

PURDUE
UNIVERSITY

SIXTH YEAR

*Progress on
Purdue's
Strategic Plan*

BENCHMARK AND METRIC REPORT

2006-2007

In November 2001, the Purdue University Board of Trustees approved the Purdue University Strategic Plan for the West Lafayette campus. Part of the implementation of the plan includes conducting a comprehensive assessment of progress on a regular and on-going basis. The plan identifies internal measures (metrics) to monitor progress within the University as well as external measures (benchmarks) to compare progress with our peer institutions for all years covered in the plan.

Purdue University Peer Institutions

Cornell University (Contract)
Georgia Institute of Technology
Pennsylvania State University – University Park
Texas A&M University – College Station
University of Arizona -- Tucson
University of California – Berkeley
University of California – Davis
University of Illinois – Urbana
University of Michigan – Ann Arbor
University of Texas – Austin
University of Wisconsin – Madison

The *Purdue University West Lafayette Strategic Plan Benchmark and Metric Report* (containing peer institutional data as well as Purdue University West Lafayette data) provides information to explain changes recorded during the past year (2006-07). The *Purdue University System-wide Strategic Plan Metric Report* contains common metrics among the West Lafayette, Calumet, North Central, and Indiana University Purdue University Fort Wayne campuses.

It is important to note, not all data are collected using the same timeframe. For example, student information is typically captured using a snapshot taken during the fall semester, while financial data are reported on a fiscal year basis. Specific timeframes are reported using the following abbreviations: AY = academic year; FY = fiscal year; CY = calendar year; Fall = fall semester.

The utmost care is taken when compiling metric data. In preparing this report, it has been found that in some instances more valid and reliable data are available or the methodology has been modified and improved. Thus, historical data may not always exactly match prior reports. Information for benchmark measures were collected primarily from nationally available data sources along with data obtained through a survey sent to the peer institutions.

Data compiled by the Office of Institutional Research – West Lafayette
<http://www.purdue.edu/OIR/strategic.htm>

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Strategic Plan Benchmark & Metric Report
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Strategic Plan Benchmarks & Metrics										
Measures contributing to Overarching Goals: Learning, Discovery, Engagement										
B1 Overall average faculty salary (\$ in thousands; mapped and weighted to Purdue)		<u>AY 2006-07</u>	<u>AY 2005-06</u>	<u>AY 2004-05</u>	<u>AY 2003-04</u>	<u>AY 2002-03</u>	<u>AY 2001-02</u>	<u>AY2000-01</u>		
	<i>Purdue</i>	86.2	84.4	81.8	79.6	75.2	73.3	70.6		
	<i>Peer institutions' mean</i>	94.0	90.8	87.4	85.5	82.6	80.1	77.0		
	<i>Purdue's index to the mean</i>	0.92	0.93	0.94	0.93	0.91	0.91	0.92		
	Overall average faculty compensation (\$ in thousands; mapped and weighted to Purdue)									
	<i>Purdue</i>	113.0	110.8	107.3	103.9	97.6	94.6	90.5		
	<i>Peer institutions' mean</i>	117.3	113.4	109.0	106.5	103.4	99.0	95.1		
	<i>Purdue's index to the mean</i>	0.96	0.98	0.98	0.98	0.94	0.96	0.95		
	M1 Average staff salaries by job classification (\$ in thousands)		<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>	
Non-Tenure Track, Lecturers & Post Docs		38.8	37.4	36.6	34.7	33.3	31.8	29.6		
Administrative Staff		60.8	59.4	56.4	54.7	53.2	51.0	49.2		
Professional Staff		52.7	51.6	50.8	48.8	47.9	47.1	45.5		
Clerical Staff		26.0	25.4	24.8	24.4	24.0	23.6	22.7		
Service Staff		28.2	27.6	27.3	26.8	26.7	25.7	25.1		
B2	Number of faculty who are members in the National Academy of Sciences	<u>2006</u>	<u>2005</u>	<u>2004</u>	<u>2003</u>	<u>2002</u>	<u>2001</u>	<u>2000</u>		
	<i>Purdue</i>	2	2	2	3	3	4	5		
	<i>Peer Institutions' mean</i>	n/a	31	31	33	32	32	32		
	<i>Purdue's index to the mean</i>	n/a	0.06	0.07	0.09	0.09	0.13	0.16		
	Number of faculty who are members in the National Academy of Engineers									
	<i>Purdue</i>	18	17	17	14	11	11	11		
	<i>Peer Institutions' mean</i>	n/a	25	24	23	23	23	22		
	<i>Purdue's index to the mean</i>	n/a	0.68	0.70	0.60	0.48	0.48	0.50		
	Number of faculty awards in Arts and Humanities									
	<i>Purdue</i>	n/a	4	3	2	5	6	3		
	<i>Peer Institutions' mean</i>	n/a	6	10	11	9	9	8		
	<i>Purdue's index to the mean</i>	n/a	0.62	0.30	0.19	0.53	0.64	0.38		
	M2 Number of named and distinguished professors (as of October)		<u>Fall 2007</u>	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>
			146	128	116	98	90	78	67	66

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<p>M3 Faculty and staff awards based on accomplishments in Discovery, Learning, and Engagement</p> <p>Number of individuals receiving Purdue awards</p> <p>Award type:</p> <p> Overarching Initiatives</p> <p> Discovery</p> <p> Learning</p> <p> Engagement</p> <hr/> <p>Number of individuals receiving external awards</p> <p>Award type:</p> <p> Overarching Initiatives</p> <p> Discovery</p> <p> Learning</p> <p> Engagement</p> <p>*First-year collected and includes multiple year awards. New collection process in 2005-06.</p>		<u>AY 2006-07</u>	<u>AY 2005-06</u>	<u>AY 2004-05</u>	<u>AY 2003-04</u>	<u>AY 2002-03*</u>	
		680	561	263	253	286	
		37%	19%	24%	25%	34%	
		28%	34%	26%	24%	14%	
		30%	37%	40%	38%	44%	
		5%	10%	11%	13%	9%	
		683	785	639	339	526	
		46%	30%	35%	32%	38%	
		36%	38%	39%	34%	24%	
		6%	9%	8%	13%	25%	
		12%	24%	18%	21%	13%	
<p>M4 Number of staff separations (in one year)</p> <hr/> <p>Percent of staff returning (in one year)</p> <hr/> <p>Percent of staff separations for reason other than retirement or death</p> <hr/> <p>Number of faculty separations</p> <hr/> <p>Percent of faculty returning</p> <hr/> <p>Percent of faculty separations for reason other than retirement or death</p>		<u>Fall 2006</u> Cohort 2005	<u>Fall 2005</u> Cohort 2004	<u>Fall 2004</u> Cohort 2003	<u>Fall 2003</u> Cohort 2002	<u>Fall 2002</u> Cohort 2001	<u>Fall 2001</u> Cohort 2000
		533	575	593	565	556	574
		91.5%	90.7%	90.4%	90.8%	91.0%	90.4%
		7.4%	8.2%	7.8%	8.1%	7.5%	8.5%
		85	73	71	71	62	97
		95.3%	95.9%	95.9%	95.8%	96.3%	94.3%
		2.7%	2.5%	2.3%	3.0%	2.3%	4.0%
<p>B3 Average SAT Scores</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p> <hr/> <p>SAT 25th - 75th Percentile</p>		<u>Fall 2007</u>	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u> <u>Fall 2001</u>
		1145	1142	1150	1149	1150	1150 1134
		n/a	1243	1254	1249	1245	1245 1219
		n/a	0.92	0.92	0.92	0.92	0.92 0.93
		1020-1270	1020-1250	1030-1260	1030-1260	1030-1260	1030-1270 1020-1250

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B3 (continued)	Average high school rank	<u>Fall 2007</u>	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>
	<i>Purdue</i>	78%	76%	75%	76%	77%	77%	77%
	<i>Peer Institutions' mean</i>	n/a	86%	n/a	n/a	88%	86%	84%
	<i>Purdue's index to the mean</i>	n/a	0.89	n/a	n/a	0.88	0.90	0.91
	Percent of degree-seeking, first-time, first-year (freshmen) students with high school ranks in							
	the top 10%	31%	28%	27%	27%	27%	28%	27%
	the top 25%	63%	61%	58%	60%	61%	62%	61%
	the top 50%	92%	91%	90%	92%	92%	93%	94%
	Average High School Grade Point Average							
	<i>Purdue</i>	3.50	3.50	3.40	3.40			
<i>Peer Institutions' mean</i>	n/a	3.66	3.70	3.67				
<i>Purdue's index to the mean</i>	n/a	0.96	0.92	0.93				
M5	Average GRE test scores for new graduate students for a given fall semester	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>
	GRE Verbal	513	515	516	514	509	514	507
	GRE Quantitative	688	689	686	672	665	662	674
	GRE Analytical	n/a	653	672	660	637	638	630
	GRE Analytical Writing (new as of Fall 2003)	4.4	4.4	4.5	4.5	n/a	n/a	n/a
	GRE Total (discontinued as of Fall 2003)	n/a	n/a	n/a	n/a	1811	1814	1811
	Average GMAT test scores for new Masters students for a given fall semester	641	637	651	638	632	642	641
	Average GMAT test scores for new Doctoral students for a given fall semester	695	708	710	710	705	710	710

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B4 Number of freshmen who are National Merit Scholars		<u>AY 2007-08</u>	<u>AY 2006-07</u>	<u>AY 2005-06</u>	<u>AY 2004-05</u>	<u>AY 2003-04</u>	<u>AY 2002-03</u>	<u>AY 2001-02</u>	<u>AY 2000-01</u>	
	<i>Purdue</i>	87*	85	86	69	91	88	74	54	
	<i>Peer Institutions' mean</i>	n/a	81	76	73	72	77	93	90	
	<i>Purdue's index to the mean</i>	n/a	1.04	1.14	0.95	1.29	1.14	0.80	0.60	
Number of scholarships sponsored by the institution		70	65	66	55	75	70	51	34	
(*Official numbers from NMS available in mid-November)										
M6 Number of NSF fellows		<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>		
		18	16	11	15	12	13	8		
B5 Average 10-month net salary for graduate teaching assistants (\$)		<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>		
	<i>Purdue</i>	14,244	13,966	13,620	13,296	12,867	12,519	12,112		
	<i>Peer Institutions' mean</i>	14,983	14,394	13,850	13,396	13,060	12,808	12,682		
	<i>Purdue's index to the mean</i>	0.95	0.97	0.98	0.99	0.99	0.98	0.96		
	Average 10-month net salary for graduate research assistants (\$)									
	<i>Purdue</i>	15,926	15,362	14,829	14,326	13,923	13,525	12,970		
<i>Peer Institutions' mean</i>	15,618	15,278	14,640	14,136	13,433	12,997	12,837			
<i>Purdue's index to the mean</i>	1.02	1.01	1.01	1.01	1.04	1.04	1.01			
B6 Amount of financial aid per undergraduate student FTE (methodology based on IPEDS surveys) (\$)		<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>FY 2001</u>		
	<i>Purdue</i>	n/a	8,635	7,955	7,481	6,778	5,943	5,301		
	<i>Peer Institutions' mean</i>	n/a	7,963	7,919	7,276	6,413	5,721	5,417		
	<i>Purdue's index to the mean</i>	n/a	1.08	1.00	1.03	1.06	1.04	0.98		

