

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 public—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

Section 2: Program participation

Section 3: Our academic programs

Section 4: Learning outcomes

Section 5: Life after Augustana College

Section 6: Our efforts

Section 7: Our practices

Section 8: Our culture

Section 9: Input Dashboard Indicators and Benchmark Comparisons

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. 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







STUDENT PERSISTENCE

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 or not 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:

ATTRITION

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

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	190	230	300	
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:

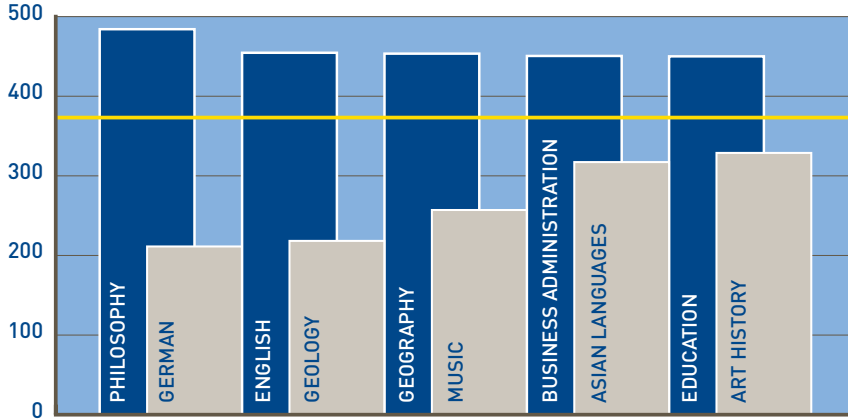
Section 3

Our academic programs

OUR ACADEMIC PROGRAMS

As a college of the liberal arts and sciences, Augustana believes in offering both breadth and depth throughout the curriculum to make sure our students have the richest possible academic experience. 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. 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.

CREDIT HOURS PER FULL-TIME ENROLLMENT (FTE) ANNUALLY

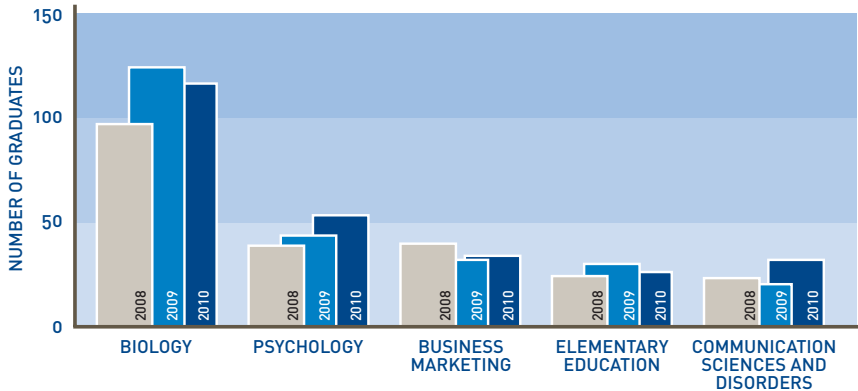


AVERAGE CREDIT PER FTE ANNUALLY **373.1**

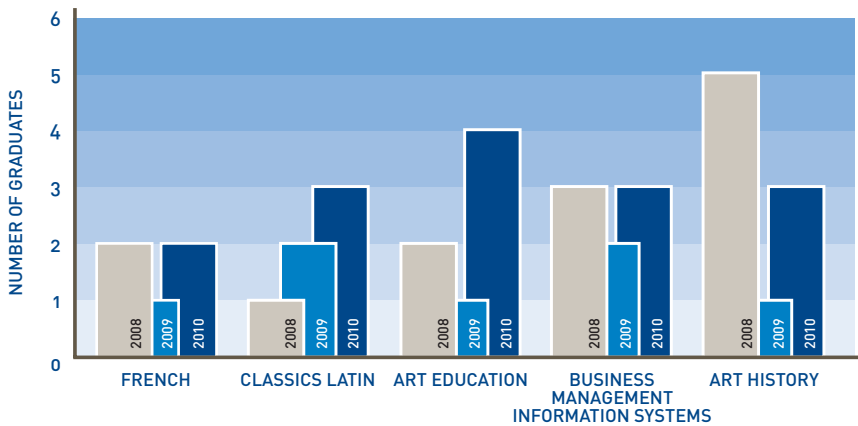
■ HIGH
■ LOW *

- * Note: Credit hours per full time enrollment data is influenced by the following:
- One-on-one private instruction (music and language)
 - Small department size and specialization and major course content that does not always allow for participation in the general education program
 - Time-intensive instruction and outside accreditation guidelines and requirements (art history and music)

HIGHEST NUMBER OF DEGREES AWARDED (2008-2010)



LOWEST NUMBER OF DEGREES AWARDED (2008-2010)



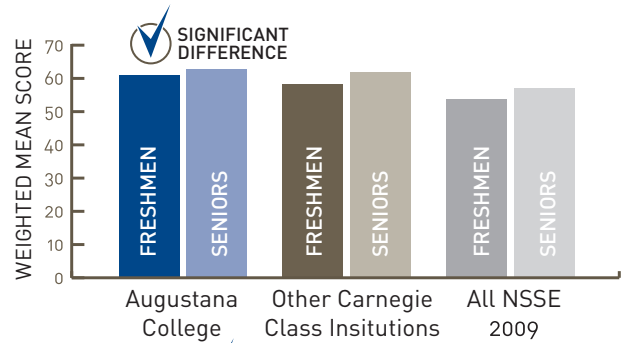
	08-09	09-10	10-11	
% of graduates with more than one major	33%	33%	35%	
Courses with Service Learning designation	0	3	Up to 10	
Courses with no Service Learning designation	12	12	15	

