

MEASURES OF INSTITUTIONAL EFFECTIVENESS AND MISSION FULFILLMENT

OUTCOMES

EFFECTIVENESS
AND MISSION

PROGRAM

EFFORTS

PRACTICES

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 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)

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.

This 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 fluid and cursive, with the first name "Mark" and last name "Salisbury" clearly legible.

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.

	11-12	12-13	13-14
FOUR-YEAR GRADUATION RATES	71%	70.5%	70.7%
Male	66.1%	61.3%	64.2%
Female	74.5%	77.8%	75.5%
White	73.5%	75.3%	72.7%
Multicultural	57.6%	63.3%	61.6%
SES (PELL GRANT RECIPIENT)	58.8%	55.6%	64.3%

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.

	11-12	12-13	13-14
FIRST-TO-SECOND-YEAR RETENTION RATES	84.3%	84.9%	82.9%
Male	82.5%	78.6%	83.2%
Female	85.7%	90.1%	82.7%
White	86.5%	85.8%	84.2%
Multicultural	75%	81.3%	78.4%
SES (PELL GRANT RECIPIENT)	83.5%	81.3%	80.8%

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	11-12	12-13	13-14
Academic suspension	60 (23%)	23 (22%)	10 (4.4%)
Athletics	6 (2%)	6 (6%)	8 (3.5%)
Disciplinary suspension	12 (5%)	6 (6%)	13 (5.7%)
Finances	28 (11%)	9 (8%)	29 (12.8%)
Fit	27 (10%)	8 (8%)	20 (8.8%)
Major	10 (4%)	4 (4%)	15 (6.6%)
Medical	29 (11%)	23 (22%)	40 (17.6%)
Not doing well enough academically	(2%)	5 (5%)	12 (5.3%)
No reason given	42 (16%)	2 (2%)	16 (7%)
Other	36 (14%)	18 (17%)	31 (13.8%)
Entered into employment	—	—	6 (2.6%)
Combined degree program	—	—	8 (3.5%)
Study abroad	—	—	6 (2.6%)
Wants to be closer to home	—	—	13 (5.7%)

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	11-12	12-13	13-14
Participation in Augie Choice	450	485	659
Institutional funding of Augie Choice	\$900,000	\$970,000	\$1,318,000
PARTICIPATION IN “HIGH-IMPACT” EXPERIENCES	11-12	12-13	13-14
International study	53%	49%	50%
Internships	53%	60%	60%
Undergraduate research	58%	58%	57%
Participation in first-year sequence	100%	100%	100%
Participation in Senior Inquiry	99%	99%	100%
Volunteering in the community	87%	87%	85%
Participation in service learning	32%	30%	27%
PARTICIPATION IN ACTIVITIES OUTSIDE CLASSROOM	11-12	12-13	13-14
Varsity athletics	31%	33%	29%
Music ensembles	24%	23%	26%
Student employment	61.4%	59.3%	56.8%
Greek life*	27.7%	46.7%	60%
Fraternity	22%	15.4%	23%
Sorority	32%	31.3%	37%
STUDENTS LIVING IN CAMPUS-OWNED HOUSING	Fall 2012	Fall 2013	Fall 2014
	1838	1702	1750

* These percentages are calculated at the beginning of the fall term. Thus, they only reflect sophomore, junior, and senior membership in social fraternities and sororities since freshmen aren't allowed to join until the spring term.”

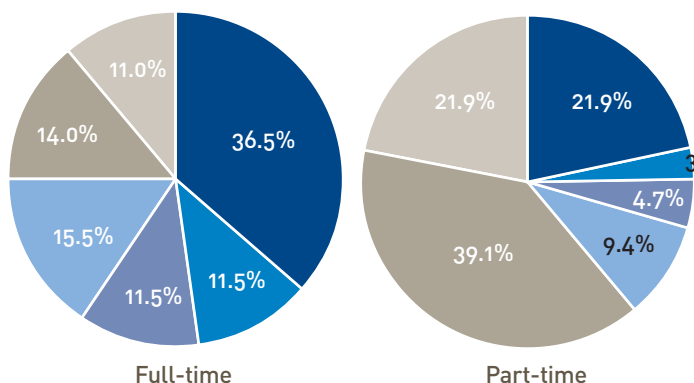
Section 3

Our academic programs

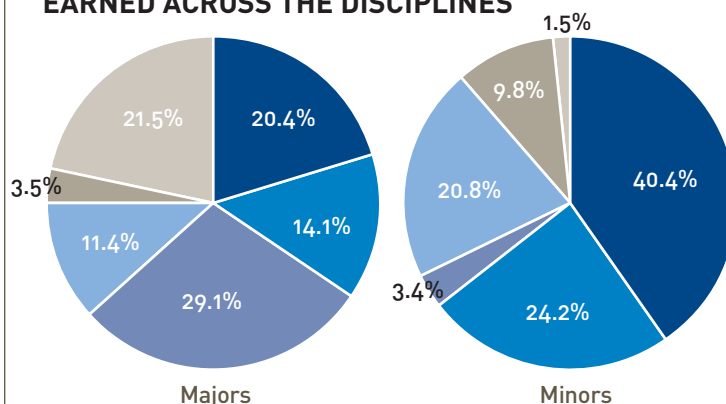
As a small college committed to the depth of values and breadth of knowledge embodied in the liberal arts, the degree to which our academic programs accomplish this mission begins with the array of departments and majors we support. Further, it is represented in the distribution of our faculty across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

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
- BUSINESS AND EDUCATION

RATIO OF FACULTY TO DEGREES AWARDED BY DISCIPLINE GROUP*

Humanities	1:2.9
Social Sciences	1:6.4
Biological/Health Sciences	1:10.5
Physical Sciences	1:3.7
Fine/Performing Arts	1:1.1
Business and Education	1:6.5

* 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.

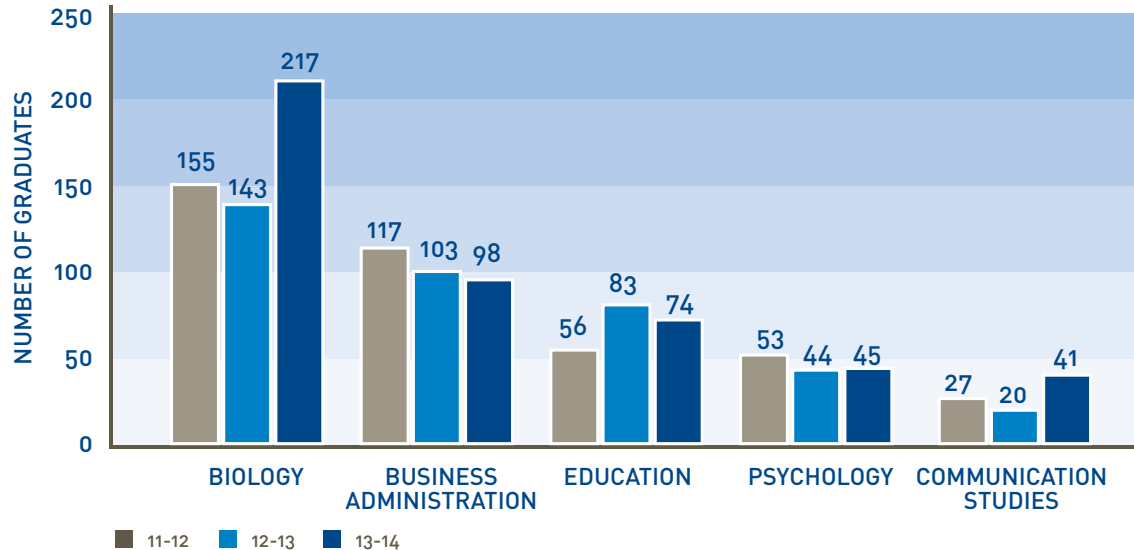
Total students graduating in academic year 2012-13: **506**
Proportion of graduates with 2+ majors: **36.2%**
Proportion of graduates with 1 major and 1+ minors: **29.2%**

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.

