Myths at UVU

- Myths are statements of truth made without supporting data
  
  Some myths might be proven true.
  Other myths will be shown to be false.

BRANDED!

BUSTED!
Myth #1
Seven of ten Utah County Students attend UVSC.

Abigail Ure, Senior Research Analyst
Pool #1: Utah County 2007 HS grads who attended a Utah State institution or BYU in Fall 2007
Pool #2: All Utah County 2007 HS Grads
Pool #3: All Utah County HS grads, regardless of graduation year, who currently attend a Utah State institution or BYU.
Pool #4: Total UVSC Student Body not Including Concurrent Enrollment
Pool #5: Total UVSC Student Body Including Concurrent Enrollment
Myth #1

Seven of ten Utah County students attend UVSC.

BUSTED!

Abigail Ure, Senior Research Analyst
Myth #2

Academic performance predicts retention at UVU.

Craig Goldie,
Research Intern
UVU GPA Distribution: Returning vs. Drop Out

GPA distribution Fall 2006-Spring 2007; All Returning Students vs. Drop Out Students

Drop-Out All 57%
Returned All 35%

57 – 35 = 22 > 20, =>strong relationship!!!
UVU GPA Distribution: Returning vs. Drop Out 2006-07

Class Level Differences (Fall 2006 – Spring 2007) in GPA Distribution

Freshmen:
- Drop-Out Fr: 67%
- Returned Fr: 46%

Sophomores:
- Drop-Out So: 57%
- Returned So: 38%

Juniors:
- Drop-Out Jr: 43%
- Returned Jr: 35%

Seniors:
- Drop-Out Sr: 32%
- Returned Sr: 21%
Failing Classes and Dropping Out

Percent of enrolled students who failed, drop-outs vs. returning students, Fall 2006-Spring 2007; largest percentage differences between drop-outs and returned students

<table>
<thead>
<tr>
<th>Course</th>
<th>Non-Ret Enrolled</th>
<th>Ret Enrolled</th>
<th>Non-Returning Fail Rate</th>
<th>Returning Fail Rate</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 THEA1023</td>
<td>33</td>
<td>188</td>
<td>52%</td>
<td>10%</td>
<td>41%</td>
</tr>
<tr>
<td>2 FSF1000</td>
<td>21</td>
<td>50</td>
<td>48%</td>
<td>8%</td>
<td>40%</td>
</tr>
<tr>
<td>3 AVSC2160</td>
<td>47</td>
<td>136</td>
<td>49%</td>
<td>13%</td>
<td>36%</td>
</tr>
<tr>
<td>4 MAT1000</td>
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<tr>
<td>5 AVSC2150</td>
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<td>32%</td>
</tr>
<tr>
<td>6 SPAN3050</td>
<td>26</td>
<td>164</td>
<td>38%</td>
<td>7%</td>
<td>32%</td>
</tr>
<tr>
<td>7 CLSS1000</td>
<td>118</td>
<td>483</td>
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<td>5%</td>
<td>30%</td>
</tr>
<tr>
<td>8 AVSC1100</td>
<td>54</td>
<td>172</td>
<td>37%</td>
<td>8%</td>
<td>29%</td>
</tr>
<tr>
<td>9 ENGH0990</td>
<td>73</td>
<td>266</td>
<td>45%</td>
<td>17%</td>
<td>29%</td>
</tr>
<tr>
<td>10 MAT0950</td>
<td>186</td>
<td>721</td>
<td>51%</td>
<td>23%</td>
<td>28%</td>
</tr>
<tr>
<td>11 MCT1110</td>
<td>27</td>
<td>110</td>
<td>41%</td>
<td>14%</td>
<td>27%</td>
</tr>
<tr>
<td>12 POLS1100</td>
<td>34</td>
<td>219</td>
<td>50%</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td>13 AVSC3030</td>
<td>26</td>
<td>138</td>
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<td>2%</td>
<td>25%</td>
</tr>
<tr>
<td>14 MAT0990</td>
<td>127</td>
<td>487</td>
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<td>24%</td>
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<tr>
<td>15 AIM1050</td>
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<td>5%</td>
<td>24%</td>
</tr>
<tr>
<td>16 SOC1010</td>
<td>92</td>
<td>363</td>
<td>30%</td>
<td>7%</td>
<td>24%</td>
</tr>
<tr>
<td>17 MAT1010</td>
<td>151</td>
<td>674</td>
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<td>28%</td>
<td>23%</td>
</tr>
<tr>
<td>18 MGMT2010</td>
<td>29</td>
<td>220</td>
<td>38%</td>
<td>15%</td>
<td>23%</td>
</tr>
<tr>
<td>19 HUM1010</td>
<td>74</td>
<td>397</td>
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<td>7%</td>
<td>23%</td>
</tr>
<tr>
<td>20 PSY1100</td>
<td>49</td>
<td>278</td>
<td>29%</td>
<td>7%</td>
<td>22%</td>
</tr>
</tbody>
</table>
Myth #2

Academic performance predicts retention at UVU.

