



MEASURING UTAH
HIGHER EDUCATION
2005

STATE BOARD OF REGENTS

Utah System of Higher Education
60 South 400 West
Salt Lake City, Utah 84101

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It's all about accountability. What are the public and students getting for their investment in Higher Education?

In its most recent Master Plan, the State Board of Regents reiterated its commitment to be accountable to the people of Utah and pledged to report regularly “on education efficiencies, effectiveness, and the quality of student learning outcomes.” For several years, the Commissioner of Higher Education has prepared reports, at least biennially, on a range of performance measures. In 2004, the Board of Regents directed the Commissioner to bring a sharper focus to the report and zero in on several measures—some used in previous reports and some new—to help the Board, other policy makers and the general public readily see the performance of Utah’s public colleges and universities.

This Report looks at three areas of performance:

- Access and Preparation—How well are students able to gain access to college and are they well prepared?
- Quality—Are students receiving a quality education?
- Efficiency and Finance—How is Higher Education financed and what are the trends?

The Report also includes the findings of the National Center for Higher Education Management Systems, showing how Utah compares to other states in terms of Higher Education efficiency—outputs versus inputs.

This report represents the dynamic efforts of a working group comprised of representatives from each of the 10 public colleges and universities, the Commissioner’s Office, members of the Utah State Legislature’s Higher Education Appropriations Subcommittee and its staff. A wide range of possible measures were considered including data collected from Utah System of Higher Education (USHE) institutions as well as regional and national sources. Where possible, a “baseline” of 2000-2001 has been adopted. In each case, the most recent data available has been used to measure against this baseline.

In most cases, the data is for the nine credit-granting USHE institutions. Where appropriate the Utah College of Applied Technology—which provides open-entry/open-exit non-credit training for both high school and post-high school students in a variety of fields—has also been included. Data is provided on a system-wide basis (nine credit-granting institutions) or categorized by the mission and type of the institution, as follows:

Doctoral/Research: University of Utah and Utah State University

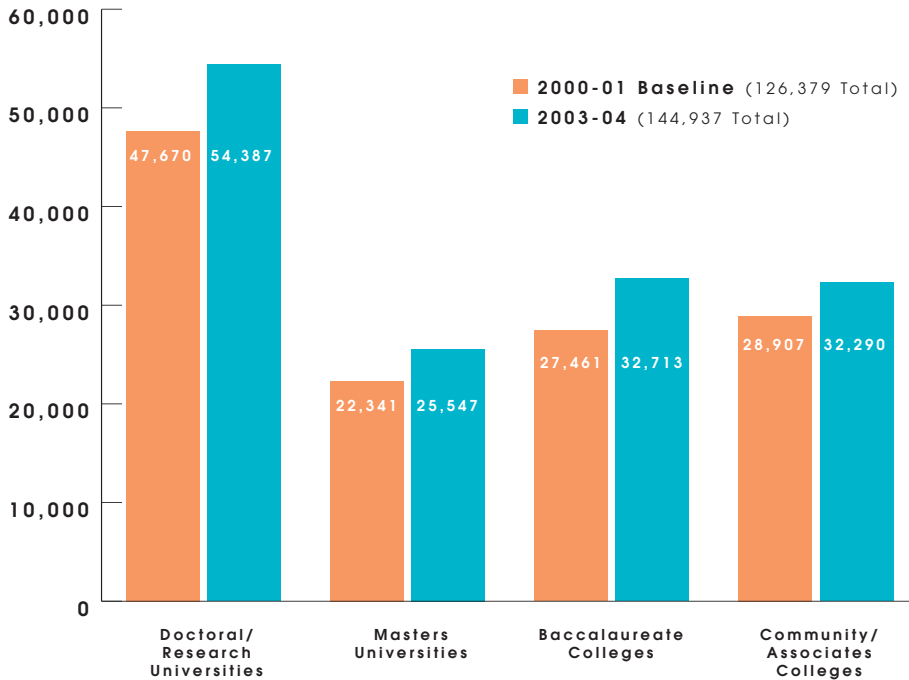
Masters Universities: Weber State University and Southern Utah University

Baccalaureate: Dixie State College and Utah Valley State College

Community/
 Associates Colleges: Snow College, College of Eastern Utah, Salt Lake Community College

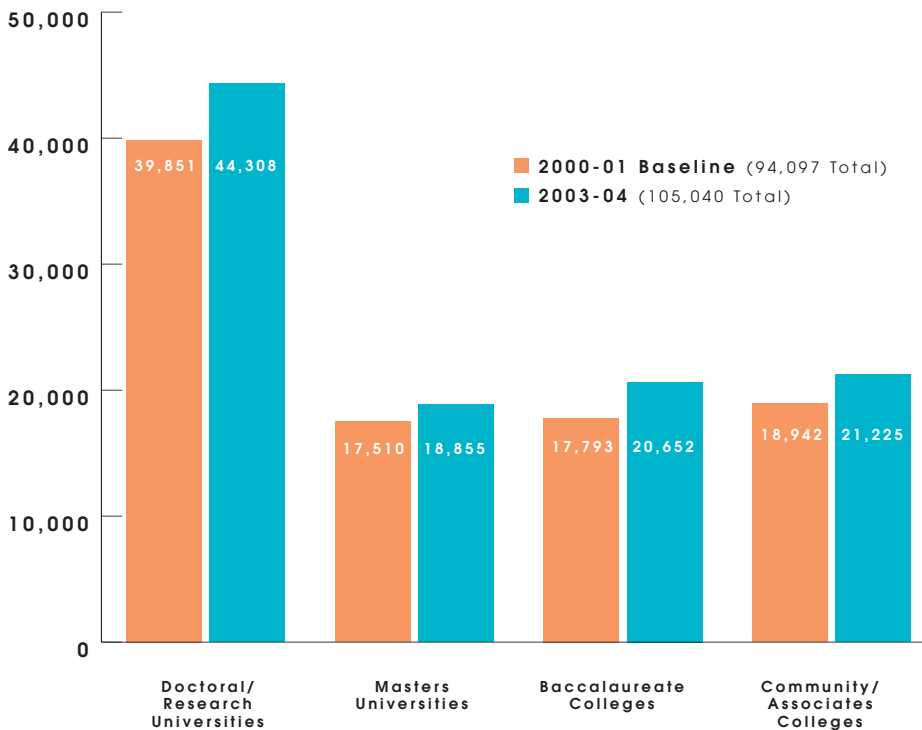
ACCESS & PREPARATION

Fall Headcount Enrollment



Headcount enrollments, or the number of students enrolled at the third week of fall semester, continue to climb for all institutional types, growing in total by 14.7% over 4 years.

