

Chapter XXVIII: ANNUAL KEY INDICATORS

This chapter contains the Annual Key Indicators (dated October 1996) as requested by the Board of Governors.

Annual Key Indicators Update
October, 1996



This document 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.

INTRODUCTION

FINANCIAL INDICATORS

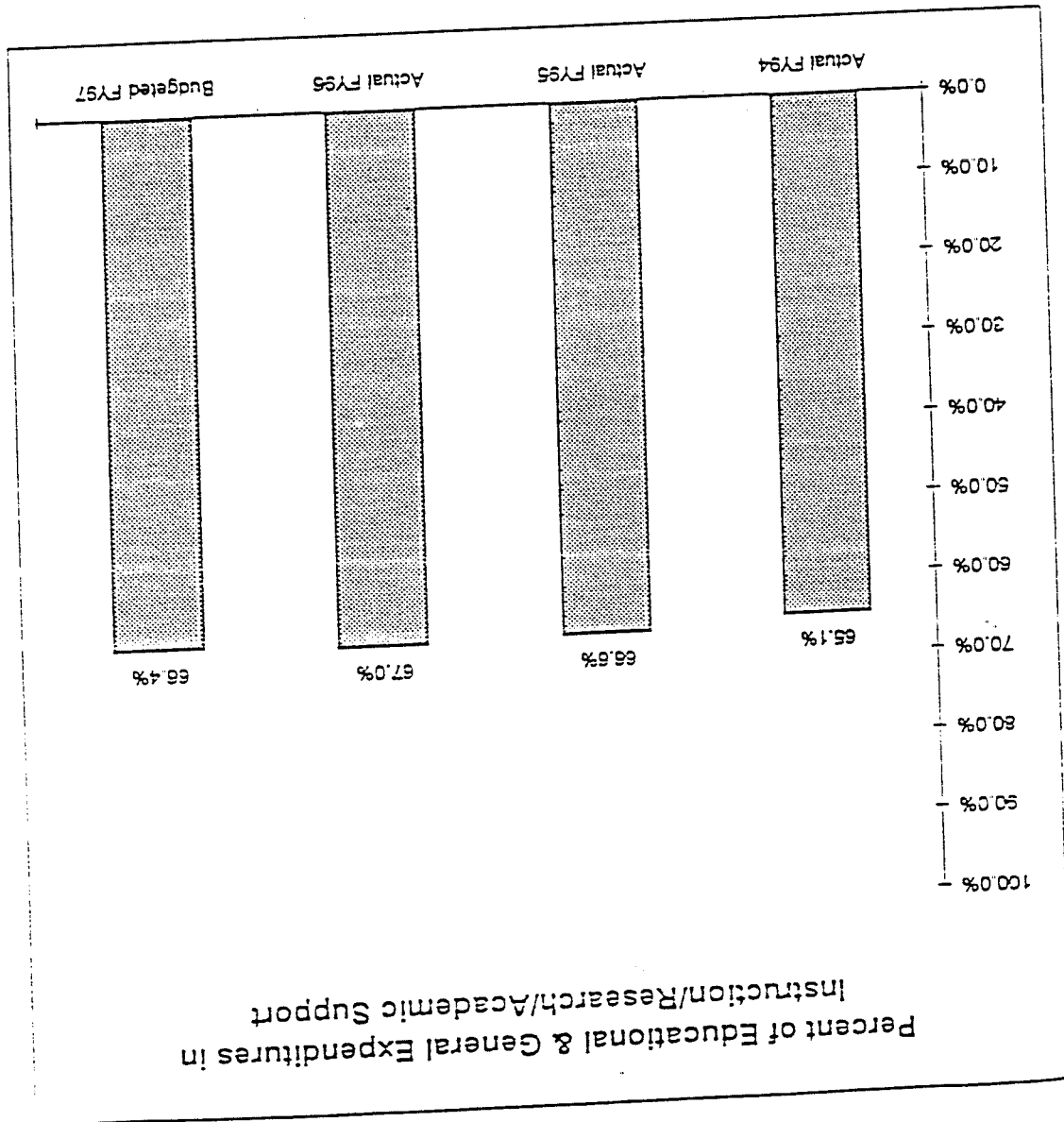
The financial indicators are designed to provide information regarding budgetary trends, asset renewal, and expenditures toward designated priorities such as academic equipment. These indicators also provide trends regarding revenue sources for the institution.

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. Table A.1 displays recent funding allocations for academic areas.

Asset renewal is a key indicator, and Table A.2 indicates the increase in maintenance and repair funds in recent years. A similar effort has been made to update academic equipment, as displayed in Table A.3.

A key part of Truman's mission is to provide an affordable, high-quality education. Table A.4 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.

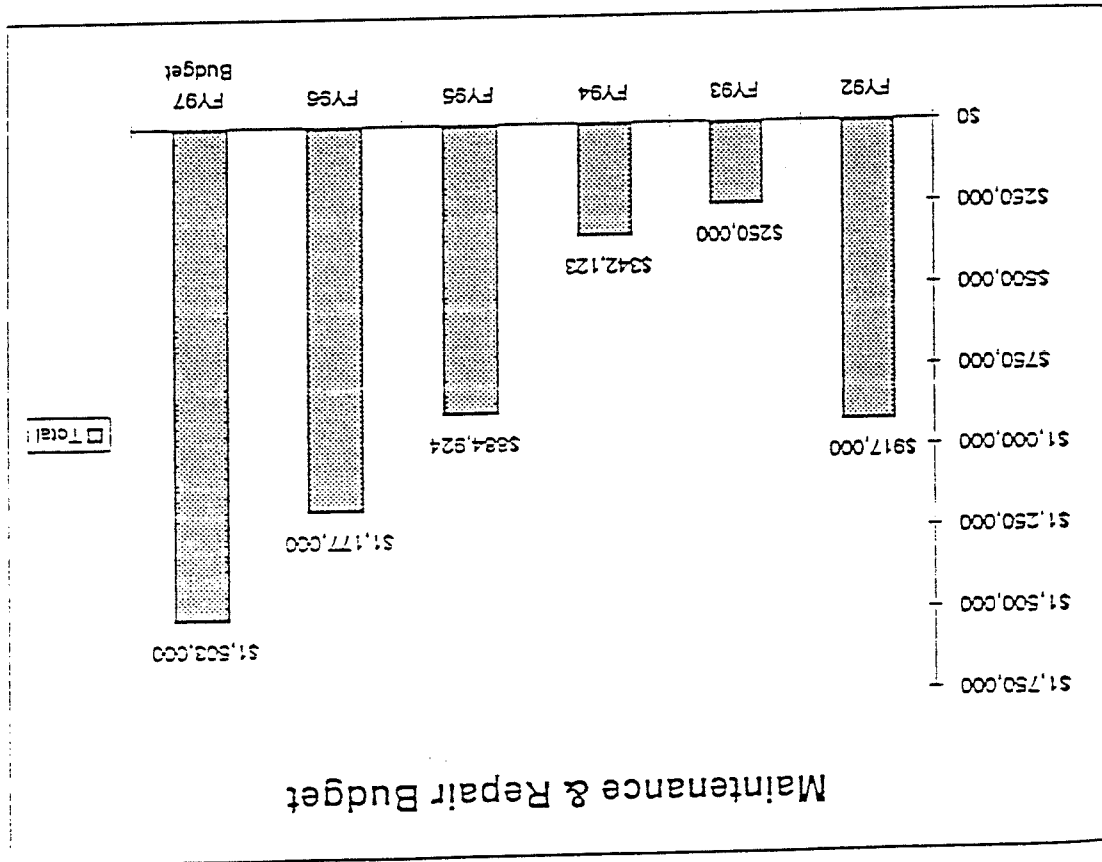


Percent of Educational & General Expenditures in Instruction/Research/Academic Support

Maintenance & Repair Budget as a Percent of Plant Value

	FY92	FY93	FY94	FY95	FY96	FY97 Budget
Operating M&R	0	100,000	342,123	829,000	1,177,000	1,503,000
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
Percent of Book Value	0.9%	0.3%	0.4%	0.9%	1.2%	1.5%

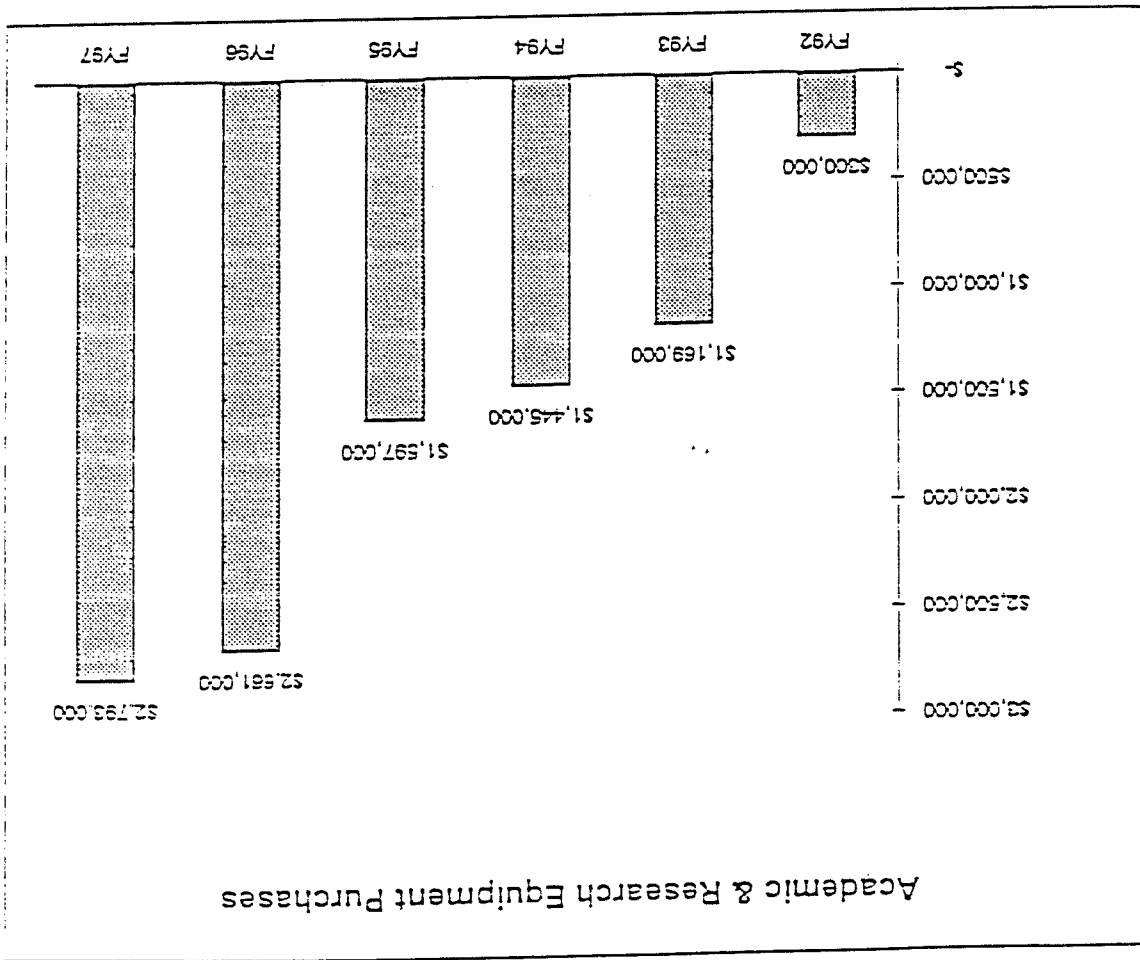
Note: The current insured value for the physical plant (non auxiliary) is \$98,000,000.



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

Fiscal Year	Equipment Exp.	Percent Replaced
FY92	300,000	0.2%
FY93	1,169,000	6.3%
FY94	1,445,000	7.2%
FY95	1,597,000	7.1%
FY96	2,661,000	10.4%
FY97	2,793,000	10.9%

Note: In FY92 the state withheld funds due to a revenue shortfall. Northeast 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.

