

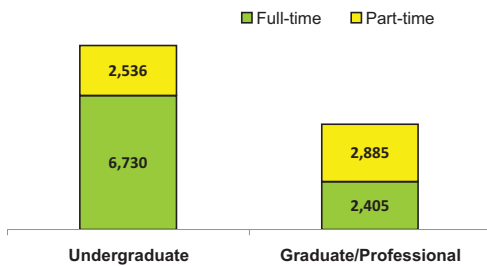


Welcome to The University of Texas at Dallas, a dynamic research institution on the cutting edge of science, technology, medicine, business and the arts. The university currently offers 44 baccalaureate, 49 masters and 30 doctoral programs and features a student population as diverse as its areas of study. With a current enrollment of approximately 15,000 students and a world-class faculty, UT Dallas aims to provide Texas and the nation with the benefits of educational and research programs of the highest quality. By merging theory with practice in classrooms and at the university's 29 research centers, we challenge curious minds to find the answers to their questions.

Student Characteristics (Fall 2007) [More](#)

TOTAL NUMBER OF STUDENTS 14,556

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total 9,266

Gender

Women	4,271	46%
Men	4,995	54%

Race/Ethnicity

African American / Black	683	7%
American Indian / Alaskan Native	55	1%
Asian / Pacific Islander	1,875	20%
Hispanic	1,020	11%
International	374	4%
White	5,225	56%
Race/Ethnicity Unknown	34	0%

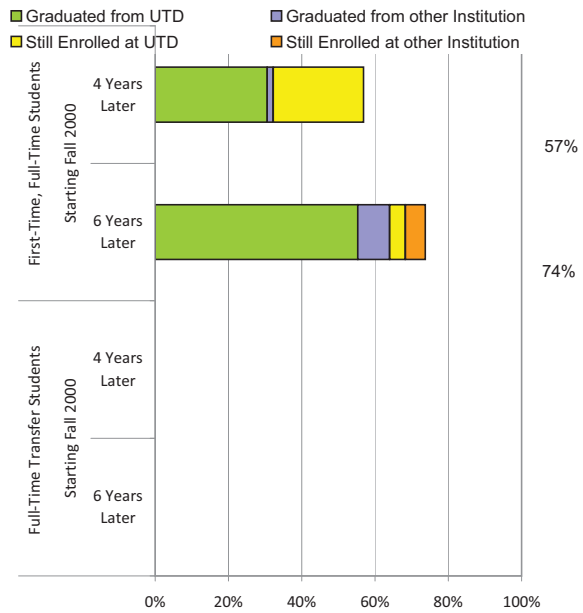
Geographic Distribution (Degree-Seeking)

Texas	84%
Other US States & Territories	3%
Other Countries	13%

Age (Degree-Seeking)

Average Age	24
Percent of Undergraduates Age 25 or Older	25%

Undergraduate Success and Progress Rate



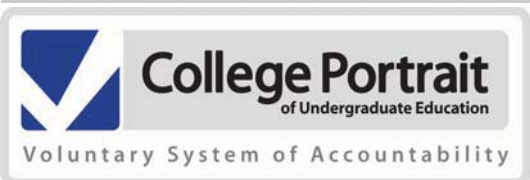
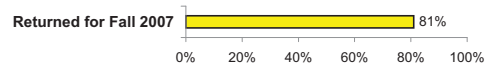
A 57% four-year success and progress rate means that 57% of students starting in Fall 2000 either graduated or are still enrolled at a higher education institution four years later.

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

- 801 First-Time, Full-Time Students

[CLICK HERE](#) for Detailed Success & Progress Rate Tables

Retention of Fall 2006 First-Time, Full-time Students

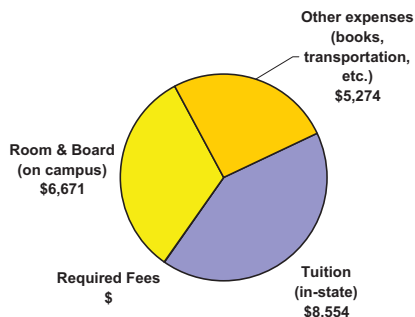


One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!

Costs of Attendance and Financial Aid

[More](#)

Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2007-08)



Total: \$20,499

[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

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

[CLICK HERE](#)
To get a cost estimate for students like you!

Financial Aid Awarded to Undergraduates (2007-08)

Overall Financial Aid

• 67% of 2007-08 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

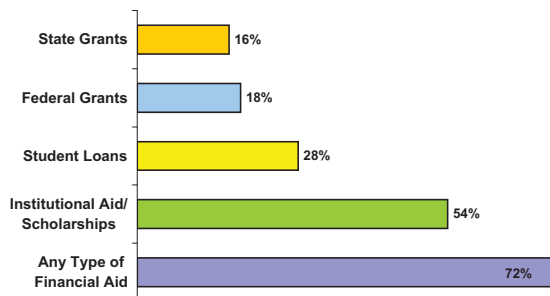
Annual Need-Based Scholarships & Grants

• 27% of 2007-08 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$4,529.

Annual Need-Based Loans

• 40% of 2007-08 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$3,888.

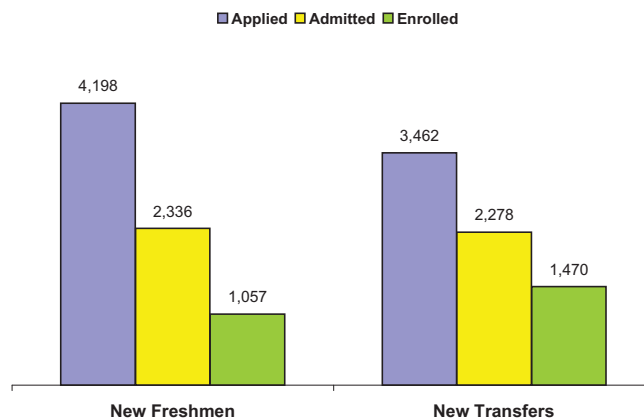
Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid



NOTE: Student may receive aid from more than one source.

