

# Middle States Commission on Higher Education Institutional Profile 2012-13

[0164] Goucher College  
Printed on 4/19/2013

## A. General Information

	Data on File (as of 4/18/2013)	IP Data (2012-13)
<b>Institution Name</b>	Goucher College	Goucher College
<b>Address</b>	1021 Dulaney Valley Road Baltimore, MD 21204	1021 Dulaney Valley Road Baltimore, MD 21204
<b>Telephone</b>	410 337 6000	410 337 6000
<b>Fax</b>	410 337 6123	410 337 6123
<b>Website</b>	www.goucher.edu	www.goucher.edu
<b>Control</b>	Private (Non-Profit)	Private (Non-Profit)
<b>Carnegie Classification</b>	Baccalaureate - Arts & Sciences	Baccalaureate - Arts & Sciences
<b>Calendar</b>	Semester	Semester
<b>Degree Granting Authority</b>	Maryland	Maryland
<b>Licensed to Operate in</b>	MD	MD
<b>Degrees/Certificates Offered</b>		
	<b>Data on File</b>	<b>IP Data</b>
	<b>Offered</b>	<b>Offered</b>
	<b>Programs</b>	<b>Programs</b>
Postsecondary Certificate (< 1 year)	no 0	no 0
Postsecondary Certificate (>=1 year, < 2 years)	no 0	no 0
Associate's	no 0	no 0
Postsecondary Certificate (>= 2 years, < 4 years)	no 0	no 0
Bachelor's	yes 33	yes 28
Postbaccalaureate Certificate	yes 3	yes 2
Master's	yes 8	yes 5
Post-Master's Certificate	yes 0	yes 0
Doctor's - Professional Practice	no 0	no 0
Doctor's - Research/Scholarship	no 0	no 0
Doctor's - Other	no 0	no 0
<b>Related Entities</b>		
<b>Name, State, Country</b>	none	none
<b>Initial Accreditation</b>	1921	1921
<b>Last Reaffirmed</b>	2009	2009
<b>Next Self-Study Visit</b>	2018-19	2018-19
<b>Next Periodic Review Report (PRR)</b>	June 2014	June 2014

**Notes**

## Instructions

### A. GENERAL INFORMATION

#### Institution Name

This field must be updated by MSCHE staff. If your institution name has changed, please send a letter (on institution letterhead) to MSCHE providing the new name and the date (mm/dd/yyyy) of the name change. Address the letter to your CHE staff liaison. You may email the letter (scanned copy) or place it in regular mail. Upon written request in the text of your letter, MSCHE will provide a letter acknowledging the name change.

#### Address

This field must be updated by MSCHE staff. Please contact Tze Joe ([tjoe@msche.org](mailto:tjoe@msche.org)) if you need to correct the institution's address due to a spelling, typographical, or other error. Please note: an official change of address (moving locations) is covered under MSCHE's substantive change policy.

#### Telephone and Fax

List the numbers to which you prefer to have general inquiries directed. These numbers will be published in our on-line directory.

#### Website

Provide the web address for your institution's home page.

#### Control

This field must be updated by MSCHE staff. Please contact Tze Joe ([tjoe@msche.org](mailto:tjoe@msche.org)) if you want to update the control category.

#### Carnegie Classification

This field must be updated by MSCHE staff. The Commission uses the categories in the 2010 Carnegie Classification - Basic Classification. The classification categories are determined by the Carnegie Foundation as shown in the chart below. The data in the MSCHE system should match exactly what is provided by Carnegie for your institution.

For a complete description of the Carnegie Classification system, go to <http://classifications.carnegiefoundation.org/descriptions/>. More information is provided about how and when Carnegie Foundation updates the classification in their FAQs at <http://classifications.carnegiefoundation.org/resources/faqs.php>.

ID	Category	Category Explanation
1	Assoc/Pub-R-S	Associate's--Public Rural-serving Small
2	Assoc/Pub-R-M	Associate's--Public Rural-serving Medium
3	Assoc/Pub-R-L	Associate's--Public Rural-serving Large

4	Assoc/Pub-S-SC	Associate's--Public Suburban-serving Single Campus
5	Assoc/Pub-S-MC	Associate's--Public Suburban-serving Multicampus
6	Assoc/Pub-U-SC	Associate's--Public Urban-serving Single Campus
7	Assoc/Pub-U-MC	Associate's--Public Urban-serving Multicampus
8	Assoc/Pub-Spec	Associate's--Public Special Use
9	Assoc/PrivNFP	Associate's--Private Not-for-profit
10	Assoc/PrivFP4	Associate's--Private For-profit
11	Assoc/Pub2in4	Associate's--Public 2-year colleges under 4-year universities
12	Assoc/Pub4	Associate's--Public 4-year Primarily Associate's
13	Assoc/PrivNFP4	Associate's--Private Not-for-profit 4-year Primarily Associate's
14	Assoc/PrivFP4	Associate's--Private For-profit 4-year Primarily Associate's
15	RU/VH	Research Universities (very high research activity)
16	RU/H	Research Universities (high research activity)
17	DRU	Doctoral/Research Universities
18	Master's L	Master's Colleges and Universities (larger programs)
19	Master's M	Master's Colleges and Universities (medium programs)
20	Master's S	Master's Colleges and Universities (smaller programs)
21	Bac/A&S	Baccalaureate Colleges--Arts & Sciences
22	Bac/Diverse	Baccalaureate Colleges--Diverse Fields
23	Bac/Assoc	Baccalaureate/Associate's Colleges
24	Spec/Faith	Special Focus Institutions--Theological seminaries, Bible colleges, and other faith-related institutions
25	Spec/Med	Special Focus Institutions--Medical schools and medical centers
26	Spec/Health	Special Focus Institutions--Other health professions schools
27	Spec/Engg	Special Focus Institutions--Schools of engineering
28	Spec/Tech	Special Focus Institutions--Other technology-related schools
29	Spec/Bus	Special Focus Institutions--Schools of business and management
30	Spec/Arts	Special Focus Institutions--Schools of art, music, and design
31	Spec/Law	Special Focus Institutions--Schools of law
32	Spec/Other	Special Focus Institutions--Other special-focus institutions
33	Tribal	Tribal Colleges

### Calendar

Indicate the predominant calendar system used at your institution, including:

- \* Semester
- \* Quarter
- \* Trimester
- \* 4-1-4 Plan
- \* Continuous Term
- \* Differs by Program
- \* Other

### Degree Granting Authority

Select the state or other jurisdiction that authorizes your institution to offer postsecondary degrees. Federally chartered institutions (i.e., military) should select "United States of America."

### Licensed to Operate In

Select the state(s)/province(s) or other local jurisdictions in which your institution was required to get national or local government permits or other forms of approval in order to conduct business there. At least one of these must be the same state or country that provided your degree granting authority. Federally chartered institutions (i.e., military) do not need to answer this question.

### Degrees and Certificates Offered

Update the number of programs for each of the following certificates and degrees that your institution offers.

- Postsecondary award, certificate, or diploma 1 (< 1 year - less than one academic year)
- Postsecondary award, certificate, or diploma 2 (>=1 year, < 2 years - at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (>= 2 years, < 4 years - at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div. and M.H.L./Rav)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

Note: The number of programs refers to the number of programs of study/majors available for a given degree/certificate level. Please see "Definitions of Types of Awards" at the bottom of the screen for definitions of each degree level. More information is also available on the most recent post baccalaureate degree classifications at the **Association for Institutional Research** web site at <http://www3.airweb.org/images/new%20post-baccalaureate%20degree%20classifications.pdf>.

- The degree levels you report must correspond with the degree levels your institution is **currently approved to offer and must be degree levels** which are **included within the existing scope of accreditation for the institution**. The data recorded in the MSCHE database reflects the degree level indicated in the institution's initial application for accreditation or the substantive change request. See your institution's Statement of Accreditation Status (SAS) available within the institution's record in the Institution Directory at [www.msche.org/institutions\\_directory.asp](http://www.msche.org/institutions_directory.asp). If you believe the current degree level is incorrect, please contact Amy Shew Moseder at [amoseder@msche.org](mailto:amoseder@msche.org) for guidance about how to proceed.
- If your institution is offering a *new* degree or certificate level which has not previously been approved, an application for substantive change must be submitted to MSCHE. According to Department of Education regulations, **A New Degree Level** may not be added or removed except through the Substantive Change process. See the relevant [Substantive Change policy statement](#) with instructions for submitting a Substantive Change request and the separate [Frequently Asked Questions](#) on the MSCHE web site.

## **DEFINITIONS OF TYPES OF AWARDS *(Adapted from the IPEDS Glossary)***

**Certificate:** A formal award certifying the satisfactory completion of a postsecondary education program. MSCHE collects data on certificates of varying levels including postsecondary (less than 1 year, at least one but less than two academic years, at least two but less than four academic years), postbaccalaureate certificate, and Post-masters certificate.

**Associate's:** An award that normally requires at least 2 but less than 4 years of full-time equivalent college work

**Bachelor's:** An award that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. It also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years

**Master's:** An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree

**Doctor's - research/scholarship:** A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

**Doctor's - professional practice:** A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "First Professional" and may include Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

**Doctor's - other:** A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or a "doctor's degree - professional practice."

### **Related Entities**

Indicate if the institution completing this form is related to another entity, within this region or elsewhere, that is not accredited by Middle States. Provide the name, state and country of the related entity.

Excerpt from the "Related Entities" policy statement:

A related entity may be a corporate parent, system administration or board, religious sponsor, funding sponsor (which, in some cases, may include an equity or investment fund), or other entity that can affect decisions related to accreditation (herein "Related Entities"). Related entities may include institutional or corporate layers or groups. Ordinarily, local, county, and state legislatures, other accreditors, local advisory boards, and government agencies are not related entities. The scope of this policy does not include "contractual relationships" in which the accredited entity contracts for services; these are governed by a separate Commission policy.

