

Introduction

For the convenience of the reader, this written introduction follows the same basic organizational flow as the dashboard presentation: Prelude, Overall Performance, and Subgroup Performance. Definitions of terms and/or concepts are contained within the context of each publication.

PART I: PRELUDE

Just as vital as the engine is to the automotive system, the College's mission is our purpose for being and the heart of all we do, particularly the comprehensive dashboards initiative.

MISSION

Thaddeus Stevens College of Technology educates Pennsylvania's economically and socially disadvantaged as well as other qualified students for skilled employment in a diverse, ever-changing workforce and for full effective participation as citizens.

VISION

Just as avant-garde as Henry Ford's dream for the automobile was to the mobility of and accessibility to the common people, the College's Vision promotes unity, energy, and focus as we strive to be — the best — while aiming for our ambitious destination.



Just as essential as the operations of the 4 stroke engine is to most modern day automobiles, the College's six (6) Core Values are our fundamental beliefs through which we act.

PRINCIPLES

Core Values

INTEGRITY: We value the commitment to high moral/ethical standards, honesty, and fairness in teaching and learning, social engagements, and professional practices.

DIVERSITY: We value the recognition of the variety of unique individuals within our world and the interdependence upon each other, each other's culture, and the natural environment. We value the differences and respect the qualities and experiences that are different from our own.

RESPECT: We value the unbiased consideration, treatment, and regard for the rights, values, beliefs, and property of all other people.

TEAMWORK (COLLABORATION): We value working cooperatively and collaboratively as part of a group in which there is a shared mission and vision aligned toward a goal.

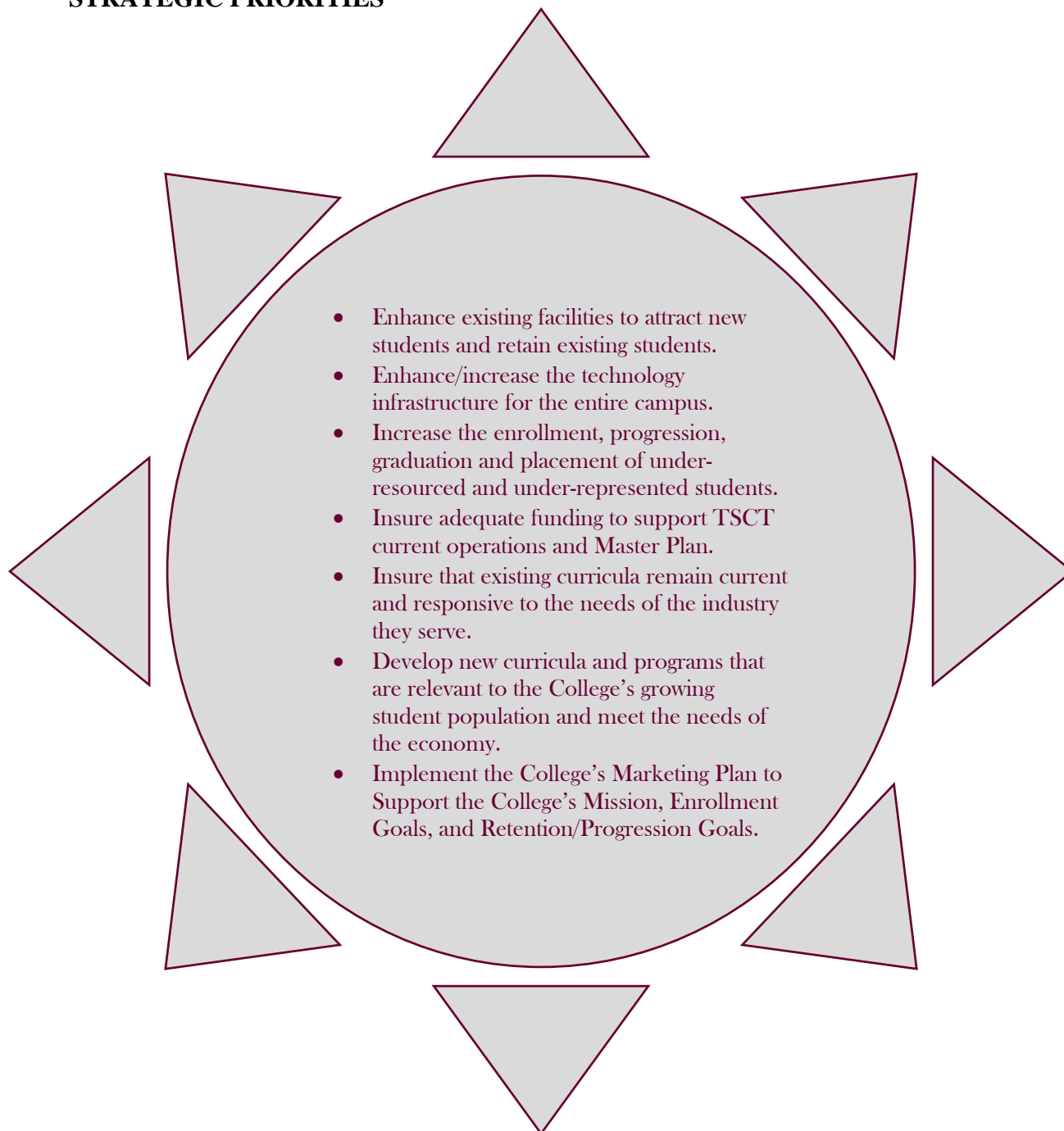
LEARNING AND GROWTH (LIFE-LONG LEARNING): We value the relentless dedication to increasing the knowledge and competences of all individuals associated with the College. We recognize that human resources are the College's only sustainable competitive advantage.

