

APPENDIX A

BEHREND RESULTS:

UNIVERSITY-WIDE STUDENT SURVEY

APPENDIX A

Overall Results: 2004 University-Wide Student Survey

2004 Student Satisfaction Survey

Comparison Between Behrend, University Park, & University-wide Results
(by percentage)

Overall Satisfaction	Total University	University Park	Behrend
If starting college again, would choose PSU again	86.0	84.5	90.5

How satisfied are you with the overall quality of:

The University's effort to encourage academic integrity	73.4	67.8	84.1
Your formal academic experiences	72.9	72.1	79.3
The safety and security at your campus location	67.9	54.5	78.2
Your sense of belonging at Penn State	59.5	60.9	62.9

Satisfaction with Instruction and Advising

How satisfied have you been at Penn State with:

Know 1 or more faculty/staff well enough to ask for a recommendation	80.4	73.4	85.0
Opportunity to meet with faculty outside of class	70.3	66.1	82.4
Quality of teaching	65.5	59.0	75.4
Quality of classroom/lab facilities	60.3	59.8	74.4
Quality of academic courses you've taken	66.9	63.8	73.8
Use of technology in your classes	63.7	65.5	72.0
Overall quality of your academic advising	51.2	47.5	60.3

How Students Spend Their Time

Percent who did not skip classes in an average week	67.7	57.6	74.8
Average hours spent studying per week	16.8	18.7	20.7

Use of and Satisfaction with Basic Student Services

Students are most likely to use:

Student financial aid services	60.9	46.9	73.2
Learning support services	31.9	23.1	43.1
Career planning services	31.1	34.4	37.9
Job placement services	15.9	18.6	21.0

Students are most satisfied with:

Counseling & psychological services	62.2	55.3	88.2
Career planning services	53.0	52.8	78.6
Student healthcare services	60.5	55.9	64.3

Satisfaction with Educational Progress

Satisfied with the progress they have made on learning outcomes defined in the components of Penn State's General Education requirements:

Communicate information clearly and to set forth beliefs persuasively orally and in writing	62.1	59.5	65.8
Acquire scientific information, to use scientific methodology, and to develop appreciation of the natural world	50.8	50.7	65.2
Reason quantitatively and to apply basic mathematical processes to daily work and everyday living	54.7	50.8	64.0
Write for a particular audience or for a given profession or discipline	59.6	59.9	60.5
Understand theory and practice of wellness and fitness activities, and the knowledge, attitudes, and skills needed to live well	52.3	50.0	51.8

APPENDIX B

BEHREND RESULTS:

UNIVERSITY-WIDE FACULTY/STAFF SURVEY

<h3>APPENDIX B</h3> <h4>Overall Results: 2004 Faculty/Staff Survey</h4>

The results of the 2004 University-wide Faculty/Staff Survey were quite favorable for Behrend, although they did point to several areas in which the College needs to improve. The overall favorable numbers for Behrend were actually reduced slightly by the inclusion of the survey results for Housing and Food Services, which is not part of the College work unit. (The Housing and Food Services results were forwarded to that unit for follow-up.)

Attitudes and Practices

Behrend's favorable scores were higher than the University average in 23 of the 24 measures in this category. The one measure (86 BD, 87 University) where Behrend scored below the University was in the "opportunities at work to learn." This area is being addressed both at the College-wide and departmental levels. (See Table B.1.)

Diversity

Although Behrend's scores on this dimension generally tracked the University average, this is an area in which the College needs to improve. Diversity is listed as one of the College's "Hallmarks" -- Behrend aspires to be known for the diversity it achieves. Greater visible leadership in fostering diversity is needed as is more diversity training for faculty and staff. Particular issues in Housing and Food Services must be addressed by that unit. (See Table B.2.)

Workplace Issues

One measure in this category was identified as needing attention: the inability to take time off from work. The narrative statements in the survey suggest that some of this may be related to Housing and Food Services practices, but the issue will also be dealt with by the Dean's Advisory Committee, a group that includes all of the College's front-line staff. (See Table B.3.)

Administrative Practices and Activities

Behrend scored higher than the University on all 18 measures in this category, both at the College-wide and at the departmental levels. Some of the scores were substantially more favorable than the University-wide figures. (See Table B.4.)

Rewards

Behrend's views of the reward system track the University-wide numbers fairly closely.