Craig Goldie,
Research Intern
Myth #3
Something “ODious” this way comes . . .

Michael Dover,
Senior Research Analyst

odiou$s$ [oh-dee-uh s] – adjective
1. Deserving or causing hatred; hateful; detestable
2. Highly offensive; repugnant; disgusting
Products & Services

- 24x7 Help Desk
- Academic Program Development Services
- Accreditation Services
- Administrative Application Management Services
- Advance
- Advance Document Management
- Advance Web Community
- Advancement Application Management Services
- Advancement Solutions
- Banner
- Banner Advancement
- Banner Enrollment Management Suite
- Banner Finance
- Banner Financial Aid
- Banner Human Resources
- Banner Performance Reporting & Analytics
- Banner Student
- Banner XtenderSolutions
- Business Process Services
- Campus Portal
- CAPP
- Cognos
- DegreeWorks
- Distance Education Strategic Plan
- Enterprise Data Warehouse
- ePrint
- ERP
- Financial Aid

- Financial Management
- fsaATLAS
- Grants & Research Management
- Grants Management & Advisory Services
- Human Resources
- Imaging & Documentation Management
- Implementation
- Information Security Services
- Institutional Research Services
- Institutional Strategic Planning
- Instructional Technology Planning Services
- Integration for e-Learning
- Integration for eProcurement
- International Student Management
- IT Infrastructure Readiness
- IT Organizational Readiness
- IT Services
- IT Strategic Planning
- iWebfolio
- Luminis Content Management
- Luminis Platform
- Market Strategy Services
- Membership/Dues
- Network Assessment
- Network Operations Management
- Onsite Technology Management

- Operational Data Store
- Performance Management Services
- Performance Management Solutions
- Performance Reporting & Analytics
- Pocket Recruiter
- PowerCAMPUS
- PowerCAMPUS Academic Records
- PowerCAMPUS Admissions
- PowerCAMPUS Advancement
- PowerCAMPUS Billing & Cash Receipts
- PowerCAMPUS Finance & HR
- PowerCAMPUS Financial Aid/PowerFAIDS
- PowerCAMPUS Self-Service
- PowerCAMPUS Portal
- Recruiting & Admissions Relationships
- SmartCall
- Special Events
- Strategic Enrollment Management Planning
- Student Information
- Support Services
- Systems Integration
- Ticketing Profile
- TracDat
- Training Services
- UDC Strategy & Assessment
- Web Content Management
- Web Development Services
- Workflow
An operational data store (ODS) is a type of database

The ODS is updated through the course of business operations

An ODS is designed to quickly perform relatively simple queries on small amounts of data
- ODS is similar to your short-term memory
- EDW (data warehouse) is long-term memory
The Operational Data Store provides:

- enterprise-wide operational and ad hoc reporting
- consistent view of institutional data
- cleansed and formatted operational data
- data that adheres to institutional business concepts
The Operational Data Store enhances the performance of the Banner (administrative) system by:

- relieving the on-line transactional processing system of extensive query requests
- focusing appropriate resources
Operational Data Store

**DATA INPUT**
- Multiple input streams
- Maintain referential integrity
- Interactive forms input
- Record locking
- Many views/tables

**DATA OUTPUT**
- Normalized data
- Formatted data
- Fewer views

OLTP

ODS
UVU Operational Data Store

VIEWS (100+)
UVU Operational Data Store

DATA ELEMENTS
The Operational Data Store or ODS is utilized in conjunction with the Enterprise Data Warehouse or EDW (install 3Q, 2008) to provide actionable reporting by providing business context for the application of business rules.
ODS data validation is currently underway and preliminary report design and construction is starting. Validation is a vital requirement to ensure that data is properly structured and cleansed prior to commitment to the EDW.
UVU Operational Data Store

Banner (administrative system)
  +
ODS (operational data store)
  +
EDW (enterprise data warehouse)
  =
effective user-controlled reporting
  (including web based browser interfaces, dashboards, and other customized features)
THANK YOU!

- IT Staff
- Data Stewards
- Business Analysts
- And many others
Operational Data Store

http://education.sungardhe.com/Education/demos/ODS_Demo/swf/sct_main.html

Select "See It In Action" on the right


BIRT Reporting Tool demo
Myth #3

Something "ODious" - this way comes...

Michael Dover, Senior Research Analyst

---

1. Deserving or causing hatred; hateful; detestable
2. Highly offensive; repugnant; disgusting

BUSTED!
Myth #4

Incoming UVU students are NOT prepared for College.