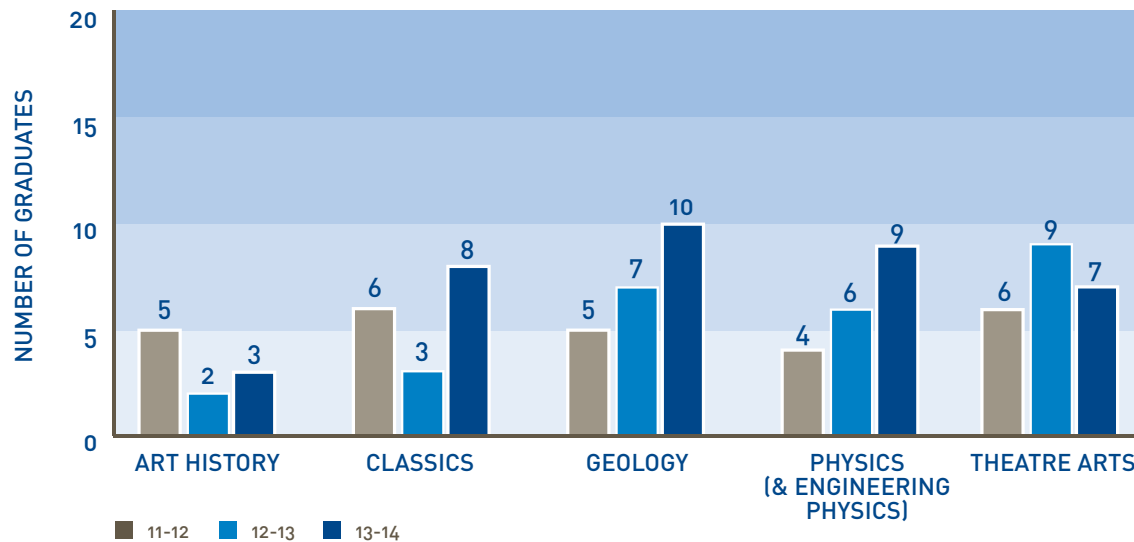
HIGHEST NUMBER OF DEGREES AWARDED BY DEPARTMENT*

(2011-2014 – INCLUDES DOUBLE MAJORS)



LOWEST NUMBER OF DEGREES AWARDED BY DEPARTMENT*

(2011-2014 – 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.

**Africana Studies, Asian Studies, Environmental Studies, and Women's and Gender Studies were not included as they are interdisciplinary programs.

Section 4

Learning outcomes

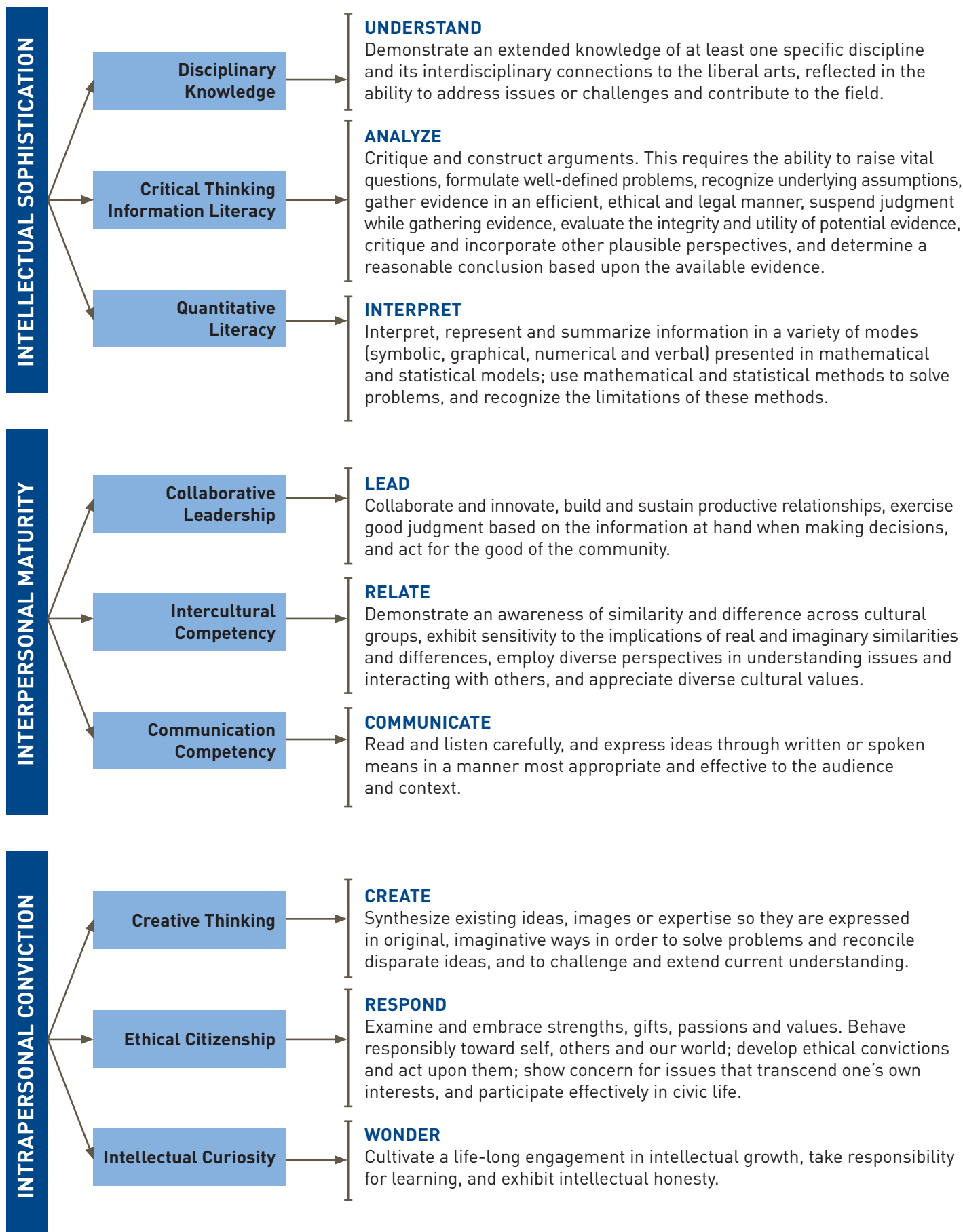
In November 2012, the faculty approved a list of college-wide learning outcomes as detailed in the model below and on the page that follows. Augustana graduates possess a sense of personal direction and the knowledge and abilities to work effectively with others in understanding and resolving complex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



