



SAINT AUGUSTINE'S
UNIVERSITY
Institutional Research & Data Analytics

An Analysis of the 2024 U.S. News & World Report Rating of SAU



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Statement of Assurance

All information in this report was collected and prepared by the Office of Institutional Research & Data Analytics, a component of the Division of Research, Assessment & Grants, Saint Augustine's University, Raleigh, North Carolina. The data are accurate and complete to the best of my knowledge. For additional information, please contact Institutional Research InstitutionalResearch@st-aug.edu

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Executive Summary

Each year, U.S. News & World Report (USNWR) publishes its Best Colleges rankings. This ranking by US News & World Report assesses the quality of undergraduate education at historically Black colleges and universities. These HBCUs were compared only with one another for this ranking. To be included on the list, an institution must be currently designated as an HBCU by the US Department of Education. To be eligible for the U.S. News rankings, an HBCU must also be an undergraduate baccalaureate-granting institution that enrolls mostly first-year, first-time students and be included in the Best Colleges rankings for 2024. The USNWR is one of the most critical surveys for federal regulatory compliance, and it is used to compare Saint Augustine's University against other HBCUs across the country.

The Higher Education Act of 1965 defines an HBCU as "any historically Black college or university that was established prior to 1964, whose principal mission was, and is, the education of Black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary (of Education) to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation." The USNWR report provides a deeper look into the data measures behind the U.S. News & World Report rankings and Saint Augustine's University performance based on these measures.

In the 2024 U.S. World Ranking, 79 HBCUs were eligible for inclusion and were assigned a rank. Schools in the top 90% of the 79 ranked HBCUs had their individual rankings shown. The remaining bottom 10% of ranked schools are listed alphabetically and represent the bottom decile numerical ranking range. Except for the peer survey findings, which were based on a separate HBCU peer evaluation survey, U.S. News used the same data in the HBCU rankings that was used in the Best Colleges rankings in 2024. Because there was no structure for assessing peer institutions, SAU did not participate in the peer assessment survey. In addition, this year we did not have any data to submit for the financial section. Last year, we ranked lower than expected, and it is our goal to improve our position on the list of HBCUs this year. Fortunately, Saint Augustine's University moved from 59 – 77 in the 2023 ranking to 69 in the 2024 National HBCU ranking.

Introduction

Each year U.S. News & World Report (USNWR) releases its Best Colleges rankings. U.S. News collects data on approximately 1,466 schools with over 1,000 schools described as "rank not published." U.S. News releases its rankings each fall as many prospective students are deciding where to attend college. Consumers of the data often look to rankings reports to determine the "quality" of an institution.

The survey methodology is continuously refined each year based on user feedback, literature reviews, trends in data, and the availability of new data. Yearly changes to the rankings methodology make it difficult to make comparisons from one year to the next. A college that is ranked 3rd one year and 6th the next may have had no change in its performance relative to other schools, yet still move in rank because of changes in the ranking methodology. It is important to understand that changes in rankings often do not correlate to changes in quality at an institution, but rather to changes in survey methodology. This report provides a deeper look into some of the data elements behind the USNWR rankings and Saint Augustine's University performance based on these measures.



In 2024, the annual U.S. News Best Colleges rankings underwent significant methodological changes, including the elimination of five longstanding factors and the addition of several new factors. Those adjustments led to some notable year-over-year position changes, particularly among schools in the middle of the pack. Even so, the top-ranked colleges stayed mostly steady from last year. Despite some opposition to the rankings, most of the schools U.S. News surveyed continued to report data. About 80% of the nearly 1,500 ranked institutions returned their statistical information in the spring and summer of 2023, compared to about 84% last year. This includes 99 of the top 100 ranked National Universities and 97 of the top 100 National Liberal Arts Colleges.

U.S. News used the same data in the HBCU rankings that was used in the 2024 edition of the Best Colleges rankings, except for the peer survey results, which were based on a separate HBCU peer assessment survey. The HBCU rankings are based on nearly the same statistical indicators, but with different weights, as were used in the other ranking categories in the 2024 Best Colleges rankings. The indicators and weights in the HBCU ranking have changed from last year's ranking. *Outcomes indicators* – More than half of a school's rank comes from its success at retaining and graduating students within a normal time frame, social mobility, earnings of graduates compared with high school graduates, and graduate indebtedness, all of which are outcomes. It receives the highest weight in our rankings because degree completion is necessary to receive the full benefits of undergraduate study from employers and graduate schools – account for 52% of the HBCU rankings. The weight of the *HBCU peer assessment* factor is 20% of the rankings. This is the same weight that the peer-assessment score has in the overall rankings. Other input measures count 28%.

ANALYSIS OF RANKING METRICS

Understanding How Rankings Work

USNWR Best Undergraduate College rankings are the sum of weighted, normalized scores across 17 indicators of academic quality to determine each school's overall score and rank. The top performers in each ranking display an overall score of 100. Schools that are not the top performer in the rankings score 0 to 99 points reflecting the distance from each ranking's top-performing school(s).

Critics have pointed out that the use of overall scores to rank schools magnifies small—and often insignificant—differences among schools and that small changes by the school or the magazine can move a college half a dozen places up or down the ranking list (Crenshaw, 1999). It is important to recognize and understand how USNWR measures relate to the SAU environment and overall ranking. Although SAU has made significant improvements in several measures, it is important to recognize that a school does not go up in the rankings by simply improving certain metrics. The improvement in each metric must be above and beyond what the overall average improvement is for all schools. For example, Saint Augustine's University traditionally performs well in terms of Alumni giving.

Graduation rates have also been increasing nationally. SAU has improved its graduation rate by 4.3% as compared to the previous year in addition surpassing several schools that have received a higher ranking. Scores that are well above the average for each measure are strongly rewarded with points in the scoring



measure, while scores below the average are severely punished with few or no points for the scoring measure. The rewards or punishments to the institution vary based on the factor weight. Schools that are the highest ranked are those that have scored significantly above their competitors in a few key elements. Further examination of why one or a few schools are ranked above SAU comes down to just a few specific categories wherein the higher ranked school outperformed both the national average and those schools that are close in rank. Table 1 is a detailed description of the indicators and changes made to the 2024 Best Colleges' rankings.

Table 1. Indicators for Assessment

Outcomes 52%	Social mobility 31%	Pell Graduation Rates	5.0%	4.5%
		Pell Graduation performance	5.0%	4.5%
		First generation graduation rates	3.5%	
		First generation graduation performance	3.5%	
		Graduate Indebtedness	9%	7%
		College Grads earning more than a high school graduate	5%	
Other Input measures (28%)	Graduation & Retention rates 21%	6-year graduation rate	16%	17.6%
		Average first-year student retention rate	5%	4.4%
		Faculty Resources		
		Faculty salary	8%	7%
		Student-Faculty Ratio	4%	1%
Peer Assessment (20%)		Full -Time Faculty	3%	1%
		Financial Resources	8%	10%
		SAT/ACT Scores	5%	
Total			100%	

Yellow – New, Green - Old

The U.S. News & World Report (USNWR) Ranking of SAU

With the help of data charts and tables, the following report will attempt to clarify the criteria used by U.S. News & World Report that have been used to rank SAU. A total participation of 78 HBCUs participated in the 2024 U.S. News & World Report. The tables and graphs in this report will show SAU ranking and its position in comparison to other HBCUs.

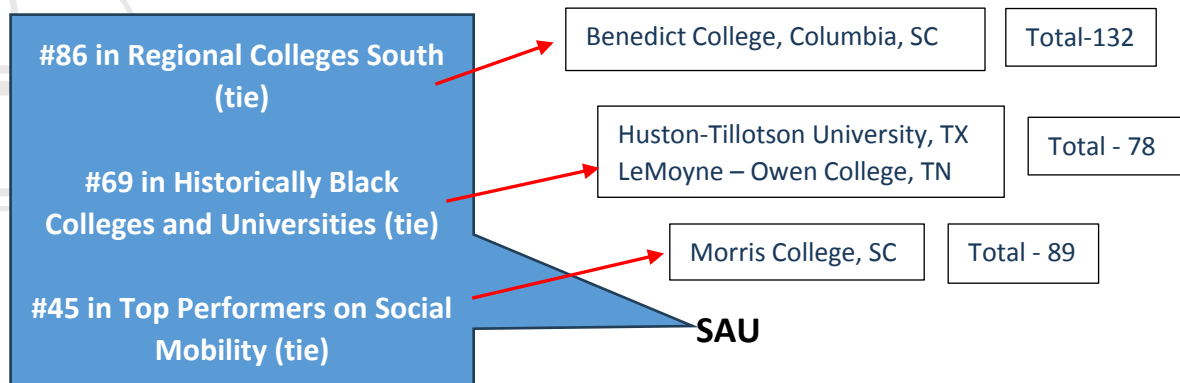




Table 2. SAU's U.S. News & World Report Summary

Criteria	Weightage	SAU Rank	Value
Actual Graduation Rate	16%	58	25.3%
First – year retention rate	5%	41	64%
Student-faculty ratio	3%	41	10:1
Faculty Salary rank	6%	39	
College grads earning more than a high school grad	5%	47/56	57%
Percent full-time faculty	2%	52	79.1%
Non-Pell grad rate	3%	9	89%
Social mobility	10%	36	9% (partial)

This year's rankings placed a greater emphasis on social mobility and outcomes for graduating college students, demonstrating the most significant methodological change in the rankings' history.