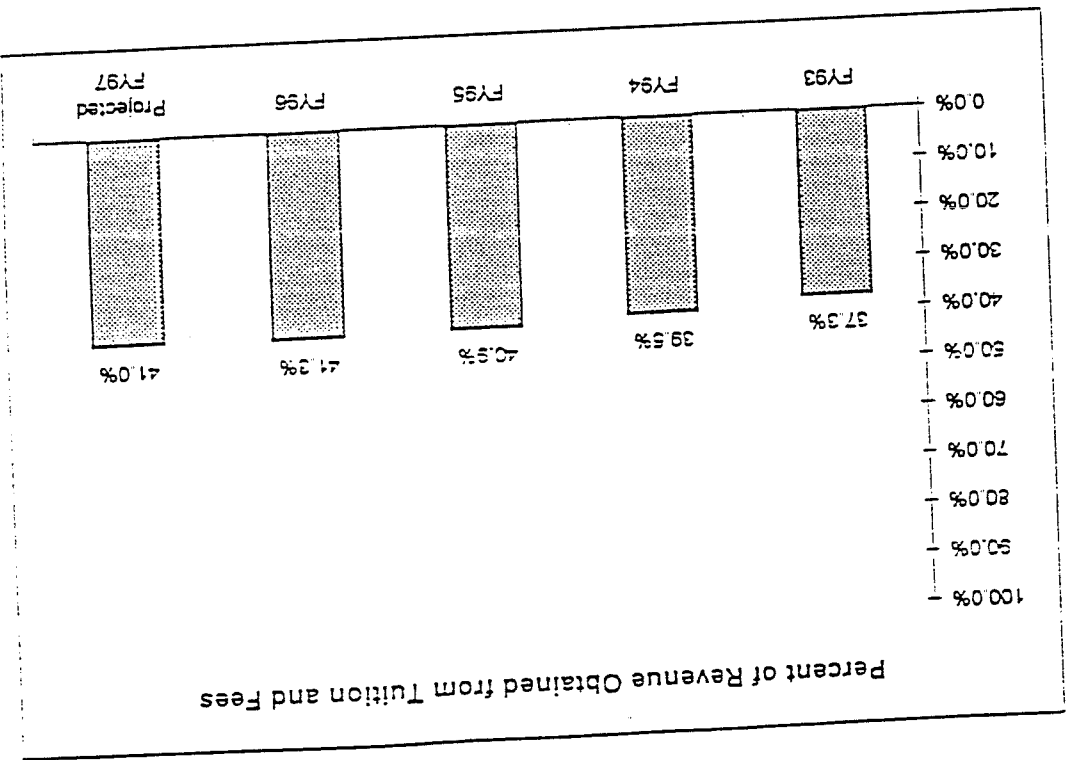


Percent of Revenue Obtained from Tuition and Fees

FY93	FY94	FY95	FY96	Projected FY97
37.3%	39.5%	40.9%	41.3%	41.0%

Total Fees

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



ADMISSIONS INDICATORS

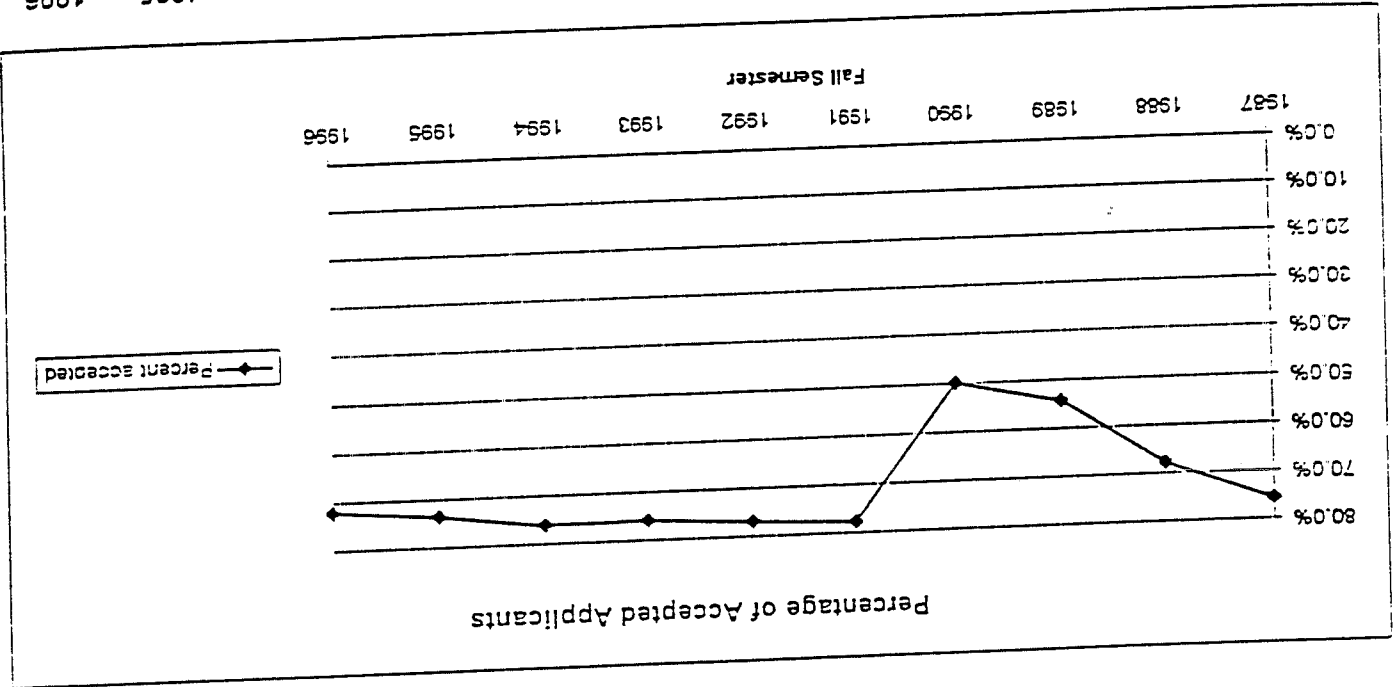
The admissions indicators provide both qualitative and quantitative data regarding incoming students. Multi-year trends are displayed regarding selectivity, yield rates, ability, and geographic origin.

Table B.1 outlines application trends for entering freshmen, along with applicant acceptance rates. Yield rates are displayed on Table B.2, which indicate that Northeast/Turman has fairly low yield rates due to the competition for high-ability students.

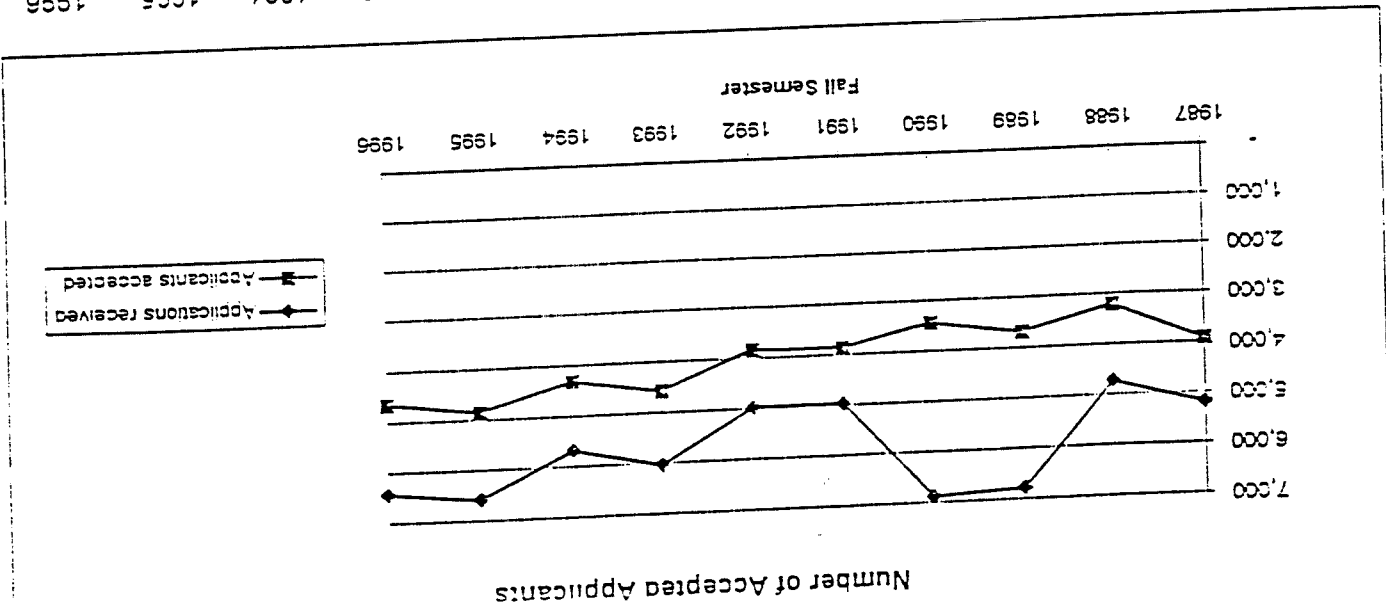
Average ACT scores for entering freshmen are outlined on Table B.3. This indicator shows that ACT composite scores increased between 1981-1990 and since then have remained stable at an ACT composite of 26. Table B.4 outlines ACT score trends by decile.

The geographic origin of incoming students is also tracked. Table B.5 displays sources of Missouri students. In recent years the percent from out-of-state/country has dropped from nearly 33% to 28%.

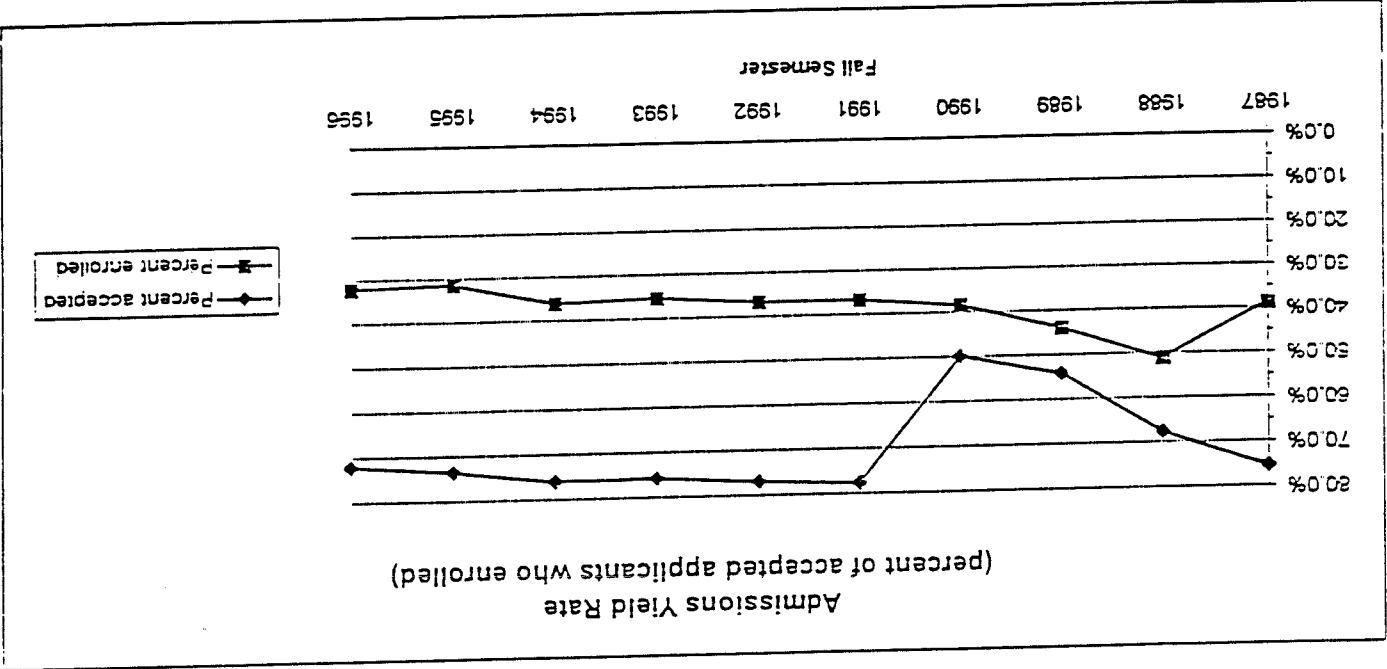
Year	Percent accepted
1987	75.5%
1988	67.7%
1989	54.2%
1990	49.9%
1991	77.7%
1992	76.9%
1993	75.8%
1994	76.1%
1995	73.6%
1996	72.1%