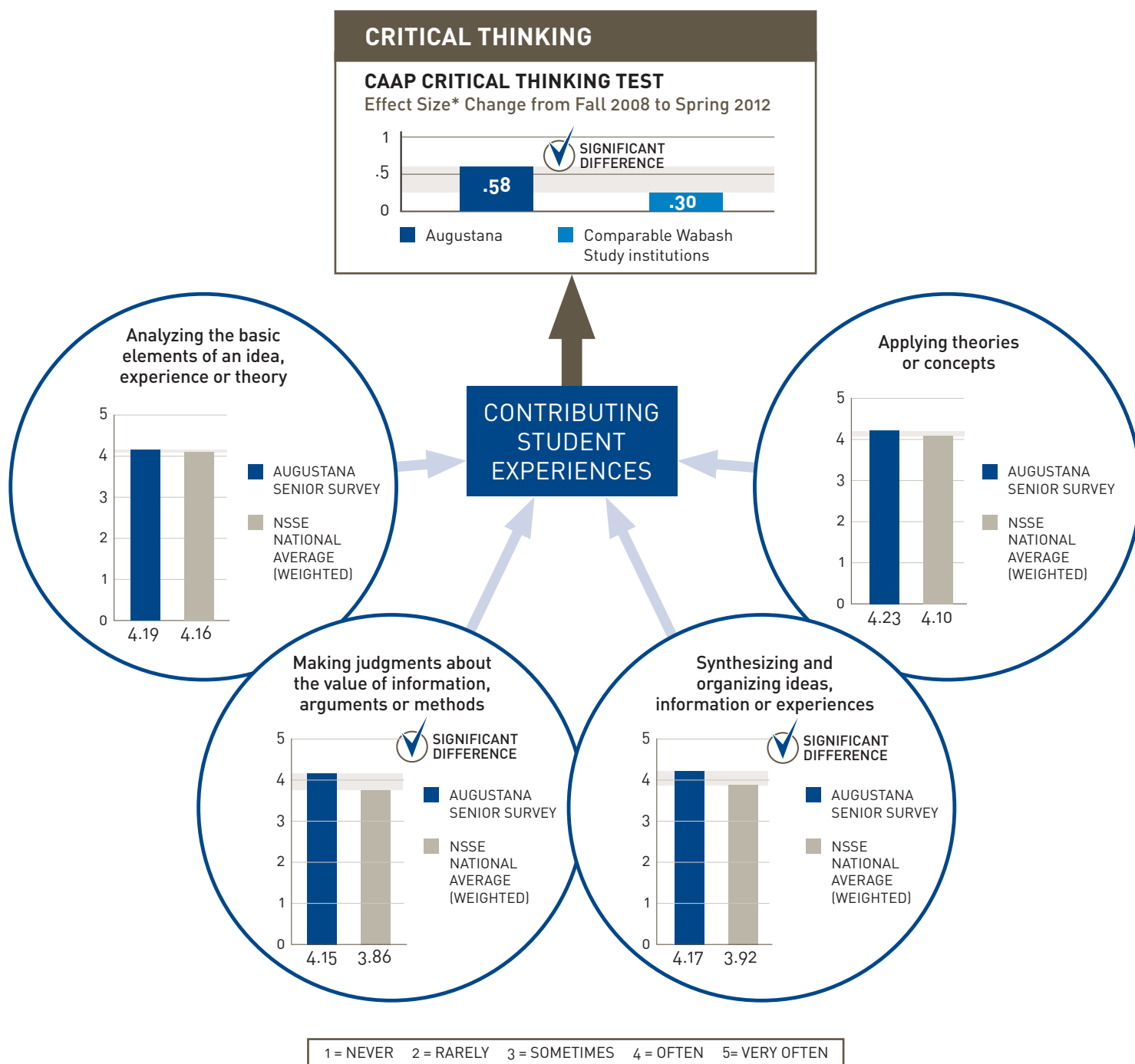
Drawn from :

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.

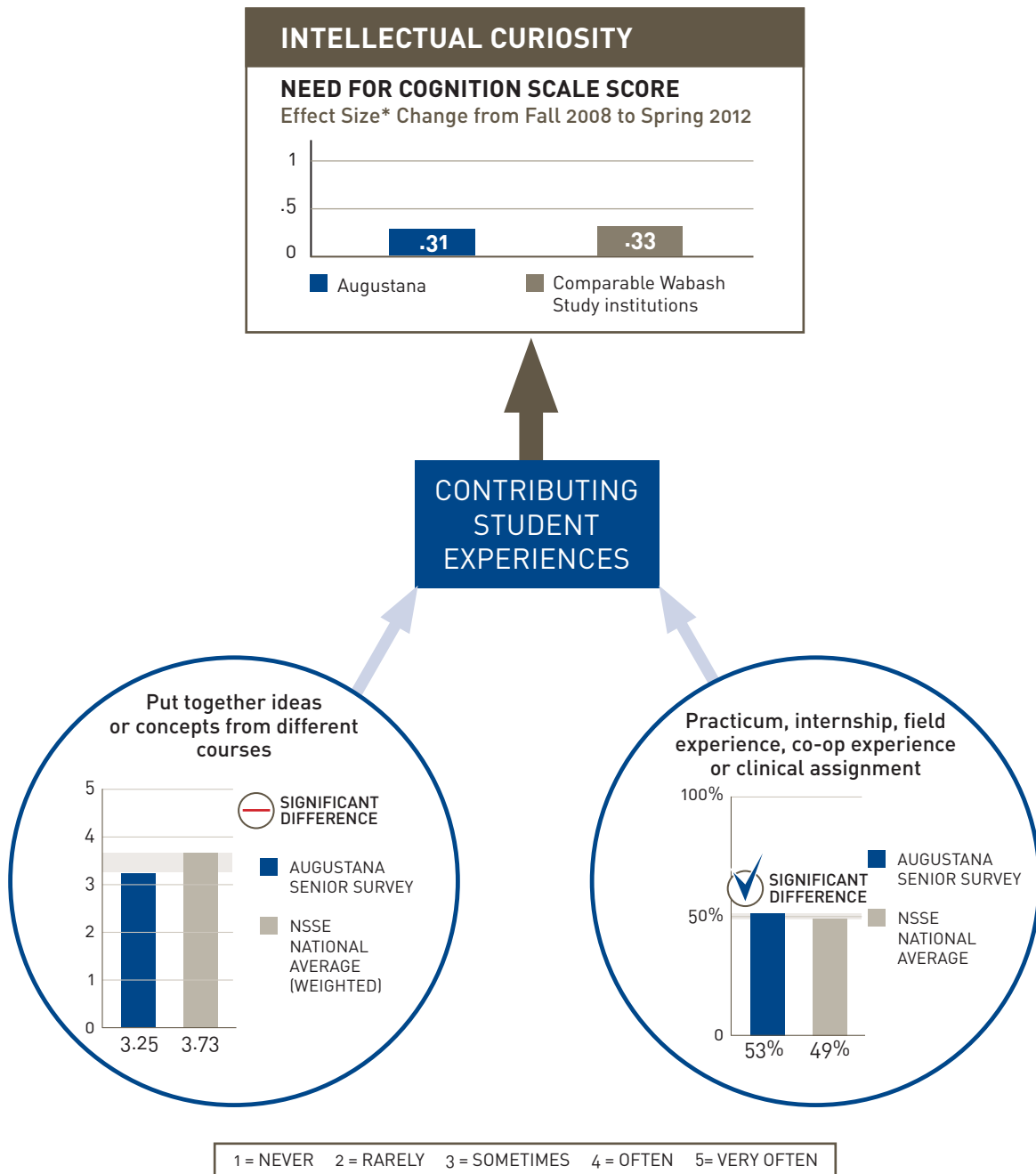


The Collegiate Assessment of Academic Proficiency (CAAP) is a national, standardized assessment program developed by ACT with six independent modules that test reading, writing, math, science and critical thinking.

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.

