student learning outcomes and student satisfaction upon graduation.*

4. *A Vigorous, Participatory Assessment Program* (from pages 26-28)

Goal: To maintain a self-reflective culture that seeks continuous improvement.

Goal: To focus on teaching and learning as the university's primary activities that provide a common sense of purpose for all members of the university community who will carefully monitor learning outcomes as they seek to continuously improve student learning processes and the supportive systems that enhance them.

Focused Institutional Response: Truman State University shall reinforce the role and vitality of a vigorous, participatory assessment program that fosters both continual institutional improvement and public accountability through the following actions:

- *assuring continual quality improvements in the teaching and learning experiences of students and faculty by*
 - (a) *fostering the balanced use of qualitative and quantitative measures;*
 - (b) *distributing data in a timely and readily available fashion;*

- (c) *demonstrating the use of assessment data in the university's decision-making processes; and*
 - (d) *expanding the orientation process for new students, faculty, and staff to include a thorough introduction to the history and role of assessment at Truman; and*
- *fostering continuous improvement, review, and evaluation of the assessment program itself by*
- (a) *periodically reviewing the efficacy of each assessment component in the context of the institution's evolving liberal arts culture;*
 - (b) *encouraging and supporting increased involvement of faculty and staff in assessment;*
 - (c) *integrating assessment data into academic program reviews and the budgeting process;*
 - (d) *developing a comprehensive assessment plan;*
 - (e) *expanding the use of assessment data by the university's administrative offices;*
 - (f) *developing an appropriate survey process to gather assessment information periodically from both faculty and staff;*
 - (g) *expanding the scope of assessment at the graduate program level, including the development of an appropriate component for the local Funding for Results model;*
 - (h) *increasing scholarly activity regarding assessment within the academic community; and*
 - (i) *implementing a comprehensive assessment information management system based upon the improved student information system.*

Assessment is integral to the culture of Truman; indeed, assessment is so much a part of the fabric of the institution that it is virtually impossible to envision the institution separate from its assessment program. Yet, because the institution's commitment to assessment is so common-place on campus, it is easy to forget how special this heritage truly is. The culture of assessment has enriched not only this institution, but it has served as a model for many other institutions and has influenced education policy at the state level. Owing in part to the hard work and creative energy of the faculty and staff at Truman, assessment and student-centered learning are self-conscious components of increasing numbers of institutions nationally. Truman shall continue its national leadership role through its continuing participation in projects and studies of national significance such as the new national benchmarking study sponsored by the Institute of Education Best Practices of the American Productivity and Quality Center.

Notwithstanding the long tradition of assessment at Truman, the underlying culture of a self-reflective institution requires constant nurturing. The practice of a faculty and staff viewing an institution's programming holistically is neither easy nor automatic. Over time students will experience an institution's program in its entirety while those who deliver and support the curriculum will often see only their portion. In addition, the complacency that often accompanies long-term success must be avoided; Truman's assessment program must continue to evolve. While the university community purposefully questions the effectiveness and quality of its institutional culture as it evolves further into an institution defined as both *public* and *liberal arts*, the successful completion of this transition is very dependent on the maintenance of a self-regarding culture. The university must also take care to ensure that the benefits of a strong assessment program continue to accrue to the academic community for both students and faculty; that is, that good things continue to happen because of the assessment program, and both faculty and students are strongly motivated to see the program succeed. Our assessment philosophy must also lead us to clearly focused and consistent practice as a community of scholars while continuing the support of students and faculty. Finally, new members of the academic community -- including each new freshman class -- must be successfully acculturated to its values in order for the institution to assure continual quality improvement in the teaching/learning environment.

From Chapter 3: Indicators of Progress: Assessment and Measures of Success (page 45)

The focused institutional responses and the priorities outlined in the previous chapter constitute Truman's effort to define a plan of action that will foster the institution's continuing development as a premier public liberal arts and sciences university. Significantly, this agenda links broad institutional goals to specific commitments. To assure accountability to the academic community and external constituents, the university has developed proposed measures of success, or indicators of progress, through which Truman's ability to realize the hopes and dreams included in this plan will be assessed. Furthermore, Truman intends to continue its practice of annually reviewing and updating its progress in planning workshops open to all segments of the community. Additional opportunities for informational meetings and planning forums will also be created to ensure that everyone has ready access to information about the priorities and the direction of the university.

As a result of this process for continual review and assessment, it should be understood that the commitments and measures of success outlined in this plan are broad indicators of direction and commitment subject to refinement and adjustment as the plan is implemented. Thus, in a very concrete sense, the institution will always be in the first year of a rolling ten-year plan. The university shall, as a consequence, document its progress and its findings annually in a planning assessment report widely distributed to the academic community and external constituencies.

