

MEASURES OF INSTITUTIONAL EFFECTIVENESS AND MISSION FULFILLMENT

Augustana College is committed to measuring our performance as an organization by tracking and monitoring outcomes, rather than listing our assets.

This approach is unique. While it is not perfect, it's a start.

Through this report, we are working to develop a way to consistently describe—for our organization and for the key stakeholders—what we accomplish with our resources and what we expect of each other, while highlighting those efforts and practices we believe are symbols of the Augustana experience.

We have intentionally selected areas of measurement not included among the factors listed on our input-oriented dashboard of indicators (see Appendix A). We believe these areas of measurement represent a combination of elements that illustrate, in part, the college's effectiveness as an institution and how well we fulfill Augustana'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 inaugural report on Institutional Effectiveness and Mission Fulfillment for Augustana College is organized into eight sections:

Section 1: Student persistence, graduation and attrition (p.2)

Section 2: Program participation (p.4)

Section 3: Our academic programs (p.5)

Section 4: Learning outcomes (p.7)

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)

This report reinforces a belief in sharing data openly in an effort to be transparent in describing what we do and what we need to do better; and yet this report and its collection of data are a starting point. The data in this report does not tell the full story of a complex organization. Some may ask why certain factors were included while others were not. Such questions are welcome, as we hope to continue to improve our ability to identify and communicate those outcomes, efforts and practices that will advance the mission of Augustana College.

Sincerely,



W. Kent Barnds
Vice President for Enrollment, Communication and Planning
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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.

| | 08-09 | 09-10 | 10-11 | |
|-----------------------------------|--------------|--------------|--------------|--|
| FOUR-YEAR GRADUATION RATES | 69.8% | 73.1% | 73.6% | |
| Male | 65.2% | 72% | 67.5% | |
| Female | 73.4% | 72.7% | 78% | |
| White | 70.2% | 73.4% | 75.5% | |
| Multicultural | 78.9% | 59.6% | 57% | |
| SES (PELL GRANT RECIPIENT) | N/A | N/A | 62% | |









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.

| | 08-09 | 09-10 | 10-11 | |
|---|--------------|--------------|--------------|--|
| FIRST-TO-SECOND-YEAR RETENTION RATES | 82.3% | 87.8% | 87.6% | |
| Male | 81.6% | 83.6% | 84.7% | |
| Female | 82.7% | 90.1% | 89.6% | |
| White | 83% | 88.1% | 89.3% | |
| Multicultural | 77.3% | 87.1% | 80.3% | |
| SES (PELL GRANT RECIPIENT) | 75.5% | 77.5% | 83.5% | |

NOTES:

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

| REASONS FOR LEAVING THE COLLEGE | 08-09 | 09-10 | 10-11 | |
|--|-------|------------|------------|---|
| Academic suspension | — | 31 (19.8%) | 39 (22%) |  |
| Athletics | — | 8 (5.1%) | 4 (2.3%) |  |
| Disciplinary suspension | — | 5 (3.2%) | 4 (2.3%) |  |
| Finances | — | 28 (17.8%) | 22 (12.4%) |  |
| Fit | — | 40 (25.3%) | 44 (24.9%) |  |
| Major | — | 16 (10.2%) | 23 (13%) |  |
| Medical | — | 19 (12.2%) | 36 (20.3%) |  |
| Not doing well enough academically | — | 10 (6.4%) | 5 (2.8%) |  |

NOTES:

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 | 0 | 45 | 273 | |
| Institutional funding of Augie Choice | \$0 | \$90,000 | \$544,912 | |
| PARTICIPATION IN “HIGH-IMPACT” EXPERIENCES | 09-10 | 10-11 | 11-12 | |
| International study | 41.8% | 37% | 45.7% | |
| Internships | 44% | 44% | 51.4% | |
| Undergraduate research | 18% | 16% | 23.6% | |
| Participation in first-year sequence | 100% | 100% | 100% | |
| Participation in Senior Inquiry | 55% | 75% | 99% | |
| Volunteering in the community | 86.4% | 87.4% | 86.4% | |
| Participation in service learning | 8% | 9% | 12% | |
| PARTICIPATION IN ACTIVITIES OUTSIDE CLASSROOM | 09-10 | 10-11 | 11-12 | |
| Varsity athletics | 31% | 29.8% | 30.4% | |
| Music ensembles | 20% | 22.3% | 21.5% | |
| Student employment | 63% | 60.7% | — | |
| Greek life | 36.2% | 39.2% | 38.7% | |
| Fraternity | 13.3% | 13.4% | 12.7% | |
| Sorority | 22.9% | 25.8% | 26% | |
| STUDENTS LIVING IN CAMPUS-OWNED HOUSING | Fall 2009 | Fall 2010 | Fall 2011 | |
| | 1772 | 1727 | 1845 | |

NOTES:

Section 3

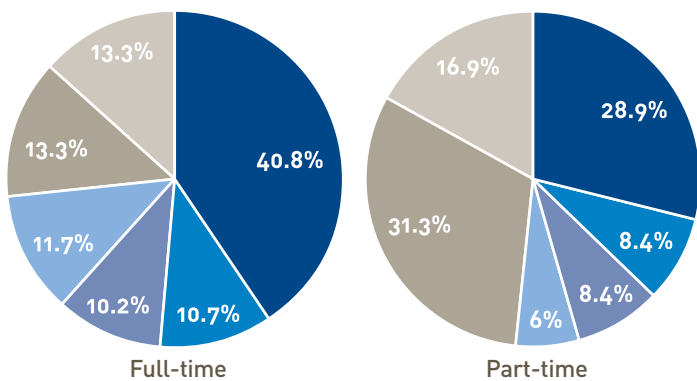
Our academic programs

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.

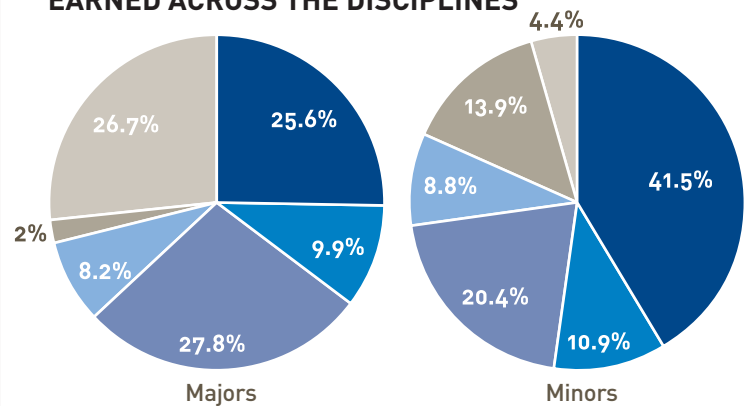
TABLE OF DISCIPLINES

| 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 |
| Communications | 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 |

