

MEASURES OF INSTITUTIONAL EFFECTIVENESS AND MISSION FULFILLMENT



Augustana College

MEASURES OF INSTITUTIONAL EFFECTIVENESS AND MISSION FULFILLMENT

Augustana College remains committed to measuring our performance by tracking and monitoring outcomes, rather than simply listing assets and inputs.

This annual report is designed to demonstrate what we do with our resources and what we expect to accomplish. Symbols, efforts and practices that are key to fulfilling our mission are represented as best as possible.

This approach is different from those taken in the past. It requires robust data-gathering—including selecting the right areas to monitor and measure—and investing significant amounts of time to gather and interpret the data. The measures selected represent a combination of elements that illustrate, in part, our effectiveness as an institution and how well we fulfill the college's mission:

Augustana College, rooted in the liberal arts and sciences and a Lutheran expression of the Christian faith, is committed to offering a challenging education that develops qualities of mind, spirit and body necessary for a rewarding life of leadership and service in a diverse and changing world.

The annual report on Institutional Effectiveness and Mission Fulfillment for Augustana College is organized into nine sections, plus an appendix:

Section 1: Student persistence, graduation and attrition (p.1)

Section 2: Program participation (p.3)

Section 3: Our academic programs (p.4)

Section 4: Learning outcomes (p.6)

Section 5: Life after Augustana College (p.15)

Section 6: Our efforts (p.17)

Section 7: Our practices (p.18)

Section 8: Our culture (p.20)

Section 9: Input Dashboard Indicators and Benchmark Comparisons (p.21)

Appendix: 2012 IPEDS Data Feedback Report

It's tempting to look at these data points as if each is an independent snapshot of Augustana's success. However, the reality of an educational endeavor is that none of these is mutually exclusive. In addition, these data points vary in the degree to which they capture the concept they attempt to measure.

Furthermore, this document reflects an enterprise that is undergoing perpetual change. Even if the overall picture of Augustana College may not seem much altered, many aspects of the college and its programming continue to shift and change.

The most effective way to understand this document is to comprehend it in its totality, recognizing that some data points are relatively static, some reflect a trend, others attempt to reflect barely discernible qualities or measures, and some are influenced only by a combination of changes in other data points. In addition, although we continually look for ways to more usefully assess student learning and experiences, not all measures address the concepts we would like to assess with equal precision.

(continued on next page)

Finally, we perpetually underestimate the degree to which the dynamic nature of a student body undermines the more corporate approach we might like to adopt for a highly functioning educational enterprise. As students change over time, practices that may have been particularly effective in the past suddenly appear to crack. The process of identifying the practices that we must change is exceedingly difficult, and yet may be the most poignant measure of an educational institution's effectiveness.

Even in these early stages, the annual report on Institutional Effectiveness and Mission Fulfillment reinforces a belief in sharing data, a commitment to understanding, and a strong effort towards transparency in describing what the college does, how well it does, and what we might improve.

Sincerely,

A handwritten signature in black ink, reading "W. Kent Barnds". The signature is fluid and cursive, with the first name "W." and last name "Barnds" clearly legible.

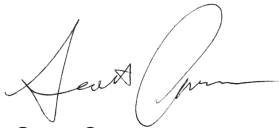
W. Kent Barnds

Executive Vice President and Vice President of Enrollment, Communication and Planning

A handwritten signature in black ink, reading "Mark Salisbury". The signature is cursive, with "Mark" and "Salisbury" clearly legible.

Dr. Mark Salisbury

Director of Institutional Research and Assessment

A handwritten signature in black ink, reading "Scott Cason". The signature is cursive, with "Scott" and "Cason" clearly legible.

Scott Cason

Assistant Vice President of Communication and Marketing

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.

	09-10	10-11	11-12
FOUR-YEAR GRADUATION RATES	73.1%	73.6%	71%
Male	72%	67.5%	66.1%
Female	72.7%	78%	74.5%
White	73.4%	75.5%	73.5%
Multicultural	59.6%	57%	57.6%
SES (PELL GRANT RECIPIENT)	N/A	62%	58.8%

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.

	09-10	10-11	11-12
FIRST-TO-SECOND-YEAR RETENTION RATES	87.8%	87.6%	84.3%
Male	83.6%	84.7%	82.5%
Female	90.1%	89.6%	85.7%
White	88.1%	89.3%	86.5%
Multicultural	87.1%	80.3%	75%
SES (PELL GRANT RECIPIENT)	77.5%	83.5%	83.5%

In an effort to identify trends and standardize the categorization of reasons for leaving the college, we've noted the following as the primary reasons a student cites for leaving Augustana. Identifying trends is not exact, however.

REASONS FOR LEAVING THE COLLEGE	09-10	10-11	11-12
Academic suspension	31 (19.8%)	39 (22%)	60 (23%)
Athletics	8 (5.1%)	4 (2.3%)	6 (2%)
Disciplinary suspension	5 (3.2%)	4 (2.3%)	12 (5%)
Finances	28 (17.8%)	22 (12.4%)	28 (11%)
Fit	40 (25.3%)	44 (24.9%)	27 (10%)
Major	16 (10.2%)	23 (13%)	10 (4%)
Medical	19 (12.2%)	36 (20.3%)	29 (11%)
Not doing well enough academically	10 (6.4%)	5 (2.8%)	6 (2%)
No reason given	—	—	42 (16%)
Other	—	—	36 (14%)

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	09-10	10-11	11-12
Participation in Augie Choice	45	273	450
Institutional funding of Augie Choice	\$90,000	\$545,000	\$900,000
PARTICIPATION IN “HIGH-IMPACT” EXPERIENCES	09-10	10-11	11-12
International study	37%	45.7%	53%
Internships	44%	51.4%	53%
Undergraduate research	16%	23.6%	58%
Participation in first-year sequence	100%	100%	100%
Participation in Senior Inquiry	75%	99%	99%
Volunteering in the community	87.4%	86.4%	87%
Participation in service learning	9%	12%	32%
PARTICIPATION IN ACTIVITIES OUTSIDE CLASSROOM	09-10	10-11	11-12
Varsity athletics	29.8%	30.4%	31%
Music ensembles	22.3%	21.5%	24%
Student employment	60.7%	60.7%	61.4%
Greek life	39.2%	38.7%	27.6%
Fraternity	13.4%	12.7%	9.4%
Sorority	25.8%	26%	18.2%
STUDENTS LIVING IN CAMPUS-OWNED HOUSING	Fall 2010	Fall 2011	Fall 2012
	1727	1845	1838

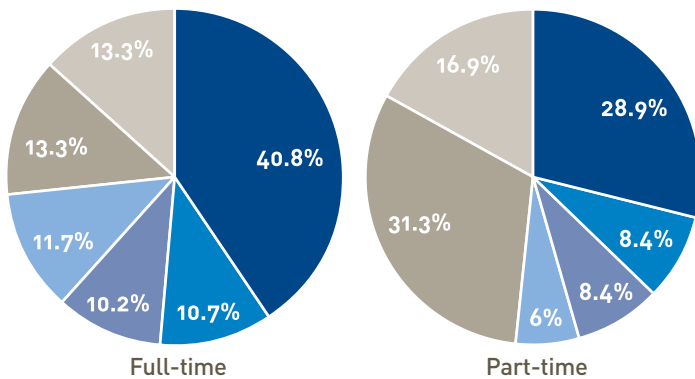
Section 3

Our academic programs

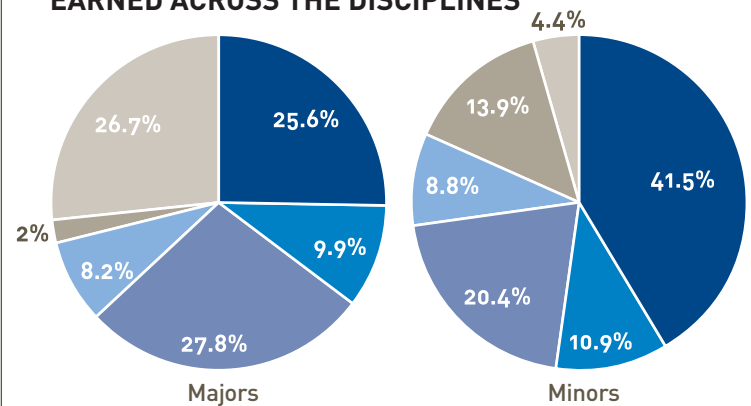
As a small college committed to the depth of values and breadth of knowledge embodied in the liberal arts, the degree to which our academic programs accomplish this mission begins with the array of departments and majors we support. Further, it is represented in the distribution of our faculty across 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 Art	Pre-Professional
Art History	Economics	Biochemistry	Chemistry	Studio Art	Accounting
Classics	Psychology	Biology	Computer Science	Music	Business
Communication	Sociology	CSD	Geology	Theatre Arts	Education
English	Anthropology		Geography		
Foreign Languages			Physics		
History			Math		
Philosophy					
Political Science					
Religion					

DISTRIBUTION OF FACULTY ACROSS THE DISCIPLINES



DISTRIBUTION OF ALL MAJORS AND MINORS EARNED ACROSS THE DISCIPLINES



- HUMANITIES
- SOCIAL SCIENCES
- BIOLOGICAL AND HEALTH SCIENCES
- PHYSICAL SCIENCES
- FINE AND PERFORMING ARTS
- PRE-PROFESSIONAL

RATIO OF FACULTY TO DEGREES AWARDED BY DISCIPLINE GROUP*

Humanities	1:2.9
Social Sciences	1:4.0
Biological/Health Sciences	1:10.9
Physical Sciences	1:3.1
Fine/Performing Arts	1:0.9
Pre-Professional	1:6.8

* 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.

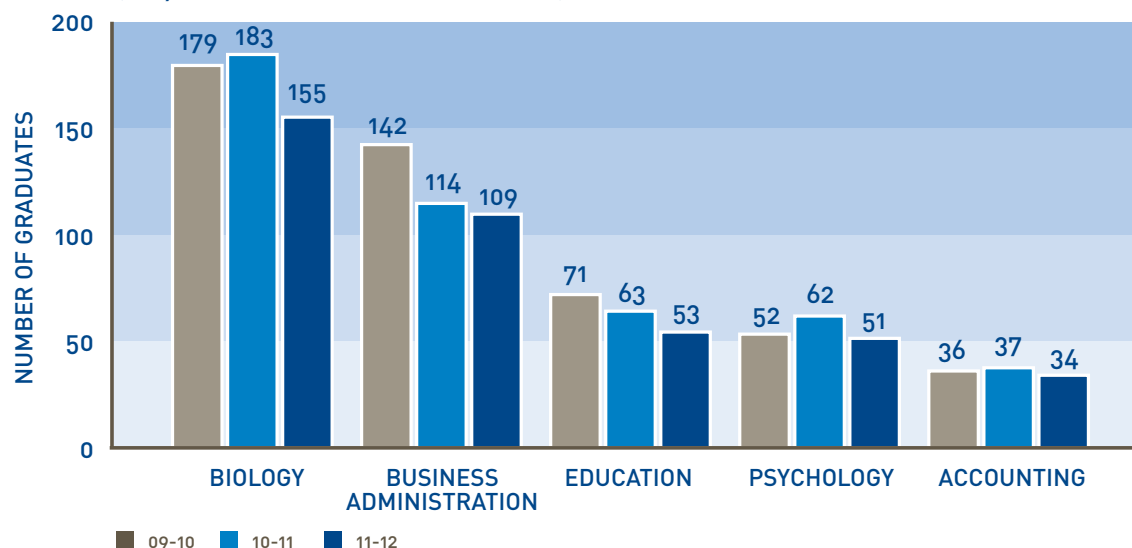
Total students graduating in academic year 2012: **523**
Proportion of graduates with 2+ majors: **37.7%**
Proportion of graduates with 1 major and 1+ minors: **28.9%**

Source: Augustana Institutional Research and Assessment

In recent years, we've made improvements to our general education program and added majors to reinforce a robust experience for all of our students. However, even at a liberal arts college, degree achievement and major attainment are critically important to track as measures of effectiveness, in addition to mission fulfillment.