Principal Planning Themes Selected Measures of Success

		Actual	Projected
	FY	1997	2002
DEEPENING AN ENHANCED, SELF-REFLECTIVE LIBERAL ARTS CULTURE			
Proportion of "Highly Satisfied" Students			<i>Average Increase of</i>
As Measured by the GSQ: LAS Program, Major, etc.		Various	<i>10 Percentage Points</i>
Percentage of Graduating Seniors Who Demonstrate			
At Least a Basic Level of Interdisciplinary Thinking Skills in Portfolio		46	90
Number of Interdisciplinary LAS Program Courses		Data Base Under Development	
Percent of On-campus Students in Residential Colleges		40	100
Proportion of Students in Residential Colleges Achieving			<i>Average Increase of</i>
Improved Learning Outcomes As Measured by GSQ and ISS		Various	<i>10 Percentage Points</i>
LAS Program: CAAP Subscore Percentiles		61.7/68.8	80
Major: Senior Test Score Percentages Above 50%ile		66.5	79.8
Percent Graduates Entering Graduate			
Or Professional School Full-time		35.7	46.8
Freshman/Sophomore Retention Rate		83.7	90
Six-year Graduation Rate			
Truman Freshmen from Truman		59.2	64
Truman Freshmen from Any Four-year Missouri Public		69	75
Number of Students Participating Annually in Student/Faculty Scholarly Projects		700 (est.)	1,100
Number of Students Involved in Annual Research Symposium		223	450
SUPPORTING OUTSTANDING STUDENTS, FACULTY, & STAFF			
Total Undergraduate Enrollment		6,017	6,180
Total Graduate Enrollment		198	322
Average Freshman ACT Score		26.4	27
Percent Freshmen Minority		8.1	10.1
Full-time MAE Students		64	120
Percent of New, Full-time, Tenure-track Faculty with Academic Honors		Data Base Under Development	
Percent of New, Full-time, Tenure-track Faculty with Broad Undergraduate Educations		Data Base Under Development	
Percent Full-time Faculty Minority		9	14.3
University-wide FTE Student/FTE Faculty Ratio		15.55	15.83
University-wide FTE Faculty/FTE Staff Ratio		0.95	1.00
Relative Competitiveness of Faculty and Staff Compensation		Data Base Under Development	
Percentage of Faculty Engaged in Scholarly Activity with Students		Data Base Under Development	
Number of Scholarly Publications and Presentations by Faculty		232	350
PROVIDING EXCELLENT SUPPORT TO THE TEACHING/LEARNING PROCESS			
			<i>Average Increase of</i>
Relative Competitiveness of Library Support & Service		Various	<i>10 Percentage Points</i>
Percentage of Faculty with Direct Internet Access		30 (est.)	100
Percentage of Students with Direct Internet Access		10 (est.)	100
Percentage of Students with Direct Computer Access		35 (est.)	100
Percentage of Classes with a Significant Instructional			
Technology Component		Data Base Under Development	
NURTURING APPROPRIATE RELATIONSHIPS WITH EXTERNAL CONSTITUENCIES			
Number of Donors to Foundation		6,600 (est.)	8,200
Total Gifts, Excluding Planned Gifts		\$600,000	\$850,000
Percent of E&G Budget Supported by State		58	62
Citizens Served Through External Partnerships and Related Programs		1850 (est.)	2360

From Appendix E: Measures of Success
Detailed Data Projections (pages 70-89)

I. Deepening an Enhanced, Self-reflective Liberal Arts Culture

- (A.) Average freshman / sophomore gain scores on an appropriate assessment of the liberal studies program, currently the CAAP.
 (Anticipated Result: To increase average freshman / sophomore gain scores on the CAAP for each subtest in order to achieve the 80th percentile.)

