



STRATEGIC INDICATORS:  
**Measuring and Improving University Performance**

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PENNSTATE



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**On the cover**

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In a scene from the Land-Grant Frescoes, "A Pennsylvania family sends their son on horseback off to The Farmers' High School, in hopes of a well-rounded agricultural and classical education."

For more information about the Land-Grant Frescoes, see <http://www.psu.edu/ur/about/frescoes/frescoes.html>

## Introduction

*Strategic Indicators: Measuring and Improving University Performance* is the eighth edition of a report that Penn State inaugurated in April 1999.

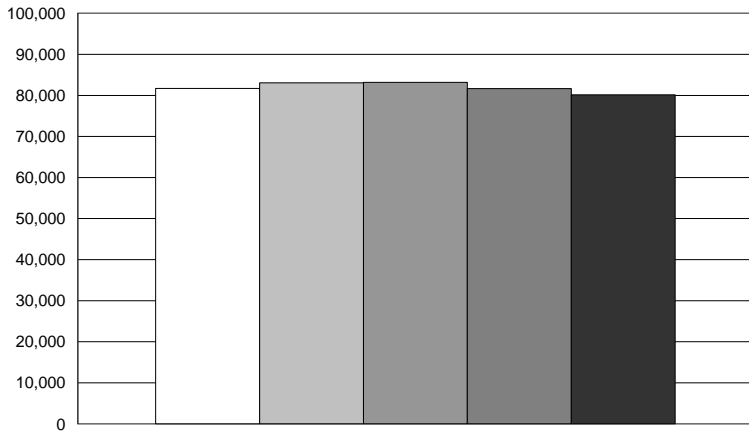
The *Strategic Indicators* series is a companion to Penn State's University-level strategic plan. The indicators can help gauge how well the University is performing in relation to the overarching institutional goals set forth in the strategic plan -- goals such as "enhance academic excellence through greater support of high-quality teaching, research, and service" and "build a more considerate and civil University community." The 2006 edition of *Strategic Indicators* continues an initiative led by the University's Council on Continuous Quality Improvement, which in Fall 1997 began consulting with dozens of faculty, staff, and administrators to select and publish a set of indicators appropriate to Penn State's mission.

Performance indicators are a tool for organizational learning, communication, strategic change, and improvement, all in the context of existing management processes. Critical assessment of performance helps us to maximize the return to all who invest in Penn State, and all whom Penn State serves.

**GOAL ONE: Enhance academic excellence through greater support of high-quality teaching, research, and service.**

**1.1 TOTAL ENROLLMENTS**

**Fall Semester Head Counts (total University) <sup>(1)</sup>**



**Number of Students**

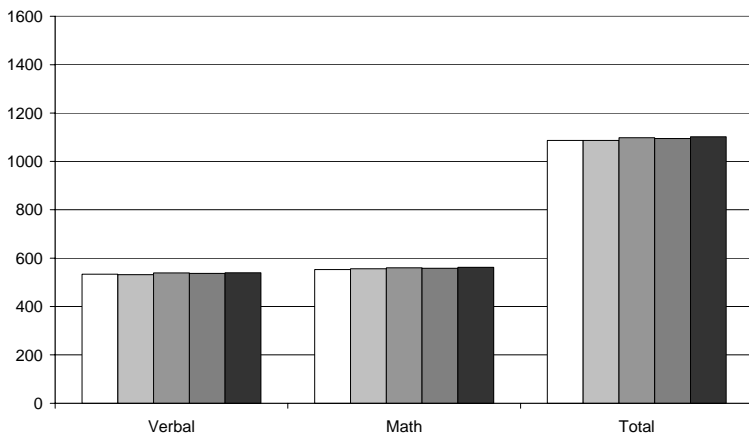
2001	81,704
2002	83,038
2003	83,177
2004	81,664
2005	80,124

<sup>(1)</sup> Includes Pennsylvania College of Technology, The Dickinson School of Law, and the College of Medicine.

**1.2 AVERAGE SAT SCORES OF FIRST-TIME ENROLLED BACCALAUREATE FRESHMEN**

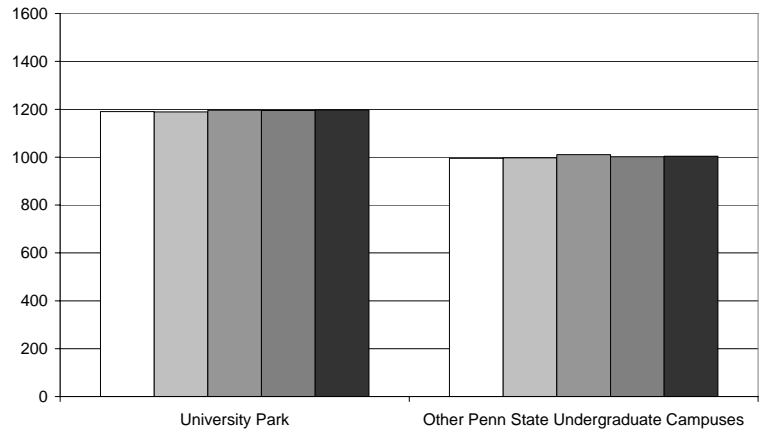
**Mean SAT Scores (all campuses)**

	Verbal	Math	Total
Summer/Fall 2001	534	553	1087
Summer/Fall 2002	532	556	1087
Summer/Fall 2003	539	560	1098
Summer/Fall 2004	537	558	1095
Summer/Fall 2005	540	562	1102



### Mean SAT Scores (by campus)

	University Park	Other Penn State Undergraduate Campuses
☐ Summer/Fall 2001	1190	995
▒ Summer/Fall 2002	1189	997
▓ Summer/Fall 2003	1196	1010
■ Summer/Fall 2004	1195	1002
■ Summer/Fall 2005	1197	1004

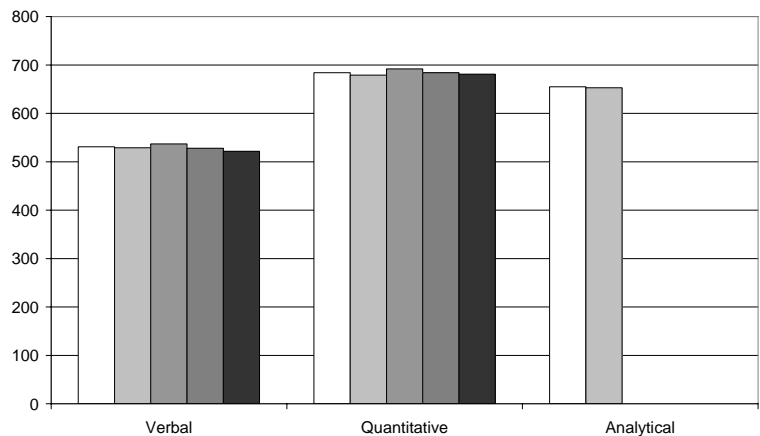


### 1.3 AVERAGE GRE SCORES OF ENTERING GRADUATE STUDENTS

#### Mean GRE Scores (all campuses)

	Verbal	Quantitative	Analytical	Analytical Writing <sup>(1)</sup>
☐ Fall 2001	531	684	655	-
▒ Fall 2002	529	679	653	-
▓ Fall 2003	537	692	-	4.6
■ Fall 2004	528	684	-	4.6
■ Fall 2005	522	681	-	4.5

<sup>(1)</sup> The Analytical exam was eliminated in October 2002 and replaced with the Analytical Writing exam. The Analytical Writing exam is scored on a scale from 0.0 to 6.0, with 6.0 being best.