*Exclusions:*

Do not report relationships that you are listing elsewhere in the IP as Branch Campuses, Additional Locations, or Other Instructional Sites.

# Middle States Commission on Higher Education Institutional Profile 2012-13

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## B. Key Contacts

Key Contact	Data on File (as of 4/18/2013)	IP Data (2012-13)
<b>Chief Executive Officer</b>	Mr. Sanford Ungar <i>President</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6040 Fax: none Email: sungar@goucher.edu	Mr. Sanford Ungar <i>President</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6040 Fax: none Email: sungar@goucher.edu
<b>Chief Academic Officer</b>	Dr. Marc M. Roy <i>Provost</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6044 Fax: 410 337 6443 Email: marc.roy@goucher.edu	Dr. Marc M. Roy <i>Provost</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6044 Fax: 410 337 6443 Email: marc.roy@goucher.edu
<b>Chief Financial Officer</b>	Mr. W. Thomas Phizacklea <i>Vice President for Finance</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6130 Fax: 410 337 6236 Email: phiz@goucher.edu	Mr. W. Thomas Phizacklea <i>Vice President for Finance</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6130 Fax: 410 337 6236 Email: phiz@goucher.edu
<b>Chief Information Technology Officer</b>	Mr. Bill Leimbach <i>Vice President for Technology &amp; Planning</i> Dorsey Center, Room 107 1021 Dulaney Valley Road Baltimore, MD 212042794  Phone: 410 337 6298 Fax: 410 337 6350 Email: bleimbach@goucher.edu	Mr. Bill Leimbach <i>Vice President for Technology &amp; Planning</i> Dorsey Center, Room 107 1021 Dulaney Valley Road Baltimore, MD 212042794  Phone: 410 337 6298 Fax: 410 337 6350 Email: bleimbach@goucher.edu
<b>Accreditation Liaison Officer</b>	Mr. Bill Leimbach <i>Vice President for Technology &amp; Planning</i> Dorsey Center, Room 107 1021 Dulaney Valley Road Baltimore, MD 212042794  Phone: 410 337 6298 Fax: 410 337 6350 Email: bleimbach@goucher.edu	Mr. Bill Leimbach <i>Vice President for Technology &amp; Planning</i> Dorsey Center, Room 107 1021 Dulaney Valley Road Baltimore, MD 212042794  Phone: 410 337 6298 Fax: 410 337 6350 Email: bleimbach@goucher.edu
<b>Coordinator of Distance Education</b>	Dr. Fred Mauk <i>Associate Dean of Graduate and Professional Studies</i>	Dr. Fred Mauk <i>Associate Dean of Graduate and Professional Studies</i>



	1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6161 Fax: none Email: frederick.mauk@goucher.edu	1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6161 Fax: none Email: frederick.mauk@goucher.edu
<b>Coordinator of Outcomes Assessment</b>	Ms. Pallabi Guha Roy , Ph.D. <i>Director of IR</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6062 Fax: none Email: pallabi.roy@goucher.edu	Ms. Pallabi Guha Roy , Ph.D. <i>Director of IR</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6062 Fax: none Email: pallabi.roy@goucher.edu
<b>Coordinator of Institutional Research Functions</b>	Ms. Pallabi Guha Roy , Ph.D. <i>Director of IR</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6062 Fax: none Email: pallabi.roy@goucher.edu	Ms. Pallabi Guha Roy , Ph.D. <i>Director of IR</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6062 Fax: none Email: pallabi.roy@goucher.edu
<b>Chair: Self-Study Steering Committee</b>	Mr. Bill Leimbach <i>Vice President for Technology &amp; Planning</i> Dorsey Center, Room 107 1021 Dulaney Valley Road Baltimore, MD 212042794  Phone: 410 337 6298 Fax: 410 337 6350 Email: bleimbach@goucher.edu	Mr. Bill Leimbach <i>Vice President for Technology &amp; Planning</i> Dorsey Center, Room 107 1021 Dulaney Valley Road Baltimore, MD 212042794  Phone: 410 337 6298 Fax: 410 337 6350 Email: bleimbach@goucher.edu
<b>Co-Chair: Self-Study Steering Committee</b>	Dr. Thomas Kelliher <i>Associate Professor</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6189 Fax: none Email: kelliher@goucher.edu	Dr. Thomas Kelliher <i>Associate Professor</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6189 Fax: none Email: kelliher@goucher.edu
<b>Person in the President's Office To Whom MSCHE Invoices Should be Sent</b>	Ms. Shelly Hillebrand <i>Executive Assistant</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6020 Fax: none Email: shelly.hillebrand@goucher.edu	Ms. Shelly Hillebrand <i>Executive Assistant</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6020 Fax: none Email: shelly.hillebrand@goucher.edu
<b>Person Who Should Receive a Copy of MSCHE Invoices (Optional)</b>	none	none
<b>Person Completing IP Financials</b>	Mr. Alex Antkowiak <i>Controller</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6060	Mr. Alex Antkowiak <i>Controller</i> 1021 Dulaney Valley Road Baltimore, MD 21204  Phone: 410 337 6060

Fax: 410 337 6123  
Email: alex.antkowiak@goucher.edu

Fax: 410 337 6123  
Email: alex.antkowiak@goucher.edu

**Person Completing IP (Key User)**

Ms. Pallabi Guha Roy , Ph.D.  
*Director of IR*  
1021 Dulaney Valley Road  
Baltimore, MD 21204

Phone: 410 337 6062  
Fax: none  
Email: pallabi.roy@goucher.edu

Ms. Pallabi Guha Roy , Ph.D.  
*Director of IR*  
1021 Dulaney Valley Road  
Baltimore, MD 21204

Phone: 410 337 6062  
Fax: none  
Email: pallabi.roy@goucher.edu

## Instructions

### B. KEY CONTACTS

#### **Verify existing or provide additional information in ALL of the requested fields.**

If a person has more than one function, please add his or her name to each category. Otherwise, the correct person may not receive postal mail or e-mails that the Commission directs to specific key contacts. **Do not leave any contacts blank. Do not enter "vacant."** **Provide the most appropriate contact name for the position.**

**Telephone/E-mail.** Please note that the telephone number and e-mail address in each instance should be the individual's direct number or address, not the institution's main number or address. This information is exclusively for the internal use of Middle States staff, and it is not made available to the public.

*Exception:* Chief executive officers, chief academic officers, or provosts may provide either their own direct telephone number and e-mail address or those of their personal assistant authorized to receive private messages on their behalf.

**Personnel Changes.** If you are aware that a Key Contact will be leaving your institution after you lock down the IP, leave that person's name in his or her current role. The IP should be accurate as of the time of lock down. Subsequently, please notify Mr. Joe ([tjoe@msche.org](mailto:tjoe@msche.org)) by e-mail of the actual termination and/or any replacement, and he will make the change(s) on your behalf. If someone on the list is deceased or has left your institution, please also notify Mr. Joe.

**Replace/Modify.** For each key contact category, you may **replace** one person with another or **modify** (update) the information about an incumbent.

To replace a person with someone already affiliated with your institution in the Middle States database, select from the list provided. If the replacement is at your institution but has had no prior activity with Middle States or is someone who came to your institution from elsewhere, please send an e-mail to Mr. Tze Joe ([tjoe@msche.org](mailto:tjoe@msche.org)), asking him to add that person to your list. When you are notified that the person has been added to the list, you may modify the information if necessary.

**International Addresses.** For addresses outside the United States, the screen provides three address lines. Starting with Address Line 1, enter the **entire** mailing address in the postal format commonly used in that country.

#### **System/District Chief Executive Officer**

If Middle States has designated your institution as part of a system or district, please complete this section.

**Accreditation Liaison Officer (ALO)** Enter the name, title, and phone number of the individual currently appointed by the chief executive officer of your institution to work directly with the Commission on matters of accreditation. This person may be the same as,.

or different from the Key Holder, or may hold any other job title at the institution, at the discretion of the CEO. Please see the Commissions Guidelines on the Accreditation Liaison Officer (ALO): Role and Responsibilities <http://www.msche.org/documents/6B---5-ALO-guidelines-122109.pdf> for more information.

**Coordinator of Outcomes Assessment Functions**

Enter the name of the administrator or faculty member who is responsible for coordinating the institution's outcomes assessment activities, regardless of that person's actual job title. For instance, this person may be a faculty member who is the chair of the outcomes assessment committee or other organized group that is driving the outcomes assessment efforts on campus.

**Coordinator of Institutional Research Functions**

Enter the name of the person responsible for the institution's institutional research functions, regardless of that person's actual job title. For instance, the primary contact for institutional research may have the title Director of Institutional Research or the Institutional Research Coordinator.

**Coordinator of Distance Education**

Enter the name of the person responsible for coordinating the institution's distance education courses. *(Required for institutions that offer distance education courses)*

**Chief Information Technology Officer**

Enter the name of the person responsible for managing the institution's information technology department or functions, regardless of that person's actual job title.

**Chair/Co-Chairs of Self-Study Steering Committee**

*Complete this item ONLY if your institution is scheduled for a team visit in 2011-12 or 2012-13. (See the dates pre-formatted in General Information.)* Provide the name and title of the Chair (or co-Chairs) of your institution's Self-Study Steering Committee. If your institution has more than two co-Chairs, select only two for the IP as contacts for MSCHE staff. Please update these Chairs if those who are currently in the database were from a previous self-study or PRR and new Chairs have been appointed.

**Person in the President's Office to Whom Invoices Should be Sent**

Enter the person who is responsible for coordinating the approval and payment of invoices from MSCHE for dues and fees. MSCHE will send its invoices by e-mail to this individual.