Mark Leany,
Senior Research Analyst
Definition of Terms

Incoming UVU Students
FH or FF [i.e. *First-time* college students]

Unprepared
At least one Remedial Course required for basic college (NOT Major)

Verification Threshold
Greater than 50% *Unprepared* means *BRANDED*
Less than 50% *Unprepared* means *BUSTED*
If it’s 50% exactly, we’ll flip a coin.
Verifying Remedial Course Needs

**READING** – CLSS 1170 or lower. Required if *NONE* of:
- ACT Reading $\geq 19$
- ACT Composite $\geq 19$
- SAT Verbal $\geq 500$
- Degrees of Reading Power $\geq 77$

**WRITING** – ENGH 0990 or lower. Required if *NONE* of:
- ACT English $\geq 19$
- SAT Verbal $\geq 500$
- COMPASS Writing Skills $\geq 80$

**MATH** – MAT 1010 or lower. Required if *NONE* of:
- ACT Math $\geq 23$
- SAT Math $\geq 500$
- COMPASS Math Algebra $\geq 70$
- COMPASS Math College Algebra $\geq 50$
- COMPASS Math Trigonometry = ANY score (since other tests needed to take it)
Remedial Needs – Fall 2007

<table>
<thead>
<tr>
<th>%</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
<th>Reading, Writing OR Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30%</td>
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<tr>
<td>40%</td>
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<tr>
<td>50%</td>
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<tr>
<td>60%</td>
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</tr>
<tr>
<td>70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Remedial Needs – Fall 2007

<table>
<thead>
<tr>
<th>Subject</th>
<th>Need Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>15.3%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Reading, Writing</td>
<td></td>
</tr>
<tr>
<td>OR Math</td>
<td></td>
</tr>
</tbody>
</table>

- Remedial Needs
- Fall 2007
- 15.3% students need remediation.
Remedial Needs – Fall 2007

<table>
<thead>
<tr>
<th>Subject</th>
<th>Need Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>15.3%</td>
</tr>
<tr>
<td>Writing</td>
<td>19.9%</td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Reading, Writing OR Math</td>
<td></td>
</tr>
</tbody>
</table>
Remedial Needs – Fall 2007

<table>
<thead>
<tr>
<th></th>
<th>Reading, Writing OR Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need Remediation</td>
<td>15.3%</td>
</tr>
<tr>
<td>Reading</td>
<td>19.9%</td>
</tr>
<tr>
<td>Math</td>
<td>69.0%</td>
</tr>
</tbody>
</table>
Remedial Needs – Fall 2007

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
<th>Reading, Writing OR Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need Remediation</td>
<td>15.3%</td>
<td>19.9%</td>
<td>69.0%</td>
<td>69.9%</td>
</tr>
</tbody>
</table>
Remedial Needs – Fall 2007

At least 69.9% (as high as 83.9%) need remedial courses

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th>WRITING</th>
<th>MATH</th>
<th>Reading, Writing OR Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT Tested</td>
<td>16.7%</td>
<td>15.8%</td>
<td>13.7%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Need Remediation</td>
<td>15.3%</td>
<td>19.9%</td>
<td>69.0%</td>
<td>69.9%</td>
</tr>
</tbody>
</table>
Myth #4
Incoming UVU students are NOT prepared for College.

Mark Leany,
Senior Research Analyst
Myth #5
Most UVU concurrent enrollment students attend UVU after high school.

Andrea Brown, Assistant Director
To prove this myth we would need 50% of students who took Concurrent Enrollment from UVU to attend UVU after high school.
High School Concurrent Enrollment

1. Find students who took UVU HSCE Fall 2004 to Spring 2007
2. Used HS Graduation date to determine if the student would be a senior in 2007
3. See which students came to UVU in Summer 2007 or Fall 2007
4. Repeated for 2 previous years

<table>
<thead>
<tr>
<th></th>
<th>Took HSCE</th>
<th>Enrolled UVU</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 Seniors</td>
<td>3740</td>
<td>919</td>
<td>24.57%</td>
</tr>
<tr>
<td>2006 Seniors</td>
<td>2632</td>
<td>803</td>
<td>30.51%</td>
</tr>
<tr>
<td>2005 Seniors</td>
<td>3566</td>
<td>1132</td>
<td>31.74%</td>
</tr>
<tr>
<td>Total</td>
<td>9938</td>
<td>2854</td>
<td>28.72%</td>
</tr>
</tbody>
</table>
High School Concurrent Enrollment

- Only 25 - 32% of the students who take High School Concurrent Enrollment from UVU attend UVU right out of High School
- Nowhere near the 50% that would confirm the myth
- 19.4% of Utah County High School graduates attend UVU
Myth #5
Most UVU concurrent enrollment students attend UVU after high school.

BUSTED!

Andrea Brown, Assistant Director
Myth #6

UVU no longer participates in the US News & World Report.