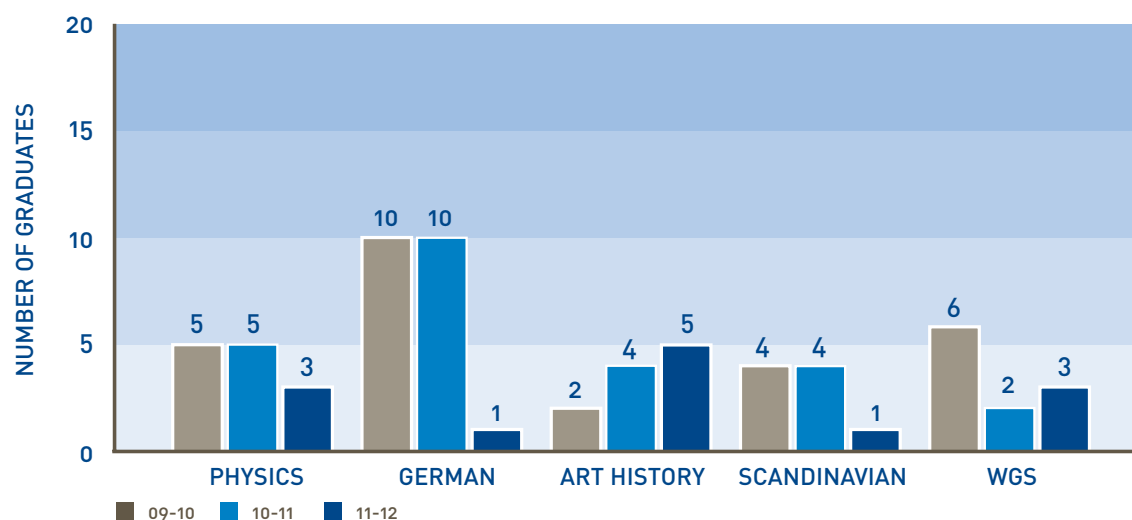
HIGHEST NUMBER OF DEGREES AWARDED BY DEPARTMENT*

(2009-2012 – INCLUDES DOUBLE MAJORS)



LOWEST NUMBER OF DEGREES AWARDED BY DEPARTMENT*

(2009-2012 – INCLUDES DOUBLE MAJORS)



*The information provided here represents highs and lows in a measure that is easily understood (number of degrees awarded). However, in a liberal arts college setting, a small number of majors cannot adequately describe a department's contribution to learning or the overall academic program. Many departments with a small number of majors awarded contribute significantly to a general education program that is at the core of our mission.

Section 4

Learning outcomes

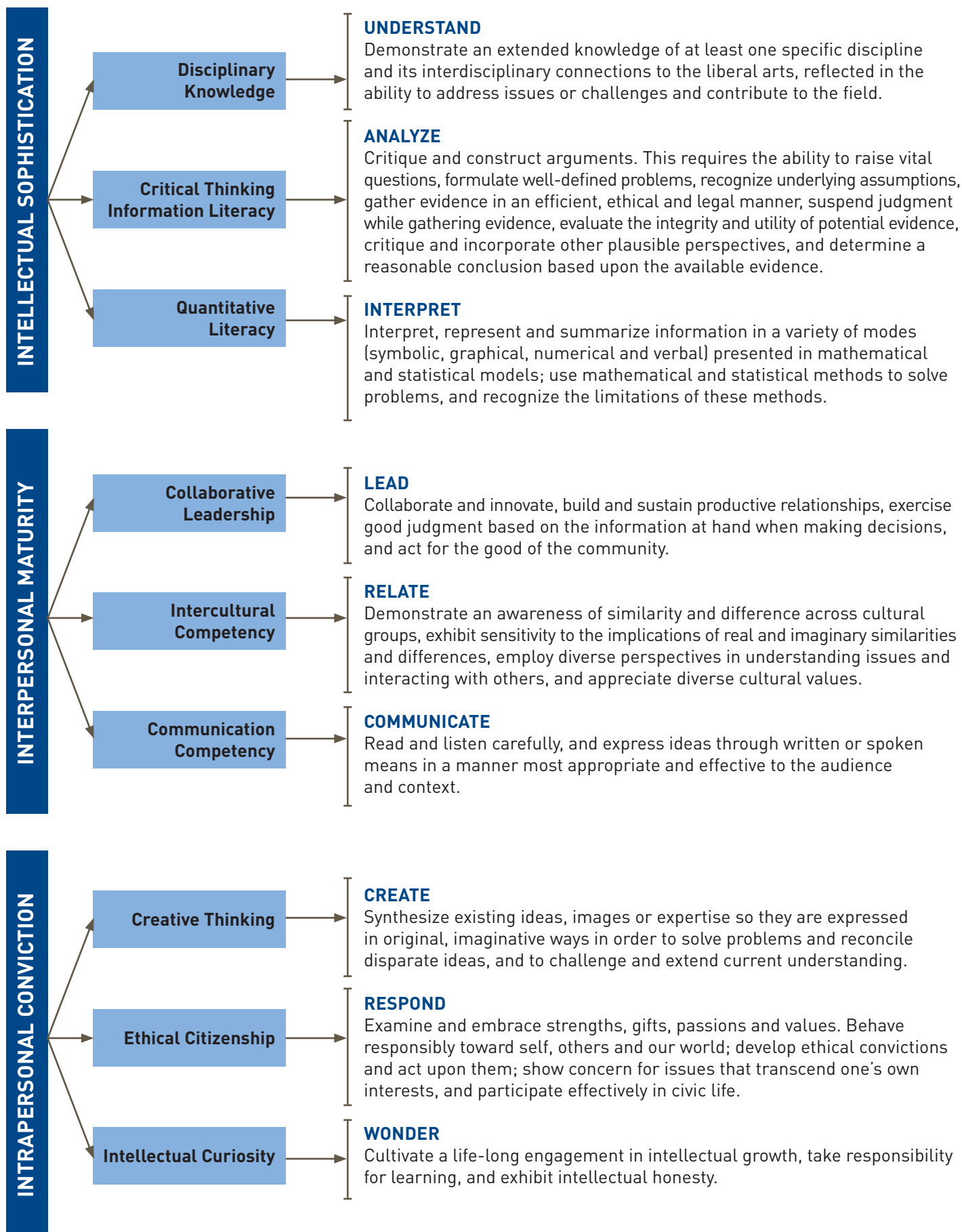
In November 2012, the faculty approved a list of college-wide learning outcomes as detailed in the model below and on the page that follows. Augustana graduates possess a sense of personal direction and the knowledge and abilities to work effectively with others in understanding and resolving complex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



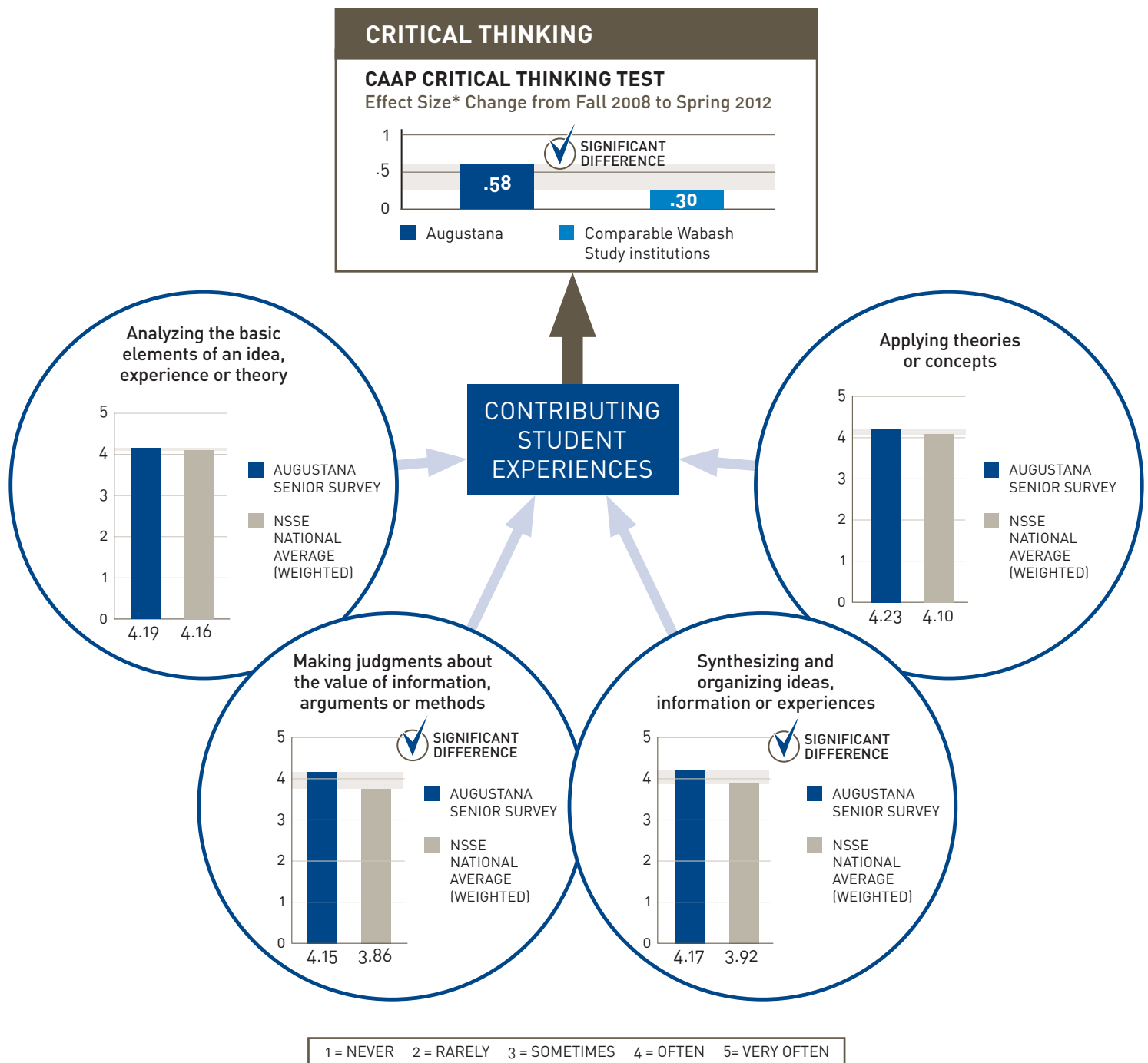
Drawn from :

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.



Critical thinking is a foundational skill required of all individuals engaged in virtually every profession and civic pursuit. Augustana has placed a high priority in developing keen critical thinkers since its very beginning and has continued to emphasize this key quality of the mind in its strategic planning processes. Strong critical thinkers can clearly construct, analyze and extend an argument; can evaluate the relative integrity and applicability of information; and can identify solutions to problems by synthesizing disparate ideas.

