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## ABSTRACT

This annual report on the performance of the three Arizona universities, Arizona State University, Northern Arizona University, and the University of Arizona, informs the general public, elected officials, business leaders, and consumers of higher education about the universities' progress and milestones. In preparing the report, the universities each completed a self-assessment for performance indicators in four categories: quality and effectiveness of undergraduate education, quality of instruction, demonstrating excellence and innovation, and utilization of resources; these are then graded by the Board of Regents relative to seven strategic factors established for improving the quality of Arizona higher education. The report notes that out of a total of 18 indicators used for the academic year 1999, 6 were superior, 10 were satisfactory, 2 showed a need for improvement, and none were unsatisfactory. Other sections of the report include information on the scope, size and character of the system; a review of the policy achievements of the Board of Regents in addressing issues of accessibility, community college students, service to K-12 education, private sector participation, and planning for growth; and campus highlights for each of the three universities. (RH)

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# ARIZONA'S UNIVERSITIES

# 1999 REPORT CARD

Arizona State University ♦ Northern Arizona University ♦ University of Arizona

# ARIZONA BOARD OF REGENTS

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## Dear Citizens of Arizona:

Our system of public higher education supports the progress of students, the economy, and our communities. The three institutions that comprise the Arizona university system have contributed to the great strides we have made toward becoming an economic, cultural and educational center. On-going investment in those institutions will ensure the progress continues.

Among the many roles we play as the governing board of the university system, the Regents provide vigilance and encourage accountability for the significant investment of tax dollars that goes to public higher education in Arizona. We take care in tracking, measuring and benchmarking the performance of the universities in providing high-quality educational opportunities, sustaining leading-edge research initiatives, and in serving the needs of communities. This report card is one of the primary instruments we have to record that progress and inform the public.

In reviewing the information of the report card, we believe you will find the universities have made progress in holding faculty accountable for their contribution to the instruction of students, and toward improving the educational experience of undergraduate students. The various research initiatives continue to produce significant federal and private sector participation, diversifying the funding base for the universities and stimulating economic activity in the community. These and other indicators point to steady progress by the university system.

At the same time, graduation rates, persistence rates and student advising represent significant on-going challenges. These indicators show room for progress, although the universities all have initiatives to address these areas.

I encourage you to review the report card carefully and consider the grades we have assigned to the indicators as a candid reflection of the areas where the universities excel, as well as the areas where more progress is expected. We hope you find the report informative and comprehensive. Your comments and suggestions are always welcome.

— **Judith A. Gignac, President**  
**The Arizona Board of Regents**



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## Purpose, Process, and Grading System

### *Purpose of the Report Card*

Arizona's universities serve broad and diverse communities, striving for excellence while balancing changing public policies, finite resources, rising expectations and the dynamic needs of students. Arizona State University, Northern Arizona University and the University of Arizona are building on their achievements as outstanding instructional and research institutions. They provide accountability for their progress by disclosing indicators of their performance and achievement. This annual report on university performance is designed to inform the general public, elected officials, business leaders and consumers of higher education about the universities' progress and milestones. It reflects up-to-date information that is collected and analyzed by the universities and the Board of Regents staff. It is designed to be a balanced, accurate reflection of where the universities excel and where they need to improve. The measurements in the report card are updated and refined as appropriate: in some cases, information reported for an indicator may be slightly different than information used in previous editions. The date on the cover reflects when the report card was issued; the data inside generally reflect results from the prior full academic year.

### *The Process*

The universities completed a self-assessment for each performance indicator. The self assessments were reviewed, along with other factors, by Regents in assigning grades to each indicator. The grades reflect a consensus of the Board and its best effort to measure value, assess trends, and establish benchmarks for on-going improvement and communication. The indicators in the

Report Card are a baseline against which future performance will be measured and reported.

In addition, the Board and the Universities are continuing to refine and focus the measures of accountability that are tracked and reported. An initiative to consolidate various measures related to faculty impact on the quality of undergraduate education is underway and may shape the standards and benchmarks in subsequent editions of this report.

### *Grading System\**

One of four levels is assigned to the progress the universities have made toward key benchmarks or institutional goals:

***Superior Performance:*** Goals have been met or exceeded, or results compare favorably with established benchmarks, or a high level of baseline performance is shown, or a qualitative indication of excellence is demonstrated.

***Satisfactory Performance:*** Progress has been made but performance has not met goals, or performance is above average, or performance exhibits competence and initiatives for improvement are underway.

***Needs Improvement:*** Limited evidence of positive change or performance is below expectations and no initiative for improvement is underway.

***Unsatisfactory:*** No evidence of positive change; no initiative for improvement is underway.

\* The grade definitions for "needs improvement" and "unsatisfactory" were modified slightly from the previous year in order to clarify the threshold of performance expected at each grade level.