Undergraduate Admissions

[More](#)



Academic Preparation of New Freshman

Test(s) Required for Admission: SAT and/or ACT

Middle 50% of Test Score Range

	ACT	SAT
Composite	24-29	
Math	25-30	580-690
English	22-30	
Critical Reading		540-670

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

Percent in top 25% of High School Graduating Class	74%
Percent in top 50% of High School Graduating Class	95%
Average High School GPA (4-point scale)	3.64

Degrees and Areas of Study

Degrees Awarded at UTD in 2006-07

Bachelor's	2,334
Master's	1,383
Doctoral	133
Total	3,850

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-07

Business Administration	17%
Interdisciplinary Studies	13%
Accounting and Information Management	9%
Finance	8%
Psychology	8%
All other degree areas	45%
Total	100%

[CLICK HERE](#) for a list of undergraduate and graduate programs

The Comets Community

"Our students consider themselves to be 'builders'. Their ideas and visions for the University have become reality. From writing the Alma Mater to founding the Greek system, the cheerleading squad, the Power Dancers, and the student radio station, to helping design the freshman residence hall and campus dining facility, our students are making a difference. We make it easy for students to get involved." - Dr. Darrelene Rachavong, VP of Student Affairs



Study at UTD

Classroom Environment

Students per Faculty	19 to 1
Undergraduate classes with fewer than 30 students	51%
Undergraduate classes with fewer than 50 students	72%

Full-Time Instructional Faculty

Total Faculty	495
% Women	26%
% from Minority Groups	28%
% with Highest Degree in Field	91%

Carnegie Classification of Institutional Characteristics

Basic Type

Research Universities (high research activity)

Size and Setting

Large four-year, primarily nonresidential

Enrollment Profile

Majority undergraduate

Undergraduate Profile

Medium full-time four-year, selective, higher transfer-in

Undergraduate Instructional Program

Balanced arts & sciences/professions, high graduate coexistence

Graduate Instructional Program

Doctoral, STEM dominant

NOTE: Institutional classifications based on the Carnegie 2005 edition.

[CLICK HERE](#) for more information on Carnegie Classifications.

Student Housing

[More](#)

60% of new freshmen live on campus
13% of all undergraduates live on campus

Campus Safety

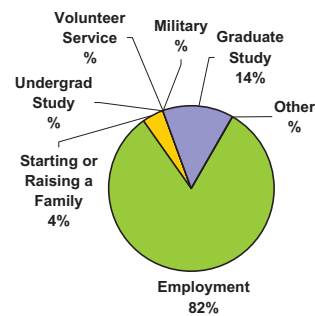
[More](#)

The UTD Police Department assists with calls for service such as escorts and vehicle assists; traffic and parking control; building security checks and special events. Our agency has a Patrol Division, Criminal Investigation Division, Communications Division, Crime Prevention Unit, Training Unit and several other important components. The Department is open and operates 24 hours a day, 365 days a year.

[CLICK HERE](#) for Campus Crime Statistics report.

Future Plans of 2006-07 Bachelor's Degree Recipients

[More](#)



[CLICK HERE](#) for information on survey administration, sample, and response rate.

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 UTD 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 2006-07 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 the NSSE survey.

Group Learning Experiences

- 88% percent of seniors worked with classmates on assignments outside of class.
- 61% of seniors tutored or taught other students
- 18% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

- 82% of seniors spent at least 6 hours per week preparing for class
- 16% of seniors worked on a research project with a faculty member
- 35% of seniors participated in an internship, practicum, or field experience
- 42% of seniors participated in community service or volunteer work
- 8% of seniors participated in study abroad
- 87% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

- 91% of seniors believe this institution provides support for student success
- 68% of seniors rated the quality of academic advising at this institution as good or excellent
- 58% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 93% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Satisfaction

- 77% of seniors would attend this institution if they started over again
- 83% of seniors rated their entire educational experience as good or excellent
- 74% of seniors reported that other students were friendly or supportive

Student Interaction with Campus Faculty and Staff

- 58% of seniors believed that the campus staff were helpful, considerate, or flexible
- 69% of seniors believed that faculty are available, helpful, or sympathetic
- 89% of seniors reported that faculty members provided prompt feedback on their academic performance
- 66% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

- 59% of seniors reported that they often tried to understand someone else's point of view
- 84% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
- 60% 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 are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based 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 UTD

For the past three years, UT Dallas has participated in the Collegiate Learning Assessment (CLA) study, a standardized test purported to assess students' performance on tasks that require them to think critically, reason analytically, solve realistic problems and write clearly. The results have shed some light on students' general levels of critical thinking. Overall, the results reveal that, compared to national norms, UT Dallas freshmen and seniors achieve very high levels of critical thinking. By their senior year, roughly 75% of UT Dallas students scored above the national 80th percentile in critical thinking.

[CLICK HERE](#) for examples of student learning assessment and outcomes at UTD

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 2006-07 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student's major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks -- a performance task and an analytic writing task.

[CLICK HERE](#) for a description of the CLA test.

Learning Gains between Freshman Year and Senior Year

PerformanceTask

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

Analytic Writing Task

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

Average Institutional Scores

	<u>Freshman Score</u>	<u>Senior Score</u>
PerformanceTask	1198	1330
Analytic Writing Task	1264	1333

CLA Score Range: 400 to 1600