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B6 (continued)								
Total financial aid (scholarships/grants, loans and employment) as a percent of total Integrated Post-secondary Education Data System (IPEDS) Adjusted Total Annual Operating Expenses (previously known as E&G - Education and General Expenditures)		<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>FY 2001</u>
	Purdue	n/a	40%	39%	39%	39%	35%	33%
	Peer Institutions' mean	n/a	27%	25%	29%	22%	21%	20%
	Purdue's index to the mean	n/a	1.49	1.53	1.35	1.76	1.69	1.62
Total financial aid (scholarships/grants, loans and employment) (\$MM)								
	Purdue	433.8	411.2	381.1	362.1	328.5	288.9	261.6
	Peer Institutions' mean	n/a	351.7	322.9	367.8	287.1	242.6	230.4
	Purdue's index to the mean	n/a	1.17	1.18	0.98	1.14	1.19	1.14
IPEDS Adjusted Total Annual Operating Expenses (\$MM)								
	Purdue	n/a	1,031.0	981.6	921.8	847.4	820.0	799.7
	Peer Institutions' mean	n/a	1,243.5	1,191.4	1,126.7	1,137.0	1,067.6	1,071.1
	Purdue's index to the mean	n/a	0.83	0.82	0.82	0.75	0.77	0.75
Proportion of total financial aid given to underrepresented students								
		17%	17%	16%	16%	16%	21%	19%
B7 Percent of undergraduate students who borrow through any loan program		<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>FY 2001</u>	
	Purdue	47%	49%	49%	48%	49%	48%	
	Peer Institutions' mean	48%	47%	47%	47%	45%	46%	
	Purdue's index to the mean	0.97	1.03	1.04	1.03	1.10	1.05	
Average amount of undergraduate indebtedness upon graduation (\$)								
	Purdue	20,102	18,978	17,510	16,641	15,900	15,486	
	Peer Institutions' mean	18,344	17,945	16,946	17,176	16,426	17,071	
	Purdue's index to the mean	1.10	1.06	1.03	0.97	0.97	0.91	

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<p>M7 Number of University administered research fellowships</p> <hr/> <p>Average monthly stipend level of University administered fellowships (\$)</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>Fall 2006</u></th> <th style="text-align: center;"><u>Fall 2005</u></th> <th style="text-align: center;"><u>Fall 2004</u></th> <th style="text-align: center;"><u>Fall 2003</u></th> <th style="text-align: center;"><u>Fall 2002</u></th> <th style="text-align: center;"><u>Fall 2001</u></th> <th style="text-align: center;"><u>Fall 2000</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">344</td> <td style="text-align: center;">354</td> <td style="text-align: center;">351</td> <td style="text-align: center;">376</td> <td style="text-align: center;">344</td> <td style="text-align: center;">346</td> <td style="text-align: center;">294</td> </tr> <tr> <td style="text-align: center;">1,776</td> <td style="text-align: center;">1,710</td> <td style="text-align: center;">1,693</td> <td style="text-align: center;">1,636</td> <td style="text-align: center;">1,546</td> <td style="text-align: center;">1,461</td> <td style="text-align: center;">1,420</td> </tr> </tbody> </table>	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>	344	354	351	376	344	346	294	1,776	1,710	1,693	1,636	1,546	1,461	1,420																																												
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1,776	1,710	1,693	1,636	1,546	1,461	1,420																																																												
<p>M8 Evaluation of effectiveness of student services and information systems through periodic surveys</p>	<p>For the fifth consecutive year, Student Services conducted the same survey to over 2,200 randomly selected students and the response rate has exceeded 34%. The assessment evaluates effectiveness of services, programs and events within Student Services. The intent of the survey is for departments to use the results to make adjustments to programs or in the delivery of their services. Student satisfaction was high and there were 81 areas of improvement from 2004 to 2007.</p> <p>Complete survey results can be found at: http://www.purdue.edu/VPSS/plan_assess/studentsurvey/2007/Welcome.php</p>																																																																	
<p>B8 Faculty Demography - % Female (tenure and tenure-track)</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p> <hr/> <p>Faculty Demography - % Minority (tenure and tenure-track)</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p> <hr/> <p>Staff Demography - % Female</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p> <hr/> <p>Staff Demography - % Minority</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p> <p>(Nationally faculty/staff data are collected every other year)</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>Fall 2006</u></th> <th style="text-align: center;"><u>Fall 2005</u></th> <th style="text-align: center;"><u>Fall 2003</u></th> <th style="text-align: center;"><u>Fall 2001</u></th> <th style="text-align: center;"><u>Fall 1999</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">24.1%</td> <td style="text-align: center;">23.2%</td> <td style="text-align: center;">22.9%</td> <td style="text-align: center;">22.2%</td> <td style="text-align: center;">21.2%</td> </tr> <tr> <td style="text-align: center;">n/a</td> <td style="text-align: center;">25.7%</td> <td style="text-align: center;">24.8%</td> <td style="text-align: center;">23.6%</td> <td style="text-align: center;">21.9%</td> </tr> <tr> <td style="text-align: center;">n/a</td> <td style="text-align: center;">0.90</td> <td style="text-align: center;">0.92</td> <td style="text-align: center;">0.94</td> <td style="text-align: center;">0.97</td> </tr> <tr> <td style="text-align: center;">19.7%</td> <td style="text-align: center;">19.4%</td> <td style="text-align: center;">16.8%</td> <td style="text-align: center;">14.1%</td> <td style="text-align: center;">12.8%</td> </tr> <tr> <td style="text-align: center;">n/a</td> <td style="text-align: center;">16.7%</td> <td style="text-align: center;">16.2%</td> <td style="text-align: center;">14.9%</td> <td style="text-align: center;">13.7%</td> </tr> <tr> <td style="text-align: center;">n/a</td> <td style="text-align: center;">1.16</td> <td style="text-align: center;">1.04</td> <td style="text-align: center;">0.94</td> <td style="text-align: center;">0.93</td> </tr> <tr> <td style="text-align: center;">57.6%</td> <td style="text-align: center;">57.4%</td> <td style="text-align: center;">57.6%</td> <td style="text-align: center;">58.1%</td> <td style="text-align: center;">59.0%</td> </tr> <tr> <td style="text-align: center;">n/a</td> <td style="text-align: center;">55.2%</td> <td style="text-align: center;">55.4%</td> <td style="text-align: center;">56.6%</td> <td style="text-align: center;">55.7%</td> </tr> <tr> <td style="text-align: center;">n/a</td> <td style="text-align: center;">1.04</td> <td style="text-align: center;">1.04</td> <td style="text-align: center;">1.04</td> <td style="text-align: center;">1.07</td> </tr> <tr> <td style="text-align: center;">6.6%</td> <td style="text-align: center;">6.2%</td> <td style="text-align: center;">5.8%</td> <td style="text-align: center;">5.7%</td> <td style="text-align: center;">5.3%</td> </tr> <tr> <td style="text-align: center;">n/a</td> <td style="text-align: center;">22.9%</td> <td style="text-align: center;">23.5%</td> <td style="text-align: center;">22.8%</td> <td style="text-align: center;">21.8%</td> </tr> <tr> <td style="text-align: center;">n/a</td> <td style="text-align: center;">0.27</td> <td style="text-align: center;">0.25</td> <td style="text-align: center;">0.31</td> <td style="text-align: center;">0.28</td> </tr> </tbody> </table>	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2003</u>	<u>Fall 2001</u>	<u>Fall 1999</u>	24.1%	23.2%	22.9%	22.2%	21.2%	n/a	25.7%	24.8%	23.6%	21.9%	n/a	0.90	0.92	0.94	0.97	19.7%	19.4%	16.8%	14.1%	12.8%	n/a	16.7%	16.2%	14.9%	13.7%	n/a	1.16	1.04	0.94	0.93	57.6%	57.4%	57.6%	58.1%	59.0%	n/a	55.2%	55.4%	56.6%	55.7%	n/a	1.04	1.04	1.04	1.07	6.6%	6.2%	5.8%	5.7%	5.3%	n/a	22.9%	23.5%	22.8%	21.8%	n/a	0.27	0.25	0.31	0.28
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B8 (continued) Student Demography - % Female		<u>Fall 2007</u>	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>
	<i>Purdue</i>	41.9%	41.3%	41.1%	41.1%	41.1%	41.5%	41.7%	42.2%
	<i>Peer Institutions' mean</i>	n/a	47.7%	47.4%	47.4%	47.8%	48.7%	48.6%	48.5%
	<i>Purdue's index to the mean</i>	n/a	0.87	0.87	0.87	0.86	0.85	0.86	0.87
	Student Demography - % Domestic Minority								
	<i>Purdue</i>	13.7%	13.3%	12.9%	12.5%	12.0%	11.5%	10.6%	10.4%
	<i>Peer Institutions' mean</i>	n/a	29.1%	28.5%	28.0%	27.5%	26.5%	26.1%	26.0%
	<i>Purdue's index to the mean</i>	n/a	0.46	0.45	0.44	0.44	0.44	0.41	0.40
	M9 Retention rate of underrepresented assistant professors (at four-year and eight-year marks)		<u>1998 Cohort</u>		<u>1997 Cohort</u>		<u>1996 Cohort</u>		
		Female N = 12 Male N = 32 Minority N = 13		Female N = 30 Male N = 46 Minority N = 17		Female N = 14 Male N = 34 Minority N = 11			
		<u>Fall 2006</u>	<u>Fall 2002</u>	<u>Fall 2005</u>	<u>Fall 2001</u>	<u>Fall 2004</u>	<u>Fall 2000</u>		
All		60%	69%	58%	76%	58%	79%		
Female		50%	63%	53%	59%	55%	73%		
Minority		65%	70%	47%	67%	36%	71%		
Retention rate of underrepresented staff (after one-year)		<u>Fall 2006</u> Cohort 2005	<u>Fall 2005</u> Cohort 2004	<u>Fall 2004</u> Cohort 2003	<u>Fall 2003</u> Cohort 2002	<u>Fall 2002</u> Cohort 2001	<u>Fall 2001</u> Cohort 2000		
% of all staff returning		92%	91%	91%	91%	91%	91%		
% female staff returning		92%	90%	90%	91%	90%	91%		
% minority staff returning		92%	85%	87%	89%	84%	81%		
One-year retention rate of underrepresented students	<u>Fall 2007</u> Cohort 2006	<u>Fall 2006</u> Cohort 2005	<u>Fall 2005</u> Cohort 2004	<u>Fall 2004</u> Cohort 2003	<u>Fall 2003</u> Cohort 2002	<u>Fall 2002</u> Cohort 2001	<u>Fall 2001</u> Cohort 2000		
African American	76%	71%	79%	75%	82%	77%	83%		
American Indian/Alaska Native	76%	68%	79%	77%	68%	76%	89%		
Asian/Pacific Islander	85%	83%	84%	84%	87%	87%	90%		
Hispanic	78%	76%	79%	80%	79%	80%	81%		

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<p>M10 Investment of funds committed for diversity initiatives in new faculty hires (\$MM)</p> <hr/> <p>Annual investment for diversity initiatives (\$MM)</p>	<p><u>FY 2008</u></p> <p>2.8</p> <hr/> <p><u>2006-07</u></p> <p>18.1 (approx.)</p>	<p><u>FY 2007</u></p> <p>3.0</p> <hr/> <p><u>2005-06</u></p> <p>16.7 (approx.)</p>	<p><u>FY 2006</u></p> <p>3.3</p> <hr/> <p><u>2004-05</u></p> <p>13.2 (approx.)</p>	<p><u>FY 2005</u></p> <p>3.2</p> <hr/> <p><u>2003-04</u></p> <p>13.0 (approx.)</p>	<p><u>FY 2004</u></p> <p>3.3</p> <hr/> <p><u>2002-03</u></p> <p>13.3 (approx.)</p>	<p><u>FY 2003</u></p> <p>1.3</p>
<p>M11 Evaluation of campus climate through periodic surveys</p>	<p>The 2006-07 Diversity Assessment survey was conducted in Fall 2006. The survey response rates for faculty, staff, and students were 57%, 65%, 38% (respectively). The mean response of staff was 3.36 (a little more positive than "about average"); the mean response for faculty was somewhat lower at 3.05 ("about average"); and the mean response for students was the 3.51 (between "about average" and "good"). The level of participation by faculty, staff, and students (more than 19,500 people responded) and the survey results are confirmation that Purdue is making significant progress in the area of diversity. The Executive Summary and full report are available at www.purdue.edu/humanrel/.</p>					
<p>B9 State appropriations per student FTE (\$)</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p> <hr/> <p>Tuition and fee revenue per student FTE (\$)</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p>	<p><u>FY 2006</u></p> <p>7,600</p> <hr/> <p>11,624</p> <p>0.65</p>	<p><u>FY 2005</u></p> <p>7,660</p> <hr/> <p>11,150</p> <p>0.69</p>	<p><u>FY 2004</u></p> <p>7,538</p> <hr/> <p>11,120</p> <p>0.68</p>	<p><u>FY 2003</u></p> <p>7,555</p> <hr/> <p>11,884</p> <p>0.64</p>	<p><u>FY 2002</u></p> <p>7,486</p> <hr/> <p>12,619</p> <p>0.59</p>	<p><u>FY 2001</u></p> <p>7,814</p> <hr/> <p>13,304</p> <p>0.59</p> <p><u>FY 2000</u></p> <p>7,537</p> <hr/> <p>12,112</p> <p>0.62</p>
<p>M12 Total Research and Sponsored Program Expenditures (\$MM)</p> <p>Discovery</p> <hr/> <p>Learning</p> <hr/> <p>Engagement</p> <hr/> <p style="text-align: right;">Total</p>	<p><u>FY 2006</u></p> <p>325.2</p> <hr/> <p>26.5</p> <hr/> <p>55.4</p> <hr/> <p>407.2</p>	<p><u>FY 2005</u></p> <p>325.2</p> <hr/> <p>31.6</p> <hr/> <p>39.0</p> <hr/> <p>395.9</p>	<p><u>FY 2004</u></p> <p>303.8</p> <hr/> <p>49.1</p> <hr/> <p>41.6</p> <hr/> <p>394.5</p>	<p><u>FY 2003</u></p> <p>262.5</p> <hr/> <p>31.6</p> <hr/> <p>41.6</p> <hr/> <p>335.7</p>	<p><u>FY 2002</u></p> <p>237.3</p> <hr/> <p>41.3</p> <hr/> <p>33.7</p> <hr/> <p>312.3</p>	<p><u>FY 2001</u></p> <p>216.7</p> <hr/> <p>30.9</p> <hr/> <p>30.0</p> <hr/> <p>277.7</p> <p><u>FY 2000</u></p> <p>195.6</p> <hr/> <p>26.4</p> <hr/> <p>33.4</p> <hr/> <p>255.4</p>