Fig 1.

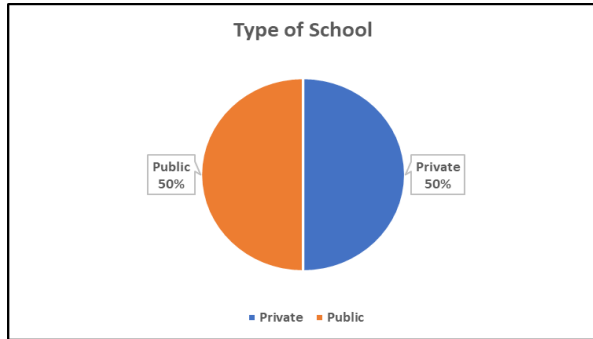


Fig 2.

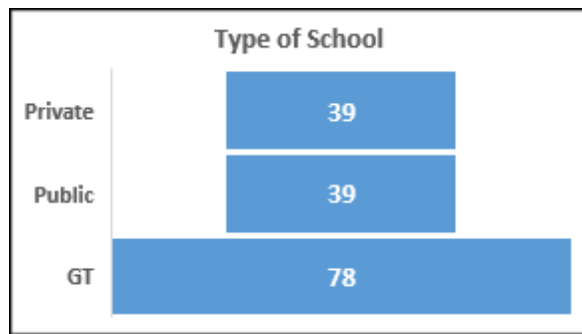
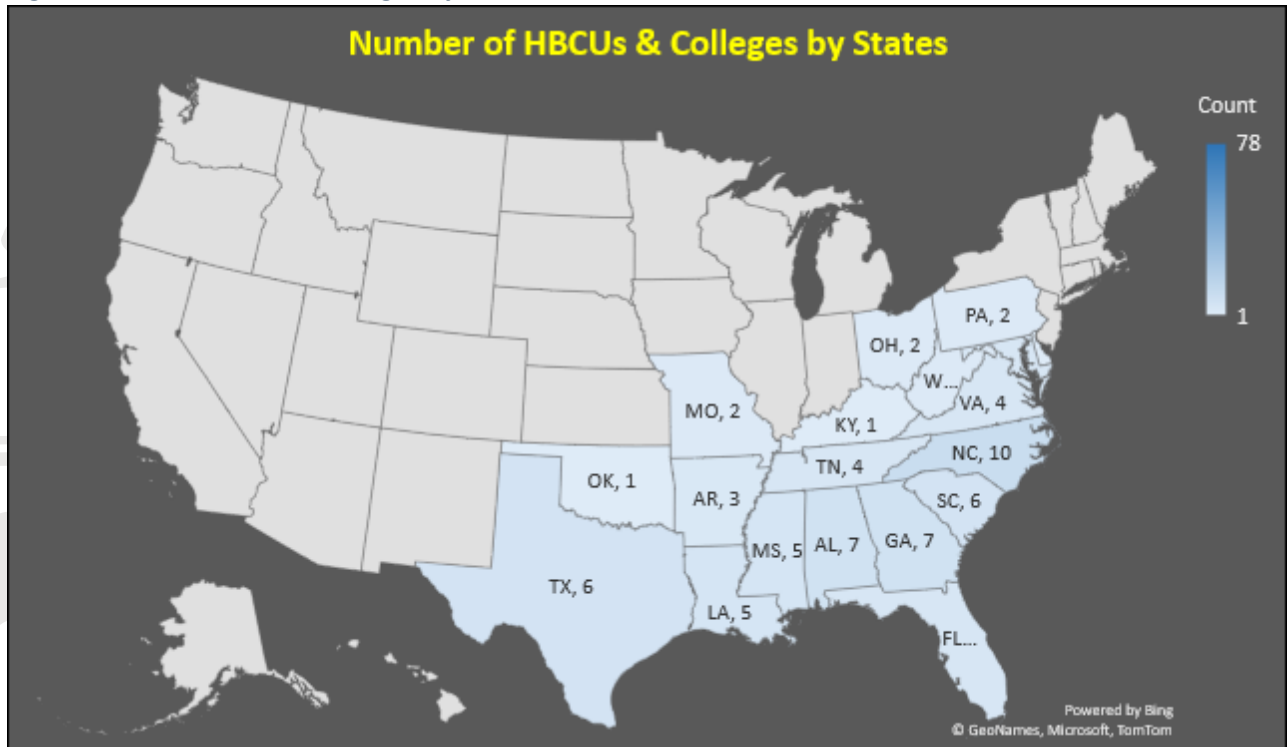


Fig 3. Number of HBCU & Colleges by States





Serving as a guide for prospective students and their families, the rankings evaluate 78 historically Black colleges and universities for 2024. These HBCUs were compared only with one another for this ranking.

The U.S. News & World Report Ranking of SAU

Table 3 gives a detailed description of the criteria, statistical indicators, and weights that U.S. News used to measure academic quality among the ranked HBCUs and comparison of SAU's ranking by U.S. News & World Report from 2020-2021 to 2022-2023.

Table 3. SAU's U.S. News & World Report Summary Comparison

Categories	2020-2021	2021-2022	2022-2023
Overall Score (0-100)	Bottom 25%	Bottom 25%	Bottom 25%
Best Colleges Rank	No Rank	59 #77 (no rank)	69
HBCU Peer Assessment	2.4	2.5	N/A
Avg. First-Year Retention	54%	52%	64%
Average Graduation Rate	24%	21%	25.3%
Student Faculty Ratio	12:1	12:1	10:1
Percentage Full-time Faculty	N/A	N/A	79.1%
SAT/ACT 75 th Percentile	780-940	780-940	N/A
FY Stu. Top 25% of HS Class	N/A	N/A	57%
Alumni Giving	N/A	16%	N/A
Acceptance Rate	67%	N/A	N/A
Non-Pell Graduation Rate	N/A	N/A	9%
Faculty Salary Rank	N/A	N/A	39
Median debt for graduates with federal loans	N/A	N/A	29669

Improved score

Exceptionally Low

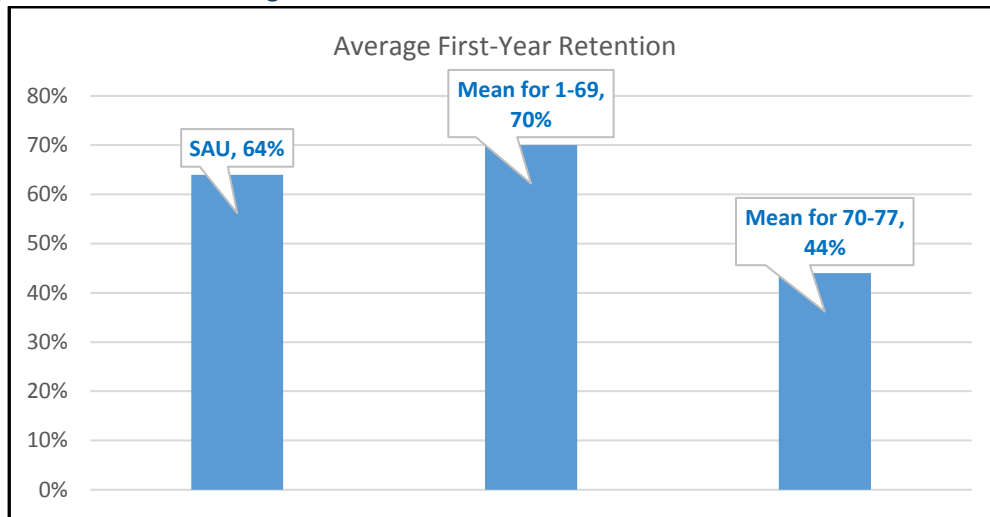
The next set of tables and figures compare SAU's rating for 2022-'23 to the average ratings of the schools ranked 1-78 and the schools ranked 72 # (bottom 12%). Table 4. Is a comparison of SAU's Average First-Year Retention to the Mean Rating of Schools Ranked 1-69 and ranks 72-78.

Table 4. Comparison of SAU's Average First-Year Retention

	Average First-Year Retention
SAU	64%
Mean for 1-69	70%
Mean for 70-77	44%



Fig 4. Comparison of SAU's Average First-Year Retention



First-year student retention indicates the average proportion of first-year students entering each fall from 2018 through 2021 who returned the following fall. A higher average first year retention rate scores, key indicator of institutional effectiveness is better than a lower average retention rate in the ranking model because students staying enrolled demonstrates a school's continued appeal and reflects how well an institution can attract, engage, and support students to complete their academic programs and achieve their educational goals.

The three historic years of retention-rate data were consistently sourced from the U.S. Department of Education's National Center for Education Statistics, because they had the same reporting standards as those in U.S. News' survey. The fall 2024 data was from the spring and summer 2022-2023 U.S. News' statistical survey. SAU scored an overall first-year retention rate of 64%, as compared to an average of 70% against schools ranked 1-68. SAU ranked 20% higher than the average of all schools ranked in the bottom 25% (72-78). Figure 5 shows the 12% increase in the average first-year retention rate in 2022-2023 as compared to the previous academic year 2021-2022. In addition, SAU ranked 42nd among the 78 HBCUs in the same category.