**Person Who Should Receive a Copy of the Invoice (optional)**

Enter the person who should simultaneously receive a copy of the invoice sent to the president's office.

**Person Completing IP Financials**

Enter the person who is responsible for providing the financial data and who can answer questions about the meaning of the data.

**Person Completing the IP**

Enter the Key User who is responsible for the content of the IP (not necessarily the data entry person).

Verify Key Contacts



**Click here to indicate that you have reviewed and accepted the list of Key Contacts above.**

(Required to "Lock Down" the IP data)

You must click the checkbox at the bottom of the screen to verify that you have reviewed and updated the entire key contact list. This is a required field. If you do not click the checkbox, you will receive an error message and you will not be permitted to lock down the IP.

# Middle States Commission on Higher Education Institutional Profile 2012-13

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## C. Graduation Data

### Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2011, and June 30, 2012. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Please see the instructions for specific inclusions and exclusions.

Awards	Data on File (as of 4/18/2013)	IP Data (2012- 13)
Postsecondary Certificate (less than 1 year)	0	0
Postsecondary Certificate (>= 1 year, < 2 years)	0	0
Associate's	0	0
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	331	273
Postbaccalaureate Certificate	57	48
Master's	133	139
Post-Master's Certificate	0	0
Doctor's - Professional Practice	0	0
Doctor's - Research/Scholarship	0	0
Doctor's - Other	0	0
<b>Screening Questions</b>		
Does your institution have undergraduate programs?	yes	yes
Does your institution serve only transfer students? See instructions if the answer is yes.	no	no

### Completers

This section requests completion data on two separate cohorts (150% and 200%) of full-time, first-time, degree/certificate-seeking undergraduate students enrolled in your institution during the specified fall term or academic year. Students must be enrolled full-time in courses that lead to a credit-bearing degree, diploma, certificate or other formal award. Count completers only once and indicate the highest degree level earned. Report the status of these students as of August 31 of the reporting year. Please see the instructions to identify students for inclusion in the specific cohorts.

Completers of Programs of <= 2 Years	Data on File (as of 4/18/2013)	IP Data (2012-13)
150% of expected time to completion		

Total number of students in the Fall 2009 cohort	0	0
Number completed within 150%	0	0
Total transfers out	0	0
Total number of Fall 2009 cohort still enrolled	0	0
<b>200% of expected time to completion</b>		
Total number of students in the Fall 2008 cohort	0	0
Number completed within 200%	0	0
Total transfers out	0	0
Total number of Fall 2008 cohort still enrolled	0	0
<b>Completers of Programs of &gt; 2 and &lt;= 4 Years</b>		
<b>150% of expected time to completion</b>		
Total number of students in the Fall 2006 cohort	340	450
Number completed within 150%	238	299
Total transfers out	0	0
Total number of Fall 2006 cohort still enrolled	0	3
<b>200% of expected time to completion</b>		
Total number of students in the Fall 2004 cohort	342	401
Number completed within 200%	239	267
Total transfers out	0	0
Total number of Fall 2004 cohort still enrolled	0	1

## Notes

## Instructions

### C. GRADUATION DATA

#### **PART 1: Awards Granted**

Report the total number of degrees, certificates, or other formal awards conferred by your institution between July 1, 2011 and June 30, 2012 (or other official year, if your institution uses an enhanced semester calendar).

#### ***Include:***

- Formal awards conferred as a result of an academic or occupational/vocational program of study. The instructional activity completed as part of the program of study must be credit-bearing, but can be measured in credit hours, contact hours, or some other unit of measurement.
- Earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

*Note: Although IPEDS was updated for the 2011-2012 reporting period to exclude "awards conferred by branches of your institution located in foreign countries," MSCHE will continue to collect degrees conferred by branches of your institution located in foreign countries. Continue to include them in the count for the IP.*

- Multiple awards earned by a single student. If an individual received two or more awards during the specified time period, report each award in the appropriate category.

#### ***Do Not Include:***

- Awards earned but not yet conferred.
- Honorary degrees and awards.
- Awards conferred by an entity other than the postsecondary institution (such as the state, or an industry certificate).
- Informal awards (such as certificates of merit, completion, attendance, or transfer).
- Noncredit awards.

*Note: Institutions that offer transfer programs only and have no first time students should check the appropriate box in the screening questions that appear at the beginning of the IP. Institutions that indicate "Yes" their undergraduate programs serve only transfer students will not be provided with a Completers section. Institutions that started first-year baccalaureate programs in 2007-08 or later should answer "no." These institutions are not required to report in the Completers section below in order to lock down.*

#### **PART 2: Completers**

This section requests completion data on two separate cohorts (150% and 200%) of full-time, first-time, degree/certificate-seeking undergraduate students enrolled in your institution during the specified fall term or academic year. Students must be enrolled full-time in courses that lead to a credit-bearing degree, diploma, certificate or other formal



award. Count completers only once and indicate only the highest degree level earned. Report the status of these students as of **August 31** of the reporting year as indicated by institution type below.

***Include:***

- Full-time students enrolled in the fall term who attended college for the first time in the prior summer term.
- Full-time students enrolled in remedial courses if the student is considered degree-seeking for the purpose of student financial aid determination.
- Full-time students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers and those enrolled in distance learning/home study programs.
- Full-time students taking remedial courses if the student is considered degree-seeking.
- Full-time students who subsequently became part-time, transferred OUT to another institution, dropped out, stopped out, or have not fulfilled the requirements for a degree or certificate.

***Do Not Include:***

- Students who are enrolled exclusively in non-credit courses or are not seeking a degree/certificate.
- Students exclusively auditing classes.
- Students studying abroad at a foreign university if their enrollment at the reporting institution is only an administrative record and the fee is only nominal.
- Students studying in a branch campus located in a foreign country.
- Students who transferred IN to your institution. Institutions that have only transfer programs should check the applicable box in the screening questions at the beginning of the IP.
- Students who fall into the following exclusion categories according to IPEDS:
  1. Students who died or became permanently disabled.
  2. Students who left school to serve in the armed forces (or have been called up to active duty). Do not include students already in the military who transfer to another duty station.
  3. Students who left school to serve with a foreign aid service of the Federal Government.
  4. Students who left school to serve on an official church mission.

**Completers of Programs < or = 2 years:**

The **150% cohort** includes full-time, first-time degree/certificate-seeking students entering your institution in fall 2009 (i.e., first enrolled in academic year 2009-10). Report the status of the 2009 cohort as of August 31, 2012 in terms of the number of completers graduated in 150% of normal time to completion. For most two year degree programs, this is three years (2009-2012).

The **200% cohort** includes full-time, first-time degree/certificate-seeking students entering your institution in fall 2008 (i.e., first enrolled in academic year 2008-09). Report the status of the 2008 cohort as of August 31, 2012 in terms of the number of completers graduated within 200% of normal time to award. While the data for 150% of normal time are cumulative (in that it also includes those students who complete in 100% of normal time - 2 years for Associate's degree), the data reported for the 200% of normal time should just include those additional students who completed 151% and 200%. For most two year degree programs, this is four years (fall 2008 - 2012).

If your institution is an Associate's college and began offering such programs in or prior to 2009-10, include in the cohort the students who enrolled in fall 2009 and received full credit through 2011-12.

### **Completers of Programs of > 2 or > = 4 years:**

The **150% cohort** includes full-time, first-time degree/certificate-seeking students who entered in Fall 2006 (i.e., first enrolled in academic year 2006-07). Report the status of the 2006 cohort as of August 31, 2012 in terms of the number of completers graduated in 150% of normal time to completion. For most 4-year degree programs, this is six years (2006-2012).

The **200% cohort** includes full-time, first-time degree/certificate-seeking students who entered in Fall 2004. Report the status of the 2004 cohort as of August 31, 2012 in terms of the number of completers graduated within 200% of normal time to award. While the data for 150% of normal time are cumulative (in that it also includes those students who complete in 100% of normal time - 4 years for Bachelor's degree), the data reported for the 200% of normal time should just include those additional students who completed 151% and 200%.

Do not include students who initially entered in an Associate's programs (they should be included in the "Completers of Programs < or = 2 years" or students who transferred into your institution. Institutions that have only transfer programs should check the applicable box in the screening questions at the beginning of the IP.

Four-year institutions that offer 5-year or longer programs should include in the 2006 cohort the students for these programs who received full credit through 2011-12 (i.e., Include all the students who entered the 5-year program in Fall 2006 and reflect their status as of the end of the 2011-12 academic year).

**Institutions with a continuous-term calendar** for the majority of their programs should use the full-year cohort.

### ***Transfers Out:***

If you collect transfer information, report the number of students whom you know to have transferred to another institution, without a degree/award from your institution, for both

150% and 200% normal time to completion. If you cannot confirm that the student transferred and was enrolled at another institution, the student should not be counted in transfers. Include students who transferred out of your institution and returned. Track the entire cohort for 3 years (2-year institutions) or for 6 years (4-year institutions), as applicable. Reporting transfer information is optional.

***Still Enrolled:***

Provide the number of students from the relevant cohort who were still enrolled at your institution at the 150% or 200% normal time to completion point through **August 31, 2012**.

**DEFINITIONS OF TYPES OF AWARDS**

***(Adapted from the IPEDS Glossary)***

**Associate's:** An award that normally requires at least 2 but less than 4 years of full-time equivalent college work

**Bachelor's:** An award that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. It also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years

**Master's:** An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree

**Doctor's - research/scholarship:** A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

**Doctor's - professional practice:** A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "First Professional" and may include Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

**Doctor's - other:** A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or a "doctor's degree - professional practice."