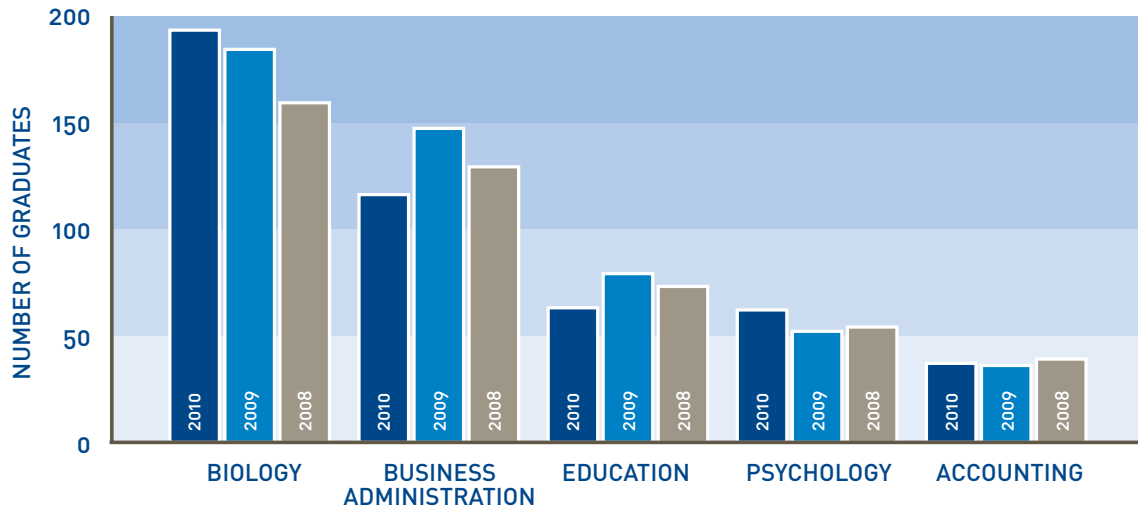
* The faculty number is calculated similar to full-time equivalent where full-time faculty count as one and part-time faculty count as a half. The degrees awarded number is calculated by counting a major as one and a minor as a half. Thus, within each disciplinary group, the ratio indicates that for each full-time faculty member, x number of degree equivalents were awarded in academic year 2010.

Total students graduating in academic year 2010: **603**
 Proportion of graduates with 2+ majors: **35.5%**
 Proportion graduates with 1 major and 1+ minors: **40.8%**

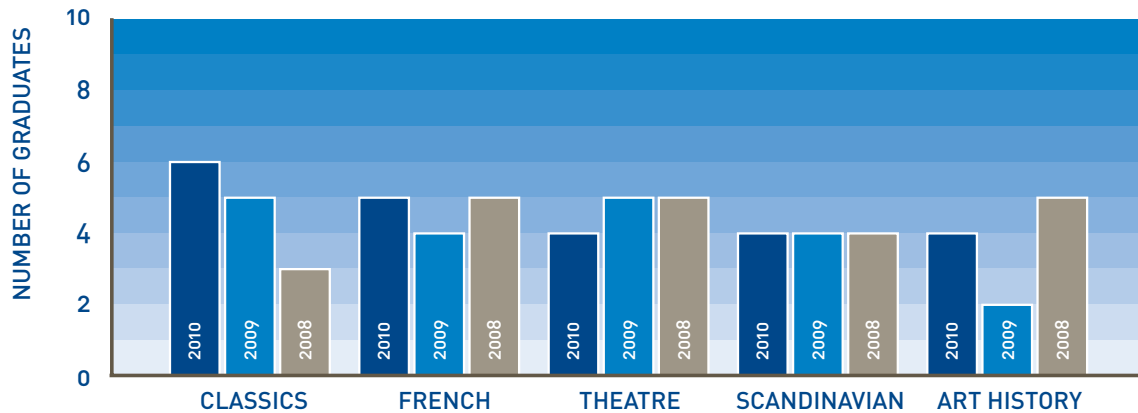
Source: Augustana Institutional Research and Assessment

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 is critically important to track as a measure of effectiveness, in addition to mission fulfillment.

HIGHEST NUMBER OF DEGREES AWARDED BY DEPARTMENT*
 (2008-2010 – INCLUDES DOUBLE MAJORS)



LOWEST NUMBER OF DEGREES AWARDED BY DEPARTMENT*
 (2008-2010 – INCLUDES DOUBLE MAJORS)



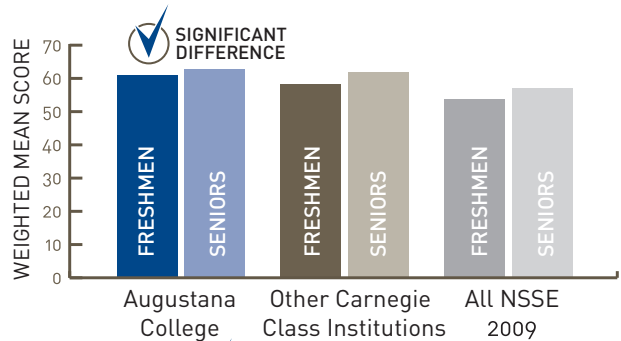
*The information provided here represents highs and lows in a measure that is easily understood (number of degrees awarded). However, in a liberal arts college setting, a small number of majors cannot adequately describe a department's contribution to learning or the overall academic program. Many departments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

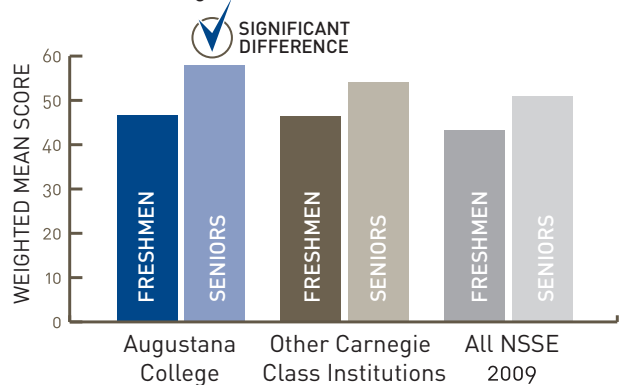
LEVEL OF ACADEMIC CHALLENGE

Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.



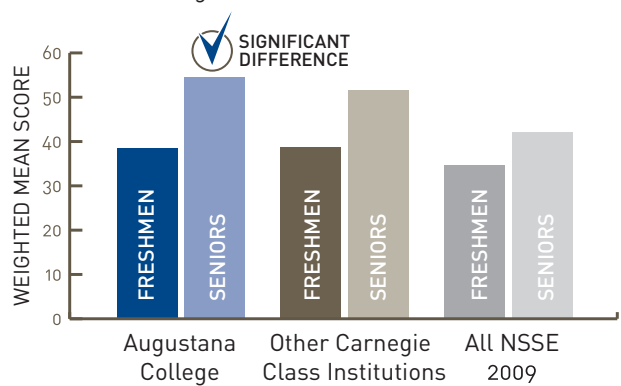
ACTIVE AND COLLABORATIVE LEARNING

Collaborating with others in solving problems or mastering difficult material prepares students for the unscripted situations they will encounter daily during and after college.



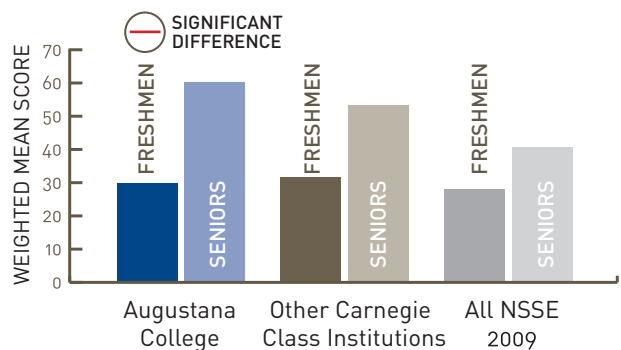
STUDENT-FACULTY INTERACTION

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom.



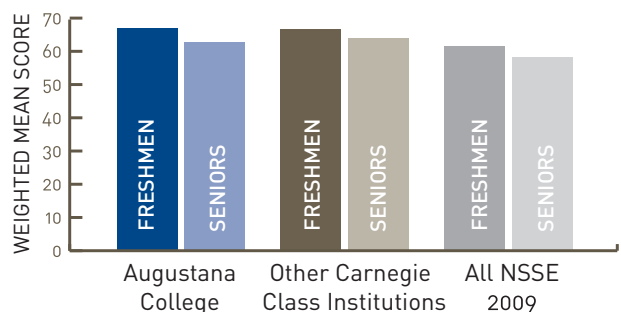
ENRICHING EDUCATIONAL EXPERIENCES

Diversity experiences teach students valuable things about themselves and others.



SUPPORTIVE CAMPUS ENVIRONMENT

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

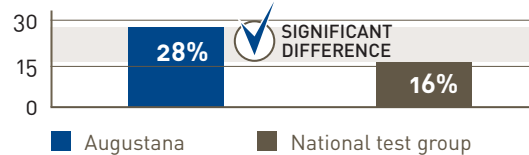


Critical thinking is a foundational skill required of all individuals engaged in virtually every profession and civic pursuit. Augustana has placed a high priority in developing keen critical thinkers since its very beginning and has continued to emphasize this key quality of the mind in *Authentically Augustana*. 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.

CRITICAL THINKING

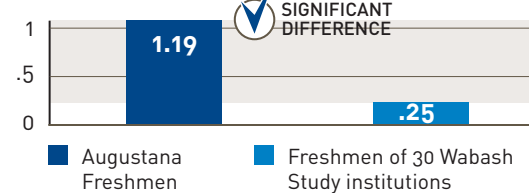
1 COLLEGIATE LEARNING ASSESSMENT (CLA)

Percentile Growth Freshmen to Senior Year
(Based on 2005 Augustana cohort)

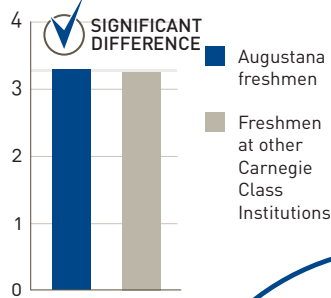


2 CAAP CRITICAL THINKING TEST

Change in Scores from Fall 2008 to Spring 2009

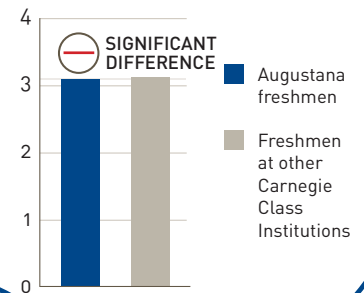


Analyzing the basic elements of an idea, experience or theory



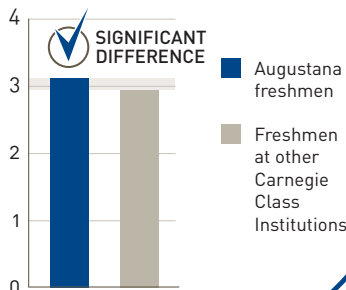
NSSE 2009

Applying theories or concepts



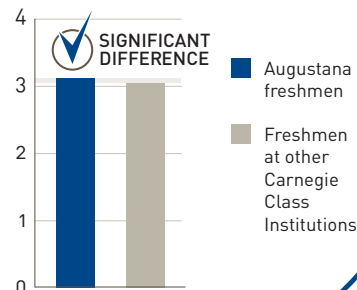
NSSE 2009

Making judgments about the value of information, arguments or methods



NSSE 2009

Synthesizing and organizing ideas, information or experiences



NSSE 2009

CONTRIBUTING STUDENT EXPERIENCES

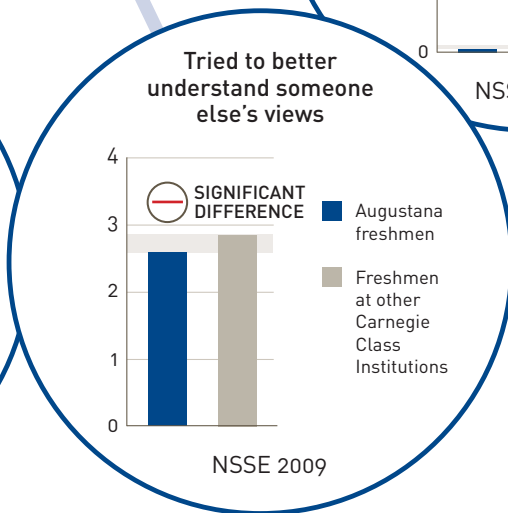
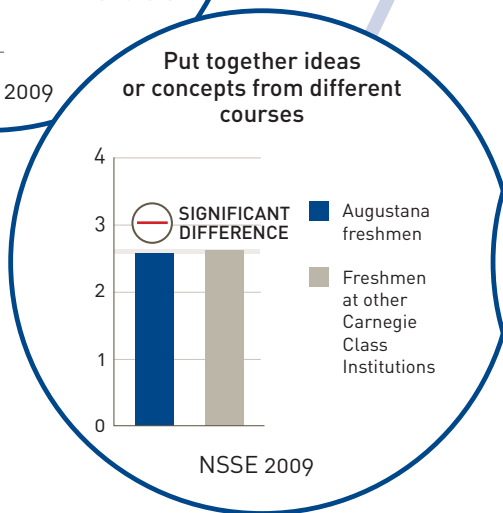
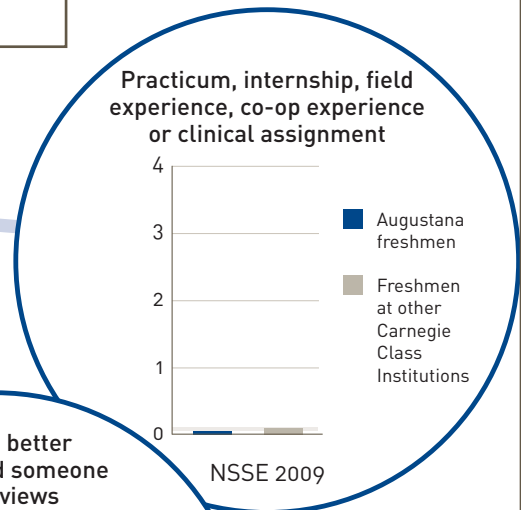
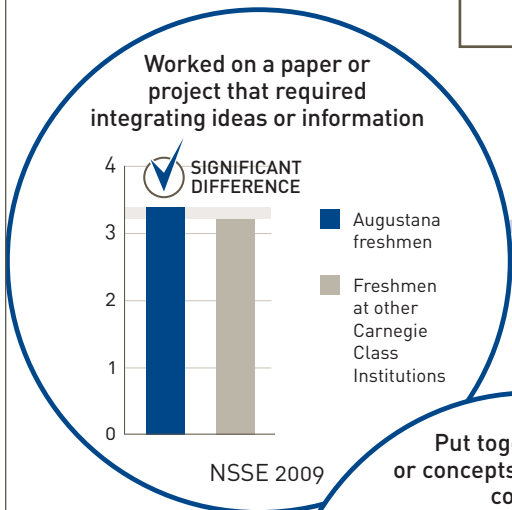
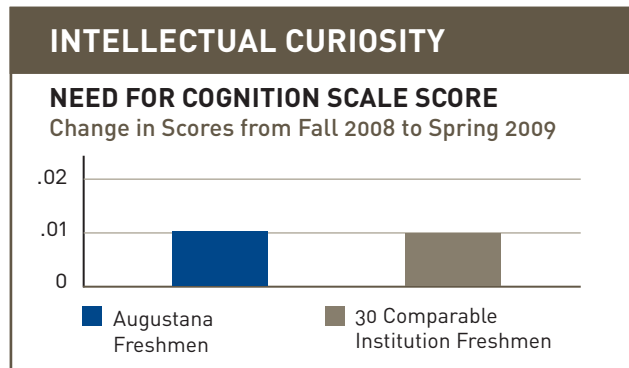
1 = VERY LITTLE
2 = SOME
3 = QUITE A BIT
4 = VERY MUCH

Collegiate Learning Assessment (CLA) assesses a student's ability to think critically, reason analytically, solve problems and communicate clearly and cogently.

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.

8 **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.

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.

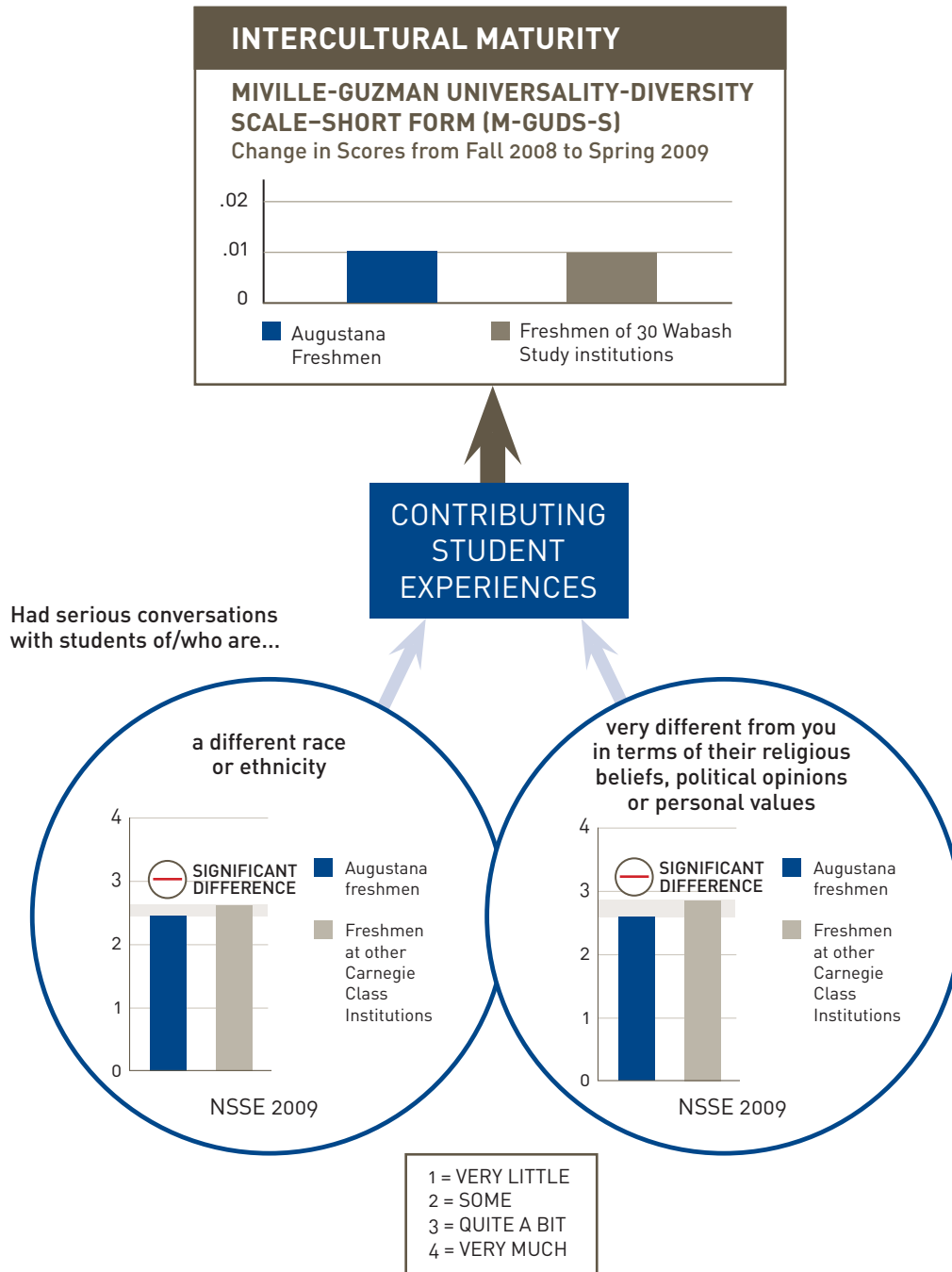


CONTRIBUTING STUDENT EXPERIENCES

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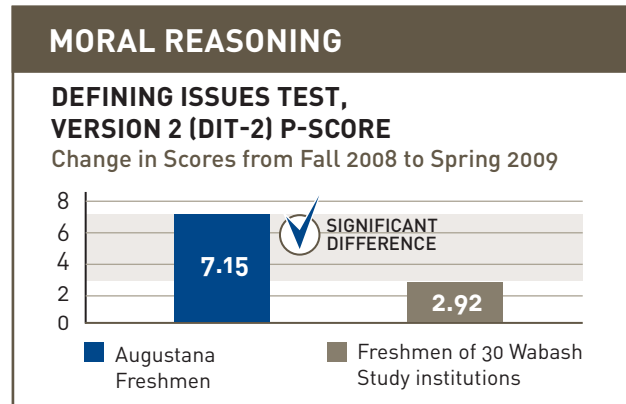
Need for Cognition Scale score: The Need for Cognition Scale is an 18-item instrument that measures how much people enjoy engaging in cognitive activities.

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 and beliefs. Moral reasoning measures the degree to which students move from simplistic, self-center 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.



Miville-Guzman Universality-Diversity Scale-Short Form (M-GUDS-S): The M-GUDS 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.