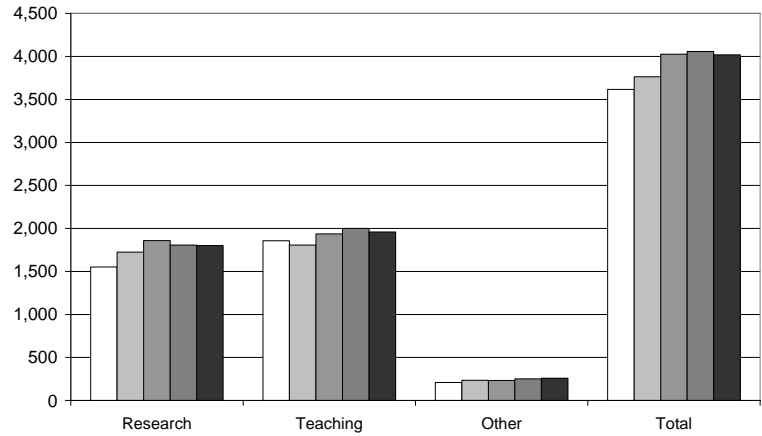


1.4 NUMBER OF GRADUATE ASSISTANTSHIPS AND FELLOWSHIPS

**Graduate Assistantships <sup>(1)</sup> (all campuses)**

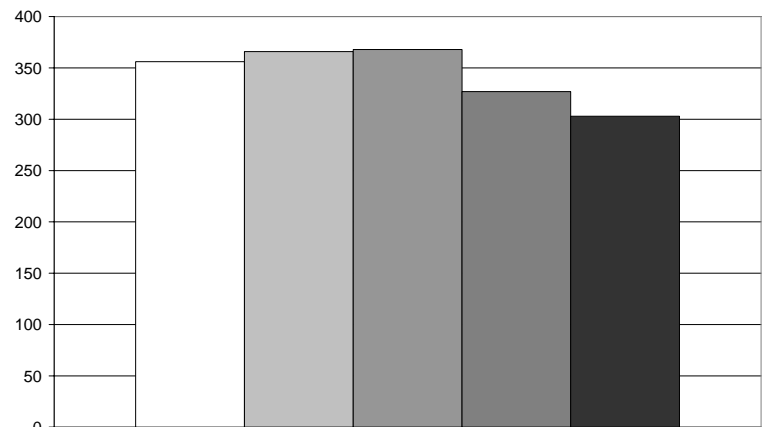
	Research	Teaching	Other	Total
□ Fall 2001	1,552.....	1,856.....	209.....	3,617
▒ Fall 2002	1,725.....	1,806.....	234.....	3,765
▓ Fall 2003	1,859.....	1,936.....	232.....	4,027
■ Fall 2004	1,807.....	2,000.....	251.....	4,058
■ Fall 2005	1,802.....	1,958.....	259.....	4,019

<sup>(1)</sup> Type of assistantship (research, teaching, or other) reflects budget assignments.



**Graduate Fellowships (all campuses)**

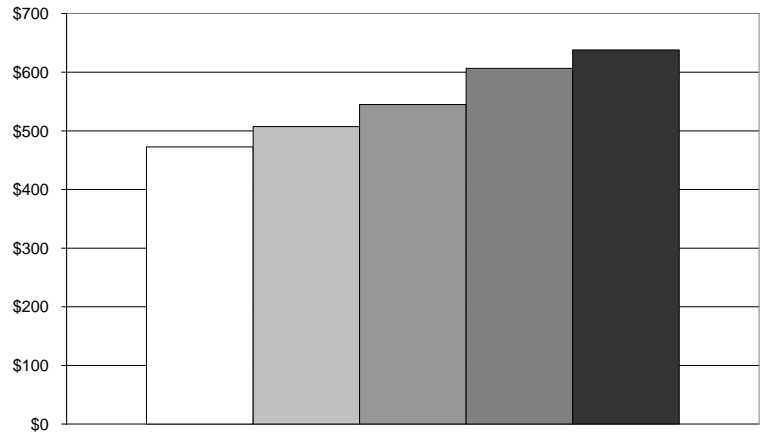
□ Fall 2001.....	356
▒ Fall 2002.....	366
▓ Fall 2003.....	368
■ Fall 2004.....	327
■ Fall 2005.....	303



1.5 ORGANIZED RESEARCH

**Organized Research, All Funds (actual expenditures, dollars in millions)**

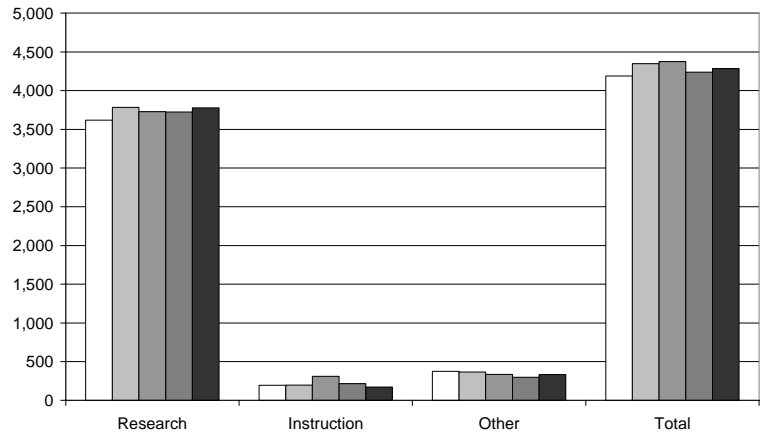
□	FY 2000-2001.....	\$472.5
▒	FY 2001-2002.....	\$507.4
▓	FY 2002-2003.....	\$545.0
■	FY 2003-2004.....	\$606.5
■	FY 2004-2005.....	\$637.9



**Number of Awards (all campuses)**

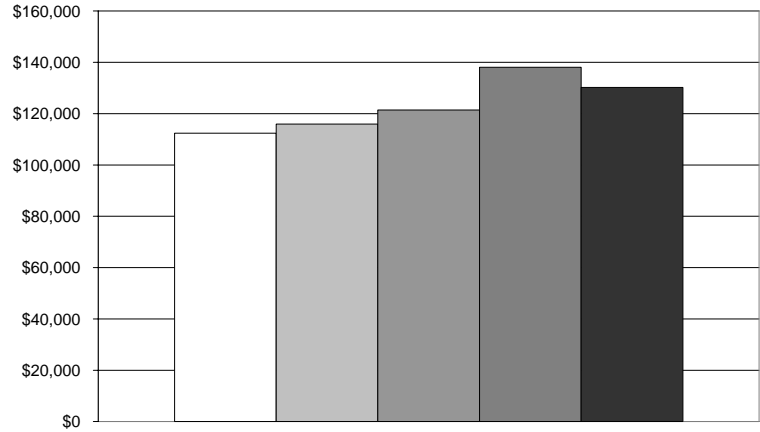
	Research	Instruction	Other <sup>(1)</sup>	Total	
□	FY 2000-2001	3,619 .....	195 .....	375 .....	4,189
▒	FY 2001-2002	3,783 .....	197 .....	367 .....	4,347
▓	FY 2002-2003	3,729 .....	310 .....	335 .....	4,374
■	FY 2003-2004	3,724 .....	216 .....	298 .....	4,238
■	FY 2004-2005	3,778 .....	172 .....	334 .....	4,284

<sup>(1)</sup> "Other" includes service, outreach, continuing education, and miscellaneous.



**Average Award Size (all campuses)**

	Amount	Number	Average
□ FY 2000-2001	\$470,823,379 .....	4,189 .....	\$112,395
▒ FY 2001-2002	\$503,977,776 .....	4,347 .....	\$115,937
▓ FY 2002-2003	\$531,189,988 .....	4,374 .....	\$121,443
■ FY 2003-2004	\$585,228,305 .....	4,238 .....	\$138,091
■ FY 2004-2005	\$557,740,031 .....	4,284 .....	\$130,191

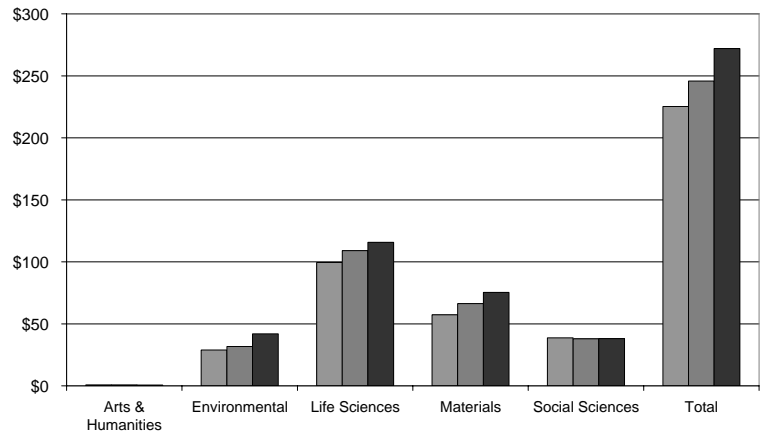


**1.6 INTERDISCIPLINARY RESEARCH**

**Sponsored Research Expenditures for Penn State Strategic Research Initiatives<sup>(1)</sup> (dollars in millions)**

	Arts & Humanities	Environmental	Life Sciences	Materials	Social Sciences	Total
▒ FY 2002-2003	\$0.8	\$28.9	\$99.5	\$57.3	\$38.8	\$225.3
▓ FY 2003-2004	\$0.8	\$31.7	\$109.0	\$66.4	\$38.0	\$245.9
■ FY 2004-2005	\$0.7	\$42.0	\$115.8	\$75.4	\$38.1	\$272.0

<sup>(1)</sup> Penn State's Strategic Research Initiatives include the Institute for the Arts and Humanities, the Penn State Institutes of the Environment, the Huck Institutes of the Life Sciences, the Materials Research Institute, and the Social Science Research Institute. The Social Science Research Institute includes the Children, Youth, and Families Consortium.