Eric Wilding,
Intermediate Research Analyst
## Best Baccalaureate Colleges (By Region)

What are the Baccalaureate Colleges? These institutions focus on undergraduate education and offer a range of degree programs in the liberal arts, sciences, and professional fields such as business, nursing, and education. There are 350 baccalaureate colleges within the United States, divided into four regions: North, South, Midwest, and West. This report highlights the top public baccalaureate colleges in each region based on various criteria.

### Key Criteria in Judging Schools

- **Lowest Acceptance Rate**
- **Highest Graduation Rate**

### Regional Rankings

#### NORTH

<table>
<thead>
<tr>
<th>Rank</th>
<th>School Name</th>
<th>Location</th>
<th>Acceptance Rate</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Johns Hopkins University</td>
<td>Baltimore, MD</td>
<td>9%</td>
<td>95%</td>
</tr>
<tr>
<td>2</td>
<td>University of Chicago</td>
<td>Chicago, IL</td>
<td>9%</td>
<td>96%</td>
</tr>
<tr>
<td>3</td>
<td>Harvard University</td>
<td>Cambridge, MA</td>
<td>9%</td>
<td>95%</td>
</tr>
<tr>
<td>4</td>
<td>Stanford University</td>
<td>Stanford, CA</td>
<td>9%</td>
<td>94%</td>
</tr>
<tr>
<td>5</td>
<td>Massachusetts Institute of Technology</td>
<td>Cambridge, MA</td>
<td>9%</td>
<td>95%</td>
</tr>
</tbody>
</table>

#### SOUTH

<table>
<thead>
<tr>
<th>Rank</th>
<th>School Name</th>
<th>Location</th>
<th>Acceptance Rate</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rice University</td>
<td>Houston, TX</td>
<td>8%</td>
<td>95%</td>
</tr>
<tr>
<td>2</td>
<td>Duke University</td>
<td>Durham, NC</td>
<td>9%</td>
<td>95%</td>
</tr>
<tr>
<td>3</td>
<td>University of Texas at Austin</td>
<td>Austin, TX</td>
<td>9%</td>
<td>94%</td>
</tr>
<tr>
<td>4</td>
<td>University of North Carolina at Chapel Hill</td>
<td>Chapel Hill, NC</td>
<td>9%</td>
<td>93%</td>
</tr>
<tr>
<td>5</td>
<td>University of Florida</td>
<td>Gainesville, FL</td>
<td>9%</td>
<td>93%</td>
</tr>
</tbody>
</table>

#### MIDWEST

<table>
<thead>
<tr>
<th>Rank</th>
<th>School Name</th>
<th>Location</th>
<th>Acceptance Rate</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Chicago</td>
<td>Chicago, IL</td>
<td>9%</td>
<td>96%</td>
</tr>
<tr>
<td>2</td>
<td>Johns Hopkins University</td>
<td>Baltimore, MD</td>
<td>9%</td>
<td>95%</td>
</tr>
<tr>
<td>3</td>
<td>University of Michigan</td>
<td>Ann Arbor, MI</td>
<td>9%</td>
<td>94%</td>
</tr>
<tr>
<td>4</td>
<td>Northwestern University</td>
<td>Evanston, IL</td>
<td>9%</td>
<td>94%</td>
</tr>
<tr>
<td>5</td>
<td>Ohio State University</td>
<td>Columbus, OH</td>
<td>9%</td>
<td>93%</td>
</tr>
</tbody>
</table>

#### WEST

<table>
<thead>
<tr>
<th>Rank</th>
<th>School Name</th>
<th>Location</th>
<th>Acceptance Rate</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Caltech</td>
<td>Pasadena, CA</td>
<td>9%</td>
<td>95%</td>
</tr>
<tr>
<td>2</td>
<td>Stanford University</td>
<td>Stanford, CA</td>
<td>9%</td>
<td>94%</td>
</tr>
<tr>
<td>3</td>
<td>University of California at Berkeley</td>
<td>Berkeley, CA</td>
<td>9%</td>
<td>93%</td>
</tr>
<tr>
<td>4</td>
<td>University of Washington</td>
<td>Seattle, WA</td>
<td>9%</td>
<td>92%</td>
</tr>
<tr>
<td>5</td>
<td>University of California at Los Angeles</td>
<td>Los Angeles, CA</td>
<td>9%</td>
<td>92%</td>
</tr>
</tbody>
</table>

More details can be found at [USNews.com](http://usnews.com).
"Rankings imply a false precision and authority that is not warranted by the data they use . . . . [The rankings] obscure important differences in educational mission in aligning institutions on a single scale."