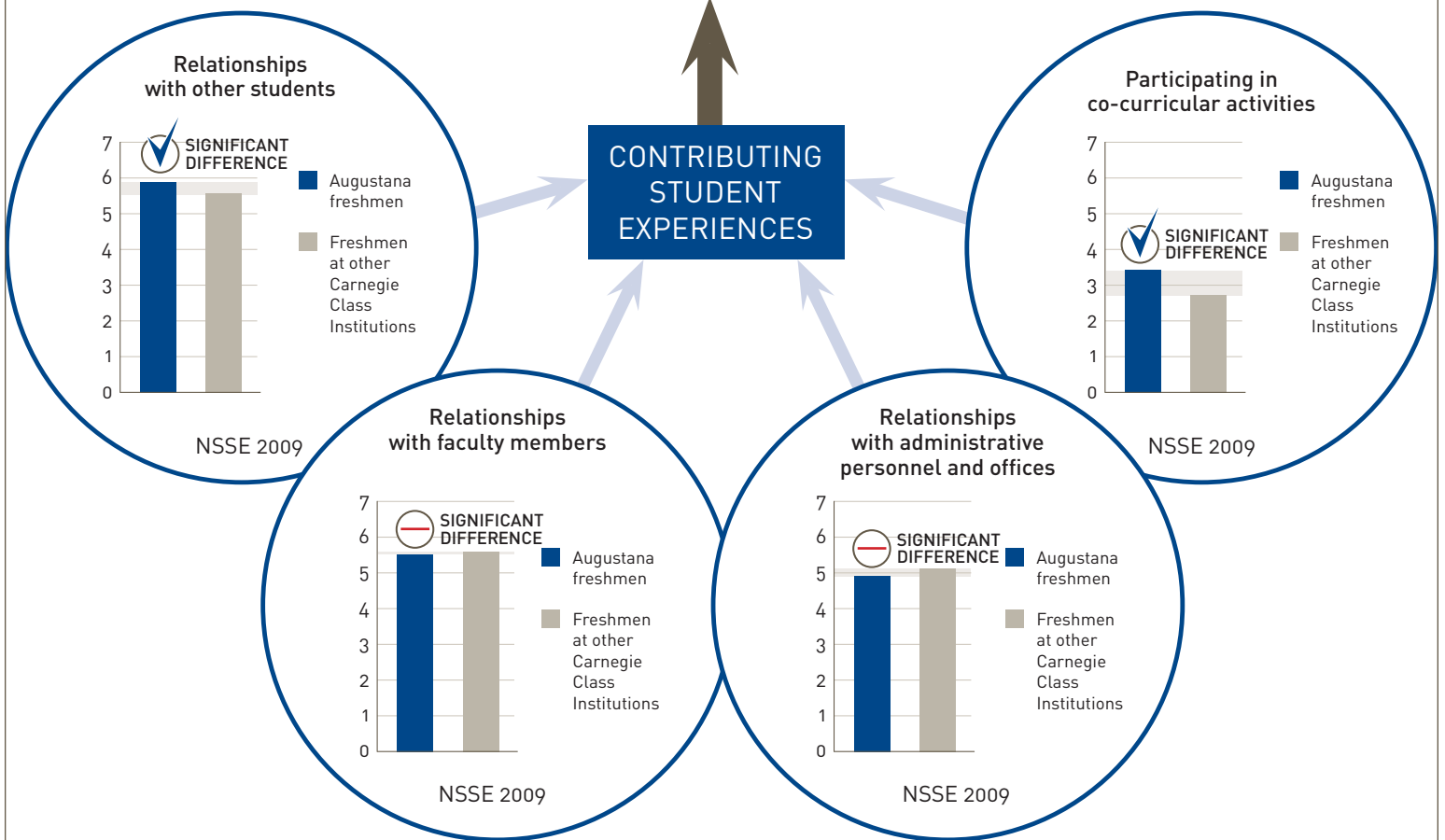
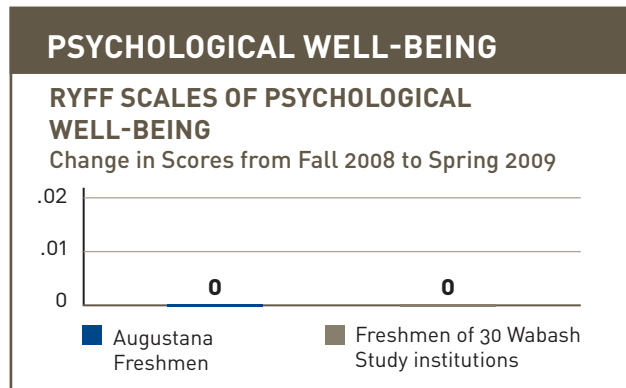
For Augustana graduates to both lead and serve in a diverse and changing world, our students need to develop a range of attributes and interpersonal skills that allow them to succeed in varied conversations and collaborations. Intercultural maturity assesses students' inclination to engage in diverse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



CONTRIBUTING STUDENT EXPERIENCES-NONE AT THIS TIME

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

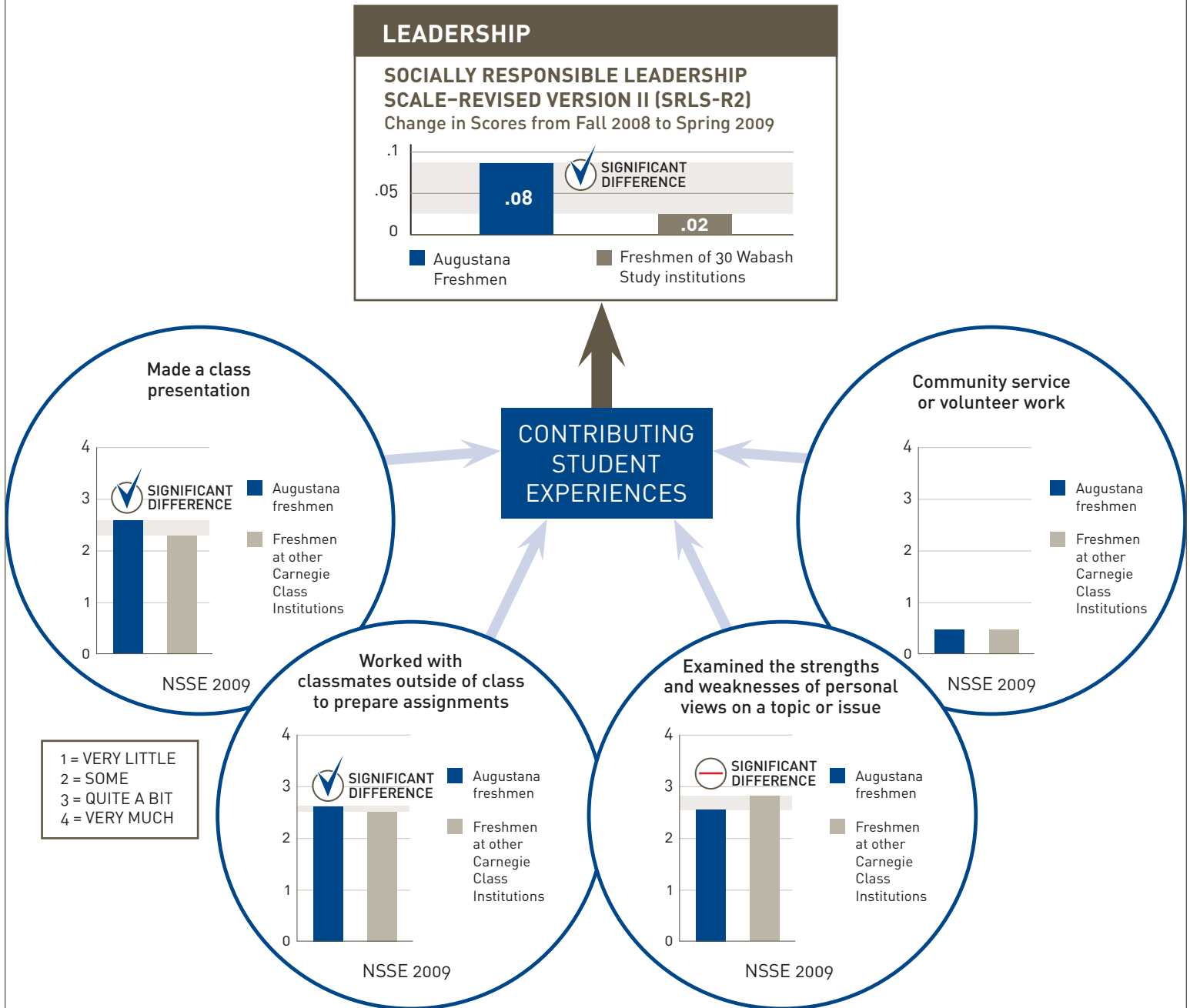
As a liberal arts institution, Augustana College has long valued the holistic development of our students. Psychological well-being examines the degree to which students develop an ability to navigate their own way under ambiguous circumstances with a sense of purpose and direction.



1 = UNFRIENDLY, UNSUPPORTIVE — 7 = HELPFUL, CONSIDERATE

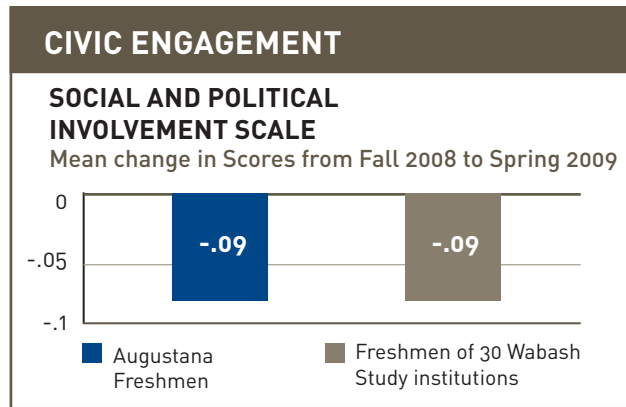
Ryff Scales of Psychological Well-Being: The Ryff Scales of Psychological Well-Being measure six theoretical constructs of positive psychological functioning.

In our Christian tradition and in our developing understanding of successful leaders, 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 simultaneously.



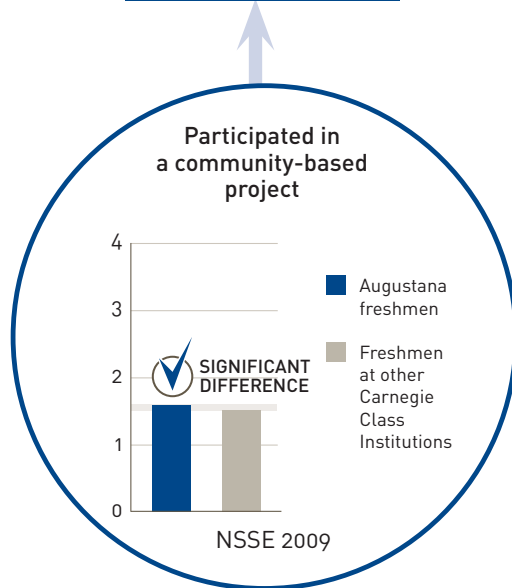
Socially Responsible Leadership Scale- Revised Version II (SRLS-R2): The SRLS-R2 is a 68-item survey that measures the eight dimensions of Astin et al.'s (1996) Social Change Model of leadership development.

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.



↑

CONTRIBUTING STUDENT EXPERIENCES



1 = VERY LITTLE
 2 = SOME
 3 = QUITE A BIT
 4 = VERY MUCH

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

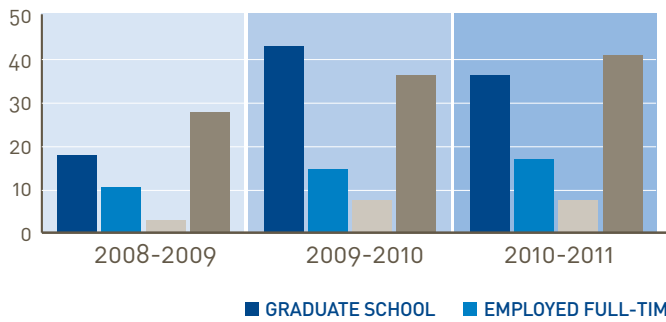
Section 5

Life after Augustana College

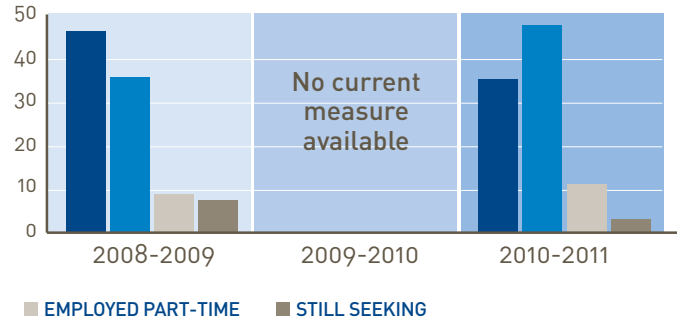
One of the most important outcomes of an Augustana education is the skills we develop in graduates, and the impressions of how well we prepared them for careers and graduate school. Below is a collection of data points—some gathered annually and others periodically—that show how effectively Augustana 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 some 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 discussion about the increasing student loan default rates and the impending “bursting of the higher education debt bubble.”

| | 08-09 | 09-10 | 10-11 |
|-----------------------------------|-------|-------|-------|
| Would you choose Augustana again? | 73.1% | 70.7% | 79.8% |

PLAN AT THE POINT OF GRADUATION



ACTUAL PLACEMENT 9 MONTHS LATER

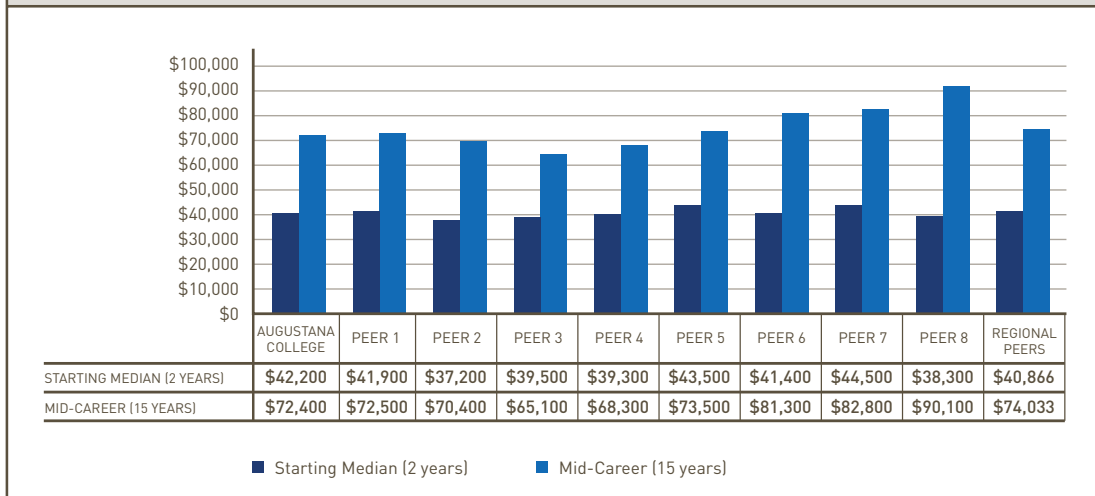


Indebtedness

| | 08-09 | 09-10 | 10-11 |
|----------------------|----------|----------|----------|
| Average indebtedness | \$17,100 | \$22,230 | \$22,900 |
| Default rate* | 3.6% | 3.2% | 1.6% |