1.7 STUDENTS AND RECENT GRADUATES RECEIVING PRESTIGIOUS AWARDS

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Astronaut Scholarship Foundation Scholars.....	1	1	1	1	2
Churchill Scholars .....	-	-	-	1	-
Jack Kent Cooke Scholars.....	-	-	1	-	-
Deutscher Akademischer Austausch Dienst (DAAD) German Academic Exchange Service Scholars.....	3	5	4	4	1
Environmental Protection Agency (EPA) Star Fellows.....	-	3	1	-	3
Gates Cambridge Scholars .....	1	-	1	-	1
Barry M. Goldwater Foundation Scholars.....	2	4	4	4	4
Howard Hughes Scholars/Fellows.....	2	-	1	-	-
Jacob K. Javits Fellows .....	-	2	2	-	-
British Marshall Scholars .....	-	-	2	1	-
George J. Mitchell Scholars .....	-	1	1	-	-
National Defense Science and Engineering Graduate (NDSEG) Fellows .....	1	-	6	2	2
National Institutes of Health (NIH) Scholars .....	-	3	-	1	3
National Institute of Standards and Technology (NIST) Scholars .....	-	-	-	-	1
National Science Foundation (NSF) Fellows .....	13	12	12	11	11
National Security Education Program (NSEP) David L. Boren Undergraduate Scholars.....	3	6	1	3	3
Rhodes Scholars .....	1	-	-	-	-
Riversville Foundation Scholars <sup>(1)</sup> .....	-	-	-	-	4
St. Andrews Society Scholars.....	-	1	2	1	-
Harry S. Truman Scholarship .....	-	-	-	1	-
U.S. Student Fulbright Scholars .....	13	17	15	15	11
Morris K. Udall Scholars.....	2	3	4	1	1

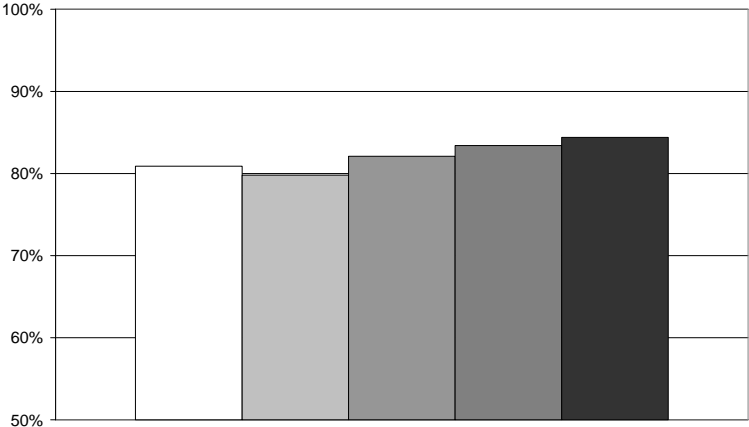
<sup>(1)</sup> 2004/2005 is the initial year for the Riversville Foundation Scholars

**GOAL TWO: Enrich the educational experience of all Penn State students by becoming a more student-centered University.**

**2.1 SIX-YEAR GRADUATION RATES**

**Baccalaureate Students (University Park)**

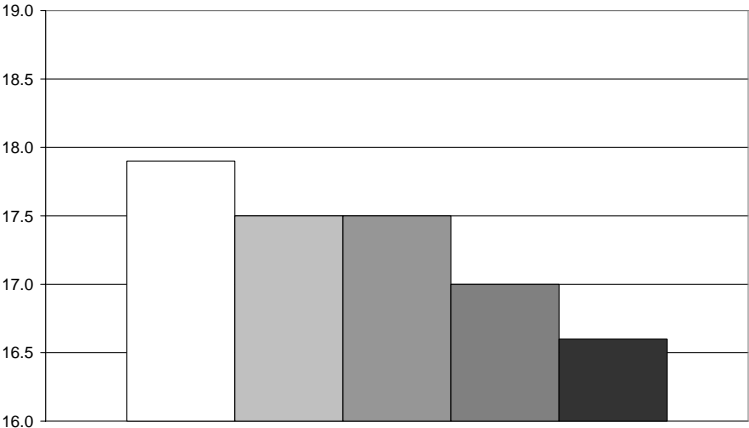
	Year of Entry	Graduation Rate
□	1995 .....	81%
■	1996 .....	80%
■	1997 .....	82%
■	1998 .....	83%
■	1999 .....	84%



**2.2 STUDENT/FACULTY RATIO**

**Total University <sup>(1)</sup>**

	Student/Faculty Ratio <sup>(2)</sup>
□	FY 2000-2001 ..... 17.9:1
■	FY 2001-2002 ..... 17.5:1
■	FY 2002-2003 ..... 17.5:1
■	FY 2003-2004 ..... 17.0:1
■	FY 2004-2005 ..... 16.6:1



<sup>(1)</sup> Excludes the College of Medicine, The Dickinson School of Law, and Pennsylvania College of Technology.

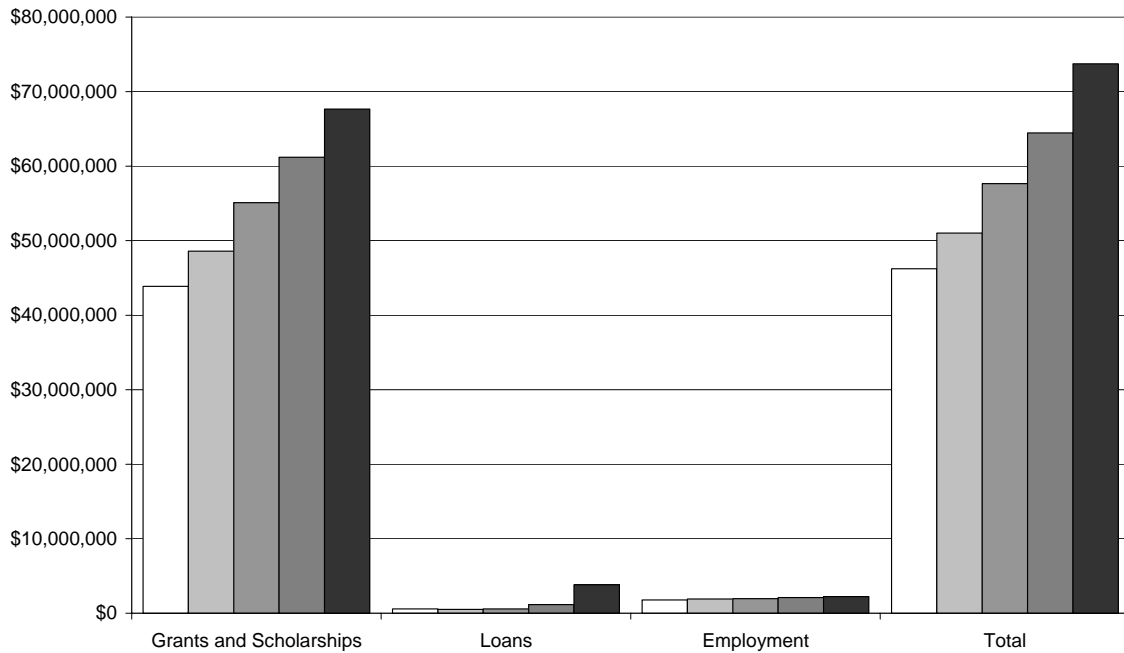
<sup>(2)</sup> Includes all full-time equivalent instructional faculty (full- and part-time).