– Patricia McGuire, President, Trinity University, Washington D.C.
### America’s Best Colleges

#### WEST

<table>
<thead>
<tr>
<th>School (State)</th>
<th>Peer assessment score</th>
<th>Average freshman retention rate</th>
<th>% of classes under 20</th>
<th>% of classes of 50 or more</th>
<th>% of classes full</th>
<th>Student/faculty ratio</th>
<th>% of faculty who are full time</th>
<th>% of HS class in top 25%</th>
<th>Acceptance rate (16)</th>
<th>% of students giving</th>
<th>Average giving rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boise State University (ID)</td>
<td>2.0</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Bethany College (CA)</td>
<td>3.0</td>
<td>N/A</td>
<td>25%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Langston University (OK)*</td>
<td>2.2</td>
<td>N/A</td>
<td>31%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Mid-America Christian University (OK)</td>
<td>2.7</td>
<td>51%</td>
<td>27%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Missouri State University - Rolla (MO)*</td>
<td>2.7</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University*</td>
<td>2.1</td>
<td>55%</td>
<td>33%</td>
<td>80%</td>
<td>2%</td>
<td>12%</td>
<td>85%</td>
<td>16-22</td>
<td>90%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Paul Quinn College (TX)</td>
<td>2.0</td>
<td>39%</td>
<td>13%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Roger Williams University (RI)*</td>
<td>2.5</td>
<td>47%</td>
<td>38%</td>
<td>45%</td>
<td>0.2%</td>
<td>22%</td>
<td>71%</td>
<td>17-22</td>
<td>30%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Wiley College (TX)</td>
<td>2.2</td>
<td>54%</td>
<td>28%</td>
<td>56%</td>
<td>0%</td>
<td>15%</td>
<td>85%</td>
<td>N/A</td>
<td>14%</td>
<td>50%</td>
<td>10%</td>
</tr>
</tbody>
</table>

#### Unranked Schools

<table>
<thead>
<tr>
<th>School (State)</th>
<th>Peer assessment score</th>
<th>Average freshman retention rate</th>
<th>% of classes under 20</th>
<th>% of classes of 50 or more</th>
<th>% of classes full</th>
<th>Student/faculty ratio</th>
<th>% of faculty who are full time</th>
<th>% of HS class in top 25%</th>
<th>Acceptance rate (16)</th>
<th>% of students giving</th>
<th>Average giving rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bard College</td>
<td>2.1</td>
<td>N/A</td>
<td>20%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Fashion Inst of Technology (NY)*</td>
<td>1.9</td>
<td>N/A</td>
<td>22%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Mitchell College (CT)</td>
<td>2.1</td>
<td>N/A</td>
<td>62%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Newbury College (MA)</td>
<td>2.1</td>
<td>N/A</td>
<td>55%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>New England College (RI)</td>
<td>2.6</td>
<td>N/A</td>
<td>48%</td>
<td>86%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Peirce College (PA)</td>
<td>2.2</td>
<td>58%</td>
<td>86%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Pepperdine University (CA)</td>
<td>2.1</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Principia College (IA)</td>
<td>2.3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Providence College (NJ)</td>
<td>2.1</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Southern New Hampshire University</td>
<td>2.5</td>
<td>62%</td>
<td>16%</td>
<td>56%</td>
<td>2%</td>
<td>20%</td>
<td>65%</td>
<td>16-21</td>
<td>30%</td>
<td>100%</td>
<td>5%</td>
</tr>
<tr>
<td>Simmons College (NY)</td>
<td>2.2</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Springfield College (MO)</td>
<td>2.4</td>
<td>N/A</td>
<td>58%</td>
<td>68%</td>
<td>44%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Texas College</td>
<td>1.8</td>
<td>50%</td>
<td>28%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Reasons why schools are not ranked are given in the methodology (Page 76).
Introducing:

Voluntary System of Accountability

VSA is for Everyone

• Students
• Parents
• Faculty
• Staff
• Administrators
• General Public
• Other Higher Education Stakeholders
State University

Washington DC 20005 • 202.478.0000

We're glad you're interested in State U. The State University is a major public research and teaching institution that operates through a diverse, multi-campus system. State U is bound together by a mission to serve as a "center for learning, research, scholarship and creative endeavor" in the district, the nation and the world. Founded in 1615, State University is a comprehensive educational and research institution with over 36,000 students and more than 2,100 faculty members. All State U, you'll find great academics, including 101 majors, honors programs, and award-winning faculty. You'll find great opportunities for undergraduate research, internships, study abroad, and more. It's a great location—in the heart of the nation's capital.