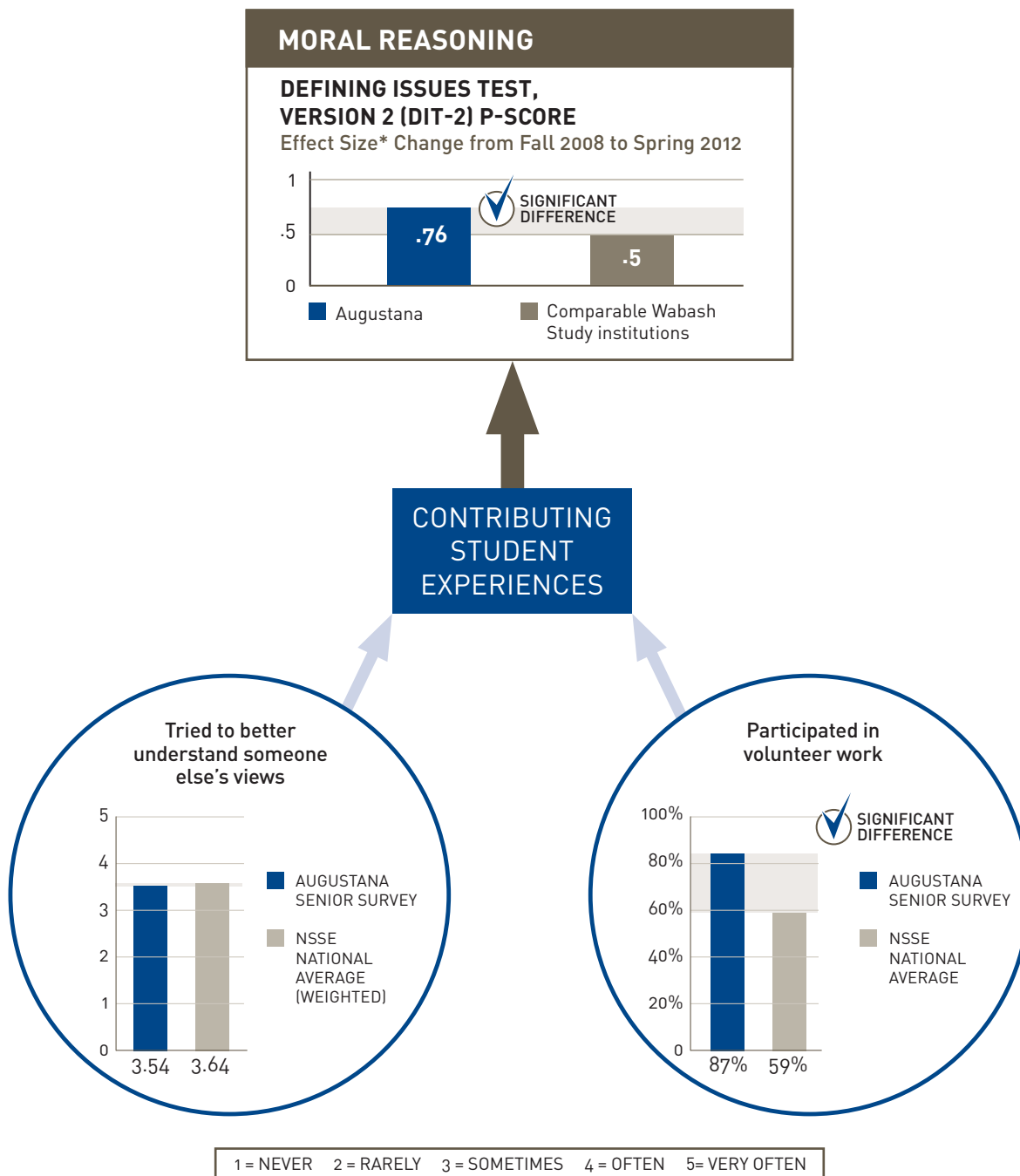


The Need for Cognition Scale score is an 18-item instrument that measures how much people enjoy engaging in cognitive activities.

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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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.

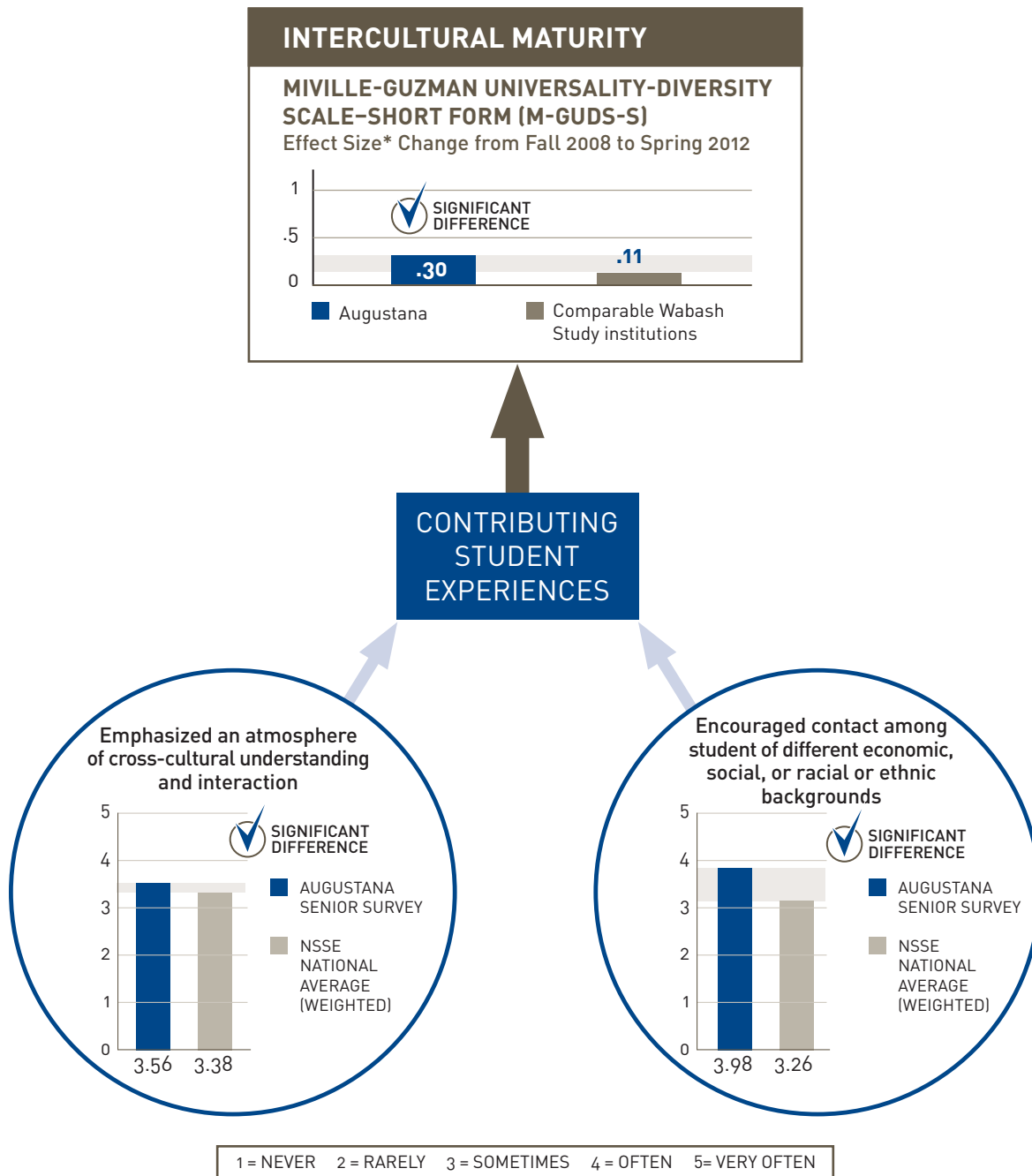


The Defining Issues Test, Version 2 (DIT-2) P-Score is a test of moral reasoning based on Kohlberg's stages of moral development. The P-Score represents the degree to which an individual uses higher order moral reasoning.

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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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.