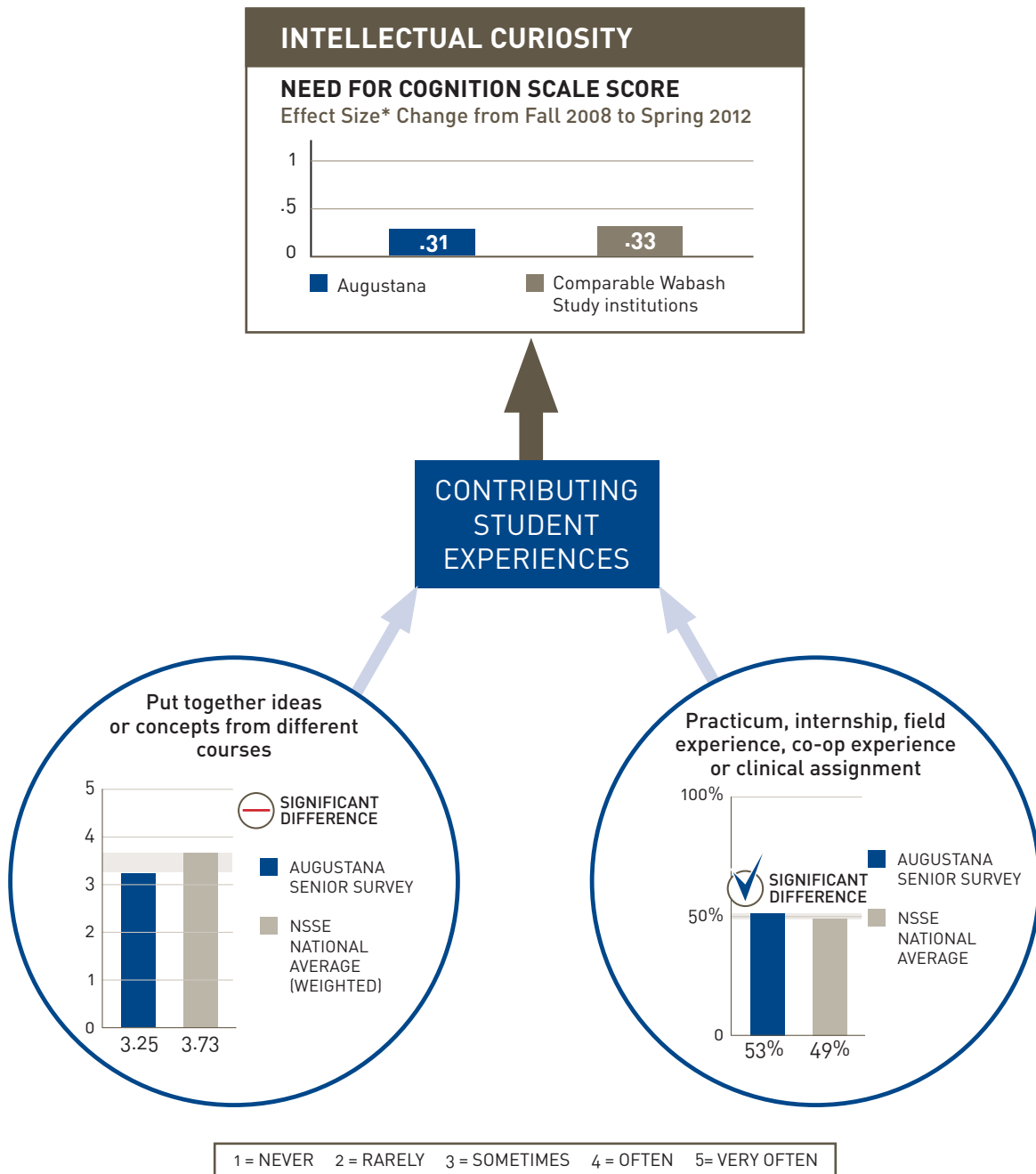


The Collegiate Assessment of Academic Proficiency (CAAP) is a national, standardized assessment program developed by ACT with six independent modules that test reading, writing, math, science and critical thinking.

The National Survey of Student Engagement's (NSSE) survey measures empirically confirmed "good practices" in undergraduate education experienced by students in their freshman and senior years.

* An effect size provides a standardized way to convey the change in score and compare across all outcomes measured in the Wabash National Study.

One of the central goals of a liberal arts education is that students will develop a love of “learning for learning’s sake.” Intellectual curiosity assesses the degree to which students are inclined to engage in thoughtful consideration of complex, sometimes difficult issues. If our students are to be prepared to lead lives of leadership and service in a world that is constantly in flux, then they will need to relish the opportunity to engage in complex thinking.

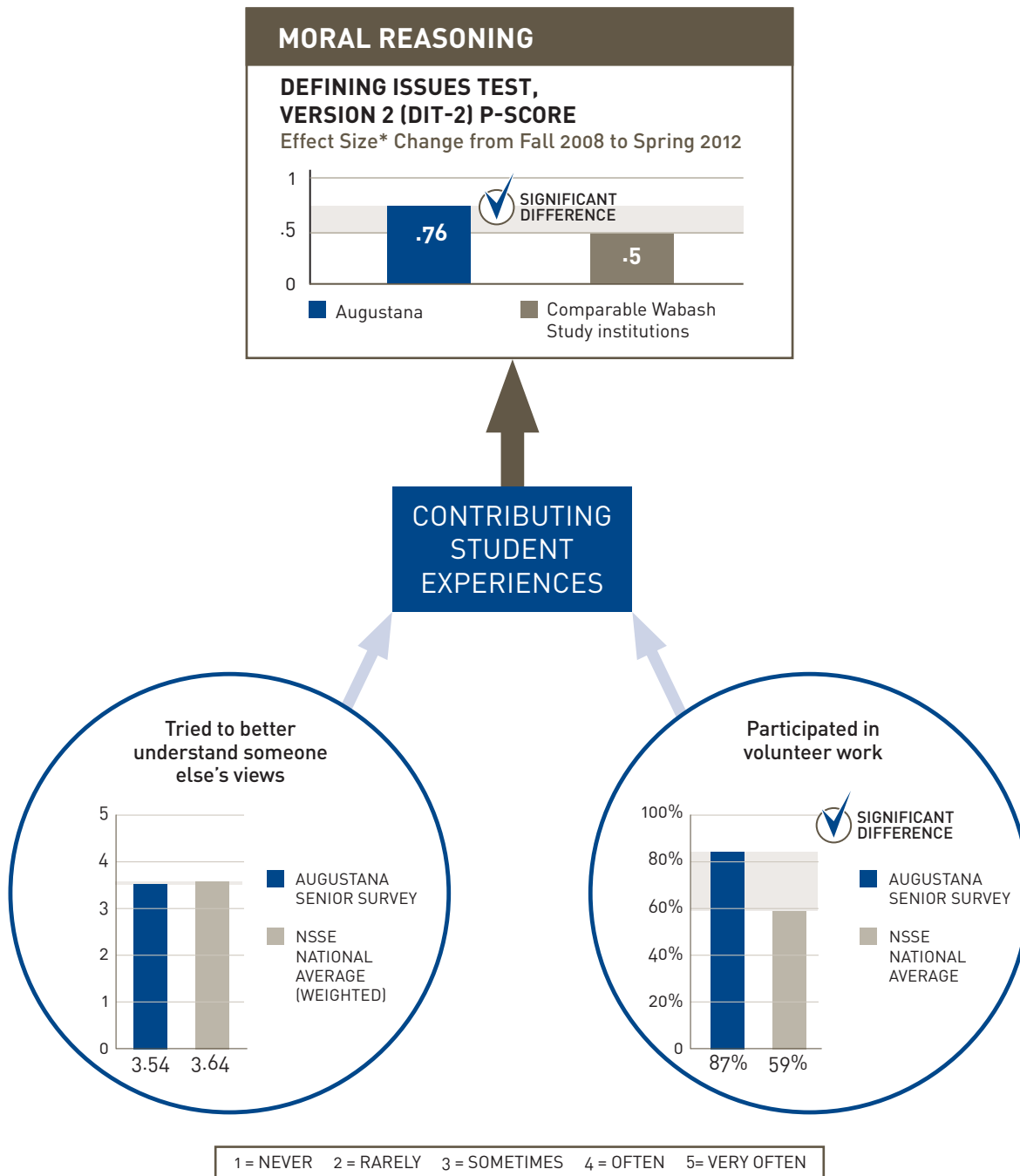


The Need for Cognition Scale score is an 18-item instrument that measures how much people enjoy engaging in cognitive activities.

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As a college historically steeped in the values of a Lutheran tradition, we intend our students to hone a moral and ethical code that reflects those values. Moral reasoning measures the degree to which students move from simplistic, self-centered or rule-based notions of moral action to a more complex understanding of ethical principles and their nuanced application across circumstances that vary in both context and intended outcome.

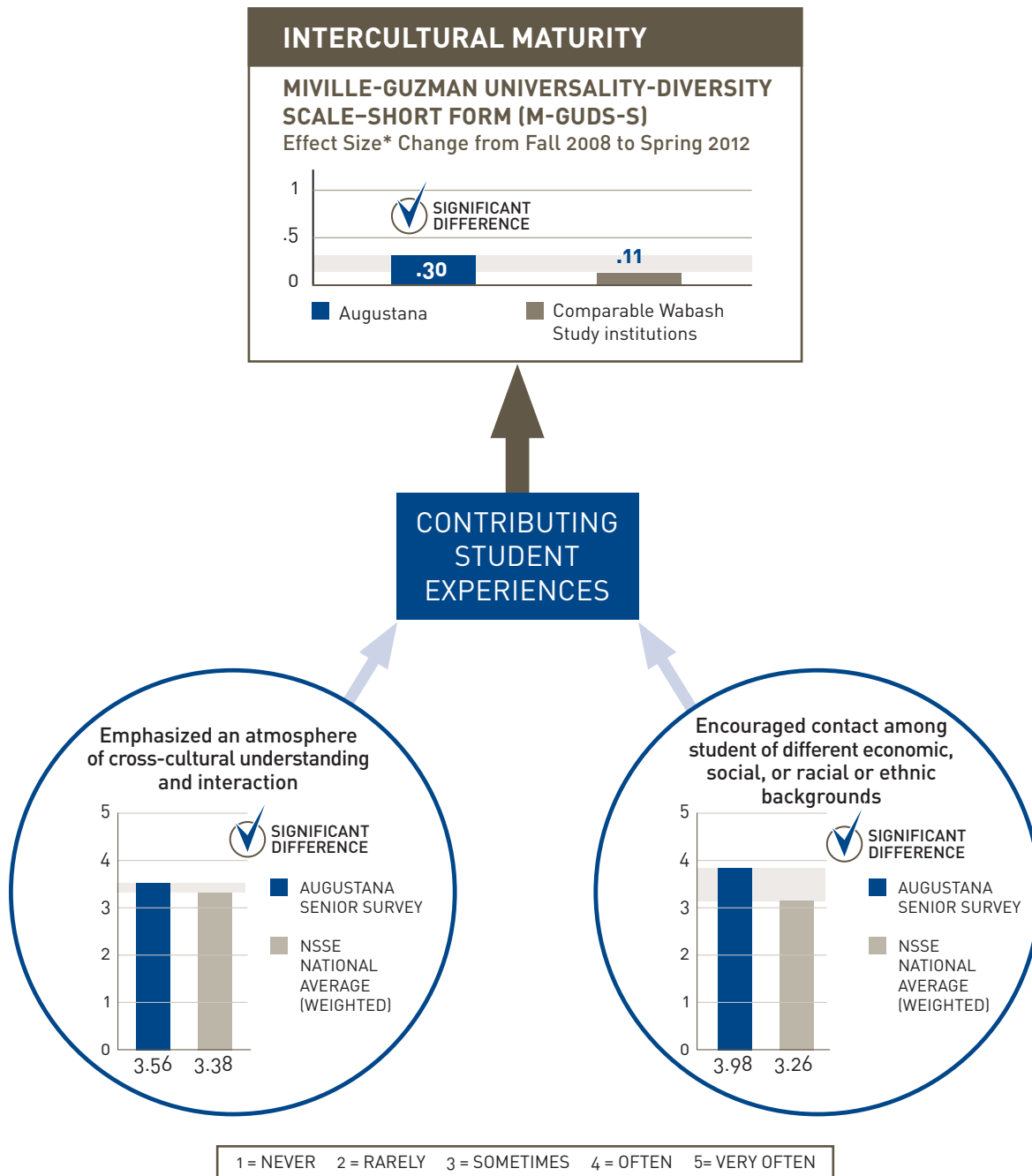


The Defining Issues Test, Version 2 (DIT-2) P-Score is a test of moral reasoning based on Kohlberg's stages of moral development. The P-Score represents the degree to which an individual uses higher order moral reasoning.