Student Characteristics (Fall 2006)

TOTAL NUMBER OF STUDENTS 30,750

Student Level and Enrollment Status

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>26,250</td>
<td>2,600</td>
<td>4,000</td>
</tr>
</tbody>
</table>

Undergraduate Success & Progress Rate

- Graduated From State U: 85%
- Graduated at Another Institution: 83%
- Still Enrolled at State U: 79%
- Still Enrolled at Another Institution: 77%

A 85% four-year success and progress rate means that 85% of students entering State U either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2000 entering class shown in the graph above:

- 4200 First-Time, Full-Time Students
- 3800 Full-Time Transfer Students

For Detailed Success & Progress Rate Tables CLICK HERE

Retention of Fall 2005 First-Time, Full-Time Students

Relayed for Fall 2006: 85%
Costs of Attendance and Financial Aid

Typical Undergraduate Costs per Year without Financial Aid
(Full-Time, In-State Students)

- Tuition
  - In-State: $6,800
  - Out-State: $10,600
- Room & Board
  - On-Campus: $9,800
- Other expenses
  - Books, transportation, etc.: $2,500

Total: $14,550

The cost to attend State U varies based on the individual circumstances of students and may be reduced through grants and scholarships.

Undergraduate Admissions

Test(s) Required for Admission: ACT or SAT

<table>
<thead>
<tr>
<th>Middle 50% of Test Score Range</th>
<th>ACT</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td>23-28</td>
<td>520-650</td>
</tr>
<tr>
<td>Math</td>
<td>22-26</td>
<td>510-650</td>
</tr>
<tr>
<td>English</td>
<td>21-26</td>
<td>510-670</td>
</tr>
</tbody>
</table>

Critical Reading: 540-670

50% of admitted students have test scores within the ranges noted, 25% have scores above, and 25% have scores below.

- Percent In top 25% of High School Graduating Class: 77%
- Percent In top 50% of High School Graduating Class: 97%
- Average High School GPA (4-point scale): 3.54

Degrees and Areas of Study

<table>
<thead>
<tr>
<th>Degrees Awarded at State U in 2005-06</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>3,910</td>
</tr>
<tr>
<td>Masters'</td>
<td>1,550</td>
</tr>
<tr>
<td>Doctoral</td>
<td>330</td>
</tr>
<tr>
<td>Professional (e.g., Law, Medicine)</td>
<td>505</td>
</tr>
<tr>
<td>Total</td>
<td>6,205</td>
</tr>
</tbody>
</table>

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2005-06

- Business/Management/Marketing: 15%
- Psychology: 13%
- Biological and Biomedical Sciences: 12%
- Engineering: 10%
- Communication/Journalism: 9%
- All other degree areas: 41%

Financial Aid Awarded to Undergraduates

- Overall Financial Aid
  - 70% of Fall 2005 full-time undergraduates received financial aid of some type including need-based loans, work study, and non-need-based scholarships.

- Annual Need-Based Scholarships & Grants
  - 30% of Fall 2005 full-time undergraduates received need-based grants or scholarships; the average award for the year was $4,800.

- Annual Need-Based Loans
  - 40% of Fall 2005 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was $4,800.

Percent of Fall 2005 First-Time Students Receiving Each Type of Financial Aid

- State Grants: 15%
- Federal Grants: 20%
- Student Loans: 40%
- Institutional Aid Scholarships: 9%
- Any Type of Financial Aid: 62%

NOTE: Students may receive aid from more than one source.
UVU’s Community Links

1. Future/Prospective Students
2. Schools, Colleges, Departments, & Degree Programs
3. Financial Aid & Scholarships
4. Engaged Learning
5. Student Success & Diversity
6. Student Life
7. Community
8. Arts, Lectures & Events
9. Athletics

Student Success is not just our name, but our mission and our goal. With 25 departments and offices, over 1000 employees and an additional 1860 student employees, Student Success is a comprehensive student services organization at Utah Valley University. We provide a variety of services and programs to assist students in the classroom, and out of the classroom. Because student success starts in the classroom, our offices and departments provide a variety of services and programs that enable students to excel academically. From new student orientation to registering for classes, academic advising and the writing center, programs are designed to assist you in making the most of your academic career. Student Success extends beyond the classroom, and many of our departments focus on providing you with opportunities to be active as a key member of the Fighting Chicken Community. Become involved in our residence halls, Greek organizations, student organizations and activities, and to take advantage of the many, many opportunities available to you here at UVU.

The Fighting Chicken Community

Study at State U

<table>
<thead>
<tr>
<th>Classroom Environment</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students per Faculty</td>
<td>19 to 1</td>
</tr>
<tr>
<td>Undergraduate classes with fewer than 30 students</td>
<td>75%</td>
</tr>
<tr>
<td>Undergraduate classes with fewer than 50 students</td>
<td>90%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full-Time Instructional Faculty</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Faculty</td>
<td>1,400</td>
</tr>
<tr>
<td>% Women</td>
<td>45%</td>
</tr>
<tr>
<td>% from Minority Groups</td>
<td>35%</td>
</tr>
<tr>
<td>% with Highest Degree in Field</td>
<td>90%</td>
</tr>
</tbody>
</table>

Carnegie Classification of Institutional Characteristics

Basic Type
Research Universities (high research activity)

Size and Setting
Large four-year, primarily residential

Enrollment Profile
High undergraduate

Undergraduate Profile
Full-time four-year, entering, transfer-in

Undergraduate Instructional Program
Balanced arts & sciences/professions, high graduate coexistence

Graduate Instructional Program
Comprehensive doctoral (no medical/veterinary)


CAMPUS SAFETY

The Security Monitor Program, a branch of the State University Police Department, offers free walking and biology security escorts to any campus locations and nearby student facilities for all students, staff, faculty and visitors. All Security Monitors are given training in first aid, CPR, and Basic First Aid. Each campus police unit is equipped with a First Aid Kit and portable radio for the event of an emergency.

