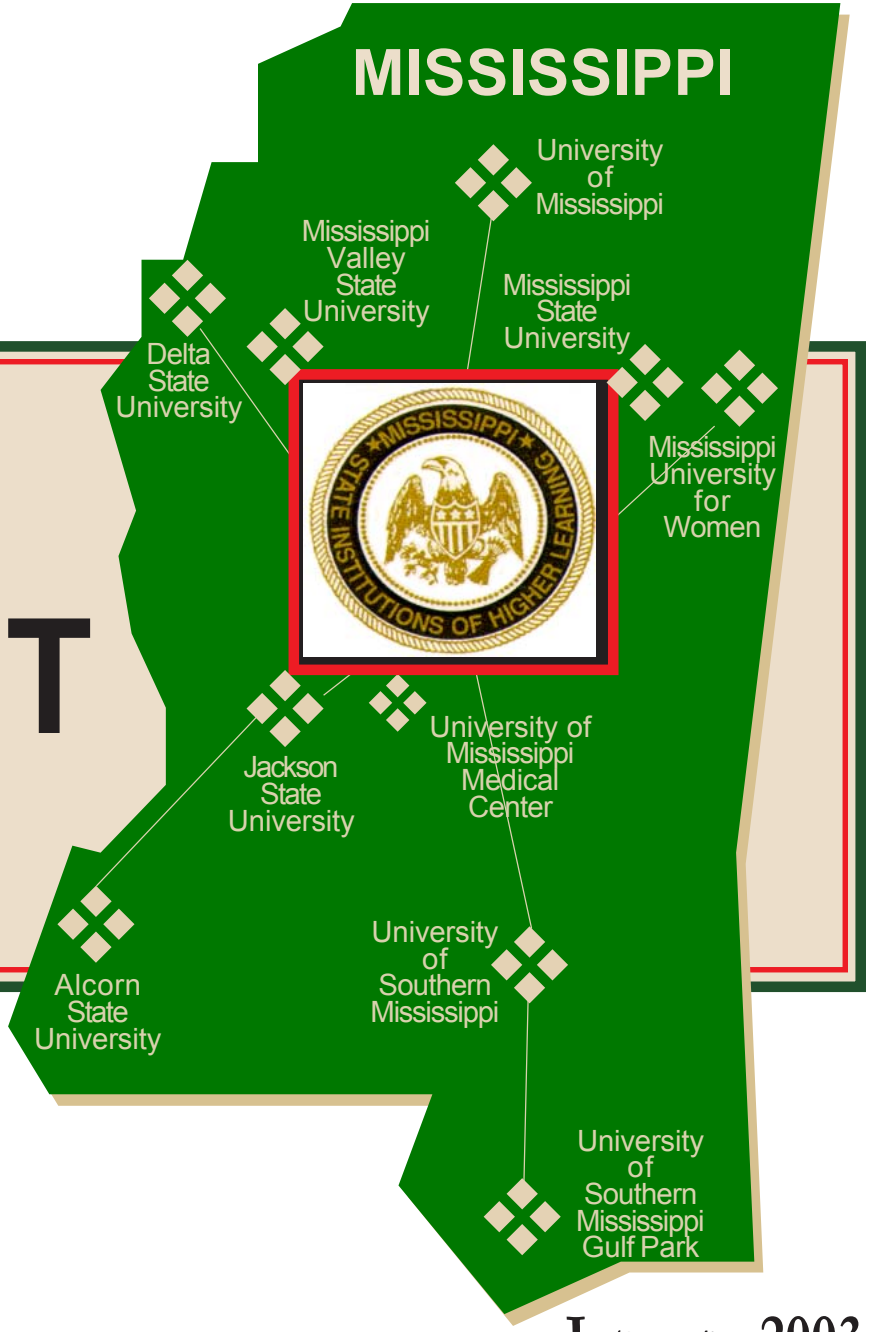
IHL MANAGEMENT REPORT



Board of Trustees of State
Institutions of Higher Learning

January 2003

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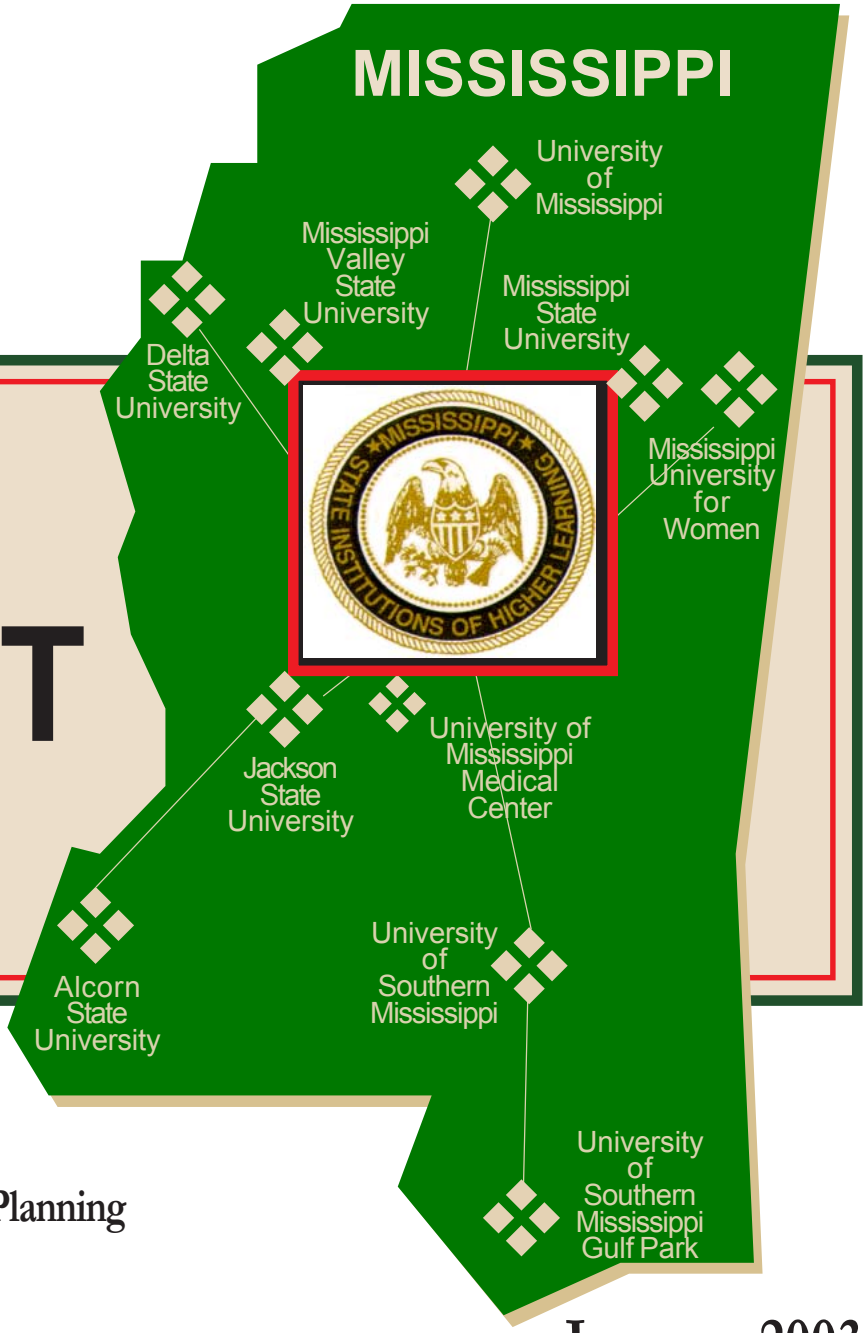

Prepared by:

Office of Research and Planning

Board of Trustees of State Institutions of Higher Learning

January 2003

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1. Quality

2. Affordability

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4. Accountability

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Preface

As reflected in the mission statements, the Mississippi Institutions of Higher Learning focus on six strategic themes which are paramount in accomplishing the task of preparing students to achieve their optimal educational goals and to become responsible, successful citizens. These six themes are Quality, Accessibility, Affordability, Accountability, Economic Development, and Diversity.

In order to provide the Board of Trustees, the Legislature, other educational entities, and the public with the progress being made in accomplishing these missions, a set of indicators has been arranged around these six themes. The strategic themes and the accompanying indicators reflect not only educational quality in instruction, research, and public service, but also institutional results in the productivity, efficiency, equity, and effectiveness of accomplishing the missions of the public university education system. The indicators provide activity-level statistics such as enrollment data and costs as well as output statistics such as retention rate, graduation rate, and the number and type of degrees granted.

The Core Indicators, which are the more broad based indicators and which clearly relate to the system level purposes, are the most effective way to measure system achievement. These Core Indicators should be reviewed and used as a whole to reveal system and institutional patterns and trends. Although not all inclusive, these indicators are a primary resource for policy makers since they provide valuable information about areas of success as well as areas which need improvement. The indicators present relevant statistics reported in a timely manner which guide and support the policy, planning, and budgeting processes and which help the public monitor its investment in the higher education system.

The *IHL Management Report* can also be a valuable tool in improving goal development at the institutional and system level, in providing relevant information for all policy makers and stakeholders, and in helping to strengthen a united effort for the support of higher education among the system institutions and among the public at large.

Mission Statements

State Institutions of Higher Learning (IHL System)

The Mississippi Institutions of Higher Learning (IHL System), under the governance of its Board of Trustees, will operate as a strong public university system with eight distinct, mission-driven universities, and will enhance the quality of life of Mississippians by effectively meeting their diverse educational needs. In so doing, the IHL system will be characterized by, and become nationally recognized for, its emphasis on student achievement and on preparing responsible citizens; its adherence to high academic standards and to quality in instruction, research, service, and facilities; and its commitment to affordability, accessibility, and accountability.

Board of Trustees

The purpose of the Board of Trustees is to manage and control Mississippi's eight institutions of higher learning in accordance with the Constitution and to see that the IHL System mission is accomplished. To do so, the Board will operate a coordinated system of higher education, establish prudent governance policies, employ capable chief executives, and require legal, fiscal and programmatic accountability. The Board will annually report to the Legislature and the citizenry on the needs and accomplishments of the IHL System.

Institutions

Each institution of higher learning has a distinct history and traditions, and a distinct mission to be performed within the context of the Board and System missions, but they also share certain common characteristics. The common characteristics include:

1. a commitment to excellence and responsiveness;
2. a commitment to programs and activities that enhance the undergraduate experience and strengthen general education;
3. a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and well-prepared student body, provides academic assistance, and promotes high levels of student achievement;
4. a commitment to scholarly and creative work and research that is consistent with the university's mission;
5. a commitment to public service, continuing education, technical assistance, and economic development programs and activities that respond to societal needs;
6. a commitment to accountability, efficiency, productivity and the effective utilization of technology;
7. a commitment to collaboration with public and private partners as a means of more effectively utilizing institutional resources; and
8. a commitment to ethnic and gender diversity.

Goals

Five-year Goals for the system have been developed in order for the Planning Principles to come to fruition. Successful accomplishment of these Goals will strengthen not only the educational and economic foundation in the state, but also the comprehensive societal well-being of the state, the region, the nation, and beyond. Strategies used to meet these system goals are set by the individual universities in order to ensure respect for the distinctive mission and scope of each institution.

1. Secure stable funding from the state;
2. Implement the Ayers settlement;
3. Provide high quality instructional programs that are affordable, accessible, and student centered;
4. Provide support programs and services that enhance student recruiting and retention, timely completion of degrees, and attainment of student goals;
5. Encourage research and creative activities to enhance instruction, generate new knowledge, and contribute to economic development;
6. Provide informal education, technical assistance, and other public services that respond to societal needs;
7. Promote accountability, efficiency, productivity and effective utilization of technology;
8. Promote ethnic and gender diversity;
9. Enhance programs and utilization of resources by development of cooperative efforts and partnerships;
10. Enhance public awareness and support of IHL programs and services; and
11. Promote and implement the Higher Education Summit recommendations.

Priorities

To accomplish the long-range goals, priorities will be set annually. All goals are important and will be supported each year, but not every goal will have specific priorities associated with it each year.

1. Seek support for increasing and stabilizing state funding for IHL; (Goal 1)
2. Implement the Ayers settlement; (Goal 2)
3. Enhance competitiveness of faculty and staff salaries; (Goal 3)
4. Enhance funding for core institutional operations, for utilization of technology, and for construction, operation and maintenance of facilities; (Goal 7)
5. Review and refine the budget development and allocation processes and develop performance and productivity measures; (Goal 7)
6. Complete review and development of institutional missions; (Goals 1-11)
7. Enhance support programs and services related to student recruitment and retention and to nontraditional students; (Goal 4)
8. Enhance undergraduate education and teacher preparation, mathematics, science, and engineering programs; (Goal 3)
9. Enhance research and economic development activities; (Goal 5)
10. Enhance efforts to promote ethnic and gender diversity; (Goal 8)
11. Improve operational efficiency and effectiveness and develop accountability measures; (Goal 7) and
12. Initiate implementation of the Higher Education Summit recommendations. (Goal 11)

Planning Principles

The IHL planning process is grounded in six principles, or core values, which undergird the ongoing work of universities and of the trustees.

1. Higher Education Matters. Universities are the wellsprings of civilization and human capital. Ours must be vital for our citizenry to thrive.
2. Planning Begins With Self-Assessment and Research. The divides of history, geography, wealth, and culture are particular threats to diverse institutions and trustees. A willingness to honestly and collegially address issues is central to IHL planning. Well-researched, factual information leavens disputes into discussion.
3. Successful Institutions Focus on Their Assets. Our universities are home to rich traditions, diverse environments, and exceptional talent. By nurturing and building on these assets, each of our institutions can flourish within the IHL system.
4. System Planning Requires Collaboration. As diverse institutions and individuals, we need to pay attention to building institutional cooperation, eschewing insidious competition, broadening leadership, and promoting collaborative decision-making. Collaboration must also extend to other agencies and organizations, particularly other education entities.
5. Viable Institutions Incorporate Resource Stewardship and Accountability in All Functions. Trustees and universities have a duty to be good stewards. Accountability and evaluation ensure integrity and effectiveness and will be reviewed annually.
6. Equity and High Expectations Should Undergird All Aspects of Higher Education. Given our state's troubled past and systemic educational shortcomings, we need to employ equity and embed high expectations in all our work. These core building blocks will anchor a foundation upon which lasting successes can be built for all levels of education.

Explanation of Terms

ACADEMIC YEAR (AY) is the year that begins with the first summer session and continues through the next spring session; for example, Academic Year 2002-2003 refers to Summer 2002, Fall 2002, and Spring 2003.

ACCREDITING AGENCY is an agency that establishes operating standards for educational or professional institutions and programs, determines the extent to which the standards are met, and publicly announces the findings. [IPEDS definition]

AVERAGE COST OF ATTENDANCE is resident undergraduate actual tuition and average room and board.

CARNEGIE CLASSIFICATION includes all colleges and universities in the United States which are degree-granting and accredited by an agency recognized by the U.S. Secretary of Education. There are ten classifications for postsecondary institutions: 1) Doctoral/Research Universities - Extensive [includes Mississippi State University, the University of Mississippi, and the University of Southern Mississippi]; 2) Doctoral/Research Universities - Intensive [includes Jackson State University]; 3) Master's Colleges and Universities I [includes Alcorn State University, Delta State University, Mississippi University for Women, and Mississippi Valley State University]; 4) Master's Colleges and Universities II [includes no Mississippi Universities]; 5) Baccalaureate Colleges - Liberal Arts [includes no Mississippi Universities]; 6) Baccalaureate Colleges - General [includes no Mississippi Universities ; 7) Baccalaureate/Associate's Colleges [includes no Mississippi Universities]; 8) Associate's Colleges [includes no Mississippi Universities]; 9) Specialized Institutions [includes the University of Mississippi Medical Center]; and 10) Tribal Colleges and Universities [includes no Mississippi Universities].

COHORT refers to a specific population which is studied over a period of time; defined by CSRDE as a group of students seeking a baccalaureate degree who enrolled as first time, full-time freshmen in the Fall.

CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE (CSRDE) is a group of more than 400 universities and colleges representing all 50 states which provides the most comprehensive retention database in the nation.

COURSE MANAGEMENT TOOLS are packaged software systems that enable individual instructors to develop and deliver on-line educational content with little or no expertise in HTML or other Web programming languages. Development tools are built in to the environments, enabling instructors to create Web pages, upload documents, design on-line quizzes and tests, and add such features as email, threaded discussion, and chat. The systems also often contain management tools that include enrollment and student tracking.

CREDIT HOUR PRODUCTION is the number of students registered for a class times the credit hour value of the course.

CRITICAL SHORTAGE TEACHER EDUCATION FIELDS are determined annually by the Mississippi Department of Education. Teacher Shortage Areas approved by State Board of Education, May 2001 in **Subject Shortage Areas** include: Special Education, Science (Biology, Chemistry, Physics), Mathematics, and Foreign Language (French, German, Spanish).

CURRENT FUNDS EXPENDITURES include expenditure categories of 1) Instruction, 2) Research, 3) Public Service, 4) Academic Support, 5) Student Services, 6) Institutional Support, 7) Operation and Maintenance of the Plant, 8) Student Aid, and 9) Transfers.

Explanation of Terms

CURRENT FUNDS GROUP consists of the following funds: Unrestricted General Funds, Designated Funds, and Restricted Funds.

CURRENT FUNDS STATE APPROPRIATION REVENUES include total state appropriation, on- and off-campus operations**,** as well as separately budgeted unit operations.

EQUAL EMPLOYMENT OPPORTUNITY (EEO) CATEGORY refers to the primary occupational appointments of employees as determined by the institution and as defined jointly by the Office of Civil Rights and the Office of Federal Contract Compliance, Department of Labor in conjunction with the National Center for Education Statistics (NCES) IPEDS Surveys. [IPEDS definition]

FACULTY: FULL-TIME FACULTY are defined as full-time employees with an annualized contract amount greater than zero who are not currently on leave without pay, who have been assigned an EEO Category of 2 "Faculty" by their institutions, and who carry an academic rank of Professor, Associate Professor, Assistant Professor, Instructor, or Lecturer. This definition is used throughout the document except for the exceptions indicated below.

FULL-TIME FACULTY used in Indicator 5.2, adds to the above definition that the faculty must be paid from Education and General Funds. This total number of faculty is calculated by the institution.

FULL-TIME INSTRUCTIONAL FACULTY used in Indicator 1.3 for faculty salary, includes only those members of the Instruction/ Research staff who are employed full-time (as defined by the institution) and whose major (more than 50%) regular assignment is instruction, including those with release time for research. [IPEDS definition]

FALL SESSION is identified by the calendar year in which the session falls.

FINANCIAL AID STUDENTS are the unduplicated headcount, graduate and undergraduate students, on- and off-campus, receiving scholarships, loans, Pell Grants, and other grants/financial aid from federal/state, restricted/unrestricted funds.

FIRST-TIME FRESHMAN is 1) an entering freshman who has never attended any college or postsecondary institution, or 2) a transferring freshman with less that 12 hours, or 3) a student enrolled in the fall term who attended the same university for the first time in the prior summer term, or 4) a student who successfully completed the twelve hour Summer Developmental Program regardless of the institution attended, or 5) a student with advanced standing based on college credits earned before high school graduation. [IPEDS definition]

FISCAL YEAR (FY) refers to the budget year from July 1 through June 30.