AVERAGE SCALED SCORE GAIN, AVERAGE PERCENTILE RANK CHANGE CORRESPONDING TO MEAN SCALED SCORES AND PERCENTILE S CORRESPONDING TO AVERAGE SCALED SCORES ON VALUE-ADDED TESTING											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
UNIVERSITY TOTAL - CAAP	FY	1993	1994	1995	1996*	1997	1998	1999	2000	2001	2002
Critical Thinking											
Scaled Score Change		1.34	0.26	-0.68	1.10						
Percentile Rank Change		9.31	1.56	-5.22	6.90						
%ile correspond to avg scr		71.69	62.96	58.00	65.10	67.00	70.00	73.00	76.00	78.00	80.00
Mathematics											
Scaled Score Change		0.84	0.06	0.02	0.54						
Percentile Rank Change		5.85	0.27	0.27	4.85						
%ile correspond to avg scr		75.96	71.46	67.77	68.80	70.00	72.00	74.00	76.00	78.00	80.00
Reading											
Scaled Score Change		0.46	0.41	-0.87	0.38						
Percentile Rank Change		2.76	2.58	-6.23	3.12						
%ile correspond to avg scr		69.56	65.30	55.28	61.60	64.00	67.00	70.00	73.00	76.00	80.00
Science Reasoning											
Scaled Score Change		1.48	0.95	-1.01	0.08						
Percentile Rank Change		13.81	7.72	-8.08	0.81						
%ile correspond to avg scr		73.05	64.00	51.00	63.82	66.00	69.00	72.00	75.00	78.00	80.00
Writing Skills											
Scaled Score Change		-0.05	1.05	-0.96	0.13						
Percentile Rank Change		-0.65	10.98	-12.44	1.82						
%ile correspond to avg scr		57.33	69.48	53.04	61.70	65.00	68.00	71.00	74.00	77.00	80.00

*Percentile ranges for CAAP scores are taken from the ACT "Fall 1996 CAAP User Norms"

- (B) Percentage of students reporting “Very Satisfied / Very Often, etc.” with selected measures of the liberal arts and sciences program on the Graduating Student Questionnaire.
 (Anticipated Result: To attain an appropriate increase on each measure.)

SAMPLE QUESTIONS LIBERAL STUDIES COURSES - GSQ											
How often were your core courses challenging?											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL											
Very Often		N/C	N/C	21.2%	12.9%	15.0%	20.0%	25.0%	30.0%	35.0%	40.0%
Mean		N/C	N/C	3.00	2.74	2.80	2.90	3.00	3.10	3.20	3.30
How adequate do you feel your education and experiences at Truman have been in learning on your own?											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL											

Very Adequate		N/C	51.9%	N/C	52.7%	53.0%	55.0%	57.0%	59.0%	61.0%	63.0%
Mean		3.40	3.43	N/C	3.46	3.50	3.55	3.60	3.65	3.70	3.75
How adequate do you feel your education and experiences at Truman have been in understanding different philosophies and cultures?											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL											
Very Adequate		N/C	21.6%	24.3%	24.1%	24.0%	26.0%	28.0%	30.0%	32.0%	34.0%
Mean		2.94	2.88	2.68	2.95	2.90	2.98	3.06	3.14	3.22	3.30
How adequate do you feel your education and experiences have been in recognizing assumptions, making logical inferences and reaching correct conclusions?											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL											
Very Adequate		N/C	32.6%	26.8%	31.6%	31.0%	33.0%	35.0%	37.0%	39.0%	41.0%
Mean		3.21	3.21	3.03	3.22	3.20	3.26	3.32	3.38	3.44	3.50
How satisfied were you with the faculty enthusiasm for classes in the core?											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL											
Very Satisfied		N/C	N/C	25.3%	19.1%	21.0%	25.0%	29.0%	33.0%	37.0%	40.0%
Mean		N/C	N/C	3.03	2.83	2.90	3.00	3.08	3.16	3.23	3.30
How satisfied were you with the overall impression of the liberal arts and sciences courses?											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL											
Very Satisfied		N/C	N/C	18.8%	19.0%	20.0%	23.0%	26.0%	29.0%	32.0%	35.0%
Mean		N/C	N/C	2.98	2.88	3.00	3.06	3.12	3.18	3.24	3.30

- (E.) Percentage of nationally competitive undergraduates who score at high levels on national assessments of achievement in the major.
(Anticipated Result: To increase the percentage of graduates scoring above the 50th percentile on senior tests such as the Major Field Achievement Test (MFAT) to a university-wide average of approximately 80 percent.)

PERCENT SCORING ABOVE THE 50TH PERCENTILE ON SENIOR TESTS											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY											
		72.5	66.9	65.5	66.5	71.0	73.8	75.4	77.2	78.2	79.8

- (F.) Percentage of nationally competitive undergraduates who have high rates of employment and entry into graduate or professional programs appropriate to the discipline.
(Anticipated Result: To ensure that more than 95 percent of all graduates obtain either relevant employment or continue their studies at a graduate institution, including the achievement of an average rate of at least 46.8 percent of all bachelor's degree recipients entering full-time graduate or professional school.)

