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An Analysis of the U.S. News & World Report Rating of SAU

Prepared by:

Runell J. King, Ph.D.

*Chief Research & Data Officer
Office of Institutional Research*

Indrani Singh, Ph.D.

*Research and Data Analyst
Office of Institutional Research*



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Objective

U. S. News & World Report ranking measures the quality of the undergraduate education at the HBCUs and compare one school with another for ranking.

Students, parents, high school guidance counselors and other advisers think of the rankings as one tool for selecting a college.

Participation Criteria



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- A school must be currently listed as part of the White house and the U.S. Department of Educations' Initiative on Advancing Educational Equity, Excellence, and Economic opportunity.
- An HBCU must be an undergraduate baccalaureate-granting institution enrolling firs-year, first-time students.
- An HBCU must be a part of the 2022-2023 Best Colleges rankings.



Indicators & Ranking Factors Weights (100)

1. Outcome Measures (40%)

- a) Graduation & retention rates (22%)
- b) Social mobility (9%)
- c) Graduate Indebtedness among 2020 and 2021 bachelor's degree recipients (9%)
 - (i) Average amount of accumulated federal loan debt (5.5%)
 - (ii) Average percentage of students who borrowed federal loans (3.5%)

2. Expert Opinion (20%)

3. Faculty Resources (20%)

- a) Class size(8%) larger the class size lower the ranking
- b) Faculty Salary (7%)
- c) Proportion of Full-Time and Part-Time faculty with highest degrees (3%)
- d) Student-Faculty ratio(1%)
- e) Proportion of Full-Time faculty (1%)

4. Financial Resources (10%)

5. Student Excellence (7%)

6. Alumni Giving (3%)

SAU's U.S. News and World Report Summary Comparison



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Categories	2021-2022	2022-2023
Overall Score (0-100)	Bottom 25%	Bottom 25%
HBCU Peer Assessment (1-5)	2.4	2.5
Avg. First- Year Retention	54%	52%
Avg. 6-year Graduation Rate	24%	21%
Percentage of Classes less than 20	76%	76%
Percentage of Classes less than 50	0.2%	0.2%
Student-Faculty Ratio	12:1	12:1
SAT/ACT 75 th Percentile	780-940	780-940
FY Student Top 25% of HS Class	N/A	N/A
Alumni Giving	N/A	16%
Acceptance Rate	67%	N/A



Definition- Expert Opinion (Peer Rating)