2.3 INSTITUTIONALLY FUNDED UNDERGRADUATE STUDENT SUPPORT

**Undergraduate Student Aid**

	Grants and Scholarships <sup>(1)</sup>		Loans		Employment		Total	
	Amount	% Change	Amount	% Change	Amount	% Change	Amount	% Change
FY 2000-2001	\$43,865,343	6.2%	\$580,235	-53.5%	\$1,781,823	6.3%	\$46,227,401	4.5%
FY 2001-2002	\$48,590,939	10.8%	\$505,562	-12.9%	\$1,920,245	7.8%	\$51,016,746	10.4%
FY 2002-2003	\$55,098,603	13.4%	\$588,190	16.3%	\$1,967,979	2.5%	\$57,654,773	13.0%
FY 2003-2004	\$61,206,264	11.1%	\$1,162,319	97.6%	\$2,103,416	6.9%	\$64,471,999	11.8%
FY 2004-2005	\$67,675,804	10.6%	\$3,828,966	229.4%	\$2,238,471	6.4%	\$73,743,241	14.4%

<sup>(1)</sup> "Grants and Scholarships" includes funds awarded on the bases of both documented financial need and merit.



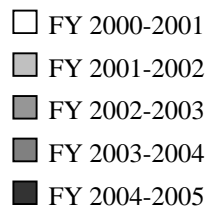
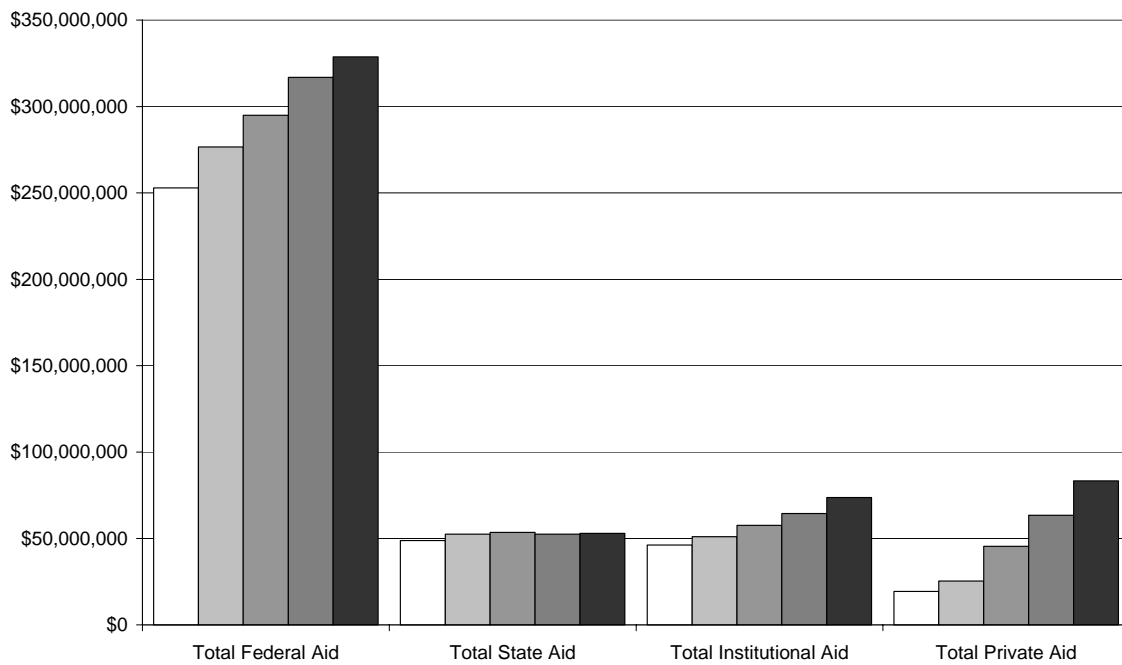
- FY 2000-2001
- ▒ FY 2001-2002
- ▓ FY 2002-2003
- █ FY 2003-2004
- FY 2004-2005

## 2.4 TOTAL UNDERGRADUATE STUDENT SUPPORT

### Undergraduate Student Support (all sources) <sup>(1)</sup>

	Total Federal Aid		Total State Aid		Total Institutional Aid		Total Private Aid	
	Amount	% Change	Amount	% Change	Amount	% Change	Amount	% Change
FY 2000-2001	\$252,961,525	4.8%	\$48,855,352	15.2%	\$46,227,401	4.5%	\$19,421,614	33.9%
FY 2001-2002	\$276,653,049	9.4%	\$52,571,715	7.6%	\$51,016,746	10.4%	\$25,369,008	30.6%
FY 2002-2003	\$294,933,550	6.6%	\$53,574,594	1.9%	\$57,654,773	13.0%	\$45,481,013	79.3%
FY 2003-2004	\$316,885,935	7.4%	\$52,524,233	-2.0%	\$64,471,999	11.8%	\$63,447,476	39.5%
FY 2004-2005	\$328,761,677	3.7%	\$52,971,988	0.9%	\$73,743,241	14.4%	\$83,308,650	31.3%

<sup>(1)</sup> Figures represent grants and scholarships, loans, and employment aid.



## 2.5 STUDENT ACCESS TO INFORMATION TECHNOLOGY

	2000	2001	2002	2003	2004
Technology classrooms, University Park <sup>(1)</sup>	63	114	144	161	181
Usage of ANGEL <sup>(2)</sup> :					
Number of students					
with at least one course in ANGEL <sup>(2)</sup>	-	-	46,539	51,766	63,233
Course sections in ANGEL <sup>(2)</sup>	-	-	3,444	3,394	5,871
Theses and dissertations submitted electronically	-	-	-	-	89 (51.4%)
Percentage of students <sup>(3)</sup> using PASS <sup>(4)</sup> for academic information					
Web space activated	-	-	-	-	47%
Academic work	-	-	-	-	32%
Resume online	-	-	-	-	10%
Personal information	-	-	-	-	26%
Co-curricular evidence	-	-	-	-	6%
Reflection narrative	-	-	-	-	15%

<sup>(1)</sup> Technology classrooms are a subset of the **total** number of generally assignable classrooms.

<sup>(2)</sup> ANGEL is the course management system (CMS) available for use by instructors, students, and staff at Penn State.

<sup>(3)</sup> University Park students only, excluding students in the College of Earth and Mineral Sciences.

<sup>(4)</sup> Penn State Access Account Storage Space (PASS) is given to all users when they are joined to Penn State e-mail service. PASS provides centralized storage space for several University services, including personal Web space.

## 2.6 SATISFACTION OF CURRENT STUDENTS

### Class of 2000

	1999 <sup>(1)</sup>	2002 <sup>(2)</sup>
Percentage “satisfied” or “very satisfied” with decision to come to Penn State	78%	74%

<sup>(1)</sup> Based on a February 1999 survey of University Park juniors.

<sup>(2)</sup> Based on a Spring 2002 survey of University Park students who began their studies in Summer/Fall 1996 and who were still enrolled in the university.

### Student Satisfaction Survey

	Overall	University Park	Other Penn State Undergraduate Campuses
If starting college again, would choose to attend Penn State.			
2002 <sup>(1)</sup>	83%	80%	85%
2004 <sup>(2)</sup>	86%	85%	87%

<sup>(1)</sup> Based on a Spring 2002 survey of undergraduate students.

<sup>(2)</sup> Based on a Spring 2004 survey of undergraduate students.

## 2.7 STUDENT PARTICIPATION IN FIRST-YEAR EXPERIENCE PROGRAMS

### Learning Edge Academic Program (LEAP) enrollment

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2001	2002	2003	2004	2005
574	576	692	652	674

### First-Year Seminar completion rate <sup>(1)</sup>

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2000-2001	2001-2002	2002-2003
92.0%	92.6%	93.5%

<sup>(1)</sup> Percentage of first-time baccalaureate degree students returning the following fall semester who have completed at least one First-Year Seminar.