ACCOUNTABILITY: We value the taking of responsibility for actions and the results of those actions; honoring obligations, expectations, and requirements; delivering what is promised; and owning up to shortcomings and mistakes.

Just as significant as the roadmap is to a driver's navigation of the automobile, the short and long-range plans strategically guide us toward our vision. Becoming a leading provider of post-secondary technical education over the course of the next 10 years requires not only forward thinking but detailed, comprehensive plans directing and unifying efforts, such as those illustrated in the *Master Academic Plan* and *Campus Facilities Master Plan*.

Complementing long-range plans is the short-term strategic plan which focuses on seven (7) immediate priorities.

STRATEGIC PRIORITIES



Within context of our mission and values, Comprehensive Assessment Plans provide routes to the vision allowing the distance traveled to be measured and the vehicle's performance to be evaluated and enhanced. At the forefront and conveyed through the *Comprehensive Assessment Plan for Educational Effectiveness and Improvement* are the Institutional Learning Goals. Linked to program, course, and administrative-unit learning outcomes, these overarching learning goals represent the intended accomplishments of the College in relation to “*graduating students*”

equipped to meet the demands of a global, competitive society”; however, it is the *Thaddeus Stevens College of Technology Dashboards* that provides a transparent inquiry into the evidence and degree of achievement.

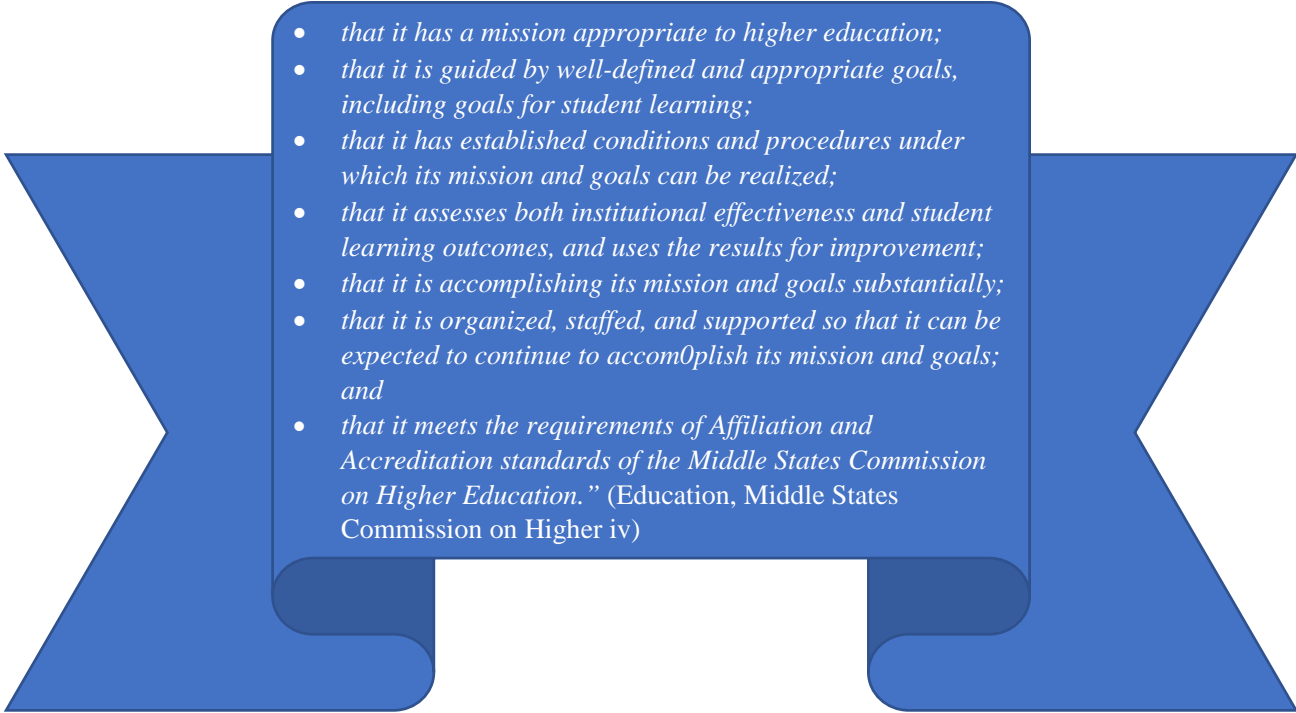
INSTITUTIONAL LEARNING GOALS



Just as crucial as the original equipment manufacturer manual (OEM) is to car ownership, the College’s direction is received through its accreditation processes and endorsements. In 1991, Thaddeus Stevens College of Technology earned and continues to receive accreditation through

the *Middle States Commission on Higher Education* (MSCHE). Middle States Commission on Higher Education is a voluntary, non-governmental, membership association that defines, maintains, and promotes educational excellence across institutions with diverse missions, student populations, and resources. As one of the six regional accrediting associations within the United States, MSCHE is recognized by the U.S. Secretary of Education as well as the Council on Higher Education (CHEA). Regional or national accreditation is required to obtain loans and grants issued by the federal government, Student Assistance Programs in Title IV of the Higher Education Act, as amended (HEA). As a degree-granting institution, Thaddeus Stevens College of Technology maintains accreditation through its quality assurances indicative of institutional and educational effectiveness and improvements obtained through a rigorous peer evaluation process. Formal reviews occur every 5 years with a comprehensive self-study every 10th year; currently, the College is conducting its decennial self-study that will be completed spring '17.

“Middle States accreditation is an expression of confidence in an institution’s mission and goals, its performance, and its resources. Based upon the results of institutional review by peers and colleagues assigned by the Commission, accreditation attests to the judgment of the Commission on Higher Education that an institution has met the following criteria:

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- *that it has a mission appropriate to higher education;*
 - *that it is guided by well-defined and appropriate goals, including goals for student learning;*
 - *that it has established conditions and procedures under which its mission and goals can be realized;*
 - *that it assesses both institutional effectiveness and student learning outcomes, and uses the results for improvement;*
 - *that it is accomplishing its mission and goals substantially;*
 - *that it is organized, staffed, and supported so that it can be expected to continue to accomplish its mission and goals;*
 - *and*
 - *that it meets the requirements of Affiliation and Accreditation standards of the Middle States Commission on Higher Education.”* (Education, Middle States Commission on Higher iv)

Compliance in meeting the fourteen accreditation standards is evidenced through our assessment practices and findings, such as, those contained in *Thaddeus Stevens College of Technology Dashboards*. The fourteen Standards for Accreditation complements the development of policies, processes, and procedures as well as provides a set of external criteria that institutional and program performance can be appraised in context of fulfilling the mission, values, and goals associated to and with student learning outcomes and operational behavior.

STANDARDS

STANDARDS for ACCREDITATION *Institutional Context*

STANDARD 1: MISSION AND GOALS -The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL-An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

STANDARD 3: INSTITUTIONAL RESOURCES-The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

STANDARD 4: LEADERSHIP AND GOVERNANCE-The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

STANDARD 5: ADMINISTRATION-The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

STANDARD 6: INTEGRITY-In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

STANDARD 7: INSTITUTIONAL ASSESSMENT-The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

STANDARDS for ACCREDITATION *Educational Effectiveness*

STANDARD 8: STUDENT ADMISSIONS AND RETENTION-The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

STANDARD 9: STUDENT SUPPORT SERVICES-The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

STANDARD 10: FACULTY-The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

STANDARD 11: EDUCATIONAL OFFERINGS-The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings

STANDARD 12: GENERAL EDUCATION-The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

STANDARD 13: RELATED EDUCATIONAL ACTIVITIES-The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

STANDARD 14: ASSESSMENT OF STUDENT LEARNING-Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Just as decisive as the electronic control unit (ECU) is to the automobile, the College’s policy of strategic leadership envisions, embodies and sustains our mission and values. *Thaddeus Stevens College of Technology* embraces strategic leadership through its policy governance structures. Originally adopted by the Board of Trustees (BOT) on May 25, 2004 and written with a long-term perspective, these mission-related policies embody the board’s vision and the College’s reason for being. Aligned with the *Standards for Accreditation*, the ten Policy End Statements and twenty-nine (29) sub-goals provide the mission-related context and criteria in which performance is evaluated, namely, Key Performance Indicators (KPI) at times referred to as Student Success Outcomes. Articulation of these relationships and key performance indicators is accomplished through the *Comprehensive Assessment Plan for Institutional Effectiveness and Improvement* and evidenced in the *Thaddeus Stevens College of Technology Dashboards*.

STRATEGIC LEADERSHIP: POLICY GOVERNANCE

(Table reflects a combination of Institutional KPIs and Program KPIs as there are instances when they differ. Standard 1 of Standards for Accreditation is not listed in the table as it is implied. Note: The identifier serves as an internal naming convention that permits efficiency in cross-referencing documents and strategies.)

Identifier	Purpose	Policy End Statements & Sub-goals	Standards for Accreditation
ESA	Diversity	The College is dedicated to the beliefs of its benefactor Thaddeus Stevens and operates in a manner that reflects his belief in the value, equality and dignity of each individual.	6, 8
G1	Goal #1	•Provide equal opportunity to individuals in all curriculum programs, and activities regardless of background ensuring that diversity is maintained through graduation.	8
G2	Goal #2	•Foster a sense of mutual understanding and appreciation across programs, among students, and the entire College community.	6
<i>Key Performance Indicators (KPI): Enrollment Trends, Sub-group Progression and Graduation Rate Comparisons, Performance Gap Analysis, Student Satisfaction (Program/Course and Instructor), Student Satisfaction (Education Quality Rating), Civic Engagement [G1, G2]</i>			
ESB	Assessment	The College continually assesses its processes, practices, programs, curricula, and services to make sure that they meet the needs of all constituencies—students, faculty, staff, trustees, employees, employers, and government.	2, 3, 7, 12, 13
G1	Goal #1	•Monitor Strategic Plan goals to ensure compliance.	2
G2	Goal #2	•Develop a campus-wide culture of continuous improvement based on data-driven decision making and resource allocation.	3, 7, 12, 14
<i>Key Performance Indicators (KPI): Data-Driven Decisions, Resource Allocation, and Institutional Renewal resulting from Dashboard Analytics [G1, G2]</i>			
ESC	Fiscal Resources	The College will plan and manage its fiscal resources in a manner that maintains and strengthens both Commonwealth and non-public sources of support while serving its primary target student population of indigent orphans and other economically-disadvantaged youth.	2, 3, 8
G1	Goal #1	•Maintain and strengthen the financial commitment by the Commonwealth of Pennsylvania.	2, 3

Identifier	Purpose	Policy End Statements & Sub-goals	Standards for Accreditation
G2	Goal #2	•Maintain and strengthen the financial commitments by non-Commonwealth sources.	2, 3
G3	Goal #3	•Continue to offer full, needs-based scholarships to qualified students.	2, 3, 8
G4	Goal #4	•Scrupulously meet all contractual obligations.	3
Key Performance Indicators (KPI): Percent of Freshmen Stevens' Grant Enrolled [G3]			
ESD	Human Resources	The College will manage its human resources in a manner that provides appropriate staffing levels and that encourages and supports professional growth and development.	5, 10
G1	Goal #1	•Maintain a comprehensive and effective personnel staffing plan.	5, 10
G2	Goal #2	•Provide opportunities for continuous performance improvement to faculty, staff, and trustees.	5, 10
G3	Goal #3	•Enhance faculty competencies through exposure to current industrial and business practices, technology, and processes.	5, 10
Key Performance Indicators (KPI): Not applicable to this set of dashboards.			
ESE	Curriculum	The College will monitor and maintain its curricula to provide students with current relevant technological knowledge as required by employers. It will provide remedial assistance as needed.	11, 12, 13
G1	Goal #1	•Provide educational programs that teach current occupational skills and knowledge and incorporate Stevens' unique tradition of technical program strength based on exceptionally high numbers of contact hours between students and faculty.	11, 12
G2	Goal #2	•Provide a strong connection between educational programs and the current requirements of business and industry.	11, 12
G3	Goal #3	•Provide remedial and/or preparatory programs which address the academic deficiencies of identified students.	12
G4	Goal #4	•Maintain and appropriate balance of technical and general education courses in order to best prepare students for the workplace.	11, 12
G5	Goal #5	•Provide programs directed primarily to incumbent workers and focused on regional workforce needs and business and industry training needs.	13
Key Performance Indicators (KPI): Student Satisfaction (Course/Program), Student Satisfaction (Education Quality Rating), NOCTI Pre/Post Comparison, ASE Certificates Earned, ETS Proficiency Profile Comparisons (TSCT to CCG, POS to TSCT Group, and POS to CCG), Premajor in a POS Progression & Graduation Rates, Graduate Survey Student Level of Preparedness, Placement Rates, Employer Satisfaction [G1, G2, G3, G5]			
ESF	Facilities Planning and Utilization	The College will continually assess its facilities and execute a utilization plan that draws and retains students and manages assets effectively.	2, 3
G1	Goal #1	•Enhance facilities to attract new students and retain existing students.	2, 3
G2	Goal #2	•Provide sufficient student housing to allow the College to meet its mission.	2, 3
Key Performance Indicators (KPI): Enrollment Trends, Progression Rates, and Graduation Rates [G1]			
ESG	Enrollment Management	The College strives to attract qualified students from all parts of the Commonwealth of Pennsylvania. The College's priority is and will be the enrollment of	8, 13

Identifier	Purpose	Policy End Statements & Sub-goals	Standards for Accreditation
		those students identified by Stevens as most in need, especially indigent orphans; and to provide an environment in which as many enrolled students as possible achieve graduation.	
G1	Goal #1	•Continue its primary focus to provide a fully-subsidized education to indigent orphans and other needy or otherwise deserving students. The College will strive to increase enrollment of these students, by 2% per year, until they account for 70% of the total enrollment.	8
G2	Goal #2	•Enroll students who can reasonably be expected to succeed at Stevens in every freshman class position available on the first day of the fall semester.	8, 13
G3	Goal #3	•Graduate the highest percentage of students possible, without reducing expectations of quality performance.	8
Key Performance Indicators (KPI): Enrollment Trends, Percent of Stevens' Grant Enrollment, Annual Enrollment Growth Rates, Graduation Rates, NOCTI, ASE, ETS Proficiency Profile Assessment Results, Placement Rates, Employer Satisfaction, Subgroup Analysis (enrollment, progression, graduation, placement, starting salary) [G1, G2, G3]			
ESH	Student Services	The College will provide programs and services that attract, support, instruct, enrich, and satisfy its students. Programs and services will include adequate and appropriate advice and counsel to students, high quality food service, dormitories, health services, and student activities.	2, 3, 9, 13, 14
G1	Goal #1	•Maximize the student educational experience, social and personal development, and placement opportunities.	2, 3, 9, 13, 14
G2	Goal #2	•Provide students with experiences that relate expected behavior at Stevens to the workplace.	2, 3, 9, 13, 14
G3	Goal #3	•Provide opportunities for participation in both intramural and intercollegiate athletic activities.	2, 3, 9, 13, 14
Key Performance Indicators (KPI): Enrollment Trends, Annual Enrollment Growth Rates, Graduation Rates, NOCTI, ASE, and ETS Assessment Results, Placement Rates, Employer Satisfaction Student Satisfaction (Education Quality Rating), Graduate Survey Student Level of Preparedness [G1, G2, G3]			
ESI	Government Relations	Thaddeus Stevens College of Technology will communicate regularly to the executive and legislative branches of state government.	2, 3, 4, 5, 6, 11, 13
G1	Goal #1	•Obtain and maintain a high level of positive visibility for the College, both within Lancaster County and across the Commonwealth.	11, 13
G2	Goal #2	•Increase the resources available to the institution.	2, 3
G3	Goal #3	•Provide sufficient information to demonstrate that the College is exercising good stewardship of all funding, taxpayer derived and otherwise.	2, 3, 4, 5, 6
Key Performance Indicators (KPI): All KPI's [G3]			
ESJ	Public Relations and Marketing	Thaddeus Stevens College of Technology will communicate to the public, business community, and alumni across the Commonwealth as a source of employment for its graduates and as a source of community support and interaction.	8, 13

Identifier	Purpose	Policy End Statements & Sub-goals	Standards for Accreditation
G1	Goal #1	<ul style="list-style-type: none"> •Increase awareness of the College among prospective students, employers, public officials, other high education institutions, and possible sources of private support. 	8
G2	Goal #2	<ul style="list-style-type: none"> •Heighten the perceived value of degree and continuing education programs offered by the College. 	13

Key Performance Indicators (KPI): Enrollment Trends, Placement Rates, Annual Starting Salary, Employer Satisfaction, Student Loan Debt [G1, G2]

PART II: PERFORMANCE



Just as instrumental as the control panel is to the driver of the vehicle, the *Thaddeus Stevens College of Technology Dashboards* serves as a transparent, evidence-based interface that allows the reader to evaluate conditions in comparison to a desired and often optimum performance.

OVERALL PERFORMANCE

Perspective	Key Performance Indicator	Comparative Metric (Benchmark or Target)	Institutional Dashboard	Program Dashboards
Total Fall Enrollment	Enrollment Trends	2000 Students by 2021	X	
Fall-to-Fall Enrollment	Annual Growth Rates	Average Annual Growth Rate 12.7%	X	

Perspective	Key Performance Indicator	Comparative Metric (Benchmark or Target)	Institutional Dashboard	Program Dashboards
Fall Freshmen Enrollment	Subgroup Trends	Diversity of Freshmen Class	X	X
Fall Freshmen Enrollment	Freshmen Enrolled	POS Freshmen Capacity (<i>Varies</i>)		X
Progression	Progression Rates	10-year Institutional Median, 69.9%	X	X
Graduation	Graduation Rates	10-year Institutional Median, 59.6%	X	X
Standardized Assessment NOCTI	Pre-to-Post Test Comparisons	Average % of Change in Total Score, per POS	X	X (exceptions AUTO, CORT, and WET)
Standardized Assessment NOCTI	Average Test Score, per POS	National Average Test Score, per POS		X (exceptions AUTO, CORT, and WET)
Standardized Assessment NOCTI	Average Test Score by Duty, per POS	Average Test Score by Duty in Comparison to Pervious Results		X (exceptions AUTO, CORT, and WET)
Standardized Assessment ASE	Certificates Earned verses Total Possible	Internal Target, 80.0% Certificate Earned Rate	X (AUTO & CORT only)	X (AUTO & CORT only)
Standardized Assessment ASE	Mean Percent Correct, per Assessment Area	National Mean Percent Correct, per Assessment Area		X (AUTO & CORT only)
Standardized Assessment ASE	Pass Rate, per Assessment Area	Internal Target, 75.0% Pass Rate (<i>established by faculty in 2005</i>)		X (AUTO & CORT only)
Standardized Assessment ETS	TSCT Mean Total Scaled Score	CCG Mean Total Scaled Score	X	X
Standardized Assessment ETS	POS Mean Total Scaled Score	TSCT Mean Total Scaled Score		X
Standardized Assessment ETS	TSCT Skills-Based, Scaled Sub-Scores (<i>Critical Thinking, Reading, Writing, and Mathematics</i>)	CCG Skills-Based, Scaled Sub-Scores (<i>Critical Thinking, Reading, Writing, and Mathematics</i>)	X	X
Standardized Assessment ETS	POS Skills-Based, Scaled Sub-Scores (<i>Critical Thinking, Reading, Writing, and Mathematics</i>)	TSCT Skills-Based, Scaled Sub-Scores (<i>Critical Thinking, Reading, Writing, and Mathematics</i>)		X
Standardized Assessment ETS	TSCT Context-Based, Scaled Sub-Scores (<i>Humanities, Social Sciences, and Natural Sciences</i>)	CCG Context-Based, Scaled Sub-Score (<i>Humanities, Social Sciences, and Natural Sciences</i>)	X	X

Perspective	Key Performance Indicator	Comparative Metric (Benchmark or Target)	Institutional Dashboard	Program Dashboards
Standardized Assessment ETS	POS Context-Based, Scaled Sub-Scores <i>(Humanities, Social Sciences, and Natural Sciences)</i>	TST Context-Based, Scaled Sub-Score <i>(Humanities, Social Sciences, and Natural Sciences)</i>		X
SAOS Survey Student Engagement	Level of Involvement in Program/Class	Participated Most Days or Enthusiastically Participated Rating	X	
SAOS Survey Student Satisfaction	Overall Rating of Program/Course	Rating of Good or Excellent	X	
SAOS Survey Student Satisfaction	Overall Rating of Instructor	Rating of Good or Excellent	X	
ETS Survey Student Satisfaction	Student Rating of Educational Quality	80% Rating of Good or Excellent		X
Civic Engagement	Community Service Hours	Annual Hours Served, <i>Baseline 7830, est. 2014</i>	X	
Graduate Survey Alumni Engagement	Average Response Rate	5-year Institutional Average, 86.5%	X	X
Graduate Survey Placement	Placement Rate <i>(% Employed in Major or Continuing Education)</i>	5-year Institutional Median Placement Rate, 90.6%	X	X
Graduate Survey Satisfaction	Graduate Satisfaction <i>(Level of Preparedness)</i>	5-year Institutional Median, 4 (Good)	X	X
Graduate Survey Starting Salary	Annual Starting Salary	5-year Institutional Median, \$33,000.00	X	X
Survey Employer Satisfaction	Employers' Satisfaction <i>(work and performance of graduate)</i>	Good or Very Good Rating	X	
Financial Aid Loan Debt	Percent of Students with Loan Debt	Median Loan Debt Trends	X	
Financial Aid Loan Debt	Amount of Student Loan Debt	Amount of Loan Debt Trends	X	
Financial Aid Loan Default	Student Loan Default Rate	National 3-year Cohort Default Rate <i>(Average)</i>	X	

III. SUBGROUP PERFORMANCE

Stevens' Grant

Perspective	Key Performance Indicator	Comparative Metric (Benchmark or Target)	Institutional Dashboard	Program Dashboards
Stevens' Grant Fall Freshmen Enrollment	Stevens' Grant Enrollment in Proportion to Total Enrollment	Non-Stevens' Grant Enrollment in Proportion to Stevens' Grant Enrollment	X	
Stevens' Grant Enrollment	Percent of Stevens' Grant Freshmen Enrolled	50% of Freshmen Enrolled and % of 'Other' Enrolled		X
Stevens' Grant Progression	Stevens' Grant Progression Rate	Stevens' Grant 5-year Institutional Median Progression Rate, 67.3%	X	X
Stevens' Grant Progression	Stevens' Grant Performance Gap	Difference in Progression Rates of Stevens' Grant to 'Other'	X	X
Stevens' Grant Graduation	Stevens' Grant Graduation Rate	Stevens' Grant 5-year Institutional Median Graduation Rate, 62.1%	X	X
Stevens' Grant Graduation	Stevens' Grant Performance Gap	Difference in Graduation Rates of Stevens' Grant to 'Other'	X	X
Stevens' Grant Graduate Survey Alumni Engagement	Stevens' Grant Response Rate	5-year Institutional Average, 86.5% Response Rate	X	X
Stevens' Grant Graduate Survey Placement	Stevens' Grant Placement Rate (% Employed in Major or Continuing Education)	5-year Institutional Median, 90.6%	X	X

SUBGROUP PERFORMANCE**Minority**

Perspective	Key Performance Indicator	Comparative Metric (Benchmark or Target)	Institutional Dashboard	Program Dashboards
Minority Fall Freshmen Enrollment	Minority Enrollment in Proportion to Total Enrollment	'Other' Enrollment in Proportion to Minority Enrollment	X	
Minority Enrollment	Percent of Minority Freshmen Enrolled	20% of Freshmen Enrolled and % of 'Other' Enrolled		X
Minority Progression	Minority Progression Rate	Minority 5-year Institutional Median Progression Rate, 57.8%	X	X
Minority Progression	Minority Performance Gap	Difference in Progression Rates of Minority to 'Other'	X	X
Minority Graduation	Minority Graduation Rate	Minority 5-year Institutional Median Graduation Rate, 45.9%	X	X
Minority Graduation	Minority Performance Gap	Difference in Graduation Rates of Minority to 'Other'	X	X
Minority Graduate Survey Alumni Engagement	Minority Response Rate	5-year Institutional Average, 86.5%	X	X
Minority Graduate Survey Placement	Minority Placement Rate (% Employed in Major or Continuing Education)	5-year Institutional Median, 90.6%	X	X

SUBGROUP PERFORMANCE**Female**

Perspective	Key Performance Indicator	Comparative Metric (Benchmark or Target)	Institutional Dashboard	Program Dashboards
Female Fall Freshmen Enrollment	Female Enrollment in Proportion to Total Enrollment	'Other' Enrollment in Proportion to Female Enrollment	X	
Female Enrollment	Percent of Female Freshmen Enrolled	10% of Freshmen Enrolled and % of 'Other' Enrolled		X
Female Progression	Female Progression Rate	Female 5-year Institutional Median Progression Rate, 53.8%	X	X
Female Progression	Female Performance Gap	Difference in Progression Rates of Female to 'Other'	X	X
Female Graduation	Female Graduation Rate	Female 5-year Institutional Median Graduation Rate, 52.5%	X	X
Female Graduation	Female Performance Gap	Difference in Graduation Rates of Female to 'Other'	X	X
Female Graduate Survey Alumni Engagement	Female Response Rate	5-year Institutional Average, 86.5%	X	X
Female Graduate Survey Placement	Female Placement Rate (% Employed in Major or Continuing Education)	5-year Institutional Median, 90.6%	X	X

SUBGROUP PERFORMANCE**Premajor in a POS**

Perspective	Key Performance Indicator	Comparative Metric (Benchmark or Target)	Institutional Dashboard	Program Dashboards
PreMajor (in a POS) Fall Freshmen Enrollment	Premajor (in a POS) Enrollment in Proportion to Total Enrollment	‘Other’ Enrollment in Proportion to Premajor (in a POS) Enrollment	X	
PreMajor (in a POS) Enrollment	Percent of Premajor (in a POS) Freshmen Enrolled	30% of Freshmen Enrolled and % of ‘Other’ Enrolled		X
PreMajor (in a POS) Progression	Premajor (in a POS) Progression Rate	Premajor (in a POS) 5-year Institutional Median Progression Rate, 66.7%	X	X
PreMajor (in a POS) Progression	Premajor (in a POS) Performance Gap	Difference in Progression Rates of Premajor (in a POS) to ‘Other’	X	X
PreMajor (in a POS) Graduation	Premajor (in a POS) Graduation Rate	Premajor (in a POS) 5-year Institutional Median Graduation Rate, 55.3%	X	X
PreMajor (in a POS) Graduation	Premajor (in a POS) Performance Gap	Difference in Graduation Rates of Premajor (in a POS) to ‘Other’	X	X
PreMajor (in a POS) Graduate Survey Alumni Engagement	Premajor (in a POS) Response Rate	5-year Institutional Average, 86.5%	X	X
PreMajor (in a POS) Graduate Survey Placement	Premajor (in a POS) Placement Rate <i>(% Employed in Major or Continuing Education)</i>	5-year Institutional Median, 90.6%	X	X

As a result, informing constituents and stakeholders of the current and past state of affairs is not an end, but a beginning. Through data-driven decision making, the dashboard data not only informs the TSCT community to the extent performance of the institution and programs achieves our Goals, fulfills our Mission, and attains our Vision; but most importantly, establishes an evidence-based approach that holds us accountable to the vitality of this institution and the students we serve.

“However beautiful the strategy, you should occasionally look at the results.” - Sir Winston Churchill