Fig 5. Comparison between Two Academic Years

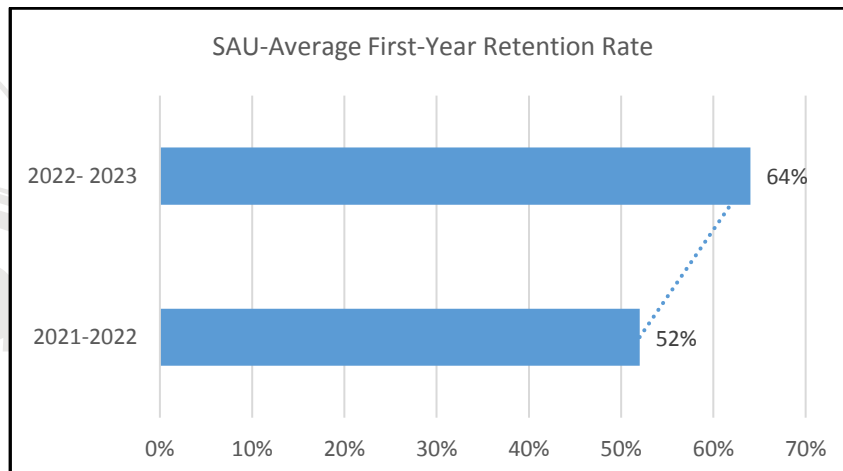




Fig 6. SAU Average First-Year Retention Rate Ranking

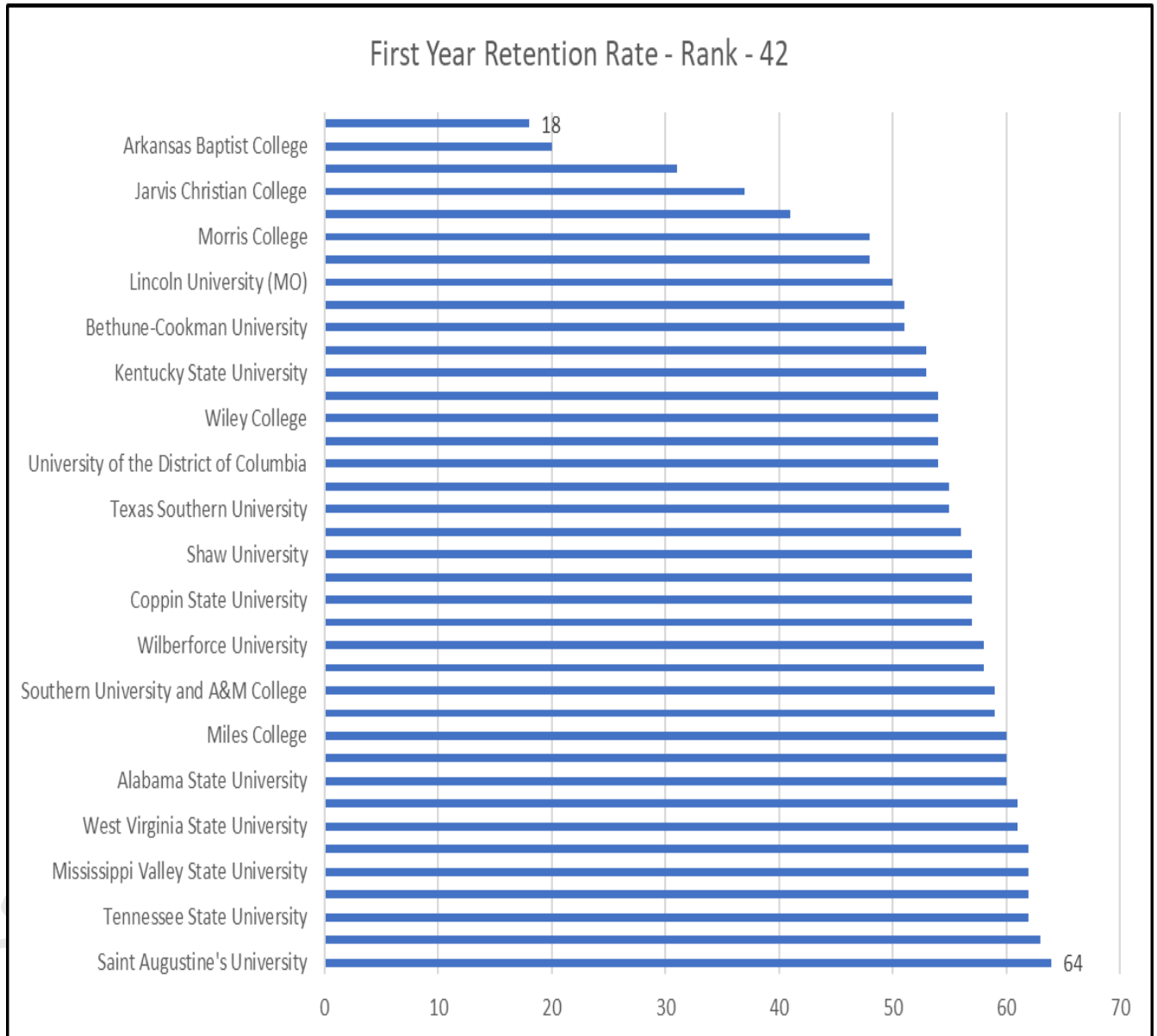
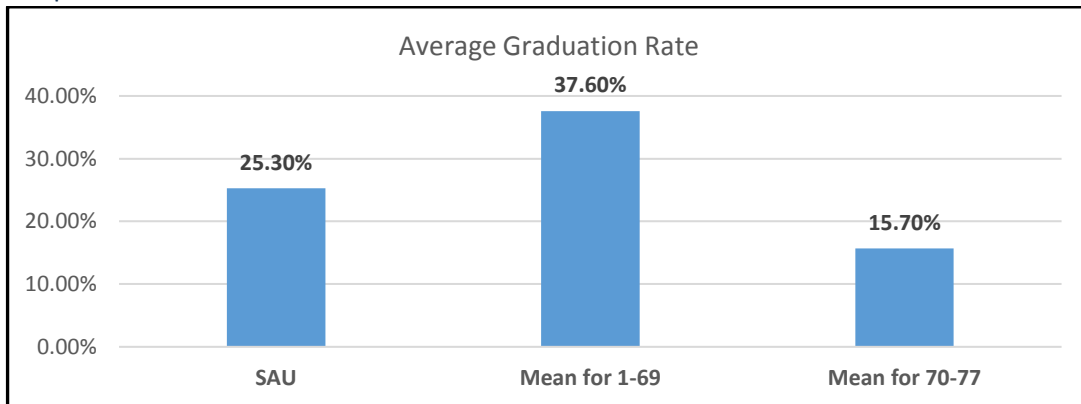


Table 5. Comparison of SAU's Graduation Rates as compared to the Mean Rating of Schools Ranked 1-69 and ranks 72-78.

	Average Graduation Rate
SAU	25.3%
Mean for 1-69	37.6%
Mean for 70-77	15.7%



Fig 7. Comparison of SAU's Graduation Rates



The graduation rate average is the percentage of entering first-year students who graduated within a six-year period. U.S. News considers first-year classes that started from fall 2013 through fall 2016. 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.

The Fall 2016 data were reported by schools in 2022 on the U.S. News statistical survey and are also used in the graduation rate performance indicator. SAU's graduation rate is 25.30%, compared to 37.60% for institutions ranked 1-68, a 12.3% decrease. SAU's average is 9.6% higher than the national average for HBCUs placing it in the bottom 25% (72-78). However, SAU has a greater graduation rate than schools with a higher 2024 USNWR rank, such as Alabama State University (#36) and Virginia Union University (#39).