**GOAL THREE: Build a more considerate and civil University community.**

**3.1 PERCENTAGE OF FULL-TIME FACULTY FROM UNDER-REPRESENTED GROUPS**

**Percent of Full-Time Faculty <sup>(1)</sup>**

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
African/Black American	2.7%	3.0%	3.2%	3.3%	3.6%
American Indian/Alaskan Native	0.1%	0.1%	0.2%	0.2%	0.2%
Asian & Pacific American	8.7%	9.1%	9.1%	9.5%	10.3%
Latino/Hispanic American	1.5%	1.6%	1.9%	1.9%	1.9%
<b>Total Minority</b>	<b>13.0%</b>	<b>13.8%</b>	<b>14.4%</b>	<b>14.9%</b>	<b>16.0%</b>
<b>Women</b>	<b>31.8%</b>	<b>32.7%</b>	<b>33.8%</b>	<b>33.8%</b>	<b>34.2%</b>

<sup>(1)</sup> Excludes Pennsylvania College of Technology.

**3.2 PERCENTAGE OF FULL-TIME EMPLOYEES FROM UNDER-REPRESENTED GROUPS**

**Percent of Full-Time Employees <sup>(1)</sup>**

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
African/Black American	3.1%	3.3%	3.3%	3.2%	3.3%
American Indian/Alaskan Native	0.2%	0.2%	0.2%	0.2%	0.2%
Asian & Pacific American	3.5%	3.6%	3.6%	3.9%	4.2%
Latino/Hispanic American	1.1%	1.3%	1.4%	1.3%	1.4%
<b>Total Minority</b>	<b>7.9%</b>	<b>8.4%</b>	<b>8.5%</b>	<b>8.6%</b>	<b>9.1%</b>
<b>Women</b>	<b>48.8%</b>	<b>49.1%</b>	<b>49.3%</b>	<b>49.1%</b>	<b>48.6%</b>

<sup>(1)</sup> Excludes Pennsylvania College of Technology.

### 3.3 PERCENTAGE OF STUDENTS FROM UNDER-REPRESENTED GROUPS

#### Percent of Total Enrollment <sup>(1)</sup>

	2001	2002	2003	2004	2005
African/Black American	4.4%	4.5%	4.6%	4.8%	5.0%
American Indian/Alaskan Native	0.2%	0.2%	0.2%	0.2%	0.2%
Asian & Pacific American	4.0%	4.2%	4.4%	4.5%	4.7%
Latino/Hispanic American	2.3%	2.3%	2.5%	2.6%	2.7%
<b>Total Minority</b>	<b>10.9%</b>	<b>11.2%</b>	<b>11.7%</b>	<b>12.1%</b>	<b>12.6%</b>
<b>Women</b>	<b>45.9%</b>	<b>46.0%</b>	<b>45.9%</b>	<b>45.6%</b>	<b>45.4%</b>

<sup>(1)</sup> Includes Pennsylvania College of Technology.

### 3.4 DESIRABILITY OF PENN STATE AS A PLACE TO WORK

#### Faculty/Staff Survey

	1996 <sup>(2)</sup>	2004 <sup>(3)</sup>
Proud to be a part of Penn State <sup>(1)</sup>	84% .....	88%
Rate Penn State as “one of the best” places to work <sup>(1)</sup>	61% .....	71%

<sup>(1)</sup> Percent of respondents indicating a favorable response.

<sup>(2)</sup> 1996 Faculty/Staff Mail Survey

<sup>(3)</sup> 2004 Faculty/Staff Web and Mail Survey

3.5 CIVILITY AND COMMUNITY

**Penn State Pulse Survey (University Park undergraduates)**

	1998	2001	2004	2005
Believe that Penn State is an open community where freedom of expression is protected and civility is embraced.	70%	64%	-	-
Perceive Penn State to be a community where freedom of expression is protected.	-	-	64%	75%
Believe that Penn State is a disciplined community where obligations and behaviors are regulated for the good of the group.	42%	50%	-	-
Perceive Penn State to be a community where behaviors are regulated for the good of the community.	-	-	50%	-
Perceive Penn State to be a community where civility is affirmed.	-	-	53%	61%
Believe that Penn State is a community where individuals accept their obligations to the Penn State community.	-	-	-	53%
Believe that Penn State is a community where members of the community adhere to a high standard of behavior.	-	-	-	43%

3.6 PARTICIPATION IN STUDY ABROAD, PUBLIC SCHOLARSHIP, AND SERVICE LEARNING

**Participation in Study Abroad**

2000/2001 <sup>(1)</sup>	2001/2002 <sup>(1)</sup>	2002/2003 <sup>(1)</sup>	2003/2004 <sup>(1)(2)</sup>	2004/2005 <sup>(1)(2)</sup>
1,124 .....16.5%	1,270 .....10.2%	1,351 .....11.5%	1,873 .....15.6%	2,131 .....16.4%

<sup>(1)</sup> Following the convention used by the Institute of International Education (IIE) in its annual international education statistical compilation, Open Doors, the education abroad participation rate is calculated as the percentage of education abroad students within a cohort of undergraduates receiving bachelor's degrees within the same academic period.

<sup>(2)</sup> The education abroad figure includes undergraduate degree students on full academic year, fall, spring, and summer programs. It also includes undergraduates who have transferred in credits from international study taken outside Penn State auspices, students on short-term faculty-led international programs, and students participating in short-term international experiences embedded within residential courses.

**Participation in Public Scholarship and Service Learning**

	2000 <sup>(3)</sup>	2001 <sup>(3)</sup>	2002 <sup>(3)</sup>
Students enrolled in courses <sup>(1)</sup>	885 ..... 1.4%	1,214 .... 1.9%	1,163 .... 1.8%
Students participating in field initiatives <sup>(2)</sup>	850 ..... 1.3%	974 ..... 1.5%	1,056 .... 1.6%

<sup>(1)</sup> Courses identified by faculty members of the Public Scholarship Associates.

<sup>(2)</sup> Students participating in field initiatives conduct research, tutor, and integrate their academic learning with community service.

<sup>(3)</sup> Percentages are based on fall semester undergraduate enrollment, excluding Pennsylvania College of Technology, The Dickinson School of Law, and the College of Medicine.

**GOAL FOUR: Serve society through teaching, research, and service.**

**4.1 PENNSYLVANIA CITIZENS' PARTICIPATION WITH PENN STATE**

**Outreach Data**

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One in every four households in Pennsylvania has a person participating in Penn State programs annually. There are Outreach participants from all sixty-seven counties, all fifty states, and eighty-nine countries on all seven continents.

Cooperative Extension<sup>1</sup> serves 1 million people each year.

Continuing<sup>2</sup> & Distance<sup>3</sup> Education provides programs, courses, conferences, and institutes to over 85,000 students and conference participants, representing more than 142,000 course and conference enrollments annually.

Penn State Public Broadcasting:  
WPSU-TV reaches 1.3 million households  
WPSU-FM reaches 500,000 listeners

Through the Pennsylvania Technical Assistance Program (PENNTAP) and the Small Business Development Center serving Centre and Mifflin Counties, the Outreach Office of Economic and Workforce Development assisted 935 Pennsylvania businesses and entrepreneurs in 2005. As a result, clients reported 215 new jobs created, 345 jobs retained, and 14 new businesses opened.

<sup>(1)</sup> Cooperative Extension reflects Penn State's land-grant mission regarding (for example) water, soil and forest resources; nutrition, diet and health; 4-H programs; agriculture and the food industry. Data are based on the numbers of clients who participate in at least one Extension educational program.

<sup>(2)</sup> Continuing Education includes credit and non-credit programs and courses offered through Continuing Education on-campus and off-site locations across Pennsylvania; conferences and youth camps offered through Conferences & Institutes; Management Development Programs and Services; Shaver's Creek Environmental Center programs; and other units.

<sup>(3)</sup> Distance Education extends Penn State courses and degrees through a variety of technologies such as video, audiotape, mail, and the Internet-based World Campus. On student transcripts, no distinction is made between these courses and those taken in residence.

**4.2 PENNSYLVANIA CITIZENS' SATISFACTION WITH PENN STATE**

**Views of Pennsylvanians Toward Higher Education and Penn State**

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Pennsylvanians have considered Penn State to be the top college or university in the state in terms of overall reputation.