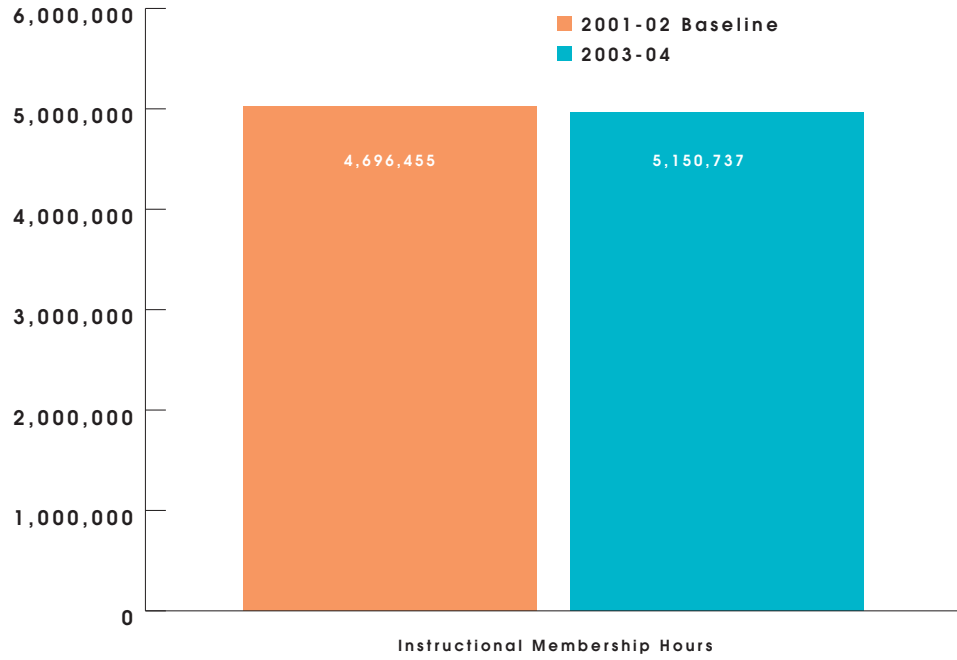
Annual Budget-Related FTE Enrollment



Full-time equivalent enrollments also grew over this period. FTE enrollment is a measure of the number of instructional hours completed by students over an entire academic year. Budget related enrollments include those instructional programs and courses eligible for state funding. From 2000-01 to 2004-05, USHE budget related FTE grew 11.6%.

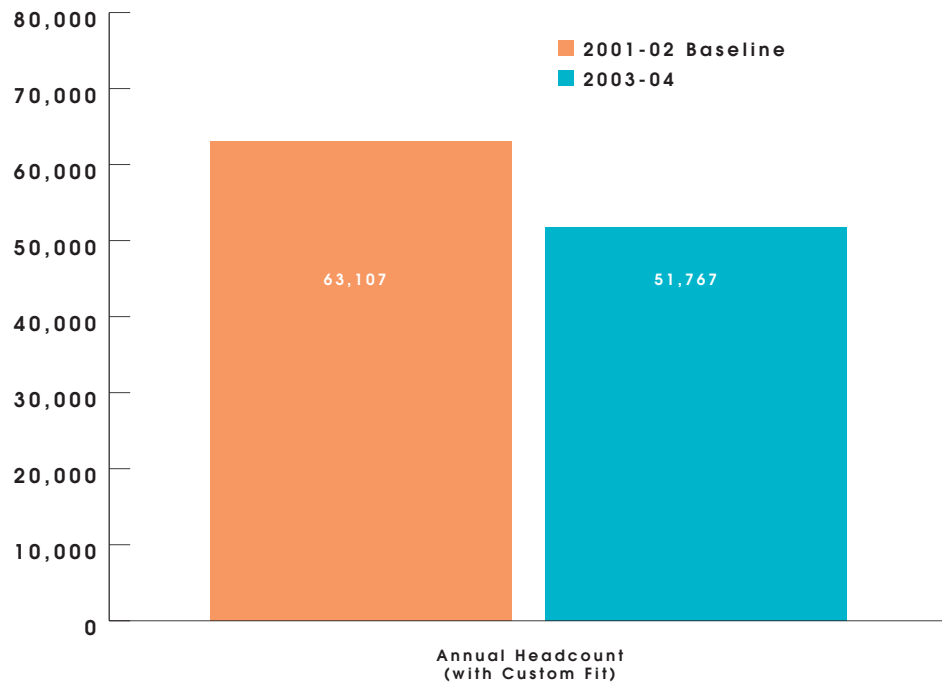
Utah College of Applied Technology Enrollment

UCAT enrollment is measured differently than other USHE institutions. Instructional activity is measured in membership hours rather than credits. The number of membership hours declined by 1.2% from 2001-02 to 2003-04.



