

MEASURES OF INSTITUTIONAL EFFECTIVENESS AND MISSION FULFILLMENT

OUTCOMES

EFFECTIVENESS
AND MISSION

PROGRAM

EFFORTS

PRACTICES

MAY
2017

Augustana College

MEASURES OF INSTITUTIONAL EFFECTIVENESS AND MISSION FULFILLMENT

The report is organized into nine sections, including an appendix:

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Five years ago, Augustana College produced its first attempt to transparently and completely convey our efforts to achieve institutional effectiveness and mission fulfillment. This document set a standard for transparency and comprehensiveness in using data to show the degree to which we succeed in meeting our intended student outcomes and the way in which we deploy our resources to meet those goals.

More than ever, Augustana remains thoroughly committed to measuring our performance by both tracking student outcomes and monitoring our distribution of human, financial and physical resources. Our recent successes in first-to-second year retention rates and post-graduate placement can be directly attributed to data-driven decision-making.

In the same way that our efforts to achieve our mission continue to evolve, this document (now known simply as the IEMF, which stands for "Institutional Effectiveness and Mission Fulfillment") has evolved. Though some of the original data points remain, we have included some new data points as we continually seek to meet our goal of comprehensively conveying what we do and how we do it.

We hope you will take the time to examine this 2017 IEMF carefully and consider the many data points and trends both as individual snapshots and as pieces of a larger whole.

Some particular items of note:

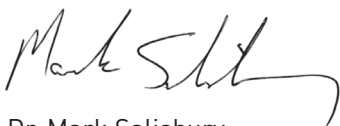
- Retention rates have reached an all-time high, although differences between subgroups of students still merit concern and attention. (p. 1)
- Internship participation is at an all-time high. (p. 4)
- Almost half of all minors are earned in the humanities. (p. 6)
- Although intercultural competence increases overall, we can still improve student development of the underlying values that bolster this outcome. (p. 10)
- Average student indebtedness at graduation continues to grow. (p. 14)
- Almost 90% of faculty now also advise students. (p. 17)
- The cost to enroll a student remains relatively steady. (p. 20)
- The diversity of the Board of Trustees has improved. (p. 22)

We hope that reviewing this document inspires the same positive restlessness that we have tried to instill throughout our community: a determination to honestly take account of ourselves and continually look for ways to improve.

Sincerely,



W. Kent Barnds
Executive Vice President and Vice President of Enrollment, Communication and Planning



Dr. Mark Salisbury
Director of Institutional Research and Assessment

Section 1

Student persistence, graduation and attrition

Graduation rates are a critical outcome-oriented measure and provide a comparison to other four-year undergraduate colleges with similar missions and comparable resources. Graduation rates are among the most important measures of effectiveness and our ability to fulfill our mission. In addition to the overall four-year graduation rate, it is important to track sub-populations to assess whether all students experience Augustana similarly.

| Class of: | 2014 | 2015 | 2016 |
|--|--------------|--------------|--------------|
| FOUR-YEAR GRADUATION RATES | 70.7% | 70.6% | 69.9% |
| Male | 64.2% | 63.9% | 57.6% |
| Female | 75.5% | 75.6% | 79.6% |
| White | 72.7% | 72.1% | 73.3% |
| Multicultural | 61.6% | 65.6% | 57.3% |
| Pell Grant Recipient (high financial need) | 64.3% | 64.0% | 64.0% |
| International | 85.7% | 57.1% | 63.6% |
| First Generation | N/A | N/A | 64.0 % |

RETENTION RATES

Retention rates are an important component to measure and relate directly to our effectiveness and ability to fulfill our mission. Retention is a measure of our ability to attract and keep the right students. This is an important comparative measure to other colleges with a similar mission and comparable resources. In addition to the overall first-to-second-year retention rate, which is the most commonly tracked rate, we believe it is important to track sub-populations in this area.

| | 2014 | 2015 | 2016 |
|---|--------------|--------------|--------------|
| FIRST-TO-SECOND-YEAR RETENTION RATES | 82.9% | 86.1% | 88.9% |
| Male | 83.2% | 85% | 85.6% |
| Female | 82.7% | 86.8% | 91.3% |
| White | 84.2% | 87.2% | 90.3% |
| Multicultural | 78.4% | 82.2% | 86.1% |
| Pell Grant Recipient (high financial need) | 80.8% | 83.4% | 86.6% |
| International | 80.0% | 97.0% | 86.7% |
| First Generation | 80.8% | 80.5% | 85.3% |

Students leave Augustana for many reasons. Often, these reasons are complex and influenced by events over time. Nonetheless, our exit interviews with departing students have helped us track some of the more common reasons for leaving Augustana.

| REASONS FOR LEAVING THE COLLEGE | 13-14 | 14-15 | 15-16 |
|------------------------------------|------------|------------|------------|
| Academic suspension | 10 (4.4%) | 40 (15.3%) | 35 (17.0%) |
| No reason given | 16 (7%) | 18 (6.9%) | 31 (15.0%) |
| Medical | 40 (17.6%) | 35 (13.4%) | 28 (13.6%) |
| Wants to be closer to home | 13 (5.7%) | 4 (1.5%) | 21 (10.2%) |
| Fit | 20 (8.8%) | 17 (6.5%) | 18 (8.7%) |
| Major | 15 (6.6%) | 17 (6.5%) | 17 (8.2%) |
| Finances | 29 (12.8%) | 28 (10.7%) | 14 (6.8%) |
| Other | 31 (13.8%) | 31 (11.8%) | 13 (6.3%) |
| Disciplinary suspension | 13 (5.7%) | 9 (3.4%) | 12 (5.8%) |
| Entered into employment | 6 (2.6%) | 5 (1.9%) | 10 (4.9%) |
| Not doing well enough academically | 12 (5.3%) | 14 (5.3%) | 5 (2.4%) |
| Combined degree program | 8 (3.5%) | 7 (2.7%) | 2 (1.0%) |
| Program not challenging enough | — | 29 (11.1%) | 0 (0%) |
| Athletics | 8 (3.5%) | 4 (1.5%) | 0 (0%) |
| Study abroad | 6 (2.6%) | 4 (1.5%) | 0 (0%) |

Section 2

Program participation

Increasingly, the college has placed more value on student participation in high-impact learning activities such as those identified below. The activities often have a direct correlation to the academic program, as is the case with participation in the first-year sequence, the capstone project and undergraduate research. Other activities tracked in the section are co- or extra-curricular. The experiences are critically important to our students, and increased participation demonstrates our effectiveness as an institution and our ability to fulfill our mission. In the case of Augie Choice, a hallmark of the Augustana experience, we also have elected to demonstrate the “outcome” of our investment in students participating in the program. We also track participation in our larger clubs and organizations, as well as the proportion of students residing and working on campus, because these are key features of a residential liberal arts college experience.

| PROGRAM PARTICIPATION | 13-14 | 14-15 | 15-16 |
|--|------------------|------------------|------------------|
| Participation in Augie Choice | 659 | 470 | 499 |
| Institutional funding of Augie Choice | \$1,318,000 | \$940,000 | \$998,000 |
| Participation in first-year sequence | 100% | 100% | 100% |
| PARTICIPATION IN ACTIVITIES OUTSIDE CLASSROOM | 13-14 | 14-15 | 15-16 |
| Varsity athletics | 29% | 34% | 36% |
| Music ensembles | 26% | 19% | 20% |
| Student employment | 57% | 66% | 68% |
| Greek life | 60% | 59% | 50% |
| Fraternity | 23% | 23% | 17% |
| Sorority | 37% | 36% | 33% |
| STUDENTS LIVING IN CAMPUS-OWNED HOUSING | Fall 2014 | Fall 2015 | Fall 2016 |
| | 1750 | 1731 | 1802 |
| PROPORTION OF GRADUATING SENIORS THAT PARTICIPATED IN “HIGH-IMPACT” EXPERIENCES | 13-14 | 14-15 | 15-16 |
| International study | 50% | 54% | 51% |
| Internships | 60% | 65% | 68% |
| Undergraduate research | 57% | 51% | 46% |
| Participation in Senior Inquiry | 100% | 100% | 100% |
| Volunteering in the community | 85% | 88% | 86% |
| Participation in service learning | 27% | 36% | 35% |

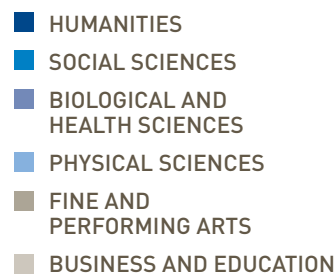
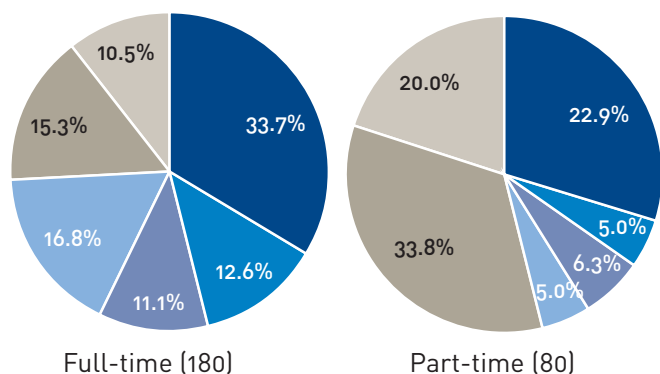
Section 3

Our academic programs

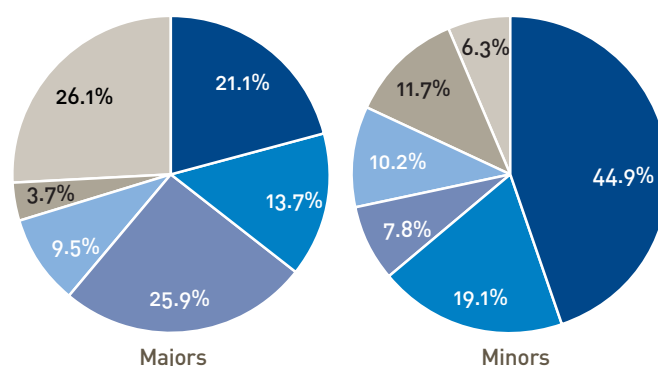
As a small college committed to the depth of values and breadth of knowledge embodied in the liberal arts, the degree to which our academic programs accomplish this mission begins with the array of departments and majors we support. Further, it is represented in the distribution of our faculty across six broad categories of disciplinary knowledge and expertise. Finally, the nature of our relative effectiveness in fulfilling our liberal arts mission can be portrayed by the relationship between the way in which our faculty are distributed across these categories and the way our students engage this array of disciplines through majors and minors.

TABLE OF DISCIPLINES

| Humanities | Social Sciences | Biological/ Health Sciences | Physical Sciences | Fine/ Performing Arts | Business/ Education |
|---------------------------------|-----------------|---------------------------------|--------------------------|--------------------------|----------------------------|
| Area/Gender Studies | Anthropology | Biology | Biochemistry | Graphic Design | Accounting |
| Art History | Economics | Comm. Sciences and Disorders | Chemistry | Music | Business Administration |
| Classics | Neuroscience | Pre-medicine | Computer Sc. | Studio Art | Education |
| Communication Studies & MJMC | Psychology | Public Health | Engineering Physics | Theatre Arts | |
| English | Sociology | | Environmental Studies | | |
| History | | | Geography | | |
| Philosophy | | | Geology | | |
| Political Science | | | Math | | |
| Religion | | | Physics | | |
| World Languages | | | | | |

**DISTRIBUTION OF FACULTY
ACROSS THE DISCIPLINES**

**RATIO OF FACULTY TO DEGREES
AWARDED BY DISCIPLINE GROUP***

| | |
|----------------------------|-------|
| Humanities | 1:2.8 |
| Social Sciences | 1:4.9 |
| Biological/Health Sciences | 1:8.7 |
| Physical Sciences | 1:2.5 |
| Fine/Performing Arts | 1:1.0 |
| Business and Education | 1:7.3 |

**DISTRIBUTION OF ALL MAJORS AND MINORS
EARNED ACROSS THE DISCIPLINES**


* The faculty number is calculated similar to full-time equivalent where full-time faculty count as one and part-time faculty count as a half. The degrees awarded number is calculated by counting a major as one and a minor as a half. Thus, within each disciplinary group, the ratio indicates that for each full-time faculty member, x number of degree equivalents were awarded in academic year 2012.

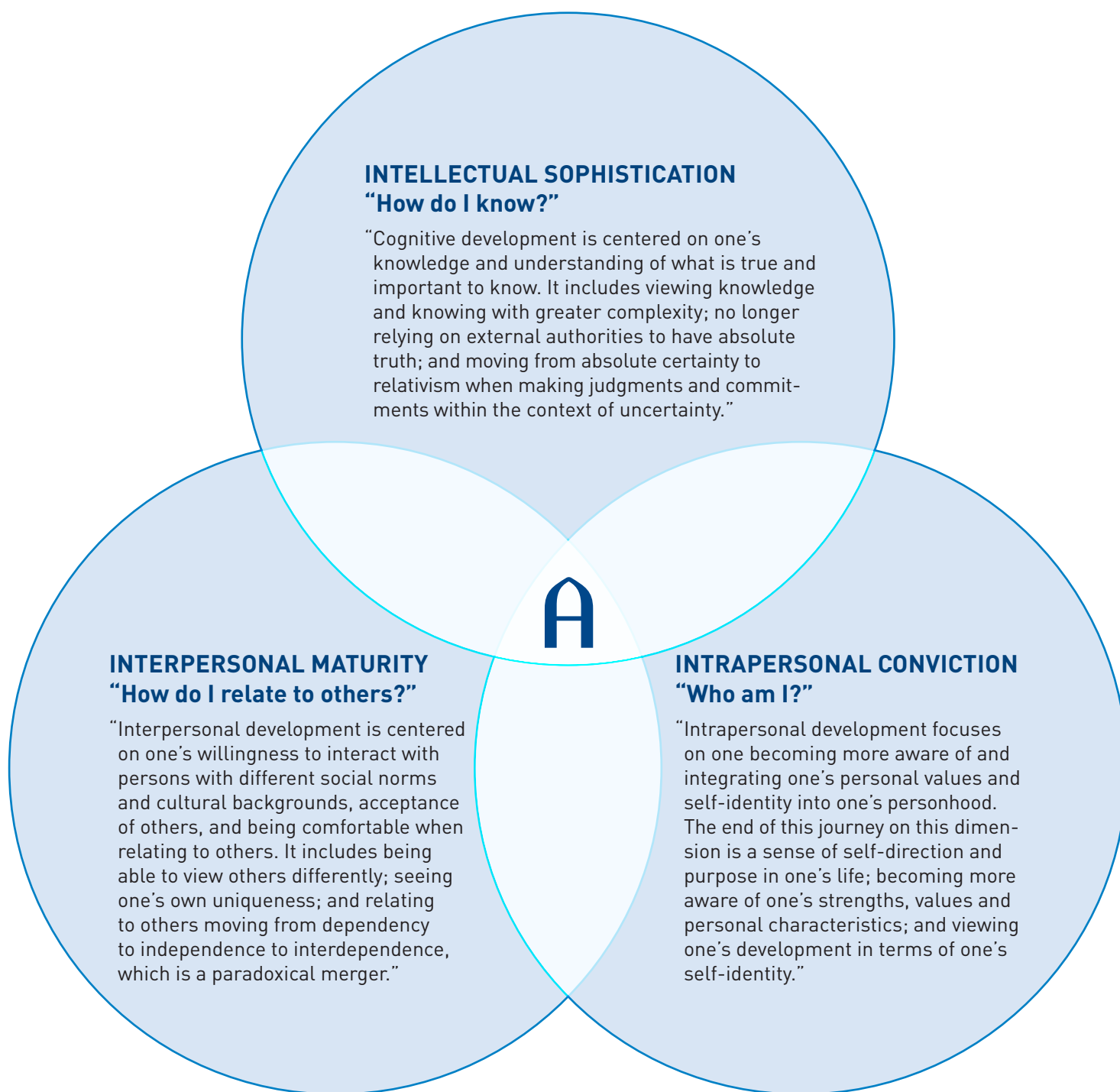
Total students graduating in academic year 2015-16: 532
Proportion of graduates with 2+ majors: 38.04%
Proportion of graduates with 1 major and 1+ minors: 29.7%

Source: Augustana Institutional Research and Assessment

Section 4

Learning outcomes

In November 2012, the faculty approved a list of college-wide learning outcomes as detailed in the model below and on the page that follows. Augustana graduates possess a sense of personal direction and the knowledge and abilities to work effectively with others in understanding and resolving complex issues and problems.



Drawn from :

Baxter Magolda, M.B. (2004). Learning Partnerships Model: A framework promoting self-authorship. In *Learning Partnerships: Theory and models of practice to educate for self-authorship*, eds. M.B. Baxter Magolda and P.M King, 37-62. Sterling, VA: Stylus.

Braskamp, L.A., Braskamp, D.C. & Merrill, K.C. (2008). Interpretative Guide and Institutional Report for Global Perspectives Inventory. www.gpinv.org.

INTELLECTUAL SOPHISTICATION

Disciplinary Knowledge

UNDERSTAND

Demonstrate an extended knowledge of at least one specific discipline and its interdisciplinary connections to the liberal arts, reflected in the ability to address issues or challenges and contribute to the field.

Critical Thinking
Information Literacy**ANALYZE**

Critique and construct arguments. This requires the ability to raise vital questions, formulate well-defined problems, recognize underlying assumptions, gather evidence in an efficient, ethical and legal manner, suspend judgment while gathering evidence, evaluate the integrity and utility of potential evidence, critique and incorporate other plausible perspectives, and determine a reasonable conclusion based upon the available evidence.

Quantitative Literacy

INTERPRET

Interpret, represent and summarize information in a variety of modes (symbolic, graphical, numerical and verbal) presented in mathematical and statistical models; use mathematical and statistical methods to solve problems, and recognize the limitations of these methods.

INTERPERSONAL MATURITY

Collaborative Leadership

LEAD

Collaborate and innovate, build and sustain productive relationships, exercise good judgment based on the information at hand when making decisions, and act for the good of the community.

Intercultural Competency

RELATE

Demonstrate an awareness of similarity and difference across cultural groups, exhibit sensitivity to the implications of real and imaginary similarities and differences, employ diverse perspectives in understanding issues and interacting with others, and appreciate diverse cultural values.

Communication Competency

COMMUNICATE

Read and listen carefully, and express ideas through written or spoken means in a manner most appropriate and effective to the audience and context.

INTRAPERSONAL CONVICTION

Creative Thinking

CREATE

Synthesize existing ideas, images or expertise so they are expressed in original, imaginative ways in order to solve problems and reconcile disparate ideas, and to challenge and extend current understanding.

Ethical Citizenship

RESPOND

Examine and embrace strengths, gifts, passions and values. Behave responsibly toward self, others and our world; develop ethical convictions and act upon them; show concern for issues that transcend one's own interests, and participate effectively in civic life.

Intellectual Curiosity

WONDER

Cultivate a life-long engagement in intellectual growth, take responsibility for learning, and exhibit intellectual honesty.

INTERPERSONAL MATURITY

Interpersonal development is centered on one's willingness to interact with persons with different social norms and cultural backgrounds, acceptance of others, and being comfortable when relating to others. It includes being able to view others differently; seeing one's own uniqueness; and relating to others moving from dependency to independence to interdependence, which is a paradoxical merger

At Augustana, Interpersonal Maturity includes three Student Learning Outcomes:

- Collaborative Leadership
- Intercultural Competency
- Communication Competency

Assessment

What: Intercultural Competence

When: Fall 2012 through Spring 2016

How: The Global Perspectives Inventory (Merrill, Braskamp, & Braskamp, 2012)

Who: 384 students from the 2012 first year cohort who graduated in Spring, 2016

Findings

- On average, awareness of difference and its societal implications grew
- On average, behaviors that would improve interactions across difference increased
- On average, values that would motivate increased engagement across difference did not change

Institutional Response

- Results were shared with faculty and staff through written and oral presentations
- Faculty expressed some satisfaction with evidence of growth but were also concerned by the lack of change in certain types of students (men, students of color, etc.)
- Faculty and staff have identified specific interventions to improve student growth in across all three domains of intercultural competence to be implemented in Fall, 2017



INTRAPERSONAL CONVICTION

Intrapersonal development focuses on one becoming more aware of and integrating one's personal values and self-identity into one's personhood. The end of this journey on this dimension is a sense of self-direction and purpose in one's life; becoming more aware of one's strengths, values and personal characteristics; and viewing one's development in terms of one's self-identity.

At Augustana, Intrapersonal Conviction includes three Student Learning Outcomes:

- Creative Thinking
- Ethical Citizenship
- Intellectual Curiosity

Assessment

What: Motivational Orientations (a precursor to Intellectual Curiosity)

When: Fall 2011 through Spring 2015

How: The General Causality Orientations Scale (Deci & Ryan, 1985)

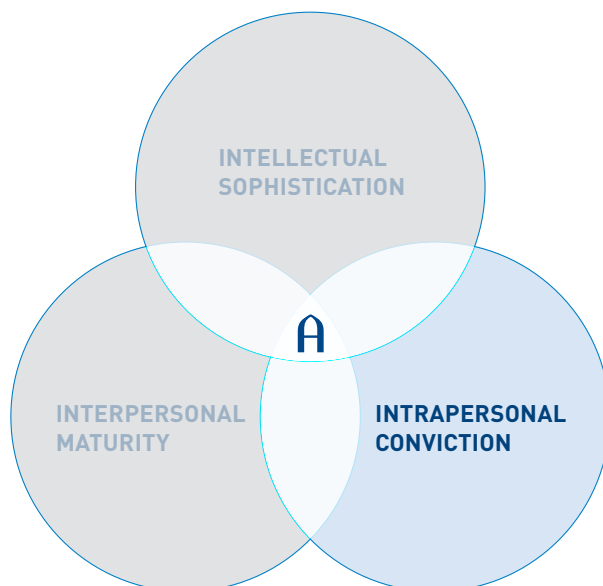
Who: 402 students from the 2011 cohort who graduated in Spring, 2015

Findings

- On average, motivation by external reward (extrinsic) decreased
- On average, motivation by fear of negative consequences (impersonal) decreased
- On average, motivation by opportunity for internal growth (intrinsic) did not change
- The quality of extra-curricular experiences and Symposium Day engagement significantly predicted increases in students' intrinsic motivational orientations

Institutional Response

- Results were presented to faculty through several different forums
- Faculty have expressed positive reaction to the decrease in extrinsic motivational orientation and concern regarding the lack of change in intrinsic motivational orientation
- Center for Faculty Enrichment and Institutional Research conducted several professional development sessions to help faculty foster students' intrinsic motivation



INTELLECTUAL SOPHISTICATION

Cognitive development is centered on one's knowledge and understanding of what is true and important to know. It includes viewing knowledge and knowing with greater complexity; no longer relying on external authorities to have absolute truth; and moving from absolute certainty to relativism when making judgments and commitments within the context of uncertainty.

At Augustana, Intellectual Sophistication includes three Student Learning Outcomes:

- Disciplinary Knowledge
- Critical Thinking Information Literacy
- Quantitative Literacy

Assessment

What: Quantitative Literacy

When: 2014-15 Academic Year

How: Survey instrument built by the Institutional Research and Assessment Office

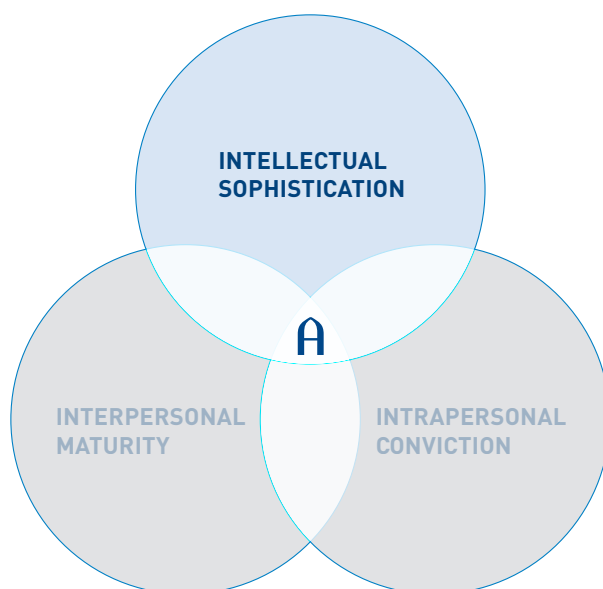
Who: 133 students enrolled in 400 level courses during the spring term

Findings

- Overall, students' quantitative literacy skills improved somewhat
- However, many students exhibit deficits on key quantitative literacy skills
- Improvements varied by major and number of Q courses taken

Institutional Response

- Results were presented to faculty through several different forums
- General Education Committee believes the findings inform the rationale for revising the core curriculum
- Faculty have expressed concern in response to these findings
- Faculty are revising general education to improve quantitative literacy skills



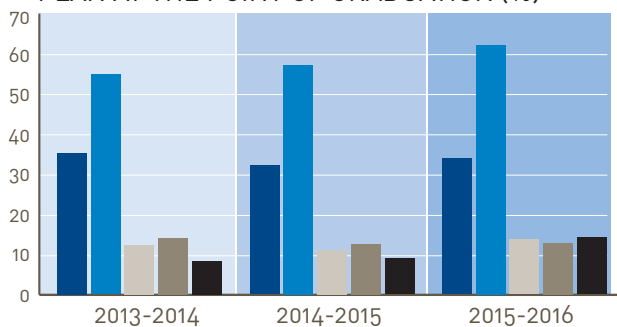
Section 5

Life after Augustana College

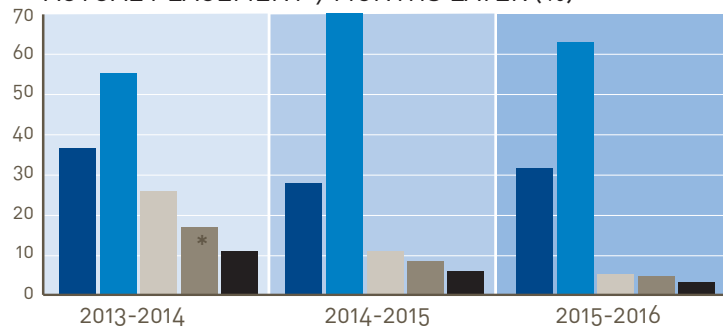
One of the most important outcomes of an Augustana education is the skills we develop in graduates, and the impressions of how well we prepared them for careers and graduate school. Below is a collection of data points—some gathered annually and others periodically—that show how effectively Augustana has prepared graduates for careers and advanced degrees, and how well we are fulfilling our mission to prepare them for lives of service and leadership in a changing world. In addition, we've elected to share information about indebtedness and default rates. This information is comparable to other colleges and is important at this point in history, the 2010s and on, when there is a great deal of public discussion about the increasing student loan default rates.

| | 13-14 | 14-15 | 15-16 |
|--|-------|-------|-------|
| Would you choose Augustana again? | 72% | 82% | 81% |
| Certainty about post-graduate plan fit | 77% | 81% | 79% |

PLAN AT THE POINT OF GRADUATION (%)



ACTUAL PLACEMENT 9 MONTHS LATER (%)



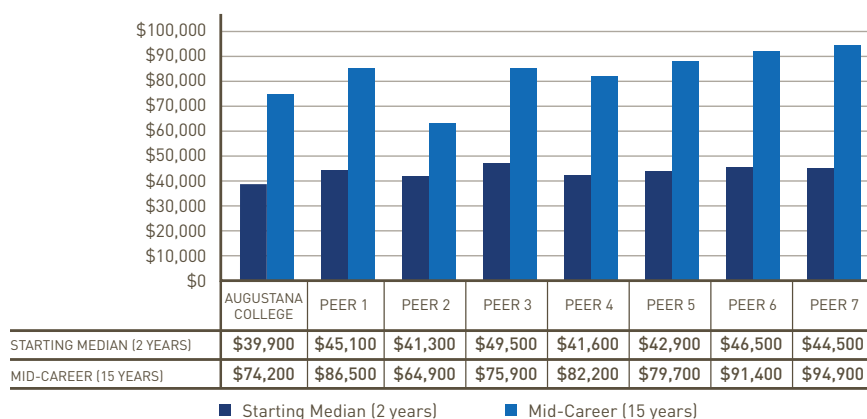
■ GRADUATE SCHOOL ■ EMPLOYED FULL-TIME ■ EMPLOYED PART-TIME OR INTERN ■ STILL SEEKING ■ VOLUNTEER

*Students can select multiple categories.

| Average Debt by Start Year | 2010 | 2011 | 2012 |
|----------------------------|----------|----------|----------|
| Average indebtedness | \$22,900 | \$24,496 | \$26,094 |
| Default rate* | 2012 | 2013 | 2014 |
| Multi 3-yr period | 2.7% | 2.9% | 2.7% |

*Includes all students in default, regardless of graduation year, as of February of each year.

2016 COLLEGE SALARY REPORT [SOURCE: Payscale]



■ Starting Median (2 years) ■ Mid-Career (15 years)

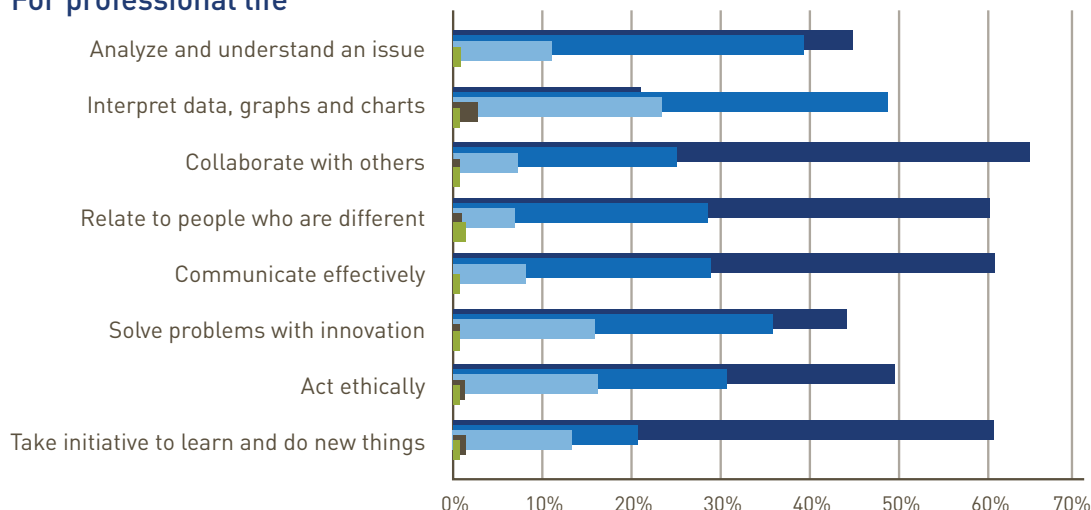
NOTES:

1. Peers are institutions identified by Augustana as having similar financial resources, enrollments and missions.
2. Peers include Gustavus Adolphus College, Luther College, Illinois Wesleyan University, Ohio Wesleyan University, Susquehanna University, University of Puget Sound and Wittenberg University.

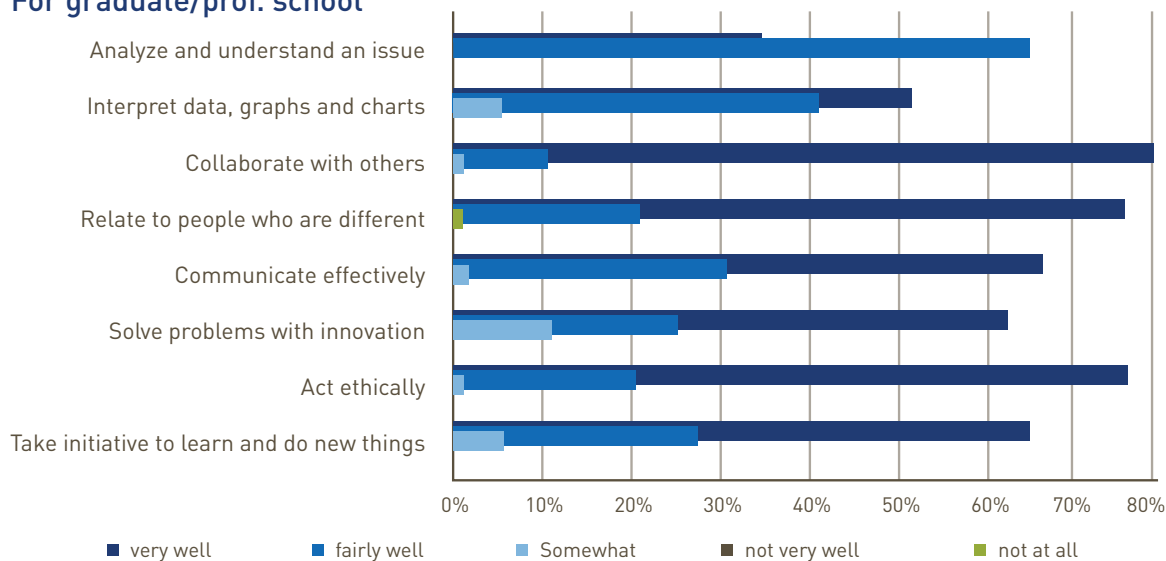
This data is from our recent alumni survey with 2015-16 graduates.

CONTRIBUTION OF AUGUSTANA TO DEVELOPMENT OF ESSENTIAL SKILLS

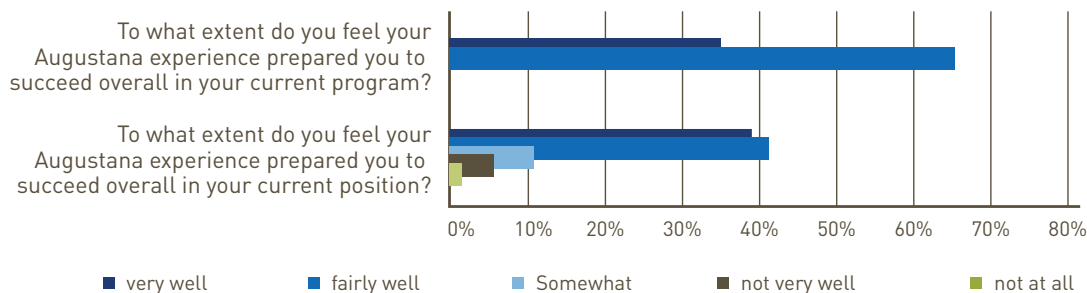
For professional life



For graduate/prof. school



ATTITUDES TOWARD AUGUSTANA



Section 6

Our efforts

This section is intended to offer analysis of what we do as a community to be effective and fulfill our mission. None of these items occurs by accident, but is a by-product of financial investment, management and culture. The data below highlights a commitment to small classes, teaching, and the teacher-school/teacher-servant model that has come to define an Augustana education. Each of these effectiveness measures directly impacts the student experience, and symbolizes the values of our community in the area of academics.

| Full-time faculty workload | 13-14 | 14-15 | 15-16 |
|---|--------------|--------------|--------------|
| Teaching 7 or more courses | 51% | 49% | 50% |
| Teaching at least 6 courses | 74% | 72% | 74% |
| Teaching 5 or fewer courses | 19% | 23% | 21% |
| Advising | 13-14 | 14-15 | 15-16 |
| Percentage of f-t faculty who serve as advisors | 73% | 81% | 89% |
| How often did your major advisor ask you to think about the connections between your academic plans, co-curricular activities, and your career or post-graduate plans? (Percent responding often or very often) | 72.4% | 56.6% | 58.4% |
| How often did your major advisor ask you about your career goals and aspirations? (Percent responding often or very often) | 55.5% | 62.9% | 63.1% |
| Number of administrators who serve as academic advisors | 55 | 23 | 24 |
| Class sizes | 13-14 | 14-15 | 15-16 |
| % of classes under 20 students | 64.3% | 61.9% | 63.9% |
| % of classes over 50 students | 1.0% | 0.2% | 0.0% |

Section 7

Our practices

In this section we've selected items that suggest efficiency and effectiveness in fulfilling our mission. These items range from cost to raise a dollar and cost to recruit a student, to uptime for servers and salary trends. Our practices should be both efficient and effective. In addition, this section reveals what we do with our resources. Our practices should align our values and invest the resources we have in the areas that are strategically important to fulfilling our mission.

| Investment in our students | 12-13 | 14-15 | 15-16 |
|---|-----------------------|-----------------------|-----------------------|
| Total expenditures per student FTE | \$27,431 | \$29,564 | \$30,405 |
| Educational expenses per FTE | \$24,123 | \$24,501 | \$24,575 |
| Instruction and academic support per FTE | \$13,990 | \$15,985 | \$15,840 |
| Student support per FTE | \$4,434 | \$3,239 | \$3,359 |
| Investment in faculty development | 13-14 | 14-15 | 15-16 |
| Professional meeting allowance provided per f-t faculty members | \$1,000 | \$1,000 | \$1,000 |
| Investment in our human resources | 13-14 | 14-15 | 15-16 |
| Faculty benefits | \$14,652 | \$15,108 | \$16,606 |
| Administration benefits | \$16,358 | \$16,029 | \$17,044 |
| Staff benefits | \$9,904 | \$6,534 | \$8,622 |
| Workers compensation claims | \$361,220 | \$388,584 | \$276,243 |
| Medical expenditures per employee | \$5,138 | \$5,124 | \$5,447 |
| Salary and wages | 13-14 | 14-15 | 15-16 |
| Average salary for f-t faculty | \$64,035 | \$66,967 | \$67,854 |
| Median salary range for f-t faculty | \$77,900- \$54,330 | \$80,360- \$55,350 | \$82,320- \$57,000 |
| Average salary for f-t administrators* | \$54,247 | \$55,582 | \$57,620 |
| Median salary for f-t administrators | \$71,907- \$39,249 | \$67,273- \$39,520 | \$69,426- \$41,000 |
| Average hourly wage per f-t staff member | \$14.55 | \$14.82 | \$14.98 |

* Salaries of president and average salary of cabinet not included

| ITS | 13-14 | 14-15 | 15-16 |
|---|------------------------|------------------------|------------------------|
| File storage for each campus member | Unlimited | Unlimited | Unlimited |
| Wireless coverage—academic | 98% | 98% | 98% |
| Wireless coverage—residential | 100% | 100% | 100% |
| Classrooms with technology enhancements (Minimum of multimedia [sound, dvd/vcr], projector, console computer, internet connection) | 95% | 86% | 80% |
| Core server uptime | 99.80% | 99.97% | 99.80% |
| Internet bandwidth | 800 mb/s | 1.3 gb/s | 1.3 gb/s |
| Students using Moodle | 95% | 95% | 100% |
| Course section using Moodle | 40% | 35% | 40% |
| Work order addressed within one hour | 21% | 80% | 80% |
| Physical plant | 13-14 | 14-15 | 15-16 |
| Age of physical plant | 20.8 years | 18.9 years | 19.8 years |
| Plant reinvestment | \$15.4 mil. | \$1.3 mil. | \$9.2 mil. |
| Miscellaneous admissions costs for class starting | Fall 14 | Fall 15 | Fall 16 |
| Admissions goods & services budget | \$1,022,525 | \$1,022,800 | \$1,032,300 |
| Cost to enroll a student | \$1,408 per student | \$1,509 per student | \$1,481 per student |
| Application demand | 6,556 | 6,727 | 6,591 |
| Selectivity | 49.5% | 49.2% | 51.6% |
| Yield | 22.4% | 20.6% | 20.5% |
| Summer melt | 4.7% | 8.2% | 6.3% |
| Miscellaneous fund-raising costs | 13-14 | 14-15 | 15-16 |
| Cost to raise a dollar | \$.11 | \$.08 | \$.13 |
| Grant submissions and successes | 75% | 82% | 78% |

Section 8

Our culture

The culture of an organization is defined not only by its composition (size and diversity, etc.), but also by its actions. In this section, several factors are tracked to attempt to describe the actions of this community, including measures or proxy measures for longevity, participation in shared governance, efforts to diversify, and financial support for the organization. Also included are several measures that help us understand levels of enthusiasm for Augustana.

| People | 13-14 | 14-15 | 15-16 |
|--|--------------|--------------|--------------|
| Number of f-t faculty | 188 (44.1%*) | 197 (44.7%*) | 192 (44.8%*) |
| Number of f-t administrators | 154 (54.2%*) | 173 (51.4%*) | 176 (51.7%*) |
| Number of f-t hourly staff | 170 (67.1%*) | 182 (67.8%*) | 182 (69.2%*) |
| Membership of Board of Trustees | 40 | 37 | 39 (30.8%*) |
| Avg. length (years) of service f-t faculty | 13.00 | 13.07 | 13.30 |
| Avg. length (years) of service f-t administrators | 10.61 | 10.28 | 9.92 |
| Avg. length of service f-t hourly staff | 11.07 | 11.00 | 10.78 |
| Racial diversity | 13-14 | 14-15 | 15-16 |
| Board of Trustees | 10% | 5% | 13% |
| F-t faculty | 11% | 17% | 14% |
| Administration | 13% | 16% | 15% |
| Staff | 14% | 18% | 17% |
| Shared governance | 13-14 | 14-15 | 15-16 |
| Percentage of board members participating in meetings | 78% | 79% | 82% |
| Giving | 13-14 | 14-15 | 15-16 |
| Percentage of the board giving to the college annually | 100% | 100% | 100% |
| Percentage of the board giving to the Augustana Fund | 93% | 89% | 84% |
| Percentage of the cabinet giving to the Augustana Fund | 100% | 100% | 100% |
| Percentage of f-t employees giving to the Augustana Fund | 16.5% | 22.7% | 15.0% |
| Alumni donors | 23.6% | 23.2% | 20.8% |
| Overall giving results | \$11,793,480 | \$16,202,744 | \$10,841,596 |
| The Augustana Fund results | \$2,195,508 | \$2,176,787 | \$2,513,339 |

* % Female

Section 9

Input Dashboard Indicators
and Benchmark Comparisons

DASHBOARD INDICATORS

Dashboard of Indicators Academic Year 2016/2017 - Spring

| Student Body - As of the 10th day of the Fall Term | | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|--|-------------------------------|---------|---------|---------|---------|---------|
| 1 | Full-Time FTE | 2,538 | 2,514 | 2,483 | 2,466 | 2,528 |
| 2 | 1st - 2nd Year Retention Rate | 84.4% | 84.9% | 82.9% | 86.1% | 88.9% |
| 3 | 4-Year Graduation Rate | 70.0% | 70.5% | 70.7% | 70.6% | 69.8% |
| 4 | Racial Diversity | 16.8% | 19.0% | 21.6% | 22.4% | 23.0% |
| 5 | Percent Male | 42.6% | 43.2% | 41.9% | 42.3% | 42.8% |
| 6 | Percent Illinois | 83.5% | 82.8% | 81.0% | 80.4% | 80.8% |
| 7 | Percent International | 1.8% | 2.2% | 2.9% | 4.2% | 5.1% |

| Admissions (First-Year Cohort) | | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|--------------------------------|---|---------|---------|---------|---------|---------|
| 8 | Applicant Pool | 4,232 | 6,155 | 6,556 | 6,727 | 6,591 |
| 9 | Selectivity (Acc. Rate) | 68.7% | 57.1% | 49.5% | 49.2% | 51.6% |
| 10 | Yield (% Acc. Enrolled) | 22.7% | 17.8% | 22.4% | 20.6% | 20.5% |
| 11 | Enrolled First-Year | 658 | 627 | 726 | 678 | 697 |
| 12 | Mean ACT | 25.4 | 25.1 | 25.9 | 25.8 | 25.6 |
| 13 | Top 10% of high school class (of 2/3rds reported) | 29.5% | 24.2% | 28.9% | 26.9% | 29.1% |
| 14 | Top 20% of high school class (of 2/3rds reported) | 49.9% | 43.4% | 53.9% | 52.2% | 54.0% |
| 15 | Enrolled New Transfers (overall) | 54 | 48 | 53 | 59 | 44 |

| Student Financial Assistance - End of Financial Year | | 2012/13 | 2013/14 | 2014/15 | 2015/16 | <i>Budget</i> 2016/17 |
|--|---|-----------|-----------|-----------|-----------|--------------------------|
| 16 | Total Discount Cohort Rate | 48.9% | 49.8% | 53.3% | 53.8% | 55.0% |
| 17 | 1st year Cohort Discount Rate | 51.3% | 50.3% | 57.4% | 56.3% | 57.5% |
| 18 | Internal Institutional Aid Discount Rate | 43.0% | 43.8% | 45.7% | 47.8% | 49.0% |
| 19 | 1st Year Internal Institutional Aid Discount Rate | 44.5% | 43.4% | 50.0% | 49.8% | 51.0% |
| 20 | Average Total Loans for Aided Graduates | \$ 23,410 | \$ 24,775 | \$ 26,957 | \$ 28,579 | |
| 21 | Gap between Expected & Actual Family Contribution | \$ 7,030 | \$ 7,829 | \$ 6,634 | \$ 6,659 | \$ 7,397 |

| Finance - End of Financial Year | | 2012/13 | 2013/14 | 2014/15 | 2015/16 | <i>Budget</i> 2016/17 |
|---------------------------------|---|---------------|---------------|---------------|---------------|--------------------------|
| 22 | Net Property and Equipment (\$'000) | \$ 92,262 | \$ 121,202 | \$ 116,572 | \$ 119,895 | \$ 122,395 |
| 23 | Age of Plant(No.of Yrs) | 24.2 | 20.9 | 18.9 | 19.8 | 19.6 |
| 24 | Endowment Market Value (000s) | \$ 129,619 | \$ 147,253 | \$ 151,088 | \$ 147,998 | \$ 152,438 |
| 25 | Endowment Investment Return | 10.5% | 15.0% | -1.1% | -1.7% | 8.0% |
| 26 | Principal Amount of Endowment (000s) | \$ 101,961 | \$ 103,451 | \$ 109,926 | \$ 114,377 | \$ 117,377 |
| 27 | Annual Operating Margin(%) | 5.5% | 4.9% | 2.5% | 0.1% | 0.8% |
| 28 | Net Assets(excludes Art Collection)(\$'000) | \$ 219,552.05 | \$ 242,038.41 | \$ 249,454.06 | \$ 246,910.73 | |
| 29 | Total Liabilities(\$'000) | \$ 88,473.73 | \$ 76,583.08 | \$ 73,707.03 | \$ 72,757.54 | |
| 30 | Unrestricted Net Assets/Total Debt | 1.819 | 2.056 | 2.202 | 2.243 | |
| 31 | Total Operating Revenue(\$'000) | \$ 72,562.63 | \$ 74,487.54 | \$ 75,209.01 | \$ 75,051.62 | \$ 72,783.11 |
| 32 | Net Tuition and Fees Revenue(% of Op.Rev.) | 60.8% | 59.9% | 57.5% | 56.8% | 55.4% |
| 33 | Room and Board Revenue(% of Op.Rev.) | 21.2% | 20.5% | 21.2% | 22.2% | 25.6% |
| 34 | Gifts and Grants(% of Op.Rev.) | 5.6% | 6.0% | 8.1% | 6.4% | 6.1% |
| 35 | Endowment Draw(% of Op.Rev.) | 7.2% | 7.6% | 8.0% | 8.6% | 9.0% |
| 36 | Auxiliaries/Other Revenue(% of Op.Rev.) | 5.3% | 6.0% | 5.1% | 6.0% | 3.9% |
| 37 | Operating Expenditures per Student FTE | 27,096 | 28,258 | 29,564 | 30,405 | 28,791 |
| 38 | Net Tuition Revenue per First Year Cohort | \$ 12,071 | \$ 12,901 | \$ 10,281 | \$ 11,219 | \$ 14,293 |
| 39 | Net Tuition Revenue per All Cohorts | \$ 14,052 | \$ 14,224 | \$ 13,260 | \$ 13,574 | \$ 15,956 |
| 40 | Net Comp. Fee Revenue per 1st Year Cohort | \$ 20,146 | \$ 21,454 | \$ 19,113 | \$ 20,306 | \$ 24,252 |

| Advancement - End of Fiscal Year | | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|----------------------------------|-----------------------------|---------------|---------------|---------------|---------------|---------|
| 41 | Total Gifts & Grants | \$ 17,464,439 | \$ 11,793,480 | \$ 16,202,744 | \$ 10,841,598 | |
| 42 | Unrestricted Gifts & Grants | \$ 2,107,897 | \$ 2,195,508 | \$ 2,176,787 | \$ 2,513,339 | |
| 43 | Alumni Donors | 4,355 | 3,918 | 3,874 | 3,463 | |
| 44 | % of all alumni donating | 26.0% | 23.6% | 23.2% | 20.8% | |

| Instruction and Experience - Academic Year | | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|--|---|----------------|----------------|----------------|----------------|----------------|
| 45 | Student/Faculty Ratio | 11.86 | 12.26 | 11.88 | 11.38 | 11.87 |
| 46 | Faculty Salaries - AAUP IIB Percentile (Full / Assoc / Asst / Inst) | 57/ 55/ 49/ 24 | 54/ 47/ 36/ 31 | 61/ 53/ 30/ 42 | 60/ 48/ 31/ 45 | 55/ 46/ 44/ 46 |
| 47 | Course enrollment distributions by percentage (<10 / 10-19 / 20-29 / 30+) | 19/ 42/ 30/ 9 | 20/ 45/ 27/ 8 | 19/ 43/ 31/ 7 | 19/ 45/ 29/ 7 | 21/ 45/ 26/ 8 |
| 48 | % of Graduates who Studied Abroad | 49% | 50% | 54% | 51% | |
| 49 | % of Graduates with an Internship Experience | 60% | 60% | 65% | 68% | |
| 50 | % of Graduates who worked on Faculty Research | 15% | 17% | 15% | 20% | |
| 51 | % of seniors who would choose Augustana again | 81% | 72% | 82% | 81% | |
| 52 | % of seniors who felt a Strong Sense of Belonging | 72% | 67% | 76% | 72% | |
| 53 | US News Ranking | 97 | 100 | 105 | 105 | 99 |

Defining a Set of Peers for Benchmarking Resources

Because we often look to other colleges for affirmation or comparison, we have identified a group of peer colleges that may be helpful when we engage in discussion about resources, both human and financial.

In identifying this group of appropriately comparable institutions, our goal was to create a list of colleges applying a relatively similar level of human and financial resources to the undergraduate education of a student body with a similar enrollment and profile. To achieve this goal, we examined the IPEDS publicly available data from commonly defined data that all institutions are required to submit. We selected several criteria across which we tried to balance a variable degree of difference within approximate margins of similarity.

To approximate similarity in human and financial resources, we chose:

- Endowment assets per FTE
- Total price
- Student-to-faculty ratio
- Carnegie classification

To approximate similarity in enrollment size, we chose:

- Total enrollment
- Total full-time undergraduate enrollment
- Total part-time undergraduate enrollment

To approximate similarity in the profile of enrolled students, we chose:

- Carnegie enrollment profile
- Percent of undergraduate enrollment between ages 18-24
- ACT 25th percentile score
- ACT 75th percentile score
- Full-time first-to-second-year retention rate
- Total cohort graduation rate

In each case, decisions were made to establish acceptable ranges and then to compare institutions within one range but outside other ranges. Through a careful and iterative process, a list of 10 institutions emerged that were comparable overall. Some are nearly identical along almost every factor considered, while others fall slightly to one side or the other of Augustana but are similar enough to provide some useful range within this comparison group.

Benchmark Institutions

Luther College
Illinois Wesleyan University
Gustavus Adolphus College
Ohio Wesleyan University
Roanoke College
Susquehanna University
University of Puget Sound
Wittenberg University

IPEDS DATA FEEDBACK REPORT 2016

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), an online tool to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2015-16 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

Where Can I Do More with IPEDS Data?

Each institution can access previous Data Feedback Reports as far back as 2005 and customize this latest report by using a different comparison group and IPEDS variables of its choosing. To download archived reports or customize the current Data Feedback Report (DFR), please visit our web site at <http://nces.ed.gov/ipeds/Home/UseTheData>.



Augustana College
Rock Island, IL



COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a custom comparison group for this report by July 17, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by Augustana College includes the following 9 institutions:

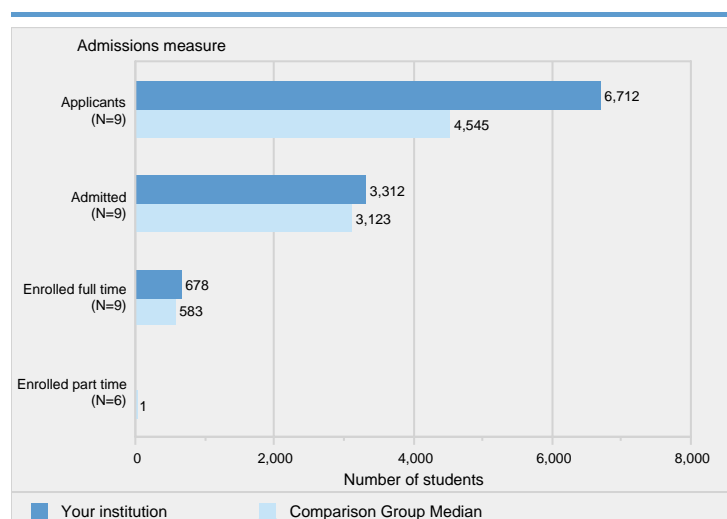
- ▶ Gustavus Adolphus College (Saint Peter, MN)
- ▶ Illinois Wesleyan University (Bloomington, IL)
- ▶ Luther College (Decorah, IA)
- ▶ Ohio Wesleyan University (Delaware, OH)
- ▶ Roanoke College (Salem, VA)
- ▶ Susquehanna University (Selinsgrove, PA)
- ▶ University of Puget Sound (Tacoma, WA)
- ▶ Whitworth University (Spokane, WA)
- ▶ Wittenberg University (Springfield, OH)

The figures in this report have been organized and ordered into the following topic areas:

| | | |
|--|------------------------|-------------|
| 1) Admissions (only for non-open-admissions schools) | Fig. 1 and 2 | Pg. 3 |
| 2) Student Enrollment | Fig. 3 and 4 | Pg. 3 and 4 |
| 3) Awards | Fig. 5 | Pg. 4 |
| 4) Charges and Net Price | Fig. 6 and 7 | Pg. 4 |
| 5) Student Financial Aid | Fig. 8, 9, 10 and 11 | Pg. 5 |
| 6) Military Benefits* | [No charts applicable] | |
| 7) Retention and Graduation Rates | Fig. 12, 13, 14 and 15 | Pg. 6 and 7 |
| 8) Finance | Fig. 16 and 17 | Pg. 7 |
| 9) Staff | Fig. 18 and 19 | Pg. 8 |
| 10) Libraries* | [No charts applicable] | |

*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.

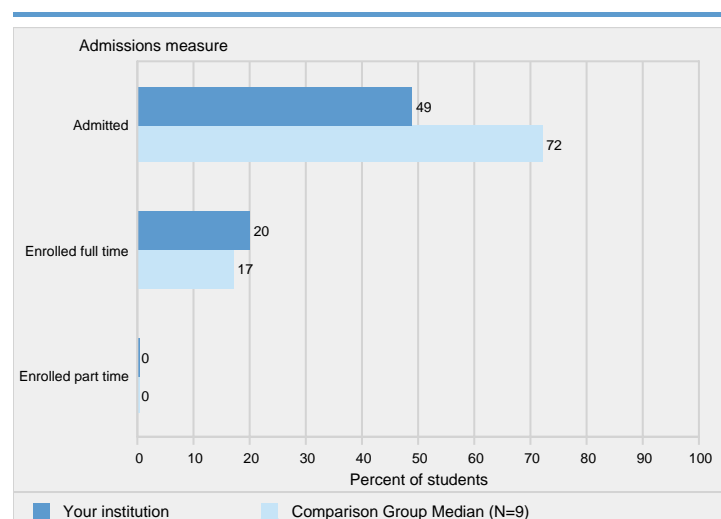
Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2015



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Admissions component.

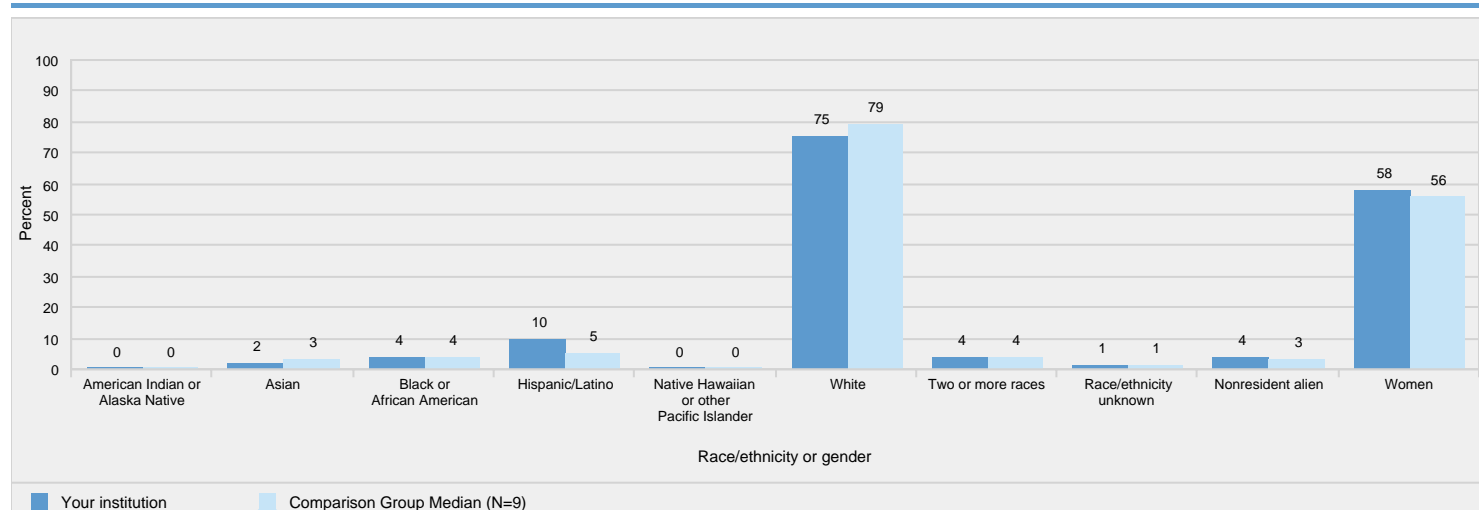
Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admissions enrolled, by full- and part-time status: Fall 2015



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Admissions component.

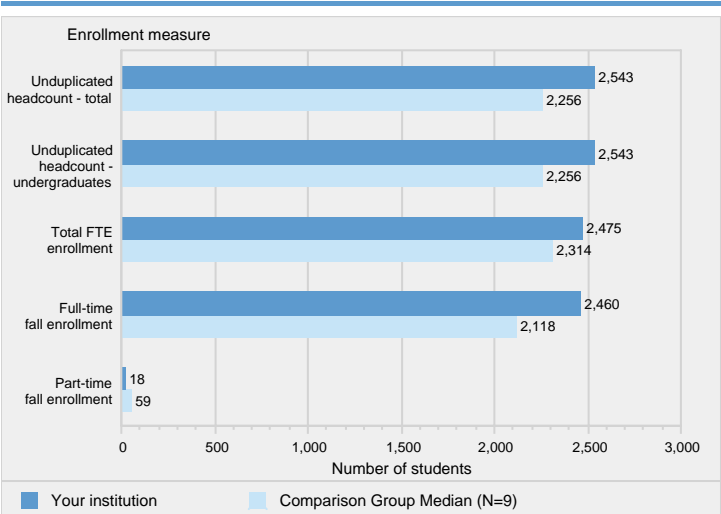
Figure 3. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2015



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2015, Fall Enrollment component.

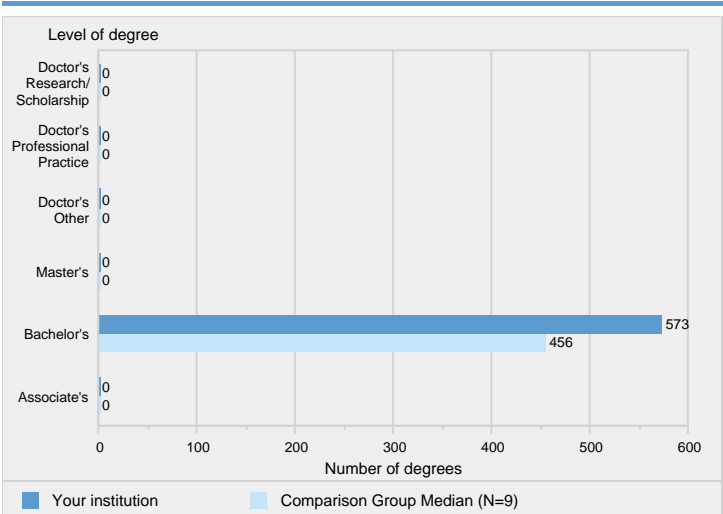
Figure 4. Unduplicated 12-month headcount of all students and of undergraduate students (2014-15), total FTE enrollment (2014-15), and full- and part-time fall enrollment (Fall 2015)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2015, 12-month Enrollment component and Spring 2016, Fall Enrollment component.