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B10 Total amount of private giving (system-wide, as reported to Council for Aid to Education; excludes pledges; \$MM)		<u>FY2007</u>	<u>FY2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>FY 2001</u>	<u>FY 2000</u>	
	<i>Purdue</i>	n/a	177.4	186.4	176.0	182.7	164.0	130.7	88.3	
	<i>Peer Institutions' mean</i>	n/a	203.0	210.0	180.8	193.5	183.2	176.4	173.2	
	<i>Purdue's index to the mean</i>	n/a	0.87	0.89	0.97	0.94	0.89	0.74	0.51	
	<hr/>									
	Total endowment market value (\$BB)									
	<i>Purdue</i>	1.8	1.5	1.3	1.2	1.1	1.1	1.2	1.3	
	<i>Peer Institutions' mean</i>	n/a	2.9	2.5	2.2	1.9	1.9	2.0	2.1	
	<i>Purdue's index to the mean</i>	n/a	0.52	0.53	0.55	0.56	0.59	0.61	0.63	
<hr/>										
M13 Total Revenues generated from Licenses and Patents (\$MM)		<u>CY 2006</u>	<u>CY 2005</u>	<u>CY 2004</u>	<u>CY 2003</u>	<u>CY 2002</u>	<u>CY 2001</u>	<u>CY 2000</u>		
		3.8	4.7	4.3	4.4	3.0	2.4	1.6		
<hr/>										
M14 Amount of new funding with focused allocation (\$MM)		<u>FY 2008</u>	<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>			
Compensation		23.4	14.2	17.0	15.6	16.5	16.2			
Overarching Initiatives		11.6	13.4	9.0	14.7	7.1	10.5			
Discovery		8.6	6.2	4.3	9.6	9.7	2.8			
Learning		6.3	7.6	8.4	10.4	13.1	6.0			
Engagement		1.4	2.4	1.0	1.9	0.3	0.2			
Total		51.4	43.8	39.7	52.2	46.6	35.7			
<hr/>										
M15 Total expenditures for capital improvements on physical facilities and infrastructure (\$MM)		<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>			
		86.1	107.8	121.5	124.1	132.3	96.5			
<hr/>										
M16 Value of repair and rehabilitation to physical facilities (\$MM)		<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>			
Deferred Repair		42.0	133.0	154.8	*	*	*			
Deferred Rehabilitation		395.9	283.5	315.2	*	*	*			
Total		437.9	416.4	470.0	410.0	386.2	358.1			
(*Not reported separately.)										

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<p>M17 Assignable square feet of space allocated (in thousands)</p> <hr/> <p>Discovery</p> <hr/> <p>Learning</p> <hr/> <p>Engagement</p> <hr/> <p>Collaborative</p> <hr/> <p>Multi-mission</p> <hr/> <p align="right">Total</p>	<table border="1"> <thead> <tr> <th><u>Fall 2006</u></th> <th><u>Fall 2005</u></th> <th><u>Fall 2004</u></th> <th><u>Fall 2003</u></th> <th><u>Fall 2002</u></th> <th><u>Fall 2001</u></th> <th><u>Fall 2000</u></th> </tr> </thead> <tbody> <tr> <td>1,492.4</td> <td>1,446.1</td> <td>1,334.3</td> <td>1,296.9</td> <td>1,236.4</td> <td>1,229.1</td> <td>1,227.7</td> </tr> <tr> <td>998.4</td> <td>1,005.6</td> <td>982.4</td> <td>962.0</td> <td>923.2</td> <td>924.4</td> <td>926.1</td> </tr> <tr> <td>121.9</td> <td>123.5</td> <td>122.6</td> <td>123.7</td> <td>121.6</td> <td>125.4</td> <td>103.1</td> </tr> <tr> <td>164.6</td> <td>153.2</td> <td>149.4</td> <td>138.0</td> <td>121.7</td> <td>122.9</td> <td>128.5</td> </tr> <tr> <td>2,888.9</td> <td>2,779.0</td> <td>2,745.1</td> <td>2,702.1</td> <td>2,545.7</td> <td>2,522.2</td> <td>2,448.8</td> </tr> <tr> <td>5,666.1</td> <td>5,507.5</td> <td>5,333.8</td> <td>5,222.7</td> <td>4,948.6</td> <td>4,924.0</td> <td>4,834.2</td> </tr> </tbody> </table>	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>	1,492.4	1,446.1	1,334.3	1,296.9	1,236.4	1,229.1	1,227.7	998.4	1,005.6	982.4	962.0	923.2	924.4	926.1	121.9	123.5	122.6	123.7	121.6	125.4	103.1	164.6	153.2	149.4	138.0	121.7	122.9	128.5	2,888.9	2,779.0	2,745.1	2,702.1	2,545.7	2,522.2	2,448.8	5,666.1	5,507.5	5,333.8	5,222.7	4,948.6	4,924.0	4,834.2
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<p>M19 Total expenditures for electronic serials (\$)</p> <hr/> <p>Number of electronic databases</p> <hr/> <p>Usage of electronic databases (MM)</p>	<table border="1"> <thead> <tr> <th><u>FY 2006</u></th> <th><u>FY 2005</u></th> <th><u>FY 2004</u></th> <th><u>FY 2003</u></th> <th><u>FY 2002</u></th> <th><u>FY 2001</u></th> <th><u>FY 2000</u></th> </tr> </thead> <tbody> <tr> <td>2,017,160</td> <td>2,252,541</td> <td>1,762,604</td> <td>1,489,954</td> <td>1,442,091</td> <td>577,666</td> <td>789,353</td> </tr> <tr> <td>1,978</td> <td>1,350</td> <td>1,300</td> <td>1,090</td> <td>1,065</td> <td>956</td> <td>739</td> </tr> <tr> <td>2.9</td> <td>2.5</td> <td>2.5</td> <td>2.2</td> <td>2.4</td> <td>1.9</td> <td>1.5</td> </tr> </tbody> </table>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>FY 2001</u>	<u>FY 2000</u>	2,017,160	2,252,541	1,762,604	1,489,954	1,442,091	577,666	789,353	1,978	1,350	1,300	1,090	1,065	956	739	2.9	2.5	2.5	2.2	2.4	1.9	1.5																					
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<p>M20 Qualitative data on technology improvements</p>	<p>Examples:</p> <p>The Rosen Center for Advanced Computing has become the largest provider of high-throughput computing cycles on the National Science Foundation's TeraGrid. Almost 6,500 computers of all sizes - from desktop machines used by students to do homework and check e-mail, up to large, powerful research computers - are linked together using the open source application Condor. Purdue's Condor pool is the largest in the nation. The computational hours processed increased from 12.2 million in 2005-06 to 18.3 million hours in 2006-07, a 50% increase. The computational jobs completed increased from 1.1 million to 8.8 million, a 700% increase.</p> <p>The eInstruction Classroom Performance System consists of a radio frequency receiver in the classroom, putting response pads in the hands of the students, and a versatile software package that allows quizzing, polling, and more. In the Fall of 2006, 9,567 students utilized the service. This past spring, 68 courses used the software.</p>																																																	

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<p>M20 Qualitative data on technology improvements (continued)</p> <hr style="border: 0; border-top: 1px solid black; margin: 20px 0;"/> <p>Information Technology resource needs met</p>	<p>Examples:</p> <p>The main Purdue websites have experienced a 35% increase in sessions to 135,145 per day and a 50% increase in bytes transferred to over 65 billion per day in 2007.</p> <p>For the OnePurdue releases for financial and human resources, 79 servers and supporting systems were configured and successfully installed. Training, both in online sessions (2,000 sessions) and instructor-led courses (to 1,108 people) were provided to support the launch of OnePurdue releases.</p> <hr style="border: 0; border-top: 1px solid black; margin: 20px 0;"/> <p>Purdue Terrestrial Observatory (PTO) is a real-time satellite remote sensing receiving station, which is capable of receiving synoptic data from multiple panchromatic, multispectral, hyperspectral and radar sensors, at a wide range of spatial resolutions, aboard current and soon-to-be-launched American, European, Canadian, Japanese and Russian satellites. PTO continues to provide data downloading into the Envision Center for analysis and visualization, enabling real-time access to national and international satellite sensors. PTO data is distributed over the TeraGrid, through the AmericaView program and is being made available to the Office of the Indiana State Climatologist.</p> <p>A common online collaboration environment, Adobe Acrobat Connect, was adopted in the Fall of 2006. Connect was used for training and support of the OnePurdue deployment in 2007. Connect was also used to create virtual meeting rooms students in Fall 2007. Building Construction Management began using Adobe Acrobat Connect for their distance education masters degree and was able to increase the size of enrollment as a result of leveraging this system.</p> <p>As one part of a multi-layered approach to the emergency warning notification system, research on the newest form of mass communication, text messaging, is underway. This is believed to be the first test designed to generate independent data on analyzing message speed and dependability.</p>
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Goal 1: Achieve and Sustain Preeminence in Discovery

<p>B11 NSF Science and Engineering Research and Development expenditures as a percent of IPEDS Adjusted Total Annual Operating Expenses</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;"><u>FY 2006</u></td> <td style="border-bottom: 1px solid black;"><u>FY 2005</u></td> <td style="border-bottom: 1px solid black;"><u>FY 2004</u></td> <td style="border-bottom: 1px solid black;"><u>FY 2003</u></td> <td style="border-bottom: 1px solid black;"><u>FY 2002</u></td> <td style="border-bottom: 1px solid black;"><u>FY 2001</u></td> <td style="border-bottom: 1px solid black;"><u>FY 2000</u></td> </tr> </table>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>FY 2001</u>	<u>FY 2000</u>														
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34%	35%	37%	34%	33%	30%	29%																
38%	39%	38%	38%	36%	34%	35%																
0.91	0.91	0.97	0.91	0.90	0.88	0.85																