Click Here for Campus Crime Statistics Reports

Future Plans of 2005-06 Bachelor’s Degree Recipients

Click Here for more information on survey administration, sample, and response rate.

COLLEGE PORTRAIT

A Voluntary System of Accountability (VSA™)

VSA TEMPLATE - BETA TEST

10/11/07 Version 1.0
Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

CLICK HERE for examples of how State U evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2006 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

CLICK HERE for information on survey administration, the survey sample, and the response rate.
CLICK HERE for information on the NSSE survey.

<table>
<thead>
<tr>
<th>Group Learning Experiences</th>
<th>Student Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1% of seniors worked with classmates on a group project</td>
<td>13% of seniors would attend this institution if they started over again</td>
</tr>
<tr>
<td>2% of seniors tutored or taught other students</td>
<td>14% of seniors rated their entire educational experience as good or excellent</td>
</tr>
<tr>
<td>3% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports</td>
<td>15% of seniors reported that other students were friendly or supportive</td>
</tr>
</tbody>
</table>

Active Learning Experiences

4% of seniors spent at least 6 hours per week preparing for class
5% of seniors worked on a research project with a faculty member
6% of seniors participated in an internship, practicum, or field experience
7% of seniors participated in community service or volunteer work
8% of seniors participated in study abroad
9% of seniors made at least one class presentation last year

Student Interaction with Campus Faculty and Staff

20% of seniors believed that the campus staff were helpful, considerate, or flexible
21% of seniors believed that faculty are available, helpful, or sympathetic
22% of seniors reported that faculty members provided prompt feedback on their academic performance
23% of seniors discussed readings or ideas with faculty members outside of class

Institutional Commitment to Student Learning and Success

16% of seniors believe the institution provides support for student success
17% of seniors rated the quality of academic advising at this institution as good or excellent
18% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
19% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Experiences with Diverse Groups of People and Ideas

10% of seniors reported that they often tried to understand someone else's point of view
11% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
12% of seniors often had serious conversations with students of a different race or ethnicity
Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these approaches are specific to particular disciplines, many are coordinated with accrediting agencies, and many are focused on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at State U

State University is a major research university that emphasizes student learning and effective teaching and sustains a culture that views research and teaching as equally critical to the overall learning environment. State U uses a variety of assessment tools to guide the development and enhancement of the undergraduate learning environment. In particular, the general education assessment process has become part of the campus culture. Not only has it provided important campus-wide data on the extent to which undergraduate students meet university-wide general education goals, it has served as the basis for broad conversations about the depth and breadth of general education knowledge that a State U graduate should possess. Other examples of student success measures used as part of campus improvement initiatives include assessment in the undergraduate major, academic program review, licensure pass rates, graduation and retention rates, and professional accreditation.

Click here for examples of student learning assessment and outcomes at State U

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the 2007 results from the College Assessment of Academic Proficiency (CAAP). The CAAP measures critical thinking and written communication using two test modules -- critical thinking and a writing essay.

Click here for a description of the CAAP test.
Click here for information on test administration, the test sample, and the response rate.

Learning Gains Between Freshman Year and Senior Year

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Average Institutional Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Freshman Score</td>
</tr>
<tr>
<td>Writing Essay</td>
<td>45</td>
</tr>
<tr>
<td>Writing Essay</td>
<td>3</td>
</tr>
</tbody>
</table>

Critical Thinking
The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.

Writing Essay
The increase in learning on the performance task is what would be expected at an institution with students of similar academic abilities.
Myth #6

UVU no longer participates in the US News & World Report.

Eric Wilding,
Intermediate Research Analyst
Myth #7

College Algebra (Math 1050) is the most failed course at UVU.

