

2005-2006 :: Scholarships

1. Mission Statement:

The Office of Undergraduate Education supports the university mission of educational excellence through the implementation and management of

- Academic Excellence Scholarships which serve to enhance the academic characteristics of the undergraduate population, bolster retention and graduation rates, and add to the prestige of the university through higher standardized test scores and better post-graduate placements

2. Objectives:

2.1 Enhance academic characteristics :

To use Academic Excellence Scholarship (AES) funding to enhance the academic characteristics of the 2005-2006 incoming freshman class

2.1.1 Related Institutional Priority Item(s): COM-2 Protect Enrollment Gains, Access and Student Quality as part of moving toward Tier One Status; CPT-1 Control enrollment expansion; CPT-5 Increase retention and graduation rates

2.2 Enhance freshmen persistence rates to soph status: To use the Academic Excellence Scholarship Program to enhance freshmen persistence rates to sophomore status.

2.2.1 Related Institutional Priority Item(s): COM-2 Protect Enrollment Gains, Access and Student Quality as part of moving toward Tier One Status; CPT-5 Increase retention and graduation rates

2.3 Enhance 4-5-6 year graduation rates:

To use the Academic Excellence Scholarship Program to enhance the 4-5-6 year graduation rates in the undergraduate university.

2.3.1 Related Institutional Priority Item(s):

SP-7 Enhance Graduation Rates; COM-2 Protect Enrollment Gains, Access and Student Quality as part of moving toward Tier One Status; CPT-5 Increase retention and graduation rates

3. Measures & Findings:

3.1 Monitor incoming freshman class:

Monitoring of the acceptance rate, academic characteristics, and number of AES acceptances to the incoming freshman class.

3.1.1 Success Criteria:

An overall acceptance rate equivalent or above the previous academic year with comparable SAT scores and average class ranking

3.1.2 Related Objective(s): Enhance academic characteristics

3.1.3 Results Related To Success Criteria:

Acceptance rates of AES awards increased from 45% to 52% from 2005-2006 to 2006-2007. The number of AES acceptance also increased from 562 to 605. See Table 1

The biggest change was an increase in the acceptance rate of the Honors award (our top merit-based scholarship) from 45% to 58%.

Overall, the percentage of AES students in the freshman class increased from 48% to 52%.

The increased number of AES students, paired with a 10 point increase in the SAT scores of students without AES scholarships, resulted in an overall increase in the average freshman SAT score from 1241 to 1247.

The average high school class ranks for both AES and non-AES students remained stable over the two years.

This information is provided to the President's Cabinet at the beginning of each academic year to be used in providing the Office of Undergraduate Education direction in the refining the admission goals for the next freshman class.

3.1.4 Achievement Level: Met

3.1.5 Further Action: No

3.2 Monitor freshman persistence rates:

Monitoring of Freshman persistence rates to see the influence of AES students on retention.

3.2.1 Success Criteria:

A positive influence on retention rates elevating retention above the level of non scholarship students.

3.2.2 Related Objective(s): Enhance freshmen persistence rates to sophomore status

3.2.3 Results Related To Success Criteria:

As the attached Table 2 illustrates, AES continues to be a very positive influence on freshman retention. AES students, while constituting less than half the freshman class, typically elevate freshman retention by about 15% over that of non-scholarship students.

For 2005-2006, AES students elevated the freshman retention rate by almost seven percent.

This information is provided to the President's Cabinet on an annual basis to be used in deciding the desired characteristics of the next freshman class.

3.2.4 Achievement Level: Met

3.2.5 Further Action: No

3.3 Monitor annual graduation rates: Monitoring of annual graduation rates in the undergraduate university

3.3.1 Success Criteria: Scholarship students graduating at a higher rate than nonscholarship students each year

3.3.2 Related Objective(s): Enhance 4-5-6 year graduation rates

3.3.3 Results Related To Success Criteria: Table 3 illustrates that, for the three most recent graduating cohorts, the scholarship program has a strong positive influence on graduation rates.

The influence is most pronounced in four-year graduation rates where scholarship students graduate at almost twice the rate of nonscholarship students. This is likely a result of scholarship students attempting to graduate before their financial support stops.

However, even the five and six-year graduation rates demonstrate a 15 to 20% advantage favoring scholarship students over nonscholarship students in graduation rates.

This information is provided to the President's cabinet on an annual basis as part of the overall evaluation of the Academic Excellence Scholarship Program. The cabinet uses this information in determining the specific characteristics of the scholarship program for the next academic year.

3.3.4 Achievement Level: Met

3.3.5 Further Action: No

5. Closing the Loop:

5.1 Provide the information to the President's Cabinet: This information is provided to the President's Cabinet at the beginning of each academic year to be used in providing the Office of Undergraduate Education direction in the refining the admission goals for the next freshman class.