# Alignment with University System Strategic Plan

The Arizona Board of Regents has established seven strategic directions for improving the quality of the Arizona University System:

- 1) *Improve undergraduate education*
- 2) *Strengthen graduate education*
- 3) *Develop research and encourage economic development*
- 4) *Provide access to Arizona's universities*
- 5) *Capitalize on new technologies*
- 6) *Strengthen relationships with constituent groups*
- 7) *Improve efficiency*

The Report Card indicators align with the strategic directions in the following manner:

Improve undergraduate education	Page
• Access by undergraduates to regular faculty	4
• Satisfaction with academic advising	3
• Student retention and graduation rates	3
• Success of university alumni	4
• Ability to progress in academic programs	3
• Success of upper division transfer students	4
 Strengthen graduate education	
• Nationally recognized programs	9-11
 Enhance research and economic development	
• Patents, licenses, and inventions	6
• Grants and contracts	6
• Economic impact on local communities	9-11
• Contributions to economic development	9-11
 Assure access to public higher education	
• Development of distance education programs	6
• Success of transfer students	4
 Capitalize on new technologies	
• Students served by online courses and other alternative modes of delivery	6
 Strengthen relationships with governmental, educational, and constituent groups (This Report Card itself is published and distributed to strengthen key relationships.)	
 Improve Efficiency	
• Privatization efforts	7
• Teaching load	7
• Proportion of state funds used for instruction	7
• Administrative efficiency	7

# Category 1: Improving the Quality and Effectiveness of Undergraduate Education

**Ability of students to progress in their academic programs:** Timely, efficient completion of studies toward a degree is important to students and to the universities. The universities track the percentage of general studies completed by the end of the sophomore year or survey students about course availability. This measure has remained relatively constant since last year, with approximately 80% of general education requirements taken care of by the time students attain junior status, and almost 90% of those surveyed reporting course availability.

Rating: Superior \_\_\_\_\_ Satisfactory  Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

**Percentage of seniors graduating without excess hours:** The current standard requirement for the completion of most baccalaureate degrees is 120 credit hours. Currently, more than 85% of undergraduate students are enrolled in programs that require 120 hours for graduation. The current convention regarding the level at which students are considered to have accumulated excess credit hours is 160 credit hours. The most recent data indicate that the percentage of students who graduate with excess hours remains very low. (Figure 1.1)

Rating: Superior  Satisfactory \_\_\_\_\_ Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

**Rates at which students stay in school and graduate:** The universities assess the effectiveness of the support they provide students by tracking how many freshmen return for their sophomore year and how many graduate within six years. While both the persistence rate and the graduation rate have remained constant from one year ago, over the period of several years, there has been a clearly increasing trend. (Figure 1.2) This is a positive finding in one of the key outcomes that the universities track and attempt to improve.

Rating: Superior \_\_\_\_\_ Satisfactory \_\_\_\_\_ Needs Improvement  (+) Unsatisfactory \_\_\_\_\_

**Satisfaction of students with academic advising:** Academic advisors guide students in selecting and scheduling course work that leads to the completion of their degrees. More than 65 percent of students surveyed in the most recent year were satisfied or very satisfied with advising. This shows a slight improvement over previous years, in which 63 to 64 percent of students reported being satisfied or very satisfied.

Rating: Superior \_\_\_\_\_ Satisfactory \_\_\_\_\_ Needs Improvement  Unsatisfactory \_\_\_\_\_

FIGURE 1.1

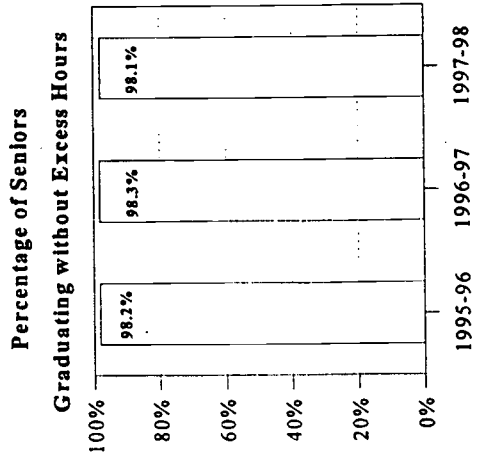
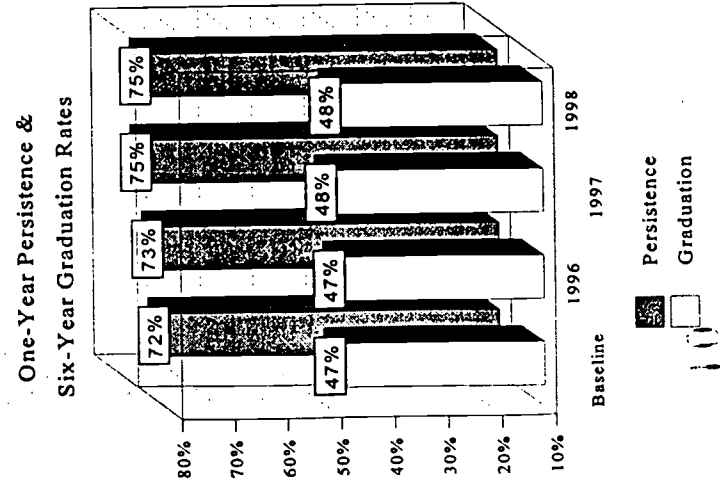