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For Augustana graduates to both lead and serve in a diverse and changing world, our students need to develop a range of attributes and interpersonal skills that allow them to succeed in varied conversations and collaborations. Intercultural maturity assesses students' inclination to engage in diverse interactions, their level of comfort in the midst of those interactions, and their appreciation of differences inherent across cultures, faiths and political viewpoints, as well as other demographic characteristics that might engender different world views and perspectives.

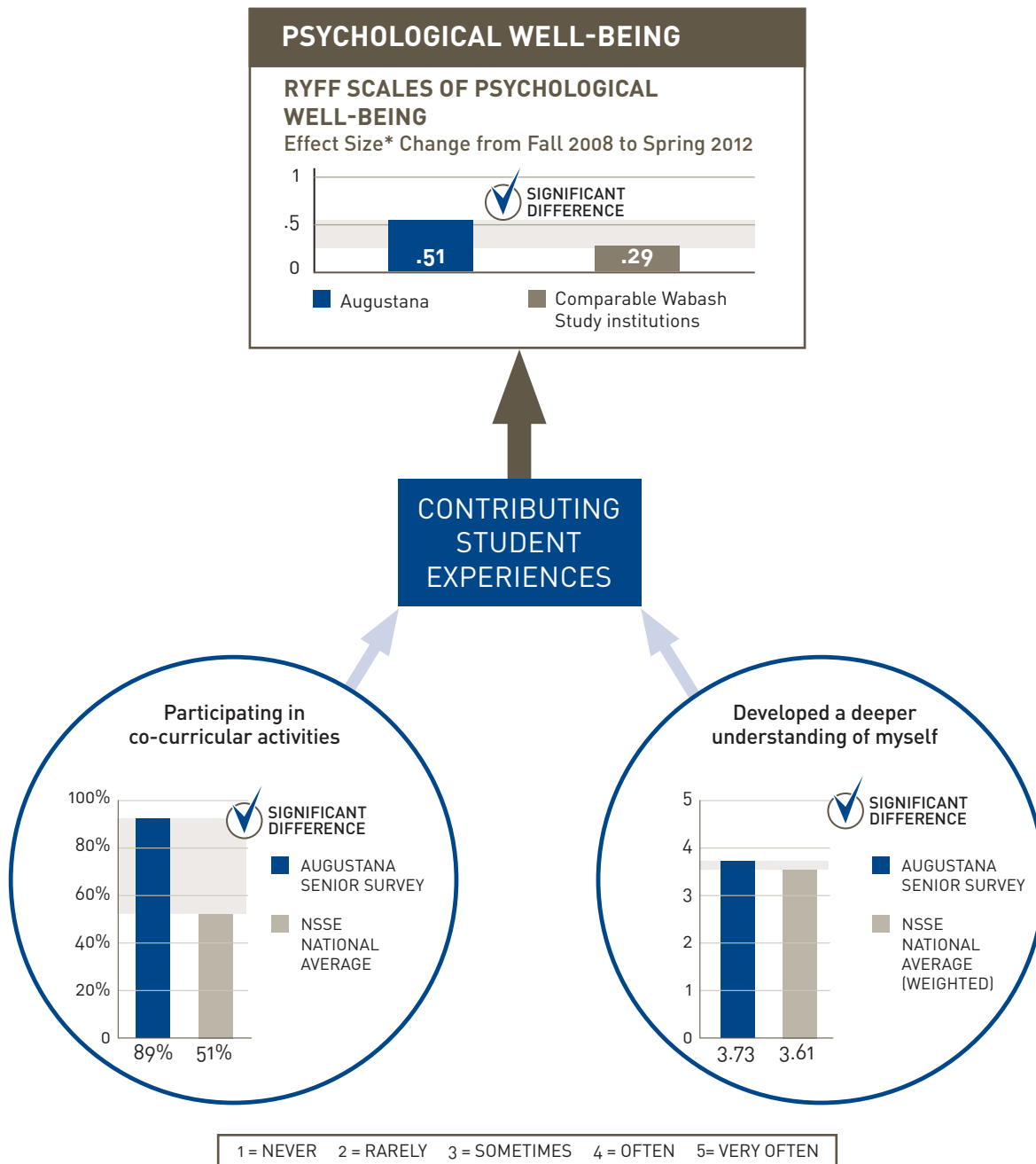


The Miville-Guzman Universality-Diversity Scale-Short Form (M-GUDS-S) measures an individual's universal-diverse orientation (UDO), which is defined as an attitude of awareness and acceptance of both similarities and differences that exist among people.

The National Survey of Student Engagement's (NSSE) survey measures empirically confirmed "good practices" in undergraduate education experienced by students in their freshman and senior years.

* An effect size provides a standardized way to convey the change in score and compare across all outcomes measured in the Wabash National Study.

As a liberal arts institution, Augustana College has long valued the holistic development of our students. Psychological well-being examines the degree to which students develop an ability to navigate their own way under ambiguous circumstances with a sense of purpose and direction.

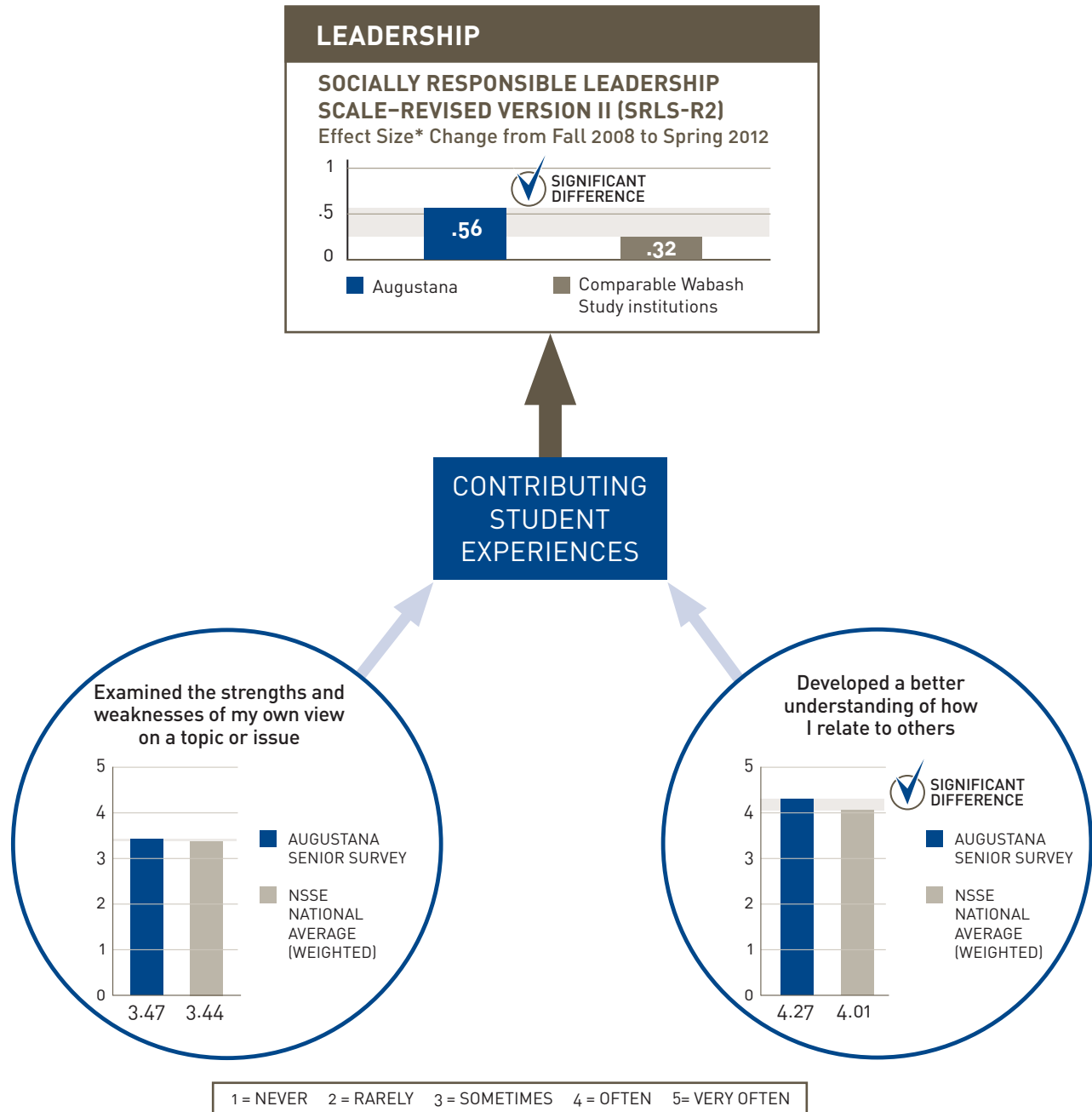


The Ryff Scales of Psychological Well-Being measure six theoretical constructs of positive psychological functioning.

The National Survey of Student Engagement's (NSSE) survey measures empirically confirmed "good practices" in undergraduate education experienced by students in their freshman and senior years.

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Leadership is based in a set of values that emphasize collaboration, community, inclusiveness and the importance of making the world a better place. Thus, our assessment of leadership development is measured by the Socially Responsible Leadership scale, which examines growth in six scales of individual, small group and community values that are tied together by a commitment to impact change in the world. This set of values is clearly articulated in our mission to both lead and serve.