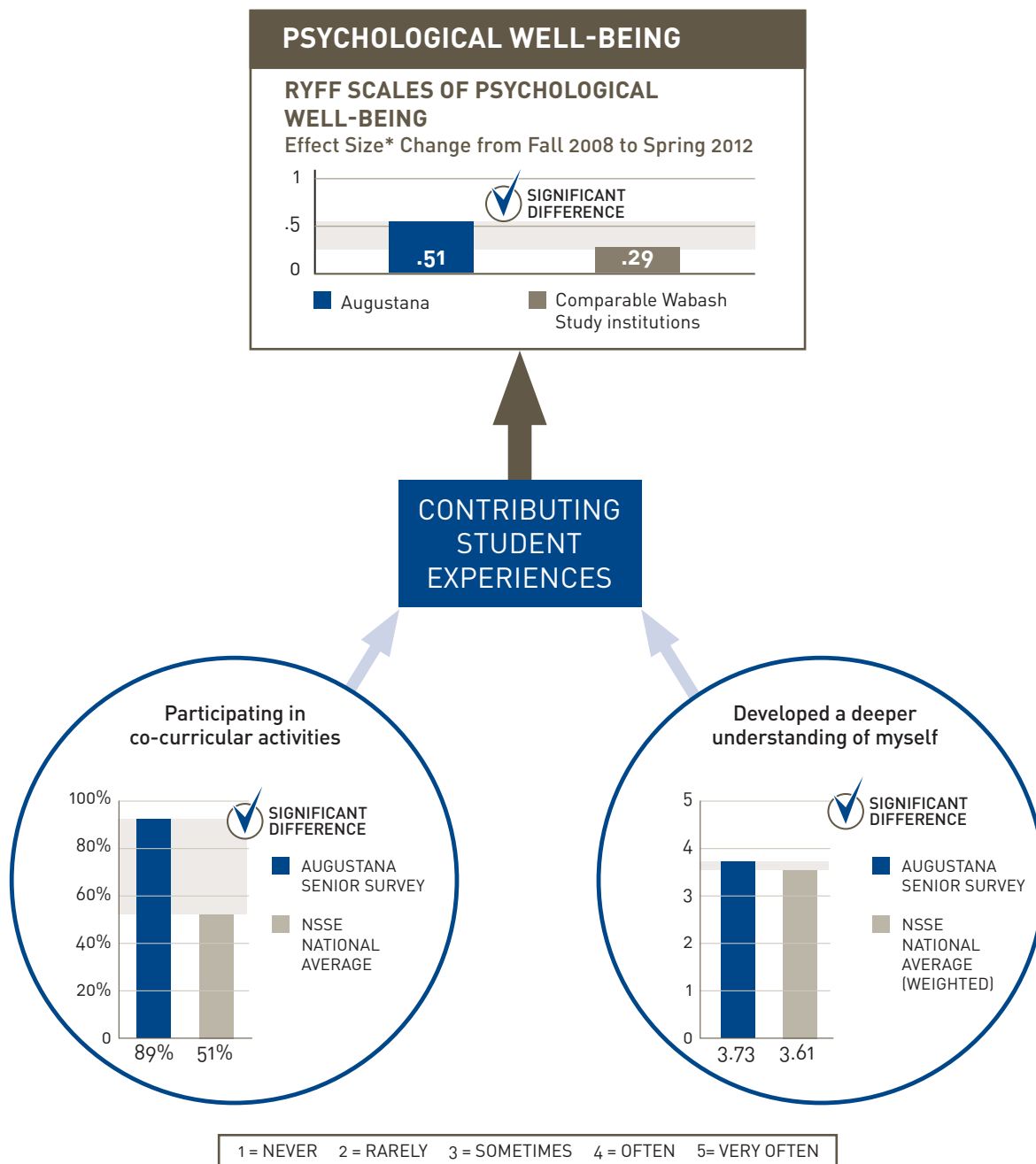


The Miville-Guzman Universality-Diversity Scale-Short Form (M-GUDS-S) measures an individual's universal-diverse orientation (UDO), which is defined as an attitude of awareness and acceptance of both similarities and differences that exist among people.

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.

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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.

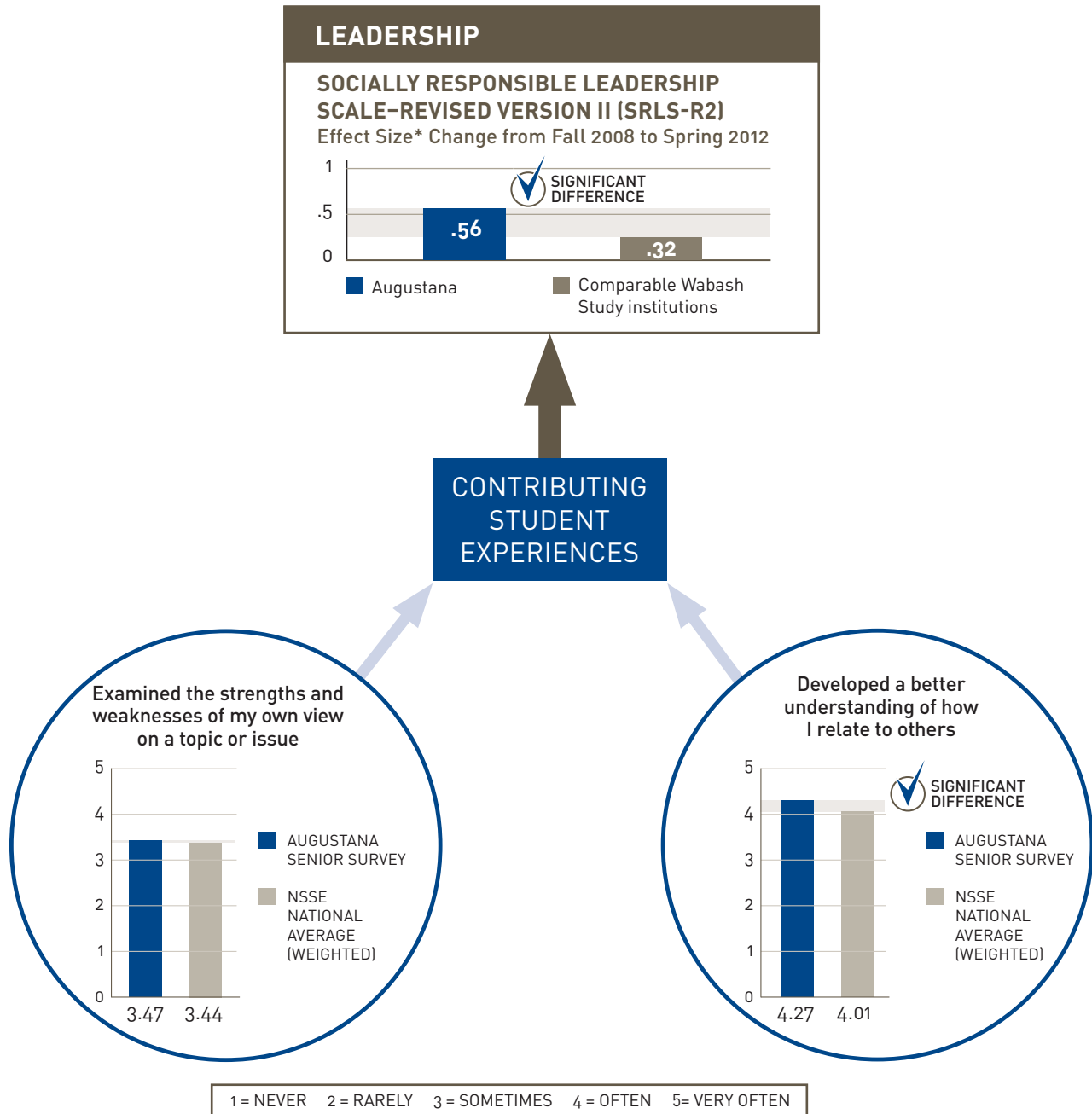


The Ryff Scales of Psychological Well-Being measure six theoretical constructs of positive psychological functioning.

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.

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

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.

