

MEASURES OF INSTITUTIONAL EFFECTIVENESS AND MISSION FULFILLMENT

OUTCOMES

EFFECTIVENESS
AND MISSION

PROGRAM

EFFORTS

PRACTICES

MAY
2016

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. One way we do this is through our annual report on Institutional Effectiveness and Mission Fulfillment.

In our current measures of Institutional Effectiveness and Mission Fulfillment, the section on learning outcomes (section 4) has been updated to reflect our most recent assessments of learning outcomes across each of our learning outcomes framework categories. In addition, we've tried to frame this section around our commitment to continual improvement, instead of merely reporting numbers or change devoid of context.

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

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

Section 2: Program participation (p.4)

Section 3: Our academic programs (p.6)

Section 4: Learning outcomes (p.9)

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

Section 6: Our efforts (p.18)

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Section 8: Our culture (p.23)

Section 9: Input Dashboard Indicators and Benchmark Comparisons (p.25)

In reviewing the report with a critical eye, we look especially for those items that suggest further study or action is needed. Several should cause concern and prompt action on the part of the community. If this report is to have the intended impact, we need to identify these items and ask, "What should we do?" In many cases, action or study is underway, but not in all.

Sections and pages for each of the following areas that require further study and/or action have been highlighted in the report for your review:

(continued on next page)

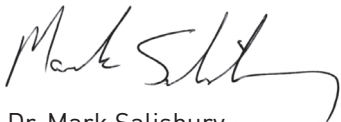
- +/- Graduation rates for multicultural students have improved, but are still disturbingly low in comparison to our overall graduation rate. p. 1
- + Retention rates are improving and the campus-wide focus and investment in student life and support seems to be having some positive impact. (Learning Commons) p. 1
- ? The comparatively high number of academic suspensions deserves further study. Academic integrity? Academic performance? p. 2
- + International study reached a high of 54% (CORE) p. 4
- + Internships reached a high of 65% (CORE) p. 4
- + Nine-month placement rates continue to climb (CORE) p. 15
- + Value of experience questions improved. p. 16
- ? Number of full-time administrators has grown. (CORE and Multicultural Student Life) p. 23
- + Racial diversity has grown in all employment categories. p. 23
- - Racial diversity has decreased on the Board of Trustees.

We may not be able, or want, to solve or study all of these; but we should use the report to identify items that indicate declining performance. Our goals for Augustana's annual report on Institutional Effectiveness and Mission Fulfillment are to reinforce transparency in describing what and how well the college does and what we might improve, and to act on what we learn. In this way we can assure continual progress in fulfilling our mission as a 21st-century liberal arts college.

Sincerely,



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



Dr. Mark Salisbury
Director of Institutional Research and Assessment

Section 1

Student persistence, graduation and attrition

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

Class of:	2013	2014	2015
FOUR-YEAR GRADUATION RATES	70.5%	70.7%	70.6%
Male	61.3%	64.2%	63.9%
Female	77.8%	75.5%	75.6%
White	75.3%	72.7%	72.1%
Multicultural	63.3%	61.6%	65.6%
Low SES* (PELL GRANT RECIPIENT)	55.6%	64.3%	64%

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.

	2013	2014	2015
FIRST-TO-SECOND-YEAR RETENTION RATES	84.9%	82.9%	86.1%
Male	78.6%	83.2%	85%
Female	90.1%	82.7%	86.8%
White	85.8%	84.2%	87.2%
Multicultural	81.3%	78.4%	82.2%
Low SES* (PELL GRANT RECIPIENT)	81.3%	80.8%	83.4%

*Socio-Economic Status

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

REASONS FOR LEAVING THE COLLEGE	12-13	13-14	14-15
Academic suspension	23 (22%)	10 (4.4%)	40 (15.3%)
Medical	23 (22%)	40 (17.6%)	35 (13.4%)
Other	18 (17%)	31 (13.8%)	31 (11.8%)
Program not challenging enough	—	—	29 (11.1%)
Finances	9 (8%)	29 (12.8%)	28 (10.7%)
No reason given	2 (2%)	16 (7%)	18 (6.9%)
Fit	8 (8%)	20 (8.8%)	17 (6.5%)
Major	4 (4%)	15 (6.6%)	17 (6.5%)
Not doing well enough academically	5 (5%)	12 (5.3%)	14 (5.3%)
Disciplinary suspension	6 (6%)	13 (5.7%)	9 (3.4%)
Combined degree program	—	8 (3.5%)	7 (2.7%)
Entered into employment	—	6 (2.6%)	5 (1.9%)
Athletics	6 (6%)	8 (3.5%)	4 (1.5%)
Study abroad	—	6 (2.6%)	4 (1.5%)
Wants to be closer to home	—	13 (5.7%)	4 (1.5%)

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	12-13	13-14	14-15
Participation in Augie Choice	485	659	470
Institutional funding of Augie Choice	\$970,000	\$1,318,000	\$940,000
Participation in first-year sequence	100%	100%	100%
PARTICIPATION IN ACTIVITIES OUTSIDE CLASSROOM	12-13	13-14	14-15
Varsity athletics	33%	29%	34%
Music ensembles	23%	26%	19%
Student employment	59%	57%	66%
Greek life	46%	60%	59%
Fraternity	15%	23%	23%
Sorority	31%	37%	36%
STUDENTS LIVING IN CAMPUS-OWNED HOUSING	Fall 2013	Fall 2014	Fall 2015
	1702	1750	1731
PROPORTION OF GRADUATING SENIORS THAT PARTICIPATED IN “HIGH-IMPACT” EXPERIENCES	12-13	13-14	14-15
International study	49%	50%	54%
Internships	60%	60%	65%
Undergraduate research	58%	57%	51%
Participation in Senior Inquiry	99%	100%	100%
Volunteering in the community	87%	85%	88%
Participation in service learning	30%	27%	36%

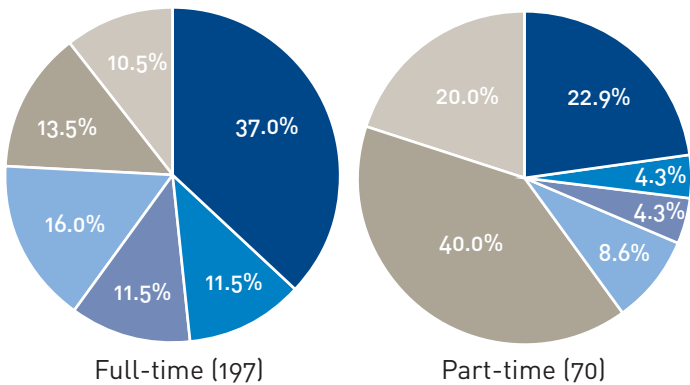
Section 3

Our academic programs

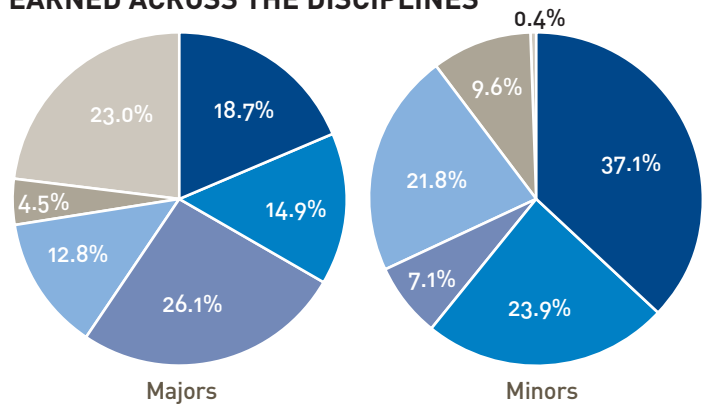
As a small college committed to the depth of values and breadth of knowledge embodied in the liberal arts, the degree to which our academic programs accomplish this mission begins with the array of departments and majors we support. Further, it is represented in the distribution of our faculty across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

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

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	1:2.5
Social Sciences	1:6.4
Biological/Health Sciences	1:9.2
Physical Sciences	1:3.9
Fine/Performing Arts	1:1.2
Business and Education	1:6.8

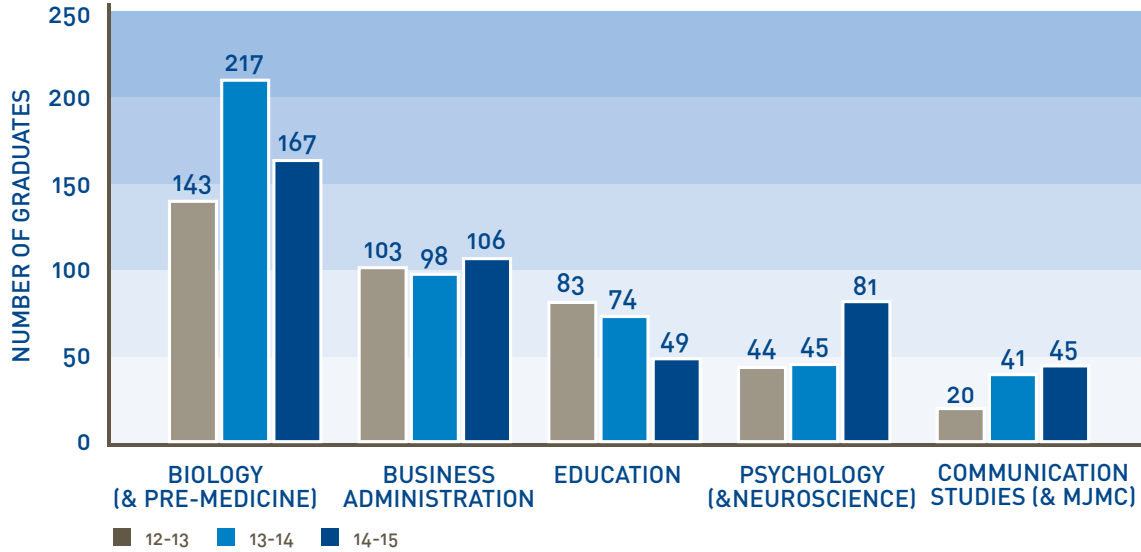
* The faculty number is calculated similar to full-time equivalent where full-time faculty count as one and part-time faculty count as a half. The degrees awarded number is calculated by counting a major as one and a minor as a half. Thus, within each disciplinary group, the ratio indicates that for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

Total students graduating in academic year 2014-15: 586
 Proportion of graduates with 2+ majors: 38.4%
 Proportion of graduates with 1 major and 1+ minors: 31.6%

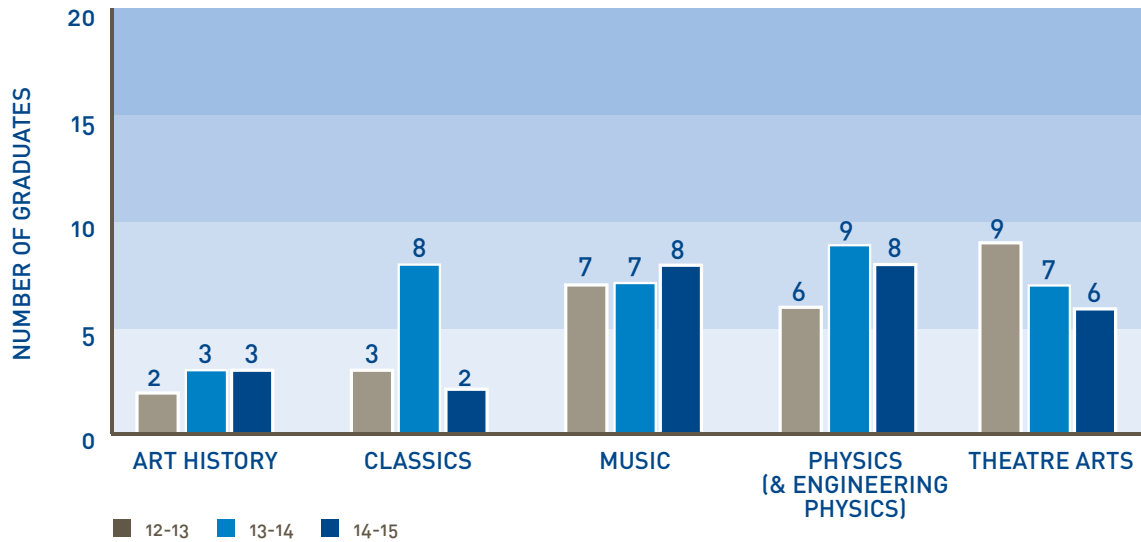
Source: Augustana Institutional Research and Assessment

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*
(2012-2015 – INCLUDES DOUBLE MAJORS)



LOWEST NUMBER OF DEGREES AWARDED BY DEPARTMENT*
(2012-2015 – 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

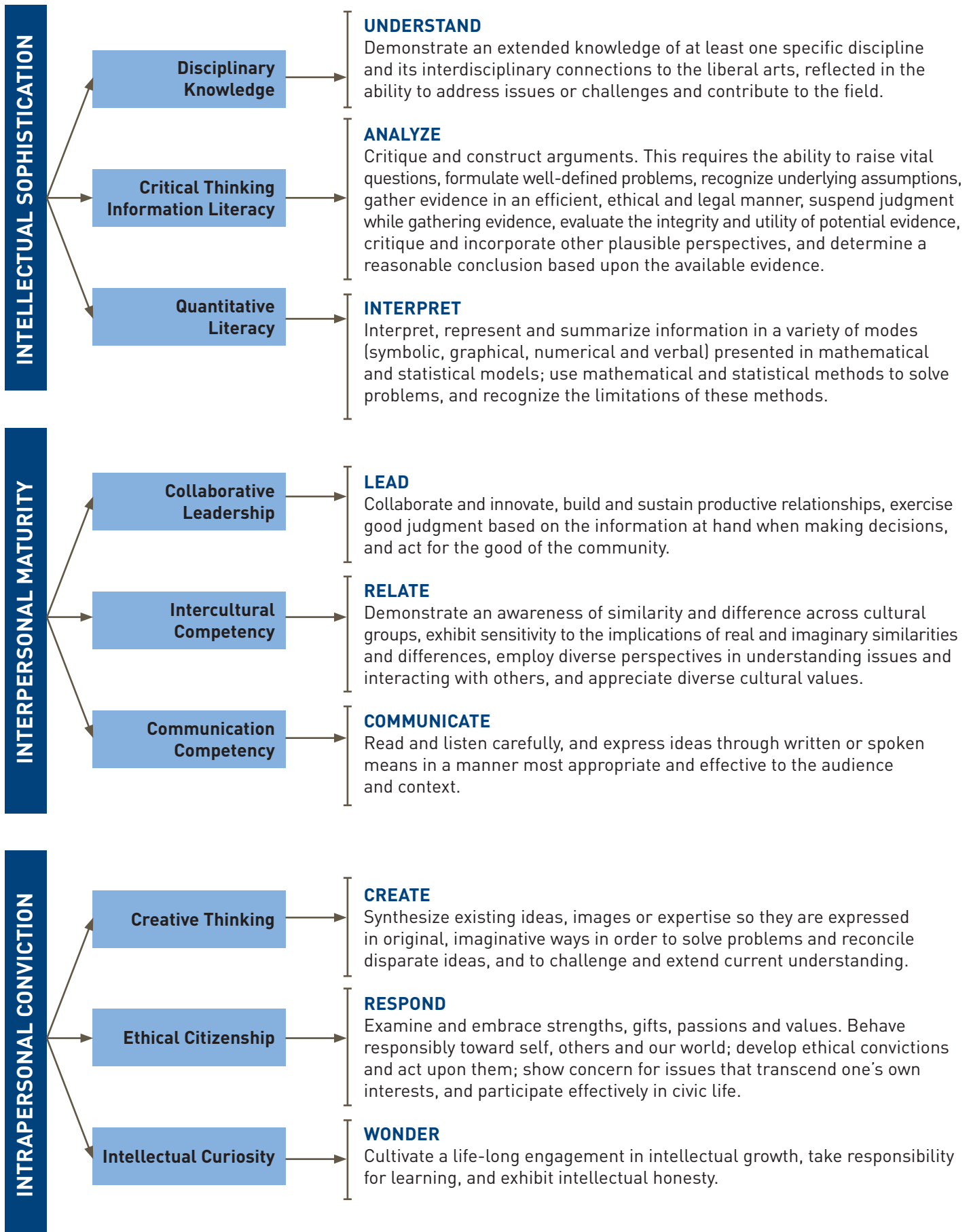
In November 2012, the faculty approved a list of college-wide learning outcomes as detailed in the model below and on the page that follows. Augustana graduates possess a sense of personal direction and the knowledge and abilities to work effectively with others in understanding and resolving complex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



INTELLECTUAL SOPHISTICATION

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

At Augustana, Intellectual Sophistication includes three Student Learning Outcomes:

- Disciplinary Knowledge
- Critical Thinking Information Literacy
- Quantitative Literacy

Assessment

What: Quantitative Literacy

When: 2014-15 Academic Year

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

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

Findings

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

Institutional Response

- Results were presented to faculty through several different forums
- General Education Committee believes the findings inform the rationale for revising the core curriculum
- Faculty have expressed concern in response to these findings
- **Faculty have not yet determined a specific course of action**



INTERPERSONAL MATURITY

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

At Augustana, Intellectual Sophistication includes three Student Learning Outcomes:

- Collaborative Leadership
- Intercultural Competency
- Communication Competency

Assessment

What: Communication Competency

When: 2012-13 Academic Year

How: Scoring Rubric adapted from AAC&U VALUE oral presentation rubric

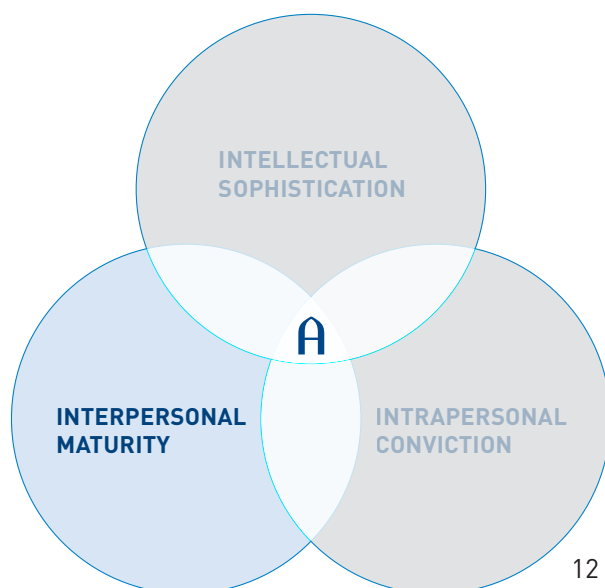
Who: 99 students enrolled from 9 different majors

Findings

- **On average, students did not meet competency levels on any dimension of the assessment rubric**
- Instructors often feel uncomfortable providing instruction on public speaking
- Students rarely take oral presentation as seriously as a written paper

Institutional Response

- Results were presented to faculty through several different forums
- AIC sponsored a workshop on developing oral presentation skills in students
- The Reading/Writing Center sponsored oral presentation help sessions for students
- The Office of Student Life sponsored a series of TED talks to draw attention to the importance of public speaking skills
- **A 2015 analysis of 64 senior inquiry oral presentations found marked improvement in four of the five dimensions of the oral presentation rubric**



INTRAPERSONAL CONVICTION

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

At Augustana, Intellectual Sophistication includes three Student Learning Outcomes:

- Creative Thinking
- Ethical Citizenship
- Intellectual Curiosity

Assessment

What: Motivational Orientations (a precursor to Intellectual Curiosity)

When: Fall 2011 through Spring 2015

How: Scoring Rubric adapted from AAC&U VALUE oral presentation rubric

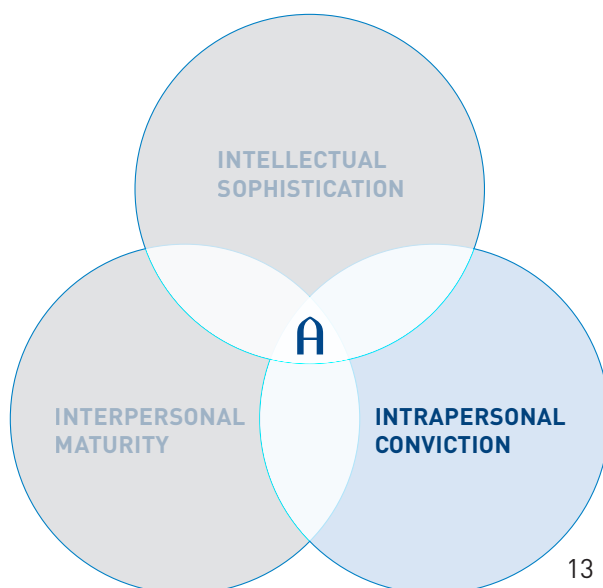
Who: 402 students from the 2011 cohort who graduated in Spring, 2015

Findings

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

Institutional Response

- Results were presented to faculty through several different forums
- Faculty have expressed positive reaction to the decrease in extrinsic motivational orientation and concern regarding the lack of change in intrinsic motivational orientation
- **Faculty have not yet determined a specific course of action**



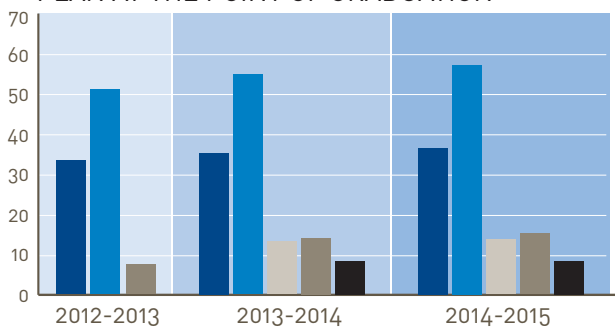
Section 5

Life after Augustana College

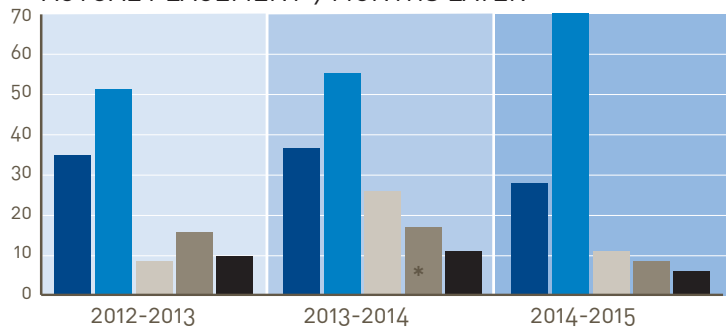
One of the most important outcomes of an Augustana education is the skills we develop in graduates, and the impressions of how well we prepared them for careers and graduate school. Below is a collection of data points—some gathered annually and others periodically—that show how effectively Augustana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

	12-13	13-14	14-15
Would you choose Augustana again?	81%	72%	82%
Certainty about post-graduate plan fit	76%	77%	81%

PLAN AT THE POINT OF GRADUATION



ACTUAL PLACEMENT 9 MONTHS LATER

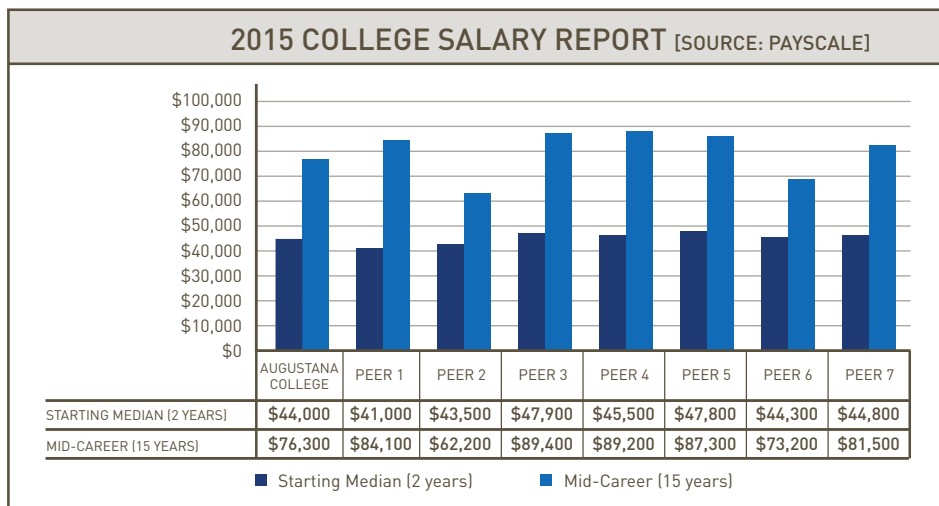


■ GRADUATE SCHOOL ■ EMPLOYED FULL-TIME ■ EMPLOYED PART-TIME OR INTERN ■ STILL SEEKING ■ VOLUNTEER

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

Indebtedness (multi 3-year period beginning)	2011	2012	2013
Average indebtedness	\$24,496	\$27,000	\$27,000
Default rate*	5.5%	2.7%	2.9%

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

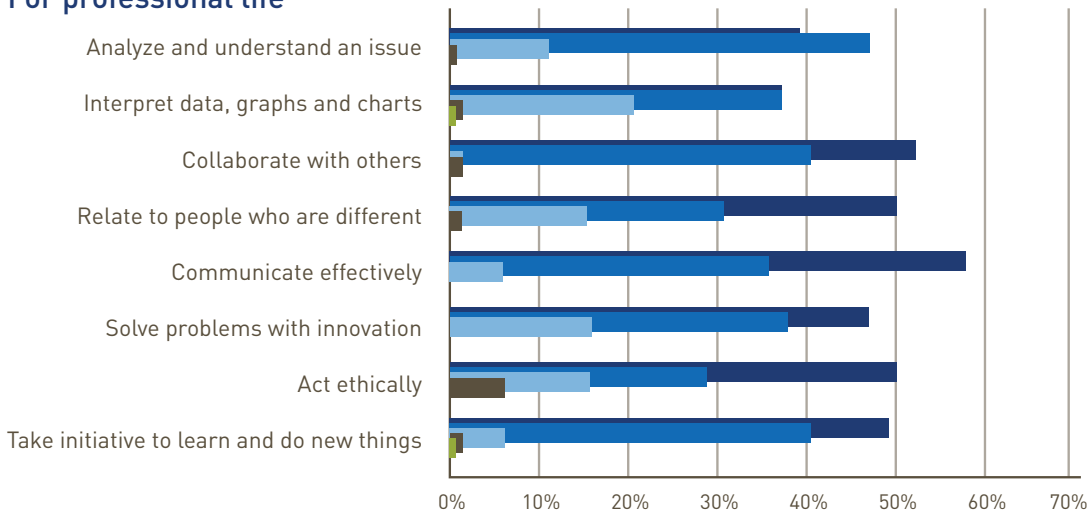


NOTES: 1. Peers are institutions identified by Augustana as having similar financial resources, enrollments and missions.
 2. Peers include Gustavus Adolphus College, Luther College, Illinois Wesleyan University, Ohio Wesleyan University, Susquehanna University, University of Puget Sound and Wittenberg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

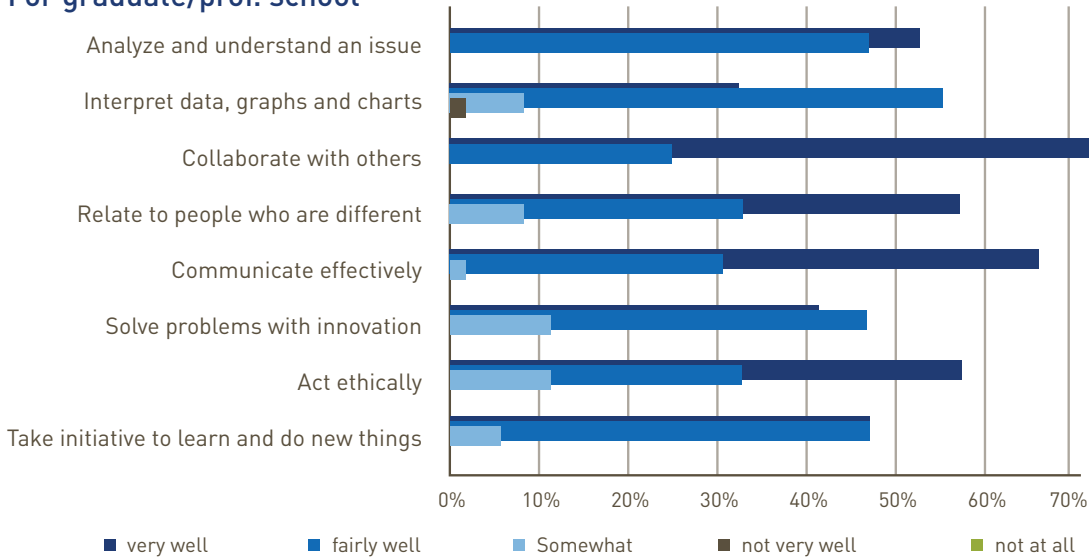
This data is from our recent alumni survey with 2014-15 graduates.

CONTRIBUTION OF AUGUSTANA TO DEVELOPMENT OF ESSENTIAL SKILLS

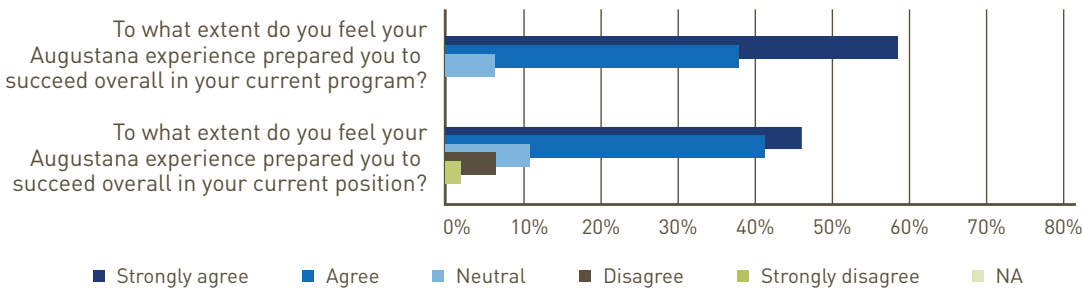
For professional life



For graduate/prof. school



ATTITUDES TOWARD AUGUSTANA



Section 6

Our efforts

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

Full-time faculty workload	12-13	13-14	14-15
Teaching 7 or more courses	51%	51%	49%
Teaching at least 6 courses	70%	74%	72%
Teaching 5 or fewer courses	23%	19%	23%
Advising	12-13	13-14	14-15
Percentage of f-t faculty who serve as advisors	82%	73%	81%
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)	47.5%	72.4%	56.6%
My major advisor helped me plan to make the most of my college career. (Percent responding agree or strongly agree)	67.5%	78.6%	72.5%
Number of administrators who serve as academic advisors	55	55	23
Class sizes	12-13	13-14	14-15
% of classes under 20 students	61.1%	64.3%	61.9%
% of classes over 50 students	1.2%	1.0%	0.2%

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	14-15
Total expenditures per student FTE	\$24,519	\$27,431	\$29,768
Educational expenses per FTE	\$22,993	\$24,123	\$24,671
Instruction and academic support per FTE	\$14,704	\$13,990	\$16,095
Student support per FTE	\$3,030	\$4,434	\$3,261
Investment in faculty development	12-13	13-14	14-15
Professional development funds provided per f-t faculty members	\$1,000	\$1,000	\$1,000
Investment in our human resources	12-13	13-14	14-15
Faculty benefits	\$15,458	\$14,752	\$15,974
Administration benefits	\$13,680	\$12,493	\$14,563
Staff benefits	\$8,533	\$6,317	\$7,818
Workers compensation claims	\$360,508	\$361,220	\$388,584
Medical expenditures per employee	\$4,896	\$5,138	\$5,124
Salary and wages	12-13	13-14	14-15
Average salary for f-t faculty	\$63,707	\$64,035	\$66,967
Median salary range for f-t faculty	\$77,750- \$54,000	\$77,900- \$54,330	\$80,360- \$55,350
Average salary for f-t administrators*	\$53,906	\$54,247	\$55,582
Median salary for f-t administrators	\$65,000- \$38,490	\$71,907- \$39,249	\$67,273- \$39,520
Average hourly wage per f-t staff member	\$14.42	\$14.55	\$14.82

* Salaries of president and average salary of cabinet not included

ITS	12-13	13-14	14-15
File storage for each campus member	30 gigabytes	Unlimited	Unlimited
Wireless coverage—academic	82%	98%	98%
Wireless coverage—residential	90%	100%	100%
Classrooms with technology enhancements (Minimum of multimedia [sound, dvd/vcr], projector, console computer, internet connection)	95%	95%	86%
Core server uptime	99.95%	99.80%	99.97%
Internet bandwidth	800 mb/s	800 mb/s	1.3 gb/s
Students using Moodle	90%	95%	95%
Faculty using Moodle	50%	40%	35%
Specialty equipment in use daily	25%	30%	30%
Work order addressed within one hour	21%	21%	80%
Physical plant	12-13	13-14	14-15
Age of physical plant	—	20.8 years	18.9 years
Plant reinvestment	—	\$15.4 mil.	\$1.3 mil.
Miscellaneous admissions costs	12-13	13-14	14-15
Cost to enroll a student	\$713,800 \$1,088 per student	\$802,676 \$1,280 per student	\$1,022,525 \$1,408 per student
Application demand	6,155	6,556	6,727
Selectivity	57.1%	49.5%	49.2%
Yield	18%	22%	21%
Summer melt	6.8%	7.1%	4.7%
Miscellaneous fund-raising costs	12-13	13-14	14-15
Cost to raise a dollar	—	\$.08	\$.08
Grant submissions and successes	—	75%	82%

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	12-13	13-14	14-15
Number of f-t faculty	186	188	197
Number of f-t administrators	145	154	173
Number of f-t hourly staff	178	170	182
Membership of Board of Trustees	—	40	37
Avg. length (years) of service f-t faculty	—	13.00	13.07
Avg. length (years) of service f-t administrators	—	10.61	10.28
Avg. length of service f-t hourly staff	—	11.07	11.00
Racial diversity	12-13	13-14	14-15
Board of Trustees	—	10%	5%
F-t faculty	—	11%	17%
Administration	—	13%	16%
Staff	—	14%	18%
Shared governance	12-13	13-14	14-15
Percentage of board members participating in meetings	—	78%	79%
Giving	12-13	13-14	14-15
Percentage of the board giving to the college annually	92.5%	100%	100%
Percentage of the board giving to the Augustana Fund	95%	93%	89%
Percentage of the cabinet giving to the Augustana Fund	100%	100%	100%
Percentage of f-t employees giving to the Augustana Fund	—	16.5%	22.7%
Alumni donors	26%	24%	23%
Overall giving results	\$17,464,439	\$11,793,480	\$16,202,744
The Augustana Fund results	\$2,107,897	\$2,195,508	\$2,176,787