TABLE B.1: ATTITUDES AND PRACTICES

	College Agreement	University Agreement
The person(s) to whom I report communicates to me the values important to the University.	85%	77%
Within my department/unit, we work well together as a team.	76%	75%
I am proud to be a part of Penn State.	93%	88%
Communication is good between faculty and staff in my department/unit.	68%	57%
In my department/unit, we have the necessary tools and equipment to do our work.	75%	73%
I get good ideas from the person(s) to whom I report about how to improve my work.	66%	62%
In general, there is a sense of mutual respect between faculty and staff in my department/unit.	79%	68%
If I had an opportunity to get another job with equal pay, benefits and working conditions, I probably would not leave.	65%	54%
I am kept informed about what is going on at Penn State.	79%	73%
Communication is good between administration and staff in my department/unit.	69%	55%
People from different departments/units often work cooperatively together to achieve a common goal.	70%	63%
In general, there is a sense of mutual respect between administration and staff in my department/unit.	77%	65%
In my department/unit, we receive the necessary training and professional development to do our work efficiently.	70%	69%

TABLE B.1: ATTITUDES AND PRACTICES

	College Agreement	University Agreement
I am committed to Penn State's progress and success.	96%	93%
In general, there is a sense of mutual respect between administration and faculty in my department/unit.	77%	64%
The person(s) to whom I report values my suggestions.	80%	76%
In my department/unit, we focus on providing better service to those with whom we come into contact.	89%	88%
Communication is good between administration and faculty in my department/unit.	73%	55%
At work, I have the opportunity to do what I do best every day.	82%	72%
There is someone at work who encourages my development.	68%	67%
At work, my opinions seem to count.	72%	69%
The mission or purpose of my unit makes me feel that my job is important.	83%	78%
In the last year, someone at work has talked to me about my progress.	83%	77%
During the last year, I had opportunities at work to learn.	86%	87%

TABLE B.2: DIVERSITY

	College Agreement	University Agreement
Workplace climate welcoming to employees from underrepresented groups.	71%	72%
Department/unit provides visible leadership to foster diversity.	60%	63%
Acceptance of diversity in the workplace has improved in the last three years.	45%	48%
Have you personally experienced any conduct that has interfered unreasonably with your work?	16%	17%

TABLE B.3: WORKPLACE ISSUES

	College/Department Agreement	University Agreement
My department is a friendly place to work.	84%	84%
My department is an emotionally healthy place to work.	72%	66%
Promotions at Penn State go to those who deserve them.	39%	29%
People are encouraged to balance work and personal life.	58%	59%
If I am unfairly treated, I'll be treated equitably if I appeal.	41%	38%
My department is a physically safe place to work.	87%	88%
I am unable to take time off when I think it is necessary.	79%	87%

TABLE B.4: ADMINISTRATIVE PRACTICES AND ACTIVITIES

	Percent Agreeing			
	College Level	University	Departmental Level	University
Have a clear set of goals	78	64	89	68
Have a clear strategy for accomplishing goals	73	56	64	60
Are competent at running the organization	73	69	77	72
Actions match their words	83	58	73	66
Are honest and ethical	89	68	83	76
Involve people in decisions	68	49	70	64
Trust people to do a good job	86	70	90	82
Do a good job assigning/coordinating people	69	52	66	63
Show appreciation for good work and extra effort	75	69	77	71
Provide everyone with opportunity to get special recognition	50	46	55	51
Avoid playing favorites	62	41	65	55
Are approachable, easy to talk with	84	59	84	77
Feel free to ask any reasonable question	85	61	87	81
I get an honest answer to questions	83	55	79	70
Make expectations clear	78	60	77	69

TABLE B.4: ADMINISTRATIVE PRACTICES AND ACTIVITIES

	Percent Agreeing			
	College Level	University	Departmental Level	University
Genuinely seeks suggestions and ideas	72	53	74	68
Genuinely responds to suggestions and ideas	69	49	72	67
Shows a sincere interest in me as a person, not just as an employee	72	48	75	66
RATING OF PENN STATE				
Above average as a place to work	84	71		
Better as a place to work vs. three years ago	45	27		

APPENDIX C

STRATEGIC PERFORMANCE INDICATORS

APPENDIX C

Strategic Performance Indicators

GOAL I. STRENGTHEN EXISTING ACADEMIC PROGRAMS AND EXPAND ACADEMIC PROGRAMMING

1. **Percentage and Rank of Student Credit Hours Taught by Full-Time Faculty**

	00-01	01-02	02-03	03-04	04-05
Percent Full-Time	70%	78.2%	75.1%	74.2%	N/A
Rank Among University Locations (New Metric) (1 = highest %)	2	1	1	1	

2. **Enrollment in Behrend Programs**

	00-01	01-02	02-03	03-04	04-05
Baccalaureate	2,340	2,357	2,323**	2,272**	2,191
Master*	176	148	118	128	150*
Associate	82	74	83	79	76
TOTAL	2,598	2,579	2,524	2,479	2,417

*Excludes World Campus (approximately 190 students)