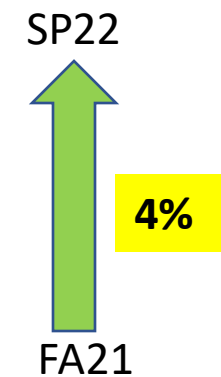
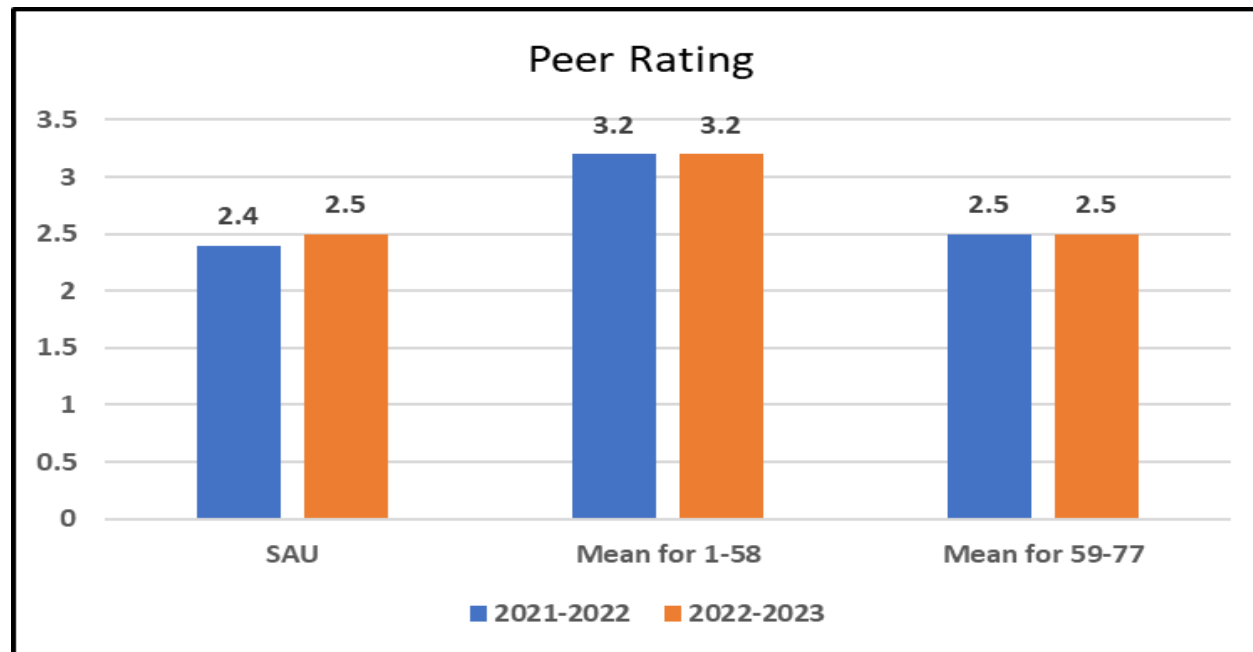
Peer rating is administered by experts whose scores are determined by the average of ratings on academic quality it received by presidents, provosts and deans of admissions – or officials in equivalent positions – at institutions submitting a peer assessment survey administered by U.S. News.

The peer assessment survey allows the top HBCU academics whom U.S. News consults to account for tangibles, such as faculty dedication to teaching.