Section 4

Learning outcomes

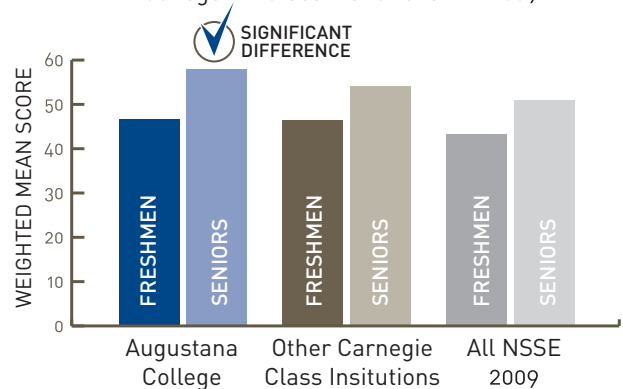
LEVEL OF ACADEMIC CHALLENGE

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



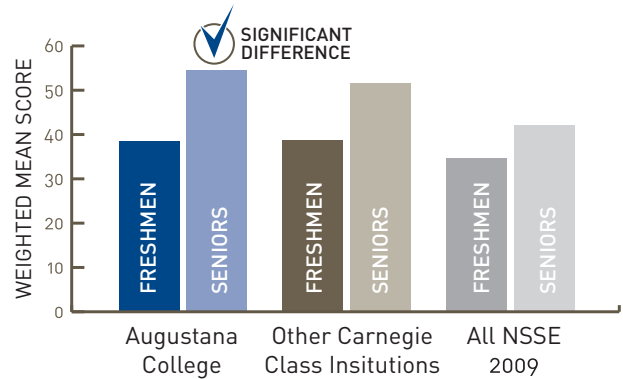
ACTIVE AND COLLABORATIVE LEARNING

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



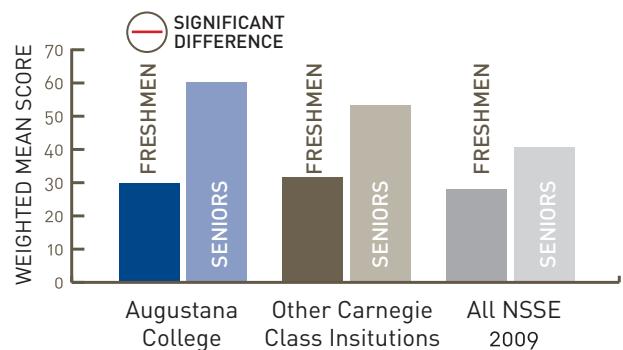
STUDENT-FACULTY INTERACTION

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



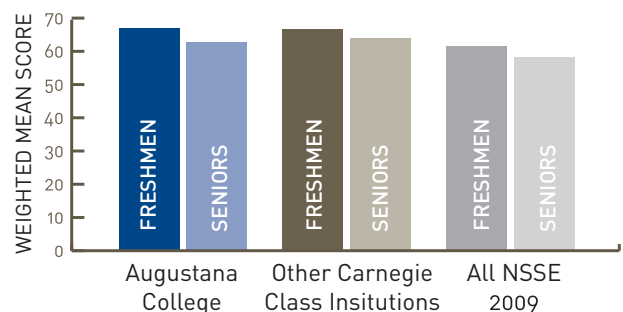
ENRICHING EDUCATIONAL EXPERIENCES

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.



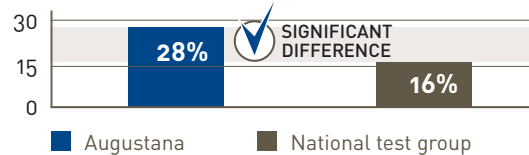
MEASURES OF CRITICAL THINKING

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 beginnings 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.

LEARNING OUTCOMES

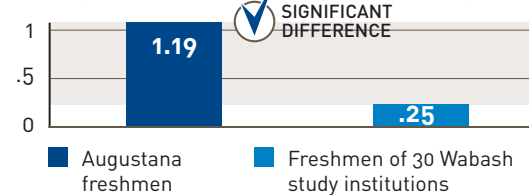
1 COLLEGIATE LEARNING ASSESSMENT (CLA)

Percentile growth Freshmen to Senior year
(Based on 2005 Augustana cohort)

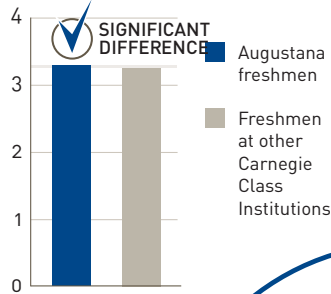


2 CAAP CRITICAL THINKING TEST

Change in Scores from Fall 2008 to Spring 2009

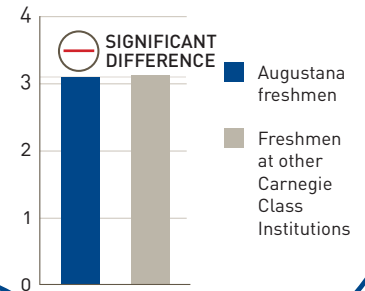


Analyzing the basic elements of an idea, experience, or theory



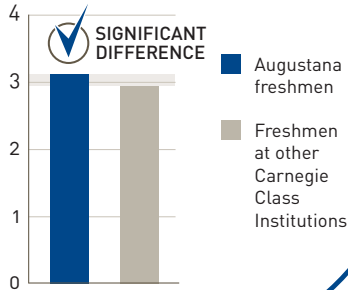
NSSE 2009

Applying theories or concepts



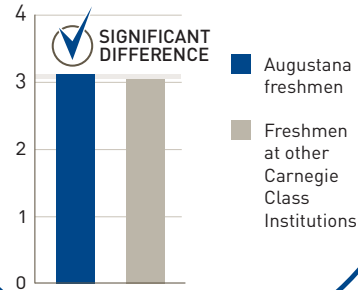
NSSE 2009

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

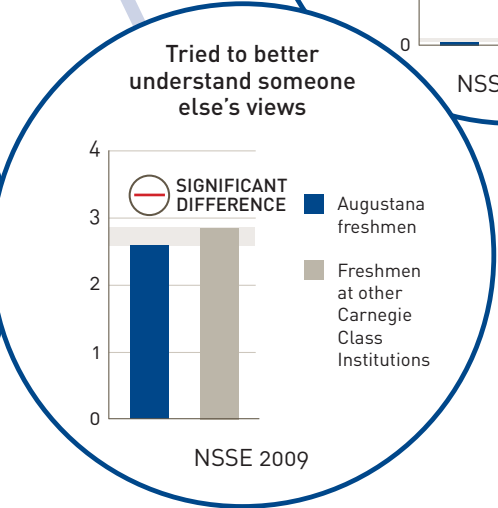
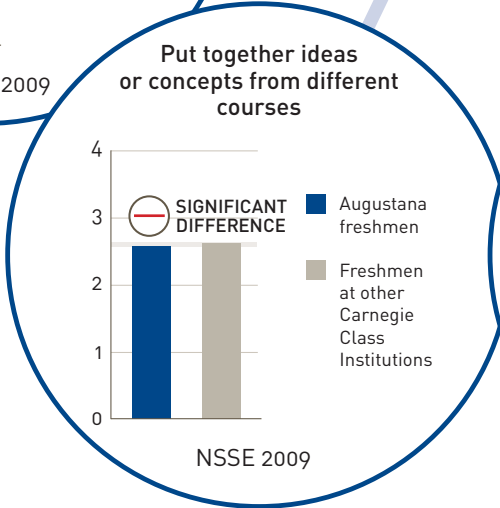
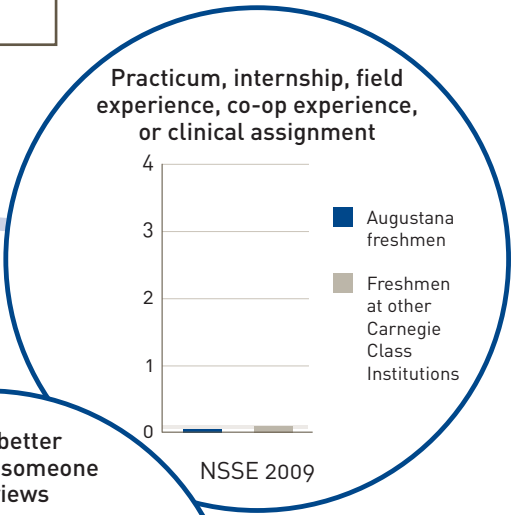
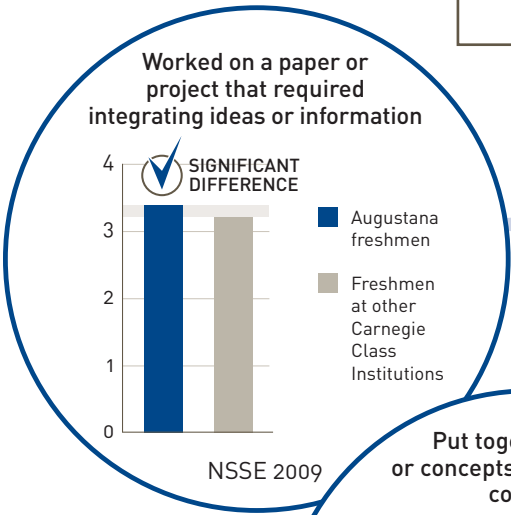
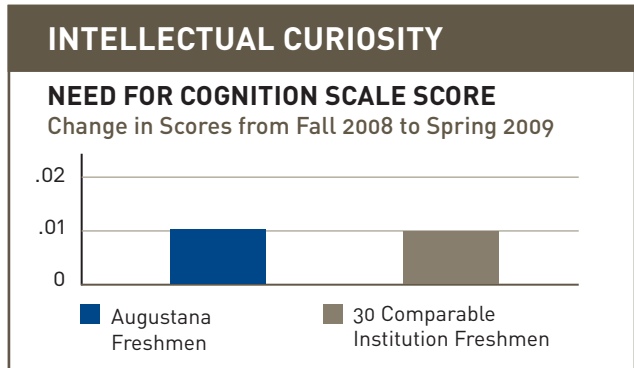
Collegiate learning assessment (CLA) assess a student's ability to think critically, reason analytically, solve problems and communicate clearly and cogently.

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.

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.

LEARNING OUTCOMES

One of the central goals of a liberal arts education is that student 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 prepare 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.



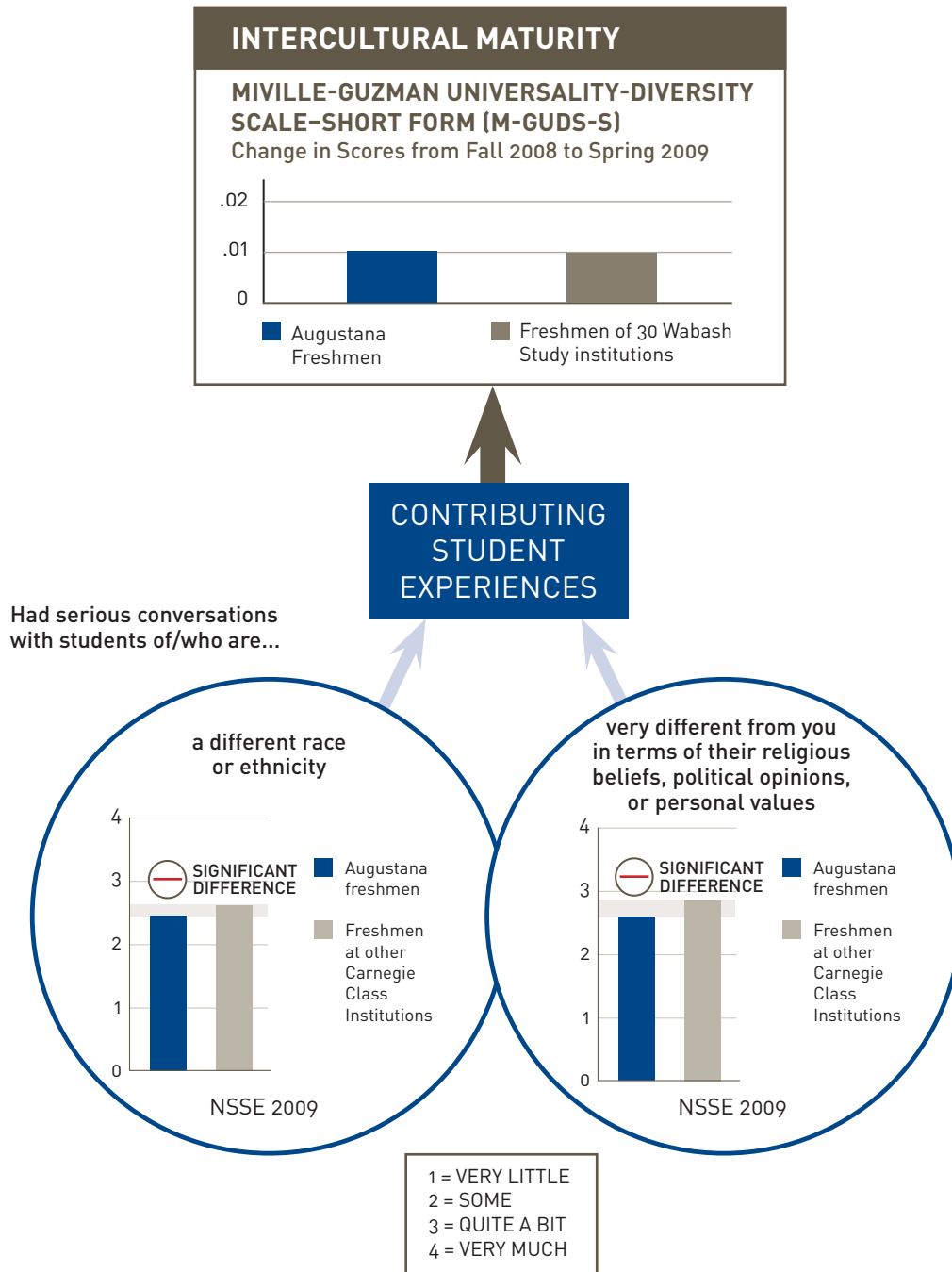
CONTRIBUTING STUDENT EXPERIENCES

1 = VERY LITTLE
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 4 = VERY MUCH

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

LEARNING OUTCOMES

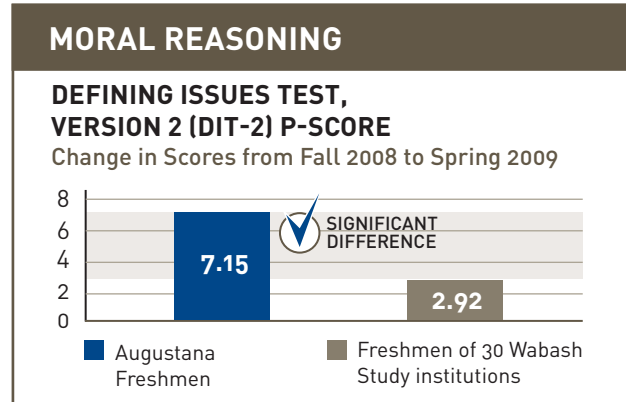
As a college historically steeped in the values of a Lutheran tradition, we intend our students to hone a moral and ethical code that reflects those values and beliefs. Moral Reasoning measures the degree to which students move from simplistic, self-center or rule-based notions of moral action to a more 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

LEARNING OUTCOMES

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.

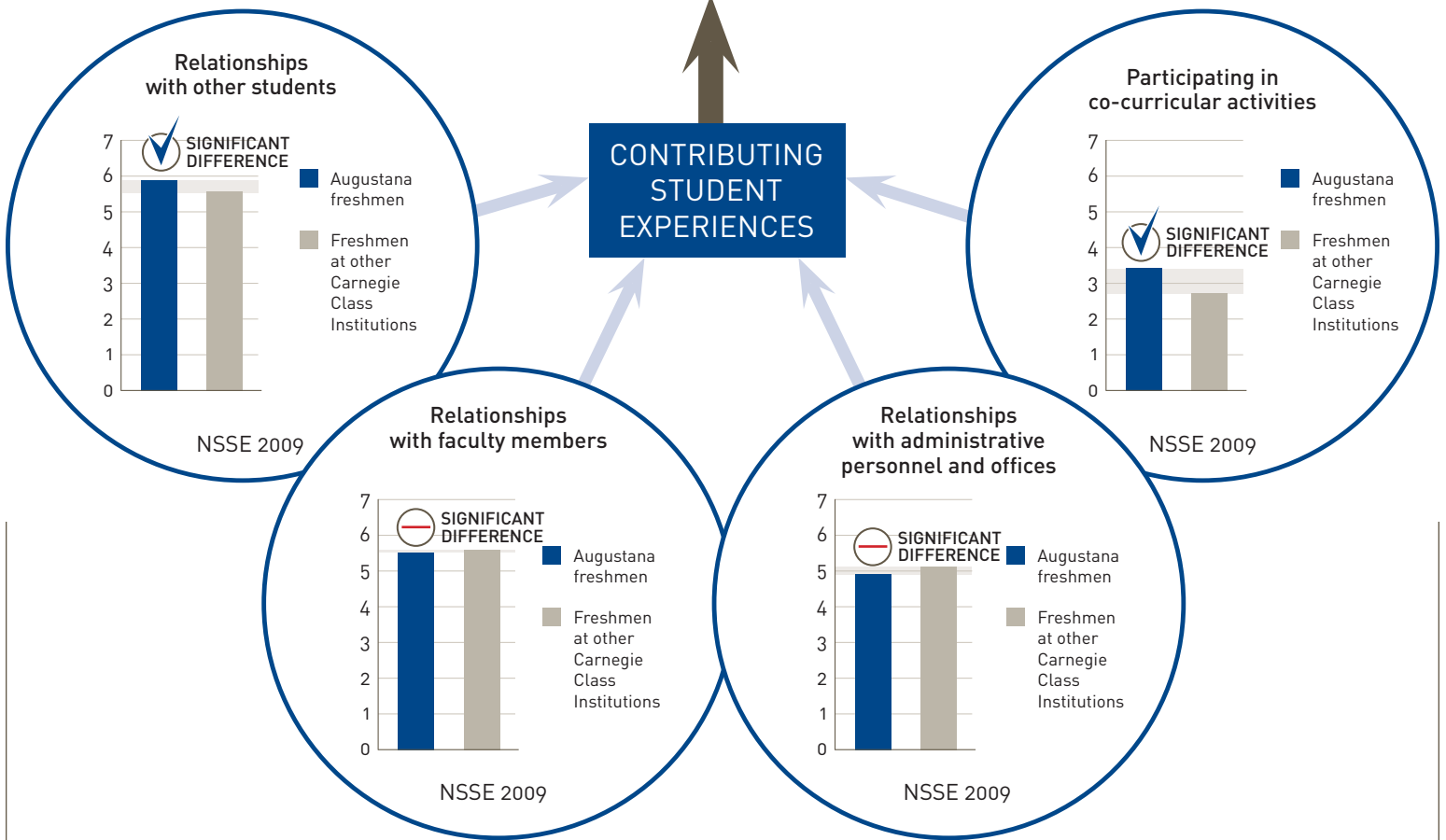
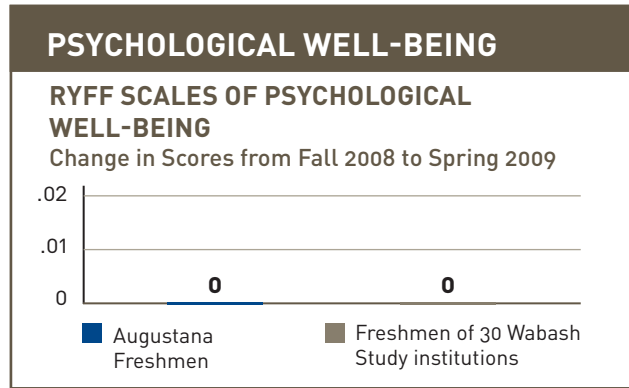


CONTRIBUTING STUDENT EXPERIENCES-NONE AT THIS TIME

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.

LEARNING OUTCOMES

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.

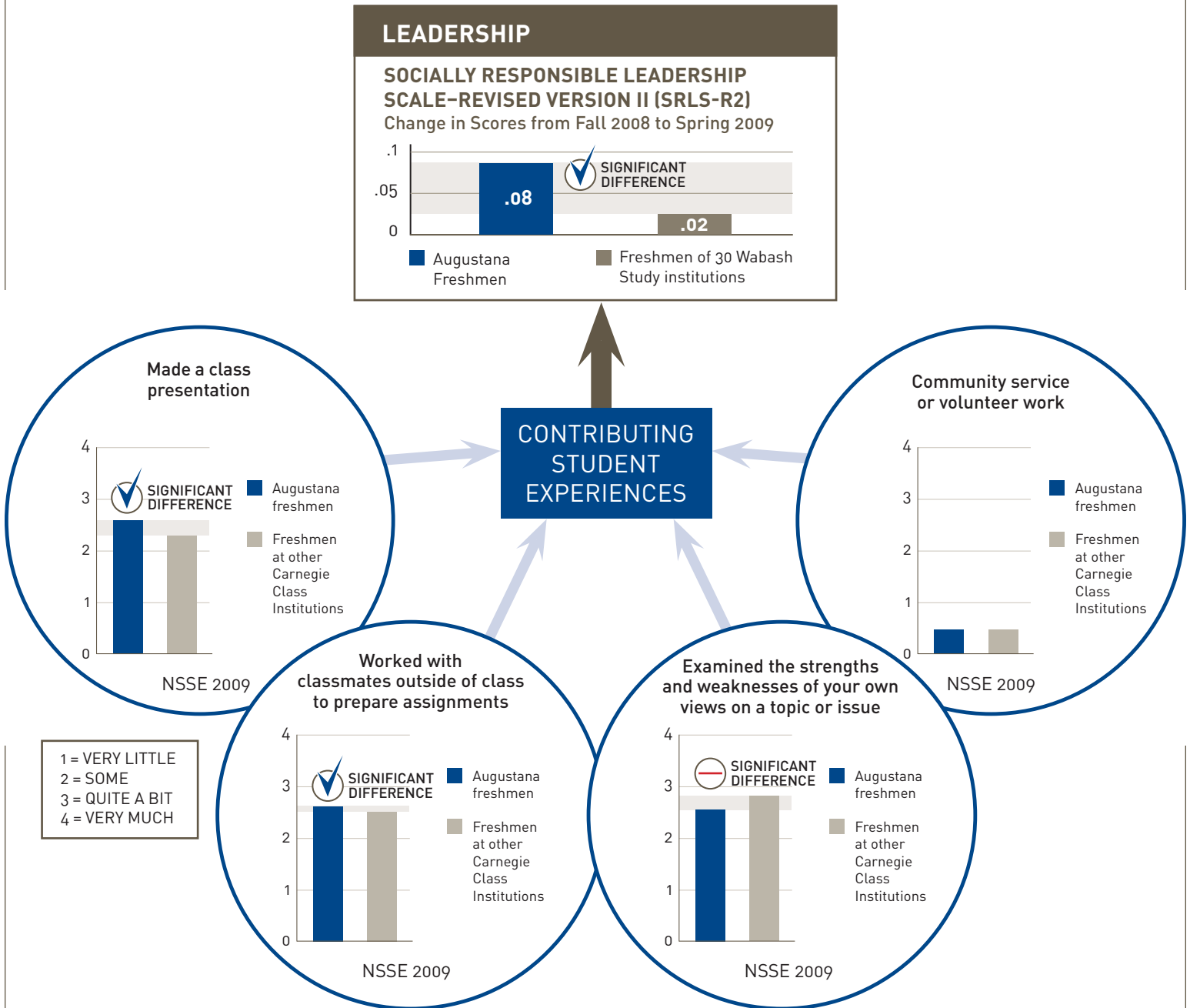


1 = UNFRIENDLY, UNSUPPORTIVE — 7 = HELPFUL, CONSIDERATE

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

LEARNING OUTCOMES

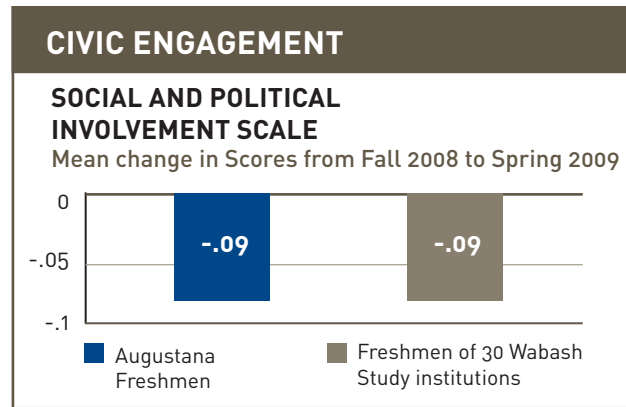
In both our Christian tradition and in our developing understanding of successful leaders, leadership is based in a set of values that emphasize collaboration, community, inclusiveness, and the importance of making the world a better place. Thus, our assessment of leadership development is measured by the Socially Responsible Leadership scale that 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 pair of values is clearly articulated in our mission to both lead and serve simultaneously.



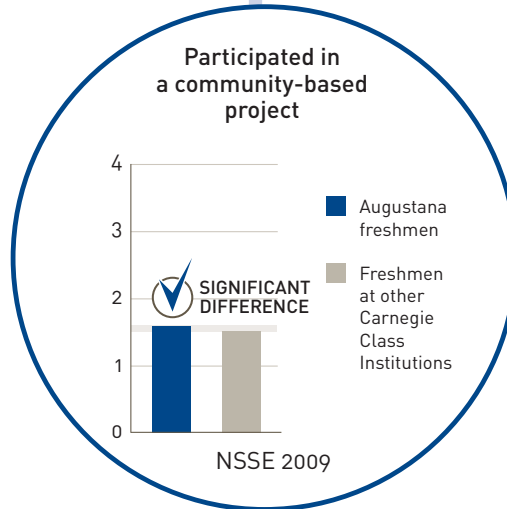
Socially Responsible Leadership Scale- Revised Version II (SRLS-R2): The SRLS-R2 is a 68-item survey that measures the eight dimensions of Astin et al.'s (1996) Social Change Model of leadership development.

LEARNING OUTCOMES

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 to civic engagement through a series of questions that ask them about the importance that 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 for them to be involved politically and socially in their communities.

Section 5

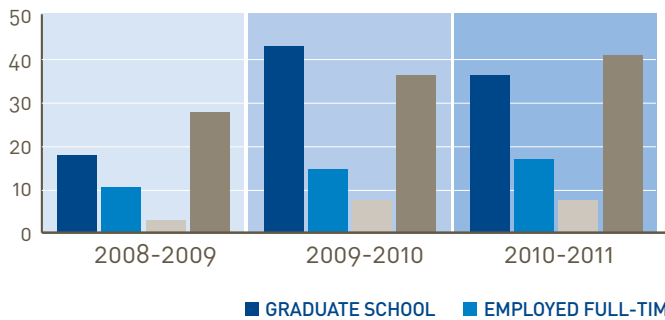
Life after Augustana College

LIFE AFTER AUGUSTANA

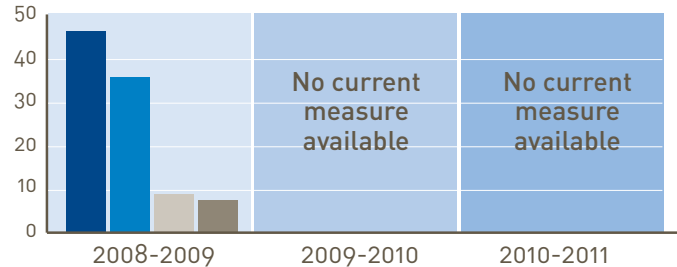
One of the most important outcomes of an Augustana education is the skills we develop in graduates, and the impressions of how well we prepared them for careers and graduate school. Below is a collection of data points—some gathered annually and others periodically—that show how effectively Augustana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



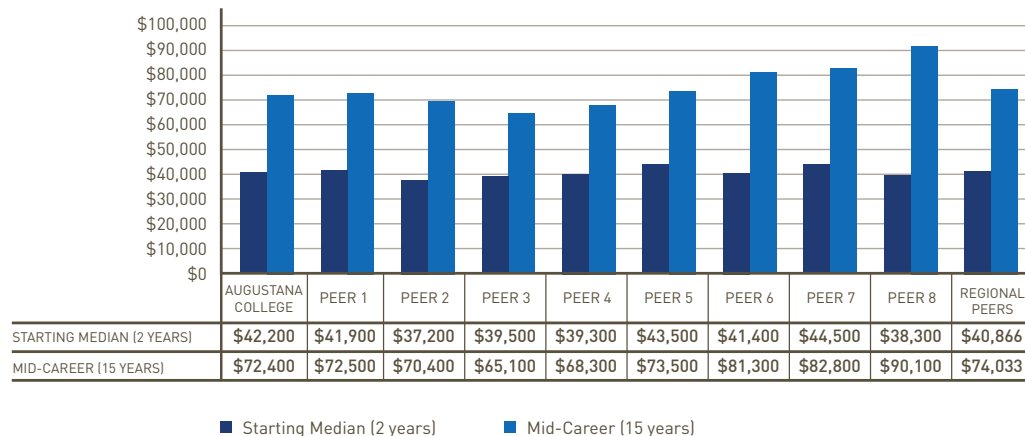
ACTUAL PLACEMENT 9 MONTHS LATER



Indebtedness

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

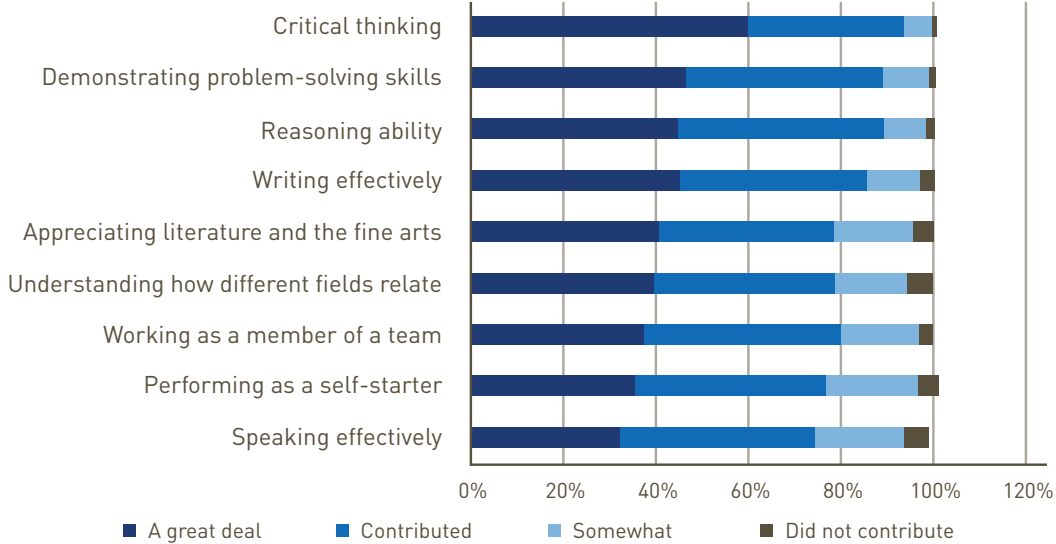
2010-11 COLLEGE SALARY REPORT [SOURCE: PAYSCALE]



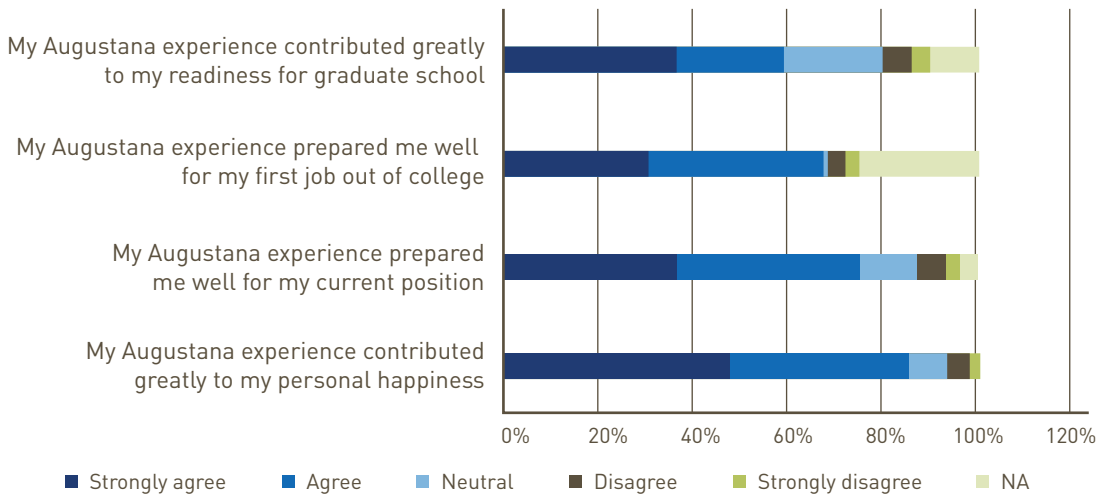
- NOTES: 1. Peers are institutions identified by Augustana as having similar financial resources, enrollments and missions.
 2. Peers include Gustavus Adolphus College, Luther College, Illinois Wesleyan University, Ohio Wesleyan University, Roanoke College, Susquehanna University, University of Puget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

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	
7 courses, advising, scholarship, service	—	—	50%	
6 courses, advising, scholarship, service	—	—	67%	
5 courses, advising, scholarship, service	—	—	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

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)	
(range with 25/75)	\$73,080 - \$61,810	\$74,735 - \$63,840	\$77,000 - \$54,800	
Average salary for f-t administrator	\$47,390	\$48,628	\$49,770	
(range with 25/75)	\$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

NOTES:

OUR PRACTICES (CONT.)

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				
Cost to enroll a student	\$856,315	\$989,422	\$1,011,013	
	\$1,311	\$1,203	\$1,335	
	per student per student per student			
Cost to raise a dollar	\$.19	\$.20	\$.13	
Grant submissions and successes	62.5%	65.3%	—	
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%	

NOTES:

Section 8

Our culture

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	
Ave length (years) of service f-t faculty	14.01	11.1	13.33	
Ave length (years) of service f-t administrators	12.56	13.34	10.24	
Ave length of service f-t hourly staff	13.25	12.99	12.37	
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%	—	
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							
		2008	2009	2010	2011	EO Last Qtr.	
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							
		2007	2008	2009	2010	2011	
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	

BENCHMARK COMPARISONS

IPEDS INSTITUTIONAL DATA

Unit ID	Institution Name	Carnegie Profile (HD 2009)	Carnegie Classification Size and Setting (HD 2009)	Total inc. living on campus 2009-10 (DRVIC 2009)	Endowment assets per FTE (FASB) (DRVF 2009)	Total enrollment (DRVEF 2009)	Student Faculty Ratio	Percent of			ACT 25th percentile score (IC2009)	ACT 75th percentile score (IC2009)	Full-time retention rate 2009 (EF2009D)	Graduation rate total cohort (DRVGR 2009)	Average salary-associate professors (DRVHR 2009)	Average salary-assistant professors (DRVHR 2009)	
								undergraduate enrollment (DRVEF 2009)	Full-time undergraduate enrollment (DRVEF 2009)	Part-time undergraduate enrollment (DRVEF 2009)							
143084	Augustana College	2	11	41453	51000	2472	11	99	2446	26	23	28	82	78	78546	59717	52385
173647	Gustavus Adolphus College	2	11	41660	33729	2536	11	99	2501	35	24	29	91	85	74495	59184	51016
145646	Illinois Wesleyan University	2	11	43188	75088	2066	11	99	2057	9	26	30	93	86	87185	67297	57863
153834	Luther College	2	11	41110	34801	2519	12	98	2470	49	23	29	89	76	80368	65810	54146
204909	Ohio Wesleyan University	2	11	46638	71086	1893	11	97	1869	24	23	29	81	60	76018	54491	50296
233426	Roanoke College	2	11	42614	49801	2044	13	95	1934	110	20	25	77	64	77525	61902	55384
216278	Susquehanna University	2	11	43200	36524	2231	13	95	2187	44	23	28	87	81	81975	69923	60013
236328	University of Puget Sound	3	11	48125	73887	2879	12	96	2584	22	25	30	86	78	97399	72818	60466
237066	Whitworth University	3	11	40283	26781	2781	12	84	2314	139	24	29	87	73	81142	64347	58353
206525	Wittenberg University	3	11	45962	41157	1934	12	93	1801	98	23	29	78	66	76516	61461	52149
Average For Each Variable				43423	49385	2336	12	96	2216	56	23	29	85	75	81117	63695	55207
Augie Comparative Rank				8	4	5	1(T)	1(T)	4	7	4(T)	3(T)	6	4(T)	6	9	7

COLLEGE EXPERIENCES, OUTPUT AND OUTCOME DATA

Unit ID	Institution Name	NSSE Academic Challenge — 1st yr	NSSE Academic Challenge — 4th yr	NSSE Active and Collaborative Learning — 1st yr	NSSE Active and Collaborative Learning — 4th yr	NSSE Student Faculty Interaction — 1st yr	NSSE Student Faculty Interaction — 4th yr	NSSE Enriching Educational Experiences — 1st yr	NSSE Enriching Educational Experiences — 4th yr	NSSE Supportive Campus Environment — 1st yr	NSSE Supportive Campus Environment — 4th yr	# of grads who earned PhD 2000-2009	Full-time retention rate 2009 (EF2009D)	Graduation rate total cohort (DRVGR2009)
143084	Augustana College	60.9	62.6	46.7	46.7	38.5	54.6	30	60.2	67	62.6	201	82	78
173647	Gustavus Adolphus College	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	313	91	85
145646	Illinois Wesleyan University	58.7	62.1	42.6	42.6	33.8	47.5	31.1	53.1	67.8	59.5	203	93	86
153834	Luther College	59	60.4	46.6	46.6	36.8	47.1	30.2	55.7	69.9	66.7	254	89	76
204909	Ohio Wesleyan University	57.3	60.9	42.6	42.6	37	52.3	31.6	52.8	66.8	64.3	223	81	60
233426	Roanoke College	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	70	77	64
216278	Susquehanna University	58.3	59.7	49.1	49.1	36.3	52.7	30.8	56.7	67	64.2	96	87	81
236328	University of Puget Sound	59.7	64.2	46.4	46.4	38.7	52.1	31.9	52.4	71.6	66.1	270	86	78
237066	Whitworth University	57.1	61.1	48	48	35.3	48.3	30.5	52.6	68.4	70	90	87	73
206525	Wittenberg University	60.2	61.3	48.6	48.6	41.2	56.4	29.7	58.7	67.3	64.8	212	78	66
Augie Comparative Rank		1	2	3	2	3	2	9	1	9	9	7	6	4(T)
(N/A are assumed at group mean)														