Source: UCAT Annual Report, 2003-04; UCAT Facts at a Glance, December 2004

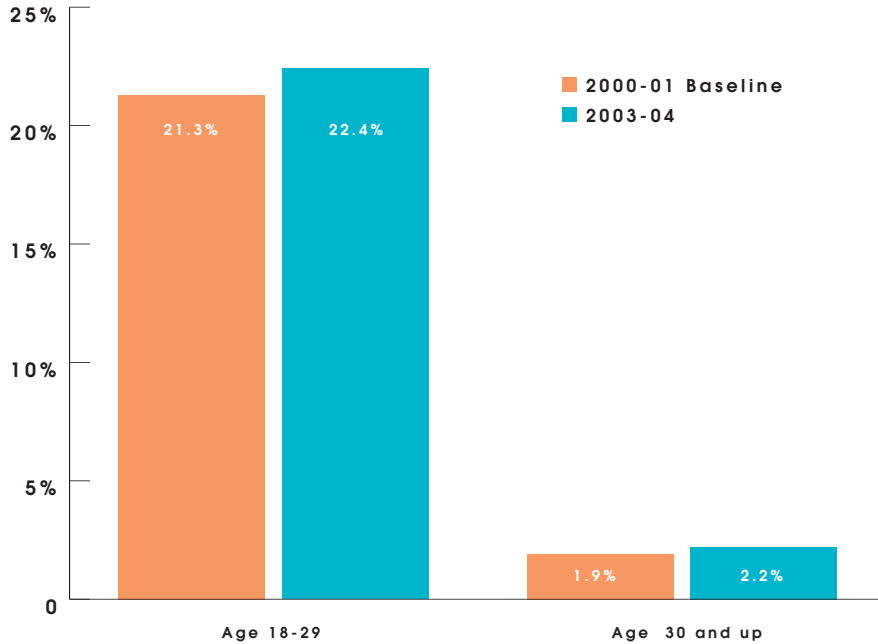
UCAT participation is measured in annual headcount, or the number of students served over an entire year. The total unduplicated headcount enrollment has declined by 18.0% from 2001-02 to 2003-04.



Source: UCAT Annual Report, 2003-04; UCAT Facts at a Glance, December 2004

USHE Participation Rates

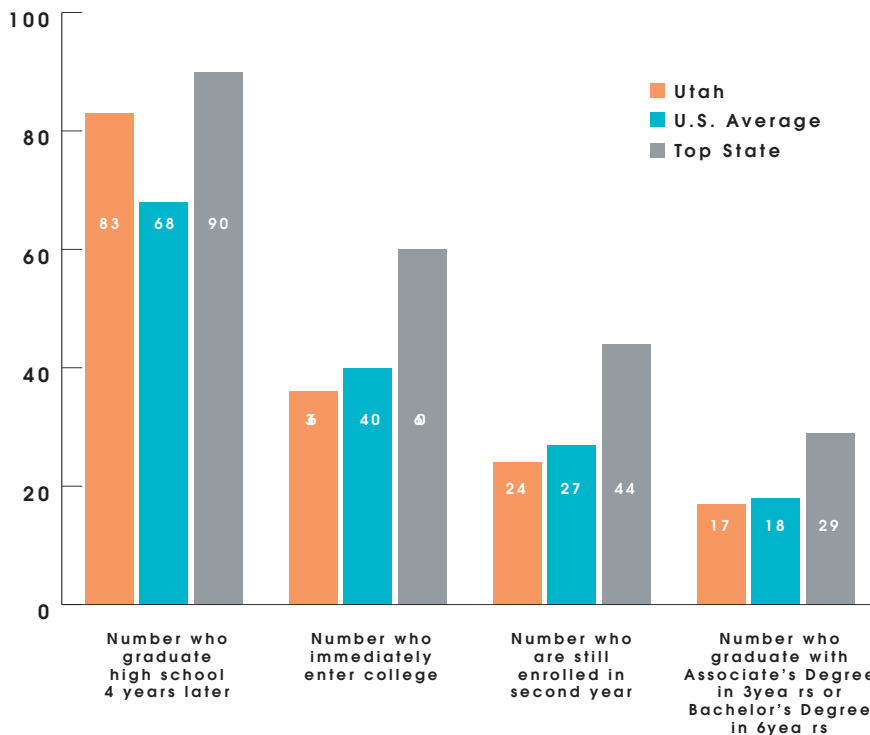
Source: USHE 2004 and 2001 Long-term Enrollment Projection Model



Participation rates measured in the USHE Long Term Enrollment projection model compare all USHE enrollment to the total Utah population by age group. Growing participation rates, combined with demographic increases, continue to fuel enrollment growth in Utah.

Education Pipeline 2002: Of every 100 ninth grade students...

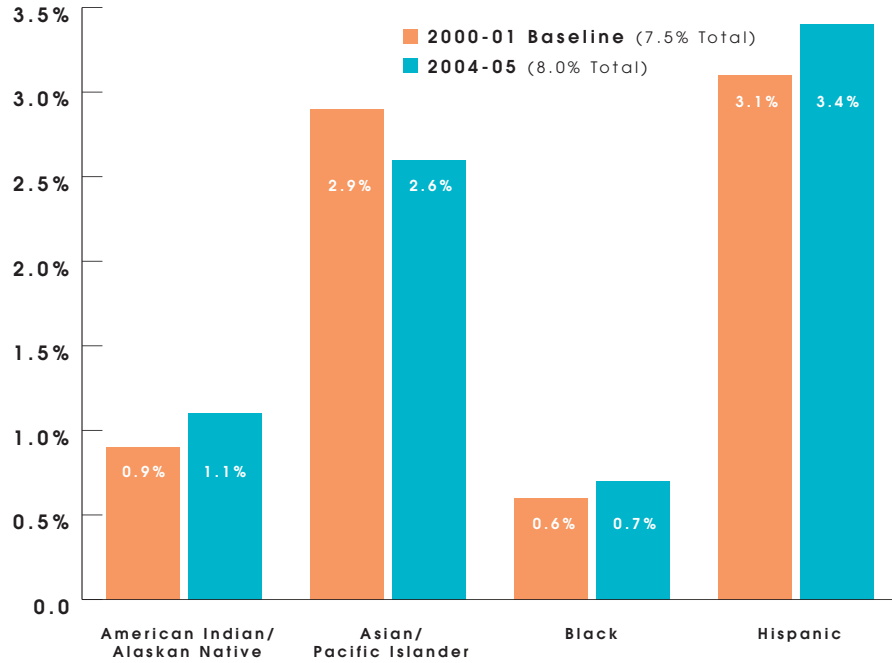
Source: National Center for Public Policy and Higher Education, The Educational Pipeline, April 2004



Utah's college pipeline begins relatively high compared to the rest of the nation based on high school graduates. However, the number of students who immediately enter college, remain enrolled in the 2nd year, and who graduate with an associate's degree after three years or bachelor's degree after six years, trails the national average. Contributing factors include large number of working and part-time students, earlier marriages, and the Utah missionary phenomenon.