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## D. Enrollment (Unduplicated)

### Total Enrollment

	Data on File (as of 4/18/2013)		IP Data (2012-13)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	218	2061	230	2190
Minimum credit load to be considered a full time student	12	9	12	9
Full-Time Head Count	1409	183	1446	185
Part-Time Head Count	37	544	38	585

### Credit Enrollment

	Data on File (as of 4/18/2013)	IP Data (2012- 13)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	1957	1995
Number of Students not matriculated, enrolled in credit-bearing courses	216	259

### Non-Credit Enrollment

	Data on File (as of 4/18/2013)	IP Data (2012- 13)
Number of Students enrolled in non-credit, graduate level courses	0	0
Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses	0	0
Number of Students in non-credit avocational continuing education courses	0	0

### Notes

## Instructions

### D. ENROLLMENT

#### Total Enrollment (as of Fall 2012)

**Total credit hours of all part-time students.** Compute the total as of Fall 2012, using the institution's official fall reporting date (or as of October 15, 2012, whichever is sooner). Report separately for both undergraduate and graduate students. If your off-campus sites have different census reporting dates from the main campus cutoff date, please report the total number of credit hours, regardless of the census date.

**Minimum credit load for a student to be considered full-time (per semester or equivalent unit).** The general rule is that a full-time student is one who is enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. A full-time graduate student is enrolled for 9 or more semester credits, 9 or more quarter credits, or who is involved in thesis or dissertation preparation that the institution considers full-time.

If your definition of a full-time load varies by program or course of study, use the load representing the majority of your students. Explain the difference **briefly** in the Notes; if Commission staff or evaluators need further details, you can provide a full explanation at that time.

**Headcount.** Provide an unduplicated headcount of all full-time and part-time students, reporting undergraduate and graduate levels separately. The Commission will print the Total FT and PT headcount in its directory and will rely on it when selecting visiting teams of evaluators and for other purposes.

Institutions operating under a calendar that differs by program or enrolling on a continuous basis should include students who were enrolled in your institution at any time between August 1 and October 31 of 2012.

#### ***Include:***

- Students enrolled in courses for credit at the main campus, at all branch campuses (except those that are separately accredited), and at all off-campus sites as defined in these Instructions (i.e., domestic or overseas branch campuses, additional locations, other instructional sites, and students in the institution's study-abroad program who are enrolled for credit at the reporting institution).
- Students enrolled in courses for credit who are not recognized by the institution as seeking a degree (i.e., students receiving certificates or diplomas for academic, occupational, or post-baccalaureate continuing professional studies).

*Note:* IPEDS defines an "Occupational program" as "A program of study consisting of one or more courses, designed to provide the student with sufficient knowledge and skills to perform in a specific occupation." It is usually below the baccalaureate level. Examples include bookkeeping, office management, massage therapy, etc.

#### ***Do Not Include:***

- Students exclusively auditing classes.
- Students who receive the reporting institution's distance education programs but who receive credit from another institution through consortia or other agreements.
- Students exclusively enrolled in courses that cannot be credited toward a degree or other formal award (i.e., non-academic, recreational, avocational [leisure], continuing education, workforce development, high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from another U.S. institution, when those students will not receive their degrees from the reporting institution.

**Summer Programs.** Students attending the Summer 2012 session to complete requirements for graduation in 2011-12 are considered to be part of the 2011-12 cohort. However, students who start in Summer 2012 courses and continue into Fall 2012, are to be counted in the 2012-13 cohort. Alternatively, use your institution's normal procedures for computing an academic year (e.g., Summer 2, Fall, Spring, and Summer 1), if applicable.

### **Credit Enrollment (Unduplicated)**

#### **Matriculated (Degree-Seeking) Students**

Report the unduplicated headcount of all enrolled students as of Fall 2012 who are recognized by the institution as working toward a specific degree or certificate (i.e., matriculated, degree-seeking). Report also an unduplicated number of students who are not matriculated but who are enrolled in courses for which credit is awarded.

*Do Not Include:*

- Students exclusively auditing classes
- Students who receive the reporting institution's distance education programs but who receive credit from another institution through consortia or other agreements
- Students exclusively enrolled in courses that cannot be credited toward a degree or other formal award (i.e., non-academic, recreational, avocational [leisure], continuing education, workforce development, high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from another U.S. institution, when those students will not receive their degrees from the reporting institution.
- Students who are matriculated but who are on leave and not actively pursuing a degree/diploma (i.e., not utilizing the institution's faculty, staff, or facilities).

#### **Non-Credit Enrollment**

The purpose of reviewing non-credit enrollment is to consider the likely impact of this enrollment on the institution's faculty, facilities, revenue, and other overall operations and integrity.

- Report the number of students enrolled in non-credit courses (i.e., courses that cannot be counted toward a degree). The reporting period is the entire prior academic year (July 1, 2011 - June 30, 2012). If you use a different calendar, use your institution's normal procedures for computing an academic year.

Count students without regard to whether they also enrolled in for-credit courses, and count them once if they enroll in more than one non-credit course. If a non-credit student takes a vocational course and an avocational course, count that student once under vocational.

*Note:* The column marked "IP Data (2012-13)" refers to *the year in which your institution is submitting the IP*. This is the column where you should enter data for "the entire previous academic year" (i.e., 2011-12) referred to above.

Report headcounts separately for: (1) graduate level non-credit courses; (2) undergraduate level noncredit and other continuing education courses for which certificates of completion may or may not be provided (including ESL, remedial, or career-related skills and knowledge for vocations); and (3) avocational (self-improvement/leisure) courses.

If your institution has no system for separating enrollment in continuing education versus avocational courses, report all such enrollment as continuing education, and explain in the Notes section.

Include any pre-college students, because they also have an impact on the institution's physical, fiscal, and human resources.

For situations when the student is taking both noncredit and credit courses at the same time: Count the number of students enrolled in noncredit courses, that are not part of any formal curricula or degree program. You should NOT include audited courses that are part of a degree program. Realizing that not all student information systems track or code data the same way, rely on the course and whether it is a noncredit offering or a credit offering as defined by the institution.

*Do Not Include:*

- Students exclusively auditing classes that are part of a degree program.
- Students enrolled and seeking a formal award who also choose to take a course without credit, who complete all assignments, and who do so for personal enrichment
- Students who receive the reporting institution's distance learning programs but who receive credit from another institution through consortia or other agreements
- Students who are completing requirements for a class taken in a prior semester, who pay a basic registration fee for tracking purposes but who are not independently taking a scheduled non-credit course
- Matriculated students who are required to take a particular non-credit course in order to graduate but who are not independently taking that scheduled non-credit course.

**Avocational** programs are defined in the IPEDS Glossary as Instructional programs in personal interest and leisure categories whose expressed intent is not to produce

postsecondary credits, nor to lead to a formal award or an academic degree, nor result in occupationally specific skills.



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## E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

### Part 1. Distance Education

	Data on File (as of 4/18/2013)	IP Data (2012- 13)
<b>Did your institution, in the most recent prior year (July 1, 2011 - June 30, 2012), offer distance education courses, as defined in the Instructions?</b>	Yes	Yes

Provide: (a) the unduplicated headcount of all students in the most recent prior year (July 1, 2011 - June 30, 2012) who took distance education courses for credit by your institution; and (b) the total number of registrations of all students. The registrations may be duplicated if a student enrolls in more than one course.

Provide an explanation in the Notes context box if this reporting year's total is greater than the prior year and you have significant growth in distance learning enrollment.

	Data on File (as of 4/18/2013)	IP Data (2012-13)
<b>Headcount</b>	260	350
<b>Total Registrations</b>	929	990

### Programs

**Programs.** Report the number of degree or certificate programs offered during the previous year (July 1, 2011 - June 30, 2012) for which students could meet at least 50% of their requirements for any of the programs by taking distance education courses.

	Data on File (as of 4/18/2013)	IP Data (2012-13)
<b>Programs</b>	5	5

### Part 2. Correspondence Education

See the Instructions for a definition of Correspondence Education.

	Data on File (as of 4/18/2013)	IP Data (2012- 13)
<b>Did your institution, in the most recent prior year (July 1, 2011 - June 30, 2012), offer Correspondence education courses?</b>	No	No

### Notes

## Instructions

### E. DISTANCE EDUCATION AND CORRESPONDENCE EDUCATION

#### Part 1. Distance Education

**Distance education** means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support **regular and substantive interaction** between the students and the instructor, either synchronously or asynchronously. The technologies may include: (1) The Internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audioconferencing; or (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed above.

Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.

The *predominant mode of delivery* is the deciding factor whether a hybrid/blended program or course is considered to be distance education versus on-site/residential education. Include "hybrid" or "mixed delivery" courses if the *predominant mode of delivery* is through the use of information technologies.

Indicate whether your institution, in the most recent prior year (July 1, 2011 - June 30, 2012), offered courses for credit using distance education. If a course was offered but no students enrolled, select "No" and continue to Part 2: Correspondence Education.

#### Courses

If you selected 'yes' in the previous question, then provide, in the appropriate field:

(a) the **unduplicated headcount** of all students in the most recent prior year (July 1, 2011 - June 30, 2012) who took distance education courses for credit by your institution. Alternatively, use your institution's normal procedures for computing an academic year.

(b) the **total number of registrations** in the most recent prior year (July 1, 2011 - June 30, 2012) who took distance education courses for credit by your institution. "Registrations" refers to the sum of "seats" filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.

Exclude: Students who drop out during the drop/add period.

#### Programs

Report the number of degree or certificate programs offered during the prior year (July 1, 2011 - June 30, 2012) for which students could meet 50% or more of the requirements for any of the programs by taking distance education courses.

**Definition:** Program means a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.

**Summer Programs.** Students attending summer sessions to complete requirements for graduation are considered to be part of the previous year cohort. Students starting early, who take summer courses and continue in the fall are to be counted in the current cohort.