FIGURE 1.2



# Category 1 (continued): Improving the Quality and Effectiveness of Undergraduate Education

**Success of alumni:** Arizona employers or employers who interview on campus are surveyed regarding their satisfaction with Arizona University System graduates. There is strong agreement among employers that graduates are satisfactory or better (across the system, the percentages ranged from 74% rated very good or excellent to 94% rated good or excellent). These results are approximately the same as last year.

Rating: Superior \_\_\_\_\_ Satisfactory  (+) Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

**Percentage of graduates aspiring to go to graduate/professional schools:** In the most recent surveys of graduates or upper-division students from each university, 55% intend to go to graduate or professional school. Since there are no performance criteria or goals in this area, this item is not graded even though it was graded satisfactory last year. This measurement will be redefined in subsequent editions.

**Access to regular faculty by undergraduate students:** The universities measure the classroom contact of lower-division students with regular faculty (tenure and tenure track faculty, instructors, and lecturers are included as regular faculty; graduate teaching assistants and associates, and part-time faculty paid on a per-class basis are not). 91.9% of lower-division students have two or more courses per semester taught by regular faculty. (Figure 1.3) This represents a substantial increase from the 88% reported last year.

Rating: Superior \_\_\_\_\_ Satisfactory  (+) Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

**Success of Transfer Students:** This indicator measures the completion rates of students who enter the universities at the junior level or above, usually from an Arizona community college. The most current year's data show that the percentage of transfer students who graduate within four years is nearly 62%. (Figure 1.4)

Rating: Superior \_\_\_\_\_ Satisfactory  Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

FIGURE 1.3

Percentage of Lower-Division Students With 2 or More Classes Taught by Regular Faculty

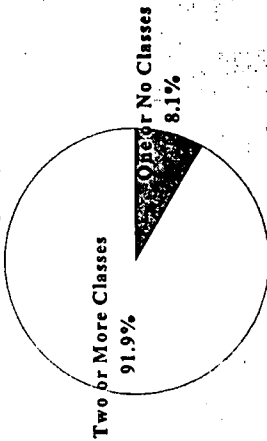
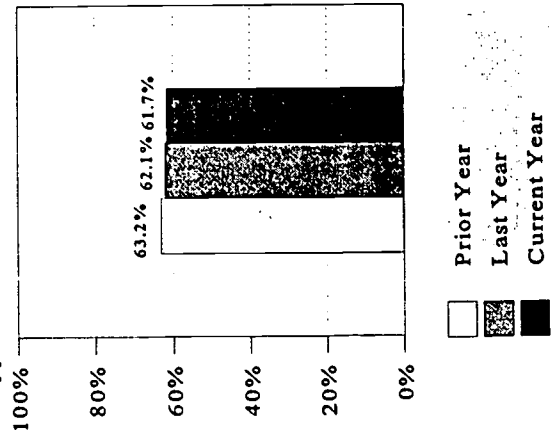


FIGURE 1.4

Four-Year Graduation Rates of Upper-Division Transfer Students



## Category 2: Demonstrating the Quality of Instruction

**Percentage of faculty with "good" or "excellent" teaching ratings:** The universities track students' ratings of the teaching performance of faculty. The most recent data show that more than 88% of faculty were rated as "good" or "excellent" by students. These ratings have increased notably over the previous three years. (Figure 2.1)

Rating: Superior  Satisfactory \_\_\_\_\_ Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

**Overall student/alumni satisfaction with faculty:** The universities survey students and alumni to determine their level of satisfaction with faculty interest and concern in students, their education, and their career plans. Combining data from the most recent survey from the universities indicate that 87% are satisfied or very satisfied. This percentage has increased substantially from the 72% reported last year.