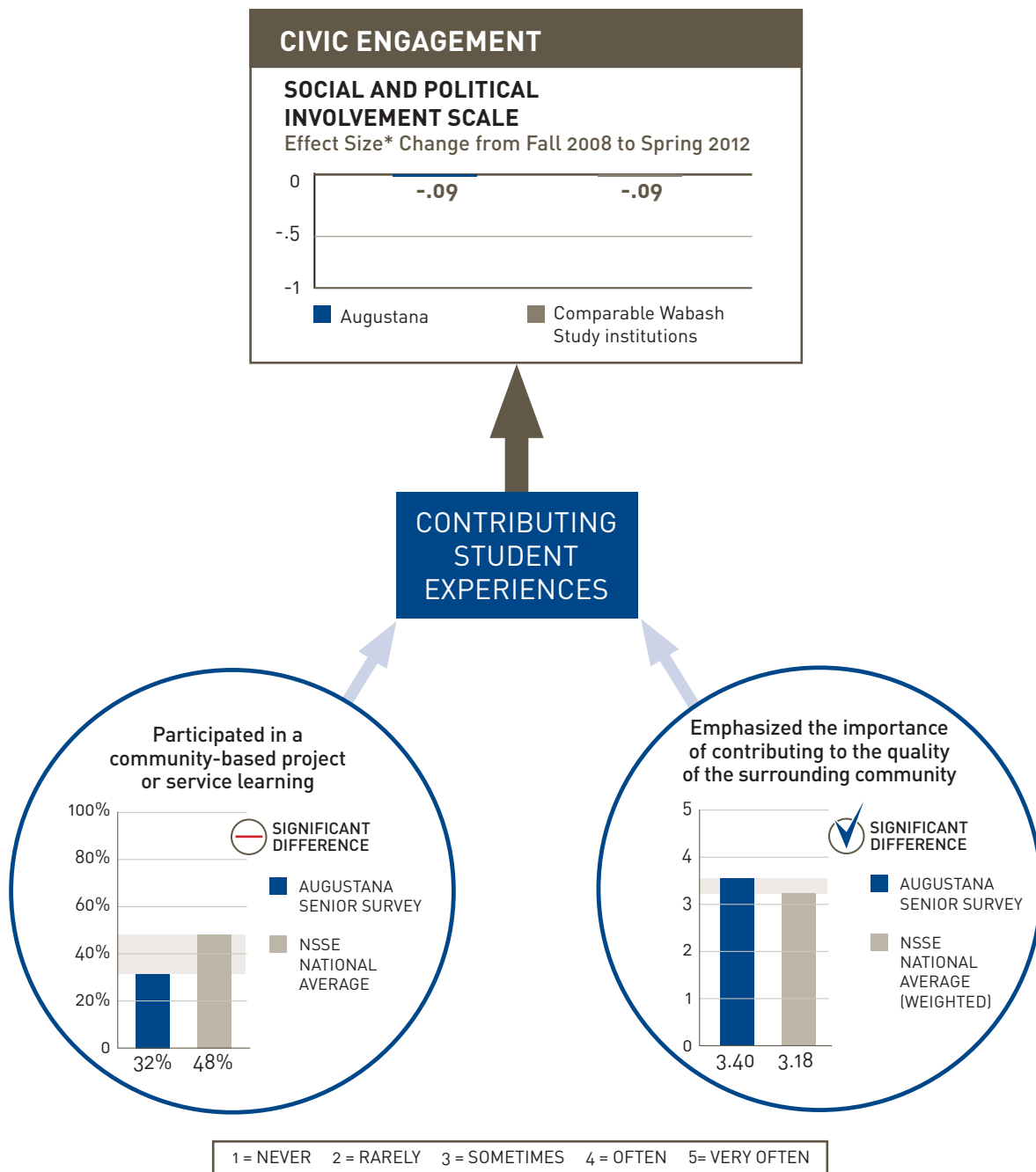


The Socially Responsible Leadership Scale-Revised Version II (SRLS-R2) is a 68-item survey that measures the eight dimensions of Astin et al.'s (1996) Social Change Model of leadership development.

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A longstanding value of Augustana College is embedded in the notion of stewardship of our community, our resources and our legacy. Our graduates simply cannot live up to this value without a clear commitment to civic engagement. We measure our students' inclination toward civic engagement through a series of questions that ask them about the importance they place on involvement in the improvement of their community.



Social and political involvement scale: Survey respondents identify how important it is to be involved politically and socially in their communities.

The National Survey of Student Engagement's (NSSE) survey measures empirically confirmed "good practices" in undergraduate education experienced by students in their freshman and senior years.

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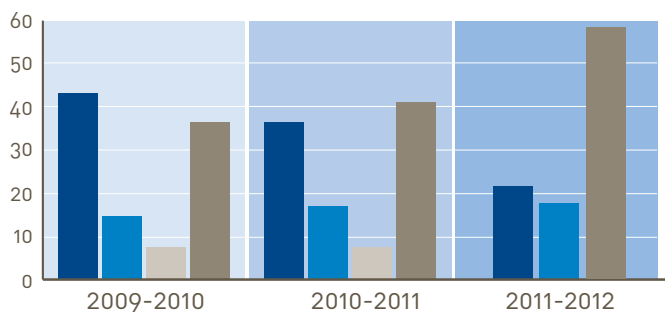
Section 5

Life after Augustana College

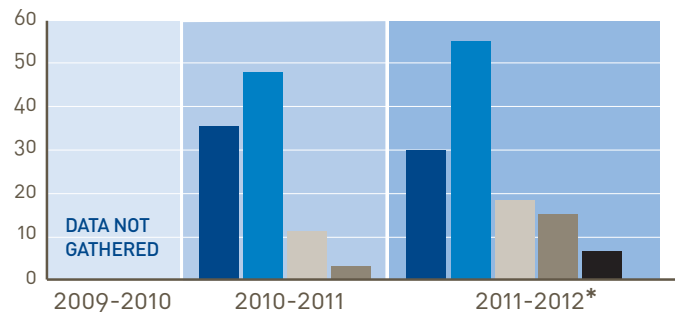
One of the most important outcomes of an Augustana education is the skills we develop in graduates, and the impressions of how well we prepared them for careers and graduate school. Below is a collection of data points—some gathered annually and others periodically—that show how effectively Augustana 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.

	09-10	10-11	11-12
Would you choose Augustana again?	70.7%	79.8%	80%
Certainty about post-graduate plan fit (new for 2011-12 graduates)			77%

PLAN AT THE POINT OF GRADUATION



ACTUAL PLACEMENT 9 MONTHS LATER

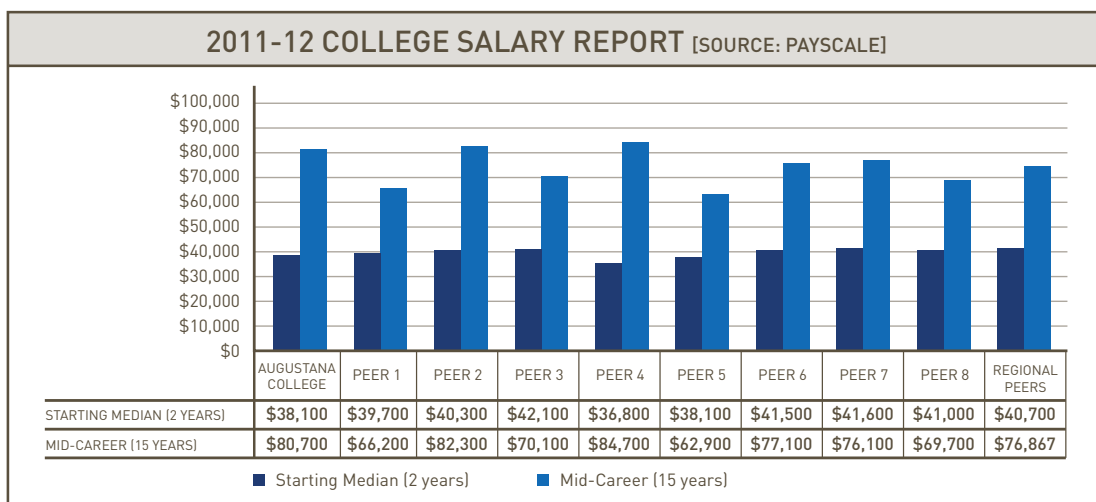


■ GRADUATE SCHOOL ■ EMPLOYED FULL-TIME ■ EMPLOYED PART-TIME OR INTERN ■ STILL SEEKING ■ VOLUNTEER

*This question was revised in 2011-12 so that students could select all the options that apply.

Indebtedness	09-10	10-11	11-12
Average indebtedness	\$22,230	\$22,900	\$24,496
Default rate*	3.2%	1.6%	4.7%

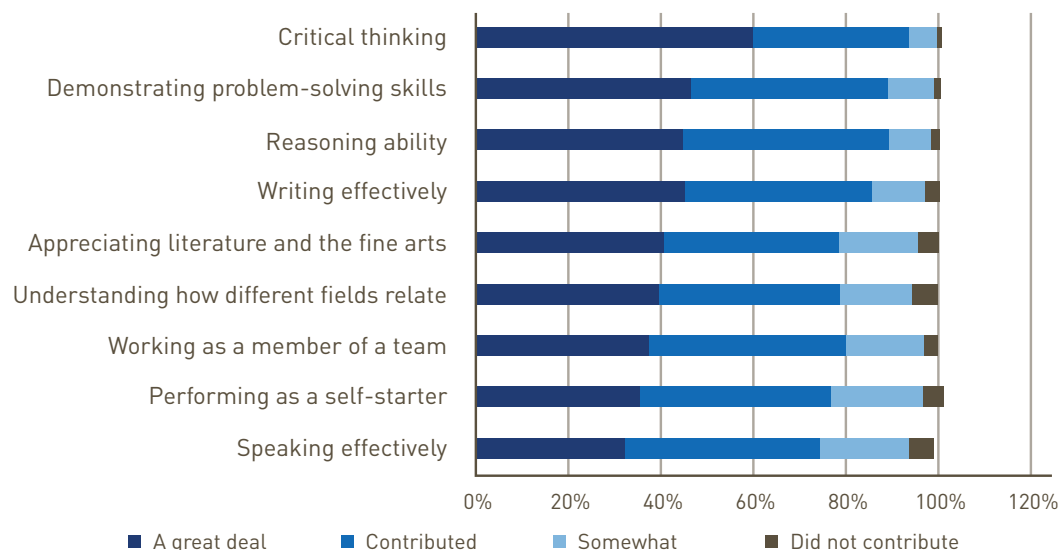
*Includes all students in default, regardless of graduation year, as of February of each year



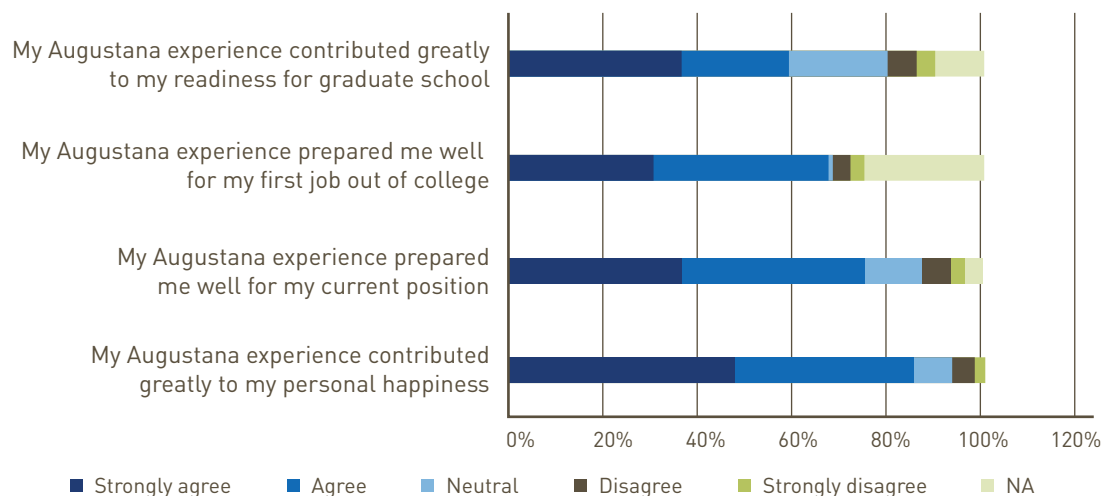
NOTES: 1. Peers are institutions identified by Augustana as having similar financial resources, enrollments and missions.
 2. Peers include Gustavus Adolphus College, Luther College, Illinois Wesleyan University, Ohio Wesleyan University, Roanoke College, Susquehanna University, University of Puget Sound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

In the fall of 2011, GDA Integrated Services conducted a survey of Augustana graduates of the last 15 years. More than 800 alumni completed a survey that provided the college with a wealth of information about the role their Augustana experience played in preparing them for rewarding professional and personal lives.