	2000 <sup>(1)</sup>	2001 <sup>(2)</sup>	2002 <sup>(3)</sup>	2003 <sup>(4)</sup>	2005 <sup>(5)</sup>
Penn State	44%	40%	36%	37%	34%
#2 Institution	16%	18%	17%	17%	21%

<sup>(1)</sup> Based on a statewide telephone survey conducted by the Center for Survey Research, October – November, 2000.  
<sup>(2)</sup> Based on a statewide telephone survey conducted by the Center for Survey Research, October – December, 2001.  
<sup>(3)</sup> Based on a statewide telephone survey conducted by International Communications Research, Media, PA, October - November, 2002. The survey methodology was changed in 2002. This change may affect comparisons between the 2000-2001 results and the 2002-2005 results.  
<sup>(4)</sup> Based on a statewide telephone survey conducted by the Penn State Survey Research Center, part of the Social Science Research Institute, November – December, 2003.  
<sup>(5)</sup> Based on a statewide telephone survey conducted by International Communications Research, Media, PA, February, 2005

### 4.3 POSTGRADUATION ACTIVITY <sup>(1)</sup>

	<b>Employed Full-Time</b>	<b>Employed Part-Time</b>	<b>Further Education</b>	<b>Unemployed</b>	<b>Total</b>
<b>Associate Degree Graduates</b>					
December 2000-August 2001 <sup>(2)</sup>	32%	6%	49%	13%	100%
December 2001-August 2002 <sup>(2)</sup>	26%	9%	51%	14%	100%
December 2002-August 2003 <sup>(3)</sup>	33%	5%	44%	18%	100%
December 2003-August 2004 <sup>(3)</sup>	47%	5%	35%	14%	100%
<b>Baccalaureate Degree Graduates</b>					
December 2000-August 2001 <sup>(2)</sup>	67%	3%	20%	10%	100%
December 2001-August 2002 <sup>(2)</sup>	59%	4%	24%	14%	100%
December 2002-August 2003 <sup>(3)</sup>	57%	4%	23%	16%	100%
December 2003-August 2004 <sup>(3)</sup>	61%	3%	22%	14%	100%
<b>Master's Degree Graduates</b>					
December 2000-August 2001 <sup>(2)</sup>	76%	2%	13%	9%	100%
December 2001-August 2002 <sup>(2)</sup>	70%	2%	18%	10%	100%
December 2002-August 2003 <sup>(3)</sup>	72%	3%	12%	13%	100%
December 2003-August 2004 <sup>(3)</sup>	73%	2%	15%	11%	100%
<b>Doctoral Degree Graduates</b>					
December 2000-August 2001 <sup>(2)</sup>	88%	2%	5%	5%	100%
December 2001-August 2002 <sup>(2)</sup>	88%	2%	5%	5%	100%
December 2002-August 2003 <sup>(3)</sup>	87%	1%	3%	9%	100%
December 2003-August 2004 <sup>(3)</sup>	86%	2%	6%	6%	100%

<sup>(1)</sup> Due to changes in the survey process, data prior to December 2000-August 2001 are not comparable.

<sup>(2)</sup> Surveyed six months after graduation

<sup>(3)</sup> Surveyed four months after graduation

## Geographic Mobility of Employed Graduates <sup>(1)</sup>

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	Employed in Pennsylvania	Employed Out-of-state
<b>Associate Degree Graduates</b>		
December 2000-August 2001 <sup>(2)</sup>	88% .....	12%
December 2001-August 2002 <sup>(2)</sup>	79% .....	21%
December 2002-August 2003 <sup>(3)</sup>	85% .....	15%
December 2003-August 2004 <sup>(3)</sup>	88% .....	13%
<b>Baccalaureate Degree Graduates</b>		
December 2000-August 2001 <sup>(2)</sup>	48% .....	52%
December 2001-August 2002 <sup>(2)</sup>	51% .....	49%
December 2002-August 2003 <sup>(3)</sup>	53% .....	47%
December 2003-August 2004 <sup>(3)</sup>	49% .....	51%
<b>Master's Degree Graduates</b>		
December 2000-August 2001 <sup>(2)</sup>	46% .....	54%
December 2001-August 2002 <sup>(2)</sup>	59% .....	41%
December 2002-August 2003 <sup>(3)</sup>	63% .....	37%
December 2003-August 2004 <sup>(3)</sup>	53% .....	47%
<b>Doctoral Degree Graduates</b>		
December 2000-August 2001 <sup>(2)</sup>	23% .....	77%
December 2001-August 2002 <sup>(2)</sup>	26% .....	74%
December 2002-August 2003 <sup>(3)</sup>	33% .....	67%
December 2003-August 2004 <sup>(3)</sup>	27% .....	73%

<sup>(1)</sup> Due to changes in the survey process, data prior to December 2000-August 2001 are not comparable.

<sup>(2)</sup> Surveyed six months after graduation

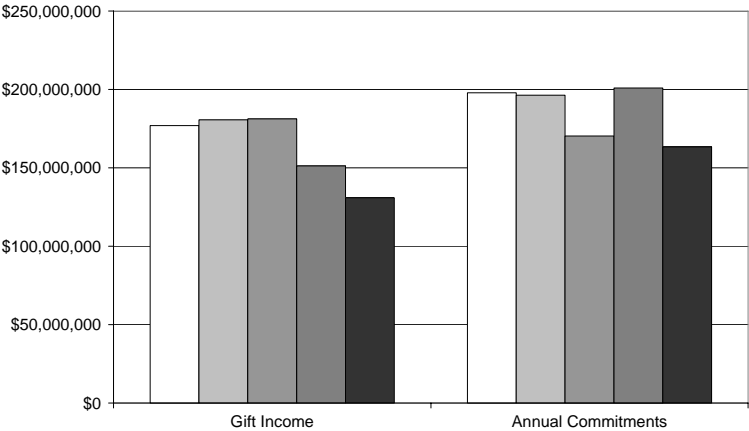
<sup>(3)</sup> Surveyed four months after graduation

**GOAL FIVE: Develop new sources of income and reduce costs through improved efficiencies.**

**5.1 DEVELOPMENT**

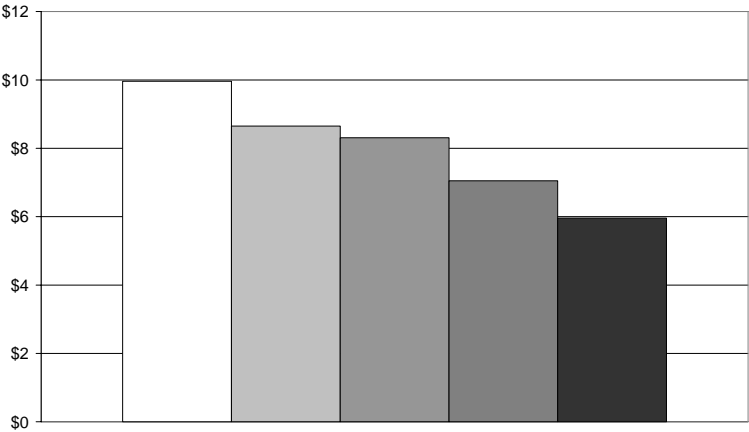
	<b>Gift Income <sup>(1)</sup></b>	<b>Annual Commitments <sup>(2)</sup></b>
□ FY 2000-2001 .....	\$176,945,752 .....	\$197,877,242
▒ FY 2001-2002 .....	\$180,680,903 .....	\$196,360,920
▓ FY 2002-2003 .....	\$181,314,385 .....	\$170,280,515
■ FY 2003-2004 .....	\$151,268,350 .....	\$200,883,714
■ FY 2004-2005 .....	\$130,870,285 .....	\$163,367,244

<sup>(1)</sup> "Gift Income" includes outright gifts and pledge payments.  
<sup>(2)</sup> "Annual Commitments" includes outright gifts and pledges.