Rating: Superior  Satisfactory \_\_\_\_\_ Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

**Top Arizona high school scholars attending Arizona universities:** The universities strive to attract and retain top student scholars (as defined by the top 10% of the previous year's high school graduating class). 65.2% of the top high school graduates from 1997-98 entered an Arizona university in 1998. (Figure 2.2)

Rating: Superior  Satisfactory \_\_\_\_\_ Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

**New National Merit Scholars entering Arizona universities each year:** Strong instructional programs enable the universities to attract top student scholars from throughout the United States. In 1998, 116 new National Merit Scholars entered Arizona's public universities, the same number as entered in 1997. Over time, there has been a gradual increase in the number of National Merit Scholars entering Arizona's public universities.

Rating: Superior  Satisfactory \_\_\_\_\_ Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

FIGURE 2.1  
Percentage of Faculty With  
"Good" or "Excellent" Teaching Ratings

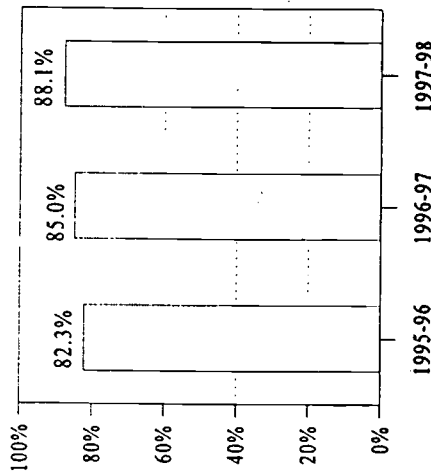
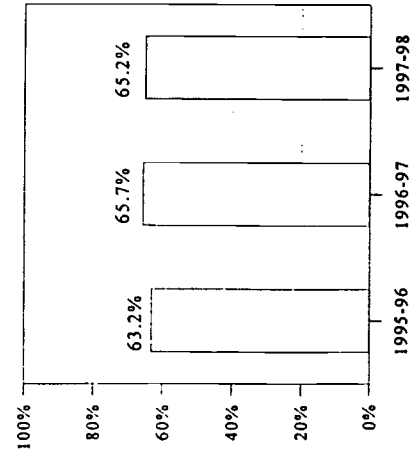


FIGURE 2.2

Top High School Scholars Enrolling  
at Arizona's Public Universities





## Category 3: Demonstrating Excellence & Innovations

**New patents and licenses:** Through intensive research by faculty and students, universities document new patents, apply for additional patents, grant licenses for using technological breakthroughs, and make disclosures of new inventions. The average number of patents and licenses in a year (using a three-year average) has increased to 53 for the period from FY96 to FY98, up from 43 for the period from FY95 to FY97. A revised patent policy will be brought forward to the Board in 1999.

Rating: Superior \_\_\_\_\_ Satisfactory  Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

**Research grant and contract expenditures:** Research at the universities expands the body of knowledge and provides opportunities for students to participate in leading-edge studies. The universities track the level of external research funding on a yearly basis. Research expenditures and funding have been shown to contribute significantly to local economic development. The most recent data show that research grant and contract expenditures have increased 8.4%, from \$236.1 million in FY97 to \$256.0 million in FY98. (Figure 3.1)

Rating: Superior  Satisfactory \_\_\_\_\_ Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

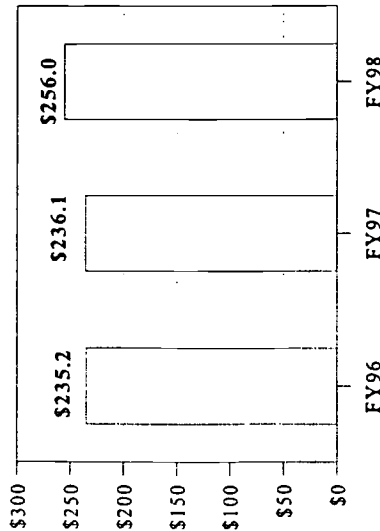
**Use of new technology to deliver instruction:** Technology provides new dimensions for classroom instruction as well as service to a broader community. The most recent data indicate that there were 7,329 student registrations in courses that were provided via electronic delivery modes, an increase of 8% from last year. (Figure 3.2.) In addition and more importantly, the quality of many other classes has increased significantly as a result of the inclusion of new technologies as a communication or teaching modality.

Rating: Superior \_\_\_\_\_ Satisfactory  Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

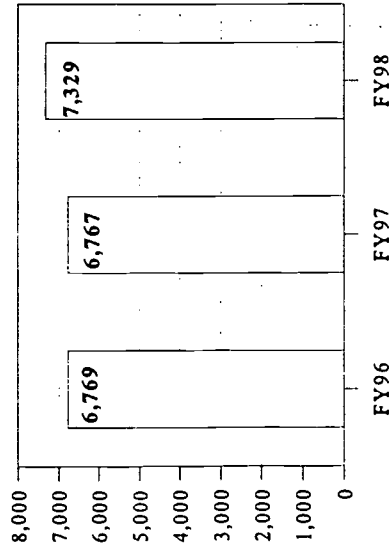
**Progress toward implementing collaborative on-line academic degree programs:** Collaborative programs for a Baccalaureate in Agricultural System Management, an MBA in International Business, and a Master's in Engineering have all been implemented since last year. Where appropriate, coursework for these programs will be on-line.