## **Part 2. Correspondence Education**

**Correspondence education** means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; (3) Correspondence courses are typically self-paced; and (4) Correspondence education is not distance education.

Indicate whether your institution, in the most recent prior year (July 1, 2011 - June 30, 2012), offered courses for credit using correspondence courses. If a course was offered but no students enrolled, select "No."

### **Courses**

If you selected 'yes' in the previous question, then provide, in the appropriate field:

(a) the **unduplicated headcount** of all students in the most recent prior year (July 1, 2011 - June 30, 2012) who took correspondence courses for credit by your institution. Alternatively, use your institution's normal procedures for computing an academic year.

(b) the **total number of registrations** in the most recent prior year (July 1, 2011 - June 30, 2012) who took correspondence courses for credit by your institution. "Registrations" refers to the sum of "seats" filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.

**Exclude:** Students who drop out during the drop/add period.

### **Programs**

Report the number of degree or certificate programs offered during the prior year (July 1, 2011 - June 30, 2012) for which students could meet 50% or more of their requirements for any of the programs by taking distance education or correspondence courses.

**Definition:** Program means a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.

**Summer Programs.** Students attending summer sessions to complete requirements for graduation are considered to be part of the previous year cohort. Students starting early, who take summer courses and continue in the Fall are to be counted in the current year cohort.

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## F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs.

*It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.*

<b>Data on File (as of 4/18/2013)</b>	<b>IP Data (2012-13)</b>
<b>Accreditors Recognized by U.S. Secretary of Education</b>	<b>Accreditors Recognized by U.S. Secretary of Education</b>
▪ none	none

### Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs.

*Please separate each accreditor by semi-colon (;).*

## Instructions

### F. OTHER REGIONAL, NATIONAL, AND SPECIALIZED ACCREDITATION

Please verify and update the list of other regional, national and specialized agencies that accredit your institution.

The regional, national, and/or specialized accrediting organizations your institution reported last year are shown in the left column.

- o In the column on the right, check the box next to the name of the accreditors that currently accredit your institution or its programs. The applicable boxes must be checked each year. The items you selected last year will not carry over automatically to the Current IP Data column.

**NOTE:** To view the complete federal list, go to:  
[http://www2.ed.gov/admins/finaid/accred/accreditation\\_pg6.html#NationallyRecognized](http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html#NationallyRecognized). This list contains those accrediting agencies that are recognized by the U.S. Secretary of Education. If you do not see an accreditor, please double check the federal list and make sure the agency has not changed its name.

**If other accrediting organizations are applicable for your institution, please insert them in the "Other Accreditors" section.**

If your institution offers programs in collaboration with another institution, and the other institution is accredited for that program but your institution is not, do not list the accreditor.

**\*NOTE: You must enter all accreditations each year. Items selected last year (and found in the left hand column) are not automatically pre-populated for the current reporting year. You must make checkbox selections.**

**Please use the space in the Notes section to inform MSCHE of any change in (probationary status) or removal of accreditation by any other external accrediting body. MSCHE may contact you for more information.**

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## G. Instructional Personnel (as of Fall 2012)

	Data on File (as of 4/18/2013)		IP Data (2012-13)	
	Full-Time Headcount	Part-Time Headcount	Full-Time Headcount	Part-Time Headcount
<b>Total Faculty</b>	134	78	135	83

### Notes

## Instructions

### G. INSTRUCTIONAL PERSONNEL (As of fall 2012)

Report an unduplicated headcount of full-time and part-time instructional personnel employed by your institution as of fall 2012.

#### **Definitions:**

**Full-time vs. Part-time.** Full-time personnel are either available for full-time assignment during the period being reviewed or are designated as “full time” in an official contract or appointment. Normally, employees who work approximately 40 hours per week for a full academic year are considered full-time. Individuals on sabbatical should be counted as full-time if their status was full-time prior to their leave. Faculty who teach only one semester or term are part-time, because the basis of measurement is a full academic year.

**Adjunct professors.** Count adjunct professors and visiting professors as part-time, unless you have a specific category for full-time adjunct or visiting professors. Adjunct faculty are defined by IPEDS as non-tenure-track positions where one has a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. An adjunct who serves only one semester should be counted as a whole (not one-half) part-time assignment.

**Medical School Faculty.** Include those faculty members who may be exclusively involved in clinical and pre-clinical instruction at the primary reporting location and at satellite or other locations where students rotate. Indicate in the Notes section the number of faculty with this role. Again, the purpose is to consider the likely instructional impact on the enrolled students.

**Instructors.** Include those personnel who may have the title of instructor but who are not student assistants, adjunct professors, and lecturers.

**Compensated vs. Uncompensated.** For the purpose of this survey, it is of no consequence whether instructional personnel are financially compensated or not. The purpose is to consider the likely instructional impact on the enrolled students.

#### **Exclude:**

- Professional staff, such as librarians, administrators, researchers, and others if they do not have faculty status at your institution, or if they have faculty status but do not teach as their primary activity (*Note: Instructional librarians with faculty status who teach credit-bearing courses would be included.*)
- Faculty who teach only non-credit courses
- Students (typically graduate students) having such titles as teaching assistant, teaching fellow, or research assistant.

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## H. Related Educational Activities

### H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2013-14 or 2014-15.

Note:

Your institution's next Self-Study Visit is scheduled for 2018-19.



## Instructions

### H1. STUDY ABROAD PROGRAMS OFFERED FOR CREDIT

This section is required ONLY if your self-study visit is scheduled for 2013-14 or 2014-15.

*Note:*

Your next Self-Study Visit is scheduled for (THE ON- LINE PROGRAM WILL INSERT THE DATE FOR YOUR INSTITUTION.)

#### Definitions:

Study Abroad programs may be sponsored or co-sponsored by your institution. Report only sites where your institution has "ownership" over the curriculum (i.e. determines what will or will not be taught) and where your institution specifically approves which faculty members will or will not teach.

Contracts for programs where the reporting institution has an arm's length contractual relationship with the study abroad operators (i.e. without veto power over curriculum components and individual faculty) will be treated as if they are equivalent to articulation agreements for the purposes of the IP. They should be reported as such, when appropriate, in your institution's self-study report.

A Study Abroad site, for purposes of the IP, is for U.S. students traveling to that country. An Other Instructional Site located in a different country is primarily for the benefit of local students (regardless of nationality, including U.S. nationals) living in that country.

#### Reporting:

For each country, enter the total number of sites at which your institution offers credit bearing study abroad programs, and enter the total number of students (undergraduate + graduate) who enrolled for the required reporting timeframe, which is defined as the current year (July 1, 2012 - June 30, 2013). If your semesters abroad run into the next reporting year (i.e. summer programs that start in June but run through August for example), include them in the current reporting year. Use the start of the semester as the date for inclusion in the current reporting timeframe.

Include only those students who are enrolled in study abroad programs **for which academic credit will be awarded by your institution.**

#### Exclusions:

- Do not count students from other institutions enrolled at your site *if your institution does not award the credit*, regardless of whether or not your institution provides the faculty and other services. These types of situations are more appropriately discussed in your institution's next self-study report.

- Do not count individualized or group programs for students who may visit one or more sites in a given season (i.e., not resident at the site for an entire semester or equivalent period).
- Do not count exchange programs.
- Do not count international branch campuses, additional locations, or other instructional sites.
- If a country has no students enrolled, or if none are expected to enroll in the program(s) during this reporting period, delete it, even though there were students in a prior year and the institution still has contractual obligations with an affiliated provider or maintains its own physical plant in that location. Do not report sites that are permanently closed.

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**H-2. Branch Campuses**

<b>Data on File (as of 4/18/2013)</b>	<b>IP Data (2012-13)</b>
No Branch Campuses.	No Branch Campuses.

## Instructions

### H2. BRANCH CAMPUSES

Please verify existing and provide new or additional information for the 2012-13 reporting period.

#### ***Definitions:***

The Commission defines a branch campus as a location of an institution that is geographically apart, independent of the main campus of the institution. The branch campus is considered independent of the main campus if the location offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Branch campuses are not considered to be temporary, but they may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The branch may be organized and managed by the institution itself or by contractual agreement with a third party.

- **a student may be able to complete 100% of a degree or certificate program at the branch over the course of time**
- **offers courses in educational programs leading to a degree, certificate, or other recognized educational credential**
- **has its own faculty and administrative or supervisory organization; AND**
- **has its own budgetary and hiring authority**
- A facility listed as a "branch campus" may not be listed as an "additional location" or an "other instructional site."

*The Commission's definition of a branch campus may not be the same definition the institution uses for state reporting purposes.*

#### ***Reporting:***

**\*NOTE: Provide a complete address for each branch that is reported, including street address and zip code. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government.**

**Number of Degree Programs.** Verify the number of degree programs or specialties that may be completed entirely (100%) at this branch over time. Include all certificate/diploma programs but exclude avocational/leisure and noncredit courses. IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution." This question does not refer to the number of degrees awarded at each branch by the institution. Instead, it applies to the

programs offered at this particular site. The degree levels offered at various sites must be included within the existing scope of the institution's accreditation.

For each Branch Campus, click "Modify" and indicate the number of programs your institution offers for each of the following certificates and degree levels:

- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div.)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

**Headcount.** Provide the unduplicated full-time and part-time headcount at each branch for the current year which is defined as July 1, 2012 - June 30, 2013 (estimated if your counts are not yet final), whether or not those students are matriculated in a specific degree or certificate program. If a student changes status from full-time to part-time or vice versa, count the student as only one of the two, making your best guess as to which status the student should be placed based on the number of credits the student has completed during the reporting year. Indicate any such situations in the Notes section at the bottom.

Report graduate and undergraduate students separately. The headcounts at various branches may be duplicated if students attend multiple branches. The objective here is to identify the totals served at each branch. If duplicated, indicate that in the Notes section.