Enrollment Diversity, Percent of Fall Headcount Enrollment

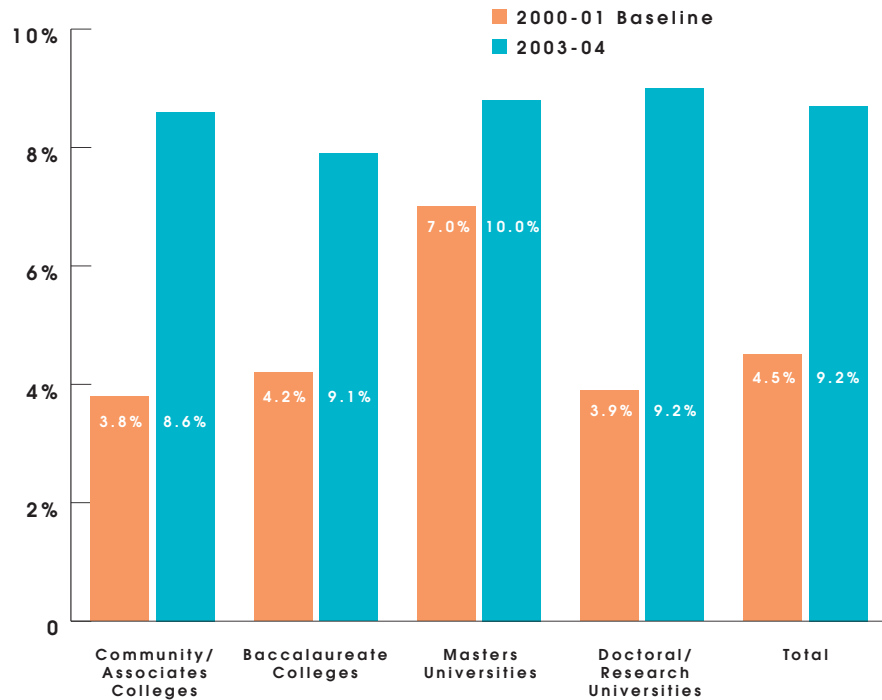
While diversity in Utah's college enrollment is growing, the relatively small number of minority students still trails the diversity of the entire state population.



Source: USHE 2005-06 Data Book: USHE 2001-02 Data Book

Technologically-Delivered Instruction, % of Total FTE Delivered Via Technology

Growth in technologically-delivered courses continues to expand rapidly at all institutional types.

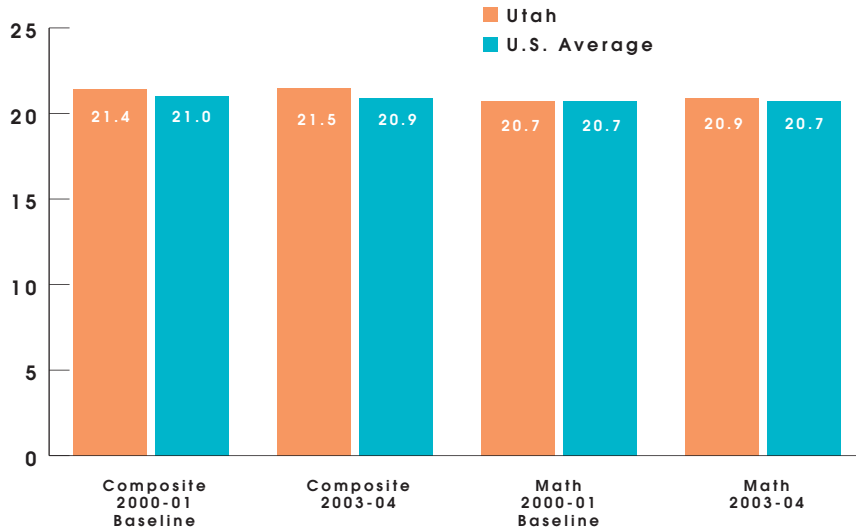


Source: USHE 2003-04 Technologically-Delivered Enrollment Report

QUALITY

ACT Test Scores

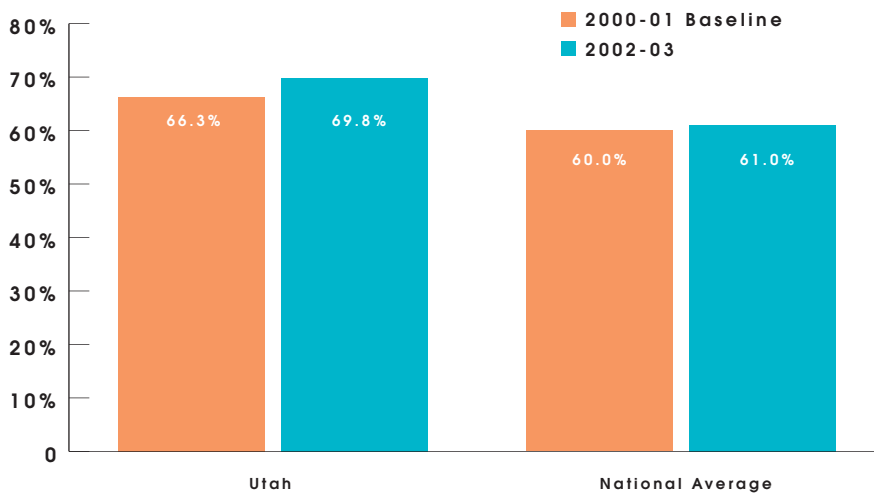
Source: Utah State Office of Education, <http://www.usoe.k12.ut.us/eval/AP/AP02.htm>, July 2004



The scores from Utah high school students who take ACT exams are slightly higher than the national average.

Advanced Placement Percentage Qualifying

Source: Utah State Office of Education, <http://www.usoe.k12.ut.us/eval/AP/AP02.htm>, July 2004



The percent of Utah high school students who qualify for college credit through AP exams continues to exceed the national average.