Rating: Superior \_\_\_\_\_ Satisfactory  Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

**FIGURE 3.1**  
Research Grant and Contract Expenditures  
(in millions)



**FIGURE 3.2**  
Student Registrations in  
Electronically Delivered Courses



## Category 4: Improving the Utilization of Resources

**Privatization of university functions:** Arizona's universities have systematically shifted in-house, auxiliary services and functions to private vendors where appropriate. (The Arizona Board of Regents is currently conducting a thorough review of privatization at universities with the help of an independent review committee. The Regents will provide results from the study, which will provide a context within which to grade this item, later in 1999.)

**Participation of faculty in instructional activities:** Ranked and full-time faculty are the primary teaching resource of the universities. Faculty contact with students is tracked to ensure that students have contact with faculty. When total student population is included, faculty contact with students has increased substantially, from 219.2 student credit hours (the credit hours of each course multiplied by the number of students enrolled) per full-time faculty member in 1997-98 to 231.0 in 1997-98. (Figure 4.1) Freshmen and sophomore contact with ranked and full-time faculty has increased at all three institutions each of the last three years.

Rating: Superior \_\_\_\_\_ Satisfactory  Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

**Proportion of state operating budget used for educational activities:** Providing quality instruction and strong instructional resources is a high priority for Arizona's University System. The universities track the percentage of state operating resources, including general fund appropriations and tuition and fees, used for instruction and student-related expenditures. This has increased, from 67.4% in FY96 to 68.4% in FY97. (Figure 4.2)

Rating: Superior \_\_\_\_\_ Satisfactory  Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

**Efficient use of resources for primary institutional functions:** The foremost missions of the universities are to instruct students, conduct research, and provide public service. The universities track the portion of their resources earmarked for those core functions and the portion that is used for administrative purposes. As a percentage of total expenditures, administrative costs were 8.3% in FY97. These costs included the expense of successfully achieving Year 2000 compliance.

Rating: Superior \_\_\_\_\_ Satisfactory  Needs Improvement \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

FIGURE 4.1

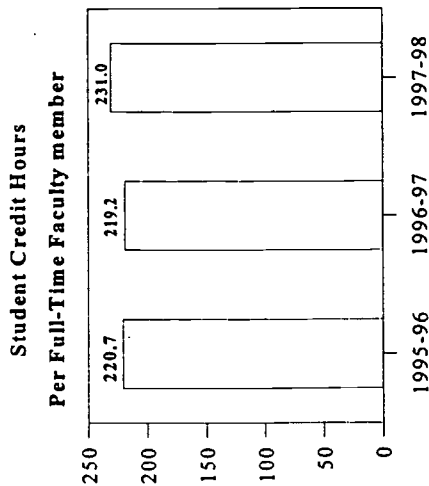
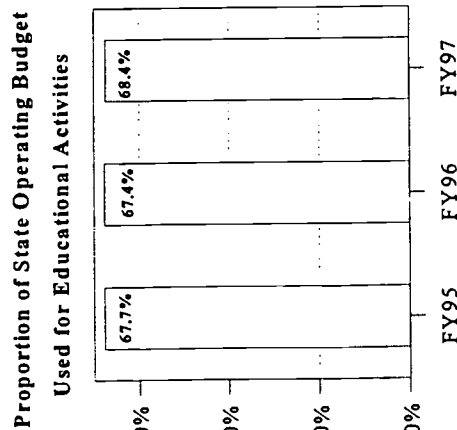


FIGURE 4.2



# Scope, Size and Character of the Arizona University System

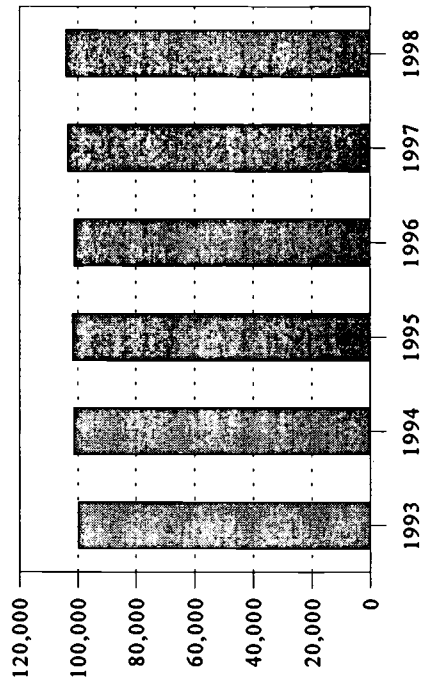
The following facts and figures provide further explanation of the condition of the Arizona University System and offer greater context to the indicators presented in the body of the Report Card. They represent a snapshot of the system as of Fall 1998:

- Enrollment levels and patterns: Enrollment of nearly 104,000 students at three main campuses, three branch campuses, and more than 220 centers and sites around Arizona
- Number of degrees awarded by type of degree:
 

Baccalaureate degrees	15,310
Graduate/professional degrees	6,478
- Sources and uses of funds: Funds are divided into four main categories: general fund revenues (appropriations from the State), collections (tuition and miscellaneous revenues in support of the state operating budget), designated funds (which include auxiliary enterprises such as bookstores and dormitories (local collections (tuition in support of local activities financial aid debt service and plant fund) and restricted monies (gifts, grants, and contracts). For FY 99, revenues from all sources are estimated at \$2.1 billion.
- Economic impact on local communities: Arizona's universities receive funding from the state, and the universities give back technology, trained workers, payroll, local purchases, and a broader tax base to the economy of the state. The overall annual economic impact of the universities to be more than \$4 billion.
- Number of employees: The University System employs more than 22,000 who live and work in communities throughout the state.
- Value of Building System: It is estimated that the replacement cost of the more than 1,700 buildings of the universities is \$3.7 billion.

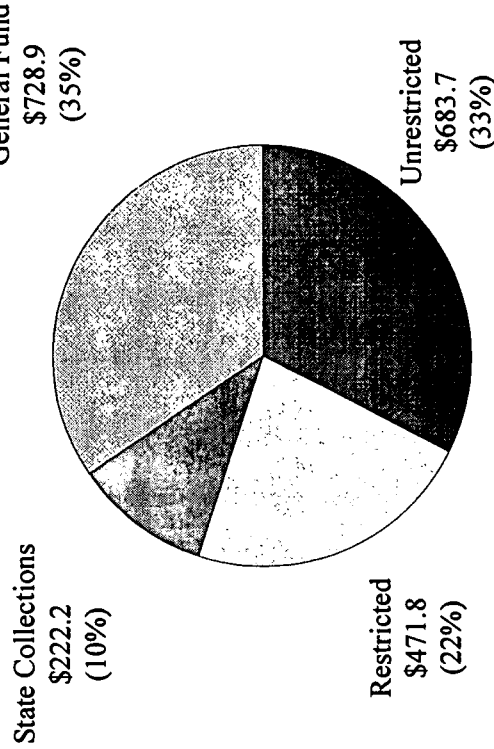
Arizona University System Enrollment

Fall 1993 - Fall 1998



All Funds Operating Summary, Sources of Funds, FY99

Total: \$2.1 billion



## Policy Achievements of the Arizona Board of Regents

**A**rizona's higher education needs have been met through a tradition of strong public universities, governed by the citizen volunteers who serve on the Arizona Board of Regents. The current board has developed a strong focus on making higher education more accessible, better meeting the needs of community college transfer students, and strengthening service to K-12 education. It has also initiated an examination of private sector participation in the university enterprise, and redoubled its efforts at planning for enrollment growth and addressing the continuing strong demand for higher education.

**Greater Accessibility:** The Board authorized a new off-main campus site in Thatcher (Eastern Arizona College as partner with NAU), a new academic facility in Sierra Vista (Cochise College as partner with UA), a new academic facility in Coolidge (Central Arizona College as partner with NAU), and off-campus centers in partnership with Yavapai College and Mohave College (NAU as partner).

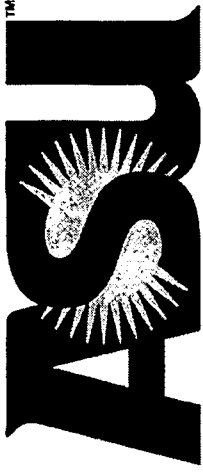
**Needs of Community College Students:** Responding to needs of students and employers, the Board authorized new applied baccalaureate degrees to be developed and offered at ASU East, ASU West and NAU, giving graduates of community college applied sciences programs better access to baccalaureate education. In addition, the Board authorized tuition waivers to reward academic achievement by top community college transfer students, while making tuition waivers more transportable between Arizona universities. And culminating a two-year review with legislators and community college representatives, the Board adopted a new process for identifying unmet needs for academic programs and the best ways to meet those needs.