Fig 8. Comparison of Graduation Rate with New College/ University Rank

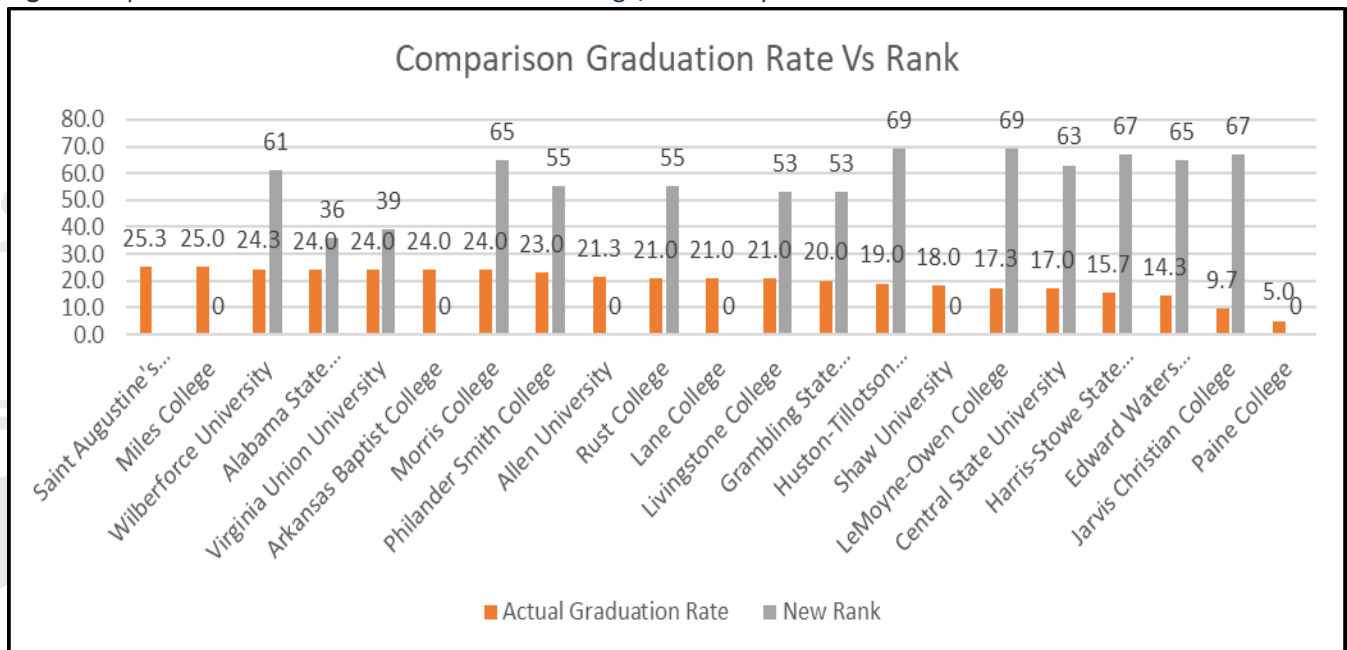
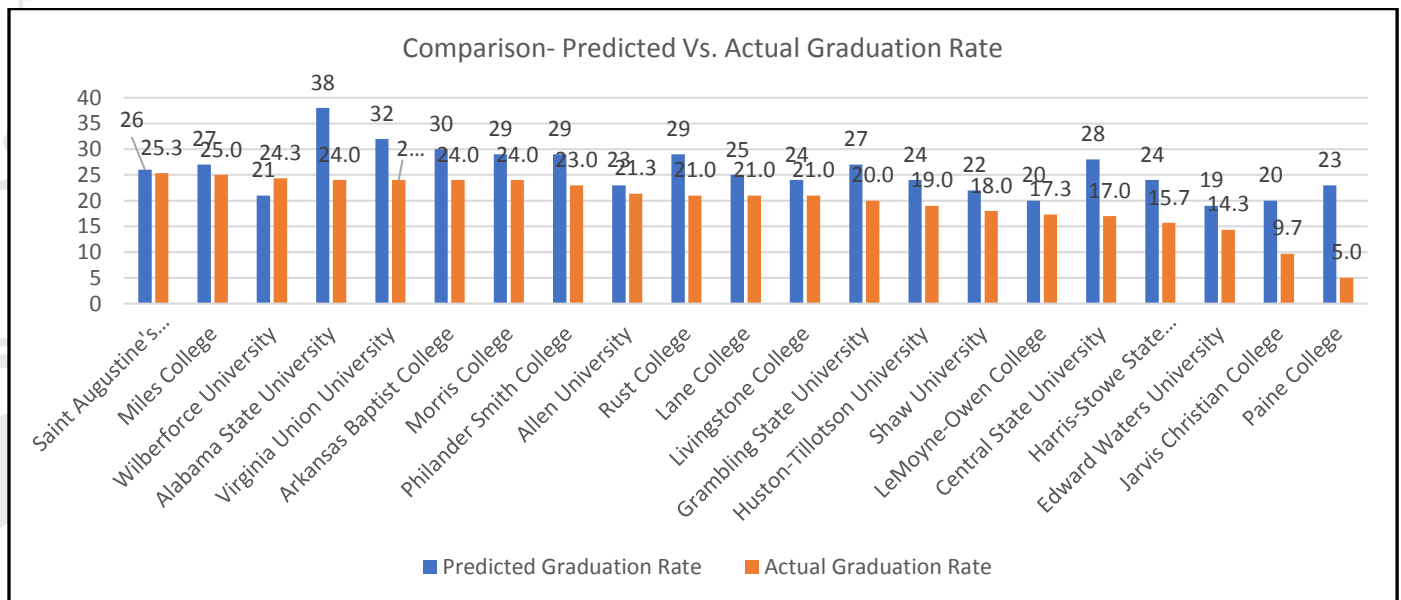




Table 6. Comparison of Difference Between Predicted and Actual Graduation Rates for SAU and Schools

School Name	Predicted Graduation Rate	Actual Graduation Rate	New Rank
Saint Augustine's University	26	25.3	69
Miles College	27	25.0	72-78
Wilberforce University	21	24.3	61
Alabama State University	38	24.0	36
Virginia Union University	32	24.0	39
Arkansas Baptist College	30	24.0	72-78
Morris College	29	24.0	65
Philander Smith College	29	23.0	55
Allen University	23	21.3	72-78
Rust College	29	21.0	55
Lane College	25	21.0	72-78
Livingstone College	24	21.0	53
Grambling State University	27	20.0	53
Huston-Tillotson University	24	19.0	69
Shaw University	22	18.0	72-78
LeMoyne-Owen College	20	17.3	69
Central State University	28	17.0	63
Harris-Stowe State University	24	15.7	67
Edward Waters University	19	14.3	65
Jarvis Christian College	20	9.7	67
Paine College	23	5.0	72-78

Fig 9. Comparison Between Predicted Vs. Actual Graduation Rate





As can be seen from table 6, SAU had a negligible difference between its expected and actual graduation rates. This indicator carries 16% weightage in ranking. This negligible difference between the two rates has a stark implication on SAU ranking. Figure 10 shows an increase of 4.3% in the average graduation rate, indicating progress if not significant.

Fig 10. Comparison - SAU Average Graduation Rate

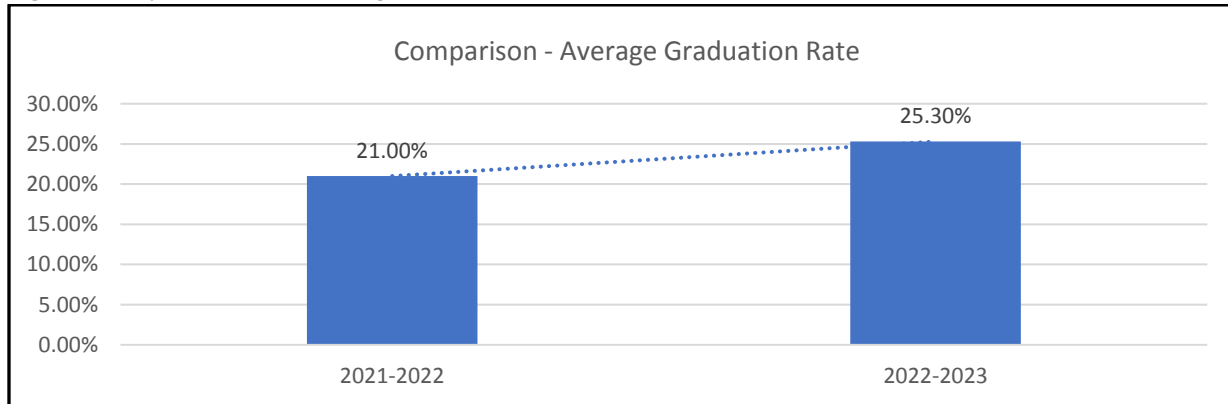
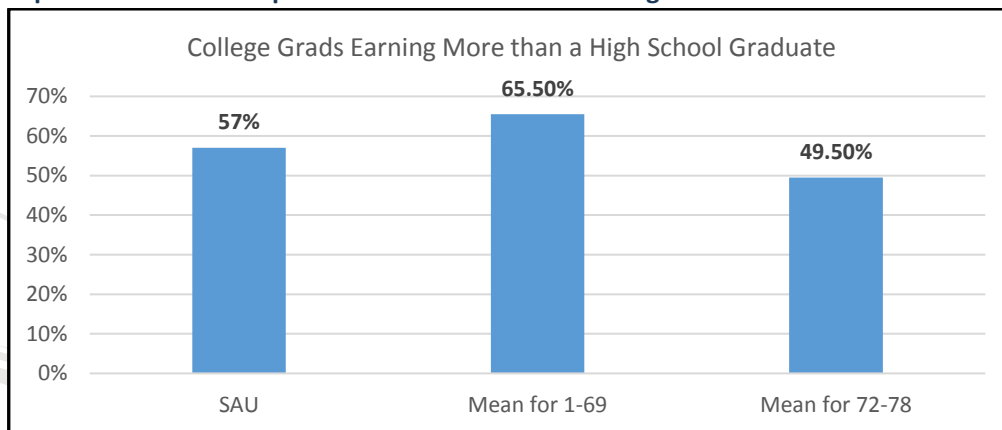


Table 7. Comparison of college grads earning more than a high school graduate as compared to the Mean Rating of Schools Ranked 1-69 and ranks 72-78

	College grads earning more than a high school graduate
SAU	57%
Mean for 1-69	65.5%
Mean for 70-77	49.5%