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

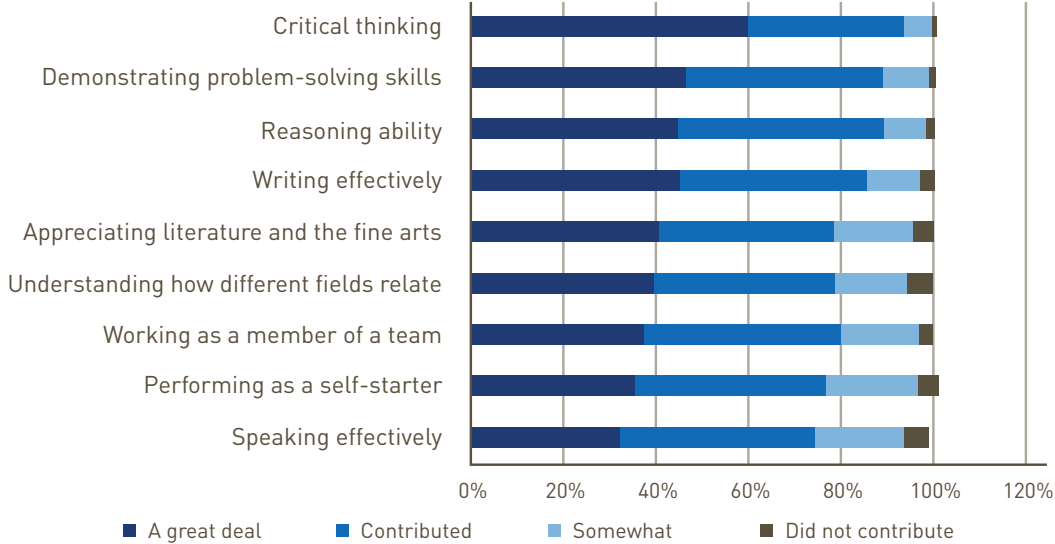
2010-11 COLLEGE SALARY REPORT [SOURCE: Payscale]



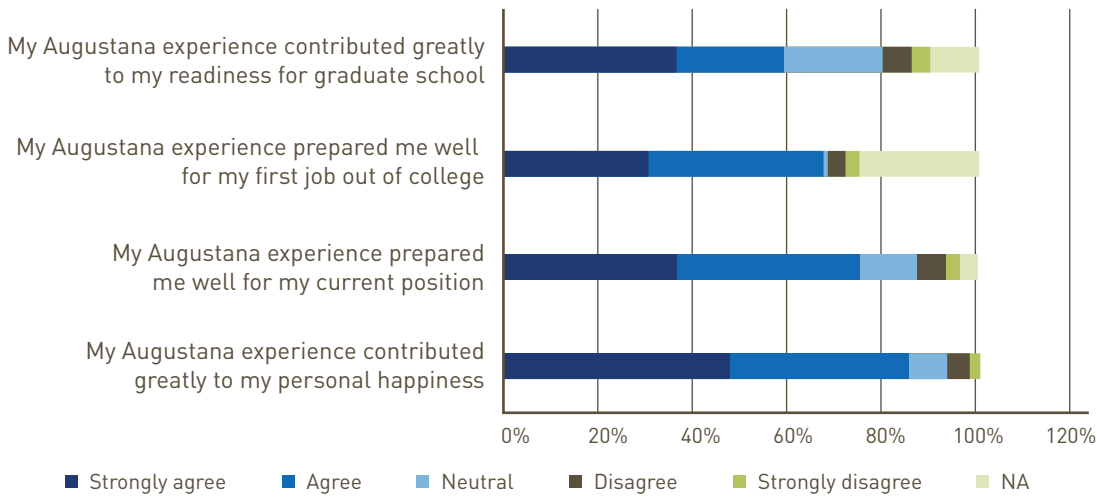
- NOTES: 1. Peers are institutions identified by Augustana as having similar financial resources, enrollments and missions.
 2. Peers include Gustavus Adolphus College, Luther College, Illinois Wesleyan University, Ohio Wesleyan University, Roanoke College, Susquehanna University, University of Puget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



NOTES:

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% | |
| Teaching at least 6 courses | — | — | 67% | |
| Teaching 5 or fewer courses | — | — | 10% | |
| Percentage of f-t faculty involved in service to the college | 100% | 100% | 100% | |
| Average credits per f-t faculty member | No current measure available | | | |
| Scholarly production | No current measure available | | | |
| 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 | — | — | — | |
| Student satisfaction with advising | 61.5% | 65.2% | 66.8% | |
| General Education | 08-09 | 09-10 | 10-11 | |
| Satisfaction with general education program | 78.4% | 78.4% | 85.1% | |
| Class sizes | 08-09 | 09-10 | 10-11 | |
| % of classes under 20 students | 59.6% | 67.3% | 69.2% | |
| % of classes over 50 students | 1.1% | 1.9% | 0.04% | |

NOTES:

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 | 2009 | 2010 | 2011 | |
|---|---------------------------|---------------------------|---------------------------|--|
| Educational expenses per FTE | \$22,030 | \$22,413 | \$21,953 | |
| Instruction and academic support per FTE | \$13,166 | \$13,374 | \$13,435 | |
| Student support per FTE | \$4,048 | \$4,310 | \$4,085 | |
| Investment in faculty development | | | | |
| Professional development funds provided per f-t faculty members | \$750 | \$750 | \$750 | |
| Investment in our human resources | | | | |
| 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 | 4478 | 3780 | 3780 | |
| Administration | 4478 | 3780 | 3780 | |
| Staff | 4478 | 3780 | 3780 | |
| 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

NOTES:

| 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 | 08-09 | 09-10 | 10-11 | |
| 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 | \$856,315 \$1,311 per student | \$989,422 \$1,203 per student | \$1,011,013 \$1,335 per student | |
| Application demand | 3630 | 4069 | 4615 | |
| Selectivity | 72.6% | 65.9% | 61.4% | |
| Yield | 23.4% | 28% | 24.9% | |
| Summer melt | 4.7% | 3.9% | 5.2% | |
| Miscellaneous Fund-raising Costs | 09-10 | 10-11 | 11-12 | |
| Cost to raise a dollar | \$.15 | \$.09 | — | |
| Grant submissions and successes | 62.5% | 65.3% | — | |