Comparison of SAU's -Peer Rating

	Peer Rating (Expert Opinion) 2021-2022	Peer Rating (Expert Opinion) 2022-2023
SAU	2.4	2.5
Mean for 1-58	3.2	3.2
Mean for 59-77	2.5	2.5





Definition-Average First-Year Retention

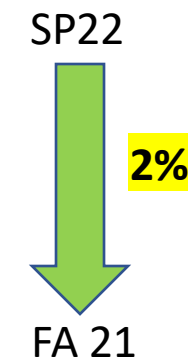
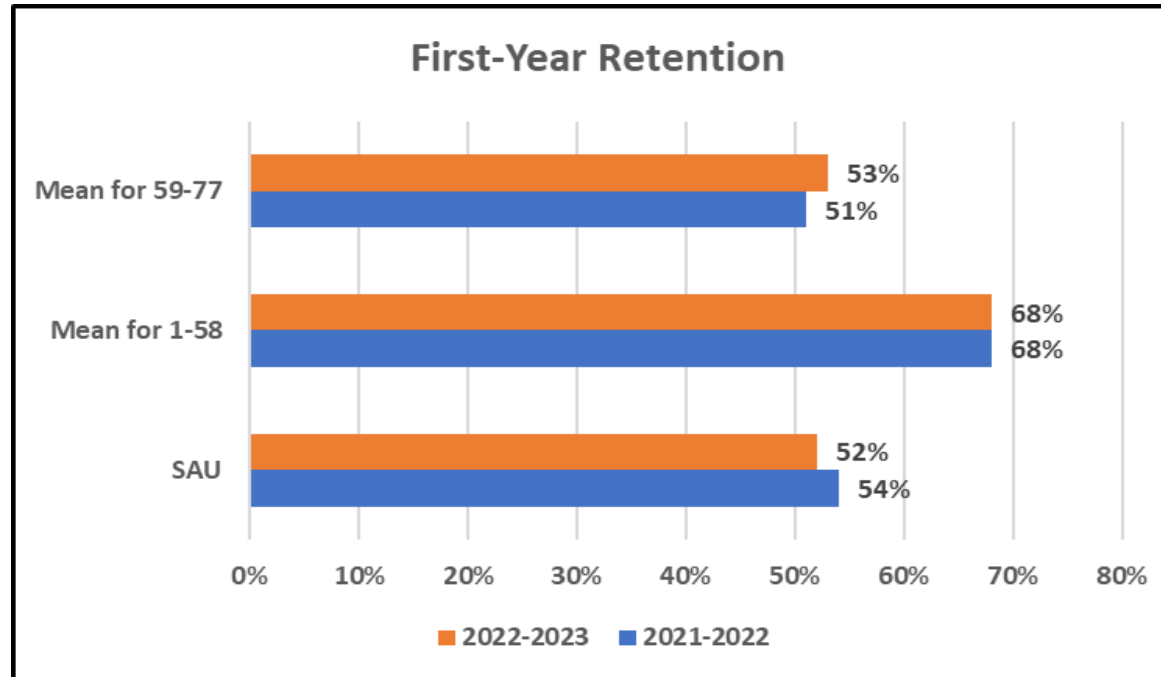
First-year retention indicates the average proportion of first-year students entering from Fall 2017 through 2020 who returned the following Fall.