FORMAL PARTNERSHIP are partnerships in which there is a written memorandum of understanding, contract, or other formal written agreement.

Explanation of Terms

FULL-TIME EMPLOYEE includes employees defined as full-time by the institution in the first seven EEO categories: 1) Executive, Administrative and Managerial, 2) Faculty (Instruction/Research/Public Service), 3) Other Professionals (Support/Service), 4) Technical and Paraprofessionals, 5) Clerical and Secretarial, 6) Skilled Crafts, and 7) Service/Maintenance.

FULL-TIME EQUIVALENT (FTE) STUDENT as used in Indicators 1.4 and 4.8, is a *semester* FTE student; undergraduate FTE student is calculated by dividing the total undergraduate semester credit hours attempted by 15; graduate FTE student is calculated by dividing the total graduate semester credit hours attempted by 12.

FULL-TIME EQUIVALENT (FTE) STUDENT used in Indicators 4.3, 4.4, and 4.5 , is an *annual* FTE student; undergraduate FTE student is calculated by dividing the total undergraduate credit hours attempted for the year by 30; graduate FTE student is calculated by dividing the total graduate credit hours attempted for the year by 24. [SREB definition]

FUND BALANCE RATIO is determined from the Fund Balance divided by Expenditures and Transfers.

GRADUATION RATE is the tracking of a cohort of first-time, full-time freshmen for a six-year period to determine the rate of graduation for those students receiving a degree.

HEADCOUNT is the number of individuals enrolled in credit courses.

INSTRUCTIONAL EXPENDITURES include expenditures for all activities that are part of an institution's instructional program such as expenditures for credit and noncredit courses, for academic, occupational, and vocational instruction, and for regular, special, and extension sessions.

INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM (IPEDS) is the core postsecondary education data collection program within the U.S. Department of Education sponsored by the National Center for Education Statistics (NCES).

ON-LINE CLASSES are courses designed to be taken by students via the internet with minimal or no requirements to come to a campus location.

RESEARCH AND SPONSORED PROJECTS include any funded research or scholarly activity that has a defined scope of work or set of objectives which provides a basis for sponsor expectations. Sponsored projects enhance and expand the educational opportunities available to undergraduate and graduate students; permit research, scholarly inquiry, and the development of new knowledge; contribute to the academic achievement and stature of the institution; and assist the universities in fulfilling their responsibilities to the state and the nation.

RETENTION RATE is the percentage of first-time, full-time freshmen in a given fall term who return to the institution in a subsequent fall term.

Explanation of Terms

SOUTHERN REGIONAL EDUCATION BOARD (SREB) includes the states of Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Mississippi, Maryland, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. The SREB system for categorizing postsecondary education institutions for interstate statistical comparisons is based on a number of factors including institutional size, role, breadth of program offerings, and comprehensiveness. Other factors relevant to determining resource requirements such as cost differences among programs or externally funded research are not taken into account. There are seven categories which include four-year institutions: Four-Year 1 [includes Mississippi State University]; Four-Year 2 [includes the University of Mississippi and the University of Southern Mississippi]; Four-Year 3 [includes Jackson State University]; Four-Year 4 [includes Alcorn State University and Delta State University]; Four-Year 5 [includes Mississippi University for Women and Mississippi Valley State University]; Four-Year 6 [includes no Mississippi Universities]; and Specialized [includes the University of Mississippi Medical Center]

SOUTHERN UNIVERSITY GROUP (SUG) provides a forum for the exchange of information on university management and planning, exchanges comparative data, and exchanges other ideas or materials that are of potential interest to the administration of the universities which belong to the group. The membership is comprised of major research and land grant universities primarily in the region of the Southern Education Board. Currently, there are approximately 30 members including Mississippi State University, the University of Mississippi, and the University of Southern Mississippi.

STATE PER CAPITA INCOME is the total personal income in current dollars divided by the total population.

TUITION DISCOUNT RATE is unrestricted funds group scholarship and fellowship expenditures as a percent of gross tuition revenues.

UNRESTRICTED FUNDS GROUP consists of the following individual funds: Unrestricted General, Auxiliary, and Designated.

System Core Indicators

1. Quality

The system strives to attract and maintain qualified faculty with the highest academic credentials.

Indicator

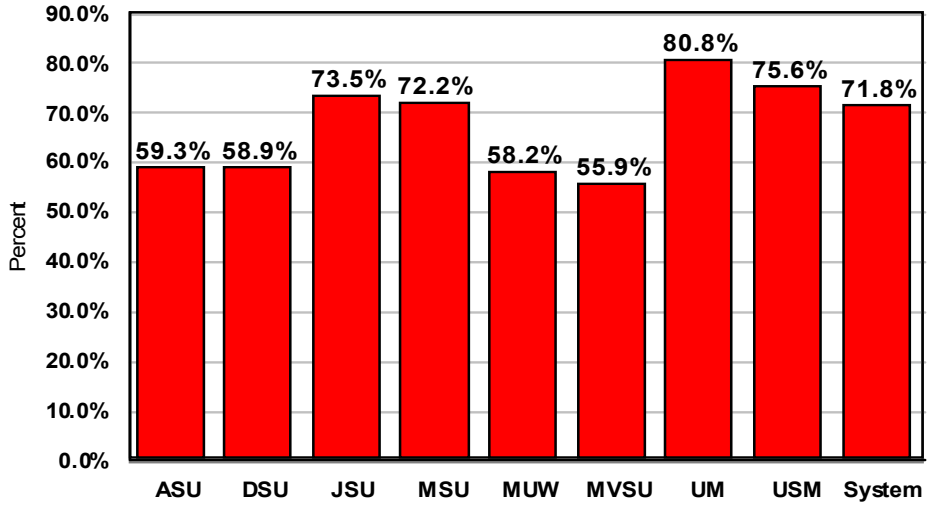
1.2 Full-time faculty who hold a doctorate or first professional degree as a percent of total full-time faculty

Trend Data

	Fall 1999	Fall 2000	Fall 2001
ASU	56.7%	54.9%	59.3%
DSU	61.7%	60.6%	58.9%
JSU	73.4%	73.7%	73.5%
MSU	68.6%	69.2%	72.2%
MUW	60.6%	62.3%	58.2%
MVSU	54.5%	50.4%	55.9%
UM	80.4%	80.9%	80.8%
USM	73.1%	74.7%	75.6%
System	70.2%	70.5%	71.8%

Seven out of ten full-time faculty hold a doctoral or first professional degree.

Percent of Full-Time Faculty Who Hold a Doctoral or First Professional Degree Fall 2001



Source: Office of Research and Planning, IHLMIS.

1. Quality

The system is aware of its lagging faculty salaries and makes every effort to improve those salaries given its limited financial resources.

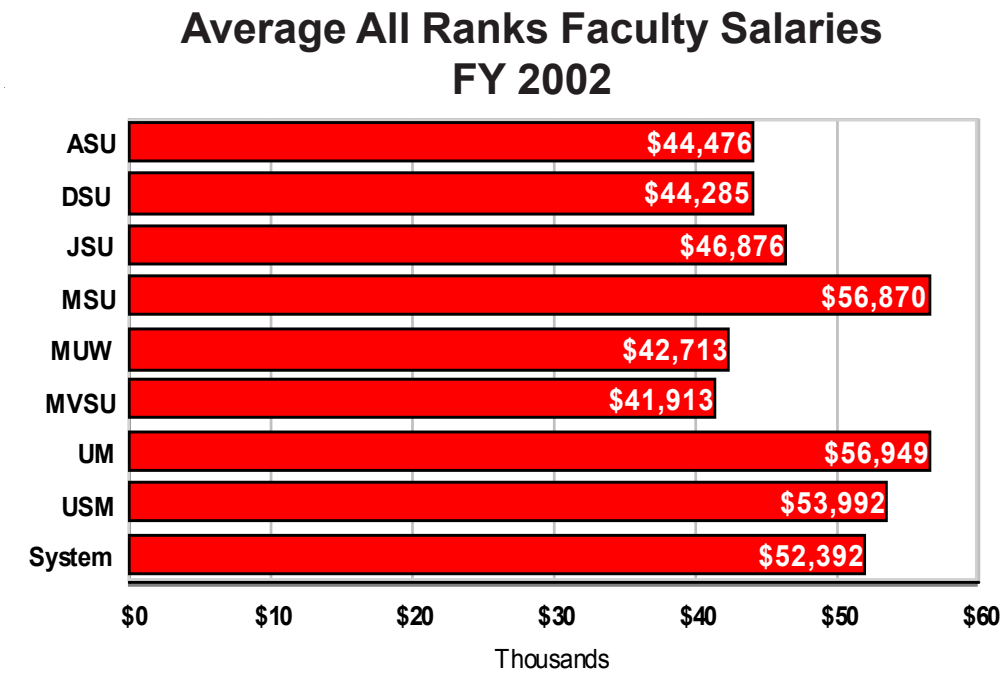
Indicator

1.3 Average all ranks full-time faculty salary

Trend Data

	FY 2000	FY 2001	FY 2002
ASU	$44,233	$45,096	$44,476
DSU	$45,533	$44,981	$44,285
JSU	$46,490	$45,797	$46,876
MSU	$57,006	$56,368	$56,870
MUW	$43,267	$42,979	$42,713
MVSU	$41,514	$41,663	$41,913
UM	$55,860	$54,844	$56,949
USM	$52,938	$52,489	$53,992
System	$52,094	$51,548	$52,392

Full-time faculty salaries have had little change during the last three years.



Source: Office of Research and Planning, IPEDS.

1. Quality

The system recognizes the importance of class size, striving to maintain efficient and productive classes without compromising academic quality.

Indicator

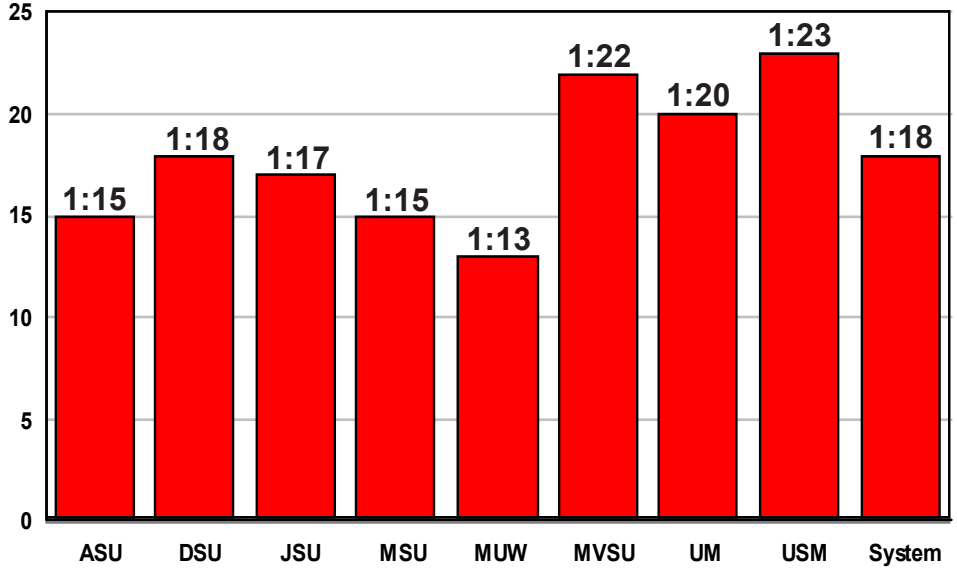
1.4 Ratio of full-time faculty to FTE students

Trend Data

	Fall 1999	Fall 2000	Fall 2001
ASU	1:15	1:15	1:15
DSU	1:19	1:17	1:18
JSU	1:17	1:18	1:17
MSU	1:15	1:15	1:15
MUW	1:14	1:13	1:13
MVSU	1:20	1:20	1:22
UM	1:19	1:19	1:20
USM	1:18	1:21	1:23
System	1:17	1:17	1:18

The average class size is roughly eighteen students.

Ratio of Full-Time Faculty to FTE Students
Fall 2001



Source: Office of Research and Planning, IHLMIS.

1. Quality

The system serves an academically diverse student population, and consequently offers a variety of intermediate courses designed to help under-prepared students with limited academic backgrounds.

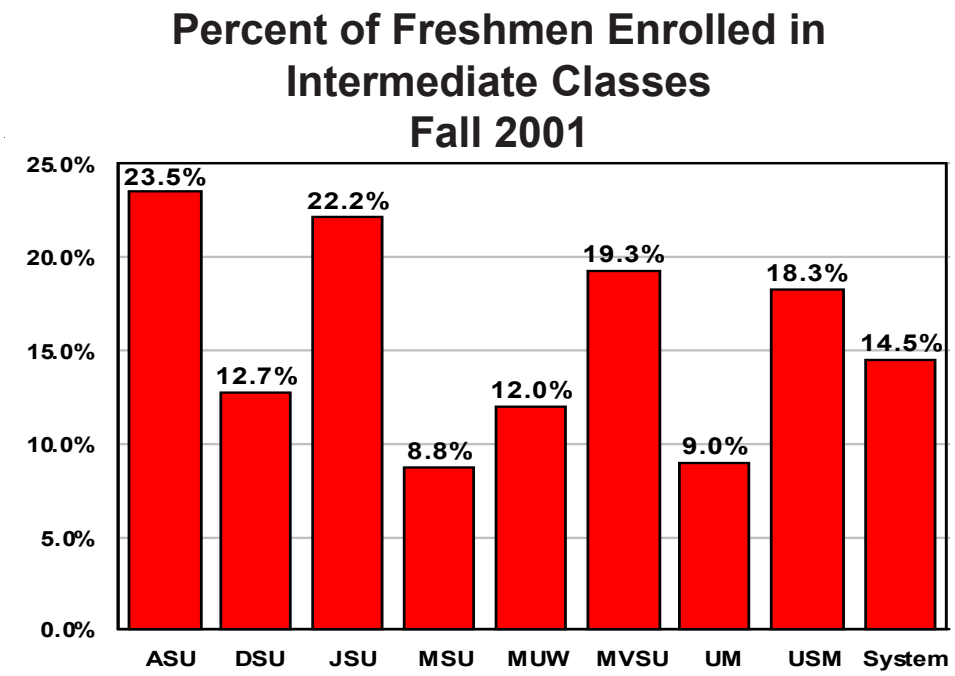
Indicator

1.7 Total freshmen in one or more intermediate classes, English, mathematics, or reading, as a percent of total freshmen

Trend Data

	Fall 1999	Fall 2000	Fall 2001
ASU	28.3%	21.1%	23.5%
DSU	5.0%	17.3%	12.7%
JSU	15.5%	33.7%	22.2%
MSU	11.2%	7.8%	8.8%
MUW	2.5%	9.1%	12.0%
MVSU	16.7%	22.2%	19.3%
UM	4.4%	9.0%	9.0%
USM	6.9%	8.1%	18.3%
System	10.2%	14.2%	14.5%

Fourteen percent of freshmen are enrolled in one or more intermediate classes.



Source: Office of Research and Planning, IHLMIS.

1. Quality

The system realizes its graduation rate is a direct indication of its ability to successfully matriculate students through academic programs of study. Accordingly, it seeks to provide the necessary resources to make these rates of graduation as high as possible.

Indicator

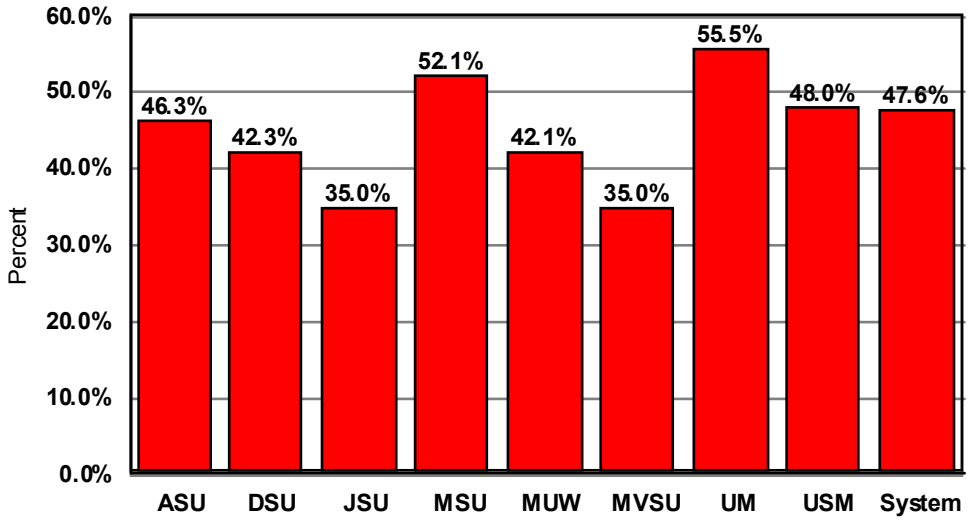
1.9 Six year cohort graduation rate

Trend Data

	Fall 1994 Cohort	Fall 1995 Cohort	Fall 1996 Cohort
ASU	44.7%	42.3%	46.3%
DSU	41.0%	48.1%	42.3%
JSU	31.5%	31.4%	35.0%
MSU	47.2%	50.7%	52.1%
MUW	38.7%	38.5%	42.1%
MVSU	31.3%	37.7%	35.0%
UM	50.5%	50.4%	55.5%
USM	44.2%	44.0%	48.0%
System	43.0%	44.4%	47.6%

Forty-seven percent of first-time, full-time entering freshmen graduate within six years.

Six-Year Cohort Graduation Rate
Fall 1996 Cohort



Source: Office of Research and Planning, IHLMIS.

1. Quality

The system recognizes the importance of a baccalaureate education in helping students obtain professional employment or gain admission into graduate/professional schools.

Indicator

1.10 Baccalaureate graduates obtaining employment or admission to graduate/professional school within twelve months as a percent of total baccalaureate graduates

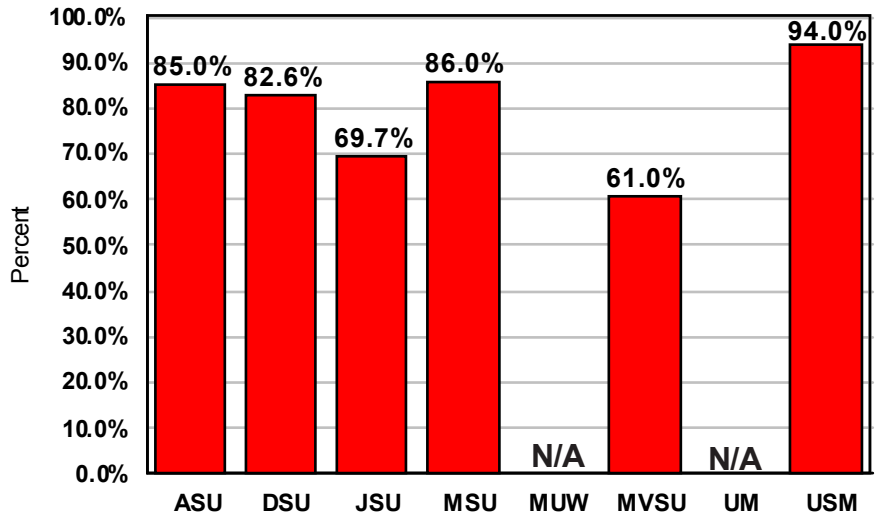
Trend Data

Trend Data are not consistent. See individual institution page for trend years.			
ASU	75.0%	80.0%	85.0%
DSU	85.6%	95.4%	82.6%
JSU	79.6%	71.0%	69.7%
MSU	86.0%	86.0%	86.0%
MUW	n/a	n/a	n/a
MVSU	77.0%	76.0%	61.0%
UM	n/a	n/a	n/a
USM	93.0%	94.0%	94.0%

N/A = Not Available

While data on graduates are sometimes difficult to obtain, institutions are making strides toward tracking their former students, often with favorable results.