<p>M21 Number of citations by calendar year (years are overlapping)</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;"><u>2002-2006</u></td> <td style="border-bottom: 1px solid black;"><u>2001-2005</u></td> <td style="border-bottom: 1px solid black;"><u>2000-2004</u></td> <td style="border-bottom: 1px solid black;"><u>1999-2003</u></td> <td style="border-bottom: 1px solid black;"><u>1998-2002</u></td> <td style="border-bottom: 1px solid black;"><u>1997-2001</u></td> <td style="border-bottom: 1px solid black;"><u>1996-2000</u></td> </tr> </table>	<u>2002-2006</u>	<u>2001-2005</u>	<u>2000-2004</u>	<u>1999-2003</u>	<u>1998-2002</u>	<u>1997-2001</u>	<u>1996-2000</u>
<u>2002-2006</u>	<u>2001-2005</u>	<u>2000-2004</u>	<u>1999-2003</u>	<u>1998-2002</u>	<u>1997-2001</u>	<u>1996-2000</u>		
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td>54,021</td> <td>47,974</td> <td>43,449</td> <td>41,977</td> <td>40,279</td> <td>39,602</td> <td>40,249</td> </tr> </table>	54,021	47,974	43,449	41,977	40,279	39,602	40,249
54,021	47,974	43,449	41,977	40,279	39,602	40,249		

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<p>B12 NSF Expenditures budgeted separately for Science and Engineering per all tenure and tenure-track faculty FTE (\$)</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>FY 2006</u></th> <th style="text-align: center;"><u>FY 2005</u></th> <th style="text-align: center;"><u>FY 2004</u></th> <th style="text-align: center;"><u>FY 2003</u></th> <th style="text-align: center;"><u>FY 2002</u></th> <th style="text-align: center;"><u>FY 2001</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">199,365</td> <td style="text-align: center;">198,540</td> <td style="text-align: center;">201,903</td> <td style="text-align: center;">173,414</td> <td style="text-align: center;">163,516</td> <td style="text-align: center;">146,956</td> </tr> <tr> <td style="text-align: center;">297,405</td> <td style="text-align: center;">327,758</td> <td style="text-align: center;">313,856</td> <td style="text-align: center;">285,574</td> <td style="text-align: center;">268,703</td> <td style="text-align: center;">281,462</td> </tr> <tr> <td style="text-align: center;">0.67</td> <td style="text-align: center;">0.61</td> <td style="text-align: center;">0.64</td> <td style="text-align: center;">0.61</td> <td style="text-align: center;">0.61</td> <td style="text-align: center;">0.52</td> </tr> </tbody> </table>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>FY 2001</u>	199,365	198,540	201,903	173,414	163,516	146,956	297,405	327,758	313,856	285,574	268,703	281,462	0.67	0.61	0.64	0.61	0.61	0.52
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<p>M22 National/International recognition for signature area initiatives</p>	<p>Highlights:</p> <p>2002-03 The mission of the Institute for Nanoelectronics and Computing (INAC) is to invent new molecular devices, develop techniques to assemble them into ultra dense systems integrated with a silicon platform, devise new system architectures that harness these heterogeneous technologies for NASA missions, and train the next generation of scientists and engineers.</p> <p>2003-04 The Center for Paralysis Research discovered that polyethylene glycol (PEG) could restore severely crushed nerve cells and fibers. Recent studies show when acute paraplegic dogs were given injections of PEG, 75% of the animals recovered. Approval is being sought for human clinical trials. The research has been most recently published in the Journal of Experimental Biology, the Journal of Neural Science Research, and the Journal of Neural Trauma.</p> <p>2004-05 A discovery in the College of Science allows mass spectrometry to be performed directly and almost instantaneously on ordinary objects in the environment. The method, desorption ionization mass spectrometry (DESI), promises to revolutionize security monitoring and forensics, and has enormous potential for biomedical and pharmaceutical measurements.</p> <p>2005-06 Researchers in the College of Agriculture identified a maize gene that appears to play a key role in orchestrating defense against insect herbivores. Named <i>crs1</i>, the gene was found disrupted in a maize mutant whose leaves are exceptionally prone to chewing damage inflicted by the western corn rootworm (WCR) beetle. The larvae of this beetle constitute the most serious pest of the maize crop in the U.S. Because of the damage it inflicts annually in terms of cost of control and yield loss, WCR has earned the nickname the "billion-dollar bug." Since <i>crs1</i> appears to encode a transcription factor, its manipulation, by both transgenic and non-transgenic means, offers promise to generate maize plants largely immune to the WCR and related pests.</p> <p>2006-07 Inadequate intellectual stimulation and poor nutrition, especially iodine and iron deficiencies, are likely to blame for hindering more than 200 million children in developing countries from meeting their full potential, says a professor of psychological sciences at Purdue and a lead researcher on the project published in the January 2007 issue of The Lancet. The articles focused on the scope, causes, and prevention of the loss of intellectual and social-emotional potential among children in developing countries around the world.</p>																								
<p>B13 Recent national academic ranking (Source: <i>U.S. News & World Report</i> - number of programs in the top 20; not all programs are ranked every year)</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>2006-07</u></th> <th style="text-align: center;"><u>2005-06</u></th> <th style="text-align: center;"><u>2004-05</u></th> <th style="text-align: center;"><u>2003-04</u></th> <th style="text-align: center;"><u>2002-03</u></th> <th style="text-align: center;"><u>2001-02</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">34</td> <td style="text-align: center;">33</td> <td style="text-align: center;">40</td> <td style="text-align: center;">38</td> <td style="text-align: center;">39</td> <td style="text-align: center;">42</td> </tr> <tr> <td style="text-align: center;">54</td> <td style="text-align: center;">55</td> <td style="text-align: center;">75</td> <td style="text-align: center;">67</td> <td style="text-align: center;">69</td> <td style="text-align: center;">70</td> </tr> <tr> <td style="text-align: center;">0.62</td> <td style="text-align: center;">0.60</td> <td style="text-align: center;">0.53</td> <td style="text-align: center;">0.57</td> <td style="text-align: center;">0.57</td> <td style="text-align: center;">0.60</td> </tr> </tbody> </table>	<u>2006-07</u>	<u>2005-06</u>	<u>2004-05</u>	<u>2003-04</u>	<u>2002-03</u>	<u>2001-02</u>	34	33	40	38	39	42	54	55	75	67	69	70	0.62	0.60	0.53	0.57	0.57	0.60
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M23 Number of participant researchers in internal interdisciplinary research initiatives	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>FY 2001</u>	<u>FY 2000</u>
	651	741	593	525	436	403	537
M24 Centers and institutes with sponsored funding facilitating interdisciplinary research	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>FY 2001</u>	<u>FY 2000</u>
Number of centers and institutes	49	46	39	31	27	15	7
Funding Total (\$MM)	61.9	81.7	47.5	38.4	50.2	9.7	7.3
Goal 2: Enhance the Quality of Learning							
B14 Percent of undergraduate lecture class sections where faculty are the primary instructors	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	
<i>Purdue</i>	73%	74%	74%	74%	72%	73%	
<i>Peer Institutions' mean</i>	83%	81%	86%	85%	87%	87%	
<i>Purdue's index to the mean</i>	0.88	0.92	0.86	0.87	0.83	0.84	
Percent of upper division classes (300 to 499 level) taught by faculty	91%	90%	89%	86%	85%	85%	
Number of undergraduate lecture class sections where faculty are the primary instructors							
<i>Purdue</i>	2,924	2,982	3,107	3,050	3,076	3,121	
<i>Peer Institutions' mean</i>	n/a	n/a	2,347	2,357	2,313	2,094	
<i>Purdue's index to the mean</i>	n/a	n/a	1.32	1.29	1.33	1.49	
Percent of undergraduate student credit hours generated by faculty as the primary instructor	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	
<i>Purdue</i>	74%	74%	75%	74%	73%	74%	
<i>Peer Institutions' mean</i>	84%	84%	83%	85%	84%	81%	
<i>Purdue's index to the mean</i>	0.90	0.90	0.90	0.88	0.86	0.91	

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<p>B14 (continued)</p> <p>Number of undergraduate student credit hours generated by faculty as the primary instructor</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"></th> <th style="text-align: center;"><u>Fall 2006</u></th> <th style="text-align: center;"><u>Fall 2005</u></th> <th style="text-align: center;"><u>Fall 2004</u></th> <th style="text-align: center;"><u>Fall 2003</u></th> <th style="text-align: center;"><u>Fall 2002</u></th> <th style="text-align: center;"><u>Fall 2001</u></th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">361,221</td> <td style="text-align: center;">345,938</td> <td style="text-align: center;">358,488</td> <td style="text-align: center;">356,138</td> <td style="text-align: center;">350,579</td> <td style="text-align: center;">358,902</td> </tr> <tr> <td></td> <td style="text-align: center;">320,734</td> <td style="text-align: center;">315,221</td> <td style="text-align: center;">308,349</td> <td style="text-align: center;">313,847</td> <td style="text-align: center;">314,316</td> <td style="text-align: center;">290,698</td> </tr> <tr> <td></td> <td style="text-align: center;">1.13</td> <td style="text-align: center;">1.10</td> <td style="text-align: center;">1.16</td> <td style="text-align: center;">1.13</td> <td style="text-align: center;">1.12</td> <td style="text-align: center;">1.23</td> </tr> </tbody> </table>		<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>		361,221	345,938	358,488	356,138	350,579	358,902		320,734	315,221	308,349	313,847	314,316	290,698		1.13	1.10	1.16	1.13	1.12	1.23																	
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<p>M26 Number of classes demonstrating technology integration</p> <hr/> <p>Number of courses using central course management software</p> <hr/> <p>Number of classroom facilities demonstrating technology integration</p> <p>Rooms with projection</p> <p>Rooms with computers</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"></th> <th style="text-align: center;"><u>Spring 2007</u></th> <th style="text-align: center;"><u>Spring 2006</u></th> <th style="text-align: center;"><u>Spring 2005</u></th> <th style="text-align: center;"><u>Spring 2004</u></th> <th style="text-align: center;"><u>Fall 2003</u></th> <th style="text-align: center;"><u>Fall 2002</u></th> <th style="text-align: center;"><u>Fall 2001</u></th> <th style="text-align: center;"><u>Fall 2000</u></th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">2,727</td> <td style="text-align: center;">2,575</td> <td style="text-align: center;">2,039</td> <td style="text-align: center;">1,850</td> <td style="text-align: center;">1,800</td> <td style="text-align: center;">1,700</td> <td style="text-align: center;">925</td> <td style="text-align: center;">n/a</td> </tr> <tr> <th style="text-align: left;"></th> <th style="text-align: center;"><u>Fall 2007</u></th> <th style="text-align: center;"><u>Fall 2006</u></th> <th style="text-align: center;"><u>Fall 2005</u></th> <th style="text-align: center;"><u>Fall 2004</u></th> <th style="text-align: center;"><u>Fall 2003</u></th> <th style="text-align: center;"><u>Fall 2002</u></th> <th style="text-align: center;"><u>Fall 2001</u></th> <th style="text-align: center;"><u>Fall 2000</u></th> </tr> <tr> <td>Rooms with projection</td> <td style="text-align: center;">238</td> <td style="text-align: center;">226</td> <td style="text-align: center;">211</td> <td style="text-align: center;">195</td> <td style="text-align: center;">185</td> <td style="text-align: center;">141</td> <td style="text-align: center;">128</td> <td style="text-align: center;">109</td> </tr> <tr> <td>Rooms with computers</td> <td style="text-align: center;">231</td> <td style="text-align: center;">219</td> <td style="text-align: center;">204</td> <td style="text-align: center;">189</td> <td style="text-align: center;">170</td> <td style="text-align: center;">119</td> <td style="text-align: center;">96</td> <td style="text-align: center;">53</td> </tr> </tbody> </table>		<u>Spring 2007</u>	<u>Spring 2006</u>	<u>Spring 2005</u>	<u>Spring 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>		2,727	2,575	2,039	1,850	1,800	1,700	925	n/a		<u>Fall 2007</u>	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>	Rooms with projection	238	226	211	195	185	141	128	109	Rooms with computers	231	219	204	189	170	119	96	53
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<p>M27 Innovations in instructional methodology</p>	<p>Highlights:</p> <p>2002-03 E-portfolio systems have been developed by the School of Education so that undergraduate teacher education students can create digital videos.</p> <p>2003-04 The Engineering Problem Solving and Computer Tools course integrated service learning into the course structure for a pilot group of 140 students. Course evaluations showed a significantly higher level of satisfaction with the course than those sections that did not have the service learning component. A majority of the students indicated that they would choose service learning over a traditional project given the choice again.</p> <p>2004-05 Faculty members can now change the WebCT menu items and help files into another language. Spanish, French, German, and Japanese are currently available.</p>																																													

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<p>M27 Innovations in instructional methodology (continued)</p>	<p>Highlights:</p> <p>2005-06 Thirty College of Science students participated in the college-sponsored Undergraduate Research and Poster Symposium Day. This annual event is co-sponsored with Agriculture, Engineering, and Technology. There were 100 posters submitted with 138 students participating this year. The goal of the event is to give undergraduate students the opportunity to do research and present it both in written form (an abstract) and in poster form; research and posters are judged and awards given.</p> <p>2006-07 Purdue was recently awarded a grant of \$1.5 million dollars from the Kauffman Foundation to encourage entrepreneurship and is now designated a "Kauffman Campus." Success in securing this grant was largely due to Purdue's ability to deliver to campus-wide, multidisciplinary entrepreneurship education.</p>						
<p>B15 Undergraduate retention rate (one-year) (Source: Consortium for Student Retention Data Exchange)</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p> <hr/> <p>Undergraduate graduation rate (six-year)</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p> <hr/> <p>Graduate students years to a Doctorate (Source: National Opinion Research Center)</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p>	<p><u>Fall 2006</u> Cohort 2005</p> <p>84.4%</p> <p>92.2%</p> <p>0.91</p>	<p><u>Fall 2005</u> Cohort 2004</p> <p>83.5%</p> <p>92.3%</p> <p>0.90</p>	<p><u>Fall 2004</u> Cohort 2003</p> <p>85.6%</p> <p>91.9%</p> <p>0.93</p>	<p><u>Fall 2003</u> Cohort 2002</p> <p>87.1%</p> <p>91.4%</p> <p>0.95</p>	<p><u>Fall 2002</u> Cohort 2001</p> <p>86.8%</p> <p>90.8%</p> <p>0.96</p>	<p><u>Fall 2001</u> Cohort 2000</p> <p>86.8%</p> <p>91.1%</p> <p>0.95</p>	<p><u>Fall 2000</u> Cohort 1999</p> <p>85.5%</p> <p>90.5%</p> <p>0.94</p>
<p>B16 Percent of bachelor graduates who have accepted employment (methodology varies among peers)</p> <p style="text-align: right;"><i>Purdue (May graduates)</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p>	<p><u>AY 2005-06</u></p> <p>73%</p> <p>n/a</p> <p>n/a</p>	<p><u>AY 2004-05</u></p> <p>72%</p> <p>n/a</p> <p>n/a</p>	<p><u>AY 2003-04</u></p> <p>72%</p> <p>n/a</p> <p>n/a</p>	<p><u>AY 2002-03</u></p> <p>71%</p> <p>49%</p> <p>1.44</p>	<p><u>AY 2001-02</u></p> <p>70%</p> <p>n/a</p> <p>n/a</p>	<p><u>AY 2000-01</u></p> <p>71%</p> <p>73%</p> <p>0.99</p>	<p><u>AY 1999-00</u></p> <p>67%</p> <p>n/a</p> <p>n/a</p>

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<p>B16 (continued)</p> <p>Percent of bachelor graduates who are seeking graduate education</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p>	<table border="1"> <thead> <tr> <th><u>AY 2005-06</u></th> <th><u>AY 2004-05</u></th> <th><u>AY 2003-04</u></th> <th><u>AY 2002-03</u></th> <th><u>AY 2001-02</u></th> <th><u>AY 2000-01</u></th> <th><u>AY 1999-00</u></th> </tr> </thead> <tbody> <tr> <td>17%</td> <td>20%</td> <td>19%</td> <td>19%</td> <td>18%</td> <td>16%</td> <td>14%</td> </tr> <tr> <td>n/a</td> <td>n/a</td> <td>30%</td> <td>33%</td> <td>29%</td> <td>38%</td> <td>n/a</td> </tr> <tr> <td>n/a</td> <td>n/a</td> <td>0.62</td> <td>0.58</td> <td>0.63</td> <td>0.41</td> <td>n/a</td> </tr> </tbody> </table>	<u>AY 2005-06</u>	<u>AY 2004-05</u>	<u>AY 2003-04</u>	<u>AY 2002-03</u>	<u>AY 2001-02</u>	<u>AY 2000-01</u>	<u>AY 1999-00</u>	17%	20%	19%	19%	18%	16%	14%	n/a	n/a	30%	33%	29%	38%	n/a	n/a	n/a	0.62	0.58	0.63	0.41	n/a																					
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<p>B17 Number of doctoral degrees granted</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p> <hr/> <p>Doctoral degrees as a percentage of total degrees awarded</p> <p style="text-align: right;"><i>Purdue</i></p> <p style="text-align: right;"><i>Peer Institutions' mean</i></p> <p style="text-align: right;"><i>Purdue's index to the mean</i></p>	<table border="1"> <thead> <tr> <th><u>AY 2005-06</u></th> <th><u>AY 2004-05</u></th> <th><u>AY 2003-04</u></th> <th><u>AY 2002-03</u></th> <th><u>AY 2001-02</u></th> <th><u>AY 2000-01</u></th> <th><u>AY 1999-00</u></th> </tr> </thead> <tbody> <tr> <td>566</td> <td>524</td> <td>446</td> <td>463</td> <td>409</td> <td>464</td> <td>468</td> </tr> <tr> <td>605</td> <td>578</td> <td>548</td> <td>526</td> <td>497</td> <td>504</td> <td>502</td> </tr> <tr> <td>0.94</td> <td>0.91</td> <td>0.81</td> <td>0.88</td> <td>0.82</td> <td>0.92</td> <td>0.93</td> </tr> <tr> <td>6.4%</td> <td>5.7%</td> <td>4.8%</td> <td>5.2%</td> <td>4.7%</td> <td>5.6%</td> <td>5.7%</td> </tr> <tr> <td>6.6%</td> <td>6.2%</td> <td>5.9%</td> <td>5.8%</td> <td>6.4%</td> <td>6.6%</td> <td>6.6%</td> </tr> <tr> <td>0.97</td> <td>0.92</td> <td>0.81</td> <td>0.90</td> <td>0.74</td> <td>0.85</td> <td>0.86</td> </tr> </tbody> </table>	<u>AY 2005-06</u>	<u>AY 2004-05</u>	<u>AY 2003-04</u>	<u>AY 2002-03</u>	<u>AY 2001-02</u>	<u>AY 2000-01</u>	<u>AY 1999-00</u>	566	524	446	463	409	464	468	605	578	548	526	497	504	502	0.94	0.91	0.81	0.88	0.82	0.92	0.93	6.4%	5.7%	4.8%	5.2%	4.7%	5.6%	5.7%	6.6%	6.2%	5.9%	5.8%	6.4%	6.6%	6.6%	0.97	0.92	0.81	0.90	0.74	0.85	0.86
<u>AY 2005-06</u>	<u>AY 2004-05</u>	<u>AY 2003-04</u>	<u>AY 2002-03</u>	<u>AY 2001-02</u>	<u>AY 2000-01</u>	<u>AY 1999-00</u>																																												
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<p>M28 Number of honors and awards received by graduate students (new collection process in 2005-06)</p>	<table border="1"> <thead> <tr> <th><u>AY 2006-07</u></th> <th><u>AY 2005-06</u></th> <th><u>AY 2003-04</u></th> <th><u>AY 2001-02</u></th> </tr> </thead> <tbody> <tr> <td>1,712</td> <td>1,205</td> <td>820</td> <td>854</td> </tr> </tbody> </table>	<u>AY 2006-07</u>	<u>AY 2005-06</u>	<u>AY 2003-04</u>	<u>AY 2001-02</u>	1,712	1,205	820	854																																									
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<p>M29 Student learning outcomes assessed at the academic program level</p>	<p>Highlights:</p> <p>2002-03 The School of Management uses four factors to measure learning outcomes in its MBA Program every other year. The Factors measure: 1) effective communication and team work, 2) use of technology, 3) effective management and leadership skills, and 4) critical thinking and problem solving.</p> <p>2003-04 The Academic Success Center in the School of Liberal Arts worked with 24,155 students across the university. The Center's programs have demonstrated success in improving both academic performance and retention of students. Learning outcomes were assessed through student GPA, academic standing, and success in current courses, as well as pre- and post-test evaluations measuring study skills, reading aptitude, and anxiety.</p> <p>2004-05 The Purdue University Teacher Education Program (TEP) utilizes a performance-based system. In order to complete the Teacher Education Program, students must successfully pass through four Gates that include course work, portfolios, testing, specific GPAs, and a limited criminal history report. Surveys of student teachers/graduates, cooperating teachers, and employers, as well as longitudinal surveys of graduates, are also completed.</p>																																																	

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<p>M29 Student learning outcomes assessed at the academic program level (continued)</p>	<p>Highlights:</p> <p>2005-06 The School of Veterinary Medicine continues to use the performance on the national licensure examinations and first employer evaluations to assess student learning outcomes. The class of 2006 doctor of veterinary medicine students had a 93% pass rate on the National Veterinary Licensing Examination, while the national pass rate was 88%.</p> <p>2006-07 The School of Pharmacy solicits feedback regarding its program from its students and graduates through a variety of mechanisms, including: exit surveys of graduating students, focus groups conducted each semester with each class in the professional curriculum, online student surveys, and alumni surveys conducted every other year.</p>																								
<p>M30 Selection/development of undergraduate courses to provide content for core competencies</p>	<p>Core competencies are reflected in degree programs for coursework in the following areas: Communication, Composition, Diversity, Humanities, Mathematics, Science, and Social Sciences. Graduates should be able to think critically and logically, apply knowledge, solve problems, and write and speak with clarity and purpose.</p>																								
<p>M31 Accommodation of courses in all curricula satisfying core competencies</p>	<p>Previously our analysis in 2004 revealed these approximate distributions in the lower division courses satisfied core competencies : 8% in communication, 15% in composition, 8% in diversity, 11% in humanities, 10% in mathematics, 21% in science, 9% in social science, and 18% in electives. We are continuing with the analysis in the academic areas. Some examples are:</p> <p>In 2005-06, faculty in each department in the College of Consumer and Family Sciences generated a list of competencies that students graduating from their departments should be able to demonstrate. The college undergraduate curriculum committee then analyzed these lists to identify cross-cutting themes and develop a set of competencies for the college as a whole. These now appear on the college website. Each department then completed a report on how those competencies would be or are being achieved in its curricula.</p> <p>The Krannert School of Management in 2005-06 undertook a comprehensive review of the undergraduate program, establishing a task force to institute changes. Three new MBA option areas were introduced: Analytical Consulting, Global Supply Chain Management, and Technological Innovation and Entrepreneurship. There has been an increase in student utilization of the Undergraduate Management Communication Center by 49.6%, from 750 to 1,122 student visits.</p> <p>In the College of Agriculture, the ASM 336 course helps students learn how to analyze and manage a variety of agriculturally-related environmental problems. It covers a wide range of topics and incorporates many computer-based decision tools. Many students had a difficult time relating the diverse topics to their careers or personal choices; so a semester long case study of an actual farm was implemented in 2006 to show students how many of the topics fit together. The students had a much better overall satisfaction with the course after the case study approach was used as reflected by increases in evaluation ratings across the board, even with items that had not changed (handouts, complexity and length of assignments). The semester-long farm focus helped students understand the relevance of the various topics discussed.</p> <p>During 2006-07, the College of Liberal Arts worked with the College of Science to help implement their new curriculum design by designing a new course involving written and oral presentation of technical material specifically for the College of Science program.</p>																								
<p>M32 Number of learning opportunities/programs and student participants</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th><u>AY 2006-07</u></th> <th><u>AY 2005-06</u></th> <th><u>AY 2004-05</u></th> <th><u>AY 2003-04</u></th> <th><u>AY 2002-03</u></th> <th><u>AY 2001-02</u></th> <th><u>AY 2000-01</u></th> </tr> </thead> <tbody> <tr> <td>Participants</td> <td style="text-align: center;">3,057</td> <td style="text-align: center;">2,682</td> <td style="text-align: center;">2,497</td> <td style="text-align: center;">2,358</td> <td style="text-align: center;">2,074</td> <td style="text-align: center;">1,730</td> <td style="text-align: center;">1,357</td> </tr> <tr> <td>Programs</td> <td style="text-align: center;">290</td> <td style="text-align: center;">261</td> <td style="text-align: center;">275</td> <td style="text-align: center;">229</td> <td style="text-align: center;">203</td> <td style="text-align: center;">181</td> <td style="text-align: center;">156</td> </tr> </tbody> </table>		<u>AY 2006-07</u>	<u>AY 2005-06</u>	<u>AY 2004-05</u>	<u>AY 2003-04</u>	<u>AY 2002-03</u>	<u>AY 2001-02</u>	<u>AY 2000-01</u>	Participants	3,057	2,682	2,497	2,358	2,074	1,730	1,357	Programs	290	261	275	229	203	181	156	
	<u>AY 2006-07</u>	<u>AY 2005-06</u>	<u>AY 2004-05</u>	<u>AY 2003-04</u>	<u>AY 2002-03</u>	<u>AY 2001-02</u>	<u>AY 2000-01</u>																		
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B18 Student-to-Faculty ratio (ratio of full-time equivalent students to full-time equivalent instructional faculty)		<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>
	<i>Purdue</i>	14.2 to 1	14.4 to 1	14.7 to 1	15.0 to 1	15.5 to 1	15.7 to 1	15.7 to 1
	<i>Peer Institutions' mean</i>	15.8 to 1	15.9 to 1	16.0 to 1	15.8 to 1	16.2 to 1	17.2 to 1	16.5 to 1
	<i>Purdue's index to the mean</i>	0.90	0.90	0.92	0.95	0.96	0.91	0.95
B19 Average undergraduate section class size		<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>
	<i>Purdue</i>	43	44	44	44	39	46	n/a
	<i>Peer Institutions' mean</i>	42	43	44	42	43	44	n/a
	<i>Purdue's index to the mean</i>	1.03	1.04	0.99	1.05	0.90	1.04	n/a
	Percent of class sections with less than 20 students	34%	33%	36%	36%	36%	36%	32%
	Percent of class sections with more than 50 students	19%	19%	19%	19%	18%	17%	18%
	Percent of class sub-sections with less than 20 students	48%	46%	48%	45%	44%	41%	41%
	Percent of class sub-sections with more than 50 students	2%	2%	2%	2%	3%	2%	2%
B20 IPEDS Adjusted Total Annual Operating Expenses per FTE student (\$)		<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>FY 2001</u>	<u>FY 2000</u>
	<i>Purdue</i>	27,834	26,603	24,898	23,076	22,430	22,147	20,875
	<i>Peer Institutions' mean</i>	38,294	37,078	35,192	33,966	32,696	33,396	31,415
	<i>Purdue's index to the mean</i>	0.73	0.72	0.71	0.68	0.69	0.66	0.66
B21 Student credit hours per FTE faculty (undergraduate and graduate credit hours)		<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	
	<i>Purdue</i>	239	235	248	249	254	259	
	<i>Peer Institutions' mean</i>	203	198	212	210	193	191	
	<i>Purdue's index to the mean</i>	1.18	1.18	1.17	1.19	1.32	1.35	

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B22 Graduate Student Enrollment	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>	
	<i>Purdue</i>	7,023	6,935	6,984	7,099	6,758	6,356	6,146
	<i>Peer Institutions' mean</i>	7,955	7,889	7,954	7,998	7,839	7,447	7,447
	<i>Purdue's index to the mean</i>	0.88	0.88	0.88	0.89	0.86	0.85	0.83
<hr/>								
Professional Student Enrollment								
<i>Purdue</i>	915	905	924	900	899	878	852	
<i>Peer Institutions' mean</i>	1,518	1,503	1,510	1,491	1,453	1,429	1,415	
<i>Purdue's index to the mean</i>	0.60	0.60	0.61	0.60	0.62	0.61	0.60	
<hr/>								
M33 Learning opportunities in critical areas of demand (life sciences, information technology, and advanced manufacturing)	<u>Fall 2007</u>	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>
Total enrollment	21,845	22,159	22,122	22,461	22,561	22,300	21,784	21,595
Total number of completions	<u>AY 2006-07</u> 5,137	<u>AY 2005-06</u> 5,353	<u>AY 2004-05</u> 5,530	<u>AY 2003-04</u> 5,522	<u>AY 2002-03</u> 5,473	<u>AY 2001-02</u> 5,323	<u>AY 2000-01</u> 5,036	<u>AY 1999-00</u> 5,175
<hr/>								
M34 Number of student participants in programs relative to expanding opportunities for personal growth and leadership development through co-curricular activities and student support programs	<u>AY 2006-07</u>	<u>AY 2005-06</u>	<u>AY 2004-05</u>	<u>AY 2003-04</u>	<u>AY 2002-03</u>	<u>AY 2001-02</u>	<u>AY 2000-01</u>	<u>AY 1999-00</u>
	12,069	11,004	8,057	8,530	9,154	6,090	5,938	3,833
Goal 3: Effectively Address the Needs of Society Through Engagement								
M35 Evaluate effectiveness of operational structures which increase community, economic development and quality of life through a survey	<p>The Office of Engagement met with individuals across the state of Indiana to discuss how Purdue can help Indiana citizens. Vice Provost Lechtenberg sought citizen input through meetings with local economic development groups, school corporations, all levels of government, mayors, business/professional associations, Chambers of Commerce, Certified Technology Park leaders and ad hoc groups convened by various corporate leaders.</p> <p>Over the past years, several surveys have been conducted in order to gain information that can be used for future planning of engagement and economic development. In the summer of 2005, the Social Research Institute and the Regional Development Center of Purdue University conducted a survey of rural Indiana residents and the Continuing Education and Conferences (CEC) completed an external study by Springboard, Inc. for which the results have been incorporated into the CEC strategic plan. In fall 2005, an internal survey of the faculty was completed. The University conducted an external survey through community listening sessions by President Jischke.</p>							

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<p>M36 FTE faculty involved in engagement activities measured by the average FTE in fall and spring semesters.</p>	<table border="1"> <thead> <tr> <th><u>AY 2006-07</u></th> <th><u>AY 2005-06</u></th> <th><u>AY 2004-05</u></th> <th><u>AY 2003-04</u></th> <th><u>AY 2002-03</u></th> <th><u>AY 2001-02</u></th> <th><u>AY 2000-01</u></th> <th><u>AY 1999-00</u></th> </tr> </thead> <tbody> <tr> <td>n/a</td> <td>n/a</td> <td>416.2</td> <td>405.5</td> <td>397.8</td> <td>355.6</td> <td>368.8</td> <td>362.8</td> </tr> </tbody> </table>	<u>AY 2006-07</u>	<u>AY 2005-06</u>	<u>AY 2004-05</u>	<u>AY 2003-04</u>	<u>AY 2002-03</u>	<u>AY 2001-02</u>	<u>AY 2000-01</u>	<u>AY 1999-00</u>	n/a	n/a	416.2	405.5	397.8	355.6	368.8	362.8
<u>AY 2006-07</u>	<u>AY 2005-06</u>	<u>AY 2004-05</u>	<u>AY 2003-04</u>	<u>AY 2002-03</u>	<u>AY 2001-02</u>	<u>AY 2000-01</u>	<u>AY 1999-00</u>										
n/a	n/a	416.2	405.5	397.8	355.6	368.8	362.8										
<p>M37 Number of start-up companies (for peer comparisons see B23)</p>	<table border="1"> <thead> <tr> <th><u>CY 2006</u></th> <th><u>CY 2005</u></th> <th><u>CY 2005</u></th> <th><u>CY 2004</u></th> <th><u>CY 2003</u></th> <th><u>CY 2002</u></th> <th><u>CY 2001</u></th> <th><u>CY 2000</u></th> </tr> </thead> <tbody> <tr> <td>14</td> <td>5</td> <td>6</td> <td>6</td> <td>3</td> <td>8</td> <td>10</td> <td>5</td> </tr> </tbody> </table>	<u>CY 2006</u>	<u>CY 2005</u>	<u>CY 2005</u>	<u>CY 2004</u>	<u>CY 2003</u>	<u>CY 2002</u>	<u>CY 2001</u>	<u>CY 2000</u>	14	5	6	6	3	8	10	5
<u>CY 2006</u>	<u>CY 2005</u>	<u>CY 2005</u>	<u>CY 2004</u>	<u>CY 2003</u>	<u>CY 2002</u>	<u>CY 2001</u>	<u>CY 2000</u>										
14	5	6	6	3	8	10	5										
<p>M38 Examples of regional technology centers</p>	<p>Highlights:</p> <p>2003-04 Additional technology parks have been approved during the past year . Statewide, eleven certified technology parks have been approved as of mid-August. Purdue is a partner in seven of these parks (West Lafayette, Anderson, Shelbyville, Ft. Wayne, Kokomo, Columbus, Davies County). Discussions have been held with four additional possibilities (Lebanon, Marion, Fishers, and Crawfordsville).</p> <p>2004-05 The Vice Provost for Engagement has had regular discussions with the Indiana Economic Development Council. From these discussions plans are in place to co-sponsor a workshop in the fall of 2005 for leaders associated with Certified Technology Parks (CTPs). Hopefully, this conference will build some networks among the CTPs and develop more teamwork in economic development.</p> <p>2005-06 In partnership with the Indiana Economic Development Council (IEDC) and Tech Point, Purdue University and the Purdue Research Foundation organized and hosted the first workshop for Certified Technology Park Directors. Held at the Purdue Technology Center in October, this was a very successful workshop and regular, twice-yearly, meetings are planned.</p> <p>2006-07 A Certified Technology Parks Affiliates Program was developed and implemented. Twelve of the eighteen Parks in the state elected to join. The intent of this program is to make the people and capabilities of Purdue accessible to these economic development hubs in the state.</p> <p>The Purdue Technology Center is serving as a model for developing technology parks throughout the state . AmeriPlex at the Crossroads development in Merrillville is making tremendous strides as a number of new construction projects are underway. The Purdue Technology Center of Northwest Indiana and the Purdue University Calumet Academic Learning Center are thriving.</p>																
<p>M39 Examples of partnerships</p>	<p>Highlights:</p> <p>2002-03 Partnerships exist with institutions of higher education, PK-12, state and local governments, communities, businesses and industries statewide, economic development planning centers, and corporations. An example is the Partnering with the Central Indiana Corporate Partnership on the Central Indiana Life Sciences Initiative , Advanced Manufacturing Initiative and the Distribution and Logistics Study.</p> <p>2003-04 Linkages with the Department of Commerce and the Rural Development Council are aimed at increasing Indiana's attractiveness for new business and industry by encouraging key technology and workforce/educational partnerships with Purdue when doing so enhances the state's competitiveness for new business and industry .</p>																

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<p>M39 Examples of partnerships (continued)</p>	<p>Highlights:</p> <p>2004-05 The Office of Engagement hosted the first P-12 Engagement Forum and had approximately 150 in attendance – educators, community leaders and legislators, including the Indiana Superintendent of Public Instruction . The goal of the forum was to gather educators, lawmakers and business leaders to assess how Purdue can be an even more effective partner in enhancing education throughout Indiana. Discussion focused on proposing a new Purdue P-12 Engagement Center to coordinate and further develop Purdue as a partner.</p> <p>2005-06 Purdue continues to work on a regular basis with the Indiana Economic Development Corporation (IDEC) on recruiting companies and businesses from around the world to Indiana. There are at least six "projects" at various stages of maturity at present . The most important tool that Purdue brings to these efforts is our willingness to enter into strategic or corporate partnerships with companies. These partnerships are valuable to both the University and our corporate partners . These relationships are being developed with both existing Indiana companies and non-Indiana companies and are proving to be valuable in attracting new companies to Indiana. Providing access to the centers in Discovery Park and to the Technical Assistance program are valuable tools . One example is MedVenture, a medical device company, which will move to Jeffersonville. Purdue is a strategic partner and the opportunity to link with Discovery Park was an important factor in MedVenture's decision to locate in Indiana .</p> <p>2006-07 Purdue's Center for Regional Development (PCRD) hosted a State Regional Development Conference in September 2006. The conference attracted attendees from across the Midwest and has helped establish the Center as a national leader in advancing regional development. As a result, PCRD staff members have been invited to several states to discuss Purdue's engagement and regional development efforts.</p>
<p>M40 Initiatives that improve quality of life</p>	<p>Examples:</p> <p>Within the last year more than 200 news releases and publicity projects have articulated the advancement of the quality of life in the local, state, national and international communities.</p> <p>During 2006-07, 170 Purdue faculty and staff members were involved in the projects. Several faculty members were involved in multiple projects.</p> <p>Examples include Purdue playing host to U.S. Senator Richard G. Lugar and the Purdue University Summit on Energy Security in August. The summit drew about 900 leaders to the Purdue campus to discuss national energy issues and policy. The summit's goal was to discuss ways to reduce America's dependence on foreign oil and to develop new strategies for alternative fuels.</p> <p>More than 50 students from Purdue residence halls spent their spring break helping rebuild homes damaged by Hurricane Katrina and the subsequent flooding. "The devastation of Hurricane Katrina was so vast, that you can never fully appreciate it until you see it in person. Then you realize what the people in this region have been through and the work that is still left to be done," former Purdue and current New Orleans Saints quarterback Drew Brees wrote to the student volunteers.</p> <p>A \$100 million gift from the Mann Foundation for Biomedical Engineering will establish a university-based institute that is designed to enable the commercialization of innovative biomedical technologies that improve human health. The 30,000 square-foot institute will be in Purdue's Discovery Park, where researchers use a multidisciplinary approach to advance research.</p>