A higher average first-year retention rate scores better than a lower average retention rate in the ranking model because students staying enrolled demonstrates a school's continued appeal.



Comparison of SAU-Average First-Year Retention

	Average First-Year Retention 2021-2022	Average First-Year Retention 2022-2023
SAU	54%	52%
Mean for 1-58	68%	68%
Mean for 59-77	51%	53%





Definition- 6-Year Graduation Rate

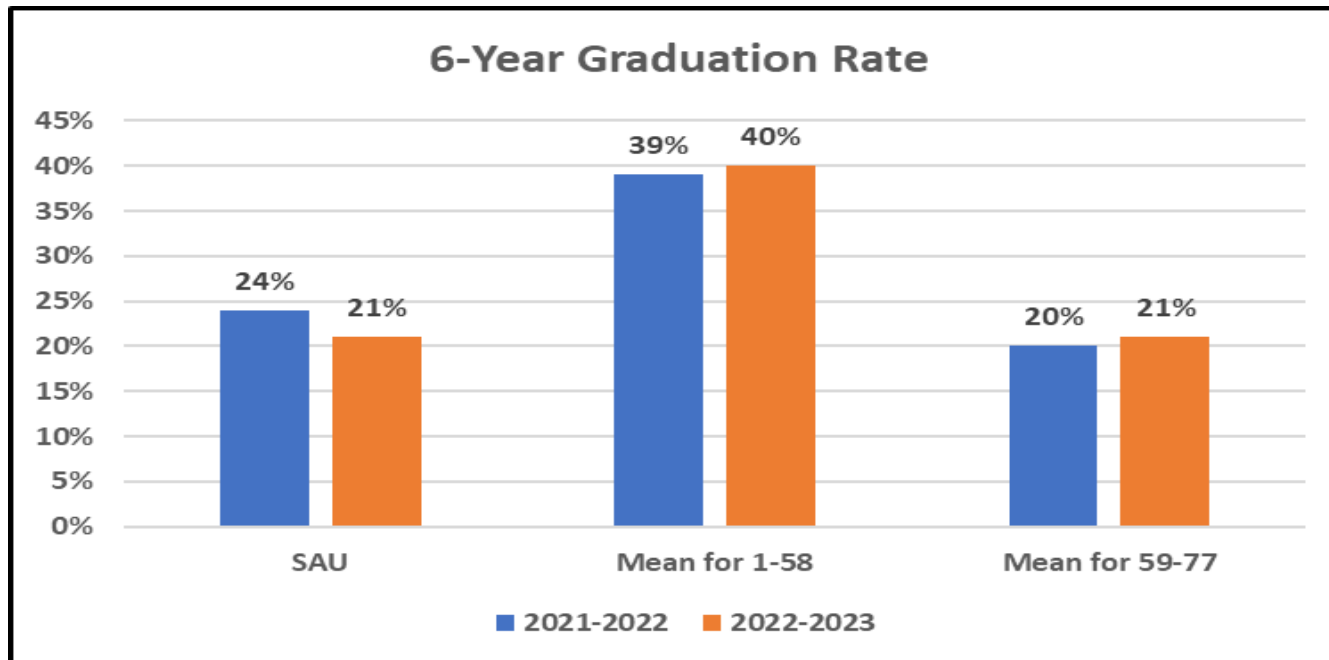
This is the percentage of entering first-year students who graduated within a six-year period, averaged over the classes entering from fall 2012 through fall 2015. For standardized comparisons, this excludes students who transferred to the school after their first year.