Percent of Total Baccalaureate Graduates Obtaining Employment or Admission to Graduate School Within Twelve Months



Source: IHL Institutions.

2. Affordability

The system strives to provide an affordable education that is within the means of its economically diverse student population.

Indicator

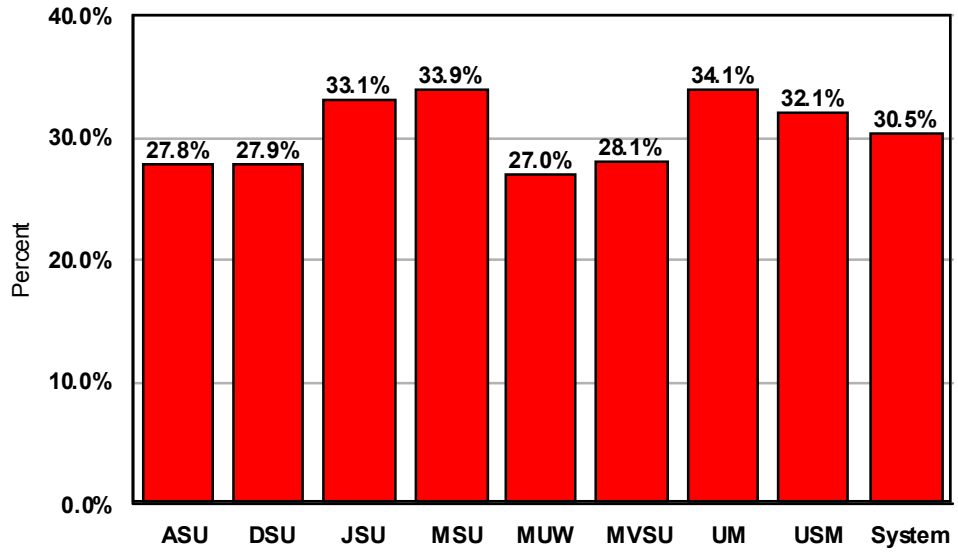
2.1 Average cost of attendance as a percent of state per capita income

Trend Data

	FY 2000	FY 2001	FY 2002
ASU	25.3%	25.7%	27.8%
DSU	25.3%	26.1%	27.9%
JSU	29.4%	29.9%	33.1%
MSU	31.3%	32.8%	33.9%
MUW	24.5%	25.1%	27.0%
MVSU	26.1%	26.4%	28.1%
UM	31.0%	32.6%	34.1%
USM	29.3%	30.6%	32.1%
System	27.8%	28.7%	30.5%

The average cost of attendance is almost half of the state per capita income.

Average Cost of Attendance as a Percent of State Per Capita Income FY 2002



Source: Offices of Finance and Administration.

2. Affordability

The system seeks to help exceptional students as well as under-served students by providing financial support for higher education. A significant portion of this financial support comes from institutional scholarships and waivers.

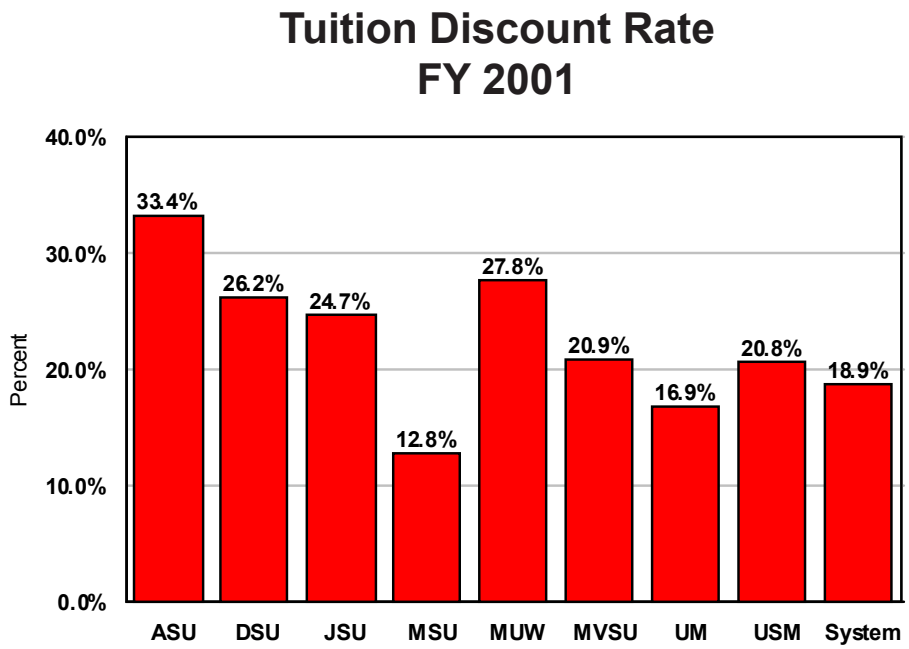
Indicator

2.4 Tuition Discount Rate

Trend Data

	FY 1999	FY 2000	FY 2001
ASU	25.2%	34.7%	33.4%
DSU	25.1%	25.7%	26.2%
JSU	21.1%	22.3%	24.7%
MSU	12.3%	12.8%	12.8%
MUW	27.2%	25.0%	27.8%
MVSU	26.2%	23.4%	20.9%
UM	22.3%	18.8%	16.9%
USM	20.5%	19.3%	20.8%
System	19.8%	18.9%	18.9%

Nineteen cents of every earned tuition dollar is spent on institutional scholarships and waivers.



Source: Office of Finance and Administration.

3. Accessibility

The system remains accessible to a number of students seeking to further their higher education. Record numbers of students enrolling in the system are an ongoing testament to its accessibility.

Indicator

3.1 Total headcount and FTE enrollment

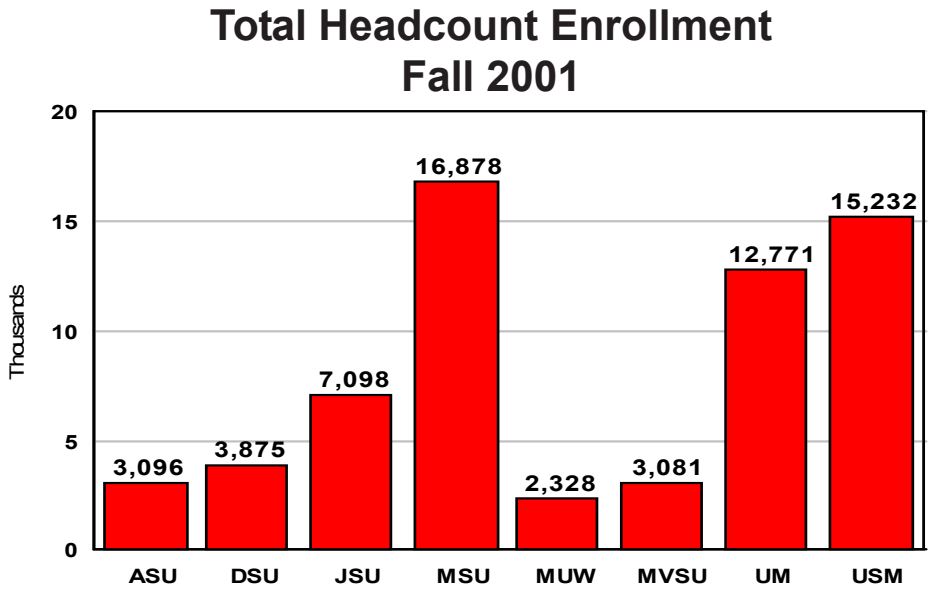
Trend Data

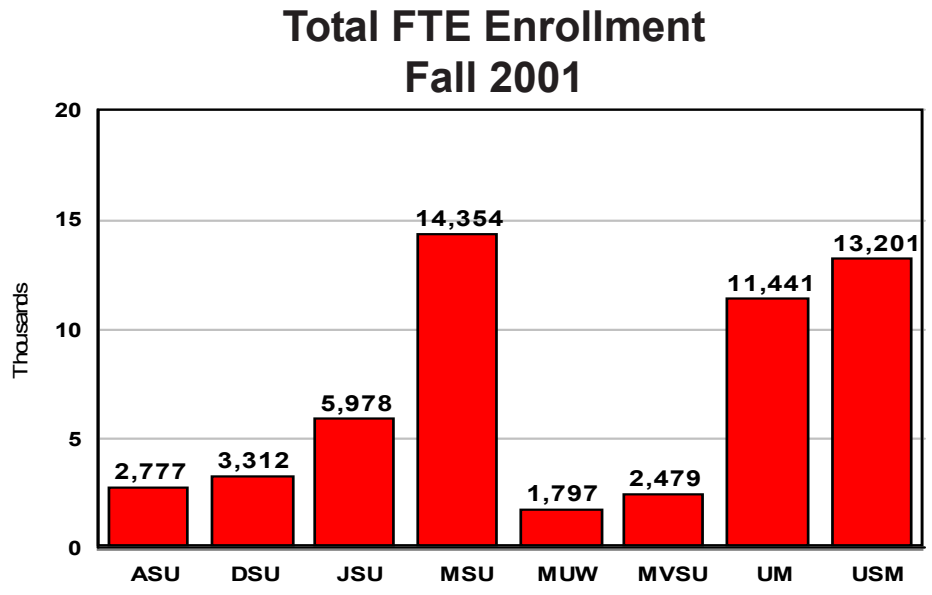
Total Headcount Enrollment

	Fall 1999	Fall 2000	Fall 2001
ASU	2,871	2,936	3,096
DSU	4,086	3,916	3,875
JSU	6,356	6,832	7,098
MSU	16,076	16,561	16,878
MUW	2,953	2,815	2,328
MVSU	2,511	2,687	3,081
UM	11,746	12,234	12,771
USM	14,350	14,509	15,232
System	60,949	62,490	64,359

Total FTE Enrollment

	Fall 1999	Fall 2000	Fall 2001
ASU	2,678	2,692	2,777
DSU	3,389	3,200	3,312
JSU	5,686	5,988	5,978
MSU	13,584	14,123	14,354
MUW	2,025	1,932	1,797
MVSU	2,214	2,315	2,479
UM	10,596	10,976	11,441
USM	12,540	12,788	13,201
System	52,711	54,014	55,339





Source: Office of Research and Planning, IHLMIS.

3. Accessibility

Technology has improved the accessibility of higher education for many students. More and more students are enrolling in on-line courses.

Indicator

3.4 Number of students enrolled in on-line courses

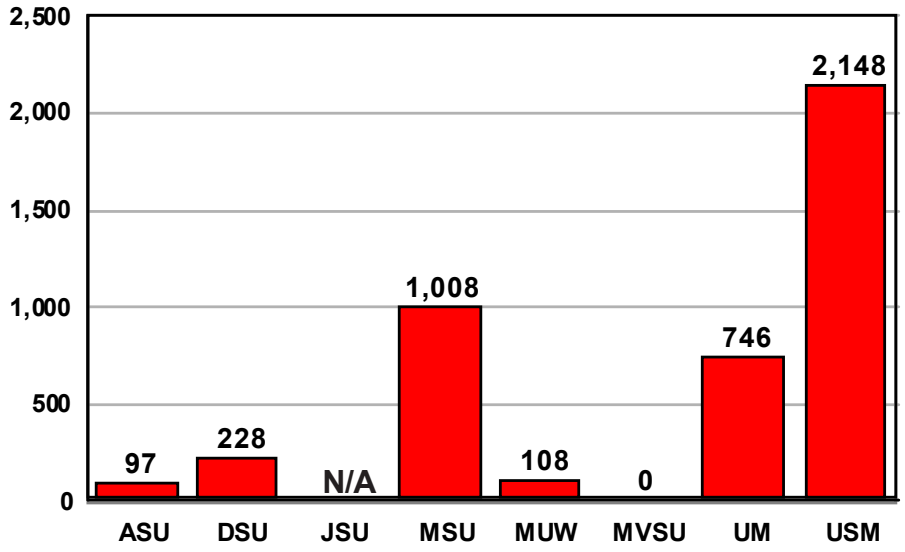
Trend Data

Trend Data are not consistent. See individual institution page for trend years.			
ASU	68	80	97
DSU	16	85	228
JSU	n/a	n/a	n/a
MSU	731	770	1,008
MUW	28	80	108
MVSU	0	0	0
UM	0	83	746
USM	771	1,060	2,148

N/A = Not Available

More and more students are taking advantage of on-line courses.

Number of Students Enrolled in On-line Courses



Source: IHL Institutions.

4. Accountability

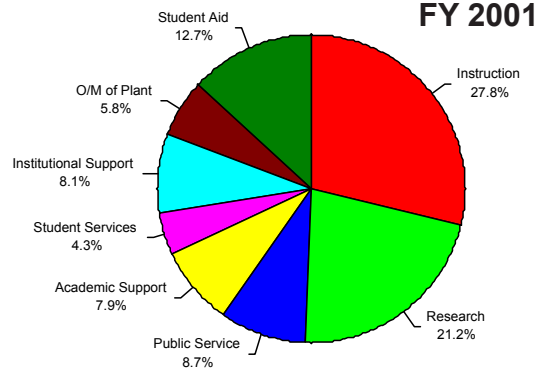
The system strives to be responsible and accountable stewards of its fiscal resources

Indicator

4.2 Current Funds Group - Functional Categories as a percent of total Expenditures and Transfers

Trend Data

System	FY 1999	FY 2000	FY 2001
Instruction	30.4%	30.1%	27.8%
Research	17.4%	19.0%	21.2%
Public Service	8.0%	7.8%	8.7%
Academic Support	7.9%	7.7%	7.9%
Student Services	4.7%	4.7%	4.3%
Institutional Support	10.3%	9.3%	8.1%
O/M of Plant	6.1%	6.0%	5.8%
Student Aid	12.9%	12.2%	12.7%



Functional Categories as a Percent of Total Expenditures and Transfers

ASU

	FY 1999	FY 2000	FY 2001
Instruction	33.9%	32.7%	34.7%
Research	11.5%	14.9%	14.7%
Public Service	7.8%	8.6%	5.3%
Academic Support	3.8%	3.8%	4.4%
Student Services	6.2%	6.5%	6.1%
Institutional Support	10.9%	10.9%	10.3%
O/M of Plant	7.8%	6.6%	6.8%
Student Aid	18.1%	16.0%	17.7%

MUW

	FY 1999	FY 2000	FY 2001
Instruction	29.1%	30.7%	31.2%
Research	0.0%	0.0%	0.0%
Public Service	1.6%	2.2%	1.0%
Academic Support	18.3%	18.4%	17.7%
Student Services	8.3%	8.3%	7.9%
Institutional Support	10.3%	10.6%	9.8%
O/M of Plant	9.1%	8.5%	8.9%
Student Aid	17.9%	17.5%	20.8%

DSU

	FY 1999	FY 2000	FY 2001
Instruction	38.7%	40.2%	38.6%
Research	2.7%	2.3%	0.6%
Public Service	5.2%	4.9%	7.5%
Academic Support	9.9%	10.4%	11.2%
Student Services	7.9%	8.2%	8.6%
Institutional Support	8.8%	8.6%	8.4%
O/M of Plant	7.0%	7.4%	7.1%
Student Aid	16.5%	16.0%	17.4%

MVSU

	FY 1999	FY 2000	FY 2001
Instruction	30.0%	28.5%	28.8%
Research	0.0%	0.0%	0.5%
Public Service	8.7%	7.8%	10.9%
Academic Support	7.5%	7.3%	4.3%
Student Services	8.8%	8.5%	8.0%
Institutional Support	11.7%	14.3%	13.6%
O/M of Plant	10.0%	10.3%	9.6%
Student Aid	22.6%	22.4%	22.2%

JSU

	FY 1999	FY 2000	FY 2001
Instruction	32.9%	28.0%	28.6%
Research	13.8%	13.0%	16.0%
Public Service	2.5%	2.7%	1.8%
Academic Support	7.6%	7.3%	7.5%
Student Services	10.4%	8.5%	8.1%
Institutional Support	11.4%	12.3%	9.5%
O/M of Plant	5.6%	5.6%	6.2%
Student Aid	20.7%	16.9%	17.0%

UM

	FY 1999	FY 2000	FY 2001
Instruction	37.9%	38.1%	34.2%
Research	10.5%	15.2%	18.4%
Public Service	1.2%	1.1%	3.3%
Academic Support	11.3%	10.7%	9.4%
Student Services	4.4%	5.0%	4.4%
Institutional Support	11.9%	9.6%	7.8%
O/M of Plant	6.0%	5.7%	5.7%
Student Aid	13.8%	12.1%	11.5%

MSU

	FY 1999	FY 2000	FY 2001
Instruction	21.6%	21.8%	17.0%
Research	28.7%	31.1%	35.2%
Public Service	14.9%	14.7%	16.3%
Academic Support	5.7%	5.6%	6.2%
Student Services	2.8%	2.6%	2.2%
Institutional Support	9.1%	7.3%	6.3%
O/M of Plant	5.7%	5.3%	5.2%
Student Aid	7.5%	7.4%	8.1%

USM

	FY 1999	FY 2000	FY 2001
Instruction	36.6%	36.6%	36.0%
Research	15.1%	14.5%	14.1%
Public Service	5.5%	5.4%	6.1%
Academic Support	7.9%	8.0%	9.1%
Student Services	3.5%	3.5%	3.3%
Institutional Support	10.4%	10.1%	9.2%
O/M of Plant	5.1%	6.0%	5.2%
Student Aid	14.1%	13.9%	14.7%

Source: Office of Finance and Administration, IPEDS.

4. Accountability

The system acknowledges the importance of, and its dependence on, public funding. Accordingly, it seeks to secure adequate financial resources from the Legislature and other public sources.