Fig 11. Comparison of FY Stu. Top 25% of HS Class to Mean Rating of Schools



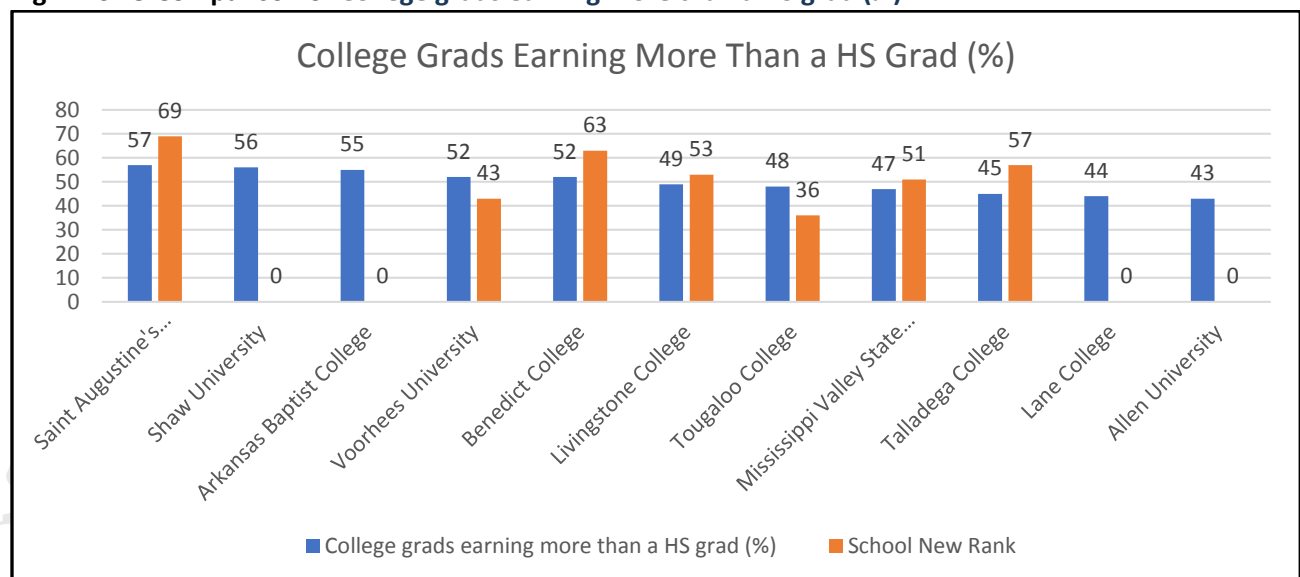
College grads earning more than a high school graduate is a new criterion that was introduced this year. This assesses the proportion of a school's federal loan recipients who in 2019-2020 – four years since completing their undergraduate degrees – were earning more than the median salary of a 25-to-



34-year-old whose highest level of education is high school as determined by, and reported in, the College Scorecard. The statistic was computed and reported by the College Scorecard, which incorporated earnings data from the U.S. Department of the Treasury. The College Scorecard documented that the median wage of workers ages 25-34 that self-identify as high school graduates was \$32,000 in 2021 dollars. Most jobs utilizing a college degree, even including those not chosen for being in high-paying fields, exceed this threshold.

The data only pertained to college graduates and high school graduates employed in the workforce, meaning nongraduates, or graduates who four years later were continuing their education or simply not in the workforce, did not help or hurt any school. U.S. News assigned a perfect score for the small minority of schools where at least 90% of graduates achieved the earnings threshold. The remaining schools were assessed on how close they came to 90%. The cap was chosen to allow for a small proportion of graduates to elect low-paying jobs without negatively impacting a school's ranking. SAU scored relatively low in college graduates earning more than a high school degree, thereby bagging the 69th position. However, colleges with better 2024 USNWR ranking namely Voorhees University (#43), Tougaloo College(#36) scored lower than SAU in this category (See Fig 12) and exceeded above schools ranked 72-78 by 45%.

Fig 12. SAU Comparison of College grads earning more than a HS grad (%)



Social Mobility

The notion of 'social mobility' is increasingly visible in public policy on higher education. Over the past half century or so, policy discourse has shifted from simple expansion (more places), through increasing diversity and 'widening participation' to higher education (different people) to explicitly using higher education to engineer social mobility (different outcomes). Social mobility is defined as the movement of individuals or groups between social strata; it correlates one's economic background with their ability to "climb the social ladder." Social mobility is dependent on society's ability to factor in and provide extra assistance to students—or strivers—who are met with obstacles due to their previous life experiences.



U.S. news factored a school's success at promoting social mobility by graduating students who received federal Pell Grants (those typically coming from households whose family incomes are less than \$50,000 annually, though most Pell Grant money goes to students with a total family income below \$20,000). New this year, U.S. News added in new factors on first generation graduation rates as part of the social mobility measure. According to the 2024 USNWR social mobility study, a total of 99 organizations participated, with 70 being private institutions, 27 being public, and only two being proprietary (See figure 12) and bagged the 32nd position among 70 private schools (See figure 13). SAU was ranked 45th in 2024, up from 65th in 2023, a twenty-place increase (See figure 14).

Fig 12. Number of Respondents

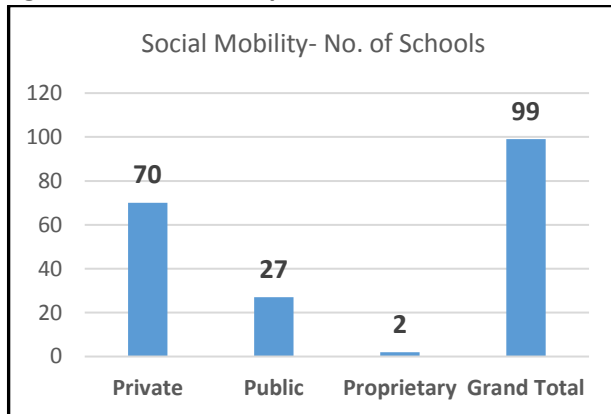


Fig 13. SAU Among Private Schools

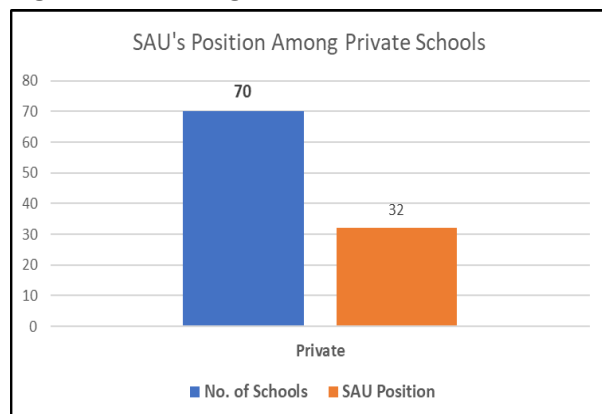
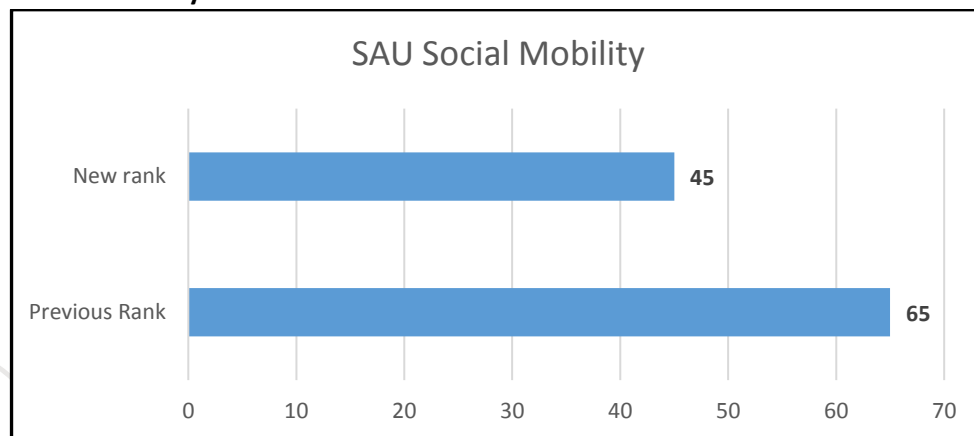


Fig 14. SAU's Social Mobility Rank



Pell Students (Fall 2016 entering class) and Non-Pell Graduation Rate

Pell recipients among the fall 2016 entering cohort of full-time, first-year, bachelor's degree-seeking students was reported directly by schools to U.S. News. This indicator of social mobility measures the success of Pell Grant students on an absolute basis. To calculate this indicator, U.S. News used a school's six-year graduation rate for a four-year moving average among new fall 2013 through 2016 entrants receiving Pell Grants. This assesses each school's performance of graduating students from low-income backgrounds. A higher Pell Grant graduation rate scores better than a lower one. Scores for both these two social mobility indicators were adjusted by the proportion of the entering class that was awarded



Pell Grants because achieving a higher low-income student graduation rate is more challenging with a larger proportion of low-income students. SAU's performance in this indicator has been the lowest among all the participating schools. This has stark implications on SAU's ranking.