Concurrent Enrollment

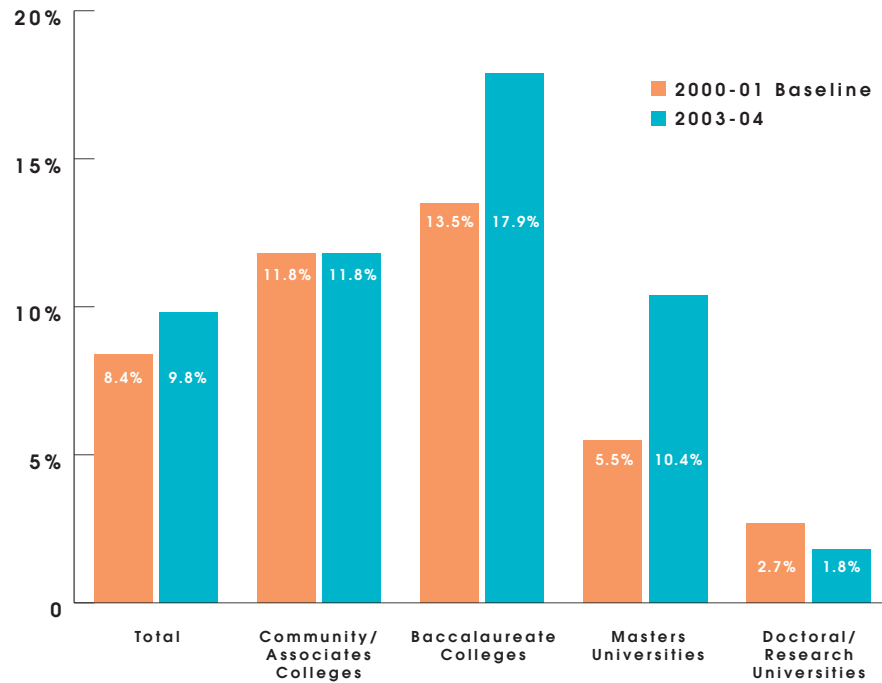
Source: Utah State Office of Education

	1995-96	2000-01	2002-03
# of Students	11,725	19,822	21,875
Credit Hours	117,438	125,747	146,917
State Funds	\$2,400,000	\$5,600,000	\$5,300,000

In 2002-03, the largest concurrent enrollments were in applied technology classes, followed by math, social studies, english, science, fine arts, and foreign language.

Percent of First-Time Freshman Enrolled Within 12 Months of High School Who Take at Least One Remedial Course

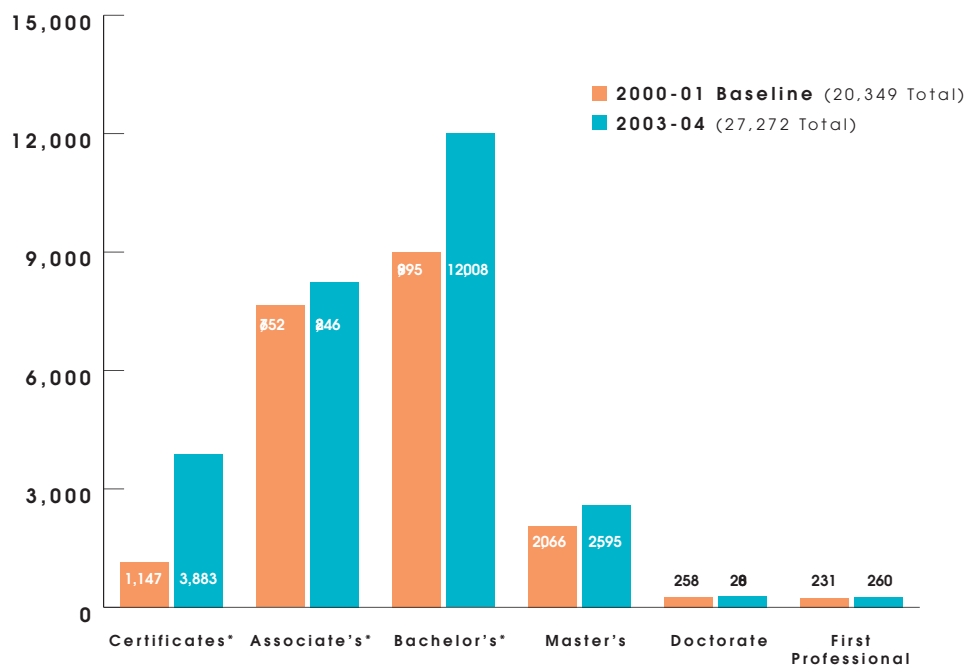
Finding ways to improve the articulation from K-12 to college is a necessary initiative to offset the need for remedial and developmental education.



Source: USHE Data Warehouse

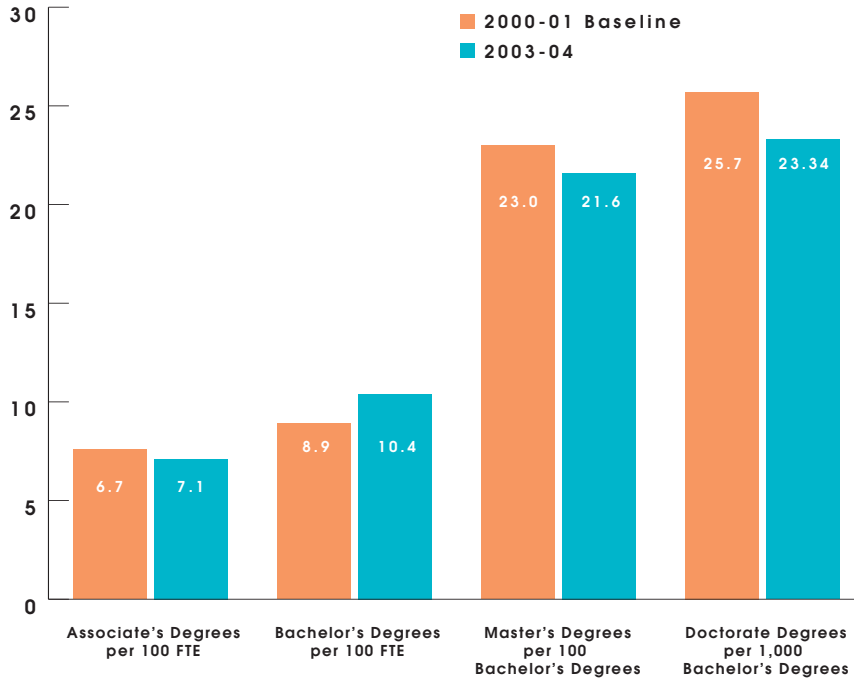
Postsecondary Degrees and Awards

The number of credentials earned at USHE institutions continues to climb. The inclusion of UCAT (established 2001-02) data explains much of the increase in the number of certificates awarded.