A higher average graduation rate scores better than a lower graduation rate in the ranking because completion is integral for students to get the most value in their careers from their education.



Comparison of SAU: 6-Year Graduation Rate

	Average 6-Yr. Graduation Rate 2021-2022	Average 6-Yr. Graduation Rate 2022-2023
SAU	24%	21%
Mean for 1-58	39%	40%
Mean for 59-77	20%	21%



SP22
↓ 3%
FA 21



Definition-Percentage Classes Less than 20

Schools receive the most credit in this index for their proportion of undergraduate classes with fewer than 20 students. Classes with 20 to 29 score second highest, 30 to 39 third highest and 40 to 49 students the fourth highest. Classes that have 50 or more students receive no credit. This index assess a school's commitment to instruction.

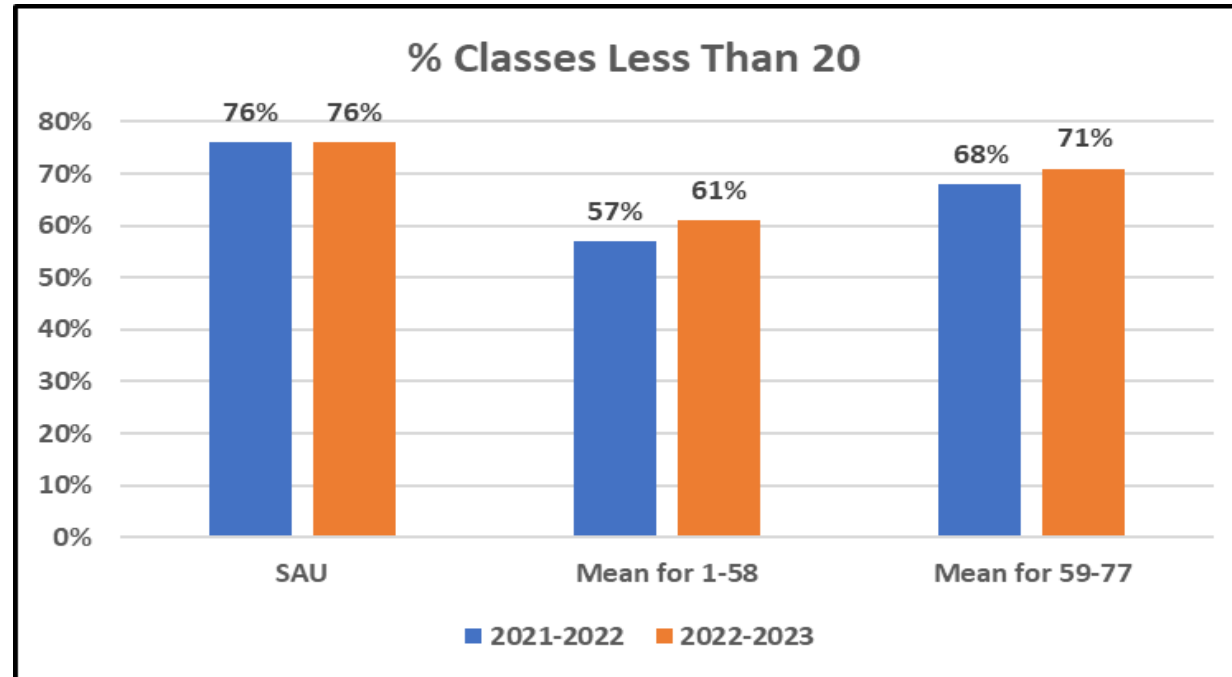
Student-faculty Ratio - A lower student-faculty ratio (fewer students per each faculty member) scores better than a higher ratio in the ranking.