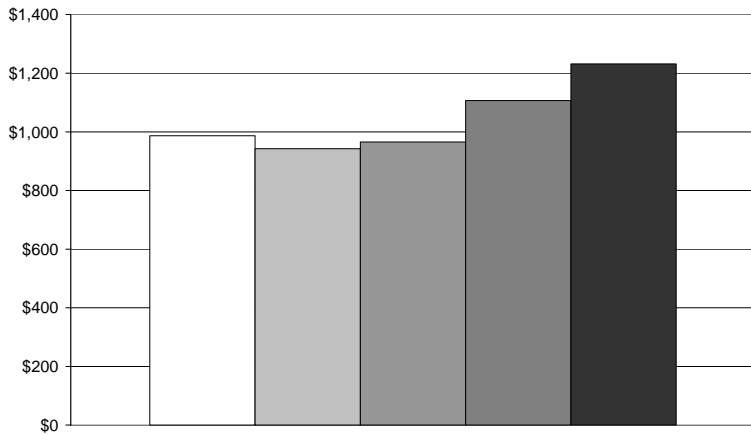
**Return on Investment**

	<b>Amount Raised per Dollar Spent</b>
□ FY 2000-2001 .....	\$9.96
▒ FY 2001-2002 .....	\$8.65
▓ FY 2002-2003 .....	\$8.31
■ FY 2003-2004 .....	\$7.05
■ FY 2004-2005 .....	\$5.96



5.2 ENDOWMENT

**Endowment and Similar Funds <sup>(1)</sup>**



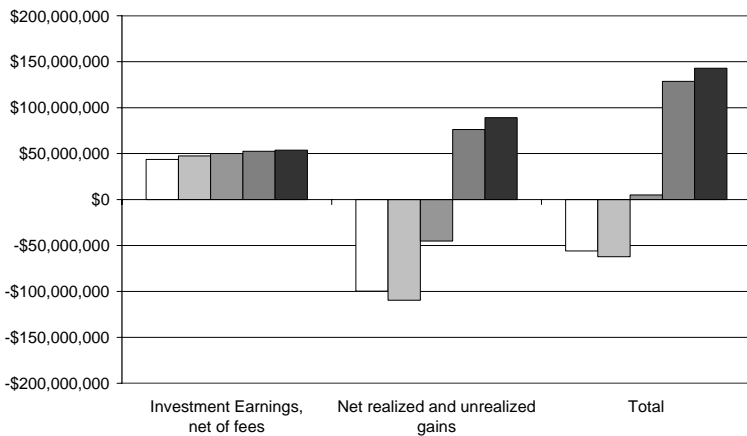
Dollars in millions

□ 2001 .....	\$986.3
▒ 2002 .....	\$942.8
▓ 2003 .....	\$965.5
■ 2004 .....	\$1,106.8
■ 2005 .....	\$1,231.3

<sup>(1)</sup> Dollar amounts are market value for fiscal year ending June 30. Similar Funds are charitable remainder trusts, charitable gift annuities, other life income funds and some donor restricted funds that are not included in the commingled assets of the Long-Term Investment Pool (LTIP). Together, LTIP and Similar Funds represent Penn State University's Endowment.

**Endowment Income/(Losses)**

	<i>Investment Earnings, net of fees</i>	<i>Net realized and unrealized gains/(losses)</i>	<i>Total</i>
□ FY 2000-2001 .....	\$43,597,000	\$(99,643,000)	\$(56,046,000)
▒ FY 2001-2002 .....	\$47,359,000	\$(109,598,000)	\$(62,239,000)
▓ FY 2002-2003 .....	\$50,144,000	\$(45,179,000)	\$4,965,000
■ FY 2003-2004 .....	\$52,536,000	\$76,112,000	\$128,648,000
■ FY 2004-2005 .....	\$53,774,000	\$89,045,000	\$142,819,000

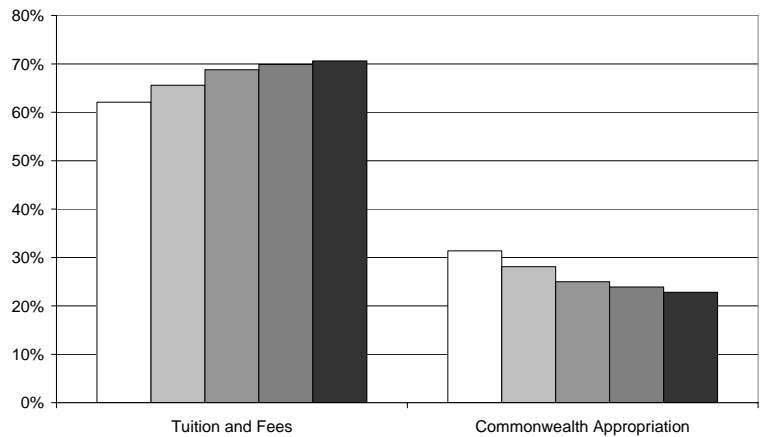
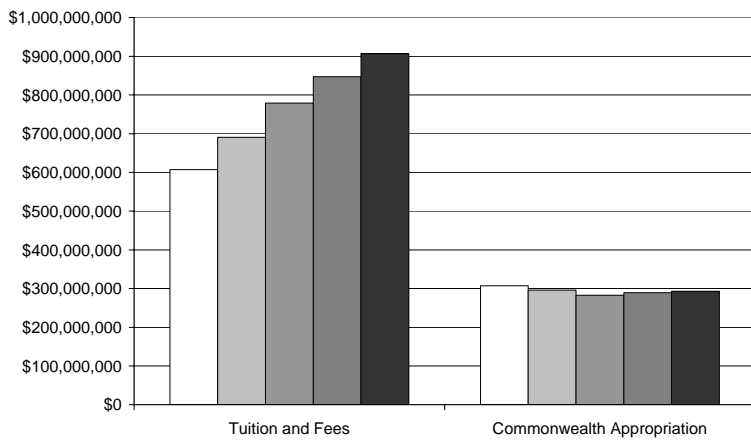


5.3 TUITION AND APPROPRIATION

**General Funds Budget <sup>(1)</sup>**

	Tuition and Fees		Commonwealth Appropriation	
	Amount	% of General Funds Income <sup>(1)</sup>	Amount	% of General Funds Income <sup>(1)</sup>
□ FY 2001-2002	\$607,440,000 .....	62.1%	\$307,219,000 .....	31.4%
▒ FY 2002-2003	\$690,666,000 .....	65.6%	\$296,032,000 .....	28.1%
▓ FY 2003-2004	\$778,963,000 .....	68.8%	\$282,720,000 .....	25.0%
■ FY 2004-2005	\$847,201,000 .....	69.9%	\$289,297,000 .....	23.9%
■ FY 2005-2006	\$906,782,000 .....	70.6%	\$293,327,000 .....	22.8%

<sup>(1)</sup> General funds include the state appropriation, tuition and fees, indirect cost recovery from external grants, some investment income and other income.



## 5.4 ALLOCATION OF GENERAL FUNDS BUDGET

### General Funds Expenditures <sup>(1)</sup>

	FY 2001-2002	FY 2002-2003	FY 2003-2004	FY 2004-2005	FY 2005-2006
Instruction	37.5%	36.8%	37.1%	36.7%	36.9%
Academic and Institutional Support <sup>(2)</sup>	33.0%	34.0%	34.4%	34.6%	34.4%
Research	6.2%	6.2%	5.6%	5.6%	5.2%
Public Service	5.7%	5.4%	5.0%	4.9%	4.8%
Student Services	5.8%	5.7%	5.6%	5.5%	5.5%
Student Aid	1.9%	2.2%	2.4%	2.7%	2.7%
Physical Plant	9.9%	9.7%	9.9%	10.0%	10.5%
Auxiliary Enterprises	—	—	—	—	—
University Hospital	—	—	—	—	—
Other	—	—	—	—	—
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

<sup>(1)</sup> Excludes College of Medicine, Pennsylvania College of Technology, and The Dickinson School of Law

<sup>(2)</sup> Includes operations such as the University Libraries, admissions, the registrar, academic and administrative computing, and first-year testing.

## 5.5 UTILIZATION OF AVAILABLE LEARNING SPACE (CLASSROOMS, LABS)

### Average Room Utilization Rate <sup>(1)</sup>

Fall 2001 .....	73%
Fall 2002 .....	72%
Fall 2003 .....	73%
Fall 2004 .....	72%
Fall 2005 <sup>(3)</sup> .....	67%

### Average Seat Utilization Rate <sup>(2)</sup>

Fall 2001 .....	47%
Fall 2002 .....	50%
Fall 2003 .....	52%
Fall 2004 .....	48%
Fall 2005 <sup>(3)</sup> .....	45%

<sup>(1)</sup> Percent of general purpose classrooms actually scheduled from 8:00 a.m.-5:30 p.m., Monday through Friday.