Indicator

4.3 State Appropriation per FTE student

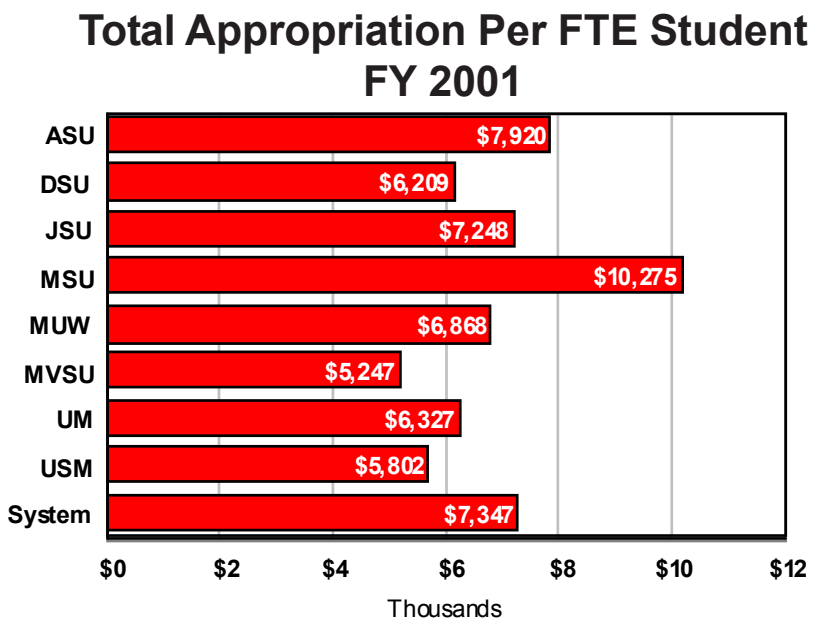
Trend Data

Total Appropriation

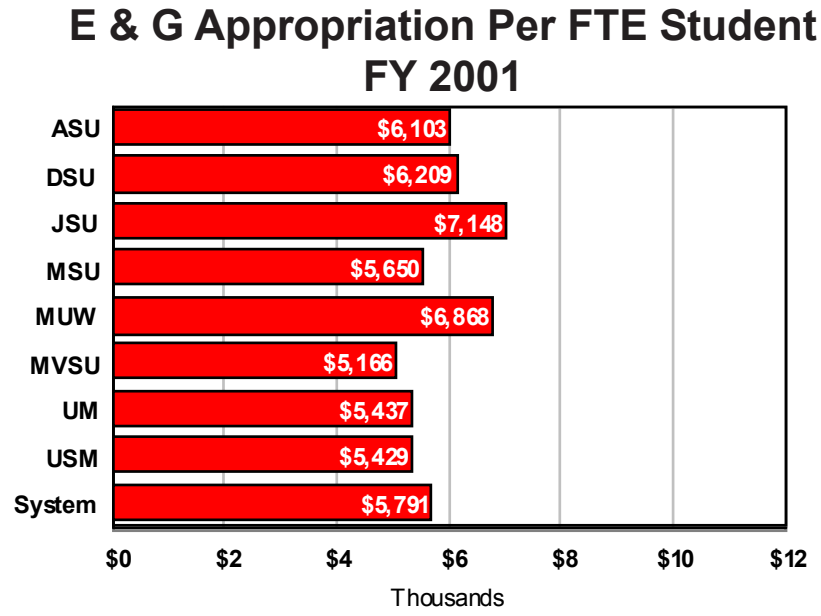
	FY 1999	FY 2000	FY 2001
ASU	$7,343	$8,771	$7,922
DSU	$5,867	$6,621	$6,209
JSU	$6,190	$7,441	$7,248
MSU	$9,896	$11,226	$10,275
MUW	$6,202	$7,306	$6,868
MVSU	$4,937	$5,886	$5,247
UM	$6,369	$7,182	$6,327
USM	$5,424	$6,302	$5,802
System	$6,933	$8,011	$7,347

E & G Appropriation

	FY 1999	FY 2000	FY 2001
ASU	$5,771	$6,606	$6,103
DSU	$5,867	$6,643	$6,209
JSU	$6,074	$7,325	$7,148
MSU	$5,534	$6,280	$5,650
MUW	$6,202	$7,306	$6,868
MVSU	$4,788	$5,765	$5,166
UM	$5,493	$6,066	$5,437
USM	$5,095	$5,913	$5,429
System	$5,499	$6,313	$5,791



Source: Office of Finance & Administration, IPEDS



Source: Office of Finance & Administration

4. Accountability

The system strives to make effective and efficient use of the state's resources for the primary purpose of providing students with a higher education.

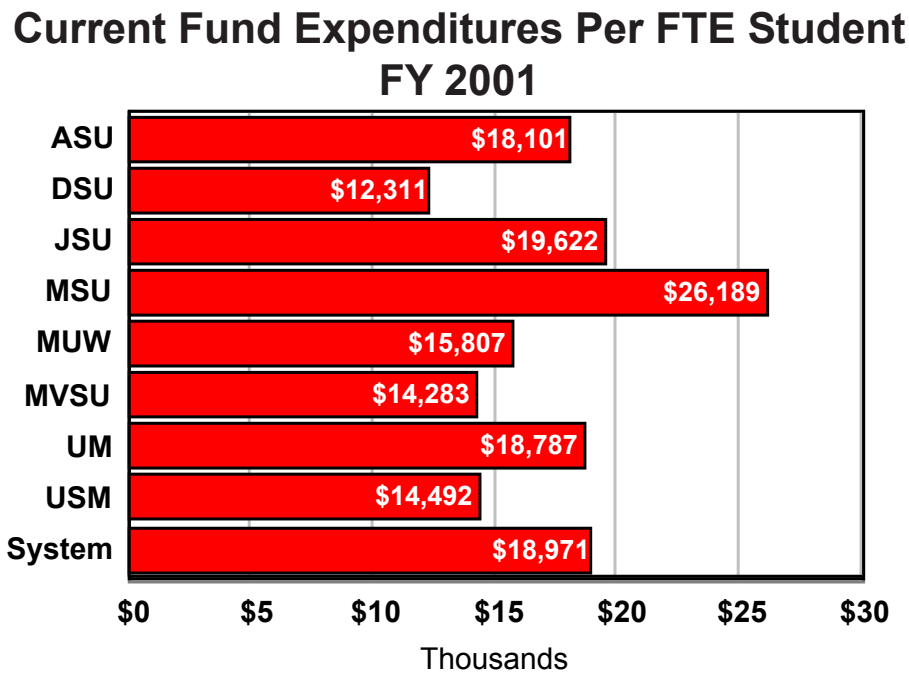
Indicator

4.4 Current Fund Expenditures per FTE student

Trend Data

	FY 1999	FY 2000	FY 2001
ASU	$15,265	$19,032	$18,101
DSU	$11,335	$12,234	$12,311
JSU	$13,450	$18,204	$19,622
MSU	$24,396	$25,965	$26,189
MUW	$14,156	$16,078	$15,807
MVSU	$12,491	$13,612	$14,283
UM	$15,085	$16,871	$18,787
USM	$12,540	$13,882	$14,492
System	$16,192	$18,227	$18,971

Current fund expenditures per FTE student are increasing.



Source: Office of Finance & Administration, IPEDS.

4. Accountability

The system considers instruction to be a cornerstone of higher education. Consequently, it strives to allocate a significant portion of its fiscal resources toward the instruction of students.

Indicator

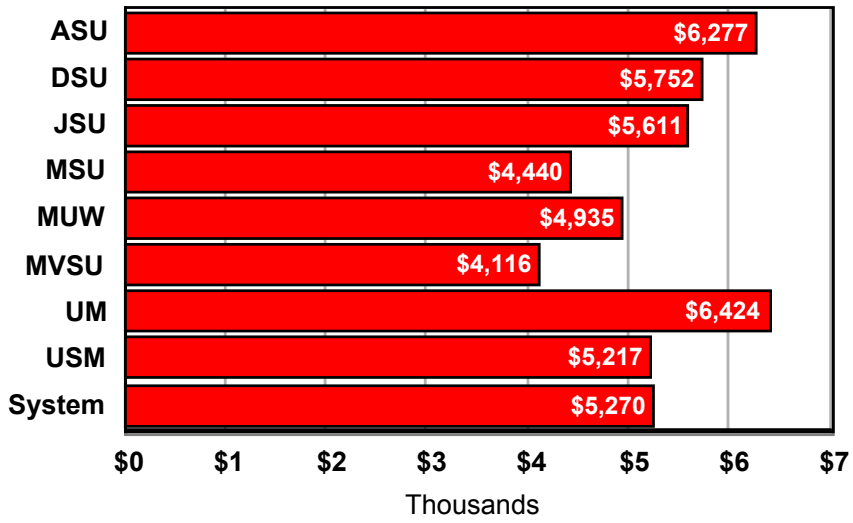
4.5 Instructional Expenditures per FTE student

Trend Data

	FY 1999	FY 2000	FY 2001
ASU	$5,180	$6,222	$6,277
DSU	$4,387	$4,916	$5,752
JSU	$4,421	$5,097	$5,611
MSU	$5,260	$5,673	$4,440
MUW	$4,126	$4,941	$4,935
MVSU	$3,753	$3,875	$4,116
UM	$5,713	$6,424	$6,424
USM	$4,589	$5,084	$5,217
System	$4,918	$5,493	$5,270

The system spends over $5,000 on instruction per FTE student.

Instructional Expenditures Per FTE Student
FY 2001



Source: Office of Finance & Administration, IPEDS.

4. Accountability

The system is committed to providing a learning environment conducive to the development of the whole student. This environment is created and maintained by a number of full-time employees that work both inside and outside the classroom.

Indicator

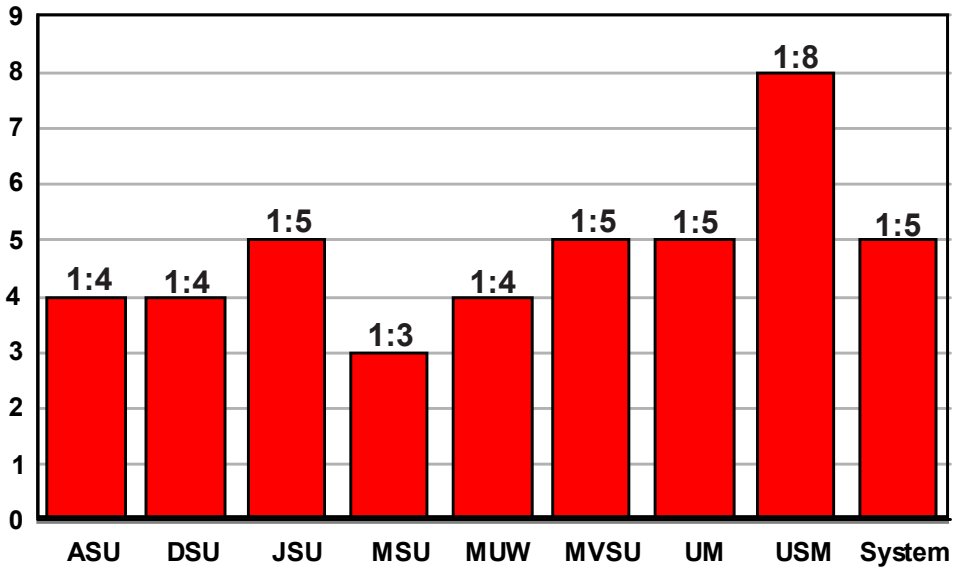
4.8 Ratio of full-time employees to FTE students

Trend Data

	Fall 1999	Fall 2000	Fall 2001
ASU	1:4	1:4	1:4
DSU	1:4	1:4	1:4
JSU	1:5	1:5	1:5
MSU	1:3	1:3	1:3
MUW	1:4	1:4	1:4
MVSU	1:5	1:5	1:5
UM	1:5	1:4	1:5
USM	1:5	1:6	1:8
System	1:4	1:4	1:5

There are generally five full-time employees per FTE student in the system.

Ratio of Full-Time Employees to FTE Students Fall 2001



Source: Office of Research and Planning, IHLMIS.

5. Economic Development

The system number of research and sponsored projects is increasing throughout the system.

Indicator

5.1 Total dollar value of awards for research and sponsored projects

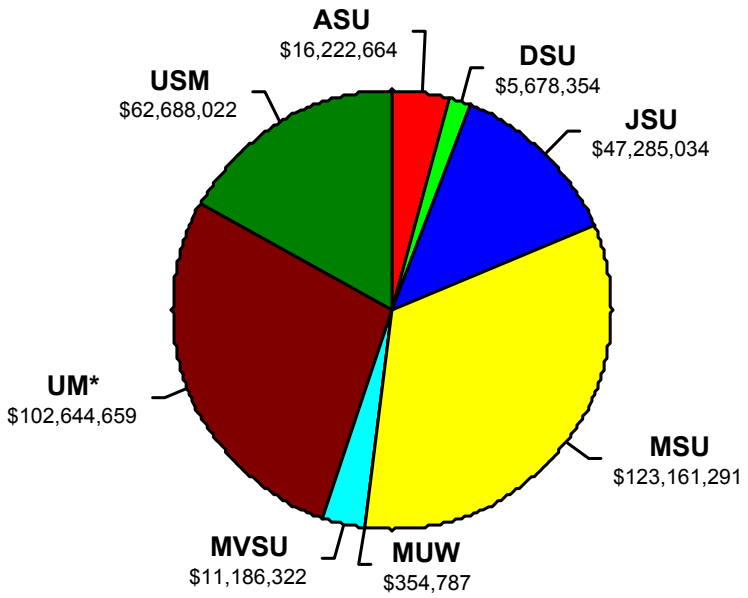
Trend Data

	FY 2000	FY 2001	FY 2002
ASU	$14,276,164	$16,508,276	$16,222,664
DSU	$3,872,168	$2,869,251	$5,678,354
JSU	$31,229,563	$38,691,940	$47,285,034
MSU	$93,490,815	$111,921,628	$123,161,291
MUW	$340,088	$345,526	$354,787
MVSU	$8,607,889	$9,157,286	$11,186,322
UM*	$63,219,758	$114,701,724	$102,644,659
USM	$40,130,656	$50,101,359	$62,688,022
System	$255,167,101	$344,296,990	$369,221,133

*Includes the Medical Center

Research and sponsored projects have increased more than $100 million in three years.

Total Dollar Value of Awarded Research and Sponsored Projects FY 2002



System Total - $369,221,133

*Includes the Medical Center

Source: Office of Research and Planning, Research Catalog.

5. Economic Development

The number of degrees awarded in specific disciplines can have a positive impact on economic development.

Indicator

5.4 Degrees in natural sciences, mathematics, computer science, and engineering, and in nursing and health sciences

Trend Data

Natural Sciences, Mathematics, Computer Science, and Engineering

	AY 1999	AY 2000	AY 2001
ASU	150	135	129
DSU	50	42	55
JSU	259	203	220
MSU	905	979	966
MUW	34	39	28
MVSU	78	73	80
UM*	313	291	304
USM	375	384	429
System	2,164	2,146	2,211

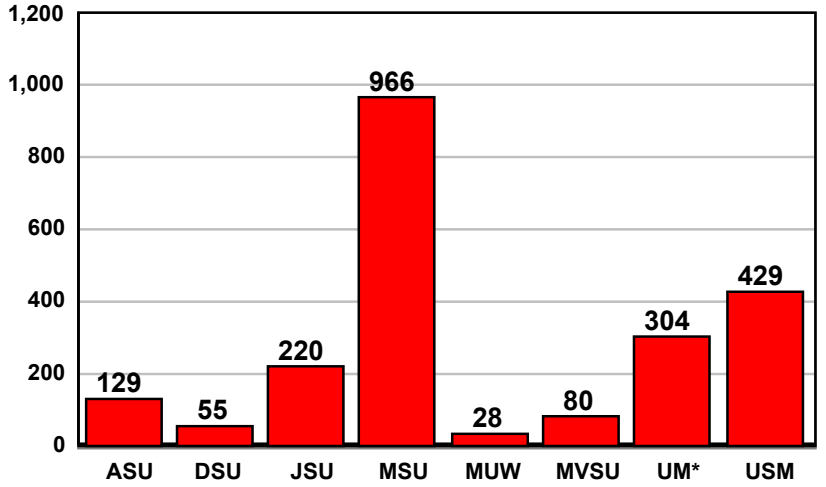
*Includes the Medical Center

Nursing and Health Sciences

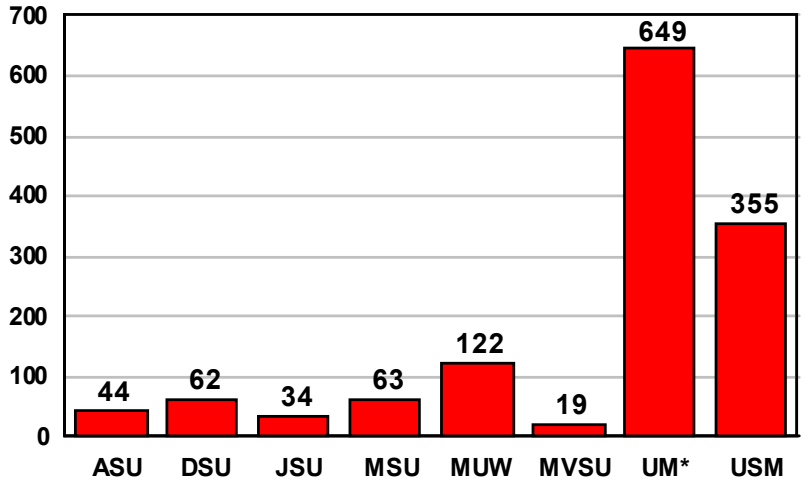
	AY 1999	AY 2000	AY 2001
ASU	47	49	44
DSU	73	46	62
JSU	11	30	34
MSU	62	67	63
MUW	100	106	122
MVSU	12	15	19
UM*	838	705	649
USM	366	380	355
System	1,509	1,398	1,348

*Includes the Medical Center

Degrees in Natural Sciences, Mathematics, Computer Science, and Engineering AY 2001



Degrees in Nursing and Health Sciences AY 2001



*Includes the Medical Center

Source: Office of Research and Planning, IHLMIS.

6. Diversity

Faculty with diverse backgrounds bring a variety of personal and professional experiences to the classroom, enhancing the cultural and social development of students.