Source: USHE 2005-06 Data Book; 2003-04 UCAT Annual Report * 2003-04 Cert. and Assoc. include UCAT.

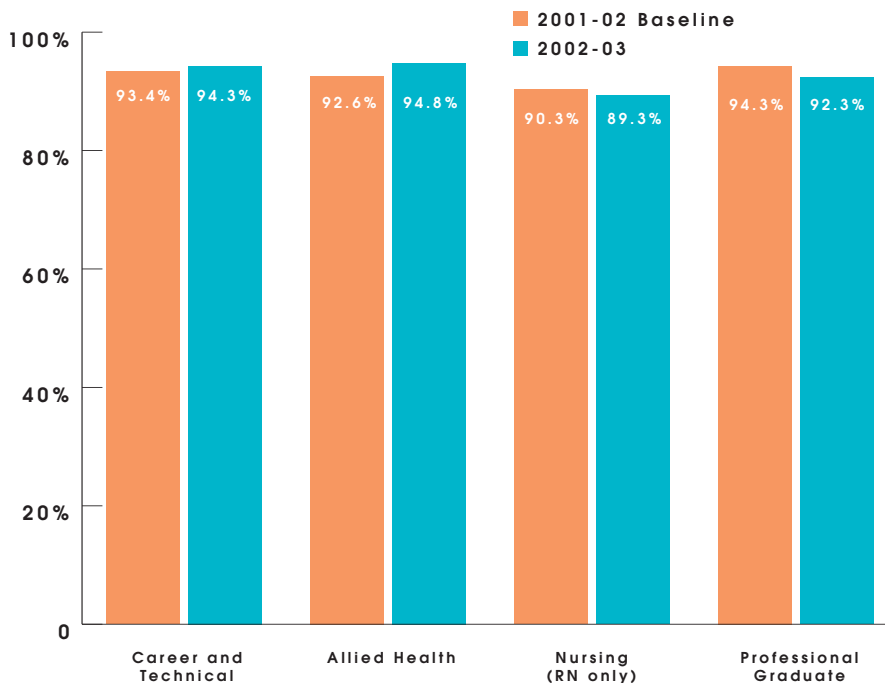
Degree Production



Measures of degree production based on ratios with other activities, such as FTE enrollment or lower level degrees, is a suggested measure to monitor the efficiency of degree completion over time. This measure indicates a greater return for undergraduate degrees on the number of FTE students over a three-year period.

Source: USHE 2005-06 Data Book

Pass Rates on Professional Certification and Licensure Exams

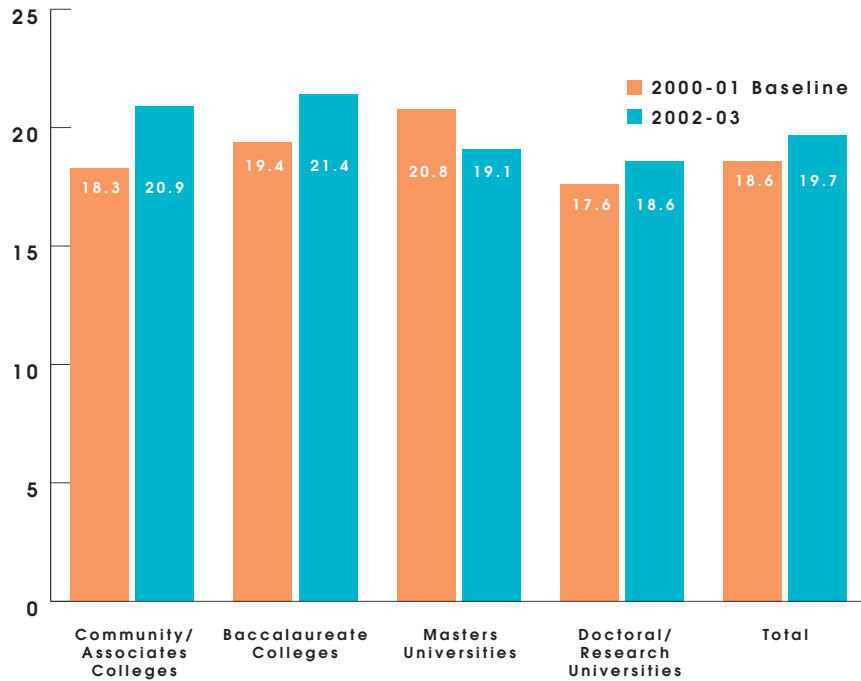


One available measure of student-learning is to track performance on professional certification and licensure exams. While exams cover a wide variety of disciplines, not all graduates seek employment in fields requiring a licensure exam. This measure consolidates data for all institutions into four common categories.

Source: USHE Institutions

Student-to-Faculty Ratio

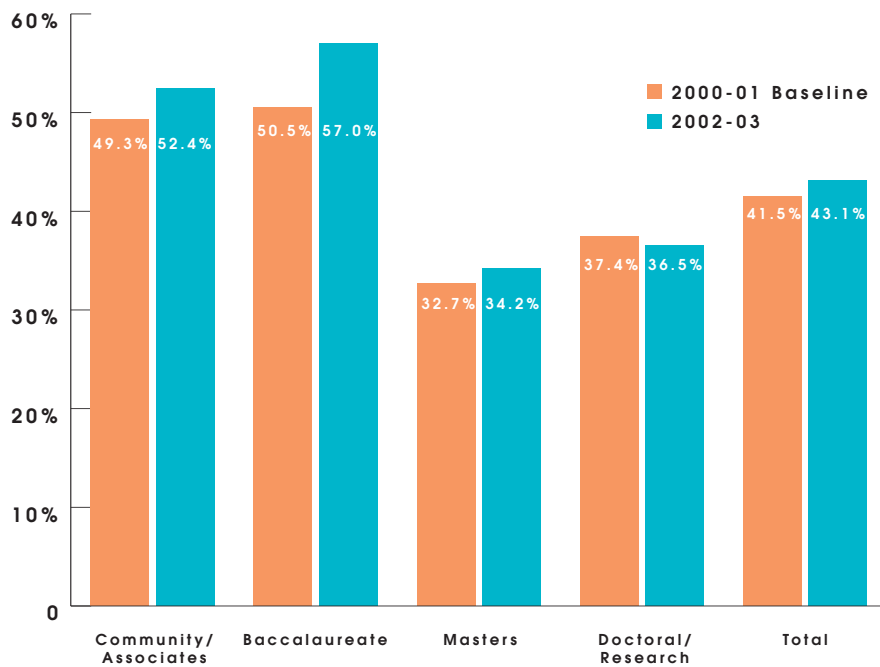
Increases in student-to-faculty ratios are an indicator of how USHE institutions addressed tax fund reductions between 2000-01 and 2002-03.