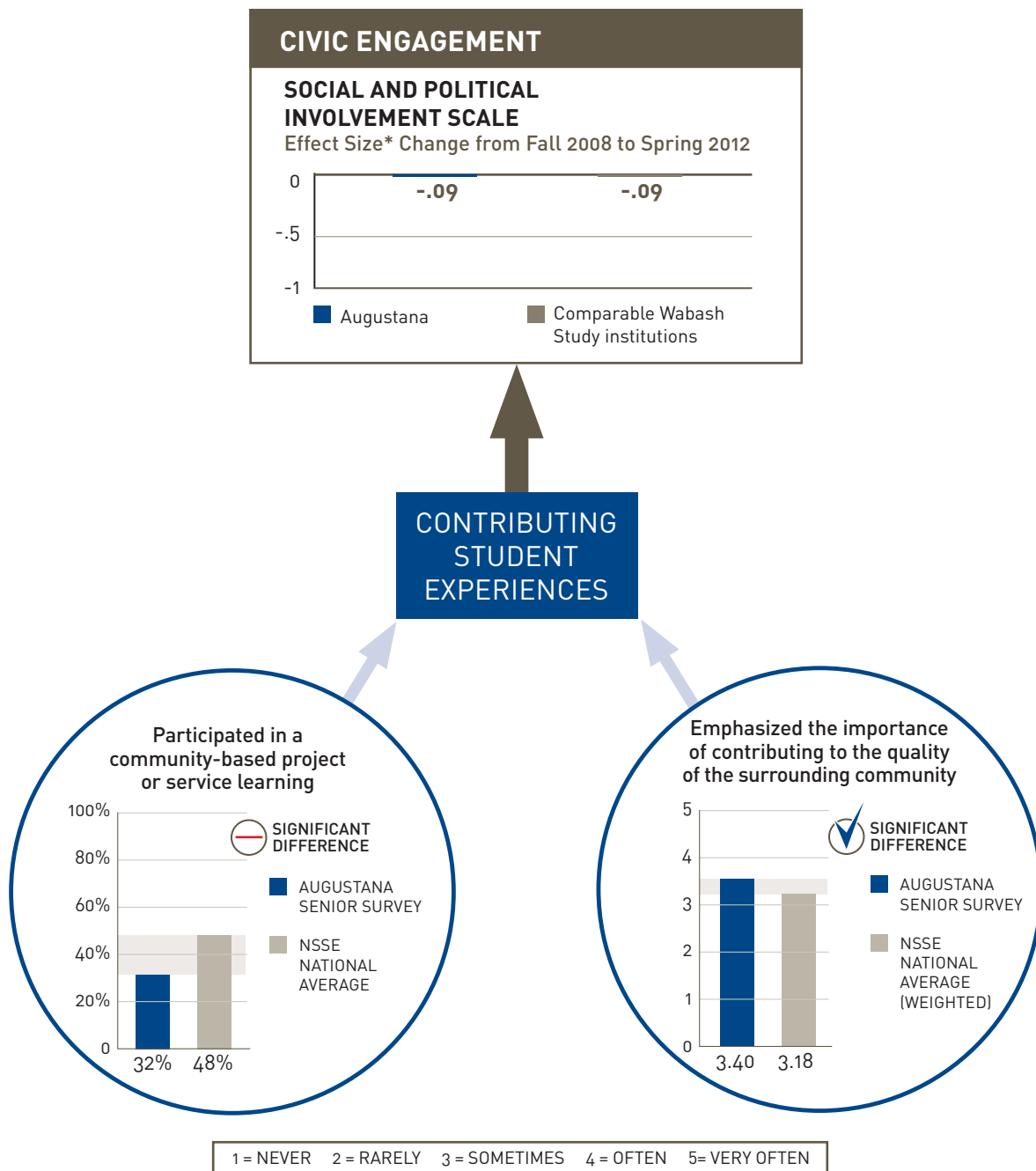


The Socially Responsible Leadership Scale-Revised Version II (SRLS-R2) is a 68-item survey that measures the eight dimensions of Astin et al.'s (1996) Social Change Model of leadership development.

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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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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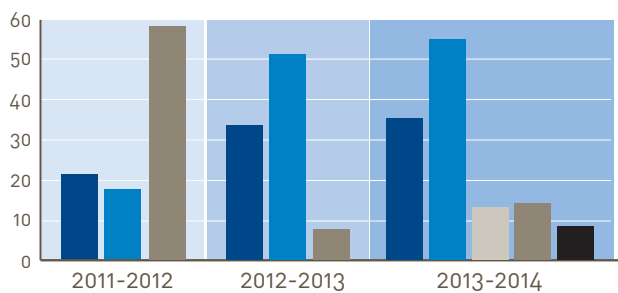
Section 5

Life after Augustana College

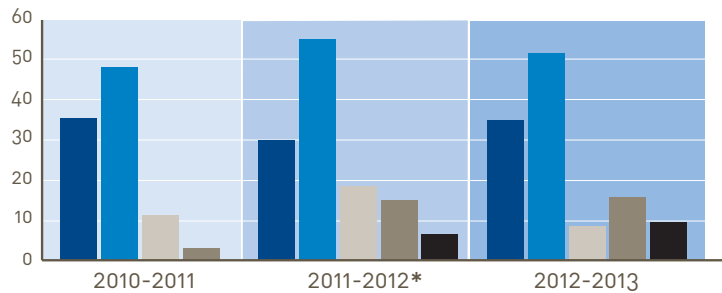
One of the most important outcomes of an Augustana education is the skills we develop in graduates, and the impressions of how well we prepared them for careers and graduate school. Below is a collection of data points—some gathered annually and others periodically—that show how effectively Augustana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

	11-12	12-13	13-14
Would you choose Augustana again?	80%	81%	72%
Certainty about post-graduate plan fit	77%	76%	77%

PLAN AT THE POINT OF GRADUATION



ACTUAL PLACEMENT 9 MONTHS LATER

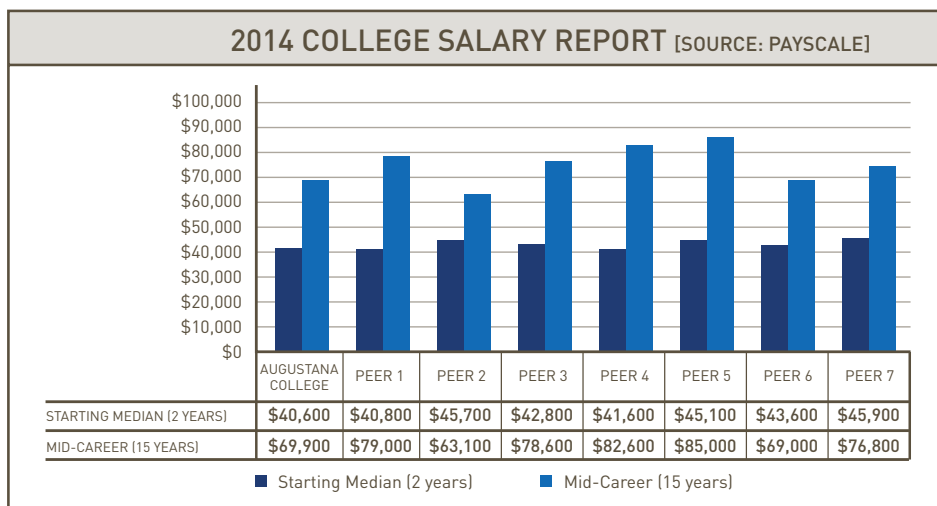


■ GRADUATE SCHOOL ■ EMPLOYED FULL-TIME ■ EMPLOYED PART-TIME OR INTERN ■ STILL SEEKING ■ VOLUNTEER

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

Indebtedness (multi 3-year period beginning)	2010	2011	2012
Average indebtedness	\$22,900	\$24,496	\$27,000
Default rate*	1.6% (2 yrs)	5.5% (3 yrs)	2.7% (3 yrs)