<sup>(2)</sup> Percent of seats/stations occupied in scheduled general purpose classrooms (when scheduled).

<sup>(3)</sup> Changes from Fall 2004 to Fall 2005 reflect an increase in the number of classrooms and a decrease in enrollments over this period.

## 5.6 COST RECOVERY FOR RESEARCH GRANTS AND CONTRACTS

Fiscal Year	Restricted Funds Expenditures <sup>(1)</sup>		Recovered Indirect Costs	
	\$	% Change	\$	% Change
FY 2000-2001	\$275,869,000	-	\$70,982,000	-
FY 2001-2002	\$304,579,000	10.4%	\$74,439,000	4.9%
FY 2002-2003	\$329,312,000	8.1%	\$83,246,000	11.8%
FY 2003-2004	\$365,343,000	10.9%	\$94,763,000	13.8%
FY 2004-2005	\$383,754,000	5.0%	\$100,878,000	6.5%

<sup>(1)</sup> Total restricted funds expenditures, excluding overhead.

## Notes and Sources of Data

### OFFICE OF PLANNING AND INSTITUTIONAL ASSESSMENT

#### The Process

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The *Strategic Indicators* report is a companion document to Penn State's University-level strategic plan. This is the eighth edition of the *Strategic Indicators* report.

In developing the *Strategic Indicators* report, the process of deliberation and communication was at least as important as the end product. The task of defining the indicators and collecting the data for the first report occurred over the course of 1998. Two major University-level bodies led that initiative: the University Council on Continuous Quality Improvement (UCCQI), chaired in 1998 by David Wormley, Dean of the College of Engineering; and the University Planning Council (UPC) chaired by then Executive Vice President and Provost of the University John A. Brighton.

Five focus groups, which included 43 executives, faculty, staff, and students, defined an initial set of indicators (with help from the literature and examples). A subsequent process of voting and discussion by the members of UPC and UCCQI refined and sharpened the set of indicators, according to the following criteria:

1. Does the measure reflect an important University-wide performance dimension?
2. Are data on this measure likely to lead to improvement?
3. Does the measure reflect Penn State's stakeholders' needs?
4. Do key stakeholders view the measure as credible?
5. Can the measure be communicated to and understood by a wide audience?
6. Is direction clear? That is, would an increase be desirable or undesirable?
7. Is the cost:benefit relationship sensible (in terms of data availability versus value)?
8. Can we identify units accountable for providing the data?
9. Will the measure be sustainable over a period of years?

The resultant indicators included some items for which data were readily available (for example, SAT and GRE scores) and others which required significant development (for example, surveys and special studies of various sorts). The Center for Quality and Planning, now

the Office of Planning and Institutional Assessment, coordinated production of the report itself, but administrative and academic units throughout the University provided the needed information.

#### Data Sources

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As noted, the *Strategic Indicators* report would not exist without the cooperation and contribution of staff and administrators across Penn State. The units most closely associated with specific administrative and academic responsibilities, and most knowledgeable about definitions and reporting conventions, have provided data, as follows.

- 1.1 TOTAL ENROLLMENTS  
**Penn State Fact Book**
- 1.2 AVERAGE SAT SCORES OF FIRST-TIME ENROLLED BACCALAUREATE FRESHMEN  
**Undergraduate Admissions**
- 1.3 AVERAGE GRE SCORES OF ENTERING GRADUATE STUDENTS  
**Graduate School**
- 1.4. NUMBER OF GRADUATE ASSISTANTSHIPS AND FELLOWSHIPS  
**Graduate School**
- 1.5. ORGANIZED RESEARCH  
  
ORGANIZED RESEARCH, ALL FUNDS  
**Penn State Fact Book**  
  
NUMBER OF AWARDS  
**Office of the Vice President for Research**  
  
AVERAGE AWARD SIZE  
**Office of the Vice President for Research**
- 1.6 INTERDISCIPLINARY RESEARCH  
**Office of the Vice President for Research**
- 1.7 STUDENTS AND RECENT GRADUATES RECEIVING PROMINENT AWARDS  
**Undergraduate Fellowships Office**
- 2.1 SIX-YEAR GRADUATION RATES  
**Penn State Fact Book**
- 2.2 STUDENT/FACULTY RATIO  
**University Budget Office**

- |   |   |
|---|---|
| <p>2.3 INSTITUTIONALLY FUNDED UNDERGRADUATE STUDENT SUPPORT<br/><b>Office of Student Aid</b></p> <p>2.4 TOTAL UNDERGRADUATE STUDENT SUPPORT<br/><b>Office of Student Aid</b></p> <p>2.5 STUDENT ACCESS TO INFORMATION TECHNOLOGY<br/><b>Information Technology Services</b></p> <p>2.6 SATISFACTION OF CURRENT STUDENTS<br/><b>Division of Student Affairs</b></p> <p>2.7 STUDENT PARTICIPATION IN FIRST-YEAR EXPERIENCE PROGRAMS</p> <p style="padding-left: 20px;">LEARNING EDGE ACADEMIC PROGRAM (LEAP) ENROLLMENT<br/><b>Undergraduate Education</b></p> <p style="padding-left: 20px;">FIRST-YEAR SEMINAR COMPLETION RATE<br/><b>Office of Planning and Institutional Assessment</b></p> <p>3.1 PERCENTAGE OF FULL-TIME FACULTY FROM UNDER-REPRESENTED GROUPS<br/><b>Penn State Fact Book</b></p> <p>3.2 PERCENTAGE OF FULL-TIME EMPLOYEES FROM UNDER-REPRESENTED GROUPS<br/><b>Penn State Fact Book</b></p> <p>3.3 PERCENTAGE OF STUDENTS FROM UNDER-REPRESENTED GROUPS<br/><b>Penn State Fact Book</b></p> <p>3.4 DESIRABILITY OF PENN STATE AS A PLACE TO WORK<br/><i>1996 Faculty/Staff Mail Survey</i><br/><i>2000 Faculty/Staff Telephone Survey</i><br/><b>Office of Human Resources</b></p> <p>3.5 CIVILITY AND COMMUNITY<br/><i>Penn State Pulse telephone survey</i><br/><b>Division of Student Affairs</b></p> <p>3.6 PARTICIPATION IN STUDY ABROAD, PUBLIC SCHOLARSHIP, AND SERVICE LEARNING</p> <p style="padding-left: 20px;">PARTICIPATION IN STUDY ABROAD<br/><b>International Programs</b></p> <p style="padding-left: 20px;">PARTICIPATION IN PUBLIC SCHOLARSHIP AND SERVICE LEARNING<br/><b>Undergraduate Education</b></p> <p>4.1 PENNSYLVANIA CITIZENS' PARTICIPATION WITH PENN STATE<br/><b>Outreach</b></p> | <p>4.2 PENNSYLVANIA CITIZENS' SATISFACTION WITH PENN STATE<br/><i>Views of Pennsylvanians Toward Higher Education and Penn State</i><br/><b>Office of University Relations, Department of University Marketing</b></p> <p>4.3 POSTGRADUATION ACTIVITY<br/><b>Career Services</b></p> <p style="padding-left: 20px;">GEOGRAPHIC MOBILITY OF EMPLOYED GRADUATES<br/><b>Career Services</b></p> <p>5.1 DEVELOPMENT</p> <p style="padding-left: 20px;">GIFT INCOME AND ANNUAL CAMPAIGN COMMITMENTS<br/><b>Office of Development and Alumni Relations</b></p> <p style="padding-left: 20px;">ENDOWMENT INCOME<br/><b>Office of the Corporate Controller</b></p> <p>5.2 ENDOWMENT<br/><b>Office of Investment Management</b></p> <p>5.3 TUITION AND APPROPRIATION<br/><b>Penn State Fact Book</b></p> <p>5.4 ALLOCATION OF GENERAL FUNDS BUDGET<br/><b>Penn State Fact Book</b></p> <p>5.5 UTILIZATION OF AVAILABLE LEARNING SPACE (CLASSROOMS, LABS)<br/><b>University Registrar</b></p> <p>5.6 COST RECOVERY FOR RESEARCH GRANTS AND CONTRACTS<br/><b>Office of the Vice President for Research</b></p> |
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**PENN STATE *Making Life Better***

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