Section 9

Input Dashboard Indicators
and Benchmark Comparisons

Dashboard of Indicators Academic Year 2015/2016 - Spring						
Student Body - As of the 10th day of the Fall Term:						
		2011/12	2012/13	2013/14	2014/15	2015/16
1	Full-Time FTE	2,506	2,538	2,514	2,483	2,466
2	1st - 2nd Year Retention Rate	87.6%	84.4%	84.9%	82.9%	86.1%
3	4-Year Graduation Rate	73.6%	70.0%	70.5%	70.7%	70.6%
4	Racial Diversity	* 13.8%	16.8%	19.0%	21.6%	22.4%
5	Percent Male	42.6%	42.6%	43.2%	41.9%	42.3%
6	Percent Illinois	85.6%	83.5%	82.8%	81.0%	80.4%
7	Countries	18	16	25	29	37
Admissions (First-Year Cohort)						
8	Applicant Pool	4,609	4,232	6,155	6,556	6,727
9	Selectivity (Acc. Rate)	61.6%	68.7%	57.1%	49.5%	49.2%
10	Yield (% Acc. Enrolled)	24.9%	22.7%	17.8%	22.4%	20.6%
11	Enrolled First-Year	708	658	627	726	678
12	Mean ACT	25.5	25.4	25.1	25.9	25.8
13	Top 10% of high school class (of 2/3rds reported)	28.0%	29.5%	24.2%	28.9%	26.9%
14	Top 20% of high school class (of 2/3rds reported)	49.0%	49.9%	43.4%	53.9%	52.2%
15	Enrolled New Transfers (overall)	48	54	48	53	59
<i>Estimated</i>						
Student Financial Assistance - End of Fiscal Year:						
		2011/12	2012/13	2013/14	2014/15	2015/16
16	Total Discount	47.4%	49.3%	50.4%	52.5%	53.1%
17	Unfunded Discount Rates	43.5%	45.2%	46.3%	47.9%	49.0%
18	Average Total Loans for Aided Graduates	24,496	23,410	24,775	26,957	
19	Gap between <i>Expected</i> & <i>Actual</i> Family Contribution	6,937	7,030	7,829	6,634	6409
<i>Estimated</i>						
Finance - End of Fiscal Year:						
		2011/12	2012/13	2013/14	2014/15	2015/16
20	Plant Reinvestment Rate	1.6%	4.6%	15.0%	1.2%	
21	Endowment Market Value (000s)	115,912	129,619	147,253	151,088	
22	Endowment Investment Return	-2.2%	10.5%	15.0%	0.1%	
23	Principal Amount of Endowment (000s)	93,454	101,961	103,451	109,926	
24	Annual Operating Margin	1.8%	3.4%	3.5%	3.4%	
25	Change in Net Assets	4.4%	10.6%	10.1%	3.4%	
26	Total Assets	279,462,251	318,151,270	329,987,701	323,161,094	
27	Net Assets	207,571,386	229,677,536	252,814,726	249,454,063	
28	Total Liabilities	71,890,865	89,473,734	76,583,075	73,707,031	
29	Unrestricted Net Assets	102,002,716	120,691,438	137,037,585	128,964,373	
30	Unrestricted Net Assets/Total Debt	1.851	1.819	2.208	2.202	
31	Total Revenue	78,062,318	91,948,175	94,878,412	81,332,465	
32	Expenditures per Student FTE	27,711	27,519	27,839	30,048	
33	Moody's Bond Rating	Baa1	Baa1	Baa1	Baa1	Baa1
34	Tuition Revenue Reliance	89.1%	88.2%	87.4%	88.70%	
35	Net Tuition Revenue per First Year Student	15,752	14,819	15,391	14,251	14,633
36	Net Tuition Revenue per All Students (FTE)	17,301	17,320	17,150	17,465	17,083
37	Net Comp. Fee Revenue per 1st Year Res. Student	24,218	23,278	22,783	23,686	23,996
38	Total Net Tuition and Fees Revenue	43,781,068	44,142,221	44,627,534	43,273,225	43,116,167
39	Total Operating Revenue Including Releases	72,030,999	72,562,631	74,268,538	75,644,972	74,325,357
40	Faculty Salaries - AAUP IIB Percentile (Pr / Ao / Ai / In)	64/ 54/ 44/ 50	57/ 55/ 49/ 24	54/ 47/ 36/ 31	61/ 53/ 30/ 42	60/ 48/ 31/ 45
<i>Estimated</i>						
Advancement - End of Fiscal Year:						
		2011/12	2012/13	2013/14	2014/15	2015/16
41	Total Gifts & Grants	14,625,969	17,464,439	11,793,480	16,202,744	
42	Unrestricted Gifts & Grants	1,759,718	2,107,897	2,195,508	2,176,787	
43	Alumni Donors	4,642	4,355	3,918	3,874	
44	% donating	28.0%	26.0%	23.6%	23.2%	
Instruction and Experience - Academic Year:						
		2011/12	2012/13	2013/14	2014/15	2015/16
45	Student/Faculty Ratio	11.5	11.86	12.26	11.88	11.38
46	% of Classes with < 20 Students	64.0%	60.0%	64.3%	61.9%	63.8%
47	% of Classes with ≥ 50 Students	0.04%	0.10%	1.00%	0.20%	0%
48	% of Graduates who Studied Abroad	53%	49%	50%	54%	
49	% of Graduates with an Internship Experience	53%	60%	60%	65%	
50	% of Graduates who worked on Faculty Research	15%	15%	17%	15%	
51	% of seniors who would choose Augustana again	81%	81%	72%	82%	
52	% of seniors who feel post-grad plans are a good fit	77%	75%	77%	81%	
53	% of seniors who felt a strong sense of belonging	74%	72%	67%	76%	
54	% of seniors who felt faculty helped prepare them	73%	75%	76%	75%	
55	% of seniors who said courses were available when needed	59%	55%	48%	52%	
56	% of seniors who said their individual interactions with faculty influenced their intellectual growth	91%	91%	91%	93%	
57	US News Ranking	86	97	100	105	105

Defining a Set of Peers for Benchmarking Resources

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

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

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

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

To approximate similarity in enrollment size, we chose:

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

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

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

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

Benchmark Institutions

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

IPEDS DATA FEEDBACK REPORT 2015

What Is IPEDS?

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

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

What Is the Purpose of This Report?

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

What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2014-15 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

Where Can I Do More with IPEDS Data?

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



Augustana College
Rock Island, IL



COMPARISON GROUP

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

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

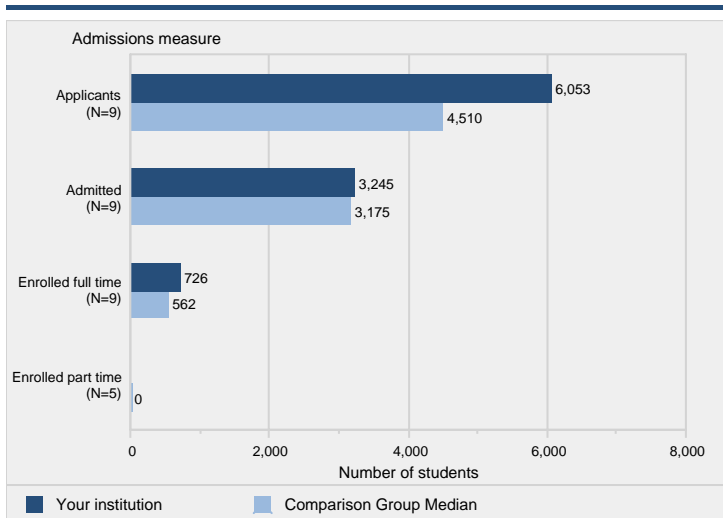
- ▶ Gustavus Adolphus College (Saint Peter, MN)
- ▶ Illinois Wesleyan University (Bloomington, IL)
- ▶ Luther College (Decorah, IA)
- ▶ Ohio Wesleyan University (Delaware, OH)
- ▶ Roanoke College (Salem, VA)
- ▶ Susquehanna University (Selinsgrove, PA)
- ▶ University of Puget Sound (Tacoma, WA)
- ▶ Whitworth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

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

- 1) Admissions (only for non-open-admissions schools),
- 2) Student Enrollment,
- 3) Awards,
- 4) Charges and Net Price,
- 5) Student Financial Aid,
- 6) Military Benefits*,
- 7) Retention and Graduation Rates,
- 8) Finance,
- 9) Staff, and
- 10) Libraries*.

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

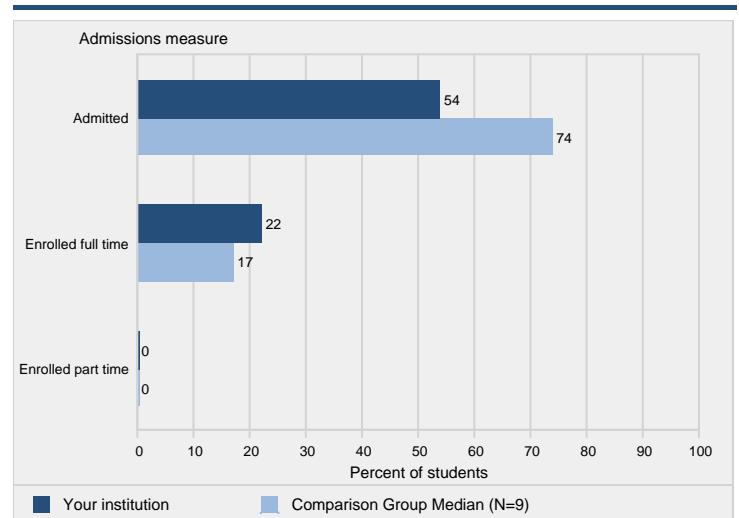
Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2014



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Admissions component.

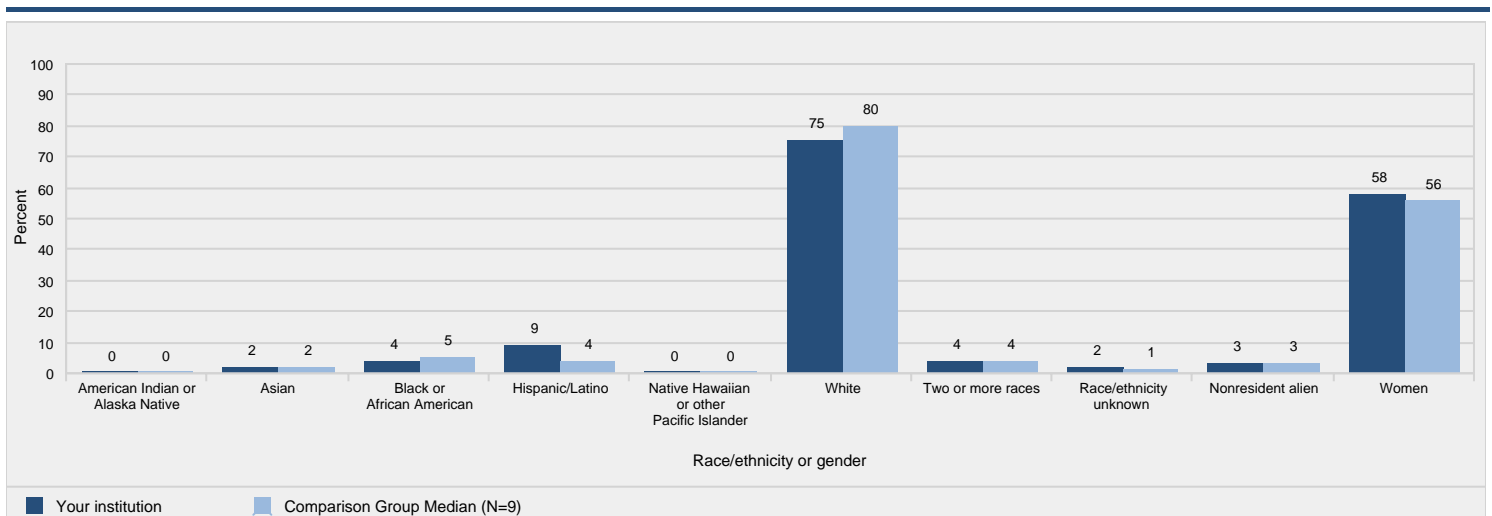
Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admissions enrolled, by full- and part-time status: Fall 2014



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Admissions component.

Figure 3. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2014

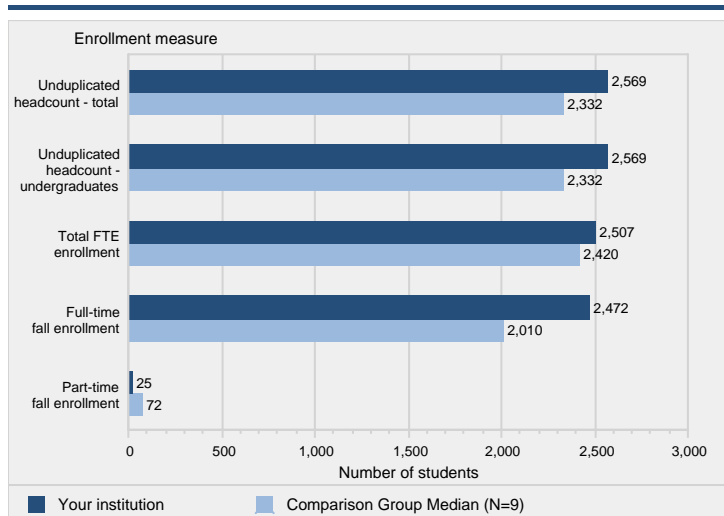


NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Fall Enrollment component.

IPEDS DATA FEEDBACK REPORT

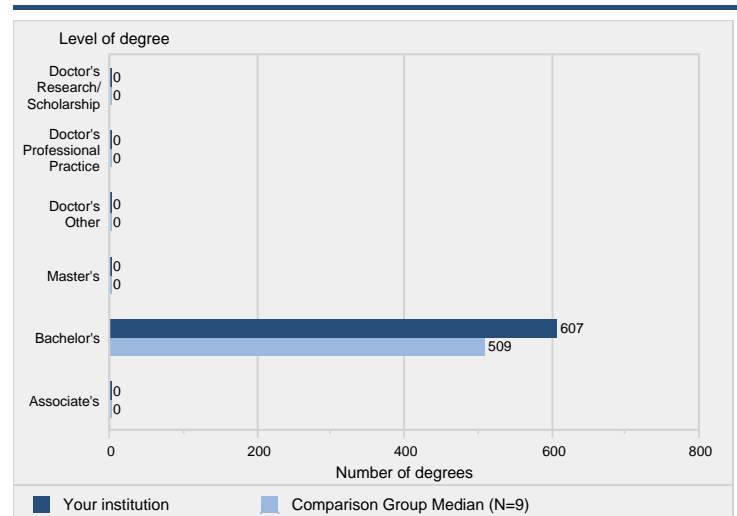
Figure 4. Unduplicated 12-month headcount of all students and of undergraduate students (2013-14), total FTE enrollment (2013-14), and full- and part-time fall enrollment (Fall 2014)



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2014, 12-month Enrollment component and Spring 2015, Fall Enrollment component.

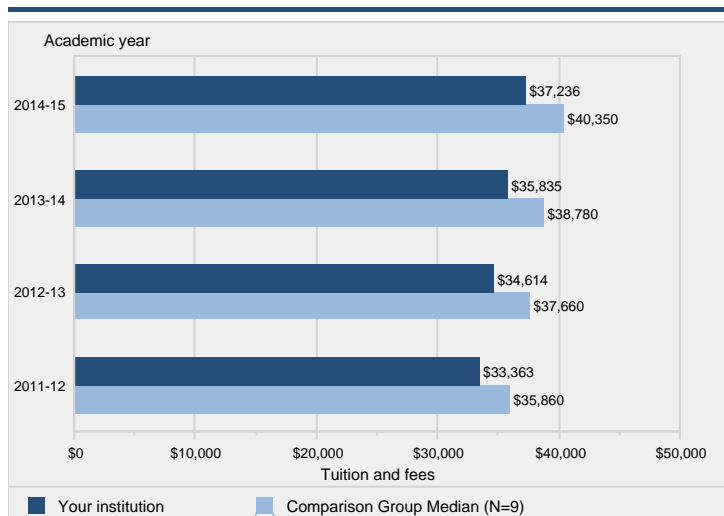
Figure 5. Number of degrees awarded, by level: 2013-14



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 2014, Completions component.

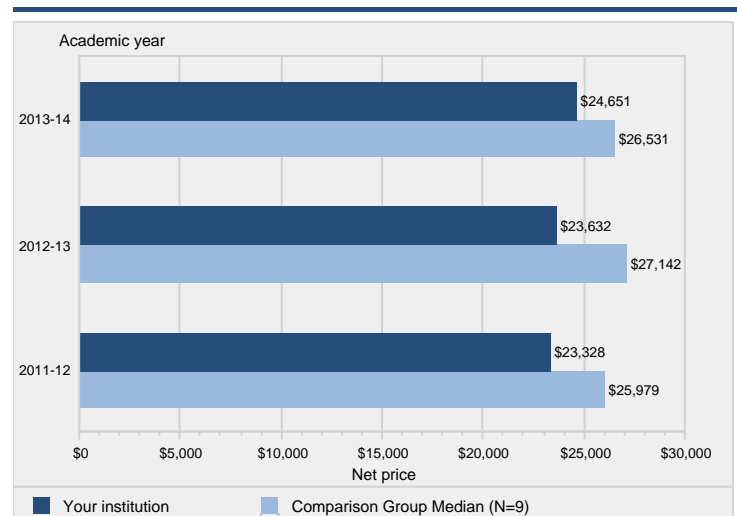
Figure 6. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2011-12 to 2014-15



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 2014, Institutional Characteristics component.