Source: USHE 2004-05 Data Book: USHE 2002-03 Data Book

Faculty Credentials - Percentage of Student Credit Hours Delivered by Part-Time Faculty

Like student-to-faculty ratios, increases in the usage of part-time faculty indicate how institutions adapted to budget reductions.

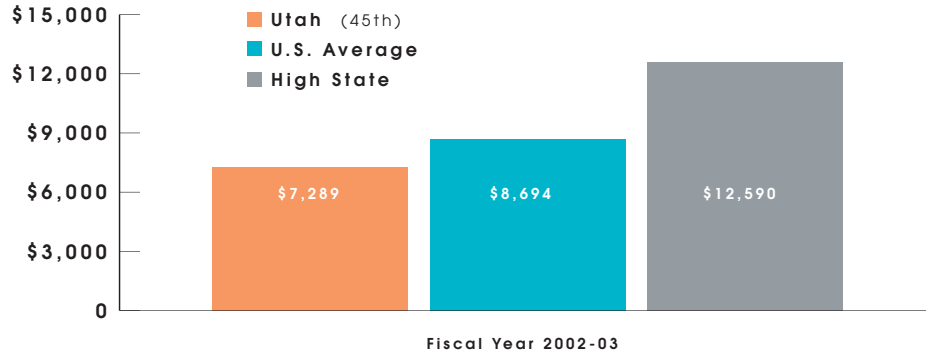


Source: USHE 2004-05 Data Book: USHE 2002-03 Data Book

EFFICIENCY & FINANCE

Total Educational Funding per Student

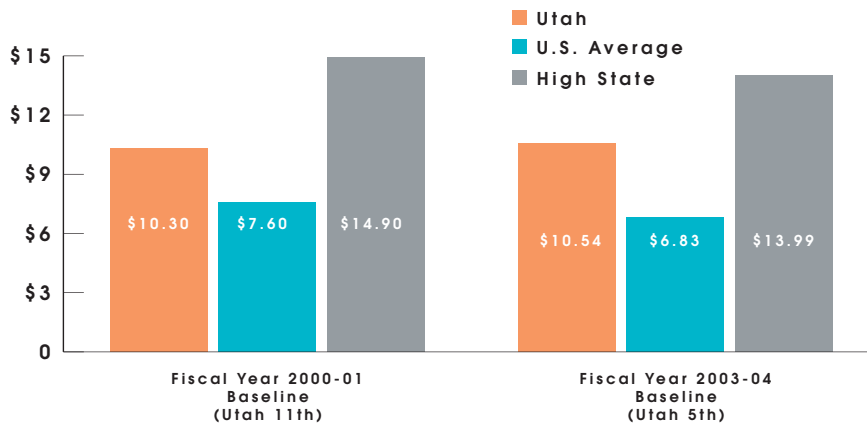
Source: SHEEC, State Higher Education Finance FY 2003. Adjusted for Enrollment Mix and Cost of Living.



Total Educational Funding per FTE student measures the amount of state tax appropriations and net tuition sources available per FTE student. Utah ranks 45th nationally in the recent *State Higher Education Finance, FY 2003 Report*.

Higher Education Tax Funds per \$1,000 of Personal Income

Source: National Center for Higher Education Management Systems, www.highered.info.org, July 2004.

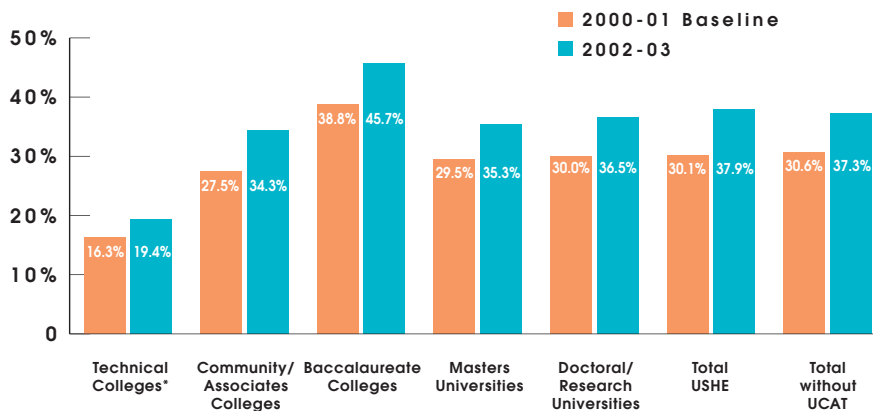


Contrary to funding per student, funding per \$1,000 of personal income for higher education in Utah ranks among the highest in the country, moving up from 11th in FY 2000-01 to 5th in FY 2003-04.

Taken together (funding per student and funding per personal income) this is known as the Utah paradox: A high effort for education funding but a minimum amount per student spread across the large number of participants.