Robert Loveridge, Director
Handouts

- Top 41 enrolled courses from Fall 05 – Fall 07 with failure rates
- 41 Most failed courses from Fall 05 – Fall 07
Defining Failure

Possible Definitions:
1. Students with only E grades
2. Students with D or E grades
3. Students with D, E, I, or UW grades
## Earned vs. Unearned Grades

<table>
<thead>
<tr>
<th></th>
<th>Earned</th>
<th>Unearned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graded</td>
<td>A, B, C, D, E</td>
<td>UW</td>
</tr>
<tr>
<td>Ungraded</td>
<td>P, F, CR, NC</td>
<td>W, AU, I</td>
</tr>
</tbody>
</table>
Method

- Eliminated labs, Internet, television, video, individualized, UEC, apprenticeship, experiential, and HSCE
- Defined failure as D and E grades
- Failures as a percent of Enrolled Students
- Enrollments between Fall 2005 and Fall 2007

The most failed course is:

**Humanities 325R 100% failure**

- Enrolled: 2  Failed: 2
- Only courses with 300+ enrollments
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Family Feud
<table>
<thead>
<tr>
<th>Course</th>
<th>Enrolled</th>
<th>Failure %</th>
<th>Rank (D,E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 1010</td>
<td>8920</td>
<td>30.5</td>
<td>10 (2719)</td>
</tr>
<tr>
<td>Engl 1010</td>
<td>8249</td>
<td>13.4</td>
<td>43 (1109)</td>
</tr>
<tr>
<td>Phil 2050</td>
<td>8241</td>
<td>9.3</td>
<td>67 (763)</td>
</tr>
<tr>
<td>Engl 2010</td>
<td>6169</td>
<td>10.1</td>
<td>64 (625)</td>
</tr>
<tr>
<td>Math 1050</td>
<td>5165</td>
<td>28.7</td>
<td>13 (1482)</td>
</tr>
<tr>
<td>Hist 1700</td>
<td>5133</td>
<td>17.0</td>
<td>33 (783)</td>
</tr>
<tr>
<td>Hlth 1100</td>
<td>4822</td>
<td>7.7</td>
<td>86 (371)</td>
</tr>
<tr>
<td>Mat 1010</td>
<td>4673</td>
<td>29.7</td>
<td>12 (1386)</td>
</tr>
<tr>
<td>Mat 0950</td>
<td>4271</td>
<td>23.3</td>
<td>20 (996)</td>
</tr>
<tr>
<td>PES 1097</td>
<td>4081</td>
<td>8.5</td>
<td>79 (348)</td>
</tr>
</tbody>
</table>
Math 1050 is the most failed course at UVU.

- Considering D & E grades:
  - Math 0980 Integ. Pre/Beg. Alg (1st; 39.4%)
  - Math 1050 College Algebra (13th; 28.7%)

- Considering E only grades:
  - Math 1040 (1st; 25.6%)
  - Math 1050 (8th; 18.7%)

- Considering D, E, I, & UW Grades:
  - Math 0980 (1st; 42.1%)
  - Math 1050 (14th; 32.1%)
Myth #8
UVU students are overwhelmingly male.

Tim Stanley, Senior Research Analyst
UVSC Fall 2007 Headcount

Male, 13606, 57.07%

Female, 10234, 42.93%
Other Utah Institutions

- UVSC: 57% Males, 43% Females
- U of U: 55% Males, 46% Females
- BYU: 52% Males, 48% Females
- SLCC: 51% Males, 49% Females
- Utah State: 51% Males, 49% Females
- Weber: 50% Males, 50% Females
Where are the female students?

<table>
<thead>
<tr>
<th>Category</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>HASS</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>Other</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>General Academics</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>Science / Health</td>
<td>47%</td>
<td>53%</td>
</tr>
<tr>
<td>Business</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Technology &amp; Computing</td>
<td>89%</td>
<td>11%</td>
</tr>
</tbody>
</table>

- Males
- Females
Where are the female students?

The bar chart shows the distribution of students by gender across different fields:

- **Education**: 983 Males, 79 Females
- **HASS**: 2304 Males, 1583 Females
- **Other**: 1890 Males, 1652 Females
- **General Academics**: 2465 Males, 2163 Females
- **Science / Health**: 991 Males, 1134 Females
- **Business**: 1065 Males, 2534 Females
- **Technology & Computing**: 536 Males, 4461 Females

The data indicates a significant disparity in the number of female students across different fields, with Technology & Computing having the largest number of female students and Education having the smallest number.
Reconsidering Enrollment

All Students

- Females 43%
- Males 57%

No HSCE

- Females 41%
- Males 59%

No TC and HSCE

- Females 51%
- Males 49%

No TC, BU, and HSCE

- Females 58%
- Males 42%
Inside Business

Percentage

Raw Numbers

Management

Legal Studies

Finance / Econ

Accounting

Female

Male

0% 100%

0 1000 2000 3000
Inside Technology and Computing

**Percentage**

- Culinary Art
- Digital Multimedia
- Aviation
- The Rest

**Females**

**Males**

**Raw Numbers**
Myth #8
UVU students are overwhelmingly male.

BUSTED!

Tim Stanley,
Senior Research Analyst

BRANDED
Stay true to your brand . . .

Don’t always trust what you hear.

Be careful making claims.

Consider the source.