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B23 Number of regular, conversion and provisional patents applied for (US patents only)	<u>CY 2006</u>	<u>CY 2005</u>	<u>CY 2004</u>	<u>CY 2003</u>	<u>CY 2002</u>	<u>CY 2001</u>	<u>CY 2000</u>
<i>Purdue</i>	227	180	160	154	156	109	71
<i>Peer Institutions' mean</i>	n/a	140	125	80	139	138	136
<i>Purdue's index to the mean</i>	n/a	1.29	1.28	1.92	1.12	0.79	0.52
<hr/>							
Number of patents issued (US patents only)							
<i>Purdue</i>	32	27	26	30	27	21	11
<i>Peer Institutions' mean</i>	n/a	51	53	45	45	53	44
<i>Purdue's index to the mean</i>	n/a	53	0.50	0.66	0.60	0.40	0.25
<hr/>							
Total number of copyright and invention disclosures							
<i>Purdue</i>	256	231	208	166	147	152	118
<i>Peer Institutions' mean</i>	n/a	n/a	225	195	188	183	167
<i>Purdue's index to the mean</i>	n/a	n/a	0.92	0.85	0.78	0.83	0.71
<hr/>							
Number of licenses and options executed							
<i>Purdue</i>	97	79	74	80	78	73	76
<i>Peer Institutions' mean</i>	n/a	69	69	63	59	53	55
<i>Purdue's index to the mean</i>	n/a	1.14	1.08	1.28	1.31	1.37	1.39
<hr/>							
Number of start-up companies formed							
<i>Purdue</i>	14	5	6	3	8	10	5
<i>Peer Institutions' mean</i>	n/a	6	8	6	6	6	5
<i>Purdue's index to the mean</i>	n/a	0.86	0.74	0.52	1.44	1.74	1.00

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<p>M41 Technology Transfer</p> <hr/> <p>Number of Trask Innovation Awards</p> <hr/> <p>Total Trask Innovation Awards (\$MM)</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>CY 2006</u></th> <th style="text-align: center;"><u>CY 2005</u></th> <th style="text-align: center;"><u>CY 2004</u></th> <th style="text-align: center;"><u>CY 2003</u></th> <th style="text-align: center;"><u>CY 2002</u></th> <th style="text-align: center;"><u>CY 2001</u></th> <th style="text-align: center;"><u>CY 2000</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">4</td> <td style="text-align: center;">7</td> <td style="text-align: center;">11</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">13</td> </tr> <tr> <td style="text-align: center;">0.25</td> <td style="text-align: center;">0.42</td> <td style="text-align: center;">0.42</td> <td style="text-align: center;">0.46</td> <td style="text-align: center;">0.32</td> <td style="text-align: center;">0.53</td> <td style="text-align: center;">0.9</td> </tr> </tbody> </table>	<u>CY 2006</u>	<u>CY 2005</u>	<u>CY 2004</u>	<u>CY 2003</u>	<u>CY 2002</u>	<u>CY 2001</u>	<u>CY 2000</u>	6	4	7	11	9	10	13	0.25	0.42	0.42	0.46	0.32	0.53	0.9
<u>CY 2006</u>	<u>CY 2005</u>	<u>CY 2004</u>	<u>CY 2003</u>	<u>CY 2002</u>	<u>CY 2001</u>	<u>CY 2000</u>																
6	4	7	11	9	10	13																
0.25	0.42	0.42	0.46	0.32	0.53	0.9																
<p>M42 Ongoing engagement with P-12 schools, with special emphasis on reading, writing, math and science</p>	<p>Highlights:</p> <p>2002-03 The Reading Recovery for first-grade children at risk provides early intervention to help children become excellent readers and learners.</p> <p>2003-04 The Chemistry and Math Departments hosted a series of workshops for teachers in grades five through twelve to instruct how to utilize inexpensive scientific equipment to motivate and assist their students in understanding scientific concepts .</p> <p>2004-05 The first P-12 Engagement Forum had approximately 150 in attendance. Educators, lawmakers, and business leaders met in order to assess how Purdue can be an even more effective partner in enhancing education throughout Indiana. The discussions focused on a proposed new Purdue P-12 Engagement Center.</p> <p>2005-06 For Inspiration and Recognition of Science and Technology (FIRST) LEGO League/Junior Robotics Program is now at seven Indiana sites, including five school sites and two community sites, with approximately 140 students participating. Two new sites and approximately 40 students were added this year. The fourth annual FIRST LEGO League Qualifying Tournament took place in November 2005 at the Purdue Armory. The event was at full capacity again this year with 30 teams and approximately 400 students aged 9-14 from across the state.</p> <p>2006-07 Science Bound is a programs that mentors eighth -grade to 12th-grade IPS students and encourages them to take classes in preparation for future careers in science, engineering, technology, agriculture and math-science education. Upon acceptance, the students receive an opportunity to earn a full-tuition scholarship to Purdue to study in an approved technical field. This fall 27 students in the lead Science Bound class were enrolled for the Fall 2007 semester at Purdue. Currently, the program has 245 students: 30 Seniors, 63 Juniors, 40 Sophomores, 69 Freshmen and 43 Science Explores (8th grade).</p> <p>Purdue is working closely with BioCrossroads to help lead the formation of a statewide STEM (Science, Technology, Engineering, Mathematics) Resource Network. An initial steering committee is comprised of representatives from ten partnering institutions and other education leaders. A teacher development course for middle school mathematics teachers is being offered by several universities, and a website along with a web based program his being developed this fall to provide feedback to schools on the college performance of their graduates.</p>																					
<p>M43 Baccalaureate graduates who remain in Indiana one-year following graduation</p> <hr/> <p>Percent of all graduates</p> <hr/> <p>Percent of Indiana residents</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>CY 2006</u></th> <th style="text-align: center;"><u>CY 2005</u></th> <th style="text-align: center;"><u>CY 2004</u></th> <th style="text-align: center;"><u>CY 2003</u></th> <th style="text-align: center;"><u>CY 2002</u></th> <th style="text-align: center;"><u>CY 2001</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">55%</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">62%</td> <td style="text-align: center;">64%</td> <td style="text-align: center;">58%</td> </tr> <tr> <td style="text-align: center;">80%</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">76%</td> </tr> </tbody> </table>	<u>CY 2006</u>	<u>CY 2005</u>	<u>CY 2004</u>	<u>CY 2003</u>	<u>CY 2002</u>	<u>CY 2001</u>	55%	57%	59%	62%	64%	58%	80%	80%	83%	84%	85%	76%			
<u>CY 2006</u>	<u>CY 2005</u>	<u>CY 2004</u>	<u>CY 2003</u>	<u>CY 2002</u>	<u>CY 2001</u>																	
55%	57%	59%	62%	64%	58%																	
80%	80%	83%	84%	85%	76%																	

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M44 Total headcount enrolled in continuing education and lifelong learning programs for academic credit (students are counted every semester in which they are enrolled)	<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>FY 2001</u>	<u>FY 2000</u>
	6,815	6,051	5,100	4,547	4,212	3,542	5,524	5,342
	Headcount enrollment in noncredit programs							
	24,556	15,172	18,596	28,110	13,397	11,993	9,969	9,868
Number of conferences per year								
677	647	606	584	591	603	691	883	
Headcount of conference participants per year								
80,657	78,497	69,172	64,500	70,326	49,970	70,012	85,098	
M45 Number of companies/employers selecting Purdue as "recruiter's choice" for graduates	<u>CY 2007</u>	<u>CY 2006</u>	<u>CY 2005</u>	<u>CY 2004</u>	<u>CY 2003</u>	<u>CY 2002</u>	<u>CY 2001</u>	<u>CY 2000</u>
754	722	633	559	510	494	461	423	
M46 Appearance of noteworthy University accomplishments and expertise in national and international media	Purdue logged more than 7,350 news placements in target media outlets with Indianapolis, national and international distribution during the 2006-2007 fiscal year, an increase of about 2,850 placements from the previous fiscal year. Indianapolis media continues to be a major focus with 1,482 media placements in the past year.							
M47 Success in fundraising (results from the campaign for Purdue)	<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>			
Cumulative amount raised (\$MM)	1,709.6	1,396.2	1,185.4	946.9	716.5			
Percent raised (\$1.3 billion goal for FY 2003 and FY 2004. New goal of \$1.5 billion as of FY 2005.)	114.0%	93.1%	79.0%	72.8%	55.1%			
M48 Alumni and patrons engagement in formal University programs	<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>				
Number of Awards and Honors	305	170	207	156				
Number of Committees	1,277	1,381	1,340	929				
Number of Events	4,077	4,449	5,782	3,098				
Number of Alumni Participants	5,253	5,458	6,748	3,887				
Number of Alumni Clubs Visited by University Advancement Staff	92	99	165	102				
Number of Alumni in Attendance at those Clubs	15,146	5,674	16,669	5,049				

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M49 Alumni and patron interactions with students, including the Purdue Alumni Recruiting for Tomorrow (PART)		<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>				
	Number of Events	49	20	20	17				
	Number of Alumni attending Events	n/a	215	871	195				
	Number of Alumni representatives in PART	n/a	170	166	139				
	Number of College Fairs that PART attended	270	362	303	285				
Number of students attending College Fairs with PART	6,814	11,518	7,102	6,620					
B24 Percentage of graduates that are alumni donors (undergraduate)		<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>FY 2001</u>	<u>FY 2000</u>
	<i>Purdue</i>	17.1%	18.1%	20.1%	21.2%	20.3%	19.9%	20.0%	19.6%
	<i>Peer Institutions' mean</i>	n/a	17.0%	17.0%	17.0%	18.0%	17.0%	19.0%	19.0%
	<i>Purdue's index to the mean</i>	n/a	1.09	1.15	1.24	1.15	1.14	1.06	1.01
	Number of undergraduate alumni donors	38,665	39,980	43,534	45,019	42,446	40,909	40,328	38,693
	Average value of undergraduate alumni gifts (\$)	1,071	1,099	1,198	1,258	772	777	1,299	562
	Percentage of graduates that are alumni donors (graduate)	14.1%	15.0%	15.1%	15.2%	14.6%	14.5%	14.4%	14.7%
	Number of graduate alumni donors	7,058	7,341	7,218	7,052	6,709	6,554	6,322	6,377
	Average value of graduate alumni gifts (\$)	1,473	1,205	433	332	411	342	2,778	705



SYSTEM-WIDE
STRATEGIC PLAN METRIC REPORT

Campuses:

West Lafayette

Calumet

North Central

Indiana University Purdue University Fort Wayne

2006-2007

This report contains information on common metrics that provide an overview of the Purdue University system along with details about each campus. These measures highlight milestones important to attain strategic plan goals. While metrics for each regional campus along with West Lafayette are contained in this report, Statewide Technology sites, Continuing Education at West Lafayette, and Indiana University Purdue University Indianapolis data are not included. It is important to note that not all data are collected using the same timeframe. Specific timeframes are reported using the following abbreviations: AY = academic year; FY = fiscal year; CY = calendar year; Fall = fall semester.