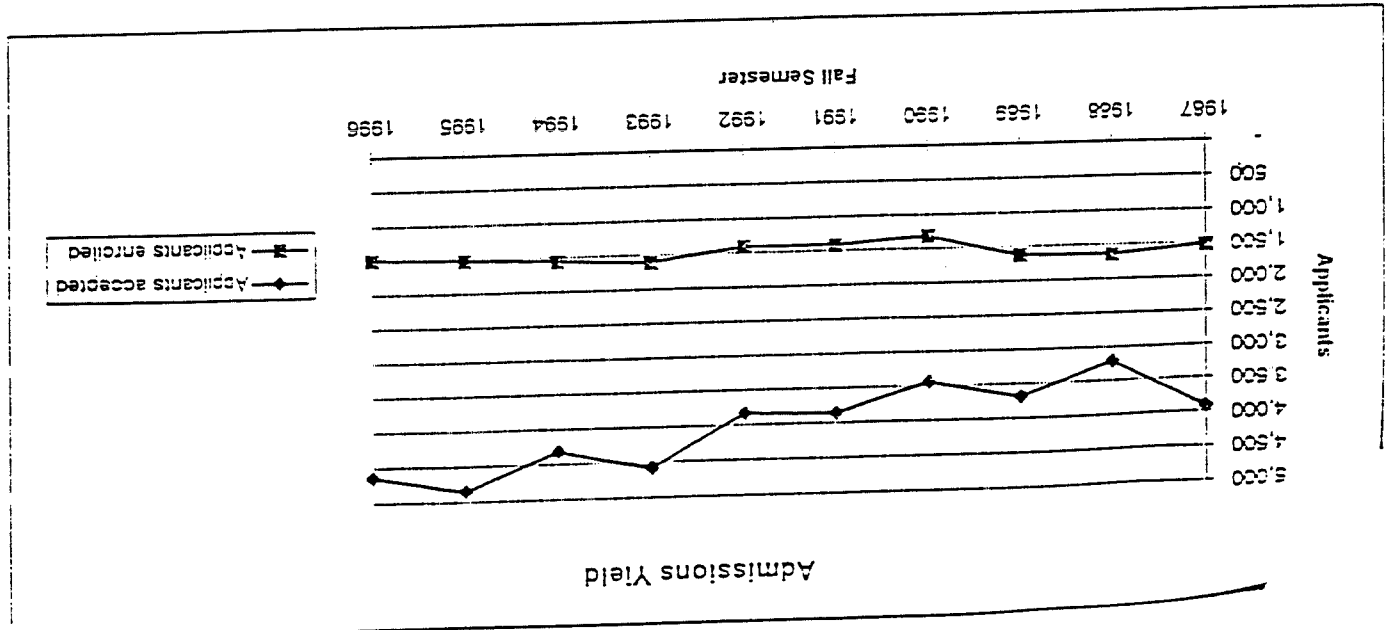
Year	Applications received	Applicants accepted
1987	5,182	3,912
1988	4,730	3,204
1989	6,786	3,680
1990	6,886	3,439
1991	4,966	3,857
1992	4,984	3,834
1993	6,040	4,577
1994	5,676	4,317
1995	6,587	4,847
1996	6,435	4,638



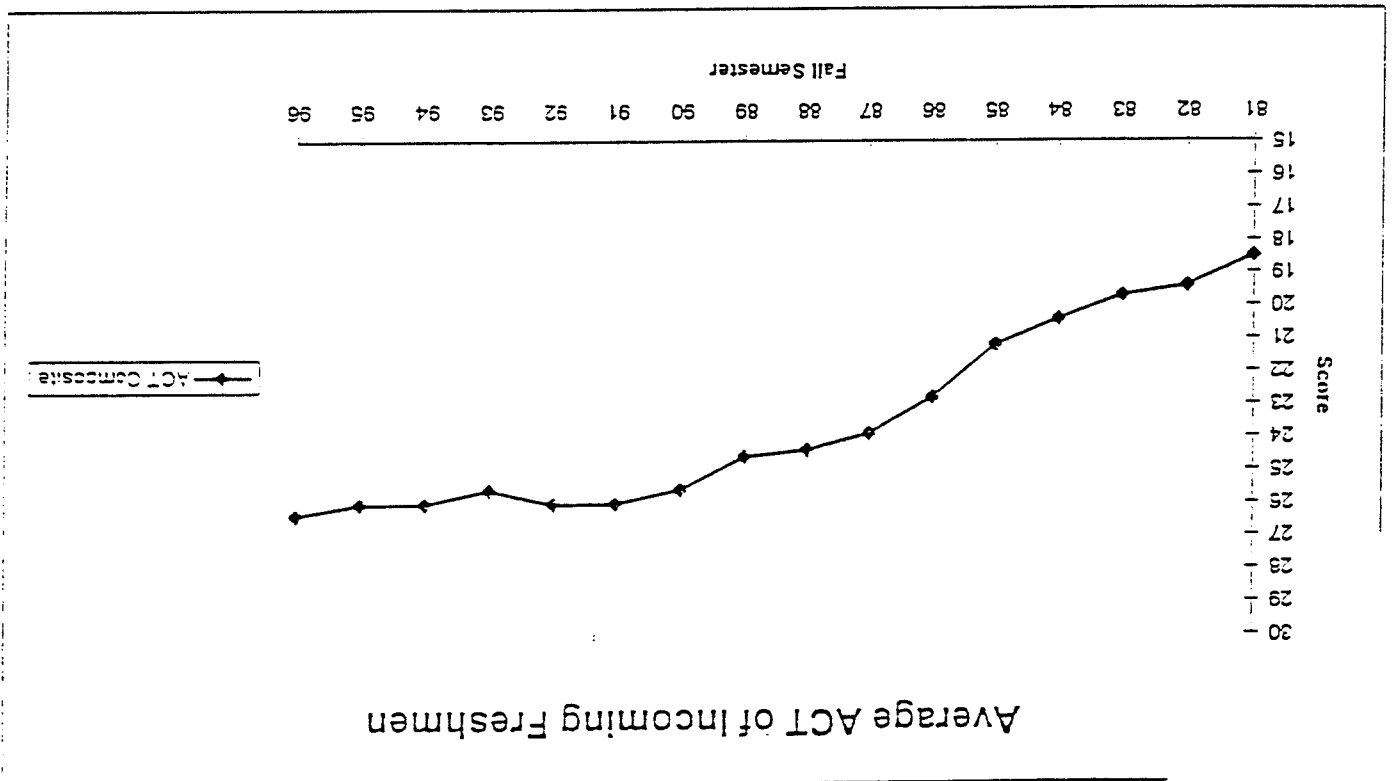
Year	Percent accepted	Percent enrolled
1987	75.5%	38.8%
1988	67.7%	51.1%
1989	54.2%	43.9%
1990	49.9%	38.1%
1991	77.7%	36.6%
1992	76.9%	36.5%
1993	75.8%	35.2%
1994	76.1%	35.9%
1995	73.6%	31.2%
1996	72.1%	32.0%



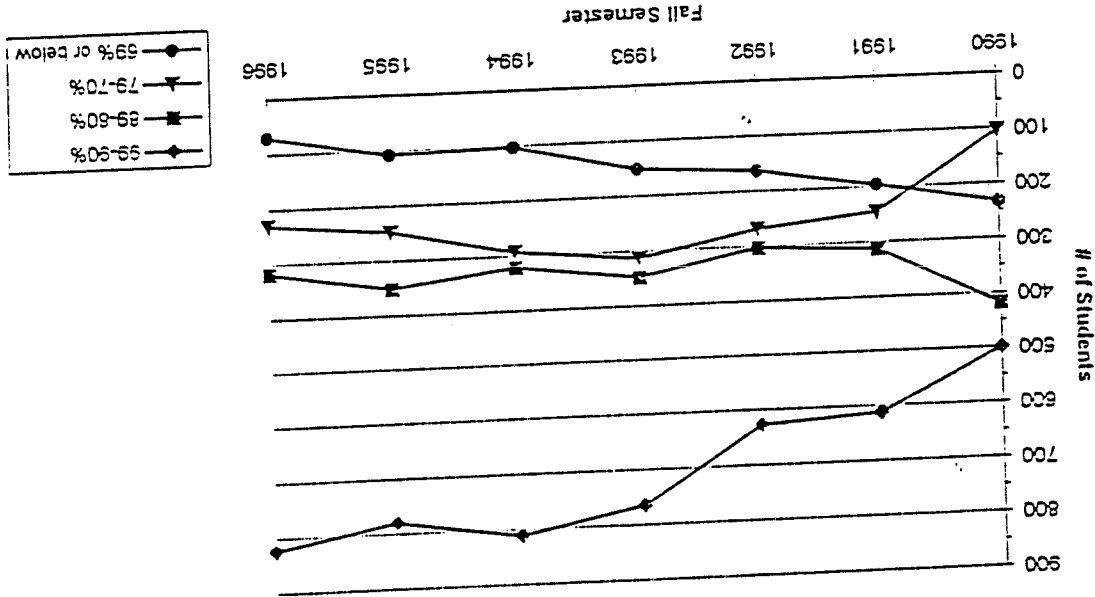
Year	Applicants accepted	Applicants enrolled
1987	3,912	1,516
1988	3,204	1,638
1989	3,680	1,615
1990	3,439	1,310
1991	3,857	1,413
1992	3,834	1,399
1993	4,577	1,610
1994	4,317	1,550
1995	4,847	1,512
1996	4,638	1,482



Year	Score	Year	Score
Fall 1981	18.5	Fall 1996	26.4
Fall 1982	19.4	Fall 1995	26.0
Fall 1983	19.7	Fall 1994	26.0
Fall 1984	20.4	Fall 1993	25.6
Fall 1985	21.2	Fall 1992	26.0
Fall 1986	22.8	Fall 1991	26.0
Fall 1987	23.9	Fall 1990	25.6
Fall 1988	24.4	Fall 1989	24.6

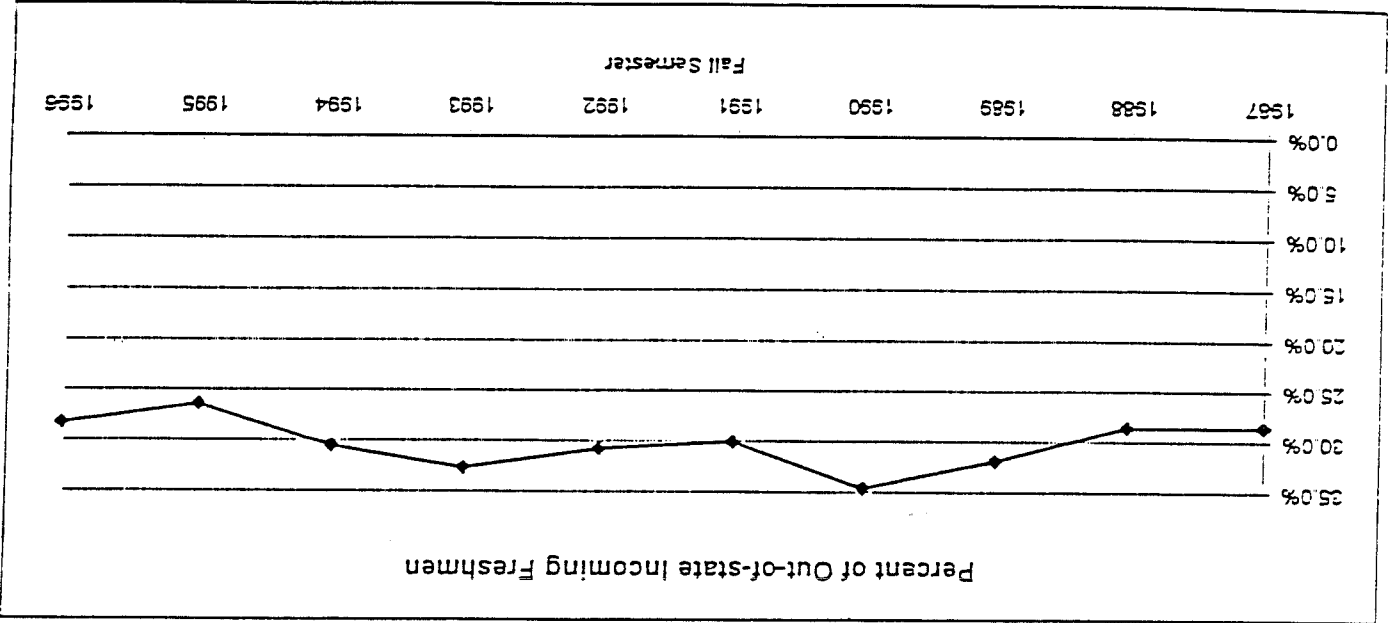


ACT Score Distribution By Decile
Degree Seeking Freshmen



Decile	1990	1991	1992	1993	1994	1995	1996
59-90%	40%	45%	46%	49%	53%	53%	57%
89-90%	33%	23%	22%	22%	21%	24%	22%
79-70%	8%	18%	20%	20%	19%	17%	16%
69% or below	19%	14%	12%	9%	7%	8%	5%