CONTRIBUTION OF AUGUSTANA TO DEVELOPMENT OF ESSENTIAL SKILLS



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.

Faculty Workload	09-10	10-11	11-12
Teaching 7 or more courses	—	50%	51%
Teaching at least 6 courses	—	67%	70%
Teaching 5 or fewer courses	—	10%	23%
Percentage of f-t faculty involved in service to the college	100%	100%	100%
Advising	09-10	10-11	11-12
Percentage of f-t faculty who serve as advisors	—	—	80%
Number of administrators who serve as academic advisors	—	—	49%
Student satisfaction with advising	61.5%	65.2%	66.8%
Class sizes	09-10	10-11	11-12
% of classes under 20 students	67.3%	69.2%	64.1%
% of classes over 50 students	1.9%	0.04%	0.8%

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	09-10	10-11	11-12
Total expenditures per student FTE	\$27,054	\$26,469	\$27,711
Educational expenses per FTE	\$22,413	\$21,956	\$23,131
Instruction and academic support per FTE	\$13,374	\$13,436	\$13,884
Student support per FTE	\$4,311	\$4,085	\$4,248
Investment in faculty development	09-10	10-11	11-12
Professional development funds provided per f-t faculty members	\$750	\$750	\$750
Investment in our human resources	09-10	10-11	11-12
Faculty benefits	\$15,594	\$15,033	\$14,678
Administration benefits	\$13,431	\$12,977	\$13,086
Staff benefits	\$9,355	\$8,233	\$8,836
Workers compensation claims	\$244,944	\$291,960	\$343,032
Medical insurance*	09-10	10-11	11-12
Faculty	\$4,478	\$3,780	\$3,780
Administration	\$4,478	\$3,780	\$3,780
Staff	\$4,478	\$3,780	\$3,780
Salary and wages	09-10	10-11	11-12
Average salary for f-t faculty	\$61,270 (179 faculty)	\$62,025 (189 faculty)	\$60,069 (192 faculty)
Median salary range for f-t faculty	\$73,080- \$61,810	\$74,735- \$63,840	\$77,000- \$54,800
Average salary for f-t administrators**	\$47,390	\$48,628	\$49,770
Median salary for f-t administrators	\$59,300- \$35,480	\$59,776- \$37,480	\$60,935- \$38,604
Average hourly wage per f-t staff member	\$13.55	\$13.9	\$14.27

* Medical benefit spending not tied to salary

** Salaries of president and average salary of cabinet not included

ITS	09-10	10-11	11-12
File storage for each campus member	—	—	25 gigabytes
Wireless coverage—academic	—	—	82%
Wireless coverage—residential	—	—	38%
Classrooms with technology enhancements (Minimum of multimedia [sound, dvd/vcr], projector, console computer, internet connection)	—	—	95%
Core server uptime	—	—	99.95%
Internet bandwidth	40 mbs/s	60 mbs/s	100 mbs/s
Students using Moodle	—	—	90%
Faculty using Moodle	—	—	50%
Specialty equipment in use daily	—	—	25%
Work order addressed within one hour	—	—	21%
Physical plant	09-10	10-11	11-12
Age of physical plant	19.3 years	20.8 years	22 years
Plant reinvestment	\$650,000	\$4.9 mil.	\$4.8 mil.
Miscellaneous admissions costs	09-10	10-11	11-12
Cost to enroll a student	\$989,422 \$1,203 per student	\$1,011,013 \$1,335 per student	\$1,123,547 \$1,702 per student
Application demand	4,069	4,615	4,232
Selectivity	65.9%	61.4%	68.7%
Yield	28%	24.9%	22.7%
Summer melt	3.9%	5.2%	4.8%
Miscellaneous fund-raising costs	09-10	10-11	11-12
Cost to raise a dollar	\$.15	\$.09	\$.09
Grant submissions and successes	62.5%	65.3%	65.5%

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	09-10	10-11	11-12
Number of f-t faculty	179	189	192
Number of f-t administrators	152	150	150
Number of f-t hourly staff	184	173	174
Membership of Board of Trustees	31	35	38
Avg. length (years) of service f-t faculty	14.01	11.1	13.33
Avg. length (years) of service f-t administrators	12.56	13.34	10.24
Avg. length of service f-t hourly staff	13.25	12.99	12.37
Racial diversity	09-10	10-11	11-12
Board of Trustees	7.7%	7.7%	10.5%
F-t faculty	12.1%	11.4%	11.5%
Administration	8.4%	9.4%	8.7%
Staff	11.4%	14.5%	13.2%
Shared governance	09-10	10-11	11-12
Percentage of board members participating in meetings	72%	84%	83%
Percentage of faculty senate members participating in meetings	70.7% (63 members)	67.3% (69 members)	68.6% (68 members)
Giving	09-10	10-11	11-12
Percentage of the board giving to the college annually	97%	97%	100%
Percentage of the board giving to The Augustana Fund	89%	92%	92%
Percentage of the cabinet giving to The Augustana Fund	88%	100%	100%
Percentage of f-t employees giving to The Augustana Fund	23.8%	31.1%	33.6%
Alumni donors	30.4%	32%	28%
Overall giving results	\$11,239,199	\$15,698,118	\$14,625,869
The Augustana Fund results	\$1,530,096	\$1,628,896	\$1,759,718

Section 9

Input Dashboard Indicators
and Benchmark Comparisons

Dashboard of Indicators Academic Year 2012/2013 - Fall

Student Body - As of the 10th day of the Fall Term:	2008/09	2009/10	2010/11	2011/12	2012/13
Full-Time FTE	2,531	2,455	2,529	2,506	2,538
1st - 2nd Year Retention Rate	86.9%	82.3%	87.8%	87.6%	84.4%
4-Year Graduation Rate	70.6%	69.8%	73.1%	73.6%	70.0%
Racial Diversity	10.5%	10.9%	* 11.9%	* 13.8%	16.8%
Percent Male	42.9%	43.4%	42.3%	42.6%	42.6%
Percent Illinois	87.6%	87.7%	86.7%	85.6%	83.5%
Countries	11	15	16	18	16

Admissions (First-Year Cohort)	2008/09	2009/10	2010/11	2011/12	2012/13
Applicant Pool	3,412	3,636	4,069	4,609	4,232
Selectivity (Acc. Rate)	68.5%	72.8%	65.9%	61.6%	68.7%
Yield (% Acc. Enrolled)	27.5%	23.3%	28.1%	24.9%	22.7%
Enrolled First-Year	639	616	752	708	658
Mean ACT	25.4	25.6	25.5	25.5	25.4
Top 10%	30.0%	35.4%	30.0%	28.0%	29.5%
Top 20%	53.0%	56.6%	55.0%	49.0%	49.9%
Enrolled New Transfers (overall)	62	31	52	48	54

Student Financial Assistance - End of Fiscal Year:	2008/09	2009/10	2010/11	2011/12	2012/13
Total Discount	39.4%	41.9%	45.7%	47.4%	50.0%
Unfunded Discount Rates	34.3%	37.2%	41.3%	43.5%	46.7%
Average Total Loans for Aided Graduates	17,100	22,230	22,900	24,496	
Gap between Expected & Actual Family Contribution	5,656	6,347	6,542	6,937	7,205

Finance - End of Fiscal Year:	2008/09	2009/10	2010/11	2011/12	2012/13
Plant Reinvestment Rate	7.2%	0.8%	3.5%	1.6%	
Endowment Market Value (000s)	88,245	99,310	118,922	115,912	
Endowment Investment Return	-21.2%	11.7%	22.6%	-2.2%	
Principal Amount of Endowment (000s)	82,285	88,778	91,435	93,454	
Annual Operating Margin	6.5%	8.4%	5.4%	1.8%	
Change in Net Assets	-7.4%	11.5%	24.2%	4.4%	
Total Assets	219,978,301	237,476,104	274,621,519	279,462,251	
Net Assets	143,607,168	160,105,372	198,862,734	207,571,386	
Total Liabilities	76,371,133	77,370,732	75,758,785	71,890,865	
Unrestricted Net Assets	67,477,345	69,054,956	95,613,317	102,002,716	
Unrestricted Net Assets/Total Debt	1.119	1.181	1.690	1.851	
Total Revenue	49,711,097	82,571,886	106,000,981	78,062,318	
Expenditures per Student FTE	27,050	27,054	26,469	27,711	
Moody's Bond Rating	Baa1	Baa1	Baa1	Baa1	Baa1
Tuition Revenue Reliance	90.1%	88.3%	87.5%	89.1%	
Net Tuition Revenue per First Year Student	16,661	16,377	14,771	15,752	15,606
Net Tuition Revenue per All Students (FTE)	16,377	17,329	17,028	17,301	17,011
Net Comp. Fee Revenue per 1st Year Res. Student	24,331	24,327	22,952	24,218	24,390
Total Net Tuition and Fees Revenue	43,858,960	43,063,562	43,152,317	43,781,068	43,340,584
Total Unrestricted Financial Resources	67,477,345	76,418,219	95,603,317	102,002,716	
Faculty Salaries - AAUP IIB Percentile	56	59	57	64 / 54 / 44 *	

Advancement - End of Fiscal Year:	2008/09	2009/10	2010/11	2011/12	2012/13
Total Gifts & Grants	9,125,024	11,239,199	15,698,118	14,625,969	
Unrestricted Gifts & Grants	1,400,218	1,530,096	1,628,896	1,759,718	
Alumni Donors	5,474	4,709	4,881	4,642	
% donating	28.6%	30.4%	32.0%	28.0%	

Instruction and Experience - Academic Year:	2008/09	2009/10	2010/11	2011/12	2012/13
Student/Faculty Ratio	11.4	11.4	10.9	11.5	11.86
% of Classes with < 20 Students	55.0%	60.0%	68.0%	64.0%	60.0%
% of Classes with ≥ 50 Students	1.2%	1.1%	1.9%	0.04%	0.01%
% of Graduates who Studied Abroad	41.8%	37.0%	45.7%	53%	55%
% of Graduates with an Internship Experience	44.0%	44.0%	51.4%	53%	
% of Graduates who worked on Faculty Research	18.0%	16.0%	23.6%	15%	
% of seniors who would choose Augustana again ^{new}				81%	
% of seniors who feel that their post-grad plans are a good fit ^{new}				77%	
% of seniors who felt a strong sense of belonging on campus ^{new}				74%	
% of seniors who felt faculty helped prepare them to achieve their post grad plans ^{new}				73%	
% of seniors said courses we available in the order needed ^{new}				59%	
% of seniors said 1-on-1 interactions influenced their intellectual growth ^{new}				91%	

US News Ranking	88	97	88	86	96
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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

* See appendix for the full 2012 IPEDS Data Feedback Report.

Appendix

IPEDS Data Feedback Report

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2012

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 students (enrollment and 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>), 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. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2011-12 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. On the next page is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the Methodological Notes for more information.

Where Can I Do More with IPEDS Data?

The Executive Peer Tool (ExPT) is designed to provide campus executives easy access to institutional and comparison group data. Using the ExPT, you can produce reports using different comparison groups and access a wider range of IPEDS variables. The ExPT is available through the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter>).