PERCENT OF BACCALAUREATE RECIPIENTS EMPLOYED FULL TIME											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		48.7	56.4	58.1	58.5	57.6	56.4	55.4	53.4	51.9	50.6

PERCENT OF BACCALAUREATE RECIPIENTS ENROLLED IN GRADUATE OR PROFESSIONAL SCHOOL FULL TIME											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		36.2	38.5	36.9	35.7	39.5	40.8	41.8	43.9	45.4	46.8

- (G) Percentage of nationally competitive graduate students who score at high levels on national assessments of achievement in the major.
 (Anticipated Result: (a) To ensure that all Master of Arts in Education (MAE) graduates score above the mean on the National Teachers' Examination (NTE) as described on the following data table; and (b) as other measures of assessment for graduate programs are developed, to ensure that student performance is nationally competitive.)

PERCENT OF MAE DEGREE CANDIDATES SCORING ABOVE THE MEDIAN ON THE NTE											
<small>(Note--for fiscal years 1993 - 1995, the scale used was percent of degree recipients scoring above the 50th percentile on the NTE.)</small>											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996*	1997	1998	1999	2000	2001	2002
UNIVERSITY		90.9	90.5	94.7	92.1	100.0	100.0	100.0	100.0	100.0	100.0
<small>*" = FY 1996 is defined as Summer 95, Fall 95, and Spring 96 graduates.</small>											

PERCENT OF MAE DEGREE RECIPIENTS SCORING AT OR ABOVE THE AVERAGE PERFORMANCE RANGE UPPER LIMIT ON THE NTE (ABOUT 75 %ile)											
<small>Note--for fiscal years 1993 - 1995, the scale used was percent of degree recipients scoring above the 80th percentile on the NTE.</small>											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		48.5	60.8	65.8	69.8	60.0	63.0	67.0	71.0	73.0	75.0

- (H.) Percentage of nationally competitive graduate students who have high rates of employment and entry into doctoral degree programs as appropriate to the discipline.
 (Anticipated Result: To ensure that all graduates obtain either relevant employment or continue their studies at a graduate institution.)

PERCENT OF GRADUATE DEGREE RECIPIENTS EMPLOYED FULL TIME											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		81.2	87.0	84.5	84.5	87.7	87.5	86.8	86.7	86.2	86.9

PERCENT OF GRADUATE DEGREE RECIPIENTS ENROLLED IN DOCTORAL OR PROFESSIONAL PROGRAMS FULL TIME											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		14.5	9.4	8.7	11.2	10.1	11.1	12.2	12.5	13.5	13.1

- (I.) Percentage of graduates who are “Highly Satisfied” with their majors.
 (Anticipated Result: To attain an appropriate increase in the percentage of students at both the undergraduate and graduate levels reporting “Very Satisfied/Very Adequate, etc.” with selected measures of the discipline majors as reported on the Graduating Student Questionnaire.)

SAMPLE QUESTIONS MAJOR COURSES - GSQ											
How often were your major courses challenging?											
	FY	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
		1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL											
Very Often		N/C	N/C	62.4%	46.7%	69.3%	70.9%	72.6%	74.7%	76.5%	77.8%
Mean		N/C	N/C	3.58	3.38	3.59	3.61	3.63	3.67	3.69	3.71
How adequately has your major prepared you to apply knowledge in defining problems and solving them?											
	FY	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
		1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL											
Very Adequate		N/C	42.1%	N/C	48.7%	47.5%	49.4%	51.8%	53.8%	55.8%	57.8%
Mean		3.37	3.25	N/C	3.41	3.34	3.37	3.40	3.43	3.46	3.50
How adequately has your major prepared you to think critically?											
	FY	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
		1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL											
Very Adequate		N/C	N/C	N/C	54.8%	55.0%	57.0%	59.0%	61.0%	63.0%	65.0%
Mean		N/C	N/C	N/C	3.46	3.50	3.52	3.54	3.56	3.58	3.60
How adequately has your major prepared you to believe that learning is a life-long process?											
	FY	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
		1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL											
Very Adequate		N/C	N/C	N/C	69.3%	70.0%	71.0%	72.0%	73.0%	74.0%	75.0%
Mean		3.52	N/C	N/C	3.63	3.60	3.63	3.66	3.69	3.72	3.75