Exclusion Criteria - faculty and students of law, medical, business and other stand-alone graduate or professional programs in which faculty members teach virtually only graduate-level students and graduate or undergraduate students who are teaching assistants.



Comparison of SAU: Percentage Classes Less than 20

	% classes less than 20 : 2021-2022	% classes less than 20 : 2022-2023
SAU	76%	76%
Mean for 1-58	57%	61%
Mean for 59-77	68%	71%

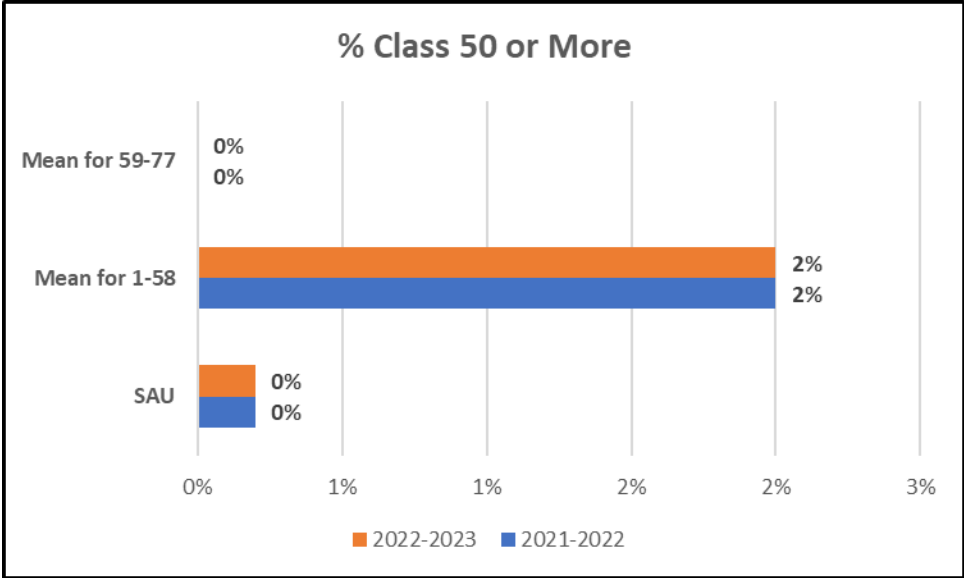


No change



Comparison of SAU: Percentage Classes 50 or More

	2021-2022	2022-2023
SAU	0.2%	0%
Mean for 1-58	2%	2%
Mean for 59-77	0%	0%



No change



Definition- FY Stu. Top 25% of HS Class

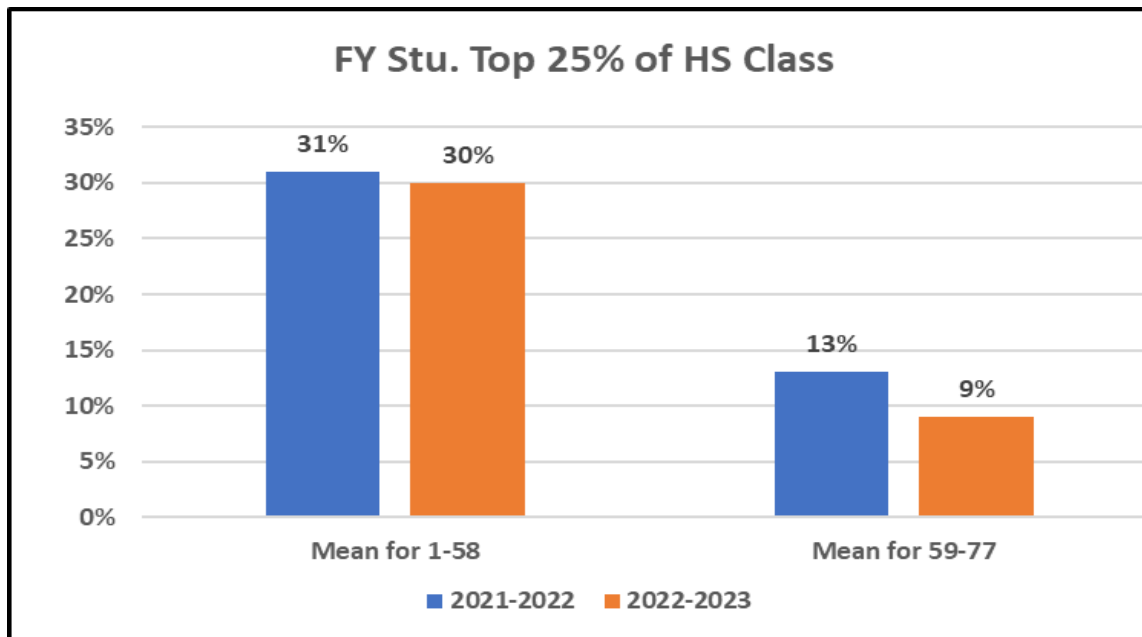
This is the proportion of students enrolled for the academic year beginning in fall 2021 who graduated in the top 10% (for National Universities and National Liberal Arts Colleges) or top 25% (for Regional Universities and Regional Colleges) of their high school class, aligned with the 2021-2022 Common Data Set instructions for reporting high school class standing.

A higher proportion of students from either the top 10% or top 25% of their high school class scores better than lower proportions in the rankings because students who earned high grades in high school can be well-suited to handle challenging college coursework.



Comparison of FY Stu. Top 25% of HS Class

	2021-2022	2022-2023
SAU	N/A	N/A
Mean for 1-58	31%	30%
Mean for 59-77	13%	9%



SAU- No Data



Definition- SAT/ACT Ranking

For schools that reported fall 2021 SAT/ACT scores on fewer than half their new entrants, we are using their "pre-pandemic" fall 2020 scores – in cases where they were reported on more than half of new entrants.

For schools with less than 50% of their fall entering class with SAT/ACT scores in both fall 2021 and fall 2020, those scores are not used in the ranking.

For those schools, we reallocated the 5% weight of the test score indicator to the average six-year graduation rate and high school standing ranking factors. As a result of this change, schools will no longer have their SAT/ACT score discounted in the ranking based on the percentage of scores submitted.



Comparison of SAU: ACT/SAT 25th-75th Percentile

	2021-2022	2022-2023
SAU	N/A	780-940
Range	1130-1260 (highest)	1080 -1290 (highest)
	13-15	12-17 (lowest)