**Exclude:**

- Distance education programs;
- Any site used only in the Summer;
- Sites used only for internships or practica (However, if entire courses are available there for other disciplines, those sites should be counted.)

***Substantive Change:***

**Inactive Branches.** If an institution has no students at a branch during the reporting period for this Institutional Profile, but the institution maintains contractual obligations to maintain the branch, mark the Status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of deleting a branch that has been approved within the scope of your accreditation and then reinstating it on this report in a subsequent year when there are students. However, a branch campus should not remain inactive for an excessive amount of

time. After four years of inactivity, please review the institutional plans for the site and if applicable, proceed with a substantive change request to close the site permanently.

**Add or Close a Branch** Branches may not be added or closed except through the Substantive Change process six months in advance of the addition or closing. See the relevant [policy statement](#) with instructions for submitting a Substantive Change request and the separate [Frequently Asked Questions](#).

Indicating that a branch is permanently closed under "Modify" will NOT reflect that it is actually closed in the MSCHE database and it will continue to appear until you have successfully completed the Substantive Change process.

# Middle States Commission on Higher Education Institutional Profile 2012-13

[0164] Goucher College

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## H-3. Additional Locations

Data on File (as of 4/18/2013)	IP Data (2012-13)
No Additional Locations.	No Additional Locations.

## Instructions

### H3. ADDITIONAL LOCATIONS

Please verify existing and provide new or additional information for the 2012-13 reporting period.

#### ***Definitions:***

The Commission defines an Additional Location as a location, other than a branch campus or an other instructional site, that is geographically apart from the main campus and at which the institution offers at least 50% of an educational program, including corporate sites and locations for limited, rather than ongoing provisions or programs. If a location does not meet the 50 percent rule, it should be treated as an "Other Instructional Site." If it is currently approved as an "Additional Location," Substantive Change rules apply in order to deactivate or reclassify it.

Additional Locations are not considered to be temporary but may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The location may be organized and managed by the institution itself or by contractual agreement with a third party. Programs may be accredited by another recognized accreditor. The criterion for reporting is whether the degree or certificate is awarded in the name of your institution.

An Additional Location:

- **is geographically apart from the main campus; AND**
- **at which students may complete at least 50 percent of an educational program** (i.e., of at least one program) over the course of time.
- may not also be listed as a "branch campus" or an "other instructional site."

#### ***Reporting:***

*Note:* Provide a **complete** address for **each** Additional Location that is reported, including street address and zip code. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes.

**Number of Degree Programs.** Verify the number of degree programs or specialties for which at least 50 percent of the program may be completed at each additional location over time. Include all certificate/diploma programs but exclude avocational/leisure courses. IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution." This question does not refer to the number of degrees awarded at each Additional Location by the institution.

For each Additional Location, click "Modify" and indicate the number of programs your institution offers for each of the following certificates and degrees:



- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div.)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

**Headcount.** Provide the unduplicated full-time and part-time headcount at each additional location for the current year which is defined as July 1, 2012 - June 30, 2013 (estimated if your numbers are not final), whether or not those students are matriculated in a specific degree or certificate program. If a student changes status from full-time to part-time or vice versa, count the student as only one of the two, making your best guess as to which status the student should be placed based on the number of credits the student has completed during the reporting year. Indicate any such situations in the Notes section at the bottom.

Report graduate and undergraduate students separately. The headcounts at each additional location may be duplicated if students attend multiple locations (i.e., across locations but not within a location). The objective here is to identify the totals served at each location. If duplicated across locations, indicate that in the Notes section.

**Exclude:**

- Distance education programs; Count all distance education programs offered by the institution in section E. Distance and Correspondence Education.
- Any site used only in the Summer;
- Sites used only for internships or practica (However, if entire courses are available there for other disciplines, those sites should be counted.)

**Partial-year Reporting.** If an approved location opens or begins enrolling students in the middle of the reporting period, mark the location as Active and report the partial-year enrollment. In the notes section, provide an explanation and give the date activity began.

***Substantive Change:***

- **Inactive Additional Locations.** If an institution has no students at an additional location during the reporting period for this Institutional Profile, but the institution maintains contractual obligations to maintain the location, mark the Status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of deleting a location that has been approved within the scope of your accreditation and then reinstating it on this report in a subsequent year when there are students.

- **Add or Close an Additional Location** Additional Locations may not be added or closed except through the Substantive Change process six months in advance of the addition or closing. See the relevant [policy statement](#) with instructions for submitting a Substantive Change request and the separate [Frequently Asked Questions](#).
- Indicating that an Additional Location is permanently closed under "Modify" will NOT reflect that it is actually closed in the MSCHE database, and the location will continue to appear until you have successfully completed the Substantive Change process.

# Middle States Commission on Higher Education Institutional Profile 2012-13

[0164] Goucher College

## H-4. Other Instructional Sites

	Data on File (as of 4/18/2013)	IP Data (2012-13)
<b>Name of the site or facility at which courses are being offered</b>	Baltimore County Public School, Adm Bldg	Baltimore County Public School, Adm Bldg
<b>City/State/Country</b>	Baltimore County, MD	Baltimore County, MD
<b>Headcount (For Credit)</b>	0	0
<b>Name of the site or facility at which courses are being offered</b>		Bel Air High School
<b>City/State/Country</b>		Harford County, MD
<b>Headcount (For Credit)</b>		6
<b>Name of the site or facility at which courses are being offered</b>		Bel Air Middle School
<b>City/State/Country</b>		Harford County, MD
<b>Headcount (For Credit)</b>		14
<b>Name of the site or facility at which courses are being offered</b>	Brooklyn Park Elem	Brooklyn Park Elem
<b>City/State/Country</b>	Anne Arundel County, MD	Anne Arundel County, MD
<b>Headcount (For Credit)</b>	0	0
<b>Name of the site or facility at which courses are being offered</b>		C. Milton Wright High School
<b>City/State/Country</b>		Harford County, MD
<b>Headcount (For Credit)</b>		7
<b>Name of the site or facility at which courses are being offered</b>	Carver Staff Development Center	Carver Staff Development Center
<b>City/State/Country</b>	Anne Arundel County, MD	Anne Arundel County, MD
<b>Headcount (For Credit)</b>	0	35
<b>Name of the site or facility at which courses are being offered</b>	Corkran Middle	Corkran Middle
<b>City/State/Country</b>	Anne Arundel County, MD	Anne Arundel County, MD
<b>Headcount (For Credit)</b>	0	76
<b>Name of the site or facility at which courses are being offered</b>	Eastwood Elementary	Eastwood Elementary
<b>City/State/Country</b>	Baltimore, MD	Baltimore, MD
<b>Headcount (For Credit)</b>	0	0
<b>Name of the site or facility at which courses are being offered</b>		Edgewood Middle School

<b>City/State/Country</b>	Harford County, MD	
<b>Headcount (For Credit)</b>	11	
<b>Name of the site or facility at which courses are being offered</b>	Emmorton Elementary School	
<b>City/State/Country</b>	Harford County, MD	
<b>Headcount (For Credit)</b>	7	
<b>Name of the site or facility at which courses are being offered</b>	Freetown Elementary	Freetown Elementary
<b>City/State/Country</b>	Anne Arundel County, MD	Anne Arundel County, MD
<b>Headcount (For Credit)</b>	23	13
<b>Name of the site or facility at which courses are being offered</b>	Linthicum	Linthicum
<b>City/State/Country</b>	Anne Arundel County, MD	Anne Arundel County, MD
<b>Headcount (For Credit)</b>	51	59
<b>Name of the site or facility at which courses are being offered</b>	Loch Raven High	Loch Raven High
<b>City/State/Country</b>	Baltimore County, MD	Baltimore County, MD
<b>Headcount (For Credit)</b>	0	0
<b>Name of the site or facility at which courses are being offered</b>	Marley Glen School	Marley Glen School
<b>City/State/Country</b>	Glen Burnie, MD	Glen Burnie, MD
<b>Headcount (For Credit)</b>	0	0
<b>Name of the site or facility at which courses are being offered</b>	Middle River Middle School	Middle River Middle School
<b>City/State/Country</b>	Baltimore County, MD	Baltimore County, MD
<b>Headcount (For Credit)</b>	0	0
<b>Name of the site or facility at which courses are being offered</b>	Nantucket Elementary	Nantucket Elementary
<b>City/State/Country</b>	Anne Arundel County, MD	Anne Arundel County, MD
<b>Headcount (For Credit)</b>	17	18
<b>Name of the site or facility at which courses are being offered</b>	New Town High School	New Town High School
<b>City/State/Country</b>	Baltimore County, MD	Baltimore County, MD
<b>Headcount (For Credit)</b>	0	0
<b>Name of the site or facility at which courses are being offered</b>	Odenton Elementary School	Odenton Elementary School
<b>City/State/Country</b>	Anne Arundel County, MD	Anne Arundel County, MD
<b>Headcount (For Credit)</b>	49	54
<b>Name of the site or facility at which courses are being offered</b>	Overlook Elementary School	Overlook Elementary School
<b>City/State/Country</b>	Anne Arundel County, MD	Anne Arundel County, MD
<b>Headcount (For Credit)</b>	0	0

<b>Name of the site or facility at which courses are being offered</b>	Patapsco High School	Patapsco High School
<b>City/State/Country</b>	Baltimore County, MD	Baltimore County, MD
<b>Headcount (For Credit)</b>	0	0
<b>Name of the site or facility at which courses are being offered</b>	Pikesville High School	Pikesville High School
<b>City/State/Country</b>	Baltimore County, MD	Baltimore County, MD
<b>Headcount (For Credit)</b>	0	30
<b>Name of the site or facility at which courses are being offered</b>	Scotts Branch Elementary	Scotts Branch Elementary
<b>City/State/Country</b>	Baltimore County, MD	Baltimore County, MD
<b>Headcount (For Credit)</b>	0	0
<b>Name of the site or facility at which courses are being offered</b>	Stemmers Run Middle School	Stemmers Run Middle School
<b>City/State/Country</b>	Baltimore County, MD	Baltimore County, MD
<b>Headcount (For Credit)</b>	0	0
<b>Name of the site or facility at which courses are being offered</b>	Sudbrook Magnet Middle School	Sudbrook Magnet Middle School
<b>City/State/Country</b>	Baltimore County, MD	Baltimore County, MD
<b>Headcount (For Credit)</b>	0	0
<b>Name of the site or facility at which courses are being offered</b>	Wellwood International School	Wellwood International School
<b>City/State/Country</b>	Baltimore County, MD	Baltimore County, MD
<b>Headcount (For Credit)</b>	6	32
<b>Name of the site or facility at which courses are being offered</b>	Winand Elem	Winand Elem
<b>City/State/Country</b>	Baltimore County, MD	Baltimore County, MD
<b>Headcount (For Credit)</b>	0	0

## Instructions

### H4. OTHER INSTRUCTIONAL SITES

Please verify existing and provide new or additional information for the 2012-13 reporting period.

#### Definitions:

MSCHE defines an "Other Instructional Site" as any off-campus site, other than those meeting the definition of a Branch Campus or an Additional Location, at which the institution offers one or more courses for credit. These sites may include, but are not limited to, high schools, corporations, community centers, and churches. Other Instructional Sites may be added through the IP (and do not require Substantive Change approval), or they may be deleted if there are no plans to use the site in the near future.

**A facility listed as an "Other Instructional Site" may not also be listed as a "Branch Campus" or "Additional Location."** If you believe that a site is currently classified incorrectly, please contact Amy Moseder at [amoseder@msche.org](mailto:amoseder@msche.org) for guidance about how to proceed. For example, sites that offer *only* teacher certification (conferred by the state and not the institution) should be classified as an Other Instructional Site, not an Additional Location because 50% or more of a program is not offered there. Also, sites that may have been initially intended as an Additional Location at the time of the Substantive Change request but in actuality only meet the definition of an Other Instructional Site should be re-classified from Additional Location to Other Instructional Site. Please contact Amy Moseder at [amoseder@msche.org](mailto:amoseder@msche.org) for guidance about how to proceed.

An "Other Instructional Site" located abroad is primarily for the benefit of local students (regardless of nationality, including U.S. national) living in that country. A Study Abroad site, for purposes of this report, is for U.S. students traveling to that country for a study abroad program, as specified in the instructions for section H1: Study Abroad.

#### Reporting:

- Report all Other Instructional Sites, and enter the city, state, and country in which each site is located. Report only sites at which **entire courses**, not partial courses, are offered.
- Indicate the name of the site or facility at which courses are being offered.
- Enter the **unduplicated** total number of students taking courses for credit for the current year which is defined as **July 1, 2012 - June 30, 2013**, whether or not those students are matriculated in a specific degree or certificate program. If students attend multiple sites, the headcounts at various sites may be duplicated (i.e., across sites but not within a site). The objective here is to identify the totals served at each site and the likely impact on an institution's resources. Provide estimates if final counts are not available.

#### Exclude:

- Distance education programs;
- Study abroad programs;

- Sites already listed under Branch Campus or Additional location;
- Sites used only for internships or practica. However, if entire courses are available there for other disciplines, those sites should be counted.



# Middle States Commission on Higher Education Institutional Profile 2012-13

[0164] Goucher College

## I. Financial Information (Part 1)

**REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).**

Report the same data for Educational and General (E&G) expenses on the Institutional Profile that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS). The IPEDS Part and Line numbers are noted for each data element listed.

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2011 through 6/30/2012 (the most recent year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. For example, enter 1/1/2012 through 12/31/2012.

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter 124, not 123.65.

**Do not enter data in thousands of dollars.** For example, enter 1,250,000, not 1,250.

**Enter negative numbers using a minus sign.** For example, enter -100,000, not (100,000).

**Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.**

Shaded information cannot be modified online. \* denotes a required field.

	Data on File Fiscal Year Ending 2011	IP Data Fiscal Year Ending 2012
<b>Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below.</b> <b>FASB (Financial Accounting Standards Board)</b> <b>GASB (Governmental Accounting Standards Board)</b>	FASB	FASB
Note: For Private and International institutions the value is set automatically and the field is disabled. The FASB Reporting Standard is the approximate equivalent of the standard used by International institutions.		
<b>Is your institution's Auditor's report on financial statements Qualified or Unqualified?</b>	Unqualified	Unqualified
<b>Fiscal Year Begin</b>	7/1/2010	7/1/2011
<b>Fiscal Year End</b>	6/30/2011	6/30/2012
<b>Does your institution allocate Operation &amp; Maintenance of Plant expense?</b>	Yes	Yes
<b>Does your institution allocate Depreciation Expense?</b>	Yes	Yes
	IPEDS Part- Line	Data on File Fiscal Year Ending 2011
		IP Data Fiscal Year Ending 2012



		<b>Expenses</b>	<b>Includes O&amp;M</b>	<b>Expenses</b>	<b>Includes O&amp;M</b>
<b>1. Instruction</b>	<b>E-01</b>	\$28,644,325	\$5,640,466	\$29,170,530	\$5,401,184
<b>2. Research</b>	<b>E-02</b>	\$156,675	\$0	\$208,470	\$0
<b>3. Public Services</b>	<b>E-03</b>	\$0	\$0	\$0	\$0
<b>4. Academic Support</b>	<b>E-04</b>	\$2,271,000	\$789,094	\$2,314,000	\$755,618
<b>5. Student Services</b>	<b>E-05</b>	\$8,896,000	\$1,028,853	\$9,287,000	\$985,206
<b>6. Institutional Support</b>	<b>E-06</b>	\$10,440,000	\$667,573	\$10,716,000	\$639,253
<b>7. Scholarships and Fellowships</b>	<b>E-08</b>	\$0	\$0	\$0	\$0
<b>8. Operation and Maintenance of Plant</b>	<b>E-Col 4</b>		\$8,125,986		\$7,781,261
<b>Total E&amp;G Expenses*</b>		\$50,408,000		\$51,696,000	

## Notes

# Middle States Commission on Higher Education Institutional Profile 2012-13

[0164] Goucher College

## I. Financial Information (Part 2)

**REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).**

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

Report the data on the Institutional Profile in Section 2B below which can be obtained from your institution's audited financial statements and/or supporting documents.

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter 124, not 123.65.

**Do not enter data in thousands of dollars.** For example, enter 1,250,000, not 1,250.

**Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.**

Shaded information cannot be modified online.

	IPEDS Part-Line	Data on File Fiscal Year Ending 2011	IP Data Fiscal Year Ending 2012
<b>SECTION 2A -- Data from IPEDS</b>			
Property, Plant and Equipment, net	A-19	\$132,260,000	\$128,690,000
Total Assets	A-02	\$357,233,000	\$350,046,000
Long Term Debt Related to Property, Plant and Equipment	A-03a	\$78,934,000	\$75,687,000
Unrestricted Net Assets	A-04	\$92,593,000	\$85,014,000
Temporarily Restricted Net Assets		\$84,750,000	\$83,678,000
Permanently Restricted Net Assets		\$77,015,000	\$79,165,000
Change in Net Assets	B-04	\$33,428,000	(\$6,501,000)
Net Assets (Beginning of Year)	B-05	\$220,930,000	\$254,358,000
Adjustment to Net Assets (Beginning of Year)	B-06	\$0	\$0
Net Assets (End of Year)	B-07	\$254,358,000	\$247,857,000
Allowances/Scholarships (Applied to Tuition & Fees)	C-08	\$20,427,000	\$20,515,000
Tuition and Fees Revenue (Net of Allowances)	D-01	\$33,598,000	\$33,225,000
Depreciation Expense	E-Col 5	\$6,832,000	\$6,853,000
<b>SECTION 2B -- Data from Audited Financial Statements and Supporting Documents</b>			
Total Unrestricted Operating Revenue		\$66,402,000	\$64,140,000
Total Operating Revenue		\$68,262,000	\$71,811,000

<b>Total Unrestricted Operating Expense</b>	\$65,045,000	\$66,240,000
<b>Total Operating Expense</b>	\$65,045,000	\$66,240,000
<b>Change in Unrestricted Net Assets</b>	\$13,590,000	(\$7,579,000)
<b>Deposits Held by Bond Trustees</b>	\$2,365,000	\$2,271,000
<b>Principal Payments on Long Term Debt</b>	\$3,130,000	\$3,255,000
<b>Interest Expense on Long Term Debt</b>	\$3,597,000	\$3,396,000

## Notes

# Instructions

## I. Financial Information (Part 1)

### FINANCIAL PAGE INSTRUCTIONS

Report the same Educational and General (E&G) expenses that you reported to IPEDS (Integrated Postsecondary Higher Education Data Systems) for similar fields. Where appropriate, the related part and line numbers from IPEDS are listed for easy reference. Note: Educational and General expenses include all operating expenses except auxiliary enterprises (food service, bookstore, etc).

Verify the beginning and ending date for your institution's fiscal year. The default dates are 07/01/2011 through 06/30/2012 (the most recent fiscal year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. Also, if your institution has a December 31<sup>st</sup> year end, you should be submitting financial data as of 12/31/2012. If you do not have your final audited financial statements for fiscal year 2012, please email [kjeffries@msche.org](mailto:kjeffries@msche.org) before completing this section.

The user is prompted to answer the following three questions immediately after logging in to the application for the first time. The answer to each of the questions can be revised on the financial page if it was answered incorrectly or the answer has changed.

- "Which reporting standard is used to prepare your institution's financial statements?" (e.g., FASB - Financial Accounting Standards Board or GASB - Governmental Accounting Standards Board)
- "Does your institution allocate Operation and Maintenance of Plant expense?" (The default response is the value your institution previously reported.)
- "Does your institution allocate Depreciation expense?" (The default response is "No".)

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter 124, not 123.65. (NOTE: Do not enter commas, decimal points or trailing zeros; they are used in these instructions for clarity.)

**Do not enter data in thousands of dollars.** For example, enter 1,250,000, not 1,250.

**Foreign currency conversion.** An institution that prepares its audited financial statements in a currency other than U.S. dollars should convert the value of their currency to U.S. dollars as of the date of their fiscal year end.

**Enter negative numbers using a minus sign.** For example, enter -100,000, not (100,000).

**Report Educational and General expenses by expense category.** (e.g., instruction, research, public service, etc.) The total expense for each category is the sum of restricted and unrestricted expenses.

The sum of your institution's total reportable E&G expense appears on the last line of the form. Last year's reported E&G expense is displayed for comparison.

### Scholarship and Fellowship Expense:

Do not report as Scholarship and Fellowship Expense any tuition discounts, scholarship allowances, etc., reported in the income statement under revenue of your institution's audited financial statements. You may report the IPEDS calculated value (i.e., net scholarship and fellowship expense after deducting discounts and allowances).

### Operations and Maintenance (O&M):

- **Institutions that allocate Operations and Maintenance (O&M) expense in the expense categories:** For each expense category, enter the total expense, including the pro-rated O&M expense in the column labeled "Expenses", then enter the pro-rated O&M expense in the column labeled "Includes O&M". The program will automatically total the O&M expenses and put the total at the bottom of the column labeled "Includes O&M". (This field is not accessible to the user.)
- **Institutions that do not allocate Operations and Maintenance (O&M) expense in the expense categories:** Enter the total O&M expense on Line 8.

Note: IPEDS requires institutions to allocate O&M even if it's not allocated on their audited financial statements. MSCHE does not require this, however, if it's easier to enter the same data as IPEDS, then you can choose "Yes" to the O&M Allocation question and enter the expenses in the O&M column in the IP. If you don't allocate O&M, you can choose "No" to the same question and enter the total O&M expense on Line 8 in the IP. This amount should match the negative number found in Column 4, Line 11 of IPEDS (but should be entered as a positive number in the IP).

### Depreciation:

- **If Depreciation expense is allocated in the expense categories:** No additional data entry is required.
- **If Depreciation expense is not allocated in the expense categories:** Enter the total Depreciation expense on Line 9.

### Net Assets and Change in Net Assets:

The Net Assets (Beginning of Year) is carried forward from the prior fiscal year's ending net assets and cannot be changed. A line labeled Adjustments to Net Assets (Beginning of Year) has been added similar to IPEDS and your Audited Financial Statements. If your institution had an Adjustment to its prior year's financial statements, or the Net Assets (Beginning of Year) has changed, use the Adjustment to Net Assets line to show the adjustment/difference.

Note: If the Net Assets (End of Year) does not equal the Net Assets (Beginning of Year), plus(minus) Adjustment to Net Assets (Beginning of Year), plus(minus) Change in Net Assets, you will be prompted to correct the data in one or more of these fields.

### Shareholder Equity and Change in Shareholder Equity:

The Shareholder Equity (Beginning of Year) is carried forward from the prior fiscal year's ending shareholder equity and cannot be changed. A line labeled Adjustments to Shareholder Equity (Beginning of Year) has been added similar to IPEDS and your Audited Financial Statements. If your institution had an Adjustment to its prior year's financial statements, or the Shareholder Equity (Beginning of Year) has changed, use the Adjustment to Shareholder Equity line to show the adjustment/difference.

Note: If the Shareholder Equity (End of Year) does not equal the Shareholder Equity (Beginning of Year), plus(minus) Adjustments to Shareholder Equity (Beginning of Year), plus(minus) Change in Shareholder Equity, you will be prompted to correct the data in one or more of these fields.

## Financial Information (Part 2)

## FINANCIAL PAGE INSTRUCTIONS

Please report all financial data requested in this section for fiscal year 2012. Enter the required data on the appropriate lines following the same instructions above (whole dollars, foreign currency, etc). Be sure to complete every line, unless the line is not applicable. For example, if your institution does not have Long Term Debt, you should place a -0- on that line, but put a short explanation in the "Notes" section as to why the line is zero. (e.g., "Institution has no long term debt.") If you leave a zero in any field you will get an error message. If you cannot lock down, please contact us for assistance.

### Note the following changes/additions:

'Long-Term Debt and Principal & Interest Payments' **Warning** - All three fields are linked together so if you enter your Long-Term Debt amount, you must enter your Principal/Interest payments. Likewise, if you enter your Principal/Interest Payments you must enter your Long-Term Debt amount. **Note:** If your institution is part of a "system" or parent company and you do not have your own Long-Term Debt, you should not enter any Principal or Interest Payments.

Part 2 is divided into two sections. Section 2A is labeled "Data from IPEDS". This section requires data that can be taken directly from IPEDS, the related IPEDS lines are listed to assist with completing each line (if available).

The Net Asset information (previously listed on the page where the Educational and General [E&G] expenses are reported), is on the page labeled "Part 2" under Section 2B.

Section 2B is labeled "Data from Audited Financial Statements and other Institutional Financial Documents". This section requires data which can be taken directly from the institution's audited financial statements or other supporting financial documents, such as debt schedules, etc.

If your institution does not allocate Depreciation and you answered "No" to the question in Part 1, the Depreciation amount you enter in Part 1 will automatically fill into the Depreciation line in Part 2, Section 2A.

**IMPORTANT: Verify that the Key Contacts section includes the name, telephone number and e-mail address of the person completing the Financial Information section of the Institutional Profile.**

## FREQUENTLY ASKED QUESTIONS

### Why does the Commission request financial data on the Institutional Profile?

The Commission uses the financial data in several ways. First, the information is used to assess annual membership dues that are based on an institution's Educational and General (E&G) expenditures as reported on its Institutional Profile. Second, the financial information is used, together with other Institutional Profile information, by staff and evaluators who want a quick "snapshot" of the institution prior to a visit. Third, the information is automatically fed into our database which is how the dues are calculated and the invoices sent electronically. Fourth, the information is downloaded for financial analysis and calculating the composite financial index. Finally, the information is used for various reports required both internally and externally by staff, evaluators, etc.

### Why does the Commission request an audited financial statement?

Commission staff check the accuracy of the Educational and General (E&G) expenditures reported on the Institutional Profile by comparing it to the E&G expenditures reported in the institution's audited financial statement. Because membership dues are assessed on the basis of an institution's E&G expenditures, the Commission tries to ensure the financial data reported on the Institutional Profile are correct and that a member institution's dues are properly assessed.

Staff use the audited financial statement (and management letter) to review financial information and perform financial analysis annually. Staff, evaluators, and financial reviewers also use these reports as part of the self-study evaluation, periodic review report, follow-up and substantive change processes.

**Should an institution submit IPEDS financial data for the matching fields on the Institutional Profile?**

Yes. Report the same data on the IP that your institution reports to IPEDS (Integrated Postsecondary Higher Education Data Systems). Line items from the IPEDS survey are provided (where applicable) next to each IP entry for your convenience.

In addition, the IPEDS financial data should cover the same period as the audited financial statement. If your institution has a 12/31 year end, you should be reporting the most current financial information available which may be different from what you reported to IPEDS.

**What are the most common errors institutions make when completing the Finance section of the Institutional Profile?**

Three common errors to avoid in reporting financial information are:

- Reporting tuition discounts or allowances in the IP as Scholarship and Fellowship Expense. (Exclude tuition discounts or allowances from the line item for Scholarship and Fellowship Expense, these discounts are net of revenue.)
- Entering data in thousands of dollars, rather than with the necessary zeros. (Type 1,270,000, not 1,270.)
- Reporting the financial data for the primary institution and for component units.\* (Report only for the primary institution.)

*\*Note:* A component unit is a legally separate organization for which the primary institution is financially accountable or closely related. Examples would include college housing corporations, a student government cooperative, or a university or college foundation.

# Middle States Commission on Higher Education Institutional Profile 2012-13

[0164] Goucher College

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## K. Required Attachments

Please upload the required attachments listed below **as soon as all of the items are available** but no later than **April 19, 2013 (extended one week)**.

- A digital/ electronic copy of the institution's fiscal year 2012 audited financial statements, including any management letter that the auditors may have attached to the statements.
- A digital/ electronic copy of the finance section of the institution's IPEDS submission for fiscal year 2012 (if you submit annual financial data to IPEDS).
- A word document with the url of the institution's current catalog. Please copy and paste the url into a Word document and upload the Word document. If the catalog is not posted online, please upload a digital copy (.pdf format preferred). If the catalog is not available in any digital/electronic format, please contact Amy Shew at [ashew@msche.org](mailto:ashew@msche.org).

## Uploaded Files

File Name	File Type	File Size	Last Updated
Goucher College - Catalog.docx	DOCX File	12.81 KB	4/19/2013 11:25:35 AM
Goucher College Audit and Mgmt 6-30-12.pdf	Adobe Acrobat Document	175.72 KB	4/19/2013 11:24:57 AM
Goucher College IPEDS Finance 6-30-2012.pdf	Adobe Acrobat Document	157.44 KB	4/19/2013 11:25:20 AM

**If you are not able to upload the required attachments, please contact:**

Mr. Tze Joe  
Information Associate  
Middle States Commission on Higher Education  
[tjoe@msche.org](mailto:tjoe@msche.org)