**Service to K-12 Education:** In an effort to improve its impact on K-12 Education, the Board initiated a series of policy roundtables that involved the state superintendent, legislative education committee members and staff, the Governor's office, education college officials, and teachers, principals, administrators and governing board members from throughout the state. The discussion helped to align teacher preparation and continuing education more closely with new state competency standards, and create new channels of communication between policy makers in the various systems.

**Private Sector Participation:** The Board initiated an independent review of auxiliary enterprises and private sector partnerships with the universities in order to determine where additional efficiencies and economies may be gained. Recommendations are anticipated by 2<sup>nd</sup> Qtr. 1999.

**Planning for Growth:** The Board reviewed recent and projected enrollment patterns, including a more than 5 percent increase during the past five years (more than 103,000 were enrolled Fall 1998), growing pressure from larger numbers of students graduating from Arizona high schools (62 percent growth by the year 2012) and projections for enrollment to grow by at least 48,000 students by the year 2015.

## Arizona State University Campus Highlights



- ASU has had stellar success in national scholarships this year, with students winning a prestigious Rhodes, two Goldwaters, one Marshall, a Phi Kappa Phi fellowship and three highly selective Udall awards. ASU has one of the best records for any public university in the country.
- The freshman class includes a record 658 Regents Scholars and a record 49 National Merit Scholars. ASU has enrolled more than 130 new National Merit Scholars in the past three years, compared to only six in 1991.
- A record 2,248 students are enrolled in the ASU Honors College.
- Satisfaction with the ASU educational experience among ASU graduates continues at 92%.
- Satisfaction with advising among all undergraduates hit an all-time high of 80%.
- A record 13 ASU teams received the 1998 Governor's Spirit of Excellence Award, which recognizes teams and programs that continually excel and inspire others to achieve excellence.
- For its accomplishments in diversity, ASU West was selected as one of the eight regional sites nationally to lead in the "Racial Legacies and Learning" initiative.
- Persistence for freshmen students was 73.3%, only slightly lower than last year's record and significantly higher than previous years.
- Minority enrollment reached 19.4%, establishing a new high for the 16th year in a row. Minority enrollment at ASU West reached approximately 22%.
- ASU provides a competitive workforce, granting more than 10,000 bachelor's, master's and doctoral degrees in 1997-98, about half of all state university degrees granted.
- The MBA day program was ranked among the top 50 MBA programs in the country by Business Week magazine. U.S. News & World Report ranked in the top 50 ASU's graduate programs in business, education, nursing, law, architecture, public affairs, industrial and management systems engineering, audiology and speech pathology, music, theatre, art and creative writing.
- ASU electrical engineering professor Antonio Rodriguez received the presidential award of excellence for his work with minority students in his field. ASU is the first university to have two professors named to the prestigious list, which is selected by the NSF. Math Professor Joaquin Bustoz won last year.
- Economics Professor Dennis Hoffman received the Arizona Teacher of the Year Award from the Carnegie Foundation for the Advancement of Teaching.
- The University College Center established by ASU West and Glendale Community College increased Fall enrollment from 262 students in 1997 to 760 in 1998.
- ASU East was the first campus in the state to offer the Bachelor of Applied Science degree, which is designed for community college A.A.S. degree graduates.
- The university is ranked one of the top 100 colleges for Hispanics by Hispanic Outlook in Higher Education.
- The Cancer Research Institute has successfully developed six anticancer drugs, and eight more have been accepted for clinical trials. The Institute received a \$1 million challenge grant from the Kresge Foundation this year.
- Management Professor Donna Blancero is one of four business faculty members nationwide selected to be a Carnegie Teaching Academy Pew Scholar.
- Marsha Presley, faculty research associate in geology, was selected by NASA for the nine-person Deep Space-2 Mars Microprobe science team.
- ASU was one of just 58 universities nationwide selected to receive a four-year grant from the Howard Hughes Medical Institute for a program to strengthen undergraduate education in the biological sciences.
- NASA selected ASU as one of five universities that will form the nucleus of its new Astrobiology Institute, exploring the origins of life on earth and beyond.
- The ASU intercollegiate athletics program featured a national champion in women's golf, PAC-10 champions in wrestling and men's golf, and runner up at the College World Series. In addition the program is 12th in the Sears Directors' Cup.

