

Balanced Scorecard Definitions

Students

Critical intellectual engagement	Measures students' critical intellectual engagement using the Collegiate Learning Assessment and portions of the Noel Levitz Student Satisfaction Inventory, the National Survey of Student Engagement, and Stonehill's Senior Exit Survey.
Social responsibility	Measures the development of students' sense of social responsibility using portions of the National Survey of Student Engagement as well as Stonehill's Senior Exit and One-Year-Out surveys.
Four year graduation rate - all students	Measures the percentage of students in a fall full-time, first-time freshmen degree seeking cohort that graduated within four years. (Source: OPIR).
Four year graduation rate - ALANA students	Measures the percentage of ALANA students in a fall full-time, first-time freshmen degree seeking cohort that graduated within four years. ALANA students include those students who self-report as Black non-Hispanic, American Indian or Alaskan Native, Asian, Hawaiian or Pacific Islander, Hispanic, or Two or More Races (Source: OPIR).
% employed one year out	Reflects the percentage of graduates who are employed either full-time or part-time one year after graduation. It excludes those not looking for work. Graduates not looking for work include those who are attending/applying to graduate school or year-long service, traveling for one year, or have no specific plans after graduation. (Source: One Year Out Survey).
% attending grad school one year out	Reflects the percentage of graduates who are enrolled in graduate school either full-time or part-time one year after graduation. (Source: One Year Out Survey).
% post graduate service	Reflects the percentage of graduates who are engaged in a year-long service opportunity one year after graduation. (Source: One Year Out Survey).

Balanced Scorecard Definitions

<p>Student satisfaction - academic</p>	<p>Reflects the percentage of graduating seniors who responded "very satisfied" or "satisfied" (or "very effective" or "effective") to the following questions (question weights are given in parentheses; source: Senior Exit Survey): "Rate your satisfaction with your overall learning experience in your first major" (33.3%); "How effective was your Stonehill experience in satisfying your intellectual curiosity" (33.3%); "How effective was your Stonehill experience in preparing you to succeed in your chosen career" (16.7%); "How effective was your Stonehill experience in preparing you to succeed in graduate or professional school, should you attend" (16.7%).</p>
<p>% of students indicating Stonehill had high impact on students valuing diversity of persons and cultures</p>	<p>Reflects the percentage of graduating seniors who indicated that their experiences at Stonehill had a "very high" or "high" impact on their valuing the diversity of persons and cultures. (Source: Senior Exit Survey).</p>

Essential Internal Processes

<p>First-year enrollment</p>	<p>Reflects the number of enrolled fall full-time, first-time degree seeking freshmen as a percentage of the desired class. (Source: OPIR).</p>
<p>First-year diversity students</p>	<p>Reflects the number of enrolled fall full-time, first time ethnically diverse degree seeking freshman as a percent of the enrolled class. Ethnically diverse includes those students who self-report as Black non-Hispanic, American Indian or Alaskan Native, Asian, Hawaiian or Pacific Islander, Hispanic, or Two or More Races (Source: OPIR).</p>
<p>First-year discount rate</p>	<p>Reflects the unfunded tuition discount rate associated with first-year students. It is computed by dividing unfunded tuition discounts (excluding athletically related aid and tuition remissions) associated with first-year students by gross tuition revenue associated with first-year students. (Source: Office of Student Financial Services).</p>

Balanced Scorecard Definitions

<p>Faculty engagement</p>	<p>Reflects the rate of participation among the full-time faculty in professional development programs (addressing areas such as pedagogy, instructional technology, and research support)</p>
<p>Satisfaction with advising in major</p>	<p>Reflects the percentage of graduating seniors who were "very satisfied" or "somewhat satisfied" with the academic advising they received related to their first major. (Source: Senior Exit Survey).</p>
<p>Satisfaction with career services</p>	<p>Reflects the percentage of graduating seniors who were "very satisfied" or "somewhat satisfied" with the assistance they received from the Office of Career Services. (Source: Senior Exit Survey).</p>
<p>Satisfaction with campus life</p>	<p>Reflects a composite student satisfaction score of the following equally weighted Noel Levitz survey questions: "Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.); "The campus is safe and secure for all students"; "There are a sufficient number of weekend activities for students"; "I can easily get involved in campus organizations". (Source: Noel Levitz Student Satisfaction Inventory).</p>
<p>Retention - freshmen to sophomore</p>	<p>Measures the percentage of students in a fall full-time, first-time freshmen degree seeking cohort that were enrolled in the fall of their sophomore year . (Source: OPIR).</p>
<p>ALANA retention - freshmen to sophomore</p>	<p>Measures the percentage of ethnically diverse students in a fall full-time, first-time freshmen degree seeking cohort that were enrolled in the fall of their sophomore year. Ethnically diverse includes those students who self-report as Black non-Hispanic, American Indian or Alaskan Native, Asian, Hawaiian or Pacific Islander, Hispanic, or Two or More Races. (Source: OPIR).</p>

Balanced Scorecard Definitions

Innovation & Organizational Learning

New niche opportunities	Measures the number of new initiatives that contribute to distinctiveness for academic programs of study, experiential learning opportunities, or the co-curriculum.
Student participation in high-impact experiential learning	Reflects the percentage of graduating seniors who engaged in at least one of the following high-impact experiential learning opportunities: Domestic internship, practicum, or field experience (Includes for credit and not for credit participation); International internship, practicum, or field experience (Includes for credit and not for credit participation); Independent research with a faculty member (Includes for credit and not for credit participation); Study abroad program (Includes for credit and not for credit participation); Domestic short-term travel (Includes for credit and not for credit participation); International short-term travel (Includes for credit and not for credit participation); Theatrical, artistic, or musical presentation (Includes for credit and not for credit participation); and Community-based learning (service integrated into course syllabi). (Source: Senior Exit Survey).
Percent of sections under 20 students	Measures the percentage of organized class sections (excluding labs) in the fall semester with student enrollments of more than one and less than 20
Faculty/staff professional development	A composite metric based on the following measures from the Great Colleges To Work For survey: satisfaction with professional/career development programs (50%), agreement with "I am given the opportunity to develop my skills at this institution" (25%), and agreement with "I understand the necessary requirements to advance my career" (25%).

Balanced Scorecard Definitions

Resources

Growth in financial resources	Represents the College's return on net assets and is computed by dividing the change in net assets in a given year by the previous year's ending net asset balance. (Source: Audited Financial Statements).
Living within our means	Represents the College's operating margin and is computed by dividing the operating surplus in a given year by that year's total operating revenues. (Source: Audited Financial Statements).
Reliance on debt	Calculated by dividing total interest expense and principal payments made in a given year by that year's total operating expenses. (Source: Audited Financial Statements).
Total giving	Reflects cash proceeds associated with gifts from alumni, corporations, foundations, friends and parents. (Source: Advancement).
Technology service quality	Measures employees' perceptions of the quality of technology services commonly delivered in higher education. (Source: The Higher Education TechQual+ Core Instrument).
Employee satisfaction	A composite metric based on the following measures from the Great Colleges to Work For survey (question weights are given in parentheses): average agreement score for all survey statements (60%); average agreement score on statements added by Stonehill (20%); agreement with "All things considered, this is a great place to work" (20%)