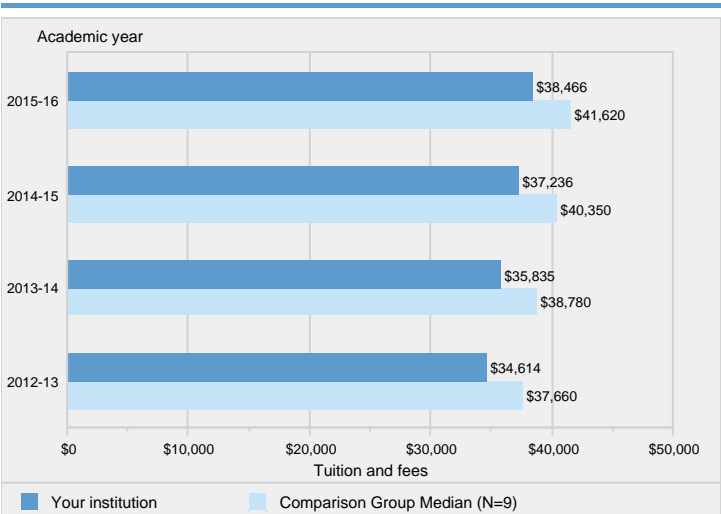
Figure 5. Number of degrees awarded, by level: 2014-15



NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2015, Completions component.

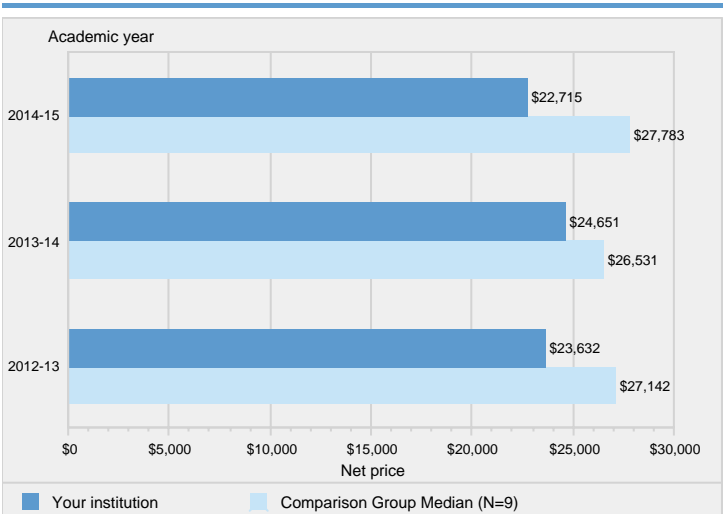
Figure 6. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2012-13 to 2015-16



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2015, Institutional Characteristics component.

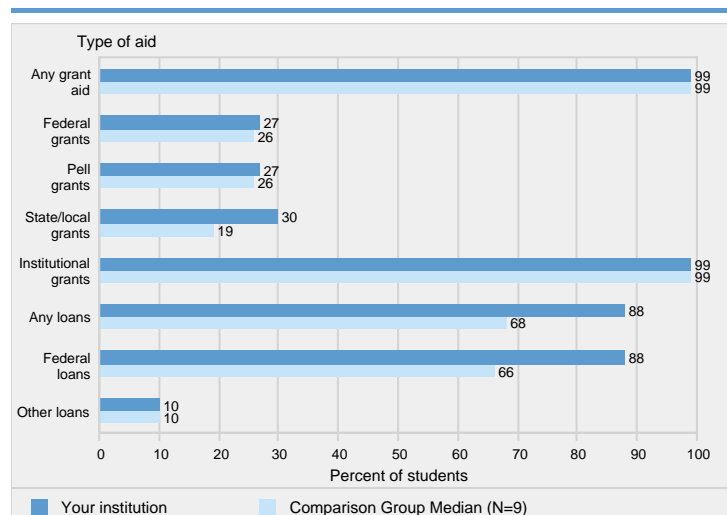
Figure 7. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2012-13 to 2014-15



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2015, Institutional Characteristics component; Winter 2015-16, Student Financial Aid component.

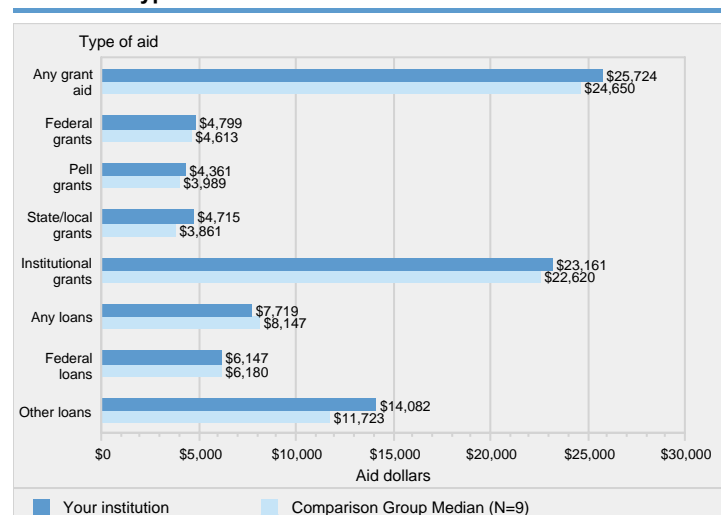
Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2014-15



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Student Financial Aid component.

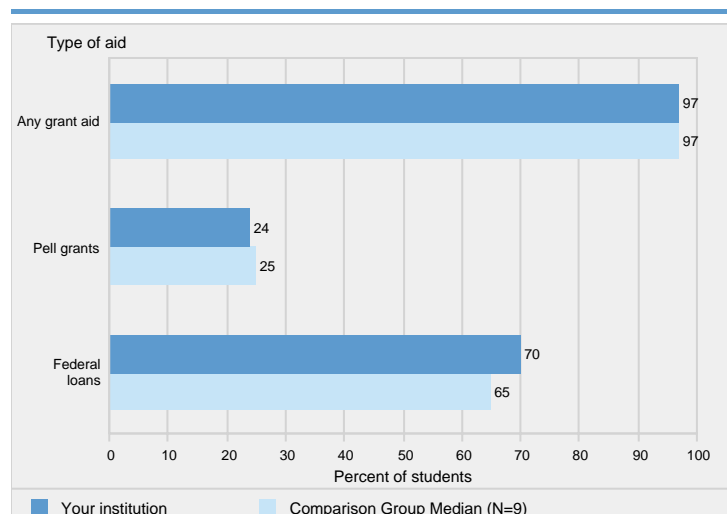
Figure 9. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2014-15



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Student Financial Aid component.

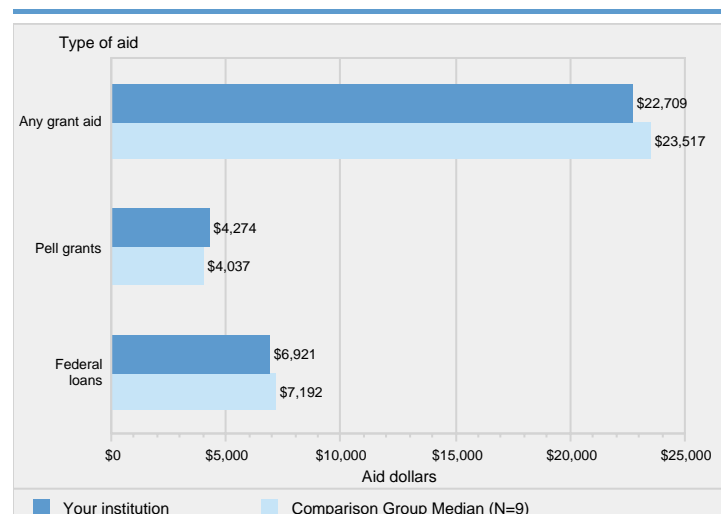
Figure 10. Percent of all undergraduates awarded aid, by type of aid: 2014-15



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans awarded to students. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Student Financial Aid component.

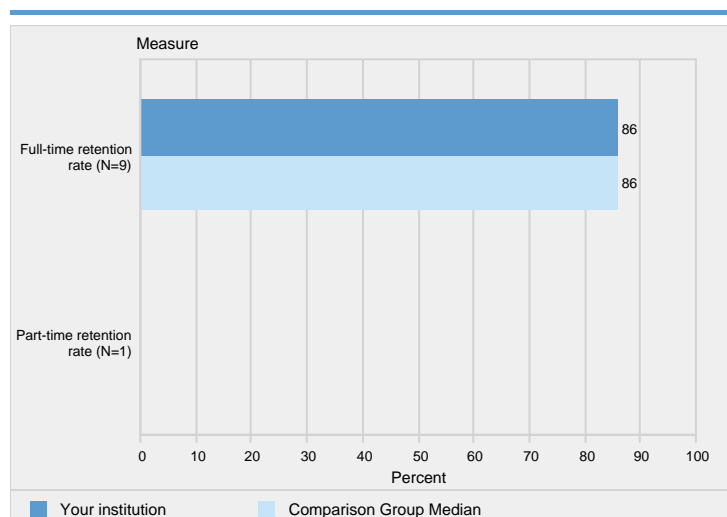
Figure 11. Average amount of aid awarded to all undergraduates, by type of aid: 2014-15



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Student Financial Aid component.

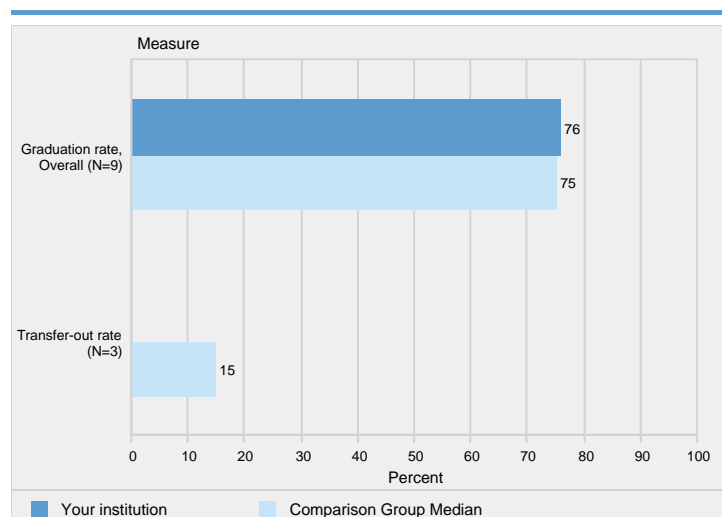
Figure 12. Retention rates of full-time, first-time bachelor's degree seeking students (Fall 2014 cohort)



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data as of the institution's official fall reporting date or as of October 15, 2014. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2014 and retention based on August 1, 2015. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2015, Fall Enrollment component.