5.1.1 Related Objective(s): Enhance academic characteristics

5.1.2 Related Measure(s): Monitor incoming freshman class

5.1.3 Priority: Low Priority

5.2 Provide information to the President's Cabinet: This information is provided to the President's Cabinet on an annual basis to be used in deciding the desired characteristics of the next freshman class.

5.2.1 Related Objective(s): Enhance freshmen persistence rates to sophomore status

5.2.2 Related Measure(s): Monitor freshman persistence rates

5.2.3 Priority: Low Priority

5.3 Provide the information to the President's Cabinet: This information is provided to the President's cabinet on an annual basis as part of the overall evaluation of the Academic Excellence Scholarship Program. The cabinet uses this information in determining the specific characteristics of the scholarship program for the next academic year.

5.3.1 Related Objective(s): Enhance 4-5-6 year graduation rates

5.3.2 Related Measure(s): Monitor annual graduation rates

5.3.3 Priority: Low Priority

6. Analysis:

6.1 Program/Unit Strengths:

6.1.1 Objectives/Outcomes Exceeded or Met: Acceptance rates of AES awards increased from 45% to 52% from 2005-2006 to 2006-2007. The number of AES acceptance also increased from 562 to 605. See Table 1 The biggest change was an increase in the acceptance rate of the Honors award (our top merit-based scholarship) from 45% to 58%. Overall, the percentage of AES students in the freshman class increased from 48% to 52%. The increased number of AES students, paired with a 10 point increase in the SAT scores of students without AES scholarships, resulted in an overall increase in the average freshman SAT score from 1241 to 1247. The average high school class ranks for both AES and non-AES students remained stable over the two years.

As the attached Table 2 illustrates, AES continues to be a very positive influence on freshman retention. AES students, while constituting less than half the freshman class, typically elevate freshman retention by about 15% over that of non-scholarship students.

Table 3 illustrates that, for the three most recent graduating cohorts, the scholarship program has a strong positive influence on graduation rates. The influence is most pronounced in four-year graduation rates where scholarship students graduate at almost twice the rate of nonscholarship students. This is likely a result of scholarship students attempting to graduate before their financial support stops. However, even the five and six-year graduation rates demonstrate a 15 to 20% advantage favoring scholarship students over nonscholarship students in graduation rates.

For 2005-2006, AES students elevated the freshman retention rate by almost seven percent.

6.2 Program / Unit Weaknesses:

6.2.1 Objectives / Outcomes Partially or Not Met: We have had a very successful year in terms of awards, acceptances, and the characteristics of the freshman class.

7. Report:

7.1 Executive Summary:

The increased number of AES students, paired with a 10 point increase in the SAT scores of students without AES scholarships, resulted in an overall increase in the average freshman SAT score from 1241 to 1247. Acceptance rates of AES awards increased from 45% to 52% from 2005-2006 to 2006-2007. The number of AES acceptance also increased from 562 to 605.

The scholarship program has a strong positive influence on graduation rates. The influence is most pronounced in four-year graduation rates where scholarship students graduate at almost twice the rate of nonscholarship students. This is likely a result of scholarship students attempting to graduate before their financial support stops. However, even the five and six-year graduation rates demonstrate a 15 to 20% advantage favoring scholarship students over nonscholarship students in graduation rates.

AES continues to be a very positive influence on freshman retention. AES students, while constituting less than half the freshman class, typically elevate freshman retention by about 15% over that of non-scholarship students. For 2005-2006, AES students elevated the freshman retention rate by almost seven percent.

Acceptance rates of AES awards increased from 45% to 52% from 2005-2006 to 2006-2007. The number of AES acceptance also increased from 562 to 605. The biggest change was an increase in the acceptance rate of the Honors award (our top merit-based scholarship) from 45% to 58%.

Overall, the percentage of AES students in the freshman class increased from 48% to 52%.

7.2 Top 3 Program/Unit Accomplishments:

The acceptance rate or yield for AES offers improved with net yield increasing by seven percent from the previous year.

AES students had a strong influence on freshmen retention rates for the sophomore year. The retention rate for scholarship students was 15% higher than for non-scholarship students.

Four-year graduation rates for AES students was twice that of non-AES students. Even the five and six-year graduation rates were 15% higher for AES students.

7.3 Research Activities or Publications: Does not apply

7.4 Instructional/Training Activities (presented or received): Does not apply

7.5 Public Service: Does not apply

7.6 Other External Activities: Does not apply

7.7 Contributions to UTD:

The AES program continues to add to the stature of the institution by providing a high caliber student to the undergraduate university who elevates the academic characteristics of the undergraduate population. These students also enhance the freshmen persistence rate and the graduation rates which add prestige to the university at both the local and national levels.

AES students also entice their other bright friends to attend the university. As the percentage of AES students in the freshman class increases so does the average SAT scores of non-AES students.

AES students are consistently placed in the best postgraduate professional and academic programs which the university uses as a recruiting tool to attract new students.

7.8 Top 3 Program / Unit Challenges: