

# James Madison University Strategic Plan Performance Measures

These are the key performance measures chosen to track the advancement of the university's 2014-2020 strategic plan. It is not an exhaustive list but is intended to serve only as a brief at-a-glance guide to the plan's progress in terms of key measures. There are many more performance measures the university uses to track the progress of its strategic plan. These are simply one listing of key measures. It is also acknowledged that parts of some measures below are beyond the university's direct control. For clarification of terms, please see glossary on the last page. If you would like more information about a particular word or term in hyperlink form below, simply click on it or scroll to the glossary at the end of the document.

## 1 Measures of Academic Quality

Performance Measure	Target by 2020	2013-14	2014-15	2015-16	2016-17
01 <u>Six-year graduation rate</u>	>=80%	81%	82%	83%	82% 3 Yr Avg: 82.3%
02 Student Performance on <u>Ethical Reasoning Rubric</u>	2 out of 4	.75 out of 4	1.05 out of 4	1.39 out of 4	1.15 out of 4
03 Student-to-faculty ratio	16:1	16:1	16:1	16:1	16:1
04 Student Athlete Graduation Success Rate	85%	85%	83%	83%	85% 3 Yr Avg: 83.7%
05 Number of students who apply for Tier 1 prestigious <u>scholarships</u> .	Increases Annually	45	51	37	70 3 Yr Avg: 53%
06a Student Learning: General Education ( <u>GenEd</u> ): All clusters can demonstrate student learning gain as a result of GenEd curriculum.	5 of 5 clusters	4 of 5 clusters	4 of 5 clusters	4 of 5 clusters	4 of 5 clusters 3 Yr Avg: 4 of 5 clusters
06b Student Learning: Degree and Certificate Programs. Percentage of programs achieving exemplary/national learning model status on the Assessment Progress Template ( <u>APT</u> ).	55%	57%	58%	59%	56% 3 Yr Avg: 58%

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## 1 Measures of Academic Quality

Performance Measure	Target by 2020	2013-14	2014-15	2015-16	2016-17
07 Recognition of quality of graduate programs reflected in efficiencies in time to degree completion and post-graduation placement (advanced degree program, post-doctoral placements, employment).	Will be monitored	N/A	Placement at Graduation: 74.9% Time-to-degree: 76.2% Exit Survey Response: 38%	Placement at Graduation: 60.4% Time-to-degree: 86.2% Exit Survey Response: 47%	Placement at Graduation: 63.2% Time-to-degree: 82.5% Exit Survey Response: 58%

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## 2 Measures of Engagement

Performance Measure	Target by 2020	2013-14	2014-15	2015-16	2016-17
08 Unique undergraduate students participating in a studies abroad program as a percentage of undergraduate students who received bachelor's degrees.	33.0% by 2018	25%	27%	27.9%	28.5%
09 Mean scores of seniors on the National Survey of Student Engagement (NSSE) Engagement Indicators: Percent of students reporting mid- to high-level engagement.	Will be monitored	Higher-Order Learning: 77.7% Reflective and Integrative Learning: 74.2% Learning Strategies: 67.1% Quantitative Reasoning: 48.0% Collaborative Learning: 64.8% Discussions with Diverse Others: 74.2% Student-Faculty Interaction: 43.7% Effective Teaching Practices: 79.7% Quality of Interactions: 57.4% Supportive Environment: 71.6%	N/A	N/A	Higher-Order Learning: 75.8% Reflective and Integrative Learning: 76% Learning Strategies: 69% Quantitative Reasoning: 55% Collaborative Learning: 67% Discussions with Diverse Others: 73.5% Student-Faculty Interaction: 39.2% Effective Teaching Practices: 79.2% Quality of Interactions: 53.8% Supportive Environment: 66.2%

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## 2 Measures of Engagement

Performance Measure	Target by 2020	2013-14	2014-15	2015-16	2016-17
10 Number of unique undergraduate students who have research or creative experiences as a percentage of all undergraduate students.	Increases annually	N/A	N/A	N/A	86
11 Success at maintaining <u>Carnegie Engagement Classification</u> as a Community Engaged University.	Status Maintained	Status Maintained	Status Maintained	Status Maintained	Status Maintained
12 Student co-curricular involvement.	TBD	N/A	N/A	28,870 Experiences 10,895 Unique Students	32,290 Experiences 11,590 Unique Students
13 Number of students who have an internship during the given academic year.	Increases Annually	N/A	Assessment method created	Baseline established	198
14a Student participation in Civic Engagement (NSLVE).	TBD	47.1% Election year 2012	N/A	N/A	52.0% Election year 2016
14b Student participation in Civic Engagement (GenEd).	>=519	N/A	N/A	519	545

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### 3 Measures of Resources

Performance Measure	Target by 2020	2013-14	2014-15	2015-16	2016-17
15a Instructional and academic support as a percent of estimated Educational & General Programs (E&G) expenses - Integrated Postsecondary Education Data System (IPEDS) - (Federal)	71.5%-74.0%	81.2%	79.1%	81.2%	80.3% 3 Yr Avg: 80.2%
15b Instructional and academic support as a percent of estimated E&G expenses -State Council of Higher Education for Virginia (SCHEV) - (State) Basis	68.0%-70.0%	69%	68%	68.5%	68.0% 3 Yr Avg: 68.2%
16 Dollar market value of endowment	>= \$100 M	\$67.0 M	\$78.4 M	\$81.9 M	\$93.1M
17 Number of donors who contributed to the institution during the specified academic year.	25,800	19,323	17,862	20,859	21,137
18 Total new commitments received on a rolling three-year average.	\$17.5 M	\$10,974,191	\$18,384,306	\$18,748,810	\$18,035,807 3 Yr Avg: \$18,389,641
19a Total grant funds received.	Increases Annually	\$18,744,657	\$17,069,720	\$17,099,397	\$16,018,440 3 Yr Avg: \$16,729,185
19b Percentage of Indirect Cost (IDC) awarded/Grant awarded	>40%	8%	10%	9%	12%
19c Indirect Cost (IDC) received/increases in the IDC% recovered.	>70%	37%	34%	39%	38%

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#### 4 Measures of Access, Opportunity and People Development

Performance Measure	Target by 2020	2013-14	2014-15	2015-16	2016-17
20a Percentage of full-time instructional faculty who are non-white by federal definitions.	Increases Annually	12.2%	12.2%	12.3%	13.2% 3 Yr Avg: 12.6%
20b Percentage of full-time Administrative & Professional (A&P) faculty who are non-white by federal definitions.	Increases Annually	9.9%	11.9%	12.1%	12.5% 3 Yr Avg: 12.2%
20c Percentage of full-time classified who are non-white by federal definitions.	Increases Annually	4.9%	5.3%	5.9%	6.1% 3 Yr Avg: 5.8%
21a African-American, Hispanic, Asian, Hawaiian/Pacific Islander, American Indian/Alaska Native student and Multi-race proportion of total JMU students.	Increases Annually	16.8%	18.3%	19.4%	20.2% 3 Yr Avg: 19.3%
21b African-American, Hispanic, Asian, Hawaiian/Pacific Islander, American Indian/Alaska Native student and Multi-race proportion of new freshmen and undergraduate transfers.	Increases Annually	18.7%	20.8%	21.9%	21.7% 3 Yr Avg: 21.5%
21c African-American, Hispanic, Asian, Hawaiian/Pacific Islander, American Indian/Alaska Native student and Multi-race proportion of new graduate students.	Increases Annually	11.4%	14.1%	13.6%	14.8% 3 Yr Avg: 14.2%
21d Undergraduate, in-state students from a locality as determined by SCHEV to be in the lowest quintile of participation rates at Virginia public four-year institutions.	Increases Annually	N/A	8.0%	7.9%	7.8% 3 Yr Avg: 7.9%

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Performance Measure	Target by 2020	2013-14	2014-15	2015-16	2016-17
22 Average per-borrower cumulative undergraduate indebtedness of the prior year graduating class who borrowed	<10% above VA 4-Yr Public Average.	JMU AVG: \$23,956 VA, 4yr, Pub AVG: \$27,276	JMU AVG: \$24,884 VA, 4yr, Pub AVG: \$27,959	JMU AVG: \$27,441 VA, 4yr, Pub AVG: \$28,501	JMU AVG: Not Available VA, 4yr, Pub AVG: Not Available
23a Percentage of full-time in-state undergraduates who filed a financial aid application, have need, and who were awarded a grant.	Will be monitored	44%	48%	51%	49% 3 Yr Avg: 49.3%
23b Percentage of full-time out-of-state undergraduates who filed a financial aid application, have need, and who were awarded a grant.	Will be monitored	7%	13%	22%	20% 3 Yr Avg: 18.3%
24a Percentage of full-time in-state undergraduates who were awarded a non-athletic scholarship.	Will be monitored	10%	10%	10% 3 Yr Avg: 10%	10% 3 Yr Avg: 10%
24b Percentage of full-time out-of-state undergraduates who were awarded a non-athletic scholarship.	Will be monitored	13%	17%	13% 3 Yr Avg: 14.3%	15% 3 Yr Avg: 15%
25 Percentage of full time graduate students funded through assistantships, scholarships and grants.	Will be monitored	41%	41%	44%	45% 3 Yr Avg: 43.3%
26a Total number of unique full & part-time faculty/staff members who participated in a program provided by the <a href="#">Innovation Services</a> , <a href="#">Center for Faculty Innovation (CFI)</a> , <a href="#">Information Technology</a> or <a href="#">Talent Development</a> as a percentage of total employees.	Increases Annually	N/A	3,296	3,530	3,652

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#### 4 Measures of Access, Opportunity and People Development

Performance Measure	Target by 2020	2013-14	2014-15	2015-16	2016-17
26b Number of training contact hours provided by Innovation Services, CFI, IT or Talent Development.	Increases Annually	N/A	21,681	28,694	27,415
27 Average student visits to University Recreation (UREC) during Fall/Spring peak weeks.	Increases Annually	N/A	Fall: 17,728 Spring: 23,096	Fall: 20,448 Spring: 24,942	Fall: 27,397 Spring: 31,521
28 Student visits to the <u>Learning Centers</u> during the Academic Year.	Increases Annually	25,000	24,000	30,500	44,600 3 Yr Avg: 33,033
29 Visits to the Libraries during the Fiscal Year.	Increases Annually	1,705,640	1,733,259	1,679,704	1,618,622 3 Yr Avg: 1,677,195
30 Total number of teams participating in NCAA tournament/playoff play	7 annually (3-year rolling avg.)	5	8	9	8 3 Yr Avg: 8
31 Safety and Security: Maintaining Public Safety's Virginia Department of Criminal Justice Systems accreditation.	Accreditation maintained	Accreditation maintained	Accreditation maintained	Accreditation maintained	Accreditation maintained



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## 5 Measures of Important Perspectives

Performance Measure	Target by 2020	2013-14	2014-15	2015-16	2016-17
32 Student satisfaction with JMU in general	Will be monitored	98%	N/A	97%	97%
33 Percentage of respondents who, on the JMU Continuing Student Survey (CSS), agree that JMU places "significant emphasis on the development of academic/scholarly/intellectual qualities."	Will be monitored	74%	N/A	68%	67%
34 Percentage of respondents who, on the JMU Continuing Student Survey, rate JMU as "Challenging."	Will be monitored	80%	N/A	N/A	78%
35 Percentage of respondents who, on the JMU Continuing Student Survey, rate JMU as "Supportive."	Will be monitored	80%	N/A	N/A	77%
36 Percentage of respondents who, on the JMU Continuing Student Survey, indicated "very satisfied" or "satisfied" with the condition of buildings and grounds.	Will be monitored	98%	N/A	97%	97%
37 Percentage of students who, on the JMU Continuing Student Survey, indicated "very satisfied or "satisfied" with personal security/safety at JMU.	Will be monitored	98%	N/A	97%	97%
38 On the Chronicle of Higher Education's "Great Colleges" Survey, percentage of respondents who respond positively to the statement from current item #60: "All things considered, this is a great place to work."	Will be monitored	83%	75%	80%	Not Measured this year
39 Percentage of faculty, staff and students who indicated "very satisfied" or "satisfied" with JMU technology on the Technology Survey.	Will be monitored	Students: 85% Faculty & Staff: 90%	Students: 88% Faculty & Staff: 94%	Students: 89% Faculty & Staff: 88%	Students: 78% Faculty & Staff: 89%

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Performance Measure	Target by 2020	2013-14	2014-15	2015-16	2016-17
40 Academic News Impact Score ( A measure of the quantity and quality of news articles.)	Increases Annually	228.3	316.9	399.6	231.5 3 Yr Avg: 316
41 High quality mentions as reflected in the <u>Prominence Score</u> in the top 25 designated market areas.	Will be monitored	24.0	24.8	21.9	24.8
42 The number of national and international awards received by faculty, students and staff and the number of faculty and staff serving in positions of leadership in national and international associations.	Will be monitored	N/A	N/A	N/A	Awards:115 Leadership Positions: 161

## Appendix A

### Glossary of Terms used in the Strategic Performance Measures

#### [Assessment Progress Template \(APT\)](#) *Back to related measure*

The template is a set of guidelines developed by the Center for Assessment and Research Services at JMU that each academic department uses to track and report data on its assessment of student learning. A separate template is completed for each academic and certificate program offered at JMU.

#### [Carnegie Community Engagement Classification](#) *Back to related measure*

The Carnegie Classification for Community Engagement recognizes significant achievement in a higher education institution's mutually-beneficial community engagement. It is an elective classification, meaning that it is based on voluntary participation by institutions. The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments, and requires substantial effort invested by participating institutions. It is an institutional classification.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

#### [Center for Faculty Innovation \(CFI\)](#) *Back to related measure*

The CFI provides comprehensive professional development opportunities for JMU instructional faculty at all levels and stages of their careers. CFI initiatives are designed to enhance academic culture and support innovations in teaching, scholarship, and career planning. The CFI is staffed by tenured and tenure-track instructional faculty who, as teacher scholars in their academic disciplines, are committed to creating a sense of shared community grounded in academic excellence.

#### [Continuing Student Survey \(CSS\)](#) *Back to related measure*

The CSS is an annual survey of JMU students that contains questions about their self-perceptions; their perceptions and degree of satisfaction with JMU; and their attitudes, values and beliefs.

### [Education and General Program Expenses \(E&G\)](#) *Back to related measure*

“Education and General” is a state budget program code describing all operations and expenses related particularly to the institution's educational pursuits. All activities associated with instruction, research, public service, academic support, student services, institutional support, and operations and maintenance of plant are included in the E&G category.

### [Ethical Reasoning Rubric](#) *Back to related measure*

A measurement developed to evaluate reasoning skill proficiency as part of the JMU program called The [The Madison Collaborative](#): Ethical Reasoning in Action. It is designed particularly to measure a student’s understanding of the [Eight Key Questions](#), which provide a structure for considering ethical decisions

### [General Education \(GenEd\)](#) *Back to related measure*

GenEd refers to the common core academic requirements that all JMU students must complete. We refer to our General Education program as The Human Community. It is designed to help students understand how distinct disciplines look at the world from different vantage points. Courses in The Human Community are organized into five clusters, each emphasizing unique tools, rationales, and methodologies. Taken together, courses in a student's chosen major and The Human Community complement and complete each other. Both are integral and essential components of a student's full and proper education.

### [Innovation Services \(IS\)](#) *Back to related measure*

The Center for Instructional Technology is a service of Libraries and Educational Technologies at JMU. Its mission is to lead, support and advocate for the meaningful integration of appropriate technologies into the academic experience.

### [The Integrated Postsecondary Education Data System \(IPEDS\)](#) *Back to related measure*

The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences. NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally.

### [Learning Centers](#) *Back to related measure*

Including such resources as The Writing Center and The Communication Center, the Learning Centers enhance the quality of academic work through customized instruction, scholarly investigation, and faculty and student development. Programs support classroom learning, with particular emphasis on building confidence, collaboration skills, and content mastery.

[National Survey of Student Engagement \(NSSE\)](#) *Back to related measure*

NSSE collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

[Prestigious Scholarships](#) *Back to related measure*

Including such awards as the Fulbright, Goldwater and Rhodes Scholarships, these are national scholarships that JMU's Honors Program promotes, coordinates and tracks.

[Prominence Score](#) *Back to related measure*

A prominence score measures the quality of a news clip by quantifying a number of factors including: search terms in the headline or first 150 words numbers of times search terms are mentioned and length of an article then multiplied by the prominence of the outlet.

[Six-year Graduation Rate](#) *Back to related measure*

This federal standard is calculated based on the total number of first-time, full-time students who receive a bachelors degree from JMU within 6 academic years.

[State Council of Higher Education for Virginia \(SCHEV\)](#) *Back to related measure*

The State Council of Higher Education for Virginia (SCHEV) makes higher education public policy recommendations to the Governor and General Assembly in such areas as capital and operating budget planning, enrollment projections, institutional technology needs, and student financial aid.

SCHEV administers a variety of educational programs that benefit students, faculty, parents, and taxpayers. SCHEV serves as a catalyst to promote greater access, quality, affordability, and accountability throughout the system. SCHEV also helps policymakers, college administrators, and other concerned leaders work cooperatively and constructively to advance educational excellence.

[Talent Development](#) *Back to related measure*

JMU Training and Development provides professional development opportunities to support university and individual success for AP Faculty, Classified staff and Wage employees.

[University Recreation \(UREC\)](#) *Back to related measure*

UREC promotes and advances healthy lifestyles through educational programs, participation opportunities, and support services. The staff are committed to excellence and responsive to the developmental needs of the JMU community.

[Virginia Department of Criminal Justice Accreditation \(VDCJA\)](#) *Back to related measure*

JMU's Office of Public Safety has achieved the designation as being accredited by the VDCJA. It is the best measure of an agency's compliance with professional law enforcement standards, as determined by the Virginia Law Enforcement Professional Standards Commission.