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

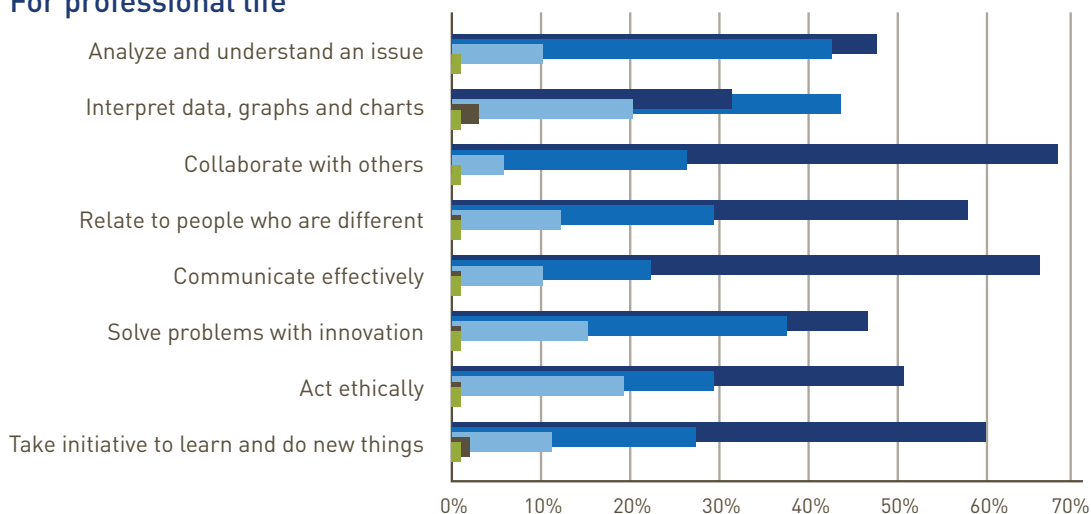


NOTES: 1. Peers are institutions identified by Augustana as having similar financial resources, enrollments and missions.
2. Peers include Gustavus Adolphus College, Luther College, Illinois Wesleyan University, Ohio Wesleyan University, Susquehanna University, University of Puget Sound and Wittenberg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

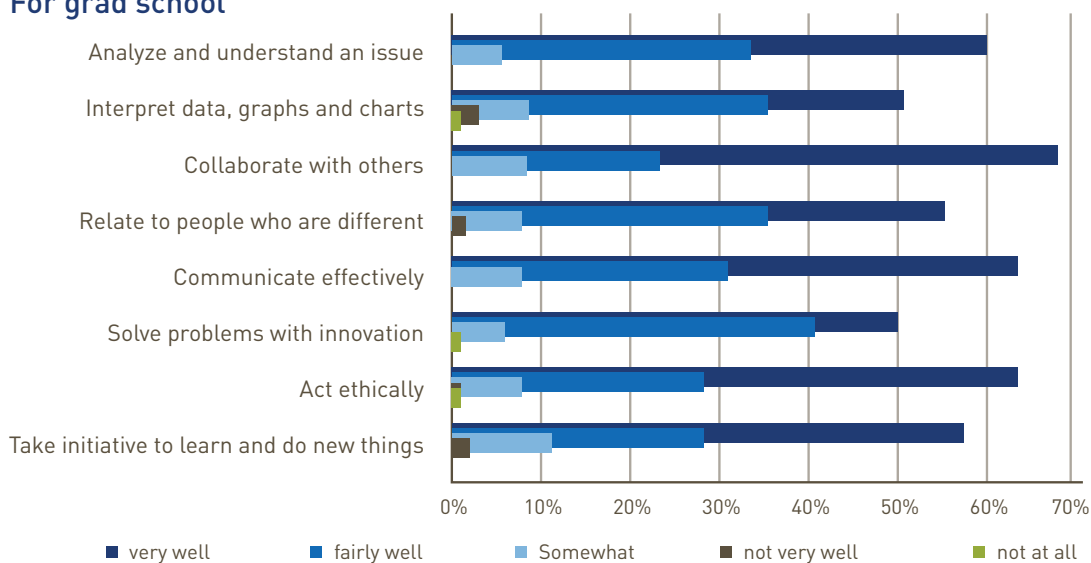
This data is from our recent alumni survey with 2012-13 graduates.

CONTRIBUTION OF AUGUSTANA TO DEVELOPMENT OF ESSENTIAL SKILLS

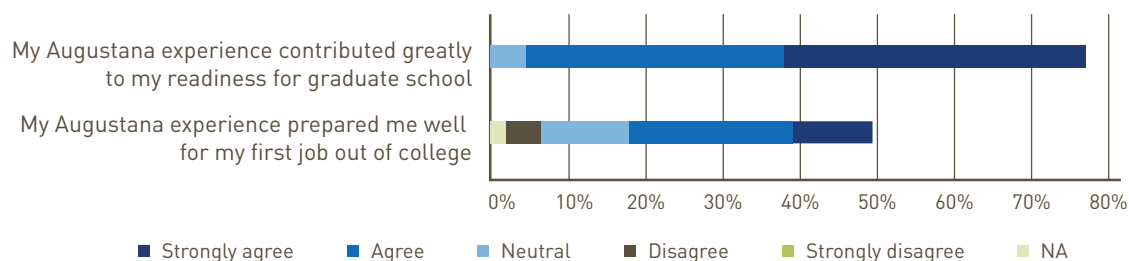
For professional life



For grad 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.

Faculty workload	11-12	12-13	13-14
Teaching 7 or more courses	51%	49%	48%
Teaching at least 6 courses	70%	73%	75%
Teaching 5 or fewer courses	23%	20%	19%
Advising	11-12	12-13	13-14
Percentage of f-t faculty who serve as advisors	80%	82%	73%
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)	45.6%	47.5%	72.4%
My major advisor helped me plan to make the most of my college career. (Percent responding agree or strongly agree)	—	67.5%	78.6%
Number of administrators who serve as academic advisors	49	55	55
Class sizes	11-12	12-13	13-14
% of classes under 20 students	64.1%	61.1%	64.3%
% of classes over 50 students	0.8%	1.2%	1.0%

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	11-12	12-13	13-14
Total expenditures per student FTE	\$27,711	\$24,519	\$27,431
Educational expenses per FTE	\$23,131	\$22,993	\$24,123
Instruction and academic support per FTE	\$13,884	\$14,704	\$13,990
Student support per FTE	\$4,248	\$3,030	\$4,434
Investment in faculty development	11-12	12-13	13-14
Professional development funds provided per f-t faculty members	\$750	\$1,000	\$1,000
Investment in our human resources	11-12	12-13	13-14
Faculty benefits	\$14,678	\$15,458	\$14,752
Administration benefits	\$13,086	\$13,680	\$12,493
Staff benefits	\$8,836	\$8,533	\$6,317
Workers compensation claims	\$343,032	\$360,508	\$361,220
Medical insurance*	11-12	12-13	13-14
Faculty	\$3,780	\$3,900	\$3,999
Administration	\$3,780	\$3,900	\$3,999
Staff	\$3,780	\$3,900	\$3,999
Salary and wages	11-12	12-13	13-14
Average salary for f-t faculty	\$60,069 (192 faculty)	\$63,707 (186 faculty)	\$64,035 (187 faculty)
Median salary range for f-t faculty	\$77,000- \$54,800	\$77,750- \$54,000	\$77,900- \$54,330
Average salary for f-t administrators**	\$49,770	\$53,906	\$54,247
Median salary for f-t administrators	\$60,935- \$38,604	\$65,000- \$38,490	\$71,907- \$39,249
Average hourly wage per f-t staff member	\$14.27	\$14.42	\$14.55