**Change in Common-Year Designations

3. **Number of Accredited Programs**

Black School of Business AACSB

School of Science Chemistry: American Chemical Society

GOAL III. ENHANCE STUDENT CENTEREDNESS AND SUCCESS

	00-01	01-02	02-03	03-04	04-05
1. Satisfaction with Quality of Overall Educational Experience (% satisfied)	89%	92%	90%	91%	N/A
2. Satisfaction with Quality of Overall Student Life Experience (% satisfied)	82%	82%	83%	81%	N/A
3. First-Year Retention Rate (% retained)	84%	85%	85%	84%	N/A
4. Six-Year Graduation Rate (% graduating)	58%	58%	59%	61%	N/A
5. Undergraduate Research Expenditures (\$000)	62	91	121	136	N/A
6. Satisfaction with Internship Opportunities (New Metric)	--	--	--	--	N/A
7. Satisfaction with Student Clubs and Organizations (New Metric)	--	--	--	--	N/A
8. National Survey of Student Engagement Data (New Metric)	--	--	--	--	N/A
9. Student-Faculty Ratio (FTE)	18:1	16:1	16:1	16:1	N/A

GOAL IV. BUILD A MORE DIVERSE AND SUPPORTIVE CAMPUS COMMUNITY AND CLIMATE

1. **Number and Percentage of Underrepresented Students**

	00-01	01-02	02-03	03-04	04-05
Number	290	262	284	305	309
Percent	7.6%	7.1%	7.7%	8.3%	8.6%

2. **Number and Percentage of Underrepresented Faculty**

	00-01	01-02	02-03	03-04	04-05
Number	18	17	20	23	27
Percent	10.3%	8.8%	9.9%	11.2%	12.7%

3. **Number and Percentage of Underrepresented Staff**

	00-01	01-02	02-03	03-04	04-05
Number	24	25	25	25	23
Percent	10.1%	10.2%	9.8%	9.4%	9.1%

4. **Number and Percentage of Women Faculty**

	00-01	01-02	02-03	03-04	04-05
Number	46	53	63	59	58
Percent	26.4%	27.3%	31.2%	28.6%	27.3%

5. **Campus Climate**

	00-01	01-02	02-03	03-04	04-05
New Metric	--	--	--	--	N/A

GOAL V. EXPAND COLLEGE'S ROLE AS A HIGHLY ENGAGED REGIONALLY ORIENTED UNIT OF A RESEARCH AND LAND-GRANT UNIVERSITY

	00-01	01-02	02-03	03-04	04-05
1. Funded Research Expenditures (\$ millions)	\$2.2	\$2.6	\$2.9	\$3.3	N/A
2. Assignable Research Space Per FTE Faculty (Sq. Ft./FTE) (New Metric)	--	--	--	--	70.1
3. Number of Funded Research/Outreach Centers (New Metric)	--	--	--	--	11

GOAL VI. RAISE THE COLLEGE’S PROFILE IN THE REGION AND BEYOND

1. **Number and Percentage of First-Choice Baccalaureate Admits**

	00-01	01-02	02-03	03-04	04-05
Number	632	626	623	587*	634
Percent of Total	76%	81%	80%	72%	77%

*Problem with Web application

2. **Yield Rates for First-Year Baccalaureate Admits**

	00-01	01-02	02-03	03-04	04-05
Direct	51%	54%	54%	53%	55%
Referral	15%	15%	18%	19%	22%
TOTAL	33%	36%	36%	35%	40%

3. **Average SAT of First-Year Baccalaureate, Summer, and Fall**

00-01	01-02	02-03	03-04	04-05
1,060	1,065	1,057	1,055	1,072

4. **Number of Admits to Graduate Programs (Excludes World Campus Programs)**

00-01	01-02	02-03	03-04	04-05
63	22	27	52	51

GOAL VII. CONTINUE TO MAKE PROGRESS ON CAMPUS DEVELOPMENT
(Also see Behrend’s “Integrated Plan”)

1. **Assignable Classroom Space per FTE (Sq. Ft./FTE)**

00-01	01-02	02-03	03-04	04-05

6.6	7.5	7.4	7.4	7.6
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2. **Assignable Faculty Office Space per FTE (Sq. Ft./FTE)**

00-01	01-02	02-03	03-04	04-05
106.9	108.3	106.8	106.3	95.4

3. **On-Campus Beds per FTE Student**

00-01	01-02	02-03	03-04	04-05
.43	.43	.43	.42	.48

4. **Total E&G Space per FTE Student (Sq. Ft./FTE)**

00-01	01-02	02-03	03-04	04-05
60.7	87.3	86.3	85.6	93.6

GOAL VIII. CONTINUE AGGRESSIVE FUND-RAISING EFFORTS IN SUPPORT OF THE COLLEGE'S GROWTH AND DEVELOPMENT

1. **Increase Endowment (\$000)**

00-01	01-02	02-03	03-04	04-05
\$14.4	\$13.8	\$12.9	N/A	\$32.0

2. **Increase the Number and Value of Scholarships Awarded**

	00-01	01-02	02-03	03-04	04-05
Number	323	348	378	508	N/A
Value (\$000)	\$355	\$399	\$503	\$837	N/A

3. **Increase Alumni Giving Rate (%)**

00-01	01-02	02-03	03-04	04-05
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9%	10%	9%	10%	N/A
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