Augustana College
Rock Island, IL



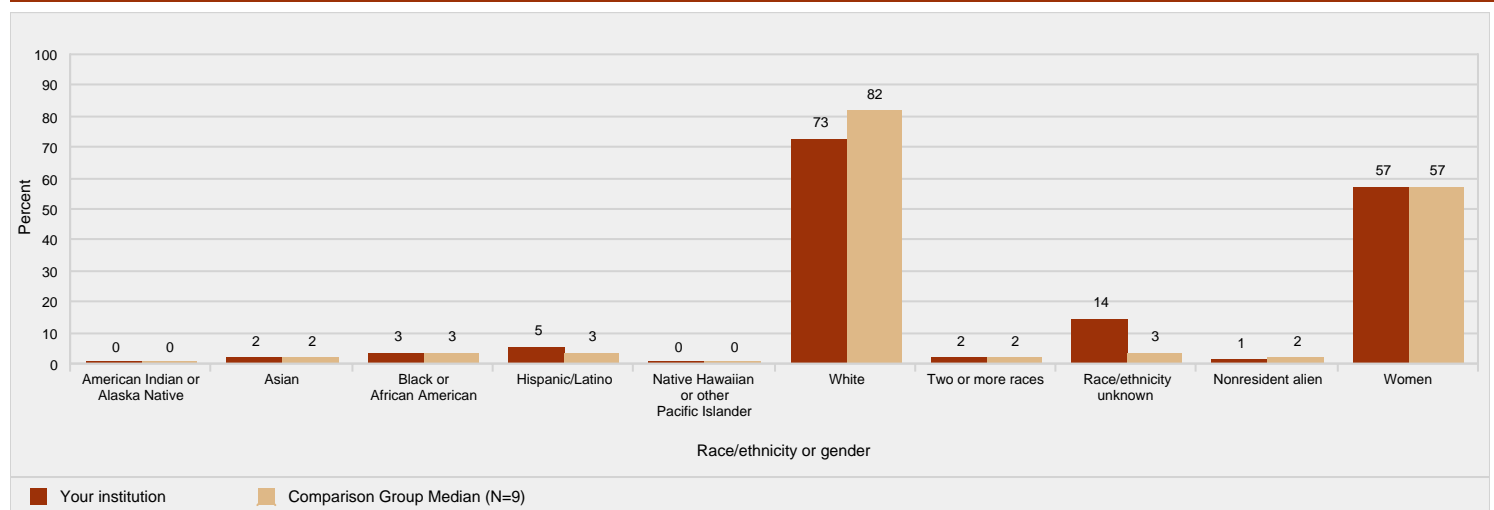
COMPARISON GROUP

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 15, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Executive Peer Tool (ExPT)(<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)

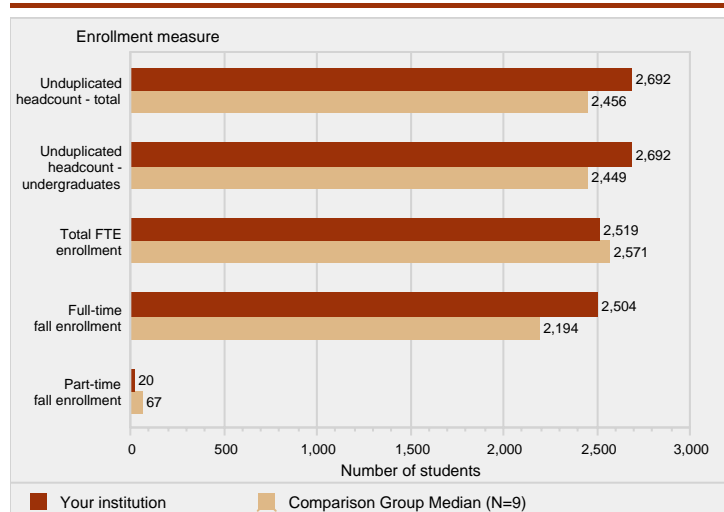
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2011



NOTE: For more information about disaggregation of data by race and ethnicity, please see the Methodological Notes at the end of this report. Median values for the comparison group will not add to 100 percent. See "Use of Median Values for Comparison Group" in the Methodological Notes at the end of this report 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 2012, Fall Enrollment component.

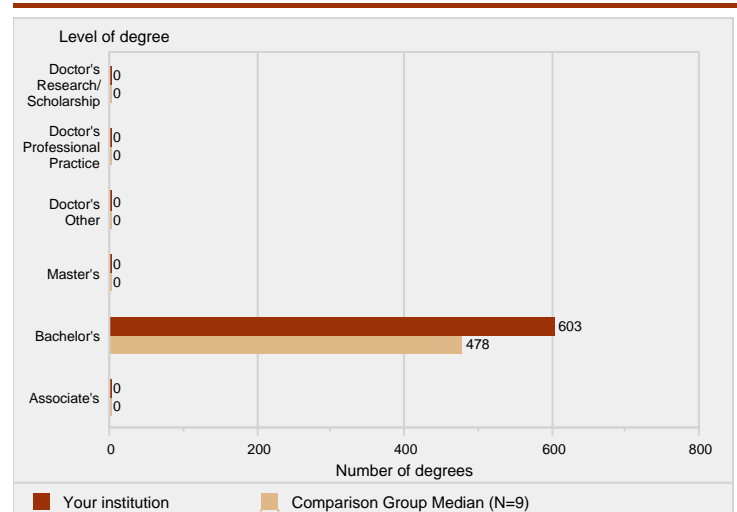
Figure 2. Unduplicated 12-month headcount of all students and of undergraduate students (2010-11), total FTE enrollment (2010-11), and full- and part-time fall enrollment (Fall 2011)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. 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 2011, 12-month Enrollment component and Spring 2012, Fall Enrollment component.

Figure 3. Number of degrees awarded, by level: 2010-11

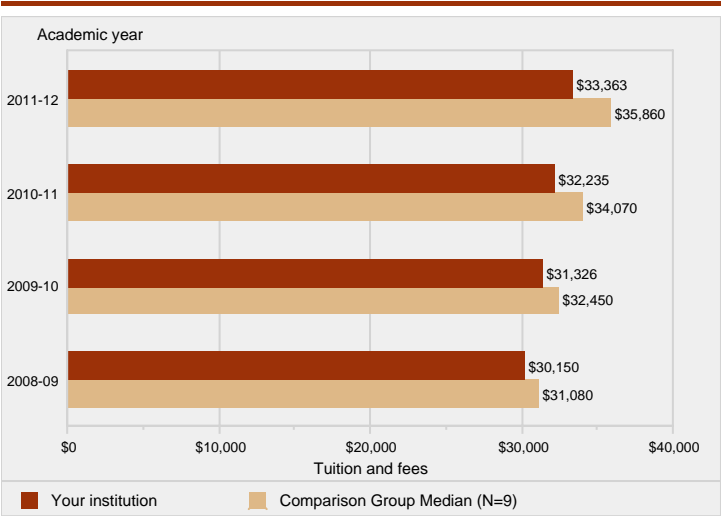


NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2011, Completions component.

IPEDS DATA FEEDBACK REPORT

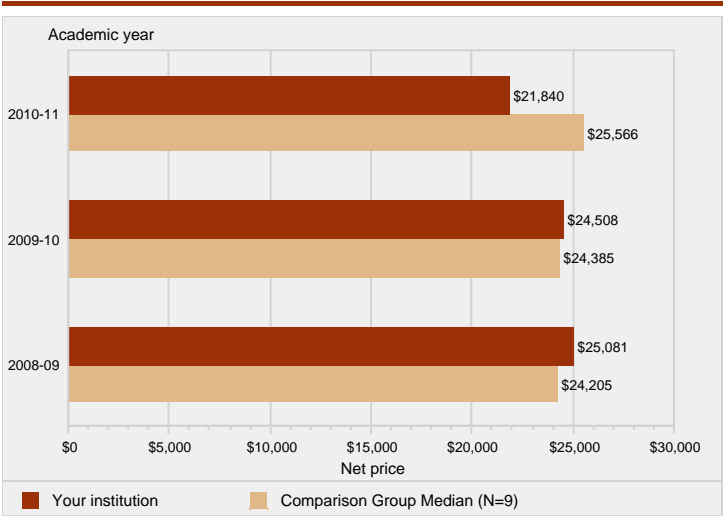
Figure 4. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2008-09--2011-12



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 2011, Institutional Characteristics component.

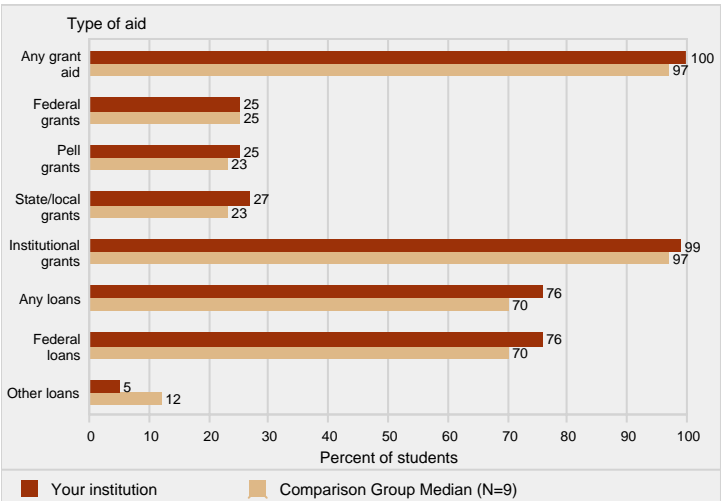
Figure 5. Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2008-09--2010-11



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 aid from the total cost of attendance. For public institutions, this includes only students who paid the in-state or in-district tuition rate. 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 more information, see the Methodological Notes at the end of this report. 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 2011, Institutional Characteristics component; Winter 2011-12, Student Financial Aid component.

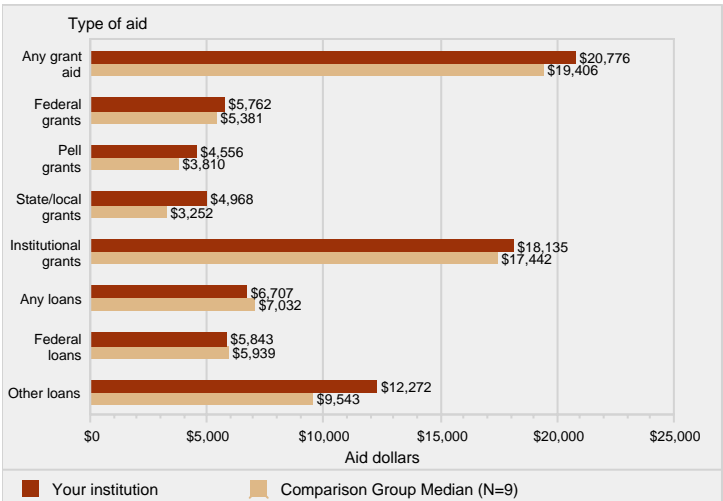
Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2010-11



NOTE: Any grant aid above includes grant or scholarship aid 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 to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes at the end of this report. 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 2011-12, Student Financial Aid component.

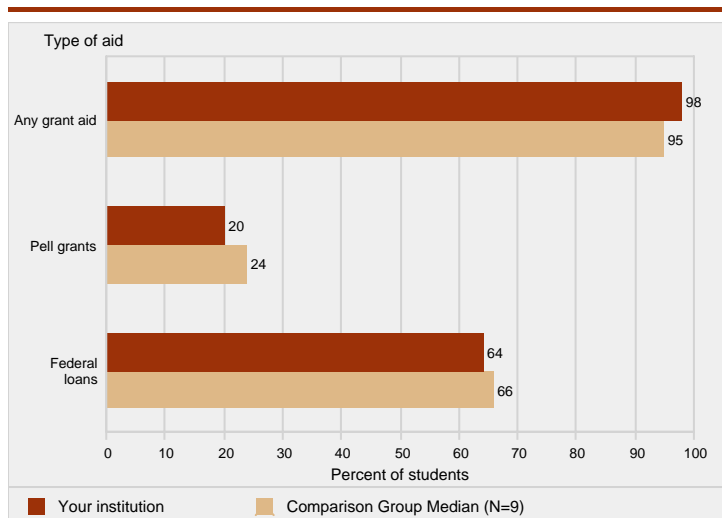
Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2010-11



NOTE: Any grant aid above includes grant or scholarship aid 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 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.