* Medical benefit spending not tied to salary

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

ITS	11-12	12-13	13-14
File storage for each campus member	25 gigabytes	30 gigabytes	Unlimited
Wireless coverage—academic	82%	82%	98%
Wireless coverage—residential	38%	90%	100%
Classrooms with technology enhancements (Minimum of multimedia [sound, dvd/vcr], projector, console computer, internet connection)	95%	95%	95.45%
Core server uptime	99.95%	99.95%	99.80%
Internet bandwidth	100 mbs/s	800 mbs/s	800 mbs/s
Students using Moodle	90%	90%	100%
Faculty using Moodle	50%	50%	40%
Specialty equipment in use daily	25%	25%	30%
Work order addressed within one hour	21%	21%	21%
Physical plant	11-12	12-13	13-14
Age of physical plant	22 years	—	20.8 years
Plant reinvestment	\$4.8 mil.	—	\$15.4 mil.
Miscellaneous admissions costs	11-12	12-13	13-14
Cost to enroll a student	\$1,123,547 \$1,702 per student	\$1,512,556 \$2,412 per student	\$1,234,871 \$1,701 per student
Application demand	4,232	6,155	6,556
Selectivity	61.6%	57.1%	49.5%
Yield	24.9%	18%	22.40%
Summer melt	4.8%	6.8%	7.1%
Miscellaneous fund-raising costs	11-12	12-13	13-14
Cost to raise a dollar	\$.09	—	\$.08
Grant submissions and successes	65.5%	—	75%

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	11-12	12-13	13-14
Number of f-t faculty	192	186	187
Number of f-t administrators	150	145	153
Number of f-t hourly staff	174	178	170
Membership of Board of Trustees	38	—	40
Avg. length (years) of service f-t faculty	13.33	—	13
Avg. length (years) of service f-t administrators	10.24	—	10.61
Avg. length of service f-t hourly staff	12.37	—	11.07
Racial diversity	11-12	12-13	13-14
Board of Trustees	10.5%	—	10.0%
F-t faculty	11.5%	—	10.8%
Administration	8.7%	—	13.3%
Staff	13.2%	—	14.3%
Shared governance	11-12	12-13	13-14
Percentage of board members participating in meetings	83%	—	78%
Giving	11-12	12-13	13-14
Percentage of the board giving to the college annually	100%	92.5%	100%
Percentage of the board giving to the Augustana Fund	92%	95%	92.5%
Percentage of the cabinet giving to the Augustana Fund	100%	100%	100%
Percentage of f-t employees giving to the Augustana Fund	33.6%	—	16.45%
Alumni donors	28%	26%	24%
Overall giving results	\$14,625,869	\$17,464,439	\$11,793,480
The Augustana Fund results	\$1,759,718	\$2,107,897	\$2,195,508

Section 9

Input Dashboard Indicators
and Benchmark Comparisons

Dashboard of Indicators Academic Year 2014/2015 - Fall

Student Body - As of the 10th day of the Fall Term:	2010/11	2011/12	2012/13	2013/14	2014/15
Full-Time FTE	2,529	2,506	2,538	2,514	2,483
1st - 2nd Year Retention Rate	87.8%	87.6%	84.4%	84.9%	82.9%
4-Year Graduation Rate	73.1%	73.6%	70.0%	70.5%	70.7%
Racial Diversity	* 11.9%	* 13.8%	16.8%	19.0%	21.6%
Percent Male	42.3%	42.6%	42.6%	43.2%	41.9%
Percent Illinois	86.7%	85.6%	83.5%	82.8%	81.0%
Countries	16	18	16	25	29

Admissions (First-Year Cohort)	2010/11	2011/12	2012/13	2013/14	2014/15
Applicant Pool	4,069	4,609	4,232	6,155	6,556
Selectivity (Acc. Rate)	65.9%	61.6%	68.7%	57.1%	49.5%
Yield (% Acc. Enrolled)	28.1%	24.9%	22.7%	17.8%	22.4%
Enrolled First-Year	752	708	658	627	726
Mean ACT	25.5	25.5	25.4	25.1	25.9
Top 10% of high school class (of 2/3rds reported)	30.0%	28.0%	29.5%	24.2%	28.9%
Top 20% of high school class (of 2/3rds reported)	55.0%	49.0%	49.9%	43.4%	53.9%
Enrolled New Transfers (overall)	52	48	54	48	53

Estimated

Student Financial Assistance - End of Fiscal Year:	2010/11	2011/12	2012/13	2013/14	2014/15
Total Discount	45.7%	47.4%	49.3%	50.4%	51.7%
Unfunded Discount Rates	41.3%	43.5%	45.2%	46.3%	46.5%
Average Total Loans for Aided Graduates	22,900	24,496	23,410	24,775	
Gap between Expected & Actual Family Contribution	6,542	6,937	7,030	7,829	6,634

Estimated

Finance - End of Fiscal Year:	2010/11	2011/12	2012/13	2013/14	2014/15
Plant Reinvestment Rate	3.5%	1.6%	4.6%	15.0%	
Endowment Market Value (000s)	118,922	115,912	127,763	142,017	
Endowment Investment Return	22.6%	-2.2%	10.5%	15.0%	
Principal Amount of Endowment (000s)	91,435	93,454	101,961	103,451	
Annual Operating Margin	5.4%	1.8%	3.4%	3.5%	
Change in Net Assets	24.2%	4.4%	10.6%	10.1%	
Total Assets	274,621,519	279,462,251	318,151,270	329,987,701	
Net Assets	198,862,734	207,571,386	229,677,536	252,814,726	
Total Liabilities	75,758,785	71,890,865	89,473,734	76,583,075	
Unrestricted Net Assets	95,613,317	102,002,716	120,691,438	137,037,585	
Unrestricted Net Assets/Total Debt	1.690	1.851	1.819	2.208	
Total Revenue	106,000,981	78,062,318	91,948,175	94,878,412	
Expenditures per Student FTE	26,469	27,711	27,519	27,839	
Moody's Bond Rating	Baa1	Baa1	Baa1	Baa1	Baa1
Tuition Revenue Reliance	87.5%	89.1%	88.2%	87.4%	88.70%
Net Tuition Revenue per First Year Student	14,771	15,752	14,819	15,391	14,251
Net Tuition Revenue per All Students (FTE)	17,028	17,301	17,320	17,150	17,465
Net Comp. Fee Revenue per 1st Year Res. Student	22,952	24,218	23,278	21,915	23,686
Total Net Tuition and Fees Revenue	43,152,317	43,781,068	44,142,221	44,627,534	44,520,119
Total Operating Revenue Including Releases		72,030,999	72,562,631	74,268,538	74,955,063
Faculty Salaries - AAUP IIB Percentile (Pr / Ao / Ai / In)	57	64/ 54/ 44/ 50	57/ 55/ 49/ 24	54/ 47/ 36/ 31	61/ 53/ 30/ 42

Estimated

Advancement - End of Fiscal Year:	2010/11	2011/12	2012/13	2013/14	2014/15
Total Gifts & Grants	15,698,118	14,625,969	17,464,439	11,793,480	
Unrestricted Gifts & Grants	1,628,896	1,759,718	2,107,897	2,195,508	
Alumni Donors	4,881	4,642	4,355	3,918	
% donating	32.0%	28.0%	26.0%	23.6%	

Instruction and Experience - Academic Year:	2010/11	2011/12	2012/13	2013/14	20014/15
Student/Faculty Ratio	10.9	11.5	11.86	12.26	11.88
% of Classes with < 20 Students	68.0%	64.0%	60.0%	64.3%	61.9%
% of Classes with ≥ 50 Students	1.9%	0.04%	0.10%	1.00%	0.20%
% of Graduates who Studied Abroad	45.7%	53%	49%	50%	
% of Graduates with an Internship Experience	51.4%	53%	60%	60%	
% of Graduates who worked on Faculty Research	23.6%	15%	15%	17%	
% of seniors who would choose Augustana again		81%	81%	72%	
% of seniors who feel post-grad plans are a good fit		77%	75%	77%	
% of seniors who felt a strong sense of belonging		74%	72%	67%	
% of seniors who felt faculty helped prepare them		73%	75%	76%	
% of seniors who said courses were available when needed		59%	55%	48%	
% of seniors who said their individual interactions with faculty influenced their intellectual growth		91%	91%	91%	

US News Ranking	88	86	97	100	105
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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