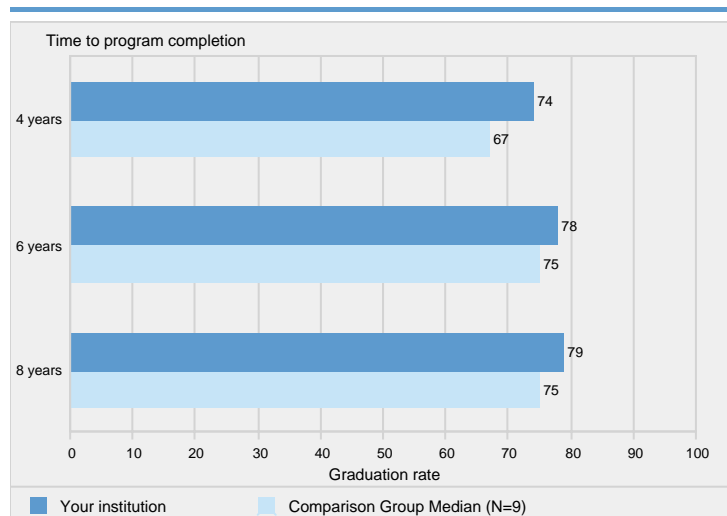
Figure 13. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion (2009 cohort)



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Graduation Rates component.

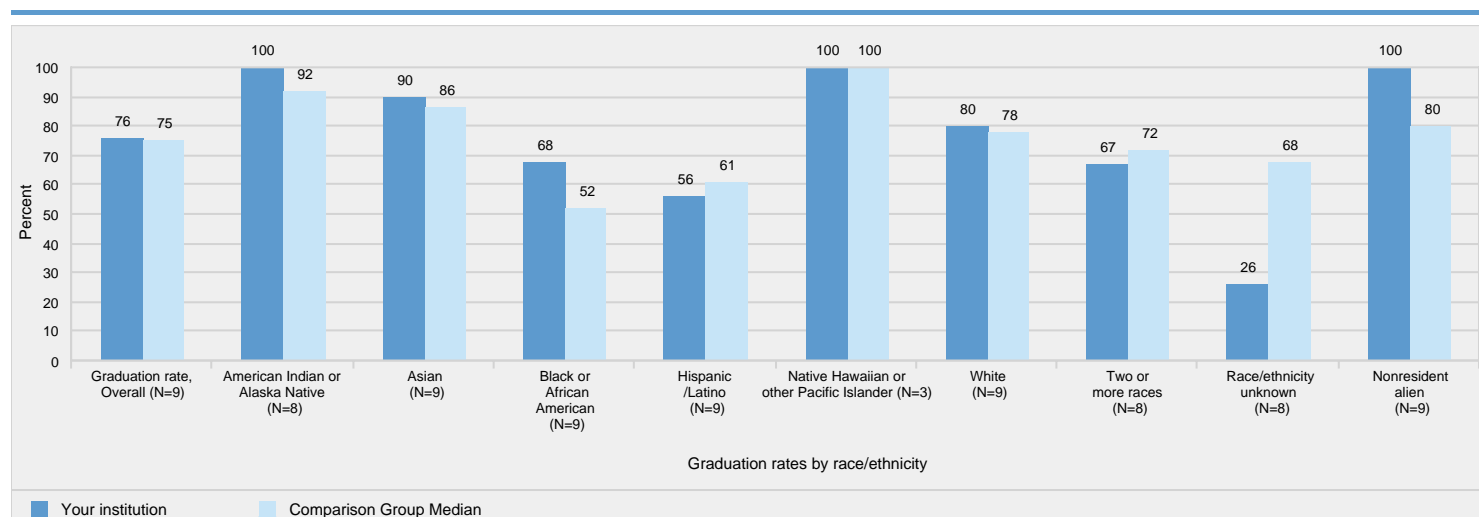
Figure 14. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2007 cohort



NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, 200% Graduation Rates component.

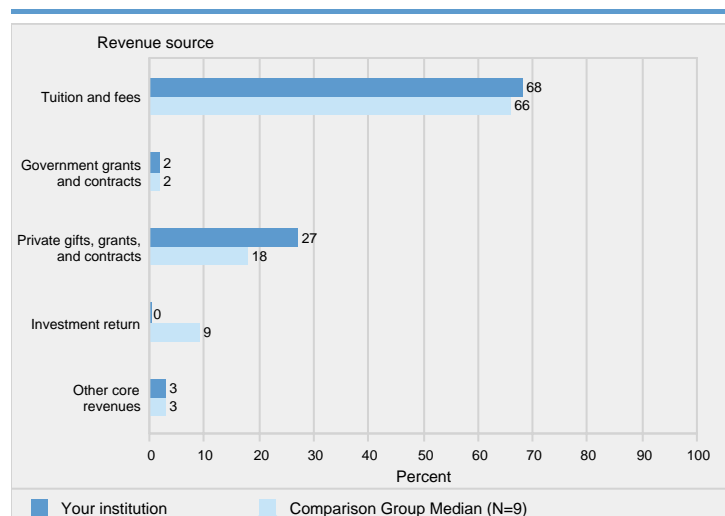
Figure 15. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2009 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Graduation Rates component.

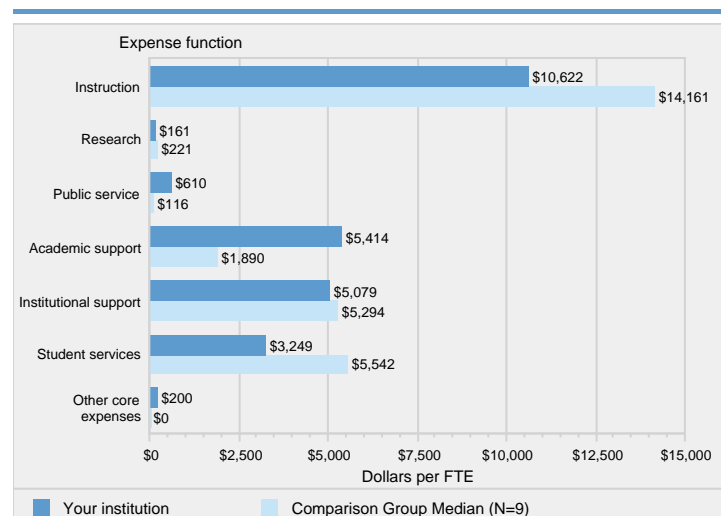
Figure 16. Percent distribution of core revenues, by source: Fiscal year 2015



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2015, Finance component.

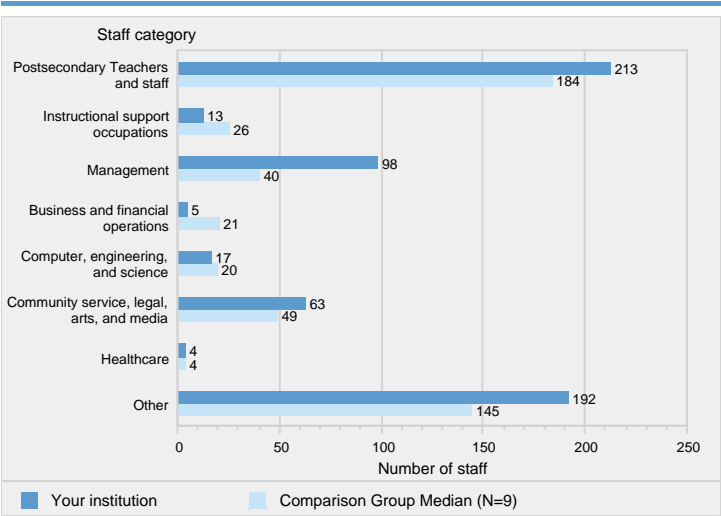
Figure 17. Core expenses per FTE enrollment, by function: Fiscal year 2015



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

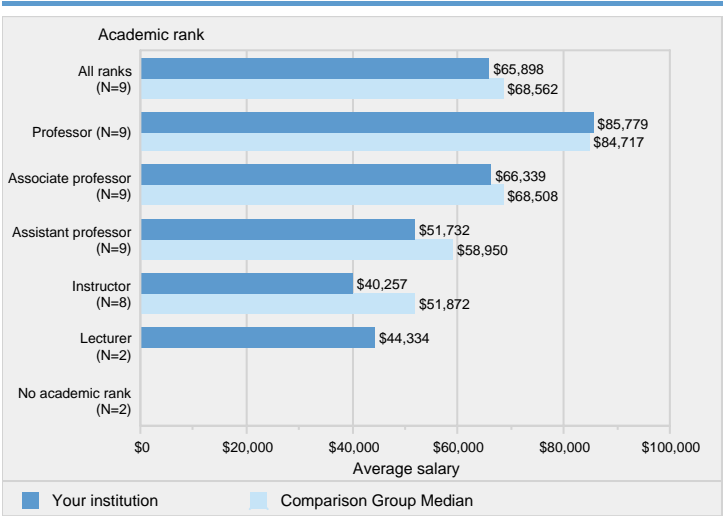
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2015, 12-month Enrollment component and Spring 2015, Finance component.

Figure 18. Full-time equivalent staff, by occupational category: Fall 2015



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2015, Human Resources component.

Figure 19. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2015-16



NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts. Medians are not reported for comparison groups with less than three values.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2015, Human Resources component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2015-16 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website (<http://nces.ed.gov/ipeds>).

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

DESCRIPTION OF STATISTICS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if they are required for admission.

Student Enrollment

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Charges and Net Price

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Retention and Graduation Rates

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program before the ending status date of August 31, 2014; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Retention Rates

Retention rates are measures at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and

non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equated Instructional Non-Medical Staff Salaries

Institutions reported total salary outlays by academic rank and gender, and the number of staff by academic rank, contract length (9-, 10-, 11-, and 12-month contracts), and gender. The total number of months covered by salary outlays was calculated by multiplying the number of staff reported for each contract length period by the number of months of the contract, and summing across all contract length periods. The weighted average monthly salary for each academic rank and gender was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an equated 9-month salary for each rank.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Staff

Student-to-Faculty Ratio

The guidance provided to institutions for calculating their student-to-faculty ratio is as follows: the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in "stand-alone" graduate or professional programs (such as medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.