Fig 15. SAU Pell Graduation rate

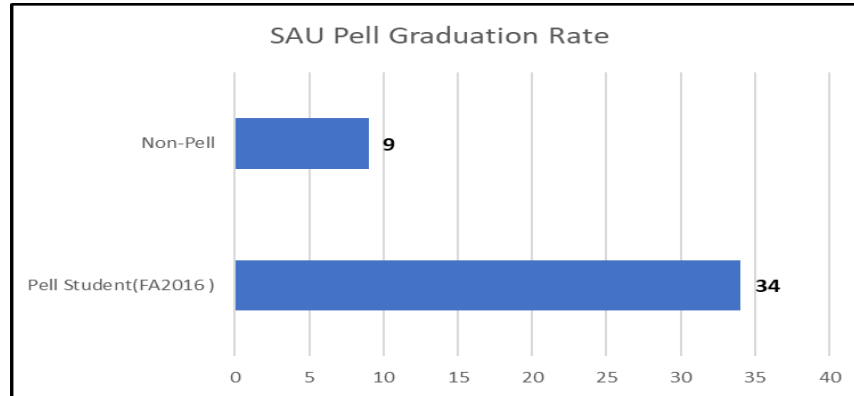


Table 8. Percentage faculty Full-Time

	% Faculty Full-Time
SAU	79.1%
Mean for 1-69	87.3%
Mean for 72-78	69.2%

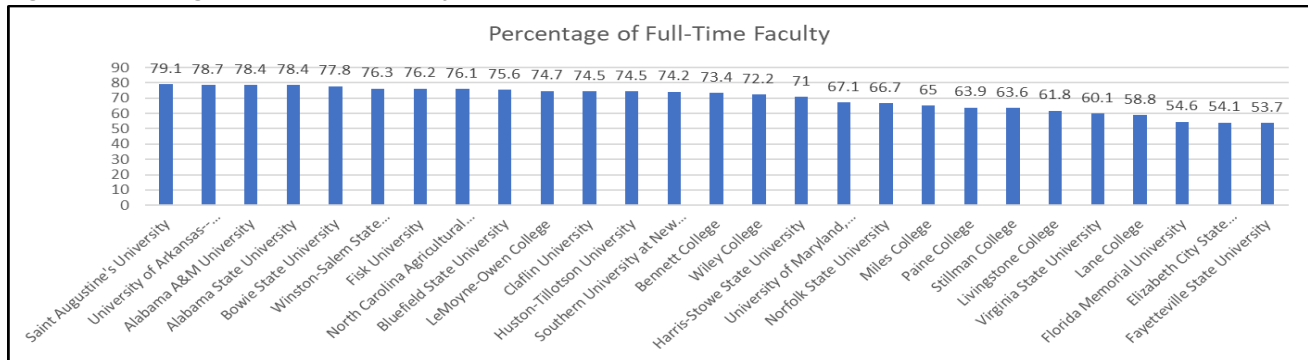
The percentage of faculty full-time is a representative of faculty resources. This is the proportion of the fall 2022 faculty that is full time. U.S. News compared the count of full-time instructional faculty members with the count of full-time-equivalent faculty members (full-time faculty members plus one-third the count of part-time faculty members). A school scores higher the greater its proportion of faculty members who are full time.

In alignment with the 2022-2023 Common Data Set (CDS) instructions, U.S. News does not include faculty in preclinical and clinical medicine; administrative officers with titles such as dean of students, librarian, registrar, or coach, even though they may devote part of their time to classroom instruction and may have faculty status; undergraduate or graduate students who are teaching assistants or teaching fellows; faculty members on leave without pay; or replacement faculty for faculty members on sabbatical leave.

Previously weighed 1% of all ranking's formulas, for this edition it was weighted 2% in National Universities and 3% in all other rankings (in which faculty research factors were not included). The reason for the increase was because of the growing utilization of non-full-time faculty in classroom instruction, and to slightly counterbalance the faculty salaries ranking factor that assesses only full-time faculty salaries for standardization reasons. SAU's percentage of full-time faculty is 79.1% which is 8.2% lower than the schools ranked 1-68. When comparing SAU to schools in the lowest 25%, institutions ranked 72-78 outperformed SAU by 9.9% which adversely impacted the school's rankings. However, SAU surpassed 25 schools that have a higher school ranking (See figure 16).



Fig 16. Percentage of Full-Time Faculty



Faculty Salary Rank

Research shows there is a link between academic outcomes and compensation of faculty. This indicator averaged salaries – excluding non-salary benefits – from all a school's full-time instructional tenured and nontenured faculty who were professors, associate professors, assistant professors, instructors, lecturers, and those having no rank. Altogether, higher average faculty salaries score better than lower average faculty salaries. U.S. News annualized all reported salaries, when necessary, so they were on the same scale. The annualized cumulative salaries were then divided by total faculty to produce an average salary for each school. This amount was then adjusted by differences in cost of living using the December 2022 update to the Regional Price Parities by State and Metro Area indexes from the U.S. Department of Commerce's Bureau of Economic Analysis.

A change this year was salaries of full-time instructional faculty categorized as either including instructors, lecturers and faculty having no rank were added to those of professors for a more comprehensive measure of the staff teaching students. This increasingly matters, as many schools utilize faculty who are not professors to teach students. As can be seen from figure 17, when comparing with other colleges and universities, SAU bagged the 39th position, a rank that is considerably high out of 421 schools that were ranked by U.S. News. SAU's faculty salary rank is comparable with some of the well-known schools like Tuskegee University (rank #4), Xavier University of Louisiana (rank #6), Elizabeth City State University (rank #19), and Hampton University (rank #6), to name a few. In terms of faculty salary rank, USNWR did not reveal the identities of all 421 schools. Figure 18 depicts a sample of schools that received a faculty salary ranking, an indicator that indicates persuasively SAU's contribution to education.

Fig 17. Faculty Salary Rank (Top 39 ranks)

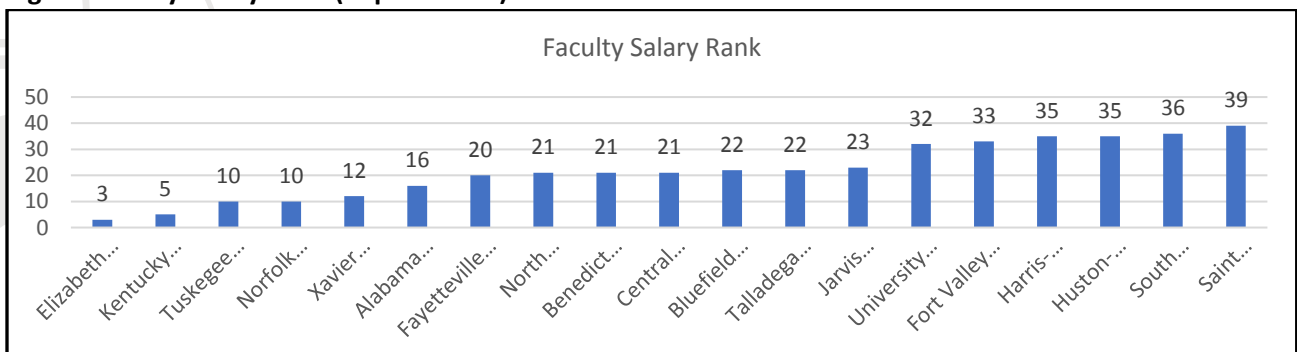
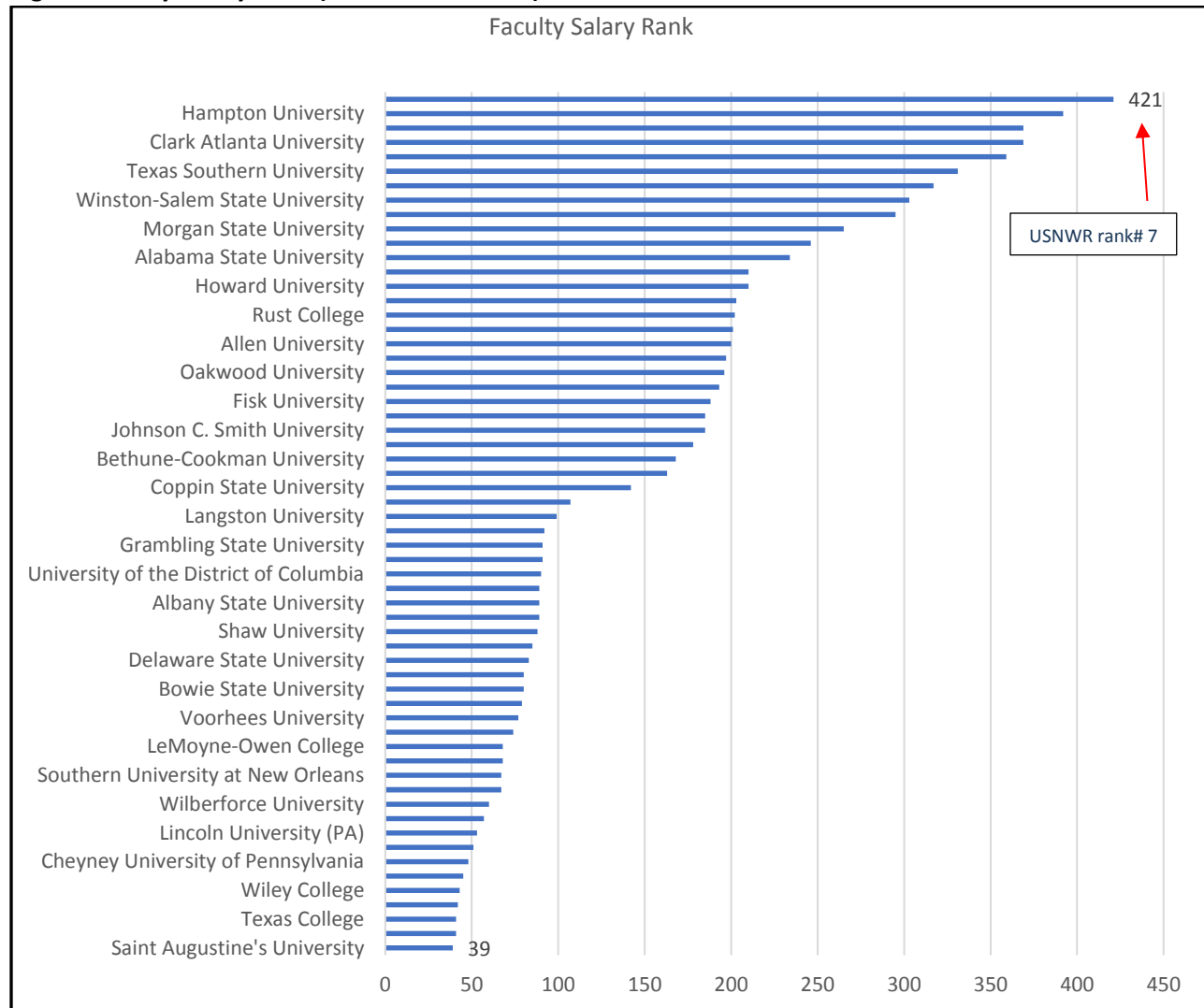




Fig. 18 Faculty Salary Rank (Below SAU's Rank)



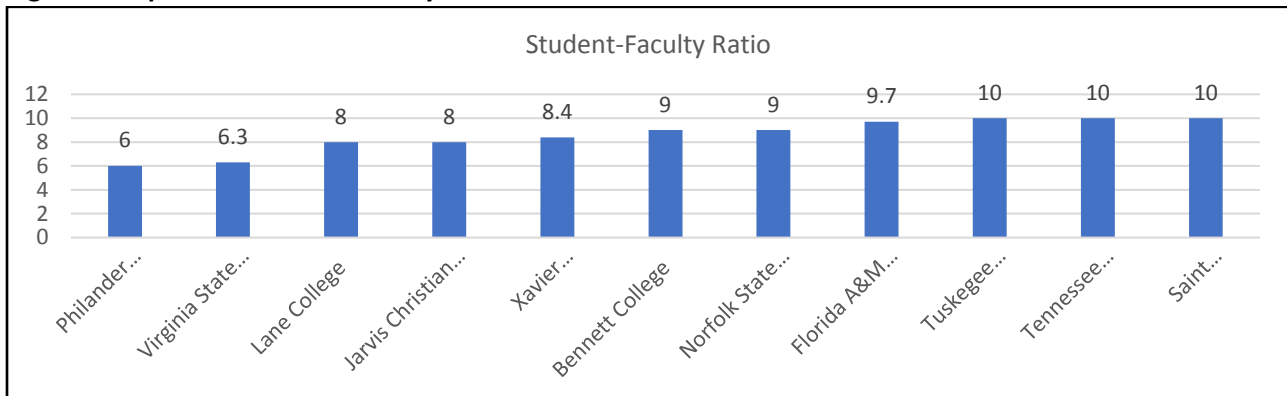
Student-Faculty Ratio

This indicator is the ratio of full-time-equivalent students to full-time-equivalent faculty members during fall 2022, aligned with 2022-2023 Common Data Set instructions for reporting faculty. A lower student-faculty ratio (fewer students per faculty member) scores better than a higher ratio in the ranking. This excludes faculty and students of law, medicine, business, and other stand-alone graduate or professional programs in which faculty members teach virtually only graduate-level students. Faculty numbers also exclude graduate or undergraduate students who are teaching assistants.

U.S. News increased the weight of this ranking from 1% for all prior rankings to 3% in the National Universities ranking and 4% in all other rankings (where faculty research is not incorporated). This was done to compensate for class size being discontinued as a ranking factor.

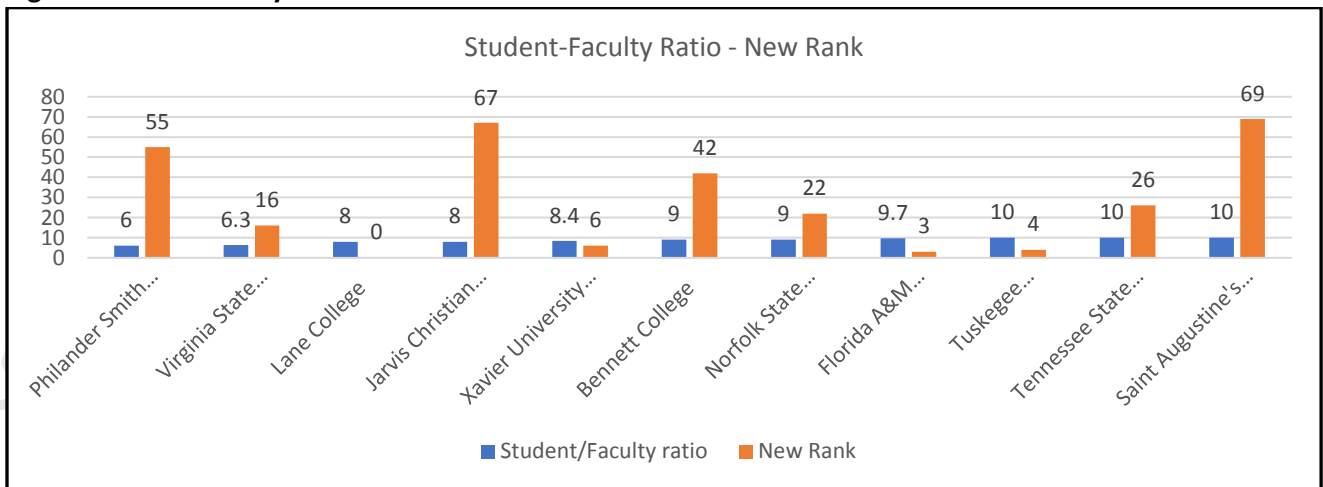


Fig 19. Comparison Student-Faculty Ratio with Schools



Thirty percent of the category labeled by U.S. News & World Report as “Faculty Resources” focuses on the percentage of classes that have a class size less than 20. It is in this area that we see no difference between SAU and comparable schools like Tuskegee University (rank #26) and Tennessee State University (rank #4) and nominal difference with Xavier University of Louisiana (rank #6) and Florida A&M University (rank #3) (See Fig 20). It is noteworthy that SAU has improved in class size and is better than Spelman College, with a student-faculty ratio of 10.5:1 (rank #1) in this category. Class size played a significant factor in the change of rank within the faculty resources category.

Fig 20. Student-Faculty Ratio Vs. Rank



Graduate Indebtedness

This indicator, whose weightage increased to 9% from a previous weightage of 7%, assesses each school's typical average accumulated federal loan debt among only borrowers who graduated. This is an outcome factor that assesses each school's typical average accumulated federal loan debt among borrowers only. Graduates who covered their expenses without borrowing did not help or hurt schools. In this edition, the data was sourced from the College Scorecard instead of the U.S. News survey for all schools and was of median debt instead of mean debt. The calculation averaged the combined 2019–2020 and 2020–2021 data. Figure 22 shows a marginal difference of \$6,831 between Grambling State University (USNWR rank #53) with



\$36,500 as compared to SAU (USNWR rank#69) with \$29,669 and a difference of \$11,419 between Bluefield State University (USNWR rank#39) with \$18,250 and SAU in median debt for graduates' federal loans.

Fig 21. SAU Graduate Indebtedness

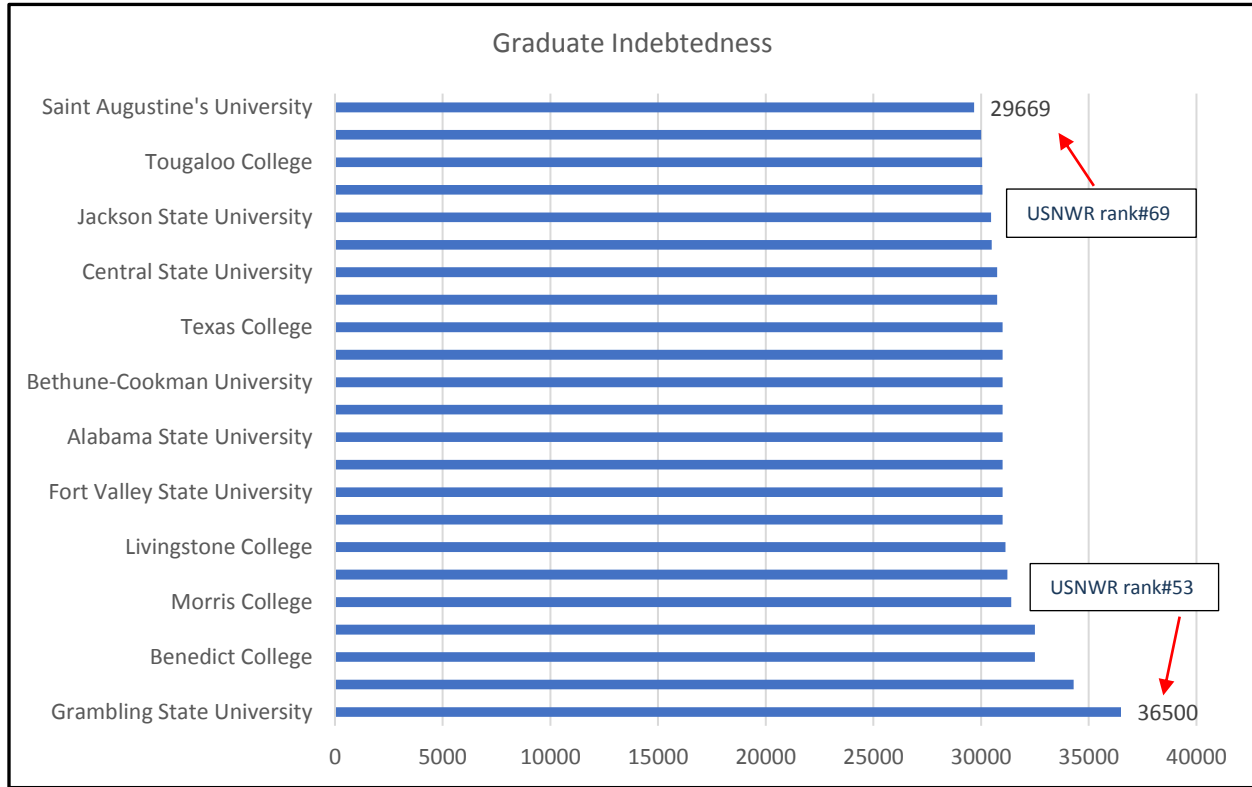
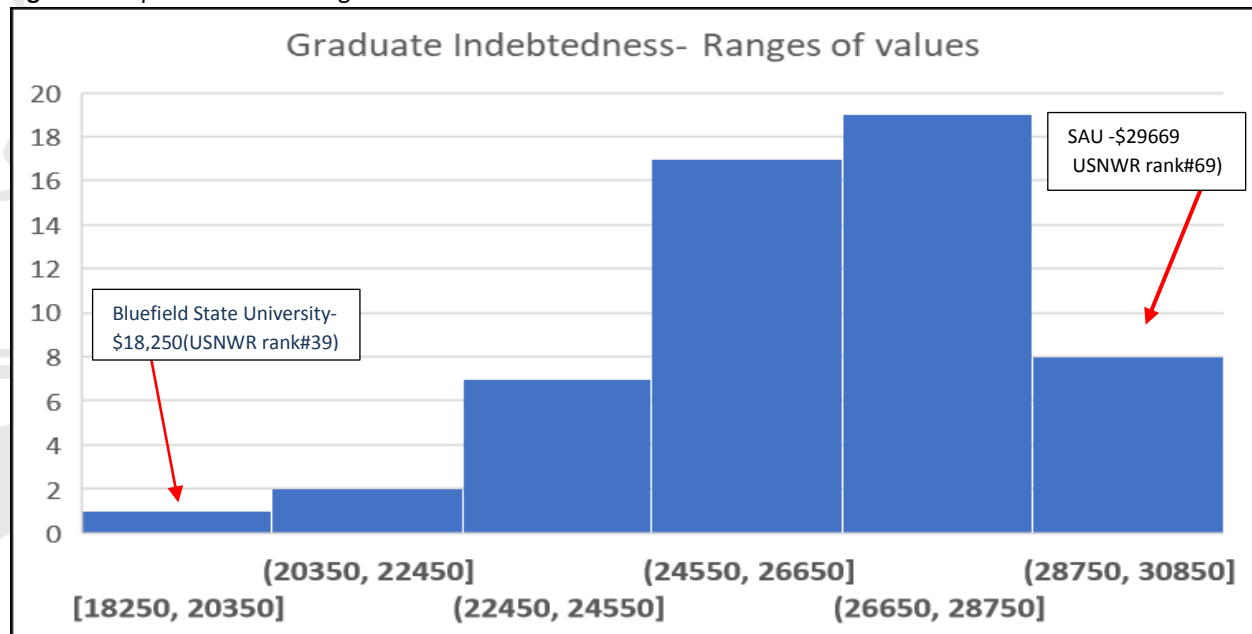


Fig 22. Groups of Values Arranged into Bins





U.S. News & World Report: Conclusion & Implications

Areas of Reinforcement

As can be seen from the comparison of SAU and other comparable schools, three key areas where SAU is higher ranked than schools with higher USNWR ranking are Student-Faculty Ratio, Social Mobility and Faculty Salary Rank. Among these three key areas, however, SAU scored exceptionally well as compared to other HBCUs when analyzing Social Mobility. Assuming that SAU is concerned about its ranking by U.S. News & World Report, key factors— graduation rate, percentage of full-time faculty and first year retention rate — though has improved when compared to the previous academic year, yet should continue to be addressed.

Areas of Refinement

Whereas many variables of U.S. News & World Report are comprised of indicators, one area that is heavily weighted in the U.S. News & World Report is graduation rate. SAU received a considerably low ranking in non-Pell graduation rate which is consistent with the means of schools ranked at the lower bottom 25%. SAU did not engage in Peer Assessment, which has a weightage of 20%, due to lack of a systematic evaluation and assessment rubric. It is quite interesting to note that none of the 78 participating HBCUs submitted a peer assessment report. According to U.S. News, whether a school submitted a peer assessment survey or statistical survey had no impact on the average peer score it received from other schools. However, new this year, non-responders to the statistical survey who submitted peer surveys had their ratings of other schools excluded from the computations. SAU was unable to submit the 'Finance Survey' due to the circumstances that necessitate consideration for the succeeding year's ranking. U.S. News factors in enrollees' test scores on the mathematics and evidence-based reading and writing portions of the SAT and the composite ACT (5%). Since SAU does not collect SAT or ACT scores, we were unable to submit relevant data. Similarly, data on 'High School Standing and GPA' was not submitted since this data is not monitored, which further explains SAU's low ranking relative to this specific section of the category.

Food for Thought

According to the USNWR, certain components of the survey needed data submission, such as full-time and part-time teachers with terminal degrees, which were analyzed last year. Similarly, information on all types of college-owned, -operated, or -affiliated housing available for 2022-2023 undergraduates at our institution was submitted, along with percentages of students residing in each type. Furthermore, information on programmes and services for students with learning disabilities, guidance facilities, alumni giving, and honors students was gathered from the respective departments, but institutional research is befuddled as to why there is no mention of this data in the UNNWR results and how it impacted our ranking. As per the USNWR website, five ranking factors that were in the previous edition's formula – alumni giving, class size, high school class standing, the proportion of instructional faculty with terminal degrees, and the proportion of graduates who borrowed federal loans – were removed from the formula to place greater focus on outcomes measures and to rely on data universally reported by schools or obtainable from third-party sources. As a result, an investigation into why these data were obtained from schools when they were deleted from the study and each carry 0% weightage should be conducted.



Appendix

Items	Department	POC	Reference	KAIZEN dates	IMPORTANT NOTES	Question #s for KAIZEN
General Information		Dr. Singh				
Degrees & majors	Academic Affairs	Dr. Alexander		May 30 & 31	Degrees awarded-show by percentage & CIP Codes	27
Programs offered	Academic Affairs	Dr. Alexander		May 30 & 31		28, 29, 30, 32, 37, 38, 40, 183
2022 enrollment			IPEDS 2022-2023			
Ethnicity Enrollment and Degrees Awarded			IPEDS 2022-2023			
Student Background	Enrollment management	Mr. Sousa, Dr. Russell		June 1 & 4		59, 60, 61, 62
Admission	Admission/Registrar	Baker		June 5 & 6		74, 75, 84, 90, 100, 102, 117, 118, 120, 121, 153, 164, 165
90) Early Decision Admissions: Fall 2022	Admission/Registrar	Baker		June 5 & 6		
117) Number of foreign countries represented by degree-seeking undergraduate non-residents (Fall 2022):	Admission/Registrar	Baker	IPEDS 2022-2023	June 5 & 6	Please break down the previous question by residency of the applicants: Fall 2022. Applied, Admitted, enrolled	64
HS Standing and GPA (NR)		Ms. Bannerman		June 7 & 8		70, 71, 122, 125
ACT & SAT (NR)		Ms. Bannerman		June 7 & 8	TOEFL paper & Internet based	106, 107, 108, 114, 117, 118, 119, 120, 130-134, 135-138, 140, 148, 149
Transfer Students	Admission/Registrar	Baker		June 5 & 6		153
Veterans and Military		Dean Brown		11-Jun		166, 169-174
Faculty: Counts	HR	Magers, Barbara		12-Jun	Total number whose highest degree is a Doctorate	175
Faculty: Salaries	HR	Magers, Barbara		12-Jun		
Class Sections		Dr. JJA	CDS 2022-2023			
Graduation and Retention		AUSTIN	IPEDS		Aliaksei (Fall 2022 & Fall 2023)	190, 193
Graduate Career Data		Dr. Russell, Mr.Sousa		June 1 & 4	College Credit and placement options offered during the 2022-2023 academic year.....Credit/placement offered for International Baccalaureate (IB) scores:	76 and 78
Alumni Giving		Ms. S. Williams		June 7 & 8		196-199
Honor Students		Dr. Bass		June 7 & 8		200-203
212.) Please check all types of college-owned, -operated, or -affiliated housing available for the 2022-2023 undergraduates at your institution and specify the percentages of students living in each type.	CHECK	Ms. Watts		June 1 & 4		104, 212-215
213.) Percentage of college-owned, operated or affiliated housing units that are:	CHECK	Ms. Watts		June 1 & 4		213
Student Employment/Internships		Ms. Watts		June 1 & 4	Dr. Russell/ Mr. Sousa/	218-223
Guidance Facilities		Towns			Credit/placement offered for Advanced Placement (AP) scores	77, 224-230
Programs/Services for Students with Learning Disabilities		Towns & Durant				231-254
Athletics		Dr. Dawson		June 5 & 6		255-258
Student Activities		Durant		June 1 & 4		259-261
ASSESSMENT		Dr. King		30-May	Partnership with electric scooter companies	209, 210

Note: The planning chart shown above was created by the Office of Institutional Research and Data Analytics to aid in the process of collecting, evaluating, and submitting the survey on time. This is a fantastic example of implementing Kaizen (a Japanese method) to achieve breakthrough improvements in the 2024 Best Colleges Survey process.