Definition- Alumni Giving

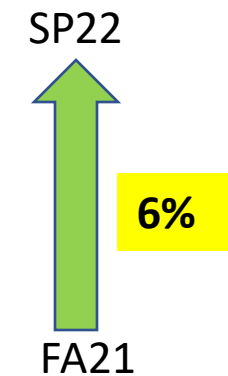
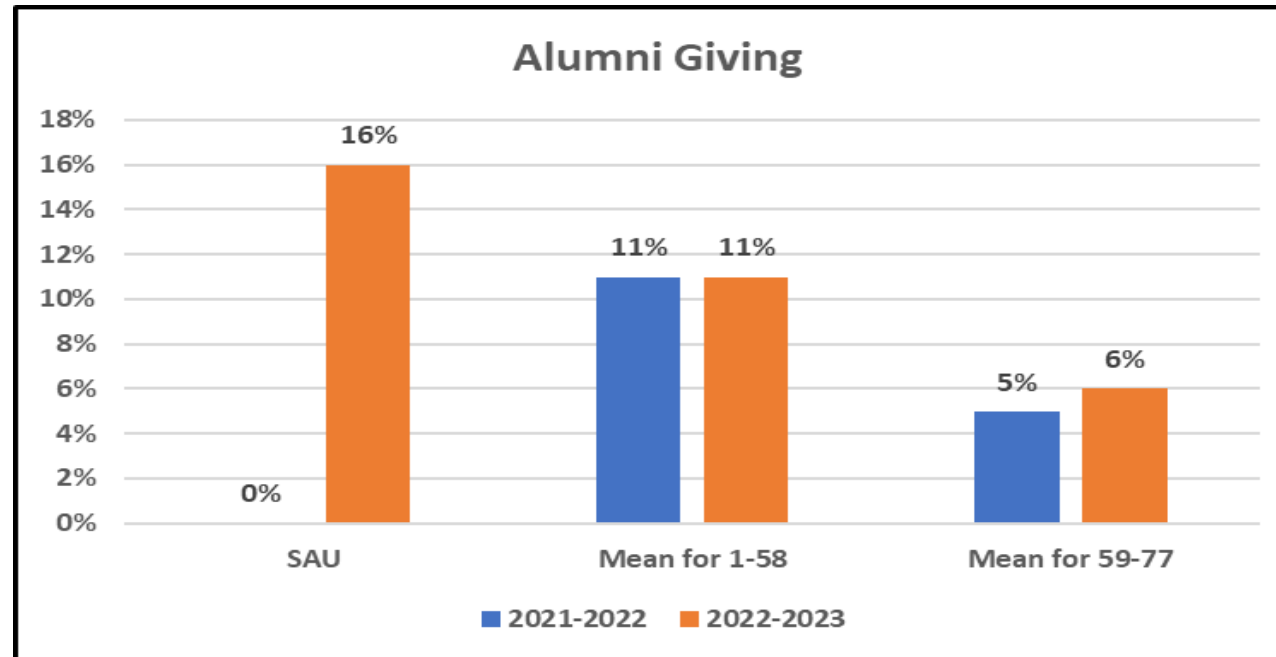
This is the non-weighted mean percentage of undergraduate alumni of record who donated money to the college or university. The percentage of alumni giving represents how satisfied students are with the school. A higher average alumni giving rate scores better than a lower rate in the ranking model.

Alumni of record are former full- or part-time students who received an undergraduate degree and for whom the college or university has a current address. Alumni who earned only a graduate degree are excluded.



Comparison of SAU: Alumni Giving

	2021-2022	2022-2023
SAU	N/A	16%
Mean for 1-58	11%	11%
Mean for 59-77	5%	6%





Definitions- Faculty & Financial Resources

Faculty with terminal degree-Schools with a larger proportion of both their full-time and part-time faculty with the terminal degree in their field score better than schools with a lower proportion, demonstrating their commitment to employing experienced, highly-credentialed faculty.

A school scores higher the greater its proportion of faculty members who are full time.

Financial resources: This represents a school's ability to have a strong environment for instruction and impact in academia. Higher average expenditures per student score better than lower expenditures in the ranking model.



Graduate indebtedness proportion- This is the percentage of graduates from the 2020 and 2021 bachelor's degree graduating classes who borrowed federal loans. Fewer borrowers scores higher than more borrowers because this accounts for cases where a school met a student's fu

Pell Grant graduation rates: This social mobility ranking factor measures a school's success at graduating Pell Grant students, who are from low-income backgrounds. A higher Pell Grant graduation rate scores better than a lower one.

Tuition-free institutions like the military academies were received generous assigned values on both Pell graduation ranking factors.

Standardized test scores- These tests are used in the rankings because they measure, in a standardized way, a school's ability to attract students who can handle rigorous coursework. A higher average entering class test score on the SAT math and evidence-based reading and writing portions and the composite ACT does better than a lower average SAT and ACT test score in the ranking model.