How adequately has your major prepared you to understand multiple perspectives?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Adequate	N/C	N/C	N/C	56.2%	55.0%	57.0%	59.0%	61.0%	63.0%	65.0%
Mean	N/C	N/C	N/C	3.49	3.28	3.31	3.32	3.35	3.36	3.38
How satisfied were you with faculty enthusiasm for classes in the major?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Satisfied	N/C	N/C	54.0%	54.4%	56.3%	58.6%	60.9%	63.5%	65.9%	68.2%
Mean	N/C	N/C	3.46	3.45	3.44	3.46	3.49	3.52	3.55	3.59
How satisfied are you with this major?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Satisfied	N/C	N/C	N/C	43.9%	48.1%	51.1%	53.2%	56.2%	58.6%	60.4%
Mean	N/C	N/C	N/C	3.33	3.38	3.43	3.46	3.51	3.55	3.57
How adequately has your major prepared you to find information; interpret and apply the finding?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Adequate	N/C	44.8%	N/C	54.0%	51.0%	53.0%	54.4%	55.8%	57.1%	60.0%
Mean	3.39	3.30	N/C	3.48	3.38	3.41	3.43	3.46	3.49	3.51
How satisfied were you with the accessibility of instructors in your major?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Satisfied	N/C	N/C	51.9%	40.4%	54.0%	56.0%	58.0%	60.0%	62.0%	64.0%
Mean	3.31	N/C	3.37	3.23	3.38	3.41	3.43	3.47	3.51	3.53
How satisfied were you with academic advising?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Satisfied	N/C	20.8%	N/C	20.1%	21.0%	23.0%	25.0%	27.0%	29.0%	31.0%
Mean	2.74	2.63	N/C	2.66	2.68	2.70	2.72	2.75	2.77	2.80
How satisfied were you with the overall quality of instruction in your major?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Satisfied	N/C	39.6%	39.3%	43.2%	43.1%	45.3%	46.8%	48.8%	50.9%	53.1%
Mean	3.28	3.15	3.25	3.28	3.25	3.29	3.33	3.37	3.41	3.47

(J.) Percentage of students reporting “Very Satisfied/Very Adequate, etc.” with selected measures of the co-curricular program on the Graduating Student Questionnaire.
 (Anticipated Result: To attain an appropriate increase on each measure averaging approximately ten percentage points.)

SAMPLE QUESTIONS CO-CURRICULAR ACTIVITIES - GSQ										
How adequate do you feel your education and experiences at Truman have been in growing intellectually from co-curricular experiences?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Adequate	N/C	N/C	N/C	28.1%	29.0%	31.0%	33.0%	35.0%	37.0%	39.0%
Mean	N/C	N/C	N/C	3.03	3.05	3.10	3.15	3.20	3.25	3.30
How adequate do you feel your education and experiences at Truman have been in growing socially and personally from co-curricular experiences?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Adequate	N/C	N/C	N/C	33.0%	34.0%	36.0%	38.0%	40.0%	42.0%	44.0%
Mean	N/C	N/C	N/C	3.13	3.15	3.21	3.27	3.33	3.39	3.45
How adequate do you feel your education and experiences at Truman have been in growing socially and personally through on-campus residential experiences?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Adequate	N/C	N/C	N/C	26.5%	27.0%	29.0%	31.0%	33.0%	35.0%	37.0%
Mean	N/C	N/C	N/C	2.87	2.90	2.95	3.00	3.05	3.10	3.15
How satisfied were you with the opportunities to be involved in student life and co-curricular activities?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Satisfied	N/C	N/C	N/C	31.6%	32.0%	34.0%	36.0%	38.0%	40.0%	42.0%
Mean	N/C	N/C	N/C	3.13	3.15	3.21	3.27	3.33	3.39	3.45

(K.) Percentage of students reporting “Very Satisfied / Very Adequate, etc.” with selected measures of the total liberal arts culture on the Graduating Student Questionnaire.
(Anticipated Result: To attain an appropriate increase on each measure averaging approximately ten percentage points.)

SAMPLE QUESTIONS OVERALL LIBERAL ARTS CULTURE - GSQ										
How often did you discuss issues of social, cultural or academic significance with others outside of class during the course of the school year?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Often		N/C	N/C	N/C	33.6%	34.0%	36.0%	38.0%	40.0%	42.0%
Mean		N/C	N/C	N/C	3.08	3.10	3.17	3.24	3.30	3.35
How satisfied were you with the opportunities to interact with faculty outside of class?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Satisfied		N/C	N/C	N/C	34.8%	35.0%	38.0%	41.0%	44.0%	47.0%
Mean		N/C	N/C	N/C	3.13	3.20	3.26	3.32	3.38	3.44