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 | 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% | — | |
| Administration | 8.4% | 9.4% | — | |
| Staff | 11.4% | 14.5% | — | |
| Shared governance | 08-09 | 09-10 | 10-11 | |
| Percentage of Board participating in meeting | 77% | 72% | 84% | |
| Percentage of Faculty Senate members participating in meetings | — | — | — | |
| Giving | 09-10 | 10-11 | 11-12 | |
| Percentage of the Board giving to the college annually | 97% | 97% | 82% | |
| Percentage of the Board giving to the Augustana Fund | 89% | 92% | 59% | |
| 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% | — | |
| Alumni donors | 30.4% | 32% | — | |
| Overall giving results | \$11,239,199 | \$15,698,118 | — | |
| Augustana fund results | \$1,530,096 | \$1,628,896 | — | |

Section 9

Input Dashboard Indicators
and Benchmark Comparisons

DASHBOARD INDICATORS

Dashboard Indicators

Academic Year 2011/2012 - Fall

| | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|------------|------------|------------|------------|------------|
| Student Body | | | | | |
| 1 Full-Time FTE | 2,516 | 2,531 | 2,455 | 2,529 | 2,506 |
| 2 First-Year - Sophomore Attrition | 12.6% | 13.1% | 17.7% | 12.2% | 12.4% |
| 3 4-Year Graduation Rate | 72.1% | 70.6% | 69.8% | 73.1% | 73.6% |
| 4 Racial Diversity | 10.5% | 10.5% | 10.9% | * 11.9% | * 13.8% |
| 5 Percent Male | 43.4% | 42.9% | 43.4% | 42.3% | 42.6% |
| 6 Percent Illinois | 88.9% | 87.6% | 87.7% | 86.7% | 85.6% |
| 7 Countries | 13 | 11 | 15 | 16 | 18 |
| * because of a change in national census data gathering methods in 2010, this data point is deemed less reliable. | | | | | |
| Admissions (First-Year Cohort) | | | | | |
| 8 Applicant Pool | 3,078 | 3,412 | 3,636 | 4,069 | 4,609 |
| 9 Selectivity (Acc. Rate) | 73.0% | 68.5% | 72.8% | 65.9% | 61.6% |
| 10 Yield (% Acc. Enrolled) | 31.8% | 27.5% | 23.3% | 28.1% | 24.9% |
| 11 Enrolled First-Year | 714 | 639 | 616 | 752 | 708 |
| 12 Mean ACT | 25.4 | 25.4 | 25.6 | 25.5 | 25.5 |
| 13 Top 10% | 33.9% | 30.0% | 35.4% | 30.0% | 28.0% |
| 14 Top 20% | 59.6% | 53.0% | 56.6% | 55.0% | 49.0% |
| Admissions (Transfers) | | | | | |
| 15 Enrolled Transfers | 49 | 62 | 31 | 52 | 48 |
| Student Financial Assistance | | | | | |
| 16 Total Discount | 37.8% | 38.4% | 39.4% | 41.9% | 45.7% |
| 17 Unfunded Discount Rates | 33.1% | 33.7% | 34.3% | 37.2% | 41.3% |
| Class of : | | | | | |
| | 2006 | 2007 | 2008 | 2009 | 2010 |
| 18 Average Total Loans for Aided Graduates | 17,100 | 17,100 | 17,100 | 22,230 | 22,900 |
| 19 Gap btwn Expected and Actual Family Contribution | 4,986 | 5,656 | 6,347 | 6,542 | 6,937 |
| Physical Plant | | | | | |
| 20 Plant Reinvestment Rate | 11.6% | 2.1% | 7.2% | 0.8% | 3.5% |
| Finance | | | | | |
| EOFY | | | | | |
| 21 Endowment Market Value (000s) | 110,991 | 88,245 | 99,310 | 109,757 | 118,922 |
| 22 Endowment Investment Return | -6.7% | -21.2% | 11.7% | 17.2% | 22.6% |
| EOFY | | | | | |
| 23 Principal Amount of Endowment (000s) | 72,070 | 77,503 | 82,285 | 88,778 | 91,435 |
| 24 Annual Operating Margin | 4.1% | 3.3% | 6.5% | 8.4% | 5.4% |
| 25 Change in Net Assets | 15.6% | -3.3% | -7.4% | 11.5% | 24.2% |
| EOFY | | | | | |
| 26 Funded Debt Ratio | 97.5% | 82.3% | 64.9% | 81.8% | 103.0% |
| 27 Moody's Bond Rating | Baa1 | Baa1 | Baa1 | Baa1 | Baa1 |
| 28 Tuition Revenue Reliance | 87.4% | 87.8% | 90.1% | 88.3% | 87.5% |
| Acad year: | | | | | |
| | 2006 | 2007 | 2008 | 2009 | 2010 |
| 29 Net Tuition Revenue per First Year Student | 14,676 | 16,661 | 16,377 | 14,771 | 15,752 |
| 30 Net Tuition Revenue per All Students (FTE) | 15,496 | 16,377 | 17,329 | 17,028 | 17,063 |
| 31 Net Comp. Fee Revenue per 1st Year Res. Student | 21,849 | 24,331 | 24,327 | 22,952 | 23,759 |
| 32 Total Net Tuition Revenue | 37,964,467 | 41,205,602 | 43,858,960 | 43,063,562 | 43,152,317 |
| 33 Total Unrestricted Financial Resources | 81,897,275 | 72,331,521 | 67,477,345 | 76,418,219 | 95,603,317 |
| 34 Faculty Salaries - AAUP IIB Percentile | 64 | 59 | 56 | 59 | 57 |
| Advancement | | | | | |
| 35 Total Gifts & Grants | 12,880,428 | 10,763,059 | 9,125,024 | 11,239,199 | 15,698,118 |
| 36 Unrestricted Gifts & Grants | 1,193,067 | 1,264,764 | 1,400,218 | 1,530,096 | 1,628,896 |
| 37 Alumni Donors | 5,833 | 5,951 | 5,474 | 4,709 | 4,881 |
| 38 % donating | 32.0% | 31.4% | 28.6% | 30.4% | 32.0% |
| Instruction | | | | | |
| 39 Student/Faculty Ratio | 11.4 | 11.4 | 11.4 | 10.9 | 11.5 |
| cohort: | | | | | |
| | 2003 | 2004 | 2005 | 2006 | 2007 |
| 40 % of Graduates who Studied Abroad | 33.4% | 29.3% | 41.8% | 37.0% | 45.7% |
| 41 % of Graduates with an Internship Experience | 42.3% | 33.7% | 44.0% | 44.0% | 51.4% |
| 42 % of Graduates who worked on Faculty Research | 25.0% | 20.0% | 18.0% | 16.0% | 23.6% |
| 43 % of Classes with < 20 Students | 63.0% | 52.4% | 59.6% | 67.3% | 69.2% |
| 44 % of Classes with ≥ 50 Students | 0.7% | 1.2% | 1.1% | 1.9% | 0.04% |
| Survey given Spring of: | | | | | |
| 45 NSSE Benchmark Averages: First-Year | 54 | 51 | 53 | 53 | 53 |
| 46 Senior | 57 | 57.3 | 57.8 | 57.8 | 57.8 |
| Student Satisfaction | | | | | |
| 47 Overall Senior Satisfaction (5-point scale) | 4.27 | 4.27 | 4.21 | 4.22 | 4.33 |
| US News Ranking | | | | | |
| 48 US News Ranking | 91 | 88 | 97 | 88 | 86 |