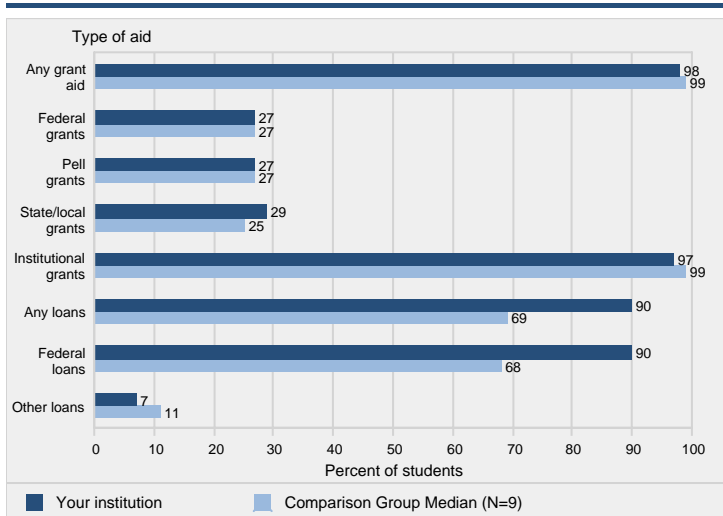
Figure 7. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2011-12 to 2013-14



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. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

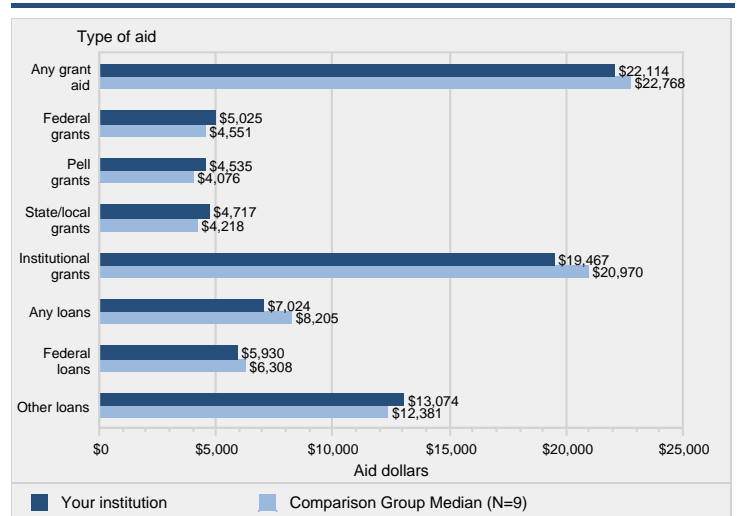
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2014, Institutional Characteristics component; Winter 2014-15, Student Financial Aid component.

Figure 8. 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: 2013-14



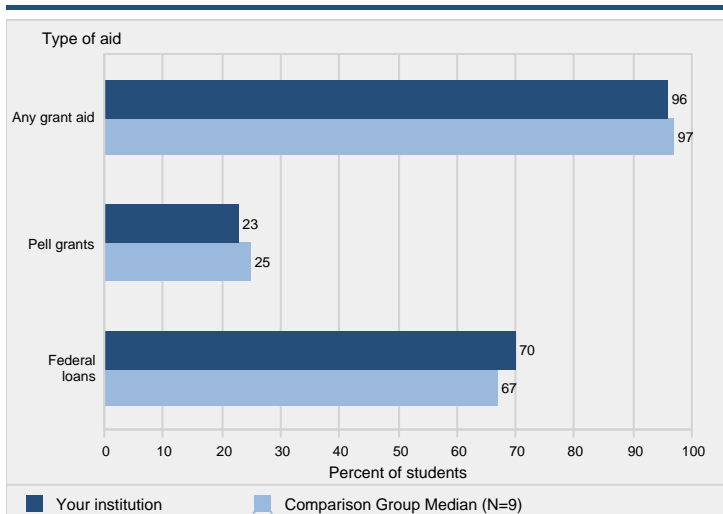
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. 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 2014-15, Student Financial Aid component.

Figure 9. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received for full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2013-14



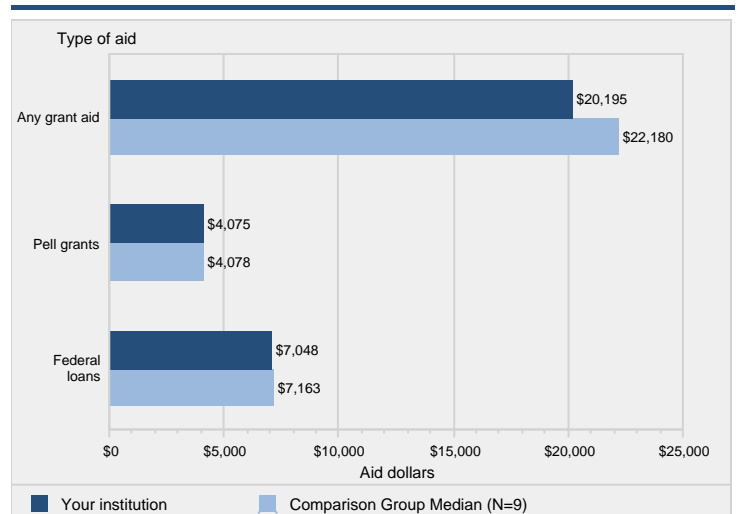
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. Average amounts of aid were calculated by dividing 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 2014-15, Student Financial Aid component.

Figure 10. Percent of all undergraduates receiving aid, by type of aid: 2013-14



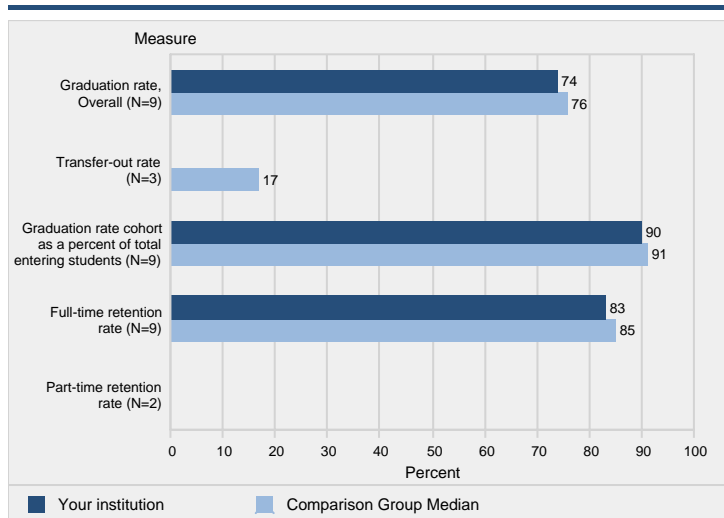
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Student Financial Aid component.

Figure 11. Average amount of aid received by all undergraduates, by type of aid: 2013-14



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 2014-15, Student Financial Aid component.

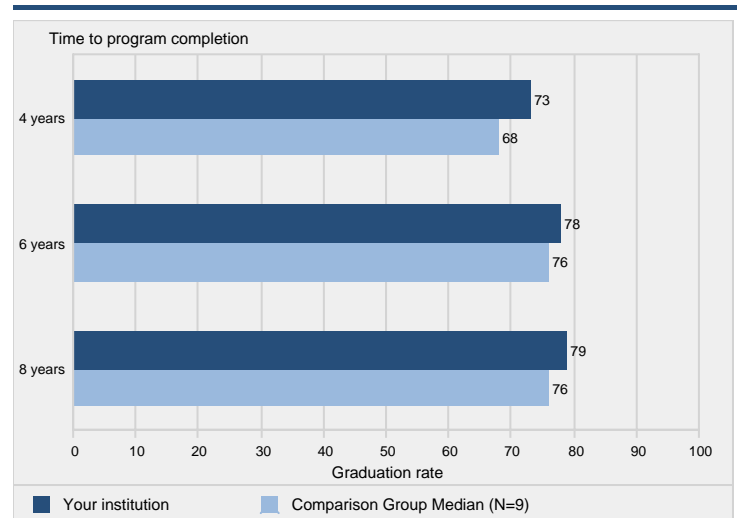
Figure 12. Graduation rate and transfer-out rate (2008 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2014)



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. Retention rates are measured from the fall of first enrollment to the following fall. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Graduation Rates component and Spring 2014, Fall Enrollment component.

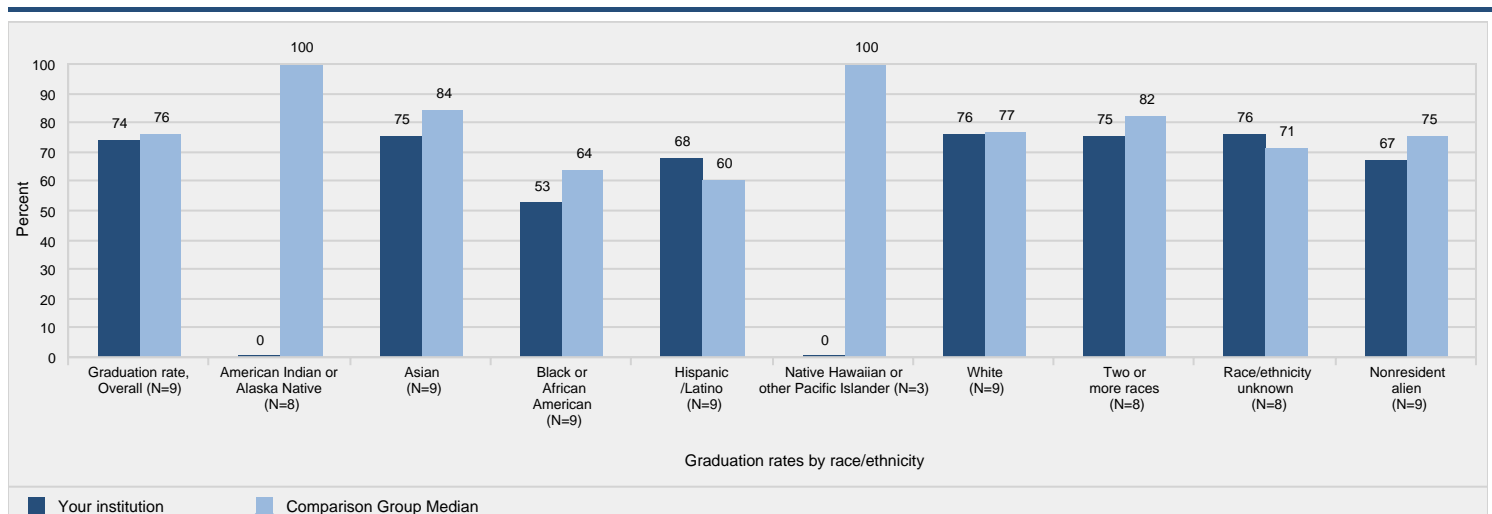
Figure 13. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2006 cohort



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, 200% Graduation Rates component.

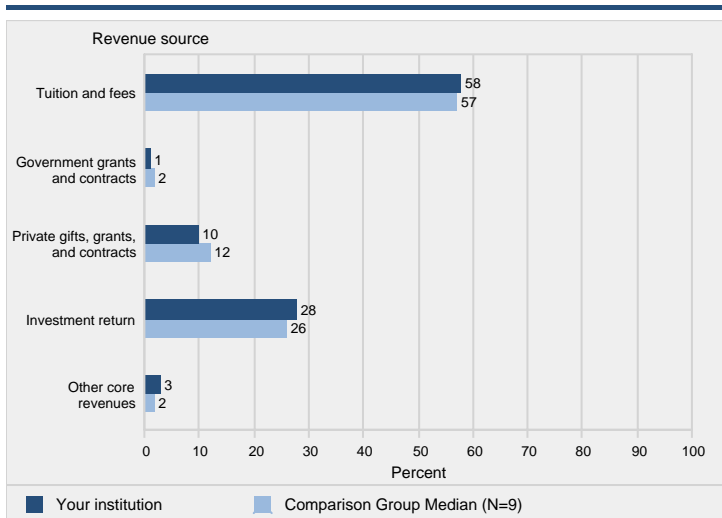
Figure 14. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2008 cohort



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Graduation Rates component.

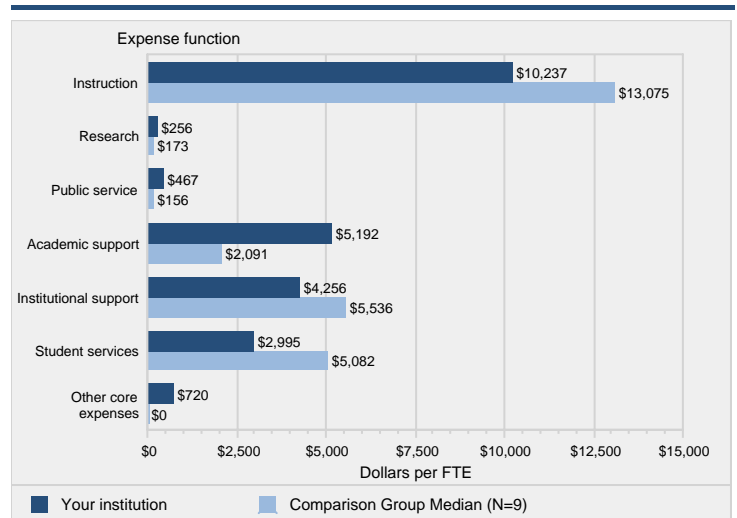
Figure 15. Percent distribution of core revenues, by source: Fiscal year 2014



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 2014, Finance component.

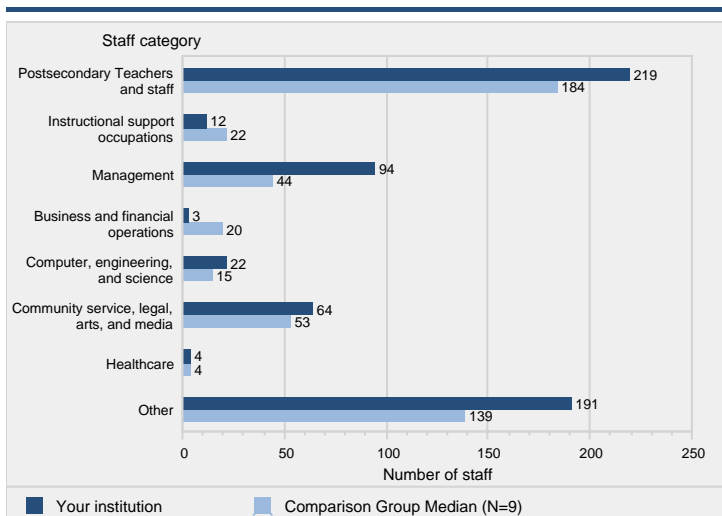
Figure 16. Core expenses per FTE enrollment, by function: Fiscal year 2014



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 2014, 12-month Enrollment component and Spring 2015, Finance component.

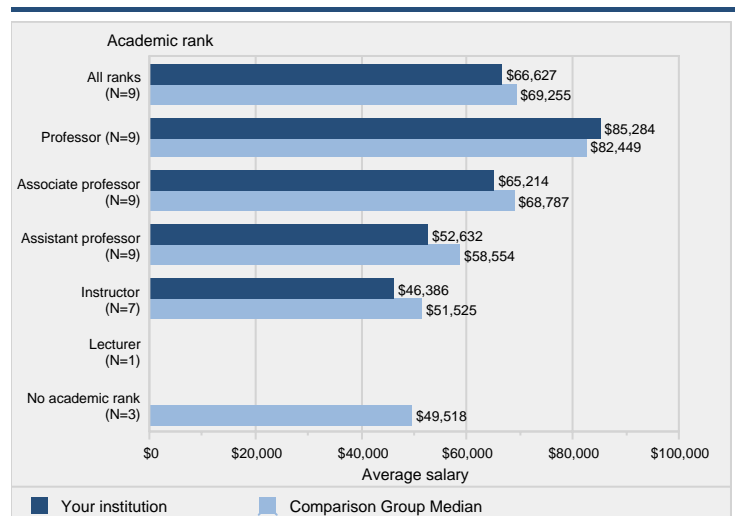
Figure 17. Full-time equivalent staff, by occupational category: Fall 2014



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Human Resources component.

Figure 18. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2014-15



NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Human Resources component.

IPEDS DATA FEEDBACK REPORT

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2014-15 data collection year. Response rates exceeded 99% 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 fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website (<http://nces.ed.gov/ipeds>).

Missing Statistics

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

Use of Imputed Data

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

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

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

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

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

Description of Statistics Used in the Figures

Admissions and Test Score Data

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

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.

Equated Instructional Non-Medical Staff Salaries

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

FTE Enrollment

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

FTE Staff

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program before the ending status date of August 31, 2014; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Retention Rates

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

Total Entering Undergraduate Students

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

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services, and 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/>.