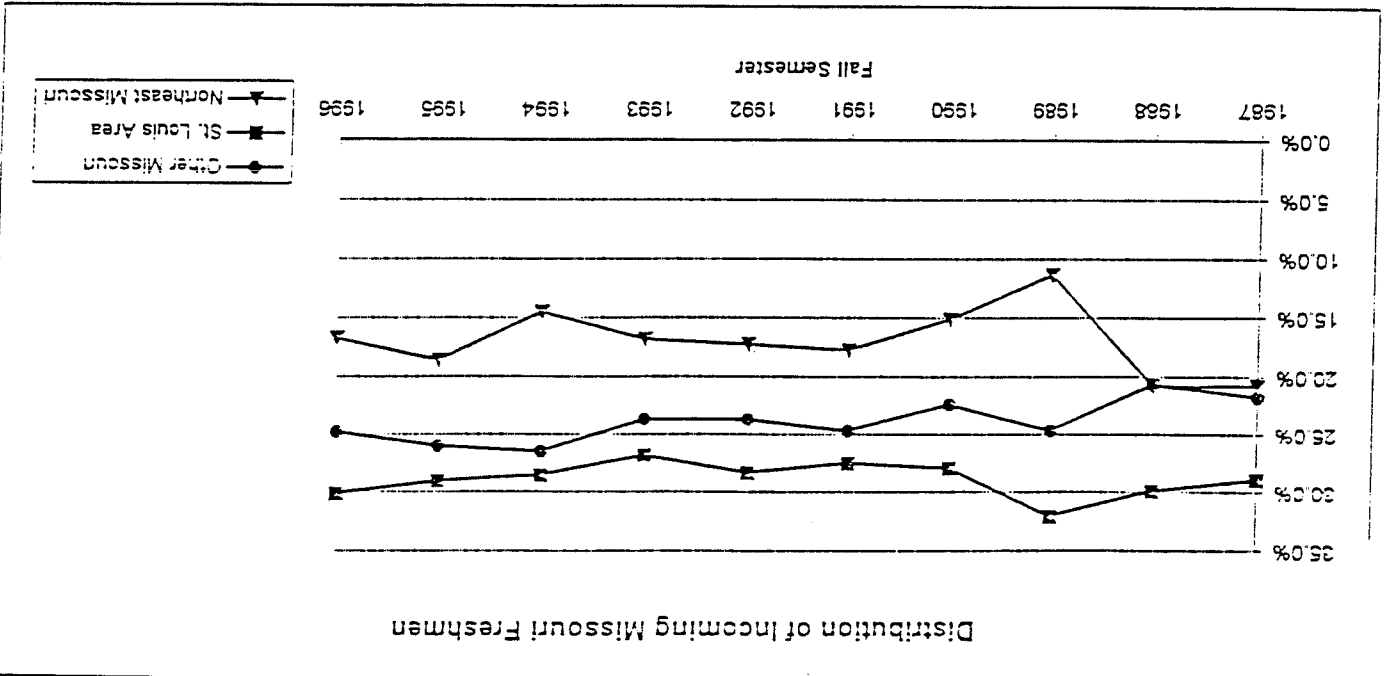
Out-of-state/Country 1987 28.6% 1988 28.6% 1989 31.9% 1990 34.6% 1991 30.1% 1992 30.8% 1993 32.7% 1994 30.5% 1995 26.4% 1996 28.3%



Other Missouri 1987 21.7% 1988 20.7% 1989 24.7% 1990 22.4% 1991 24.7% 1992 23.7% 1993 23.7% 1994 26.5% 1995 26.0% 1996 24.8%

St. Louis Area 1987 28.9% 1988 29.9% 1989 32.1% 1990 27.9% 1991 27.5% 1992 28.3% 1993 26.8% 1994 28.5% 1995 29.0% 1996 30.1%

Northeast Missouri 1987 20.8% 1988 20.8% 1989 11.3% 1990 15.1% 1991 17.7% 1992 17.2% 1993 16.8% 1994 14.5% 1995 18.6% 1996 16.7%



C. 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. Tables C.1 and C.2 display freshmen retention as well as graduation rates for recent years. Grade distribution is another factor which is monitored, and Table C.3 outlines recent undergraduate GPA trends.

An issue of nationwide interest is the amount of time students spend preparing for class. Table C.4 shows self-reported weekly hours spent studying over a six-year period. Student satisfaction measures are monitored via surveys, and Table C.5.a displays satisfaction with core or general education courses. A similar indicator for courses in the major is shown on Table C.5.b. Academic advising is also a quality issue, and Table C.5.c displays ISS and GSQ responses on this topic.

Senior test scores in the major are monitored, with institutional benchmarks established at the 50th percentile and 80th percentile levels. These results are displayed on Table C.6.a. Trends regarding general education tests such as the CAAP, which is administered after the sophomore year, are outlined on Table C.6.b.

Another important indicator is the percent of students enrolled in graduate and professional schools. These rates are outlined in Table C.7. Finally, the Alumni Survey is used to obtain feedback from graduates, and Table C.8 outlines the percentage who indicate they would return to Truman. This table also displays responses of graduating students to the same question.

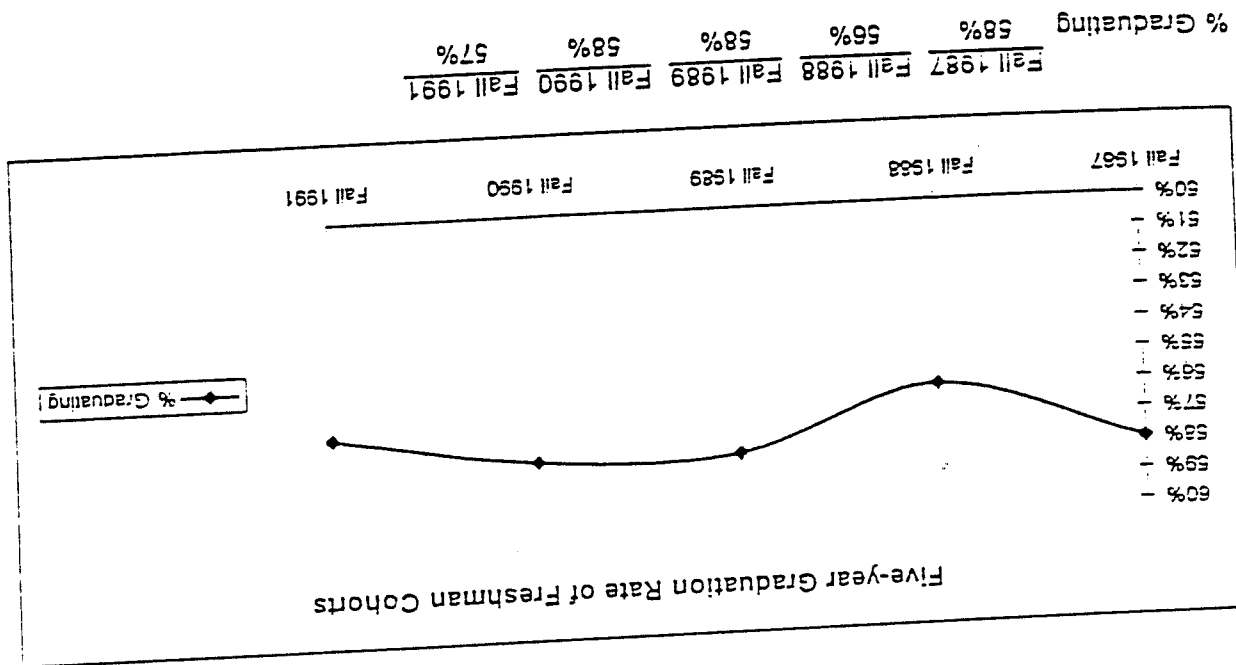
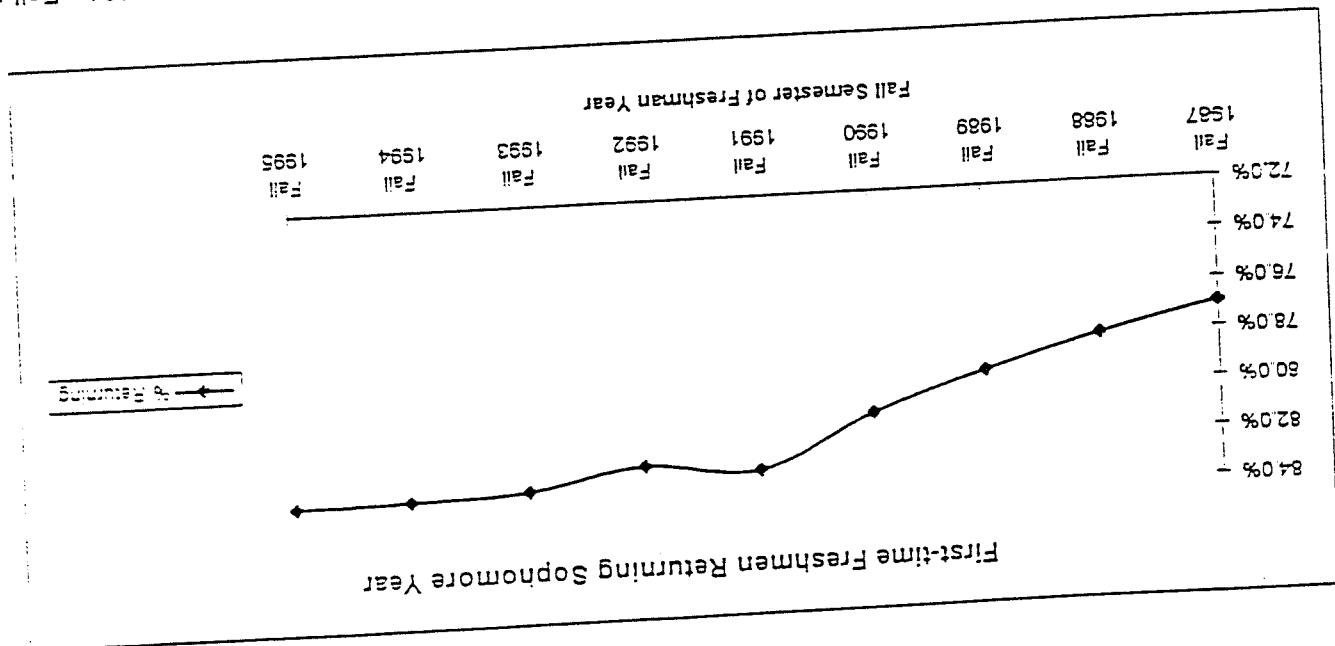