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(SM = System-wide Metric)

System-wide Metrics								
SM 1 Average SAT Scores		<u>Fall 2007</u>	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>
	<i>West Lafayette</i>	1145	1142	1150	1149	1150	1150	1134
	<i>Calumet</i>	924	906	922	910	912	912	910
	<i>North Central</i>	927	938	965	963	941	944	907
	<i>Indiana Purdue Fort Wayne</i>	971	976	982	973	961	967	963
SM 2 System-wide One-year Student Retention Rate (first time, full-time, associate or bachelor degree seeking students; includes enrollment at any Purdue campus)		<u>Fall 2007 Cohort 2006</u>	<u>Fall 2006 Cohort 2005</u>	<u>Fall 2005 Cohort 2004</u>	<u>Fall 2004 Cohort 2003</u>	<u>Fall 2003 Cohort 2002</u>	<u>Fall 2002 Cohort 2001</u>	
	<i>West Lafayette</i>	85.7%	84.8%	85.9%	86.8%	87.4%	86.8%	
	<i>Calumet</i>	64.0%	63.0%	64.9%	64.4%	69.9%	63.2%	
	<i>North Central</i>	59.5%	59.0%	58.2%	60.6%	60.8%	59.2%	
	<i>Indiana Purdue Fort Wayne</i>	61.9%	62.8%	64.3%	63.3%	63.0%	66.3%	
SM 3 System-wide Six-year Graduation Rate (first time, full-time, associate or bachelor degree seeking students; includes graduation from any Purdue campus)		<u>Fall 2007 Cohort 2001</u>	<u>Fall 2006 Cohort 2000</u>	<u>Fall 2005 Cohort 1999</u>	<u>Fall 2004 Cohort 1998</u>	<u>Fall 2003 Cohort 1997</u>	<u>Fall 2002 Cohort 1996</u>	<u>Fall 2001 Cohort 1995</u>
	<i>West Lafayette</i>	71.9%	73.1%	69.6%	65.6%	67.3%	65.9%	64.6%
	<i>Calumet</i>	30.9%	33.3%	31.6%	23.6%	21.4%	21.0%	15.5%
	<i>North Central</i>	29.2%	31.6%	30.7%	16.1%	13.7%	16.9%	13.2%
	<i>Indiana Purdue Fort Wayne</i>	31.5%	31.4%	30.4%	22.3%	22.6%	21.0%	21.5%
SM 4 Faculty Demography - % Minority (tenure and tenure-track)		<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>
	<i>West Lafayette</i>	19.7%	19.4%	17.9%	16.8%	15.2%	14.1%	13.3%
	<i>Calumet</i>	21.3%	21.3%	20.1%	20.0%	20.3%	19.7%	18.9%
	<i>North Central</i>	20.9%	19.5%	16.7%	17.6%	16.3%	15.4%	12.7%
	<i>Indiana Purdue Fort Wayne</i>	14.9%	13.8%	14.2%	15.2%	12.1%	12.6%	12.6%
	System-wide	19.1%	18.7%	17.2%	16.7%	15.1%	14.2%	13.5%
		<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>
	<i>West Lafayette</i>	24.1%	23.2%	22.9%	22.9%	22.2%	22.2%	21.7%
	<i>Calumet</i>	43.9%	41.3%	41.1%	41.3%	41.6%	42.6%	42.3%
	<i>North Central</i>	41.8%	40.2%	40.5%	40.0%	39.5%	38.5%	38.0%
<i>Indiana Purdue Fort Wayne</i>	36.2%	36.4%	33.2%	32.7%	34.3%	35.4%	34.4%	
System-wide	28.0%	27.0%	26.4%	26.3%	26.2%	26.3%	25.7%	

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(SM = System-wide Metric)

System-wide Metrics								
SM 4 (continued) Staff Demography (excluding Graduate Staff) - % Minority		<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>
	<i>West Lafayette</i>	7.6%	7.7%	7.4%	7.4%	7.1%	7.0%	6.0%
	<i>Calumet</i>	29.0%	29.4%	29.5%	30.3%	31.1%	28.8%	28.5%
	<i>North Central</i>	9.9%	8.8%	10.0%	10.7%	8.7%	7.3%	7.6%
	<i>Indiana Purdue Fort Wayne</i>	9.0%	9.6%	9.0%	7.9%	8.6%	7.5%	6.3%
	System-wide	8.8%	8.9%	8.6%	8.6%	8.4%	8.1%	7.2%
	Staff Demography (excluding Graduate Staff) - % Female	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>
<i>West Lafayette</i>	58.1%	58.0%	58.3%	58.2%	58.7%	58.7%	59.3%	
<i>Calumet</i>	66.7%	64.7%	66.7%	67.6%	68.0%	67.2%	65.9%	
<i>North Central</i>	63.7%	65.4%	64.1%	66.8%	68.2%	69.9%	69.6%	
<i>Indiana Purdue Fort Wayne</i>	61.6%	61.0%	61.9%	60.7%	62.3%	63.1%	63.6%	
System-wide	58.9%	58.7%	59.1%	59.0%	59.6%	59.6%	60.1%	
Student Demography - % Domestic Minority	<u>Fall 2007</u>	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>
<i>West Lafayette</i>	13.7%	13.3%	12.9%	12.5%	12.0%	11.5%	10.6%	10.4%
<i>Calumet</i>	33.5%	32.3%	31.5%	31.0%	28.8%	27.4%	27.4%	27.0%
<i>North Central</i>	11.6%	10.5%	10.6%	9.4%	9.8%	8.8%	8.8%	8.8%
<i>Indiana Purdue Fort Wayne</i>	10.6%	10.3%	10.3%	10.1%	9.9%	9.5%	9.4%	9.9%
System-wide	15.9%	15.3%	15.0%	15.0%	14.3%	13.6%	12.7%	12.7%
Student Demography - % Female	<u>Fall 2007</u>	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>
<i>West Lafayette</i>	41.9%	41.3%	41.1%	41.1%	41.1%	41.5%	41.7%	42.2%
<i>Calumet</i>	57.3%	57.6%	57.9%	57.0%	56.7%	56.8%	57.0%	56.6%
<i>North Central</i>	58.4%	58.4%	58.7%	57.9%	59.7%	59.3%	60.5%	59.8%
<i>Indiana Purdue Fort Wayne</i>	56.9%	56.7%	57.1%	57.9%	58.3%	58.1%	57.1%	57.1%
System-wide	47.4%	47.0%	47.0%	47.3%	47.6%	47.3%	47.2%	47.3%
SM 5 Student/Faculty Ratio	<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>		
<i>West Lafayette</i>	14.2 to 1	14.4 to 1	14.7 to 1	15.0 to 1	15.7 to 1	16.0 to 1		
<i>Calumet</i>	18.0 to 1	18.0 to 1	18.0 to 1	18.7 to 1	17.0 to 1	18.5 to 1		
<i>North Central</i>	17.0 to 1	17.0 to 1	16.4 to 1	18.0 to 1	18.0 to 1	18.0 to 1		
<i>Indiana Purdue Fort Wayne</i>	16.0 to 1	17.0 to 1	17.0 to 1	18.0 to 1	18.2 to 1	17.5 to 1		

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System-wide Metrics								
SM 6 Tenure and Tenure Track Faculty Headcount		<u>Fall 2006</u>	<u>Fall 2005</u>	<u>Fall 2004</u>	<u>Fall 2003</u>	<u>Fall 2002</u>	<u>Fall 2001</u>	<u>Fall 2000</u>
<i>West Lafayette</i>		1,832	1,807	1,767	1,746	1,704	1,692	1,694
<i>Calumet</i>		230	230	224	230	231	223	227
<i>North Central</i>		91	87	84	85	86	78	79
<i>Indiana Purdue Fort Wayne</i>		315	305	316	297	289	285	294
SM 7 Total Financial Aid Awarded (\$)		<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>Fall 2001</u>
<i>West Lafayette</i>		433,764,291	411,246,731	381,121,182	362,089,157	328,519,024	288,944,056	261,587,855
<i>Calumet</i>		45,765,591	40,667,566	31,767,556	26,961,532	23,399,458	20,771,512	19,309,904
<i>North Central</i>		16,618,634	15,057,825	13,029,601	12,444,299	11,804,290	9,327,965	7,691,480
<i>Indiana Purdue Fort Wayne</i>		63,609,492	57,503,239	54,420,210	48,092,545	39,681,227	33,195,058	27,169,071
System-wide		559,758,008	524,475,361	480,338,549	449,587,533	403,403,999	352,238,591	315,758,310
SM 8 Undergraduate Student Indebtedness Percent Graduating with Debt		<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>Fall 2001</u>
<i>West Lafayette</i>		48.2%	46.8%	48.5%	49.1%	47.7%	50.0%	48.0%
<i>Calumet</i>		55.0%	54.0%	54.0%	51.0%	49.0%	48.0%	45.0%
<i>North Central</i>		63.8%	58.0%	56.0%	51.0%	39.0%	41.0%	41.0%
<i>Indiana Purdue Fort Wayne</i>		68.0%	63.6%	59.7%	56.4%	51.7%	54.3%	50.5%
Average Debt of Undergraduate Students (\$)		<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>Fall 2001</u>
<i>West Lafayette</i>		21,636	20,102	18,978	17,510	16,641	15,677	15,486
<i>Calumet</i>		19,786	16,261	14,334	13,998	13,565	14,001	13,392
<i>North Central</i>		18,287	14,156	11,373	8,711	8,270	8,631	9,065
<i>Indiana Purdue Fort Wayne</i>		20,299	19,100	17,057	15,710	13,905	14,056	14,120
SM 9 Alumni Giving Rate (undergraduate)		<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>	<u>FY 2001</u>	
<i>West Lafayette</i>		18.1%	20.1%	21.2%	20.3%	19.9%	20.0%	
<i>Calumet</i>		3.7%	4.4%	8.0%	6.5%	6.3%	6.6%	
<i>North Central</i>		4.0%	6.7%	6.2%	7.0%	5.0%	2.8%	
<i>Indiana Purdue Fort Wayne</i>		3.5%	3.5%	4.2%	3.3%	2.9%	3.6%	

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System-wide Metrics							
SM 10 New Academic Programs (Associate, Baccalaureate, and Graduate Degrees)		<u>AY 2006-07</u>	<u>AY 2005-06</u>	<u>AY 2004-05</u>	<u>AY 2003-04</u>	<u>AY 2002-03</u>	<u>AY 2001-02</u>
	<i>West Lafayette</i>	1	0	2	1	2	1
	<i>Calumet</i>	4	0	0	0	4	0
	<i>North Central</i>	1	0	1	1	2	2
	<i>Indiana Purdue Fort Wayne</i>	2	2	1	2	1	1
	System-wide	8	2	4	4	9	4
SM 11 Sponsored Research and Program Expenditures (\$MM)		<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>
	<i>West Lafayette</i>	n/a	407.2	395.9	394.5	335.7	312.3
	<i>Calumet</i>	n/a	6.0	5.8	5.8	5.6	4.3
	<i>North Central</i>	n/a	1.2	1.1	1.3	1.2	1.3
	<i>Indiana Purdue Fort Wayne</i>	n/a	6.0	5.1	4.3	4.6	2.9
	System-wide	n/a	420.4	407.9	406.0	347.1	320.8
SM 12 Gifts (including pledge balances) (\$MM)		<u>FY 2007</u>	<u>FY 2006</u>	<u>FY 2005</u>	<u>FY 2004</u>	<u>FY 2003</u>	<u>FY 2002</u>
	<i>West Lafayette</i>	310.3	195.1	228.2	211.7	305.4	229.6
	<i>Calumet</i>	2.7	1.7	6.9	4.7	1.0	0.9
	<i>North Central</i>	6.2	1.3	1.0	2.3	1.2	0.3
	<i>Indiana Purdue Fort Wayne</i>	1.2	13.6	5.9	10.4	4.0	3.5
	System-wide	320.4	211.6	242.0	229.1	311.6	234.3