## Northern Arizona University Campus Highlights



- NAU students have the highest acceptance rate into medical and veterinary schools in the state.
- The top two scores in Arizona on the Certified Public Accountant (CPA) exam came from NAU College of Business Administration graduates.
- NAU finished runner up to Penn state in a national competition for the Boeing Outstanding educator Award for engineering programs.
- The Carnegie Foundation's Arizona Professor of the Year teaches at NAU.
- "Hispanic Outlook" magazine has selected NAU as one of the top universities for Hispanics and NAU is one of the top five universities in the nation for Native American enrollment.
- Average high school grade point average (GPA) of new freshmen increased from 3.33 to 3.29.
- The first year retention rate for new freshmen rose 2.6 percent over last year to 74.6 percent.
- Percentage of new freshmen who graduated in the top 10 percent of their high school class increased from 30 percent to 35 percent.
- NAU's first graduate from NAU's unique Three Year Degree Program graduated this year.
- The cumulative student athlete grade point average (GPA) is 3.0. NAU athletes have graduation rates higher than the overall student population, while winning the Big Sky Conference All-Sports Trophy the last two years.
- Enrollment in NAU's New Century Honors Program, the oldest in Arizona, has more than doubled in each of the last three years. The program caps its classes at 20 students.
- More than 74 percent of NAU classes are taught by full-time faculty.
- The average undergraduate class size at NAU is fewer than 30 students.
- The College of Health Professions operates on-campus clinics. Each year, more than 2,500 clients receive physical therapy, clinical speech pathology and audiology and dental hygiene through these clinics.
- NAU has more than 20 learning centers around Arizona as well as technology-delivered courses to assist place bound students with family and employment obligations who wish to further their education.
- All residence hall rooms are wired so that students can access the World Wide Web.

## The University of Arizona Campus Highlights

- The UA students compete with the best in the nation, winning prestigious fellowships and research support from foundations including Fulbrights, Rhodes, Ford, Udall, Flinn, Truman, Marshall, Churchill, Luce, Muskie, AT&T, Hughes, NASA, NSF, NIH and the U.S. Air Force.
- The 1998 freshman class was the second largest in history, and the best prepared with better SAT and ACT scores, and the highest grade point averages ever.
- In FY 1998, research grants totaled \$268 million. During the past decade, research grants total more than \$2 billion.
- Petersen's Guide lists the UA Honors program as the second largest in the country.
- The space shuttle Discovery that carried John Glenn into space also took two telescope experiments from the UA. The Ultraviolet Spectrograph for Astronomical Research will measure variations in the sun's output. STAR-LITE will look at the pattern of shock waves in the clouds of dust and gas blown out by supernovas.
- Planetary scientists at the UA have discovered the first circumstellar disk ever seen around a star like our sun, a star known to be orbited by a planet. The disk of material is around 55 Cancri, a sun-like star barely visible to the human eye, and about 40 light years away in the constellation Cancer.
- The UA is known for its interdisciplinary programs - programs that combine medicine and engineering, for example. This year, the National Science Foundation made a five-year, \$2 million grant to support and train graduate students working at the interface of biology, mathematics and physics.
- The total university impact on sales in Pima County is \$1.8 billion each year.
- The Imager for Mars Pathfinder, the robot that took exquisite pictures of the Martian surface for several weeks last summer, is one of the big winners in Life Magazine's photo contest for 1997. IMP won an "Eisie" (for the late photographer Alfred Eisenstaedt) in the category of best science photography, handed out by Columbia University.
- The U.S. News and World Report listed the UA Hydrogeology program as best in the nation for the fourth year in a row. (December 1998 Graduate Guide)
- The National Science Foundation ranks the UA 11<sup>th</sup> among public universities and 17<sup>th</sup> among all universities in terms of research awards in science and engineering.
- The UA intercollegiate athletics program was ranked 6<sup>th</sup> nationally by the National Association of Collegiate Directors of the Sears Directors' Cup.
- The Management Information Systems department was ranked third by U.S. News and World report's survey of business schools.
- U.S. News rated the UA MBA program 39 nationally, and, for the first time, the MBA program appeared as a top-50 school in Business Week magazine.
- Success magazine ranked the Karl Eller Entrepreneurship program as the nation's fifth best.
- The National Science Foundation singled out the UA as among the nation's ten leaders in integrating research and education.
- For the second consecutive year, the UA College of Medicine received a Bronze Achievement Award from the American Academy of Family Physicians for "efforts in making family practice a top career choice for graduating medical students."
- USA Today named Ginney Bohannon and Terri Fields, both alums, to the nation's All-USA Team. Only ten teachers were named to the team.
- Peggy Woods, another alum, was named Arizona's Teacher of the Year for 1998.
- America's Best Hospitals says that any hospital named in the top 42 medical centers in any specialty should be considered among the leading hospitals. They ranked University Medical Center 22<sup>nd</sup> for cardiology and cardiac surgery, 39<sup>th</sup> for otolaryngology, and 41<sup>st</sup> for cancer treatment.

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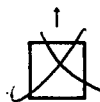
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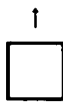
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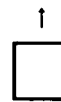
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