How often do you apply the knowledge and skills gained in one discipline to learning in other disciplines during the course of the school year?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Often	N/C	N/C	N/C	26.1%	28.0%	30.0%	32.0%	34.0%	35.1%	36.2%
Mean	N/C	N/C	N/C	3.04	3.10	3.15	3.20	3.25	3.30	3.35
How adequate do you feel your education and experiences at Truman have been in respecting the uniqueness and worth of each individual?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Adequate	N/C	37.7%	N/C	38.3%	39.0%	41.0%	43.0%	45.0%	47.0%	50.0%
Mean	N/C	3.17	N/C	3.22	3.25	3.30	3.37	3.44	3.49	3.55
How often do you attend cultural events during the course of the school year (e.g., art exhibits, Lyceum events, campus lectures)?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Very Often	N/C	8.5%	6.7%	16.8%	17.0%	19.0%	21.0%	22.0%	24.0%	25.0%
Mean	2.13	2.19	1.68	2.61	2.62	2.66	2.70	2.75	2.80	2.85
Approximately how many hours per week do you spend out of class on course-related work?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
0-5 Hours	6.6%	8.9%	10.4%	6.3%	5.8%	5.0%	4.0%	2.5%	1.5%	0.0%
6-10 Hours	23.6%	24.6%	25.5%	18.3%	18.0%	16.0%	14.0%	12.1%	10.5%	10.0%
11-15 Hours	28.0%	21.8%	20.3%	22.5%	18.5%	17.4%	16.3%	16.0%	15.5%	15.0%
16-20 Hours	21.5%	18.8%	18.2%	23.3%	23.0%	23.0%	24.0%	24.5%	25.0%	25.0%
21-25 Hours	10.8%	12.3%	9.0%	13.3%	13.5%	15.3%	16.7%	18.4%	19.0%	20.0%
26-30 Hours	9.5%	7.4%	8.1%	9.9%	12.0%	13.3%	14.0%	14.5%	15.0%	15.0%
31 or More Hours	N/C	6.2%	8.4%	6.6%	9.2%	10.0%	11.0%	12.0%	13.5%	15.0%
Approximately how many hours per week do you spend reading beyond course assignments?										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
None	N/C	N/C	N/C	21.3%	20.0%	17.0%	14.0%	11.0%	8.0%	5.0%
1-2 Hours	N/C	N/C	N/C	43.1%	40.0%	34.0%	28.0%	22.0%	16.0%	10.0%
3-5 Hours	N/C	N/C	N/C	22.2%	25.0%	30.0%	35.0%	40.0%	45.0%	50.0%
6-10 Hours	N/C	N/C	N/C	8.2%	9.0%	12.0%	15.0%	18.0%	21.0%	25.0%
11-15 Hours	N/C	N/C	N/C	2.9%	3.0%	3.5%	4.0%	4.5%	5.0%	5.0%
16 or More Hours	N/C	N/C	N/C	2.3%	3.0%	3.5%	4.0%	4.5%	5.0%	5.0%

(L.) Percentage of students reporting “Strongly Agree” with selected measures of the assessment program on the Graduating Student Questionnaire. (Anticipated Result: To attain an appropriate increase on each measure averaging ten percentage points.)

SAMPLE QUESTIONS ASSESSMENT PROGRAM - GSQ										
The assessment program fosters curriculum improvement.										
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL										
Strongly Agree	N/C	N/C	N/C	8.3%	10.0%	12.0%	14.0%	16.0%	18.0%	20.0%
Mean	2.59	N/C	N/C	2.62	2.66	2.70	2.74	2.78	2.83	2.88

The assessment program helps me to better understand my strengths and weaknesses.											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL											
Strongly Agree		N/C	N/C	N/C	3.2%	5.0%	7.0%	9.0%	11.0%	13.0%	15.0%
Mean		N/C	N/C	N/C	2.08	2.12	2.16	2.20	2.23	2.27	2.30

The assessment program helps the university demonstrate the quality of its programs.											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY TOTAL											
Strongly Agree		N/C	N/C	N/C	14.3%	16.0%	18.0%	20.0%	22.0%	24.0%	25.0%
Mean		2.26	N/C	N/C	2.65	2.69	2.73	2.78	2.83	2.88	2.92

II. Recruiting and Supporting Outstanding Students, Faculty, and Staff

Measures of Success:

(M.) Number of incoming freshmen and their academic preparation as measured by average ACT score.

(Anticipated Result: To recruit approximately 1500 first-time freshmen who have an average score of 27.0 on the ACT.)

NUMBER OF FIRST-TIME FRESHMAN ENROLLED											
		Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY*											
		1,400	1,617	1,545	1,504	1,482	1,505	1,520	1,525	1,525	1,525
** = Number of Pre-MAE Freshmen in											
Totals		332	330	293	311	290					

AVERAGE ACT SCORE FOR FIRST-TIME FRESHMEN											
		Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY											
		25.3	25.6	26.0	26.0	26.4	26.3	26.5	26.7	26.9	27.0

N.) Number of minority students.

(Anticipated Result: To ensure a diverse student body by increasing the number of minority students (*i.e.*, students of color who identify themselves as African-American, Hispanic-American, Native-American, or Asian-American) to 10 percent of the total undergraduate enrollment.)

PERCENT OF FIRST-TIME FRESHMAN WHO ARE MINORITY STUDENTS											
		Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		7.6	8.5	7.2	8.4	8.1	9.1	9.4	9.7	10.0	10.1

(O.) Undergraduate retention rates and graduation rates.

(Anticipated Result: To achieve a freshman-to-sophomore retention rate of 90 percent and to attain underlying student progression rates that will produce a six-year graduation rate of 75 percent; an actual graduation rate of 64 percent is anticipated by 2002 for students who matriculate and graduate from Truman. A graduation rate of 75 percent is anticipated for students who matriculate at Truman and graduate from either Truman or another public four-year institution.)

FRESHMEN-TO-SOPHOMORE RETENTION RATES											
		Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
	Fall	91 to 92	92 to 93	93 to 94	94 to 95	95 to 96	96 to 97	97 to 98	98 to 99	99 to 00	00 to 01
UNIVERSITY											
Percentage		83.1	83.2	84.1	83.6	83.7	86.0	87.0	88.0	89.0	90.0

SIX-YEAR GRADUATION RATE											
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
	Fall	F-87	F-88	F-89	F-90	F-91	F-92	F-93	F-94	F-95	F-96
From Truman Only		53.2	54.6	58.0	59.2	60.0	60.8	61.6	62.4	63.2	64.0
From Truman or Any Mo. Public			63.0	67.0	69.0	70.0	71.0	72.0	73.0	74.0	75.0

(P.) Number, demographic characteristics, and academic preparation of new graduate students.

(Anticipated Result: To recruit approximately 195 new graduate students annually whose average admissions test scores are above the 50th percentile when calculated by discipline.)

NEWLY ENROLLED GRADUATE STUDENTS (FISCAL YEAR TOTAL)

UNIVERSITY		148	135	141	106	122	147	157	171	185	195
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**GMAT PERCENTILE RANKING CORRESPONDING TO MEAN SCALED SCORE
NEWLY ENROLLED GRADUATE STUDENTS -- ACCOUNTANCY**

		Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Verbal		69.4	82.0	65.8	83.5	60.1	75.0	80.0	80.0	80.0	80.0
Quantitative		76.8	86.2	74.2	80.0	81.7	76.0	80.0	80.0	80.0	80.0
Total		79.3	90.0	75.2	86.0	77.7	81.0	82.0	82.0	82.0	82.0

* Percentile ranges are taken from the Graduate Management Admission Council "1995-96 Guide to the Use of GMAT Scores."

**VERBAL GRE PERCENTILE RANKING CORRESPONDING TO MEAN SCALED SCORE
NEWLY ENROLLED GRADUATE STUDENTS**

		Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		56.7	60.4	54.5	51.0	53.8	52.2	55.1	58.7	61.6	64.0

**QUANTITATIVE GRE PERCENTILE RANKING CORRESPONDING TO MEAN SCALED SCORE
NEWLY ENROLLED GRADUATE STUDENTS**

		Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		51.7	50.6	40.5	43.3	47.8	49.4	50.5	52.9	54.6	55.8

**ANALYTICAL GRE PERCENTILE RANKING CORRESPONDING TO MEAN SCALED SCORE
NEWLY ENROLLED GRADUATE STUDENTS**

		Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		65.4	59.6	58.6	62.1	63.4	63.7	64.9	66.6	68.4	69.9

**PERCENT OF NEWLY ENROLLED GRADUATE STUDENTS
WITH BACHELOR DEGREE NOT FROM TRUMAN**

		Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		19.6	26.7	29.8	17.0	22.1	24.9	24.8	24.8	24.9	25.0

PERCENT OF NEWLY ENROLLED GRADUATE STUDENTS WHO ARE MINORITY STUDENTS

		Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		1.4	0.7	2.1	2.8	7.4	6.9	7.6	8.6		

(Q.) Distribution of student/faculty ratios among disciplines across the university.

(Anticipated Result: Conditional on the final provisions of the liberal studies program and on an annual review of actual changes in student enrollment patterns, to attain a projected full-time equivalent faculty of approximately 391 and a full-time equivalent student / faculty ratio of approximately 15.83.)

NUMBER OF FULL-TIME-EQUIVALENT FACULTY											
		Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		350.52	353.86	366.80	371.55	368.49	371.98	378.73	384.23	389.81	391.06

ANNUALIZED RATIO OF FTE STUDENTS TO FTE FACULTY											
		Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		14.83	15.29	16.09	15.30	15.55	15.27	15.40	15.51	15.63	15.83

(R.) Diversity of the faculty.

(Anticipated Result: To increase the proportion of minority faculty (that is, faculty of color who identify themselves as African-American, Hispanic-American, Native-American, or Asian-American) to 14.3 percent and the proportion of female faculty to 36.4 percent.)

PERCENT OF FULL-TIME FACULTY WHO ARE MINORITY											
		Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		8.2	9.0	9.1	9.6	9.0	12.1	12.6	13.2	14.1	14.3

PERCENT OF FULL-TIME FACULTY WHO ARE FEMALE											
		Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
	FY	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UNIVERSITY		31.6	29.9	32.0	32.5	32.9	33.9	34.5	35.0	35.4	36.4

*Principal Planning Themes
Selected Measures of Success*

	FY	Actual 1997	Projected 2002
DEEPENING AN ENHANCED, SELF-REFLECTIVE LIBERAL ARTS CULTURE			
Proportion of "Highly Satisfied" Students			<i>Average Increase of</i>
As Measured by the GSQ: LAS Program, Major, etc.		Various	<i>10 Percentage Points</i>
Percentage of Graduating Seniors Who Demonstrate			
At Least a Basic Level of Interdisciplinary Thinking Skills in Portfolio		46	90
Number of Interdisciplinary LAS Program Courses		0	<i>More than 40</i>
Percent of On-campus Students in Residential Colleges		40	100
LAS Program: CAAP Subscore Percentiles		61.7/68.8	80
Major: Senior Test Score Percentages Above 50%ile		66.5	79.8
Percent Graduates Entering Graduate			
Or Professional School Full-time		35.7	46.8
Freshman/Sophomore Retention Rate		83.7	90
Six-year Graduation Rate			
Truman Freshmen from Truman		59.2	64
Truman Freshmen from Any Public Four-year Missouri Institution		69	75
SUPPORTING OUTSTANDING STUDENTS, FACULTY, & STAFF			
Total Undergraduate Enrollment		6,017	6,180
Total Graduate Enrollment		198	322
Average Freshman ACT Score		26.4	27
Percent Freshmen Minority		8.1	10.1
Full-time MAE Students		64	120
Percent of New, Full-time, Tenure-track Faculty with Academic Honors		Data Base Under Development	
Percent of New, Full-time, Tenure-track Faculty with Broad Undergraduate Educations		Data Base Under Development	
Percent Full-time Faculty Minority		9	14.3
University-wide FTE Student/FTE Faculty Ratio		15.55	15.83
University-wide FTE Faculty/FTE Staff Ratio		0.95	1.00
Relative Competitiveness of Faculty Salaries by Rank vs. National Peers (Ass't/Assoc/Prof)		Various	<i>Improve by 7.5 %age Pts.</i>
Percentage of Faculty Engaged in Scholarly Activity with Students		Data Base Under Development	
Number of Scholarly Publications and Presentations by Faculty		232	350
Number of Students Participating Annually in Student/Faculty Scholarly Projects		700 (est.)	1,100
Number of Students Involved in Annual Research Symposium		223	450
PROVIDING EXCELLENT SUPPORT TO THE TEACHING/LEARNING PROCESS			
Relative Competitiveness of Library Support & Service		Various	<i>Average Increase of</i>
Percentage of Faculty with Direct Internet Access		30 (est.)	100
Percentage of Students with Direct Internet Access		10 (est.)	100
Percentage of Students with Direct Computer Access		35 (est.)	100
Percentage of Classes with a Significant Instructional Technology Component		Increase by at Least 50 Percent (Data Base Under Development)	
NURTURING APPROPRIATE RELATIONSHIPS WITH EXTERNAL CONSTITUENCIES			
Number of Donors to Foundation		6,600 (est.)	8,200
Total Gifts, Excluding Planned Gifts		\$600,000	\$850,000
Percent of E&G Budget Supported by State		58	62
Citizens Served Through External Partnerships and Related Programs		1850 (est.)	2360