Implications through comparison with top five ranked schools (2022)

Ranking Factors (FA21-SP22)	SAU (NC) Rank#59-77	Spelman College (GA) Rank#1	Howard University(DC) Rank#2	Tuskegee University(AL) Rank#3	Morehouse College(GA) Rank#4	Xavier University of Louisiana(LA) Rank#5
6-Year Graduation Rate (6-YGR)	24% 21% ↓	75% 75%	64% 64%	51% 51%	55% 53%	48% 49%
6-YR received Pell (FA21)	73%	43%	40%	58%	48%	51%
FY Student top 25% of HS class	N/A N/A ↓	59% 59%	59% 59%	43% 52%	N/A 39%	55% 49%
Avg. First-Year Retention Rate	54% 52% —	89% 90%	89% 88%	74% 75%	74% 83%	82% 73%
% classes less than 20	76% 76%	52% 59%	47% 47%	69% 65%	52% 53%	61% 48%



Implications (Contd.)

Ranking Factors (FA21-SP22)	SAU	Spelman College (GA)	Howard University(DC)	Tuskegee University(AL)	Morehouse College(GA)	Xavier University of Louisiana(LA)
% classes more than 50	0.2% 0.2%	1% 1%	7% 9%	0% 1%	2% 1%	4% 4%
Student-Faculty Ratio	12:1 12:1	11:1 11:1	12:1 13:1	11:1 9:1	12:1 12:1	12:1 13:1
Acceptance Rate	75% No data	53%	39%	61%	74%	81%
Total UG enrollment (FA 2021)	1,223	2,417	8,964	2,184	2,554	2,755
Alumni Giving	N/A 16%	30% 32%	12% 12%	22% 30%	14% 17%	17% 17%



Implications (Summary)

- Faculty Resources – score of 43/100, consistent with bottom 75%
- Full-time and Part-time faculty with terminal degrees ranking is extremely low, ranking at 57.
- Mean average of school ranks, Full-time faculty ranked at 78.4%, consistent with lower 75%
- Percentage classes less than 20 and more than 50 is favorable in the rankings
- Faculty-student ratio is at par with the top five schools in the rankings.



Implications (Summary)

- Acceptance rate of SAU is comparable with top fourth and fifth school rankers.
- 6-Year Graduation Rate is exceptionally low . Consistent with the bottom 75%
- Average First-Year retention rate is low hence adversely impacting SAU's ranking.
- SAU ranked higher than schools ranked between 1-58 in alumni giving.
- Total UG enrollment is exceptionally low.



Recommendations

- Need for timely, appropriate, and accurate data is important to increase ranking in all public data sources. The department listed below did not submit data.

U.S. News Data points	Units responsible
% of First-Year Students classified as First Generation	Enrollment management
% of all students classified as First Generation	Enrollment management
# of men/women (in-state/out-of-state)	Enrollment management
HS Standing and GPA (Fall 2021)	Enrollment management
ACT/SAT Data	Enrollment management
Graduate & Career Data	Student Affairs
Housing & Residential Life	Student Affairs



Recommendations (Contd.)

U.S. News Data points	Units responsible
Facilities	Business and Fiscal Affairs (at the time)
Regulations & Policies	Office of the President
Student Employment/Internships	Student Affairs
Programs/Services for Students with ADHD and ASD	Student Affairs
Student Activities	Student Affairs
Financial Resources	Business & Fiscal Affairs



Recommendations (Contd.)

Key indicators - -student selectivity, graduation rates, retention rates, social mobility rank, student excellence rank, financial resources rank, and peer assessment score should be addressed

To improve faculty retention, a study on reasons for high attrition should be conducted. Key areas resulting in high attrition should be identified through exit interviews and addressed to improve academic performance of students.

SAU should recruit higher number of faculty with terminal degrees in their fields. This key indicator helps schools score better than schools with a lower proportion, demonstrating their commitment to employing experienced, highly-credentialed faculty.

A school scores higher the greater its proportion of faculty members who are full time, therefore, % of full-time faculty should exceed part-time faculty.

Conducting annual SWOT (strength, Weakness, Opportunities and Threat) analysis, a strategic planning tool, that can help the university to look at education and services offered in a new way and from different directions. It can also help to create new or fine tune existing strategy/ies.



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Thank You