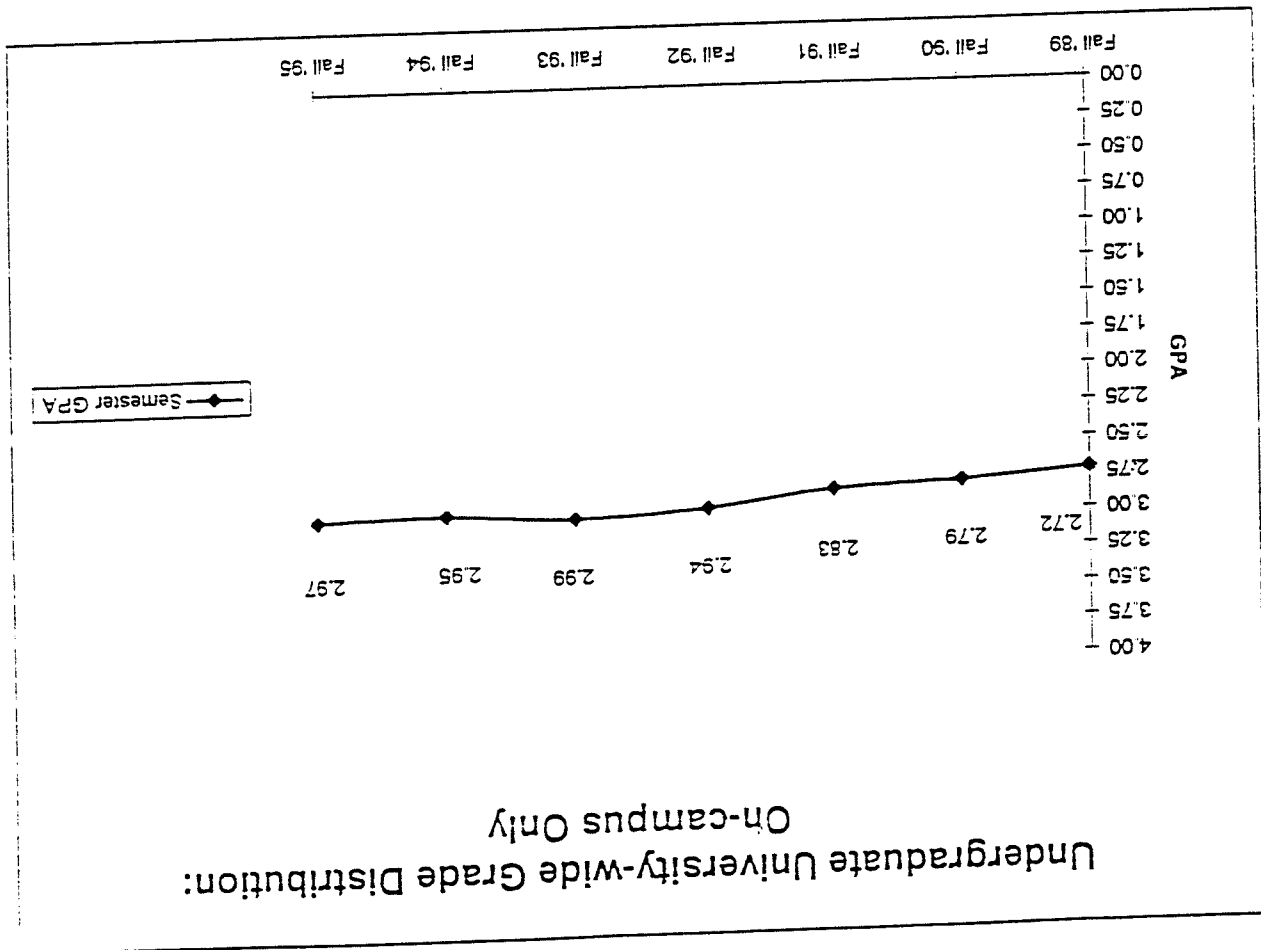
Table C.2

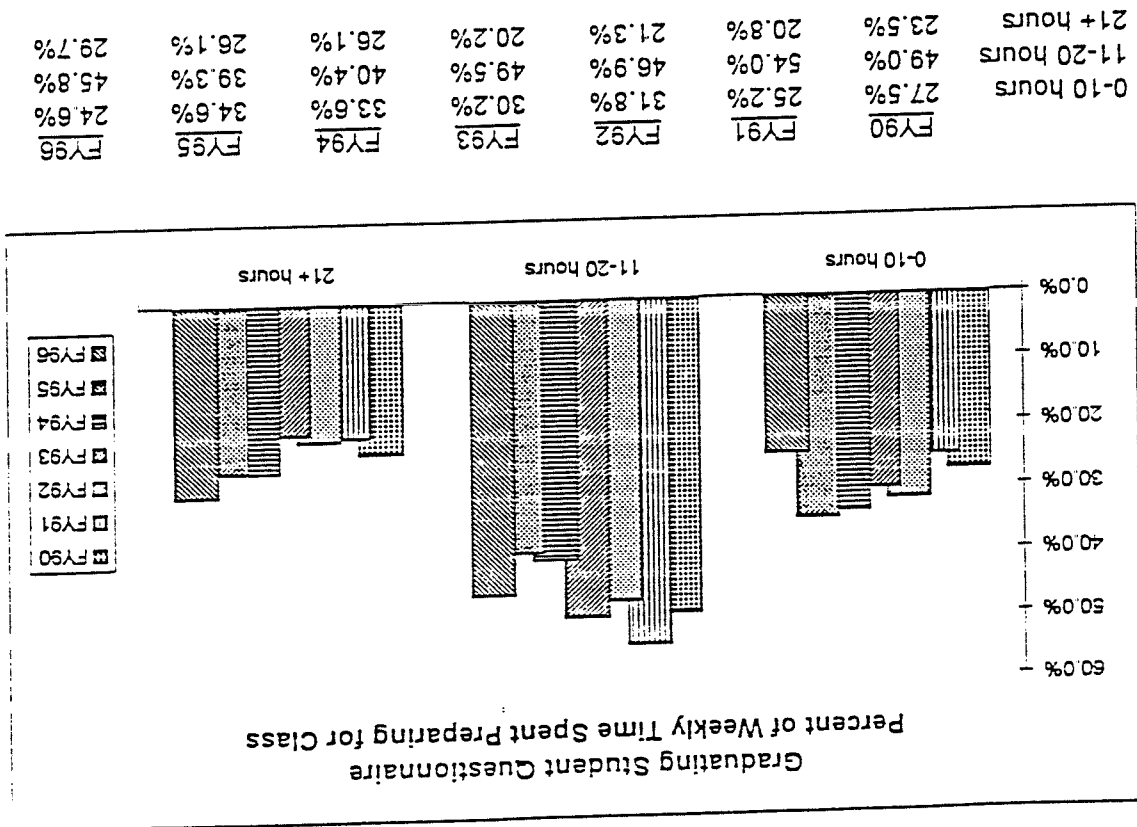
Year	% Returning
Fall 1987	77.0%
Fall 1988	78.1%
Fall 1989	79.4%
Fall 1990	80.9%
Fall 1991	83.0%
Fall 1992	82.6%
Fall 1993	83.4%
Fall 1994	83.6%
Fall 1995	83.7%



Retention & Graduation Rates for Undergraduate Students

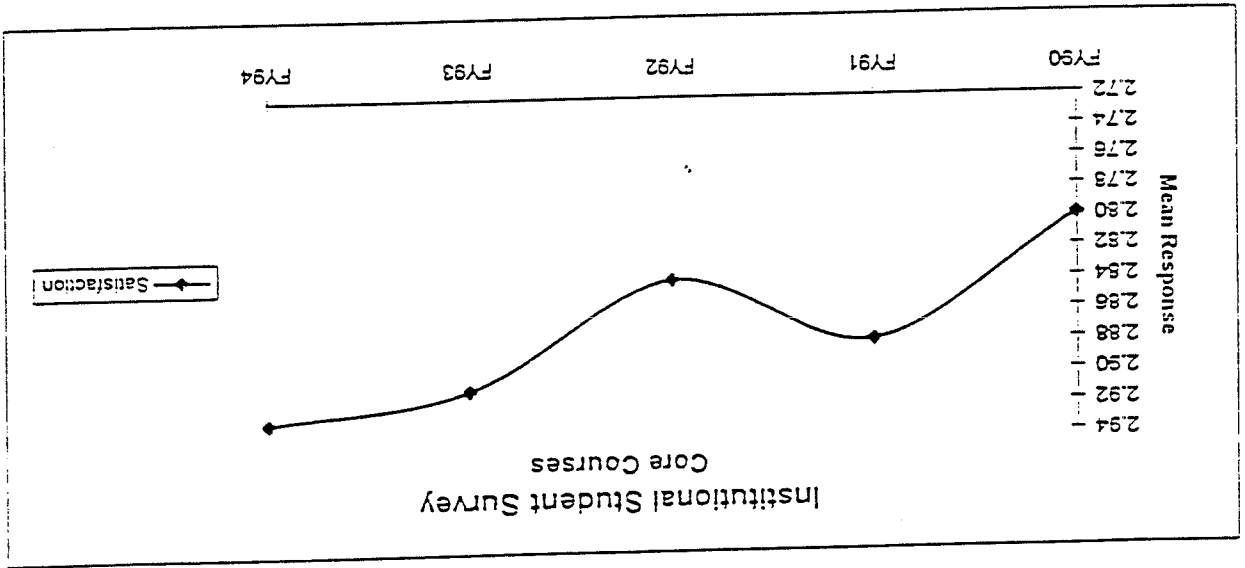
Undergraduate University-wide Grade Distribution:
On-campus Only





Satisfaction Measures

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



Overall Impression of the General Education courses:

Fiscal Year	Satisfaction
FY90	2.80
FY91	2.88
FY92	2.84
FY93	2.91
FY94	2.93

Satisfaction with Faculty Academic Advising:

Satisfaction	FY91	FY92	FY93	FY94	FY95	FY96
	2.58	2.65	2.74	2.69	2.83	2.66

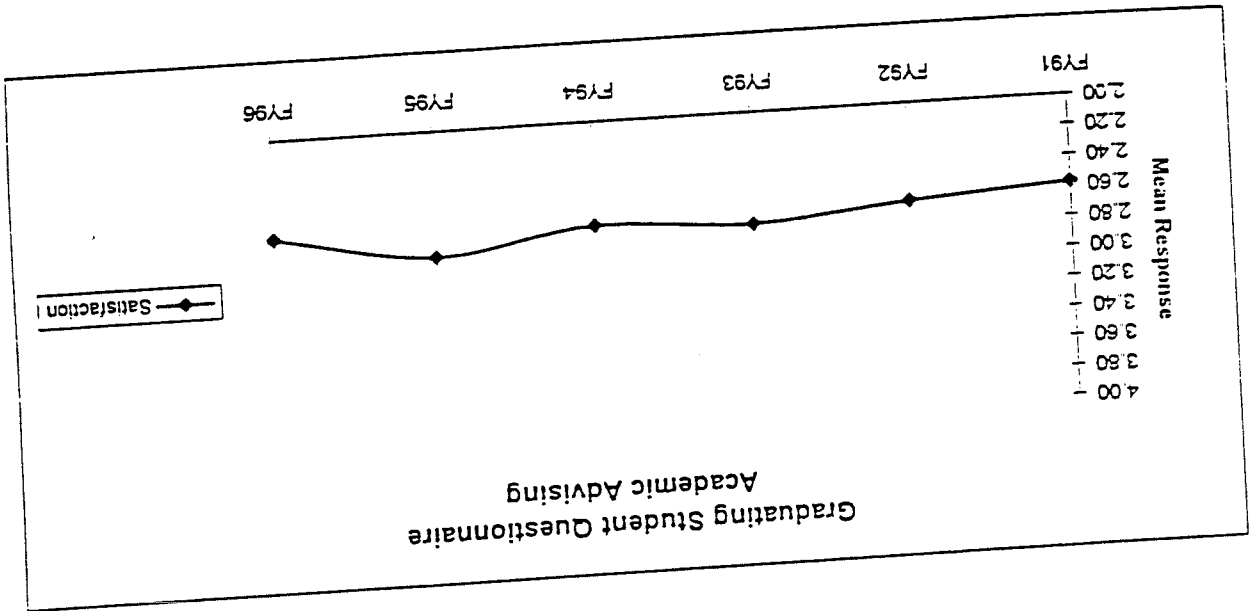
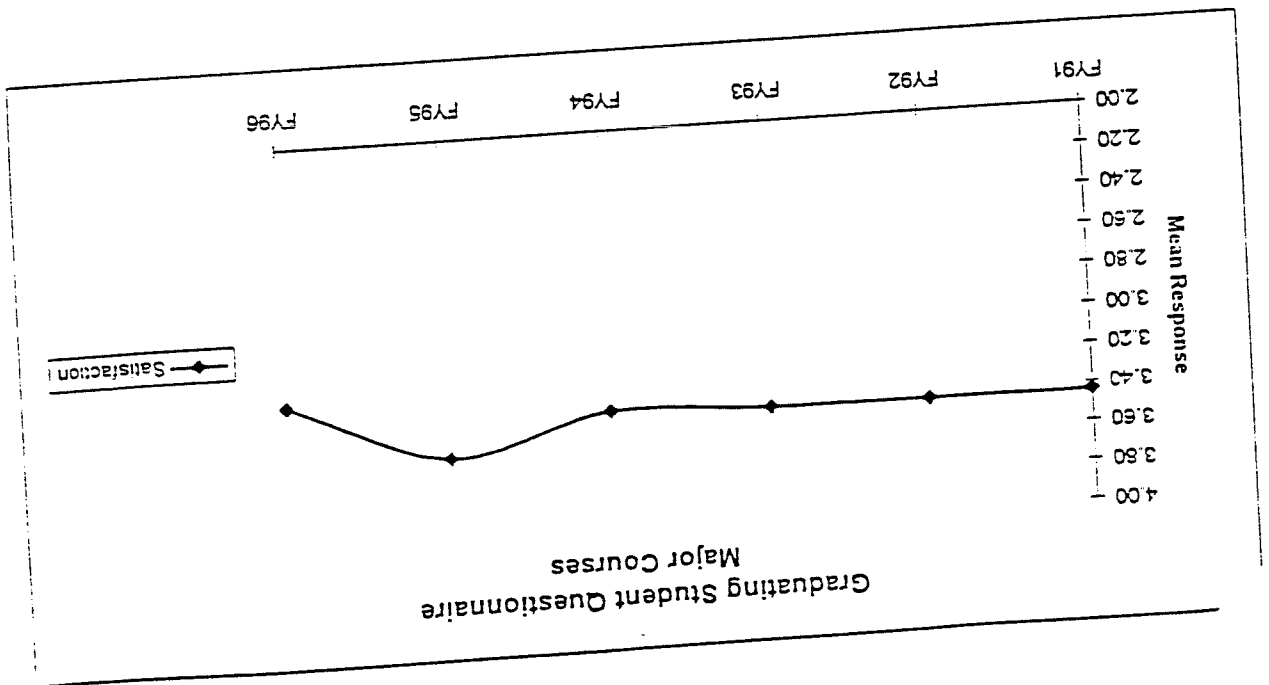
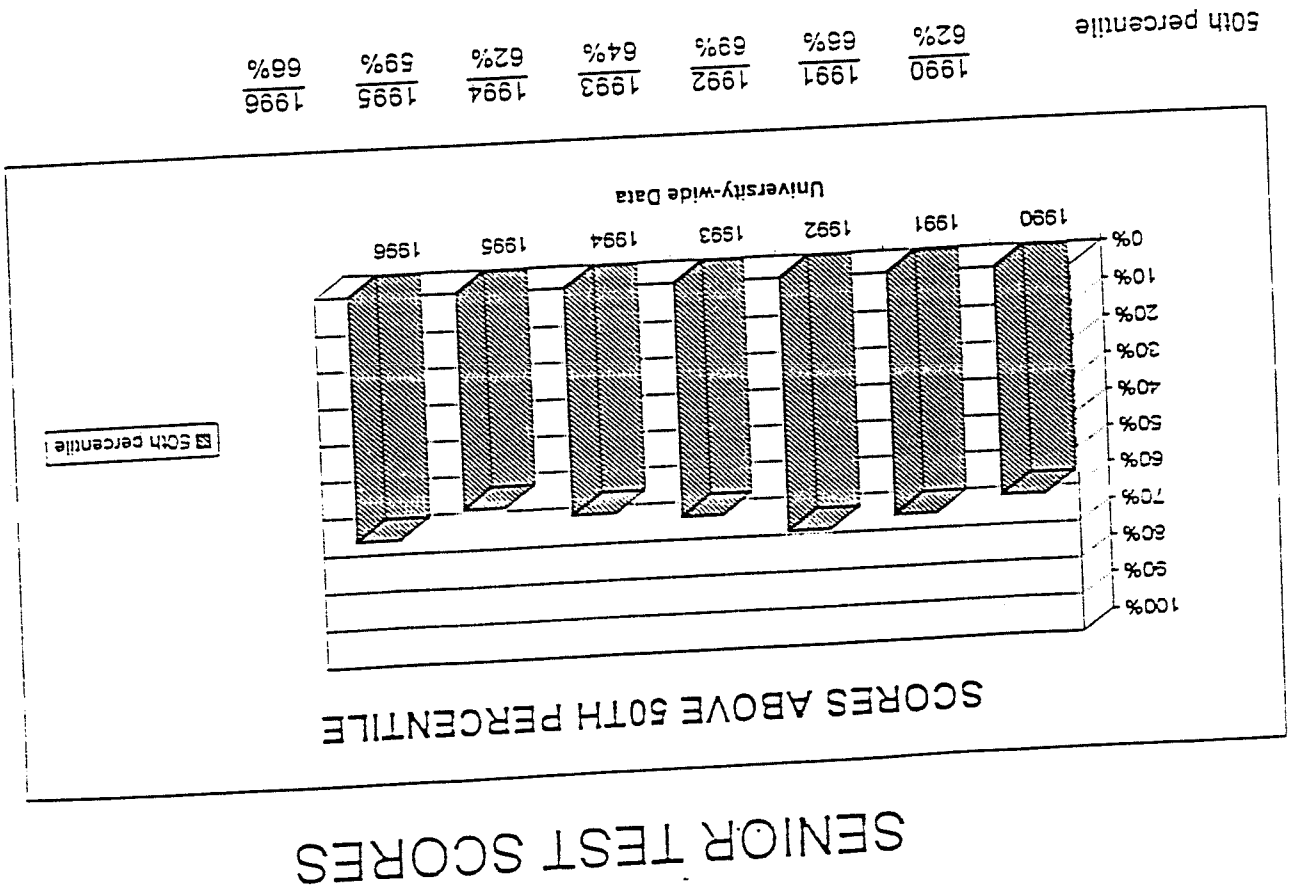
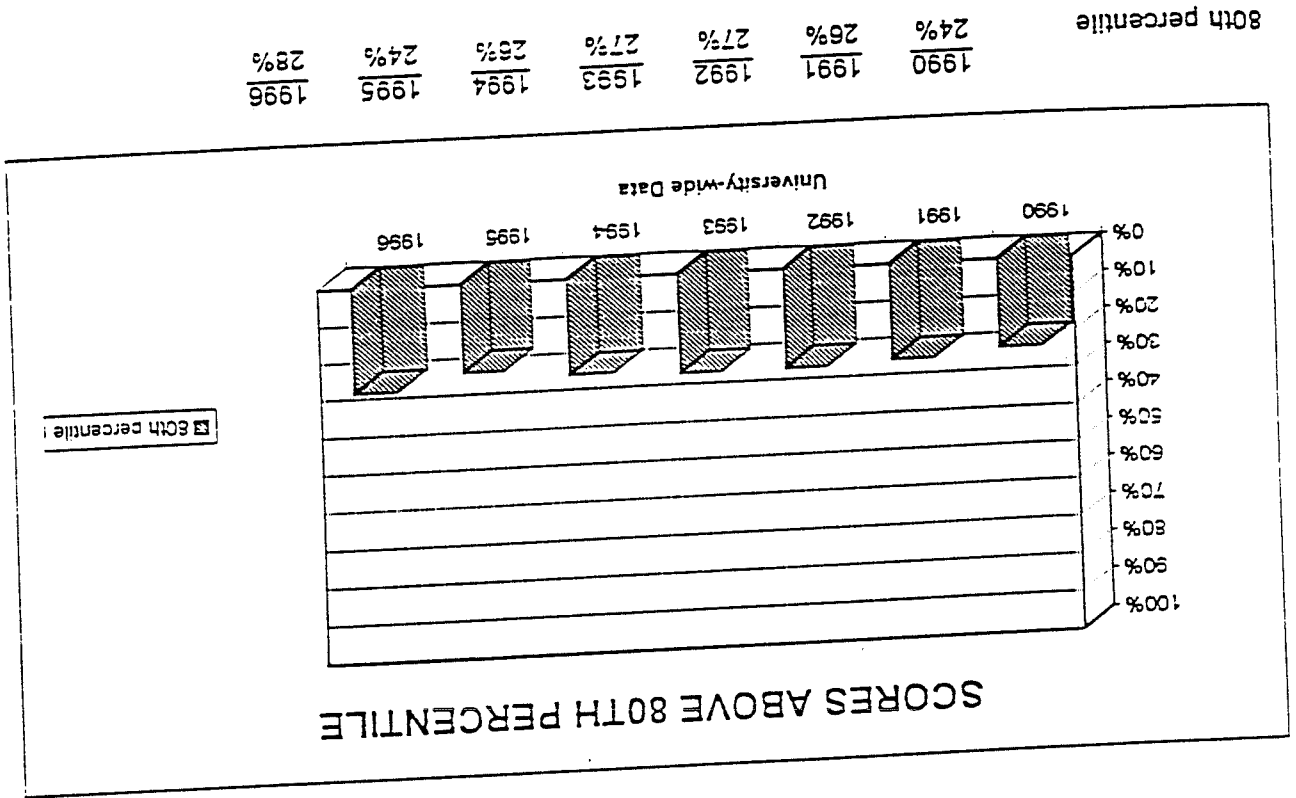


Table C.5.C

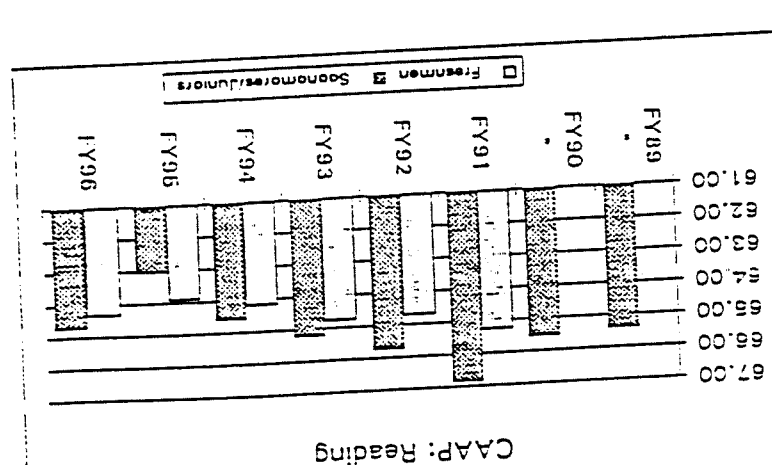
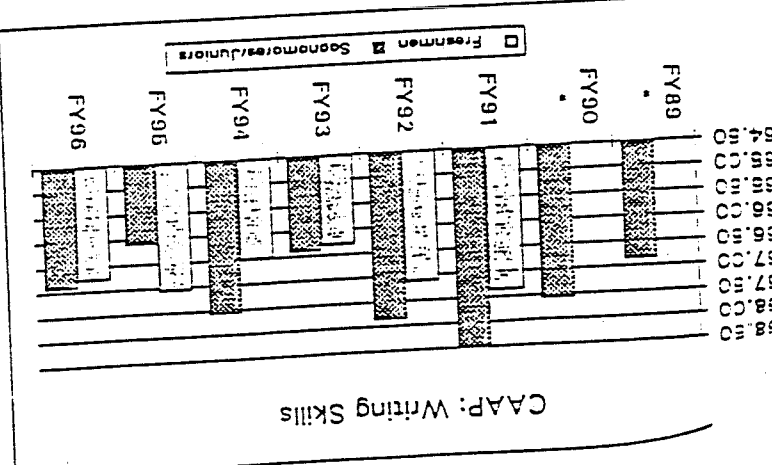
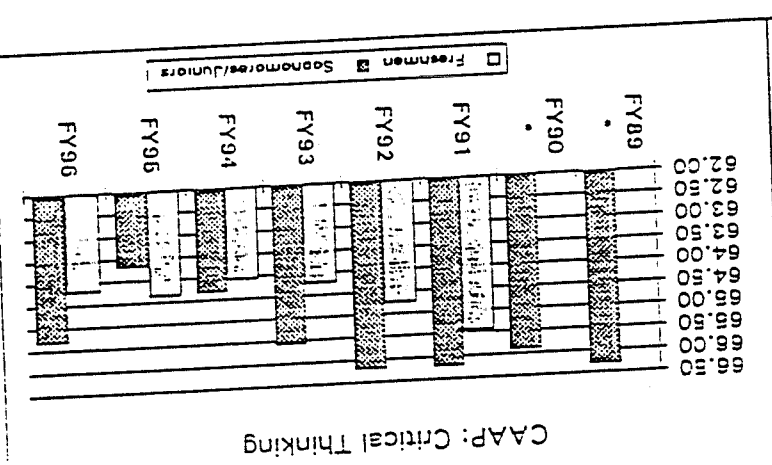
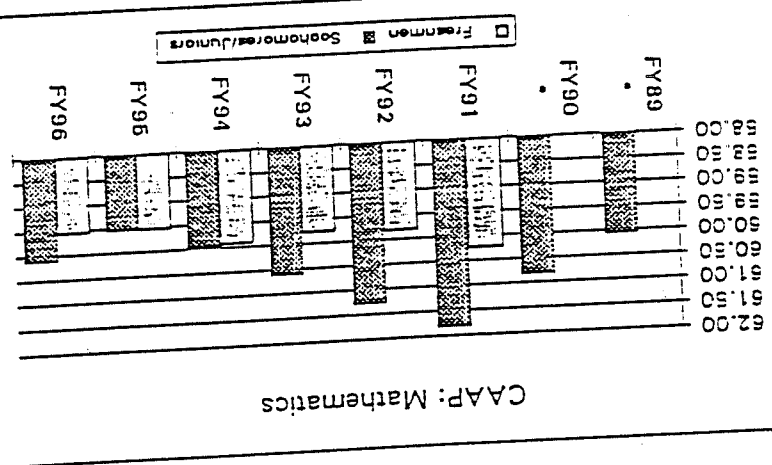
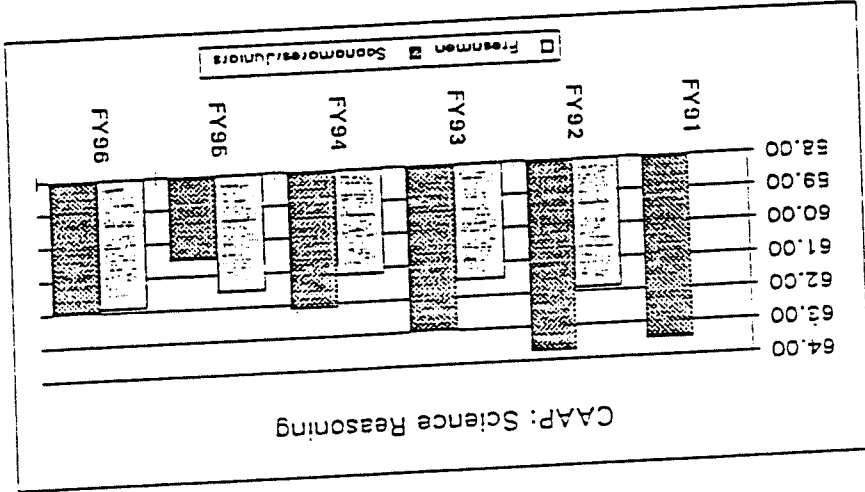
Overall Impression of the Major Courses:

Satisfaction	FY91	FY92	FY93	FY94	FY95	FY96
	3.44	3.44	3.43	3.40	3.59	3.29





• 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.

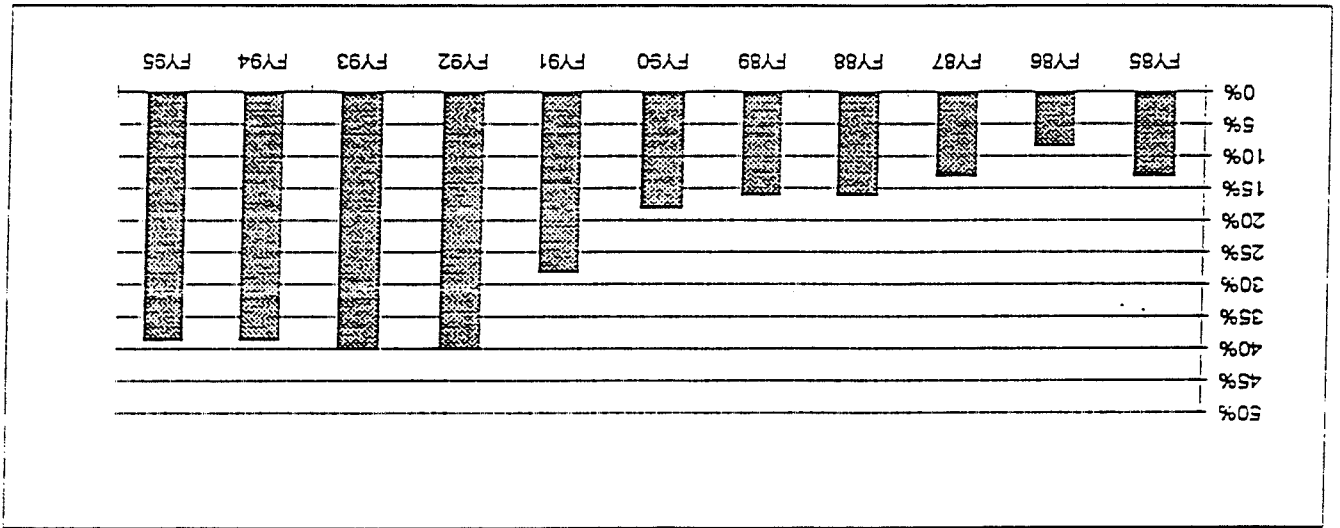


Graduate and Professional School Placement

University Wide Data

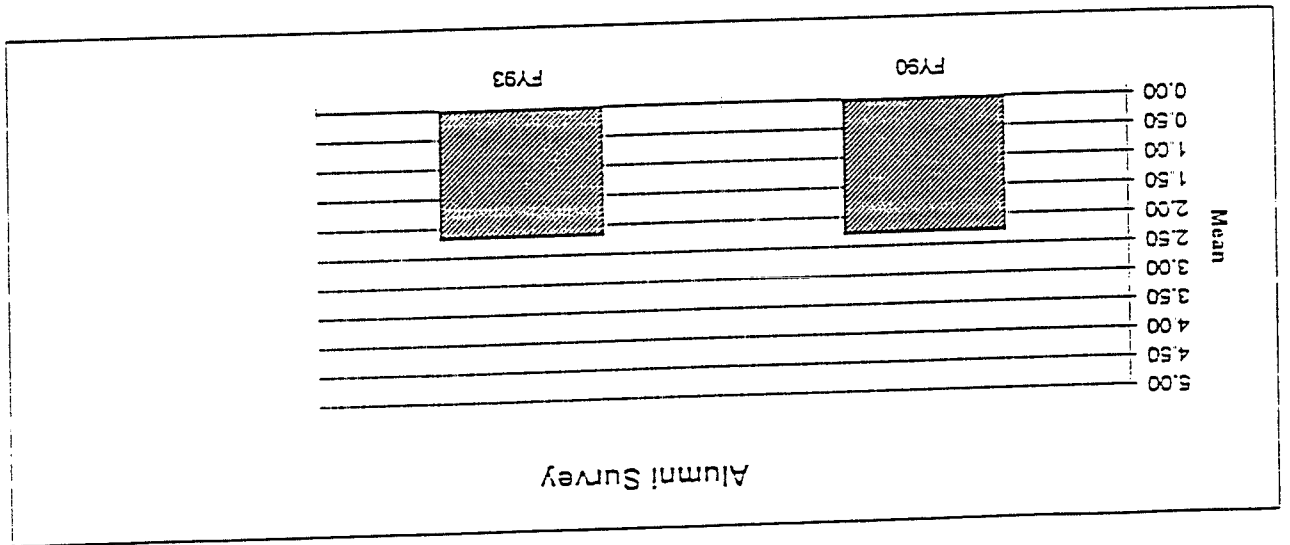
Table C.7

FY85	13%
FY86	8%
FY87	13%
FY88	16%
FY89	16%
FY90	18%
FY91	28%
FY92	40%
FY93	40%
FY94	39%
FY95	39%

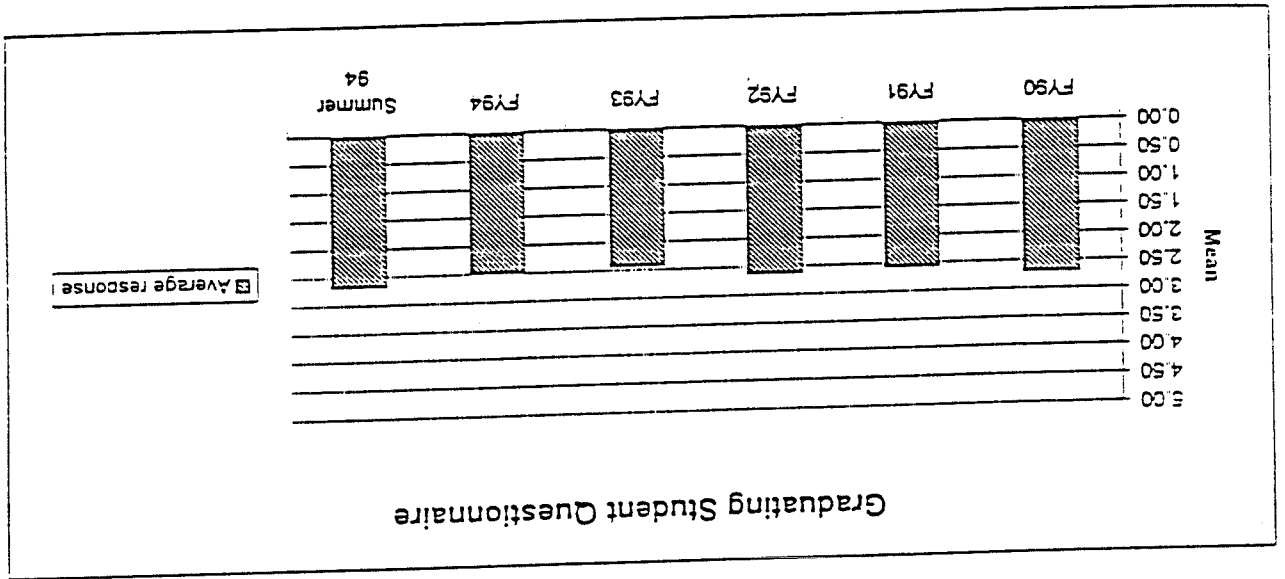


Percent of Alumni Who Would Return to NMSU

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

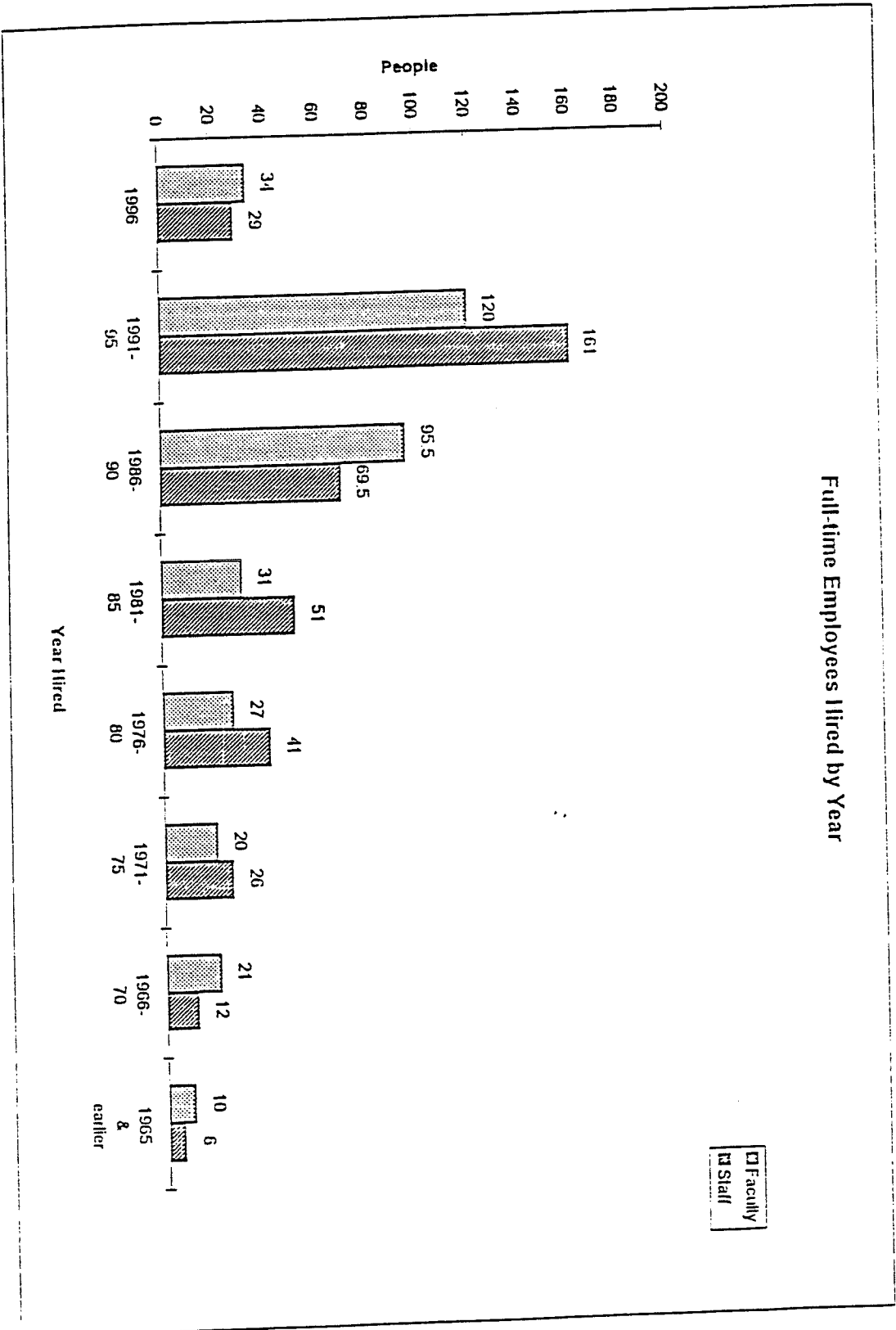


Average response
 FY90 2.28
 FY93 2.17



Average response
 FY90 2.70
 FY91 2.55
 FY92 2.61
 FY93 2.41
 FY94 2.48
 Summer 94 2.55

Table D.1



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

Table D.2

PROJECTED FACULTY RETIREMENTS
1997-98 through 2006-07

	ALREADY 65	FY 98	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04	FY 05	FY 06	FY 07	TOTAL
Business & Accountancy				1					1		2	4
Education									1		2	2
Fine Arts	1						1		1	1		6
Human Potential & Performance				1	1			1	1	1	1	4
Language & Literature	1						1	1				5
Math & Computer Science					1			2	2			5
Science				1		1		1	1	1	1	6
Social Science					3	3	1	3	5	6	4	31
TOTAL	2	0	0	3	3	1	3	5	6	4	4	31

NOTE: 31/339 = 9% potential retirees through 2007

FULL-TIME FACULTY WITH TERMINAL DEGREES

DIVISION	FALL 1993	FALL 1994	FALL 1995	FALL 1996
Business & Accountancy	18/31	19/29	19/27	18.5/25.5
Education	9/9	11/12	10/12	9.5/10.5
Fine Arts	27*/36	28*/36	32*/37	31*/36
Human Potential & Performance	13/29	14/30	15/32	15/32
Language and Literature	41/70	45/69	47/74	47/74
Math & Computer Science	19/33	23/35	27/35	28/35
Science	55/57	57/59	59/62	58.5/63.5
Social Science	53/63	57/64	55/63	58.5/63.5
TOTAL	235/328	254/334	264/342	266/339
TOTAL %	71.6%	76.0%	77.2%	78.5%
PERCENT TENURED	48.17%	45.81%	47.37%	52.20%

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 1996

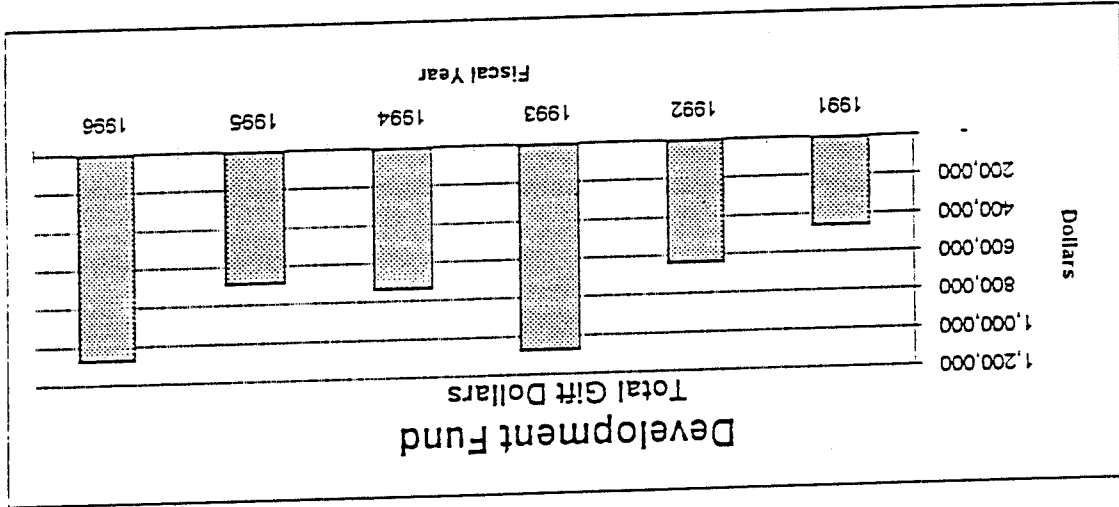
DIVISION	TENURED	TENURE TRACK	OTHER	TOTAL
Business & Accountancy	17.5	5	3	25.5
Education	7.5	2	1	10.5
Fine Arts	13	14	9	36
Human Potential & Performance	16	12	3	31
Language & Literature	34	21	19	74
Math & Computer Science	15	8	12	35
Science	34.5	15	14	63.5
Social Science	39.5	21	3	63.5
TOTAL	177	98	64	339
PERCENT	52.2%	28.9%	18.9%	

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.

Table E.1 outlines trends in development fund assets and endowments since 1990, while Table E.2 indicates year to year total gift dollars during 1991-1996. The total number of donors is displayed in Table E.3, and the growth in faculty/staff participation is outlined in Table E.4.

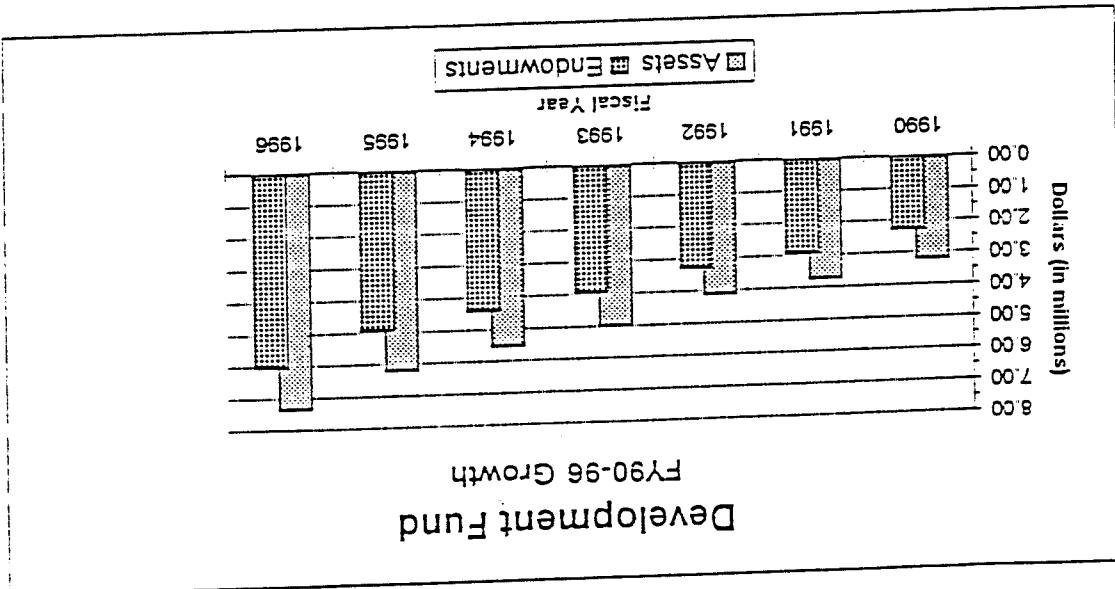


Note: Planned giving was substantially higher in 1993 and 1996 than normal.

Fiscal Year	Gifts
1991	460,581
1992	635,742
1993	1,072,889
1994	736,224
1995	688,681
1996	1,072,910

Table E.2

Note: Endowments are included in total assets.



Fiscal Year	Assets	Endowments
1990	3.20	2.28
1991	3.72	2.92
1992	4.10	3.28
1993	4.99	3.93
1994	5.52	4.40
1995	6.20	4.93
1996	7.33	6.02

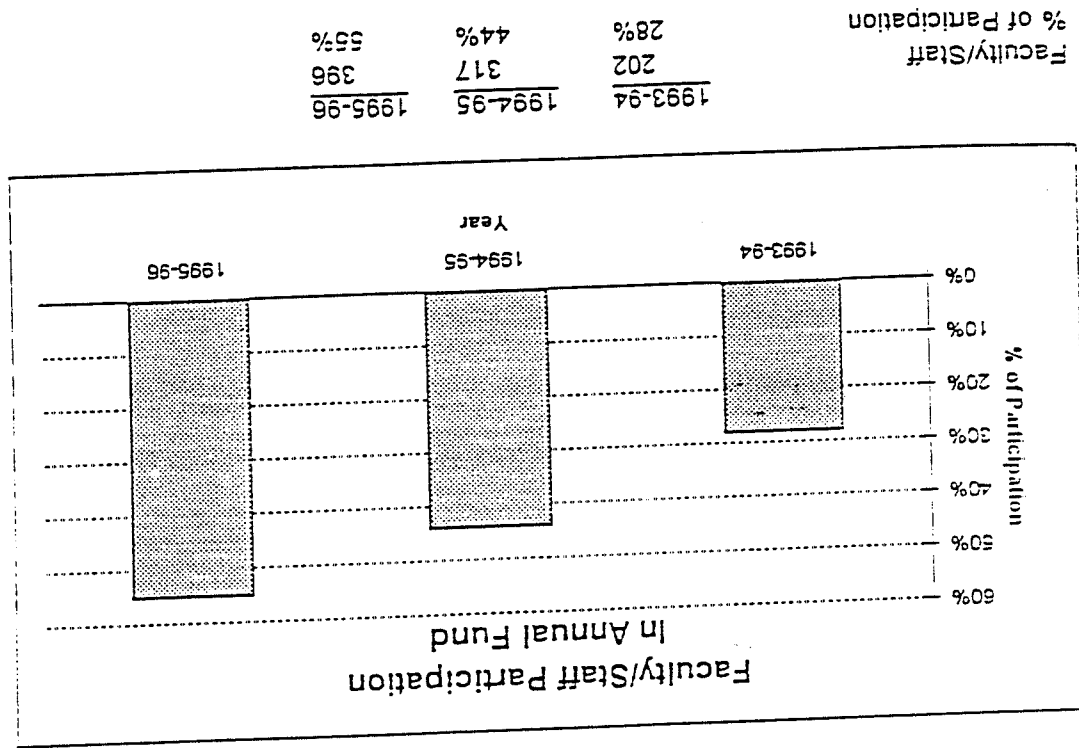
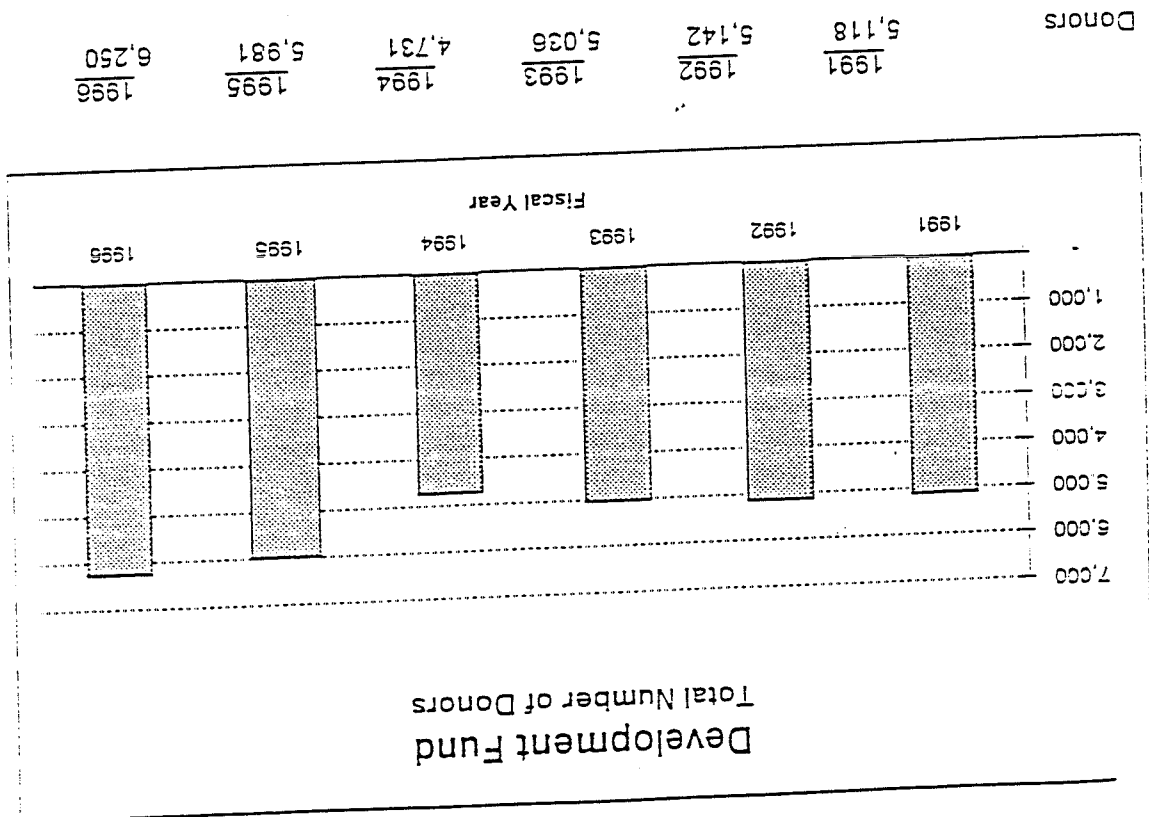


Table E.4



Donors

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.

Table D.1 provides an indicator of faculty and staff turnover as well as net increases in faculty. The number of employees by length of service is portrayed.

Other faculty indicators include projected faculty replacements required due to retirement (Table D.2) and percent with terminal degrees (Table D.3). The tenure distribution for full-time faculty by division is displayed in Table D.4.