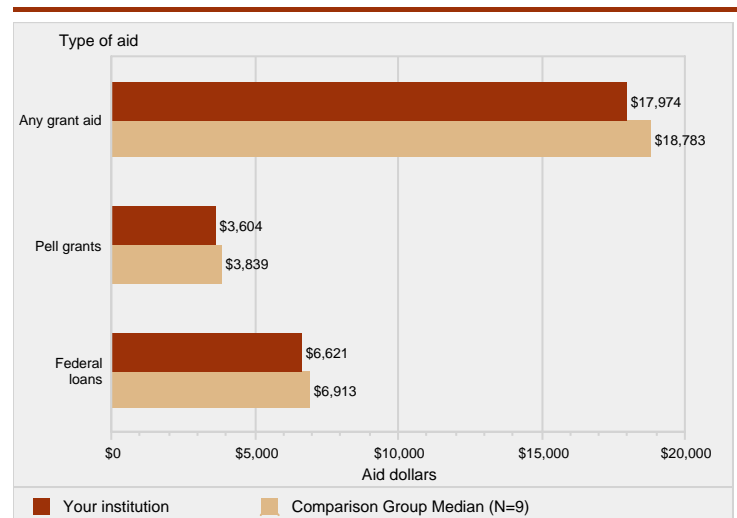
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Student Financial Aid component.

Figure 8. Percent of all undergraduates receiving aid by type of aid: 2010-11



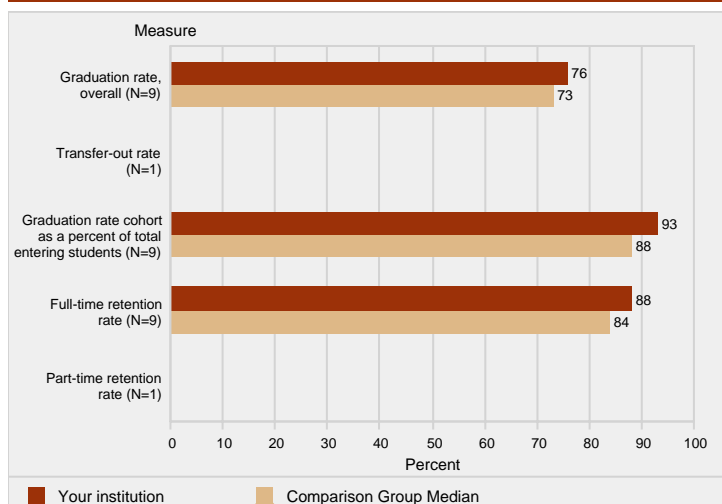
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Student Financial Aid component.

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2010-11



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 2011-12, Student Financial Aid component.

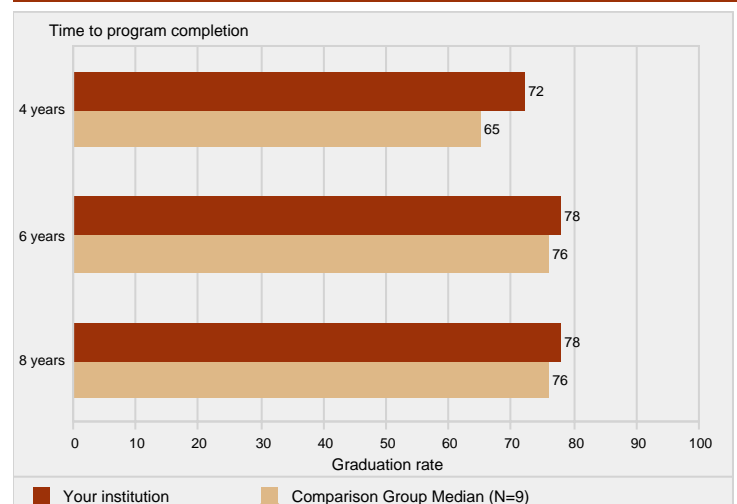
Figure 10. Graduation rate and transfer-out rate (2005 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2011)



NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. Median values for the comparison group will not add to 100 percent. 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 2012, Graduation Rates component and Fall Enrollment component.

Figure 11. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2003 cohort

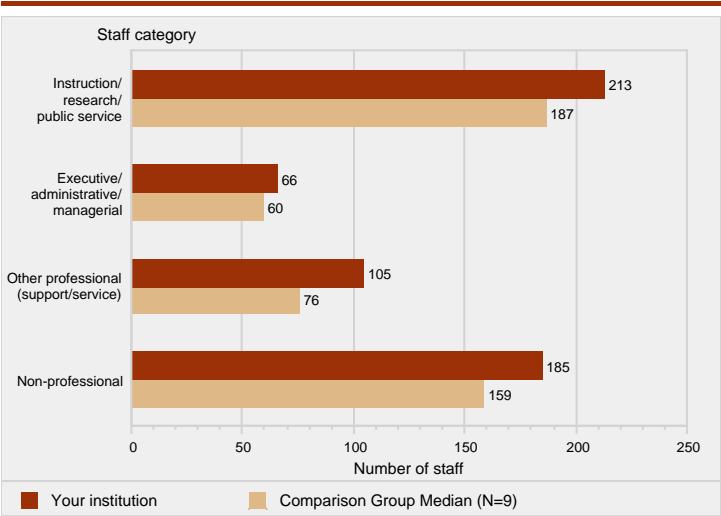


NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2012, 200% Graduation Rates component.

IPEDS DATA FEEDBACK REPORT

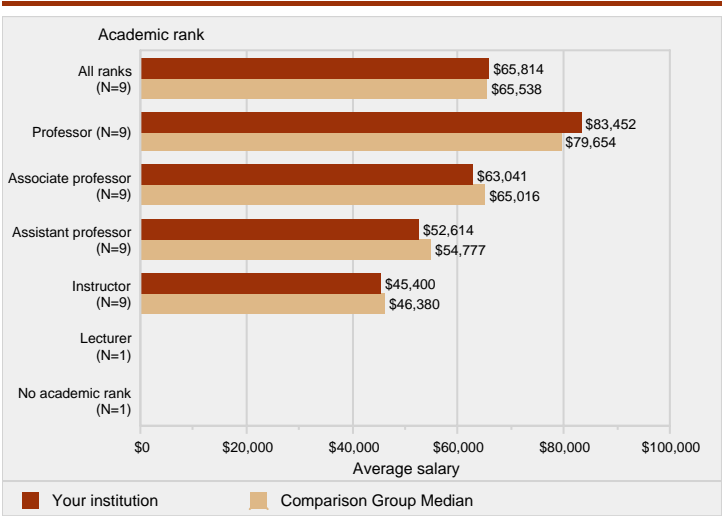
Figure 12. Full-time equivalent staff, by assigned position: Fall 2011



NOTE: Graduate assistants are not included in this figure. For information on the calculation of FTE of staff, 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 2011-12, Human Resources component.

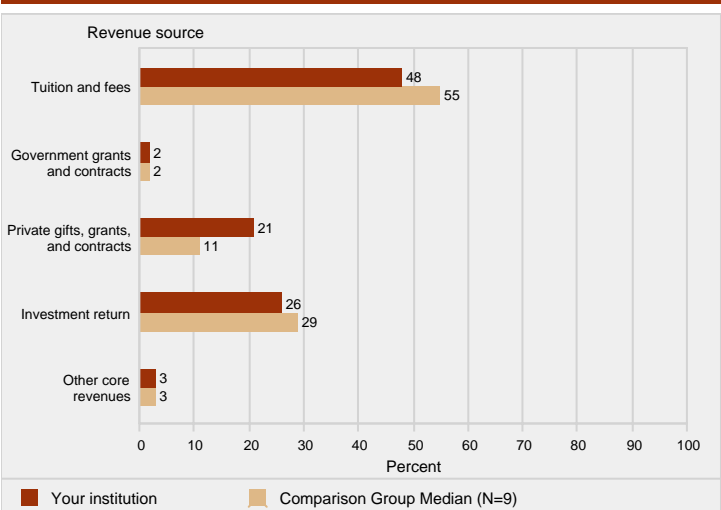
Figure 13. Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2011-12



NOTE: Average full-time instructional staff salaries for 11/12-month contracts were equated to 9-month average salaries by multiplying the 11/12-month salary by .8182. Salaries based on less than 9-month contracts are not included. Medical school salaries are not included. 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): Winter 2011-12, Human Resources component.

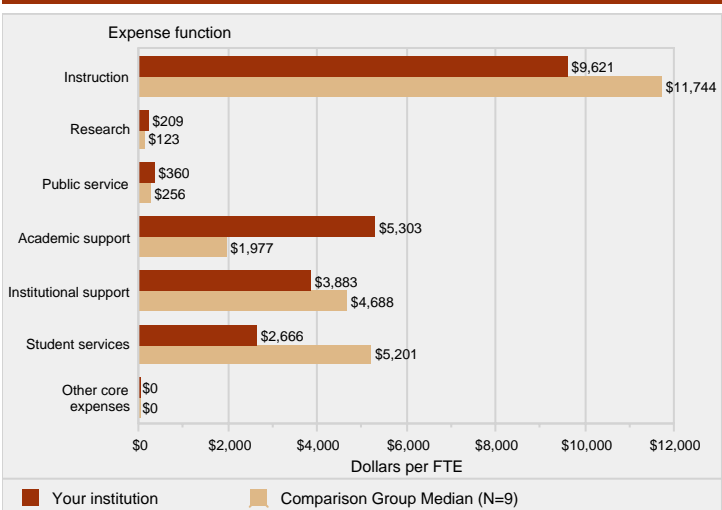
Figure 14. Percent distribution of core revenues, by source: Fiscal year 2011



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 2012, Finance component.

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2011



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 2011, 12-month Enrollment component and Spring 2012, Finance component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2011-12 survey year. Response rates exceeded 99 percent for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found 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 less than three values. Where percentage distributions are presented, median values may not add to 100 percent. Through the ExPT, users have access to all of the data used to create the figures included in this report.

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. As such, not all notes listed below 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 (new) Office of Management and Budget categories. Detailed information about the recent race/ethnicity changes can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

Postbaccalaureate Degree Categories

The use of new postbaccalaureate degree categories was mandatory in the 2011-12 collection year. These categories are: doctor's degree-research/scholarship, doctor's degree-professional practice, and doctor's degree-other. (The first-professional degree and certificate categories and the single doctor's degree category have been eliminated.)

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

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 received 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.

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.

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Equated Instructional Staff Salaries

Total salary outlays for full-time instructional staff on 11/12-month contracts were equated to 9-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by 0.8182. The equated outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries are not included for medical school staff or staff on less-than-9-month contracts.

FTE for 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/>.

FTE for Staff

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) section of the Human Resources component and adding one-third of the total number of part-time staff.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts 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 (for the degree or certificate) before the ending status date of August 31, 2011, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called 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 within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

Retention Rates

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same institution the following fall (as either full- or part-time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor's degree, this rate is reported only for those first-time students seeking a bachelor's degree. For less than 4-year institutions, the rate is calculated for all first-time degree/certificate-seeking students.

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.

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 nondegree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time, degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

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/>.

Steven Bahls, President
Augustana College (ID: 143084)
639 38th St
Rock Island, IL 61201-2296