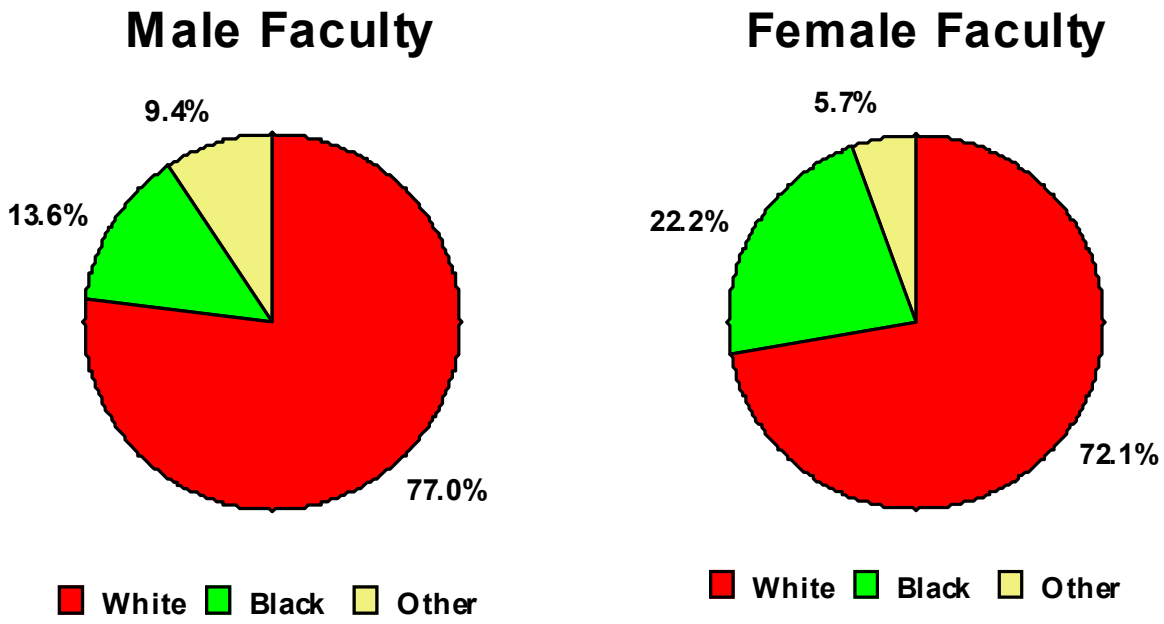
Indicator

6.1 Percent of total full-time faculty by ethnicity and gender

Trend Data

		Fall 1999	Fall 2000	Fall 2001	Fall 1999	Fall 2000	Fall 2001
		Male			Female		
ASU	White	14.4%	13.0%	12.6%	7.8%	8.2%	8.2%
	Black	33.3%	34.2%	33.5%	30.0%	28.8%	29.7%
	Other	10.6%	11.4%	11.0%	3.9%	4.3%	4.9%
	Total	58.3%	58.7%	57.1%	41.7%	41.3%	42.9%
DSU	White	54.6%	53.7%	51.7%	37.2%	38.3%	40.0%
	Black	1.1%	1.1%	1.7%	5.5%	5.3%	5.0%
	Other	1.6%	1.6%	1.7%	0.0%	0.0%	0.0%
	Total	57.4%	56.4%	55.0%	42.6%	43.6%	45.0%
JSU	White	11.0%	9.9%	9.0%	8.3%	8.1%	8.5%
	Black	34.3%	32.2%	32.7%	32.1%	34.3%	34.1%
	Other	10.4%	11.3%	11.1%	4.0%	4.2%	4.7%
	Total	55.7%	53.4%	52.8%	44.3%	46.6%	47.2%
MSU	White	61.7%	60.6%	60.1%	28.0%	29.4%	29.1%
	Black	2.2%	2.0%	1.6%	2.0%	2.2%	1.9%
	Other	4.9%	4.7%	5.5%	1.2%	1.2%	1.9%
	Total	68.8%	67.2%	67.2%	31.2%	32.8%	32.8%
MUW	White	36.6%	38.4%	38.1%	57.7%	56.2%	54.5%
	Black	0.7%	0.0%	0.7%	2.1%	3.4%	3.7%
	Other	0.0%	0.0%	0.0%	2.8%	2.1%	3.0%
	Total	37.3%	38.4%	38.8%	62.7%	61.6%	61.2%
MVSU	White	10.7%	11.3%	8.1%	2.7%	6.1%	7.2%
	Black	40.2%	38.3%	39.6%	27.7%	27.8%	28.8%
	Other	17.0%	15.7%	15.3%	1.8%	0.9%	0.9%
	Total	67.9%	65.2%	63.1%	32.1%	34.8%	36.9%
UM	White	60.9%	59.6%	56.8%	27.8%	28.7%	31.3%
	Black	2.9%	3.0%	2.3%	3.1%	3.0%	3.0%
	Other	4.2%	4.3%	4.9%	1.1%	1.4%	1.7%
	Total	68.0%	66.8%	64.0%	32.0%	33.2%	36.0%
USM	White	57.5%	56.8%	58.2%	35.2%	36.0%	33.9%
	Black	1.0%	1.3%	1.4%	2.3%	2.1%	1.9%
	Other	2.8%	2.6%	3.1%	1.2%	1.3%	1.5%
	Total	61.3%	60.6%	62.7%	38.7%	39.4%	37.3%

Percent of Total Full-Time Faculty By Ethnicity and Gender Fall 2001



Source: Office of Research and Planning, IHLMIS.

6. Diversity

The number of degrees awarded to black and other minority students have been increasing in recent years.

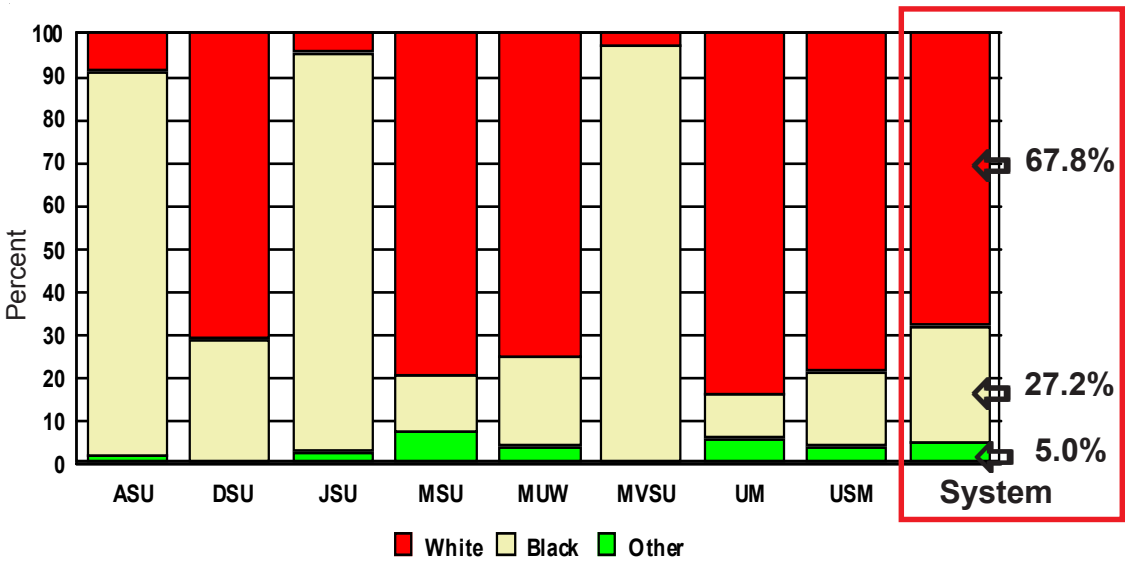
Indicator

6.4 Total degrees awarded by ethnicity

Trend Data

		AY 2000	AY 2001	AY 2002
ASU	White	33	40	53
	Black	560	529	516
	Other	5	4	11
	Total	598	573	580
DSU	White	537	553	584
	Black	211	236	231
	Other	13	13	9
	Total	761	802	824
JSU	White	42	39	50
	Black	876	936	1,010
	Other	27	29	29
	Total	945	1,004	1,089
MSU	White	2,646	2,596	2,949
	Black	420	408	495
	Other	253	273	279
	Total	3,319	3,277	3,723
MUW	White	333	372	347
	Black	114	110	99
	Other	21	17	18
	Total	468	499	464
MVSU	White	6	8	11
	Black	345	318	394
	Other	1	1	4
	Total	352	327	409
UM	White	2,026	2,128	2,287
	Black	205	262	280
	Other	169	181	163
	Total	2,400	2,571	2,730
USM	White	2,701	2,797	2,754
	Black	552	550	594
	Other	151	150	150
	Total	3,404	3,497	3,498

Total Degrees Awarded by Ethnicity AY 2002



System

	AY 2000	AY 2001	AY 2002
White	8,324	8,533	9,035
Black	3,283	3,349	3,619
Other	640	668	663
Total	12,247	12,550	13,317

Source: Office of Research and Planning, IHLMIS.

Percent of Total

	White	Black	Other
ASU	9.1%	89.0%	1.9%
DSU	70.9%	28.0%	1.1%
JSU	4.6%	92.7%	2.7%
MSU	79.2%	13.3%	7.5%
MUW	74.8%	21.3%	3.9%
MVSU	2.7%	96.3%	1.0%
UM	83.8%	10.3%	6.0%
USM	78.7%	17.0%	4.3%
System	67.8%	27.2%	5.0%

Institution Indicators

1. Quality	1.1 Degree programs accredited by a national professional accrediting agency				
	Trend Data			Comparison	Target
	1999-00	2000-01	2001-02		
MSU	100%	100%	100%	IHL Board Policy states that all eligible programs are to be accredited. No comparison necessary	100%
UM	93.55%	93.75%	93.75%		***2006*** 100%
USM	98%	98%	98%		***2006*** 100%
JSU	100%	100%	100%		100%
ASU	75%	75%	75%		***2007*** 100%
DSU	100%	100%	100%		100%
MUW	100%	100%	100%		100%
MVSU	56.5%	77.3%	100%		100%

1. Quality	1.2 Full-time faculty who hold a doctorate or first professional degree as a percent of total full-time faculty				
	Trend Data			Comparison	Target
	Fall 1999	Fall 2000	Fall 2001		
MSU	68.6%	69.2%	72.2%	Carnegie Peer Common Data Set - FY 2001 88.4%	***2006*** 80%
UM	80.4%	80.9%	80.8%		***2006*** 82%
USM	73.1%	74.7%	75.6%		***2006*** 80%
JSU	73.4%	73.7%	73.5%	Carnegie Peer - Fall 2001 86%	***2007*** 80%
ASU	56.7%	54.9%	59.3%	NCES National Study of Postsecondary Faculty, 1993 and 1999 - Fall 1998 66.9%	***2007*** 70%
DSU	61.7%	60.6%	58.9%		***2005*** 75%
MUW	60.6%	62.3%	58.2%		***2005*** 68%
MVSU	54.5%	50.4%	55.9%		***2007*** 70%

1. Quality

1.3 Average all ranks full-time faculty salary

	Trend Data			Comparison	Target
	FY 2000	FY 2001	FY 2002		
MSU	$57,006	$56,368	$56,870	SUG Peer - FY 2001 $71,916	***2006*** 100% SUG
UM	$55,860	$54,844	$56,949		***2006*** 100% SUG
USM	$52,938	$52,489	$53,992		***2006*** 100% SUG
JSU	$46,490	$45,797	$46,876	Carnegie Peer - FY 2001 $58,131	***2007*** $64,880
ASU	$44,233	$45,096	$44,476	Carnegie Peer - FY 2001 $51,376	***2005*** $48,478
DSU	$45,533	$44,981	$44,285		***2005*** 90% of Carnegie Peer Average
MUW	$43,267	$42,979	$42,713		***2006*** 100% of Carnegie Peer Average
MVSU	$41,514	$41,663	$41,913		***2005*** $46,238

1. Quality	1.4 Ratio of full-time faculty to FTE students				
	Trend Data			Comparison	Target
	Fall 1999	Fall 2000	Fall 2001		
MSU	1:15	1:15	1:15	SUG Peer - Fall 2001 1:18	***2006*** 1:19
UM	1:19	1:19	1:20		***2006*** 1:15
USM	1:18	1:21	1:23		***2006*** 1:19
JSU	1:17	1:18	1:17	Carnegie Peer - Fall 2001 1:22	***2007*** 1:22
ASU	1:15	1:15	1:15	Carnegie Peer - Fall 2001 1:24	***2005*** 1:17
DSU	1:19	1:17	1:18		***2005*** 1:18
MUW	1:14	1:13	1:13		***2005*** 1:16
MVSU	1:20	1:20	1:22		***2006*** 1:15

1. Quality

1.5 National standardized and licensing exams results

	Trend Data 1999-00	Trend Data 2000-01	Trend Data 2001-02	Comparison	Target
MSU	1)PRAXIS II - 95.2 2) FE - 70% 3)Acad Profile - n/a 4) GRE - 961	1) PRAXIS II - 95.0% 2) FE - 81.0% 3) Acad Prof - 447.4 4) GRE - 965	1) PRAXIS - 92.7% 2) FE - 86.3% 3) Acad Prof- 448.6 4) GRE -n/a	2001-02 1) PRAXIS II: n/a 2) FE: 79.4% 3) Acad Prof: 454.6 4) GRE: 1036	***2006*** 1) PRAXIS -96% 2) FE - 85% 3) Acad Prof - 450 4) GRE - 1000
UM	**See Page 24A**				
USM	**See Page 24B**				
JSU	1) Communicative Disorders 642.5 2) PRAXIS II 98%	1) Communicative Disorders 632.8 2) PRAXIS II 98%	1) Communicative Disorders 625.8 2) PRAXIS II 98%	1) Vanderbilt Communicative Disorders - 725.5 2) Peer Carnegie PRAXIS II - 100%	***2007*** 1) Communicative Disorders- 650 2) PRAXIS II - 98%
ASU	1)PRAXIS II -100% 2) NCLEX - 100%	1)PRAXIS II -100% 2) NCLEX - 100%	1)PRAXIS II -100% 2) NCLEX - 100%	2001 National Title 2 PRAXIS (MS) 98% NCLEX BSN National Rate 87.5%	***2005*** 100%
DSU	1) RN (first write) 84% RN (pass rate) 100% 2) PRAXIS II - 100%2)	1) RN (first write) 92% RN (pass rate) 100% 2) PRAXIS II - 100%	1) RN (first write) 88% RN (pass rate) 96% 2) PRAXIS II - 100%	2001 National Title 2 PRAXIS (MS) 98% NCLEX RN National Rate 87%	***2004*** RN (first write) - 90% RN (pass rate) - 100% PRAXIS II - 100%
MUW	1) NCLEX-RN (first attempt) ASN - 82.4% BSN - 100% 2) PRAXIS I & II 100%	1) NCLEX-RN (first attempt) ASN - 89.3% BSN - 96.6% 2) PRAXIS I & II 100%	1) NCLEX-RN (first attempt) ASN - 87% BSN - 92.3% 2) PRAXIS I & II 100%	1) NCLEX - National and Mississippi ASN/BSN National pass rate - 85.0% ASN/BSN Mississippi pass rate - 88.0%	***2006*** 1) NCLEX-RN (first attempt) ASN - 90% BSN - 95.0% 2) PRAXIS I & II - 100%
MVSU	1) PRAXIS II - 100% 2) Soc Work - 100% 3) GRE - n/a	1) PRAXIS II - 100% 2) Soc Work - n/a 3) GRE - n/a	1)PRAXIS II - 100% 2) Soc Work - n/a 3) GRE - n/a	Praxis II (MS 2002) - 97% GRE (Nat'l. 1999) Mean, Verbal: 468, Quantitative: 565, Analytical: 542 Social Work - N/A	***2003*** 1) PRAXIS II - 100% 2) Soc Work - 100% 3) GRE - 100%

1.5 National Standardized and Licensing Exam results - University of Mississippi

GRE Exam Scores for UM undergraduates				
Performance (UM)			Comparison (National)	Target
1999-2000	2000-2001	2001-2002		
Not Available	Not Available	V=456 SD=98 Q=528 SD=134	V=476 SD=111 Q=595 SD=139	Within SD of national scores (2006)
Explanation: Scores obtained from Educational Testing Service for UM undergraduates who voluntarily took the GRE. Comparison scores are national averages for most recent year for Verbal (V) and Quantitative (Q) components of the examination, with SD being the standard deviation. The number of examinees at UM for 2001-2002 was 104.				

PRAXIS II Examination				
Performance (UM)			Comparison	Target
1999-2000	2000-2001	2001-2002		
98%	98%	Not Available until Spring 2003	State Wide Pass Rate 1999-2000 (98%) 2000-2001 (99%)	Greater than 95% pass rate for each class (2006)
Explanation: The PRAXIS II is required by the State Department of Education to obtain a teaching certificate. This exam is a measure of proficiency in the teaching field and has sub-test areas in Biology, English, Elementary, Mathematics, Social Studies, and Special Education. Passing the PRAXIS II is not a prerequisite to obtaining a degree at UM.				

Major Field Examination Scores for Seniors				
Performance			Comparison	Target
1999-2000	2000-2001	2001-2002		
Data not compiled				National Mean (2006)
Explanation: The target is that students in those departments will obtain the national mean, when averaging the scores from students in disciplines that fully participate in the major field exam. For this past year, these disciplines were Biology, English, Physics, and Music. Other departments periodically use the major field exam in their area.				

Academic Profile Scores				
Performance			Comparison	Target
1999-2000	2000-2001	2001-2002		
3.29 on 4 point scale in Critical Thinking; 56% at Level II in Writing, 62% at Level II in Math, and 74% at Level II in Reading/Critical Thinking. (N = 137)	Not Available		Research I & II Institutions 3.27 on 4 point scale.	Score above peer average and have greater than 70% of UM students at Level II competency in Writing, Math, and Reading/Critical Thinking portions of the exam.
Explanation: The *Academic Profile* is a national test of general education learning skills (math, analytical thinking, reading comprehension, etc.). UM is in the process of implementing this nationally normed examination as a means of assessing general education skills acquisition by students who have completed their first 40-60 student credit hours at UM. The target will be for a random sample of UM students to equal or exceed the national average (4 point scale) on the critical thinking sub-score and for 70% or more of UM students to function at Level II competency in Writing, Mathematics, and Reading/Critical Thinking.				

1.5 National Standardized and Licensing Exam results - University of Southern Mississippi

GRE Exam Scores for USM Undergraduates				
Performance			Comparison	Target
1999-2000	2000-2001	2001-2002	National	2006
V=424 SD=94 Q=477 SD=123 A=500 SD=136 N=227	V=423 SD= 87 Q=480 SD=119 A=531 SD=131 N=203	V= 424 SD=88 Q= 483 SD=113 A= 501 SD= 129 N= 268	V=476 SD=111 Q=595 SD=139 AW= SD=	Within SD of National Scores (UM) or 50th percentile (MSU)
Explanation: Average scores obtained from Educational Testing Service for USM undergraduates who voluntarily took the GRE are presented. Comparison scores are national averages for most recent year for Verbal (V), Quantitative (Q), and Analytical (A) components of the examination, with SD being the standard deviation. October 1, 2002 the Analytical component became Analytical Writing (AW) scored 1-6. The number of examinees (N) is listed last.				

Major Field Examination Scores for USM Seniors: CPA, Medical Technology, PRAXIS II				
Performance			Comparison	Target
1999-2000	2000-2001	2001-2002	National and State	2006
CPA (All Sec) 14.1% Med Tech = 93% PRAXIS II = 92%	CPA (All Sec) 14.1% Med Tech = 78% PRAXIS II = 95%	CPA (All sec) 14.3% Med Tech = 97.3% PRAXIS II = 98%	CPA National (All Sec) 18.3% Med Tech National Average PRAXIS II State Average	CPA (All sec) 15% Med Tech = 100% PRAXIS II = 99%
Explanation: The PRAXIS II is required by the State Department of Education to obtain a teaching license. This exam measures proficiency in teaching/learning theory, in pedagogy, and in the specific discipline content. Passing the PRAXIS II is not a prerequisite to obtaining a degree at USM.				

Academic Profile Exam Scores for USM Rising Juniors				
Performance			Comparison	Target
1999-2000	2000-2001	2001-2002	National	2006
Not Available	Not Available	Not Available	Academic Profile National Average: 454.6	Academic Profile: 450 Total Score and Level 2 Proficiency in Mathematics, Reading/Critical Thinking, and Writing.
Explanation: "The *Academic Profile* is a test of general academic knowledge and skills. It is intended for use by colleges and universities in assessing the outcomes of their general education programs to improve the quality of instruction and learning. The test focuses on the academic skills developed through general education courses rather than on the knowledge acquired about the subjects taught in these courses. It does this by testing college-level reading and critical thinking in the context of the humanities, social sciences, and natural sciences. Mathematics and writing skills are tested independently of context areas." USM is in the process of implementing this nationally normed test as a means of assessing general education skills acquisition by students who have completed their first 46-50 student credit hours at USM. The target is for a random sample of USM rising juniors to equal or exceed the national average on the total score and to function at Level 2 competency in mathematics, reading/critical thinking, and writing.				

1. Quality

1.6 Average ACT score of first-time freshmen

	Trend Data			Comparison	Target
	Fall 1999	Fall 2000	Fall 2001		
MSU	23.3	23.1	23.5	Carnegie CSRDE Peer - 2000 Test 24.1	***2006*** 24.1
UM	23.3	23.3	22.9		***2006*** 95% of SUG average
USM	21.6	21.5	20.8		***2006*** 22.5
JSU	18.4	18.1	18.0	Carnegie CSRDE Peer - 2000 Test 22.2	***2007*** 18.0
ASU	18.2	17.6	17.5	Carnegie CSRDE Peer - 2000 Test 21.6	***2005*** 19.0
DSU	19.7	19.7	20.4		***2002*** 21.0
MUW	21.7	21.5	21.8		***2005*** 21.8
MVSU	17.5	17.2	16.7		***2007*** 19

1. Quality

1.7 Total Freshmen in one or more intermediate classes, English, mathematics, or reading, as a percent of total freshmen

	Trend Data			Comparison	Target
	Fall 1999	Fall 2000	Fall 2001		
MSU	11.2%	7.8%	8.8%	Comparative data are not provided due to its uniqueness to Mississippi or lack of availability at peer institutions.	***2006*** 5.0%
UM	4.4%	9.0%	9.0%		***2006*** 5.0%
USM	6.9%	8.1%	18.3%		***2006*** 6.0%
JSU	15.5%	33.7%	22.2%		***2007*** 20.0%
ASU	28.3%	21.1%	23.5%		***2005*** 20.0%
DSU	5.0%	17.3%	12.7%		***2002*** 11.5%
MUW	2.5%	9.1%	12.0%		***2005*** 10.0%
MVSU	16.7%	22.2%	19.3%		***2006*** 19.0%

1. Quality

1.8 Fall to fall cohort retention rate year 2 and year 3

	Trend Data			Comparison	Target
	Fall 1997	Fall 1998	Fall 1999		
MSU	Year 2 - 76.2% Year 3 - 67.2%	Year 2 - 78.6% Year 3 - 68.3%	Year 2 - 78.9% Year 3 - 71.0%	Carnegie CSRDE Peer Year 2 (1994-00) - 83.3% Year 3 (1994-99) - 74.4%	***Fall 2006*** Year 2 - 80.0% Year 3 - 73.0%
UM	Year 2 - 75.1% Year 3 - 66.8%	Year 2 - 75.% Year 3 - 65.7%	Year 2 - 75.9% Year 3 - 67.9%		***Fall 2006*** Year 2 - 80.0% Year 3 - 70.0%
USM	Year 2 - 71.4% Year 3 - 57.6%	Year 2 - 71.4% Year 3 - 59.5%	Year 2 - 69.3% Year 3 - 59.6%		***Fall 2006*** Year 2 - 80.0% Year 3 - 65.0%
JSU	Year 2 - 71.4% Year 3 - 58.4%	Year 2 - 77.6% Year 3 - 66.4%	Year 2 - 73.1% Year 3 - 61.6%	Carnegie CSRDE Peer Year 2 (1994-00) - 72.8% Year 3 (1994-99) - 61.1%	***Fall 2007*** Year 2 - 75.0% Year 3 - 65.0%
ASU	Year 2 - 71.1% Year 3 - 59.4%	Year 2 - 70.3% Year 3 - 58.6%	Year 2 - 73.6% Year 3 - 60.5%	Carnegie CSRDE Peer Year 2 (1994-00) - 73.3% Year 3 (1994-99) - 60.0%	***Fall 2005*** Year 2 - 75.0% Year 3 - 67.0%
DSU	Year 2 - 74.8% Year 3 - 65.0%	Year 2 - 75.0% Year 3 - 56.3%	Year 2 - 67.7% Year 3 - 58.3%		***Fall 2002*** Year 2 - 68.0% Year 3 - 58.0%
MUW	Year 2 - 74.8% Year 3 - 61.9%	Year 2 - 64.3% Year 3 - 52.5%	Year 2 - 67.0% Year 3 - 52.3%		***Fall 2005*** Year 2 - 73.5% Year 3 - 62.0%
MVSU	Year 2 - 70.8% Year 3 - 59.3%	Year 2 - 75.3% Year 3 - 64.5%	Year 2 - 73.8% Year 3 - 63.5%		***Fall 2003*** Year 2 - 76.0% Year 3 - 65.0%

1. Quality

1.9 Six-year cohort graduation rate

	Trend Data			Comparison	Target
	Fall 1994 Cohort	Fall 1995 Cohort	Fall 1996 Cohort		
MSU	47.2%	50.7%	52.1%	Carnegie CSRDE Peer Year 6 (1994-95) - 62.6%	***Fall 2000 Cohort*** 55.0%
UM	50.5%	50.4%	55.5%		***Fall 2000 Cohort*** 56.0%
USM	44.2%	44.0%	48.0%		***Fall 2000 Cohort*** 50.0%
JSU	31.5%	31.4%	35.0%	Carnegie CSRDE Peer Year 6 (1994-95) - 45.2%	***Fall 2000*** 40.0%
ASU	44.7%	42.3%	46.3%	Carnegie CSRDE Peer Year 6 (1994-95) - 41.2%	***Fall 2001 Cohort*** 47.0%
DSU	41.0%	48.1%	42.3%		***Fall 1997 Cohort*** 46.5%
MUW	38.7%	38.5%	42.1%		***Fall 1999 Cohort*** 42.5%
MVSU	31.3%	37.7%	35.0%		***Fall 1998 Cohort*** 40.0%

1. Quality

1.10 Baccalaureate graduates obtaining employment or admission to graduate/professional school within twelve months as a percent of total baccalaureate graduates

	Trend Data			Comparison	Target
MSU	**1998** 86%	**1999** 86%	**2000** 86% (Based on 24% return rate of survey at time of Graduation)	Comparative data are not provided due to its uniqueness to Mississippi or lack of availability at peer institutions.	***2006*** 90%
UM	n/a	n/a	n/a		***2006*** 90%
USM	**1999** 93%	**2000** 94%	**2001** 94% (Percents based on data from Honors College, Accounting, Nursing, and Teacher Education.)		***2006*** 95%
JSU	**Fall 1999** 79.6%	**Fall 2000** 71.0%	**Fall 2001** 69.7%		***2007*** 80%
ASU	**Fall 1999** 75%	**Fall 2000** 80%	**Fall 2001** 85%		***2005*** 90%
DSU	**2000** 85.6%	**2001** 95.4%	**2002** 82.6%		***2006*** 95%
MUW	n/a	n/a	n/a		***2007*** 90%
MVSU	**2000** 77%	**2001** 76%	**2002** 61% (Trend data percentages are based on number of respondents. The target percentage is for all students.)		***2007*** 70%

2. Affordability	2.1 Average cost of attendance as a percent of state per capita income				
	Trend Data			Comparison	Target
	FY 2000	FY 2001	FY 2002		
MSU	31.3%	32.8%	33.9%	The College Board - FY 2001 Average all SREB States 27%	***2006*** 35%
UM	31.0%	32.6%	34.1%		***2006*** 33%
USM	29.3%	30.6%	32.1%		***2006*** 33%
JSU	29.4%	29.9%	33.1%		***2007*** 35%
ASU	25.3%	25.7%	27.8%		***2005*** 30%
DSU	25.3%	26.1%	27.9%		***2006*** 29%
MUW	24.5%	25.1%	27.0%		***2006*** 45%
MVSU	26.1%	26.4%	28.1%		***2007*** 27%

2. Affordability	2.2 Undergraduate tuition and required fees as a percent of state per capita income				
	Trend Data			Comparison	Target
	FY 2000	FY 2001	FY 2002		
MSU	14.4%	14.3%	15.9%	Carnegie Land Grant Peer - FY 2001 12.6%	***2006*** 15.0%
UM	14.5%	14.5%	16.0%	Carnegie Peer - FY 2001 12.3%	***2006*** 15.0%
USM	13.7%	13.7%	15.1%		***2006*** 16.0%
JSU	12.8%	12.8%	14.2%	Carnegie Peer - FY 2001 11.0%	***2007*** 12.5%
ASU	12.8%	12.8%	14.2%	Carnegie Land Grant Peer - FY 2001 9.7%	***2005*** 15.0%
DSU	12.4%	12.4%	13.7%	Carnegie Peer - FY 2001 10.0%	***2006*** 15.0%
MUW	12.2%	12.2%	13.5%		***2006*** 15.0%
MVSU	12.6%	12.6%	14.0%		***2007*** 13.0%

2. Affordability	2.3 Students on financial aid as a percent of all students				
	Trend Data			Comparison	Target
	AY 1999	AY 2000	AY 2001		
MSU	77.8%	77.6%	78.9%	SUG Peer Analysis - FY 2000 69.3% (first-time, full-time, undergraduates)	***2006*** 79%
UM	72.6%	72.5%	71.6%		***2006*** 72%
USM	71.4%	74.3%	75.6%		***2006*** 76%
JSU	81.8%	83.1%	85.3%	Carnegie Peer - FY 2000 73.0% (first-time, full-time, undergraduates)	***2007*** 85%
ASU	84.0%	89.4%	84.7%	Carnegie Peer - FY 2000 71.0% (first-time, full-time, undergraduates)	***2005*** 87%
DSU	59.6%	65.4%	71.0%		***2008*** 80%
MUW	79.7%	82.6%	89.7%		***2005*** 80% - 85%
MVSU	92.3%	91.9%	95.3%		***2005*** 93%

2. Affordability	2.4 Unrestricted Funds Group Tuition Discount Rate				
	Trend Data			Comparison	Target
	FY 1999	FY 2000	FY 2001		
MSU	12.3%	12.8%	12.8%	Comparative data are not provided due to its uniqueness to Mississippi or lack of availability at peer institutions.	***2006*** 12.5%
UM	22.3%	18.8%	16.9%		***2006*** 10.5%
USM	20.5%	19.3%	20.8%		***2006*** 17.0%
JSU	21.1%	22.3%	24.7%		***2007*** 30.0%
ASU	25.2%	34.7%	33.4%		***2005*** 35.0%
DSU	25.1%	25.7%	26.2%		***2006*** 25.0%
MUW	27.2%	25.0%	27.8%		***2006*** Less Than 25.0%
MVSU	26.2%	23.4%	20.9%		***2007*** 23.0%

3. Accessibility

3.1 Total headcount and FTE enrollment

	Trend Data			Comparison	Target
	Fall 1999	Fall 2000	Fall 2001		
MSU	Headcount 16,076 FTE - 13,584	Headcount 16,561 FTE - 14,123	Headcount 16,878 FTE - 14,354	Carnegie Peer Ranking - Fall 2001 39 Peer Institutions Headcount - 33rd / FTE - 29th	***2005*** Headcount - 17,000 FTE - 14,458
UM	Headcount 11,746 FTE - 10,596	Headcount 12,234 FTE - 10,976	Headcount 12,771 FTE - 11,441	Carnegie Peer Ranking - Fall 2001 39 Peer Institutions Headcount - 38th / FTE - 36th	***2005*** Headcount - 13,500 FTE - 12,000
USM	Headcount 14,350 FTE - 12,540	Headcount 14,509 FTE - 12,788	Headcount 15,232 FTE - 13,201	Carnegie Peer Ranking - Fall 2001 39 Peer Institutions Headcount - 36th / FTE - 35th	***2006*** Headcount 17,000 FTE - 14,500
JSU	Headcount 6,356 FTE - 5,686	Headcount 6,832 FTE - 5,988	Headcount 7,098 FTE - 5,978	Carnegie Peer Ranking - Fall 2001 25 Peer Institutions Headcount - 20th / FTE - 18th	***2007*** Headcount - 8,228 FTE - 7,723
ASU	Headcount 2,871 FTE - 2,678	Headcount 2,936 FTE - 2,692	Headcount 3,096 FTE - 2,777	Carnegie Peer Ranking - Fall 2001 106 Peer Institutions Headcount - 93rd / FTE - 82nd	***2007*** Headcount - 3,200 FTE - 2,880
DSU	Headcount 4,086 FTE - 3,389	Headcount 3,916 FTE - 3,200	Headcount 3,875 FTE - 3,312	Carnegie Peer Ranking - Fall 2001 106 Peer Institutions Headcount - 84th / FTE - 76th	***2003*** Headcount - 3,950 FTE - 3,350
MUW	Headcount 2,953 FTE - 2,025	Headcount 2,815 FTE - 1,932	Headcount 2,328 FTE - 1,797	Carnegie Peer Ranking - Fall 2001 106 Peer Institutions Headcount - 100th / FTE - 99th	***2005*** Headcount - 2,450 FTE - 2,009
MVSU	Headcount 2,511 FTE - 2,214	Headcount 2,687 FTE - 2,315	Headcount 3,081 FTE - 2,479	Carnegie Peer Ranking - Fall 2001 106 Peer Institutions Headcount -94th / FTE - 86th	***2006*** Headcount - 3,650 FTE - 2,700

3. Accessibility	3.2 Undergraduate students age 25 and older as a percent of undergraduate headcount enrollment				
	Trend Data			Comparison	Target
	Fall 1999	Fall 2000	Fall 2001		
MSU	14.6%	14.5%	14.1%	SUG Peer - Fall 2001 11.2%	***2006*** 16%
UM	12.3%	11.9%	11.9%		***2006*** 12%
USM	25.6%	25.3%	25.4%		***2006*** 26%
JSU	21.8%	22.7%	23.8%	Carnegie Peer - Fall 2001 25.4%	***2007*** 25%
ASU	12.4%	16.5%	18.6%	Carnegie Peer - Fall 2001 24.6%	***2005*** 19%
DSU	24.3%	24.1%	23.4%		***2003*** 24%
MUW	43.5%	45.7%	39.7%		***2005*** 35%
MVSU	30.6%	33.6%	40.7%		***2005*** 43%

3. Accessibility	3.3 Mississippi public community college first-time transfer students as a percent of undergraduate headcount enrollment				
	Trend Data			Comparison	Target
	Fall 1999	Fall 2000	Fall 2001		
MSU	7.7%	8.5%	8.7%	Comparative data are not provided due to its uniqueness to Mississippi or lack of availability at peer institutions.	***2006*** 10.0%
UM	5.8%	4.0%	5.1%		***2006*** 5.0%
USM	11.8%	11.4%	15.0%		***2006*** 16.0%
JSU	2.7%	3.7%	4.3%		***2007*** 7.5%
ASU	1.7%	5.3%	4.2%		***2007*** 7.0%
DSU	12.9%	12.8%	12.4%		***2003*** 12.0%
MUW	3.9%	5.3%	6.4%		***2005*** 8.0%
MVSU	4.9%	5.2%	6.1%		***2006*** 7.0%

3. Accessibility

3.4 Number of students enrolled in on-line courses

	Trend Data			Comparison	Target
MSU	**Fall 1999** 731	**Fall 2000** 770	**Fall 2001** 1,008	NCES National Study - A Profile of Participation in Distance Education: 1999-2000 Percent of students enrolled in on-line courses Undergraduate - 4.6% / Graduate - 6.7%	***Fall 2006*** 2000
UM	**Fall 2000** 0	**Fall 2001** 83	**Fall 2002** 746		***Fall 2006*** 1,200
USM	**Fall 2000** 771	**Fall 2001** 1,060	**Fall 2002** 2,148		***Fall 2006*** 1,500
JSU	**Fall 1999** n/a	**Fall 2000** n/a	**Fall 2001** n/a		***Fall 2007*** 150
ASU	**Fall 2000** 68	**Fall 2001** 80	**Fall 2002** 97		***Fall 2007*** 100
DSU	**Fall 1999** 16	**Fall 2000** 85	**Fall 2001** 228		***Fall 2003*** 300
MUW	**Fall 1999** 28	**Fall 2000** 80	**Fall 2001** 108		***Fall 2006*** 200
MVSU	**Fall 1999** 0	**Fall 2000** 0	**Fall 2001** 0		***Fall 2006*** 200

3. Accessibility

3.5 Percentage of classes that use course management tools for on-line course resources

	Trend Data			Comparison	Target
MSU	**Fall 1999** 2.4%	**Fall 2000** 4.4%	**Fall 2001** 7.8%	National Peer Campus Computing 2001 Survey* Public Universities - 24.0% *The 12th National Survey of Computing and Information Technology in American Higher Education (Kenneth Green)	***2006*** 25%
UM	**Fall 2000** 10%	**Fall 2001** 25%	**Fall 2002** 44%		***2006*** 60%
USM	**Fall 1999** 5%	**Fall 2000** 11%	**Fall 2001** 15%		***2006*** 23%
JSU	**Fall 1999** n/a	**Fall 2000** 0	**Fall 2001** 1%		***2007*** 10%
ASU	**Fall 1999** 0	**Fall 2000** 0	**Fall 2001** 0		***2005*** 5%
DSU	**Fall 1999** 0.4%	**Fall 2000** 0.7%	**Fall 2001** 4.0%		***2004*** 15%
MUW	**Fall 1999** 3%	**Fall 2000** 7%	**Fall 2001** 4%		***2006*** 10%
MVSU	**Fall 1999** 0	**Fall 2000** 0	**Fall 2001** 0		***2005*** 10%

4. Accountability	4.1 Unrestricted Group - Fund Balance Ratio (Fund Balance divided by Expenditures and Transfers)				
	Trend Data			Comparison	Target
	FY 1999	FY 2000	FY 2001		
MSU	9%	11%	13%	Comparative data are not provided due to its uniqueness to Mississippi or lack of availability at peer institutions.	***2006*** 20%
UM	17%	17%	20%		***2003*** 19%
USM	13%	15%	15%		***2006*** 14%
JSU	8%	11%	10%		***2007*** 15%
ASU	42%	32%	34%		***2005*** 25%
DSU	14%	13%	15%		***2005*** Greater than 10%
MUW	14%	14%	19%		***2006*** Greater than 5%
MVSU	35%	34%	33%		***2003*** 30%

4. Accountability

4.2 Current Funds Group - Functional Categories as a percent of total Expenditures and Transfers

	Trend Data			Comparison	Target
	FY 1999	FY 2000	FY 2001		
MSU				**PEER (Land Grant Carnegie - Doctoral Extensive)**	***FY 2002***
Instruction	21.6%	21.8%	17.0%	FY 2000 - 30.7%	18.04%
Research	28.7%	31.1%	35.2%	FY 2000 - 23.7%	37.39%
Public Service	14.9%	14.7%	16.3%	FY 2000 - 11.5%	16.06%
Academic Support	5.7%	5.6%	6.2%	FY 2000 - 7.7%	5.94%
Student Services	2.8%	2.6%	2.2%	FY 2000 - 2.8%	2.17%
Institutional Support	9.1%	7.3%	6.3%	FY 2000 - 6.9%	6.61%
Operation & Maintenance of Plant	5.7%	5.3%	5.2%	FY 2000 - 6.1%	4.95%
Student Aid	7.5%	7.4%	8.1%	FY 2000 - 7.3%	16.6%
UM				**PEER (Carnegie - Doctoral Extensive)**	***FY 2006***
Instruction	37.9%	38.1%	34.2%	FY 2000 - 32.8%	35.0%
Research	10.5%	15.2%	18.4%	FY 2000 - 21.5%	20.0%
Public Service	1.2%	1.1%	3.3%	FY 2000 - 9.2%	3.5%
Academic Support	11.3%	10.7%	9.4%	FY 2000 - 8.8%	10.0%
Student Services	4.4%	5.0%	4.4%	FY 2000 - 3.2%	5.0%
Institutional Support	11.9%	9.6%	7.8%	FY 2000 - 7.5%	7.5%
Operation & Maintenance of Plant	6.0%	5.7%	5.7%	FY 2000 - 6.3%	5.5%
Student Aid	13.8%	12.1%	11.5%	FY 2000 - 7.7%	10.5%
USM				**PEER (Carnegie - Doctoral Extensive)**	***FY 2006***
Instruction	36.6%	36.6%	36.0%	FY 2000 - 32.8%	33.2%
Research	15.1%	14.5%	14.1%	FY 2000 - 21.5%	19.0%
Public Service	5.5%	5.4%	6.1%	FY 2000 - 9.2%	6.4%
Academic Support	7.9%	8.0%	9.1%	FY 2000 - 8.8%	5.9%
Student Services	3.5%	3.5%	3.3%	FY 2000 - 3.2%	3.2%
Institutional Support	10.4%	10.1%	9.2%	FY 2000 - 7.5%	6.7%
Operation & Maintenance of Plant	5.1%	6.0%	5.2%	FY 2000 - 6.3%	6.5%
Student Aid	14.1%	13.9%	14.7%	FY 2000 - 7.7%	15.0%
JSU				**PEER (Carnegie - Doctoral Intensive)**	**FY 2007**
Instruction	32.9%	28.0%	28.6%	FY 2000 - 40.7%	36.0%
Research	13.8%	13.0%	16.0%	FY 2000 - 11.0%	17.0%
Public Service	2.5%	2.7%	1.8%	FY 2000 - 3.4%	3.0%
Academic Support	7.6%	7.3%	7.5%	FY 2000 - 9.2%	9.0%
Student Services	10.4%	8.5%	8.1%	FY 2000 - 6.3%	8.0%
Institutional Support	11.4%	12.3%	9.5%	FY 2000 - 9.9%	9.0%
Operation & Maintenance of Plant	5.6%	5.6%	6.2%	FY 2000 - 6.7%	8.0%
Student Aid	20.7%	16.9%	17.0%	FY 2000 - 10.3%	10.0%

4.2 Current Funds Group - Functional Categories as a percent of total Expenditures and Transfers

	Trend Data			Comparison	Target
	FY 1999	FY 2000	FY 2001		
ASU				**PEER (Land Grant Carnegie - Master's I)**	***FY 2005***
Instruction	33.9%	32.7%	34.7%	FY 2000 - 33.3%	35.0%
Research	11.5%	14.9%	14.7%	FY 2000 - 9.5%	15.0%
Public Service	7.8%	8.6%	5.3%	FY 2000 - 4.3%	5.0%
Academic Support	3.8%	3.8%	4.4%	FY 2000 - 10.8%	5.0%
Student Services	6.2%	6.5%	6.1%	FY 2000 - 5.6%	6.0%
Institutional Support	10.9%	10.9%	10.3%	FY 2000 - 11.3%	10.3%
Operation & Maintenance of Plant	7.8%	6.6%	6.8%	FY 2000 - 8.7%	7.1%
Student Aid	18.1%	16.0%	17.7%	FY 2000 - 15.3%	16.6%
DSU				**PEER (Carnegie - Masters I)**	***FY 2006***
Instruction	38.7%	40.2%	38.6%	FY 2000 - 39.1%	40.0%
Research	2.7%	2.3%	0.6%	FY 2000 - 3.5%	1.0%
Public Service	5.2%	4.9%	7.5%	FY 2000 - 4.0%	5.5%
Academic Support	9.9%	10.4%	11.2%	FY 2000 - 10.1%	10.5%
Student Services	7.9%	8.2%	8.6%	FY 2000 - 6.3%	8.5%
Institutional Support	8.8%	8.6%	8.4%	FY 2000 - 11.4%	8.5%
Operation & Maintenance of Plant	7.0%	7.4%	7.1%	FY 2000 - 8.6%	8.0%
Student Aid	16.5%	16.0%	17.4%	FY 2000 - 13.5%	16.5%
MUW				**PEER (Carnegie - Masters I)**	***FY 2006***
Instruction	29.1%	30.7%	31.2%	FY 2000 - 39.1%	31.0%
Research	0.0%	0.0%	0.0%	FY 2000 - 3.5%	2.0%
Public Service	1.6%	2.2%	1.0%	FY 2000 - 4.0%	2.0%
Academic Support	18.3%	18.4%	17.7%	FY 2000 - 10.1%	18.0%
Student Services	8.3%	8.3%	7.9%	FY 2000 - 6.3%	8.0%
Institutional Support	10.3%	10.6%	9.8%	FY 2000 - 11.4%	10.0%
Operation & Maintenance of Plant	9.1%	8.5%	8.9%	FY 2000 - 8.6%	9.0%
Student Aid	17.9%	17.5%	20.8%	FY 2000 - 13.5%	20.0%
MVSU				**PEER (Carnegie - Masters I)**	***FY 2007***
Instruction	30.0%	28.5%	28.8%	FY 2000 - 39.1%	36.0%
Research	0.0%	0.0%	0.5%	FY 2000 - 3.5%	1.0%
Public Service	8.7%	7.8%	10.9%	FY 2000 - 4.0%	6.0%
Academic Support	7.5%	7.3%	4.3%	FY 2000 - 10.1%	9.0%
Student Services	8.8%	8.5%	8.0%	FY 2000 - 6.3%	7.0%
Institutional Support	11.7%	14.3%	13.6%	FY 2000 - 11.4%	11.0%
Operation & Maintenance of Plant	10.0%	10.3%	9.6%	FY 2000 - 8.6%	10.0%
Student Aid	22.6%	22.4%	22.2%	FY 2000 - 13.5%	20.0%

4. Accountability

4.3 State Appropriation per FTE student

	Trend Data			Comparison	Target
	FY 1999	FY 2000	FY 2001		
MSU	Total - $9,896 E&G - $5,534	Total - $11,226 E&G - $6,280	Total - $10,275 E&G - $5,650	Carnegie Land Grant Peer - FY2000 Total - $9,825 / E&G - $6,896	***2006*** Total - $11,300 E&G - $6,300
UM	Total - $6,369 E&G - $5,493	Total - $7,182 E&G - $6,066	Total - $6,327 E&G - $5,437	Carnegie Peer - FY2000 Total - $8,359 / E&G - $6,943	***2006*** Carnegie Peer Comparisons
USM	Total - $5,424 E&G - $5,095	Total - $6,302 E&G - $5,913	Total - $5,802 E&G - $5,429		***2007*** Total - $9,000 E&G - $6,943
JSU	Total - $6,190 E&G - $6,074	Total - $7,443 E&G - $7,325	Total - $7,248 E&G - $7,148	Carnegie Peer - FY2000 Total - $5,750 / E&G - $5,662	***2007*** Total - $7,157 E&G - $7,044
ASU	Total - $7,311 E&G - $5,771	Total - $8,771 E&G - $6,606	Total - $7,922 E&G - $6,103	Carnegie Land Grant Peer - FY2000 Total - $6,792 / E&G - $6,574	***2005*** Total - $8,000 E&G - $6,500
DSU	Total - $5,867 E&G - $5,867	Total - $6,621 E&G - $6,643	Total - $6,209 E&G - $6,209	Carnegie Peer - FY2000 Total - $5,163 / E&G - $5,130	***2006*** Total - $6,500 E&G - $6,500
MUW	Total - $6,202 E&G - $6,202	Total - $7,306 E&G - $7,302	Total - $6,868 E&G - $6,868		***2006*** Total - $6,500 E&G - $6,500
MVSU	Total - $4,937 E&G - $4,788	Total - $5,886 E&G - $5,765	Total - $5,247 E&G - $5,166		***2008*** Total - $5,500 E&G - $6,000

4. Accountability	4.4 Current Fund Group Expenditures per FTE student				
	Trend Data			Comparison	Target
	FY 1999	FY 2000	FY 2001		
MSU	$24,396	$25,965	$26,189	Carnegie Land Grant Peer - FY 2000 $24,528	***2006*** $30,000
UM	$15,085	$16,871	$18,787	Carnegie Peer - FY 2000 $22,626	***2006*** $21,500
USM	$12,540	$13,882	$14,492		***2006*** $19,000
JSU	$13,450	$18,204	$19,622	Carnegie Peer - FY 2000 $13,175	***2007*** $17,000
ASU	$15,265	$19,032	$18,101	Carnegie Land Grant Peer - FY 2000 $15,347	***2005*** $18,000
DSU	$11,335	$12,234	$12,311	Carnegie Peer - FY 2000 $10,754	***2006*** $14,000
MUW	$14,156	$16,078	$15,807		***2006*** $16,000
MVSU	$12,491	$13,612	$14,283		***2007*** $16,200

(Includes all external research funding, experiment station, extension and E&G funds)

4. Accountability	4.5 Current Fund Group Instructional Expenditures per FTE student				
	Trend Data			Comparison	Target
	FY 1999	FY 2000	FY 2001		
MSU	$5,260	$5,673	$4,440	Carnegie Land Grant Peer - FY 2000 $7,535	***2006*** $5,800
UM	$5,713	$6,424	$6,424	Carnegie Peer - FY 2000 $7,429	***2006*** $7,100
USM	$4,589	$5,084	$5,217		***2006*** $7,100
JSU	$4,421	$5,097	$5,611	Carnegie Peer - FY 2000 $5,365	***2007*** $5,767
ASU	$5,180	$6,222	$6,277	Carnegie Land Grant Peer - FY 2000 $5,116	***2005*** $6,400
DSU	$4,387	$4,916	$5,752	Carnegie Peer - FY 2000 $4,207	***2006*** $5,100
MUW	$4,126	$4,941	$4,935		***2006*** $5,000
MVSU	$3,753	$3,875	$4,116		***2007*** $5,700

4. Accountability	4.6 Current Fund State Appropriation revenues as a percent of total Current Funds Expenditures and Transfers				
	Trend Data			Comparison	Target
	FY 1999	FY 2000	FY 2001		
MSU	40.6%	43.2%	39.2%	Carnegie Land Grant Peer - FY 2000 40.1%	***2006*** 40%
UM	42.2%	42.6%	33.7%	Carnegie Peer - FY 2000 36.9%	***2004*** 37%
USM	43.2%	45.4%	40.0%		***2006*** 38%
JSU	46.0%	40.9%	36.9%	Carnegie Peer - FY 2000 43.6%	***2007*** 40%
ASU	48.1%	46.1%	43.8%	Carnegie Land Grant Peer - FY 2000 44.3%	***2005*** 58%
DSU	51.8%	54.1%	50.4%	Carnegie Peer - FY 2000 48.0%	***2006*** 48%
MUW	43.8%	45.4%	43.4%		***2006*** Less Than 50%
MVSU	39.5%	43.2%	36.7%		***2006*** 40%

4. Accountability	4.7 Average on-campus credit hours taught per full-time faculty				
	Trend Data			Comparison	Target
	Fall 1999	Fall 2000	Fall 2001		
MSU	195.1	201.8	207.2	SUG Peer - Fall 2001 Delaware Cost Study 201	***2006*** 210
UM	209	208.2	221.2		***2006*** 200
USM	199.8	199.8	212.8		***2006*** 230
JSU	198.8	199.6	203.0	Carnegie Peer - Fall 1999 296	***2007*** 225
ASU	202.7	185.1	204.0	Carnegie Peer - Fall 1999 307	***2005*** 210
DSU	205.1	197.9	207.2		***2004*** 225
MUW	175.6	161.7	165.4		***2005*** 200
MVSU	259	277	267.5		***2006*** 225

4. Accountability	4.8 Ratio of full-time employees to FTE students				
	Trend Data			Comparison	Target
	Fall 1999	Fall 2000	Fall 2001		
MSU	1:3	1:3	1:3	SUG Peer - Fall 2001 1:4	***2006*** 1:4
UM	1:5	1:4	1:5		***2006*** 1:5
USM	1:5	1:6	1:8		***2006*** 1:5
JSU	1:5	1:5	1:5	Carnegie Peer - Fall 2001 1:6	***2007*** 1:5
ASU	1:4	1:4	1:4	Carnegie Peer - Fall 2001 1:8	***2005*** 1:5
DSU	1:4	1:4	1:4		***2005*** 1:4
MUW	1:4	1:4	1:4		***2006*** 1:5
MVSU	1:5	1:5	1:5		***2003*** 1:5

5. Economic Development

5.1 Total dollar value of awards for research and sponsored projects

	Trend Data			Comparison	Target
	FY 2000	FY 2001	FY 2002		
MSU	$ 93.5 M	$ 111.9 M	$ 123.2 M	Comparative data are not provided due to its uniqueness to Mississippi or lack of availability at peer institutions.	***FY 2006*** $ 150.0 M
UM	$ 44.6 M	$ 72.6 M	$ 64.0 M		***FY 2006*** $ 75.0 M
USM	$ 40.1 M	$ 50.1 M	$ 62.7 M		***FY 2006*** $ 100.0 M
JSU	$ 31.2 M	$ 38.7 M	$ 47.3 M		***FY 2007*** $ 50.0 M
ASU	$ 14.3 M	$ 16.5 M	$16.2 M		***FY 2005*** $ 18.2 M
DSU	$ 3.9 M	$ 2.9 M	$ 5.7 M		***FY 2004*** $ 6.0 M
MUW	$ 340.0 K	$ 345.5 K	$ 354.8 K		***FY 2006*** $ 500.0 K
MVSU	$ 8.6 M	$ 9.2 M	$ 11.2 M		***FY 2007*** $ 20.0 M

5. Economic Development	5.2 Total dollar value of awards for research and sponsored projects in science and engineering per full-time faculty in science and engineering				
	Trend Data			Comparison	Target
	FY 2000	FY 2001	FY 2002		
MSU	$ 247 K	$ 274 K	$ 308 K	Comparative data are not provided due to its uniqueness to Mississippi or lack of availability at peer institutions.	***FY 2006*** $ 375 K
UM	$ 354 K	$ 535 K	$ 429 K		***FY 2006*** $ 450 K
USM	$ 241 K	$ 338 K	$ 409 K		***FY 2006*** $ 460 K
JSU	$ 150 K	$ 267 K	$ 271 K		***FY 2007*** $ 350 K
ASU	$ 43 K	$53 K	$ 45 K		***FY 2005*** $ 55 K
DSU	$ 194 K	$ 143 K	$ 284 K		***FY 2004*** $ 300 K
MUW	$ 4.7 K	$ 4.2 K	$ 2.5 K		***FY 2005*** $ 10 K
MVSU	$ 54.4 K	$ 64.7 K	$113.7 K		***FY 2007*** $ 119 K

5. Economic Development

5.3 Baccalaureate degrees granted in critical shortage teacher education fields

	Trend Data			Comparison	Target
	1999-00	2000-01	2001-02		
MSU	39	40	40	Comparative data are not provided due to its uniqueness to Mississippi or lack of availability at peer institutions.	***2006*** 55
UM	16	20	22		***2006*** 30
USM	65	68	71		***2006*** 80
JSU	24	15	16		***2007*** 30
ASU	28	25	27		***2005*** 50
DSU	20	11	21		***2004*** 24
MUW	4	2	3		***2006*** 10
MVSU	0	9	6		***2007*** 15

5. Economic Development

5.4 Degrees in natural sciences, mathematics, computer science, and engineering, and in nursing and health sciences

	Trend Data			Comparison	Target
	AY 1999	AY 2000	AY 2001		
MSU	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 905 Health Sci & Nursing 62	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 979 Health Sci & Nursing 67	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 966 Health Sci & Nursing 63	Carnegie Peer - 2001 Average Nat'l Sci, Math, Comp Sci, & Engineering: 1,185.1 Health Sciences: 394.9	***2006*** Bachelor's 820; Master's 50 Prof. 50; Doctoral 50
UM	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 298 Health Sci & Nursing 234	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 277 Health Sci & Nursing 227	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 295 Health Sci & Nursing 202		***2006*** Bachelor's 350; Master's 80 Prof. 80; Doctoral 25
USM	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 375 Health Sci & Nursing 366	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 384 Health Sci & Nursing 380	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 429 Health Sci & Nursing 355		***2006*** Bachelor's 650 Master's 175 Doctoral 25
JSU	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 259 Health Sci & Nursing 11	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 203 Health Sci & Nursing 30	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 220 Health Sci & Nursing 34	Carnegie Peer - 2001 Average Nat'l Sci, Math, Comp Sci, & Engineering: 365.6 Health Sciences: 273.6	***2007*** Nat'l Sci, Math, Comp Sci, & Engineering: 365.6 Health Sciences: 273.6
ASU	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 150 Health Sci & Nursing 47	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 135 Health Sci & Nursing 49	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 126 Health Sci & Nursing 44	Carnegie Peer - 2001 Average Nat'l Sci, Math, Comp Sci, & Engineering: 156.4 Health Sciences: 102.9	***2007*** Bachelor's 150; Master's 30
DSU	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 50 Health Sci & Nursing 73	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 42 Health Sci & Nursing 46	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 55 Health Sci & Nursing 62		***2005*** Bachelor's 90 Master's 30
MUW	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 34 Health Sci & Nursing 100	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 39 Health Sci & Nursing 106	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 28 Health Sci & Nursing 122		***2006*** Bachelor's 127 Master's 38
MVSU	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 78 Health Sci & Nursing 12	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 73 Health Sci & Nursing 15	Total Degrees Nat'l Sci, Math, Comp. Sci. & Eng. 80 Health Sci & Nursing 19		***2007*** Bachelor's 117 Master's 35

5. Economic Development	5.5 Number of written formal partnership agreements with public and private sector entities				
	Trend Data			Comparison	Target
	1999-00	2000-01	2001-02		
MSU	n/a	n/a	559	Comparative data are not provided due to its uniqueness to Mississippi or lack of availability at peer institutions.	***2006*** 600
UM	Approx. 600	Approx. 700	Approx. 740		***2006*** Approx. 750
USM	457	496	620		***2006*** 650
JSU	0	4	67		***2007*** 75
ASU	10	10	12		***2005*** 25
DSU	12	12	12		***2004*** 16
MUW	81	85	86		***2006*** 100
MVSU	16	16	34		***2007*** 44

6. Diversity

6.1 Percent of total full-time faculty by ethnicity and gender

MSU

	Fall 1999 Men	Fall 1999 Women	Fall 2000 Men	Fall 2000 Women	Fall 2001 Men	Fall 2001 Women
White	61.7%	28.0%	60.6%	29.4%	60.1%	29.1%
Black	2.2%	2.0%	2.0%	2.2%	1.6%	1.9%
Other	4.9%	1.2%	4.7%	1.2%	5.5%	1.9%
Total	68.8%	31.2%	67.2%	32.8%	67.2%	32.8%

Comparison: SUG Peer - Fall 2001
Ethnicity (W) 82% (B) 4% (O) 14%
Gender (F) 31% (M) 69%

Target: ***2006***
(W)87% (B)5% (O)8%
(M) 65% (F)35%

UM

	Fall 1999 Men	Fall 1999 Women	Fall 2000 Men	Fall 2000 Women	Fall 2001 Men	Fall 2001 Women
White	60.9%	27.8%	59.6%	28.7%	56.8%	31.3%
Black	2.9%	3.1%	3.0%	3.0%	2.3%	3.0%
Other	4.2%	1.1%	4.3%	1.4%	4.9%	1.7%
Total	68.0%	32.0%	66.8%	33.2%	64.0%	36.0%

Comparison: SUG Peer - Fall 2001
Ethnicity (W) 82% (B) 4% (O) 14%
Gender (F) 31% (M) 69%

Target: ***2006***
(W)87% (B)6% (O)7%
(M)62% (F)38%

USM

	Fall 1999 Men	Fall 1999 Women	Fall 2000 Men	Fall 2000 Women	Fall 2001 Men	Fall 2001 Women
White	57.5%	35.2%	56.8%	36.0%	58.2%	33.9%
Black	1.0%	2.3%	1.3%	2.1%	1.4%	1.9%
Other	2.8%	1.2%	2.6%	1.3%	3.1%	1.5%
Total	61.3%	38.7%	60.6%	39.4%	62.7%	37.3%

Comparison: SUG Peer - Fall 2001
Ethnicity (W) 82% (B) 4% (O) 14%
Gender (F) 31% (M) 69%

Target: ***2006***
(W)91% (B)4.5% (O)4.5%
(M) 62% (F) 38%

JSU

	Fall 1999 Men	Fall 1999 Women	Fall 2000 Men	Fall 2000 Women	Fall 2001 Men	Fall 2001 Women
White	11.0%	8.3%	9.9%	8.1%	9.0%	8.5%
Black	34.3%	32.1%	32.2%	34.3%	32.7%	34.1%
Other	10.4%	4.0%	11.3%	4.2%	11.1%	4.7%
Total	55.7%	44.3%	53.4%	46.6%	52.8%	47.2%

Comparison: Carnegie Peer - Fall 2001
Men (W) 46.8% (B) 5.3% (O) 9.0%
Women (W) 30.3% (B) 5.0% (O) 3.6%

Target: ***2007***
Men (W)10.0% (B)33.3% (O)11.0%
Women (W)8.7% (B)33.1% (O)4.0%

ASU

	Fall 1999 Men	Fall 1999 Women	Fall 2000 Men	Fall 2000 Women	Fall 2001 Men	Fall 2001 Women
White	14.4%	7.8%	13.0%	8.2%	12.6%	8.2%
Black	33.3%	30.0%	34.2%	28.8%	33.5%	29.7%
Other	10.6%	3.9%	11.4%	4.3%	11.0%	4.9%
Total	58.3%	41.7%	58.7%	41.3%	57.1%	42.9%

Comparison: Carnegie Peer - Fall 2001
Men (W) 45.9% (B) 6.5% (O) 6.3%
Women (W) 32.1% (B) 6.3% (O) 2.9%

Target: ***2005***
Men (W) 25% (B)57% (O)18%
Women (W)20% (B)69% (O)11%

DSU

	Fall 1999 Men	Fall 1999 Women	Fall 2000 Men	Fall 2000 Women	Fall 2001 Men	Fall 2001 Women
White	54.6%	37.2%	53.7%	38.3%	51.7%	40.0%
Black	1.1%	5.5%	1.1%	5.3%	1.7%	5.0%
Other	1.6%	0.0%	1.6%	0.0%	1.7%	0.0%
Total	57.4%	42.6%	56.4%	43.6%	55.0%	45.0%

Comparison: Carnegie Peer - Fall 2001
Men (W) 45.9% (B) 6.5% (O) 6.3%
Women (W) 32.1% (B) 6.3% (O) 2.9%

Target: ***2005***
(W) 75% (B) 16% (O) 9%

MUW

	Fall 1999 Men	Fall 1999 Women	Fall 2000 Men	Fall 2000 Women	Fall 2001 Men	Fall 2001 Women
White	36.6%	57.7%	38.4%	56.2%	38.1%	54.5%
Black	0.7%	2.1%	0.0%	3.4%	0.7%	3.7%
Other	0.0%	2.8%	0.0%	2.1%	0.0%	3.0%
Total	37.3%	62.7%	38.4%	61.6%	38.8%	61.2%

Comparison: Carnegie Peer - Fall 2001
Men (W) 45.9% (B) 6.5% (O) 6.3%
Women (W) 32.1% (B) 6.3% (O) 2.9%

Target: ***2005***
Maintain Women > 60%
Increase nonwhite to 10%

MVSU

	Fall 1999 Men	Fall 1999 Women	Fall 2000 Men	Fall 2000 Women	Fall 2001 Men	Fall 2001 Women
White	10.7%	2.7%	11.3%	6.1%	8.1%	7.2%
Black	40.2%	27.7%	38.3%	27.8%	39.6%	28.8%
Other	17.0%	1.8%	15.7%	0.9%	15.3%	0.9%
Total	67.9%	31.2%	65.2%	34.8%	63.1%	36.9%

Comparison: Carnegie Peer - Fall 2001
Men (W) 45.9% (B) 6.5% (O) 6.3%
Women (W) 32.1% (B) 6.3% (O) 2.9%

Target: ***2005***
(W)15% (B)70% (O)15%
(F)30% (M)70%

6. Diversity

6.2 Percent of total students by ethnicity and gender

MSU

Trend Data							Comparison	Target
Fall 1999			Fall 2000			Fall 2001		
	Men	Women		Men	Women		Men	Women		
White	43.1%	32.8%	White	41.6%	33.1%	White	41.6%	33.6%	SUG Peer - Fall 2001 Ethnicity (W) 73% (B) 9% (O) 18% Gender (F) 52% (M) 48%	***2006*** (W) 73% (B) 20% (O) 7% (M) 50% (F) 50%
Black	6.5%	10.5%	Black	6.7%	11.5%	Black	6.4%	11.3%		
Other	4.6%	2.5%	Other	4.5%	2.7%	Other	4.3%	2.7%		
Total	54.2%	45.8%	Total	52.8%	47.2%	Total	52.3%	47.7%		

UM

Trend Data							Comparison	Target
Fall 1999			Fall 2000			Fall 2001		
	Men	Women		Men	Women		Men	Women		
White	39.8%	42.3%	White	40.1%	41.9%	White	40.1%	41.6%	SUG Peer - Fall 2001 Ethnicity (W) 73% (B) 9% (O) 18% Gender (F) 52% (M) 48%	***2006*** (W) 75% (B) 18% (O) 7% (M) 48% (F) 52%
Black	4.4%	7.6%	Black	4.4%	7.8%	Black	4.5%	8.3%		
Other	3.2%	2.7%	Other	3.1%	2.7%	Other	2.9%	2.6%		
Total	47.4%	52.6%	Total	47.6%	52.4%	Total	47.5%	52.5%		

USM

Trend Data							Comparison	Target
Fall 1999			Fall 2000			Fall 2001		
	Men	Women		Men	Women		Men	Women		
White	31.3%	44.6%	White	30.5%	43.9%	White	30.2%	44.5%	SUG Peer - Fall 2001 Ethnicity (W) 73% (B) 9% (O) 18% Gender (F) 52% (M) 48%	***2006*** (W) 75% (B) 22% (O) 3% (M) 39% (F) 61%
Black	6.1%	13.4%	Black	6.5%	14.4%	Black	7.1%	14.7%		
Other	2.1%	2.5%	Other	2.1%	2.6%	Other	1.6%	1.9%		
Total	39.5%	60.5%	Total	39.1%	60.9%	Total	39.0%	61.0%		

JSU

Trend Data							Comparison	Target
Fall 1999			Fall 2000			Fall 2001		
	Men	Women		Men	Women		Men	Women		
White	1.2%	1.4%	White	1.2%	1.8%	White	1.4%	2.4%	Carnegie Peer - Fall 2001 Men (W) 25.3% (B) 7.3% (O) 8.9% Women (W) 35.6% (B) 13.2% (O) 9.7%	***2007*** Men (W)2.0% (B)33.7% (O)1.2% Women (W)3.0% (B)59.2% (O)0.9%
Black	38.2%	56.9%	Black	35.2%	59.5%	Black	34.3%	59.8%		
Other	1.3%	0.9%	Other	1.3%	1.0%	Other	1.2%	0.9%		
Total	40.8%	59.2%	Total	37.7%	62.3%	Total	36.9%	63.1%		

ASU

Trend Data							Comparison	Target
Fall 1999			Fall 2000			Fall 2001		
	Men	Women		Men	Women		Men	Women		
White	0.9%	3.8%	White	1.7%	5.4%	White	1.8%	5.3%	Carnegie Peer - Fall 2001 Men (W) 26.7% (B) 8.0% (O) 5.5% Women (W) 38.6% (B) 14.1% (O) 7.0%	***2005*** Men (W)8% (B)90% (O)2% Women (W)12% (B)85% (O)3%
Black	36.3%	57.9%	Black	35.8%	55.9%	Black	35.5%	56.3%		
Other	0.7%	0.4%	Other	0.9%	0.4%	Other	0.8%	0.3%		
Total	37.9%	62.1%	Total	38.3%	61.7%	Total	38.1%	61.9%		

DSU

Trend Data							Comparison	Target
Fall 1999			Fall 2000			Fall 2001		
	Men	Women		Men	Women		Men	Women		
White	30.8%	39.3%	White	29.9%	38.8%	White	28.5%	38.2%	Carnegie Peer - Fall 2001 Men (W) 26.7% (B) 8.0% (O) 5.5% Women (W) 38.6% (B) 14.1% (O) 7.0%	***2005*** (W) 64% (B) 35% (O) 1% (M) 38% (F) 62%
Black	8.2%	20.4%	Black	8.1%	22.2%	Black	9.1%	23.3%		
Other	0.7%	0.7%	Other	0.4%	0.6%	Other	0.3%	0.6%		
Total	39.7%	60.3%	Total	38.4%	61.6%	Total	37.9%	62.1%		

MUW

Trend Data							Comparison	Target
Fall 1999			Fall 2000			Fall 2001		
	Men	Women		Men	Women		Men	Women		
White	12.6%	56.7%	White	11.3%	59.0%	White	12.2%	56.7%	Carnegie Peer - Fall 2001 Men (W) 26.7% (B) 8.0% (O) 5.5% Women (W) 38.6% (B) 14.1% (O) 7.0%	***2005*** Maintain Nonwhite at or above 30%
Black	2.8%	24.6%	Black	2.6%	24.1%	Black	3.2%	24.4%		
Other	0.8%	2.5%	Other	0.6%	2.4%	Other	0.7%	2.8%		
Total	16.2%	83.8%	Total	14.5%	85.5%	Total	16.1%	83.9%		

MVSU

Trend Data							Comparison	Target
Fall 1999			Fall 2000			Fall 2001		
	Men	Women		Men	Women		Men	Women		
White	1.4%	2.9%	White	1.4%	2.8%	White	2.3%	2.7%	Carnegie Peer - Fall 2001 Men (W) 26.7% (B) 8.0% (O) 5.5% Women (W) 38.6% (B) 14.1% (O) 7.0%	***2005*** (W) 10% (B) 88% (O) 2% (M) 30% (F) 70%
Black	34.0%	61.1%	Black	31.9%	63.2%	Black	26.5%	67.2%		
Other	0.2%	0.5%	Other	0.4%	0.4%	Other	0.7%	0.6%		
Total	35.6%	64.4%	Total	33.6%	66.4%	Total	29.5%	70.5%		

6. Diversity

6.3 Percent of full-time total staff in EEO-1 category (Executive, Administrative and Managerial) and in EEO-3 category (Other Professional) by ethnicity and gender

MSU

Trend Data

Fall 1999

	Men	Women
White	51%	35%
Black	3%	5%
Other	4%	1%
Total	59%	41%

Fall 2000

	Men	Women
White	51%	36%
Black	3%	5%
Other	4%	1%
Total	58%	42%

Fall 2001

	Men	Women
White	49%	35%
Black	3%	5%
Other	5%	2%
Total	58%	42%

Comparison

SUG Peer - Fall 2001
EEO-1 (W)89% (B)7% (O)4% - (M)60% (F)40%
EEO-3 (W)80% (B)9% (O)11% - (M)43% (F)57%

Target

Fall 2006
Men (W) 44% (B) 5% (O) 5%
Women (W) 37% (B) 7% (O) 2%

UM

Trend Data

Fall 1999

	Men	Women
White	47%	40%
Black	4%	4%
Other	4%	2%
Total	55%	45%

Fall 2000

	Men	Women
White	45%	39%
Black	5%	4%
Other	4%	3%
Total	54%	46%

Fall 2001

	Men	Women
White	43%	39%
Black	5%	5%
Other	5%	3%
Total	53%	47%

Comparison

SUG Peer - Fall 2001
EEO-1 (W)89% (B)7% (O)4% - (M)60% (F)40%
EEO-3 (W)80% (B)9% (O)11% - (M)43% (F)57%

Target

Fall 2006
EEO-1 (W) 93% (B) 6% (O) 1%
(M) 70% (F) 30%
EEO-3 (W) 80% (B) 11% (O) 9%
(M) 50% (F) 50%

USM

Trend Data

Fall 1999

	Men	Women
White	43%	47%
Black	3%	4%
Other	3%	1%
Total	48%	52%

Fall 2000

	Men	Women
White	45%	45%
Black	3%	5%
Other	1%	1%
Total	49%	51%

Fall 2001

	Men	Women
White	40%	51%
Black	3%	5%
Other	1%	1%
Total	44%	56%

Comparison

SUG Peer - Fall 2001
EEO-1 (W)89% (B)7% (O)4% - (M)60% (F)40%
EEO-3 (W)80% (B)9% (O)11% - (M)43% (F)57%

Target

Fall 2006
EEO-1 (W) 95% (B) 3% (O) 2%
(M) 62% (F) 38%
EEO-3 (W) 88% (B) 9% (O) 3%
(M) 39% (F) 61%

JSU

Trend Data

Fall 1999

	Men	Women
White	4%	2%
Black	31%	59%
Other	3%	1%
Total	37%	63%

Fall 2000

	Men	Women
White	4%	1%
Black	35%	56%
Other	2%	1%
Total	42%	58%

Fall 2001

	Men	Women
White	4%	2%
Black	32%	58%
Other	2%	1%
Total	39%	61%

Comparison

Carnegie Peer - Fall 2001
Men (W) 31.0% (B) 6.5% (O) 4.8%
Women (W) 40.5% (B) 11.8% (O) 5.5%

Target

Fall 2007
Men (W)4% (B)32% (O)2%
Women (W)2% (B)58% (O)1%

ASU

Trend Data

Fall 1999

	Men	Women
White	2%	1%
Black	49%	45%
Other	3%	1%
Total	54%	47%

Fall 2000

	Men	Women
White	3%	2%
Black	43%	48%
Other	2%	0%
Total	49%	51%

Fall 2001

	Men	Women
White	2%	2%
Black	42%	51%
Other	3%	1%
Total	47%	53%

Comparison

Carnegie Peer - Fall 2001
Men (W) 32.2% (B) 9.5% (O) 3.6%
Women (W) 36.7% (B) 14.0% (O) 4.0%

Target

Fall 2005
Men (W) 2% (B) 42% (O) 3%
Women (W) 2% (B) 50% (O) 1%

DSU

Trend Data

Fall 1999

	Men	Women
White	51%	35%
Black	5%	6%
Other	1%	2%
Total	57%	43%

Fall 2000

	Men	Women
White	50%	35%
Black	6%	7%
Other	1%	2%
Total	56%	44%

Fall 2001

	Men	Women
White	47%	38%
Black	5%	8%
Other	0%	2%
Total	52%	48%

Comparison

Carnegie Peer - Fall 2001
Men (W) 32.2% (B) 9.5% (O) 3.6%
Women (W) 36.7% (B) 14.0% (O) 4.0%

Target

Fall 2005
EEO-1 (W) 96% (B) 2% (O) 2%
(M) 60% (F) 40%
EEO-3 (W) 81% (B) 18% (O) 1%
(M) 50% (F) 50%

MUW

Trend Data

Fall 1999

	Men	Women
White	22%	65%
Black	2%	10%
Other	0%	2%
Total	23%	77%

Fall 2000

	Men	Women
White	24%	64%
Black	2%	9%
Other	1%	1%
Total	26%	74%

Fall 2001

	Men	Women
White	27%	61%
Black	0%	9%
Other	1%	2%
Total	28%	72%

Comparison

Carnegie Peer - Fall 2001
Men (W) 32.2% (B) 9.5% (O) 3.6%
Women (W) 36.7% (B) 14.0% (O) 4.0%

Target

Fall 2006
Men (W) 25% (B) 2% (O) 2%
Women (W) 60% (B) 10% (O) 2%

MVSU

Trend Data

Fall 1999

	Men	Women
White	1%	3%
Black	47%	49%
Other	0%	0%
Total	48%	52%

Fall 2000

	Men	Women
White	3%	1%
Black	46%	49%
Other	0%	1%
Total	49%	51%

Fall 2001

	Men	Women
White	3%	1%
Black	48%	47%
Other	0%	1%
Total	51%	49%

Comparison

Carnegie Peer - Fall 2001
Men (W) 32.2% (B) 9.5% (O) 3.6%
Women (W) 36.7% (B) 14.0% (O) 4.0%

Target

Fall 2005
EEO-1 (W) 5% (B) 93% (O) 2%
(M) 55% (F) 45%
EEO-3 (W) 7% (B) 90% (O) 3%
(M) 45% (F) 55%

6. Diversity

6.4 Percent of total degrees awarded by ethnicity

	Trend Data			Comparison	Target
	AY 2000	AY 2001	AY 2002		
MSU	White 80% Black 13% Other 8%	White 79% Black 12% Other 8%	White 79% Black 13% Other 7%	Carnegie Peer - 2000 White - 79.5% Black - 8.7% Other - 11.9%	***2006*** White - 78% Black -14% Other - 8%
UM	White 84% Black 9% Other 7%	White 83% Black 10% Other 7%	White 84% Black 10% Other 6%		***2006*** White - 82% Black - 12% Other - 6%
USM	White 79% Black 16% Other 4%	White 80% Black 16% Other 4%	White 79% Black 17% Other 4%		***2006*** White - 79% Black -17% Other - 4%
JSU	White 4% Black 93% Other 3%	White 4% Black 93% Other 3%	White 5% Black 93% Other 3%	Carnegie Peer - 2000 White - 65% Black - 16% Other - 19%	***2007*** White - 5% Black - 93% Other - 3%
ASU	White 6% Black 94% Other 1%	White 7% Black 92% Other 1%	White 9% Black 89% Other 2%	Carnegie Peer - 2000 White - 69% Black - 19% Other - 13%	***2007*** White - 11% Black - 86% Other - 3%
DSU	White 71% Black 28% Other 2%	White 69% Black 29% Other 2%	White 71% Black 28% Other 1%		***2005*** White - 69% Black - 29% Other - 2%
MUW	White 71% Black 24% Other 4%	White 75% Black 22% Other 3%	White 75% Black 21% Other 4%		***2006*** White - 73% Black - 23% Other - 4%
MVSU	White 2% Black 98% Other 0%	White 2% Black 97% Other 0%	White 3% Black 96% Other 1%		***2005*** White - 5% Black - 93% Other - 2%