Tuition as Percent of Total Instructional Costs

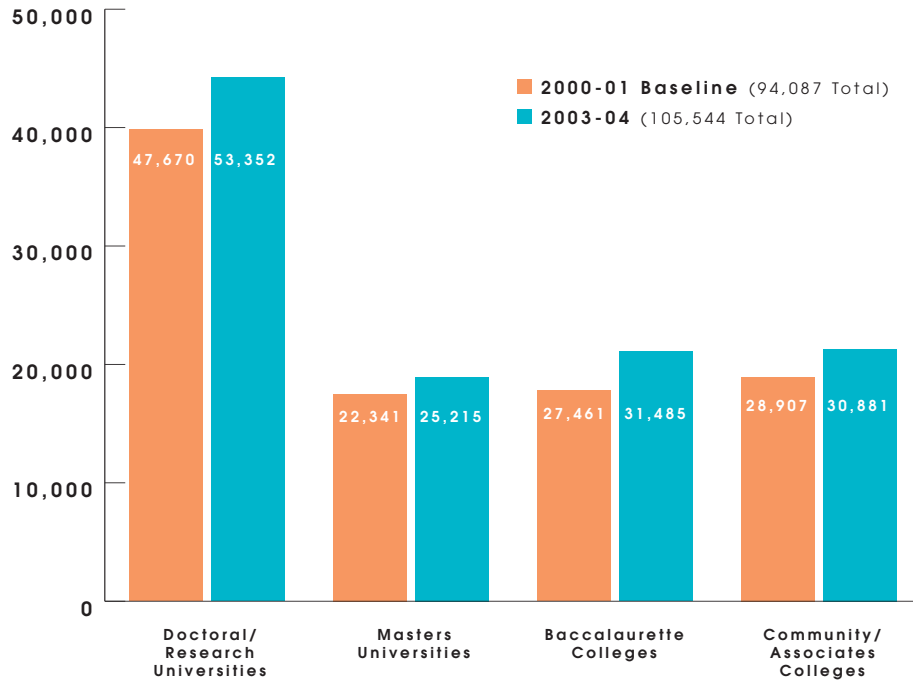
Source: USHE 2004-05 Data Book; UCAT 2002-03 Annual Report; *Technical College baseline is 2001-02.



Tuition as a percent of total instructional costs provides an indication of how much students are paying for the complete costs of their education. Over a period of constant or decreasing tax funds and significant tuition increases, the proportion covered by tuition increased at all institutions. The amount for technical colleges (UCAT) has been adjusted to reflect the funding only for postsecondary students, excluding secondary students who are supported 100% by state funds.

Annual Budget-Related FTE Enrollment

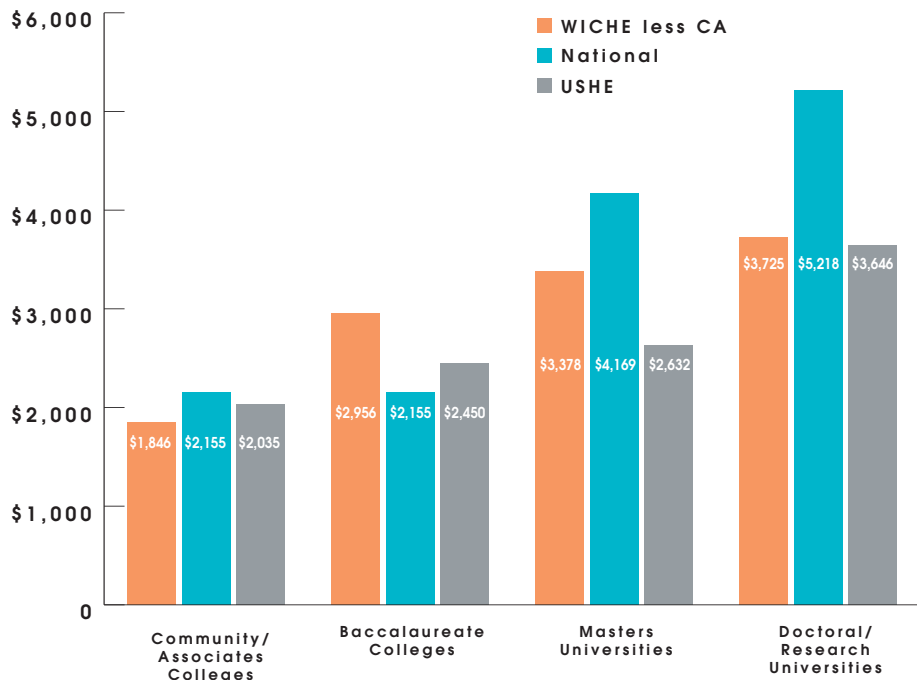
Full-time equivalent enrollments also grew over this period. FTE enrollment is a measure of the number of instructional hours completed by students over an entire academic year. Budget related enrollments include those instructional programs and courses eligible for state funding. From 2000-01 to 2003-04, USHE budget related FTE enrollment grew 12.2%.



Source: USHE 2004-05 Data Book

Resident Undergraduate Tuition and Fee Comparisons, 2003-04

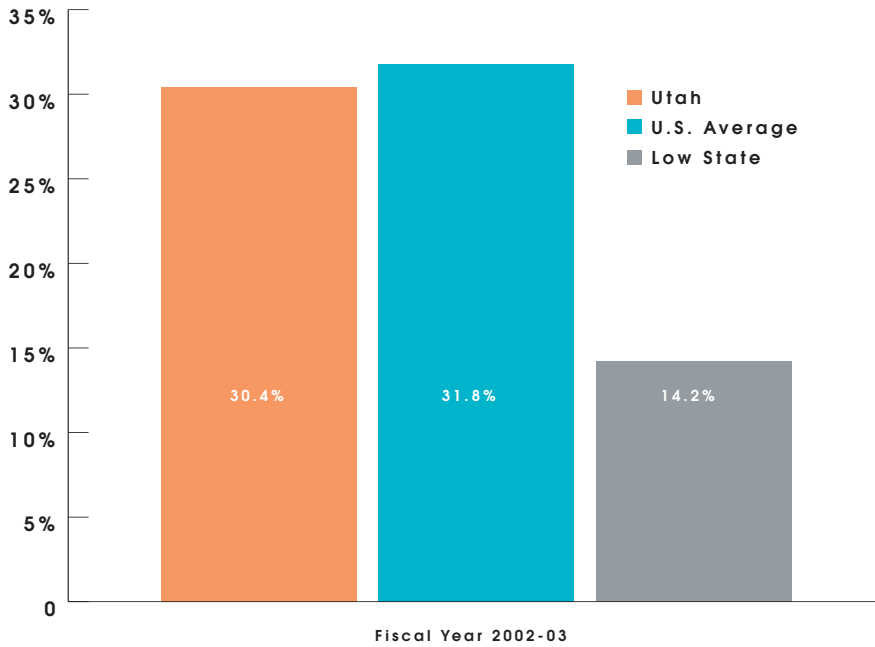
Comparison of tuition and fees to regional and national benchmarks provides a relative indicator of price and affordability for Utah higher education.



Source: WICHE; Washington Higher Education Coordinating Board

State Reliance on Net Tuition as a Public Higher Education Revenue Source, FY 2002-03

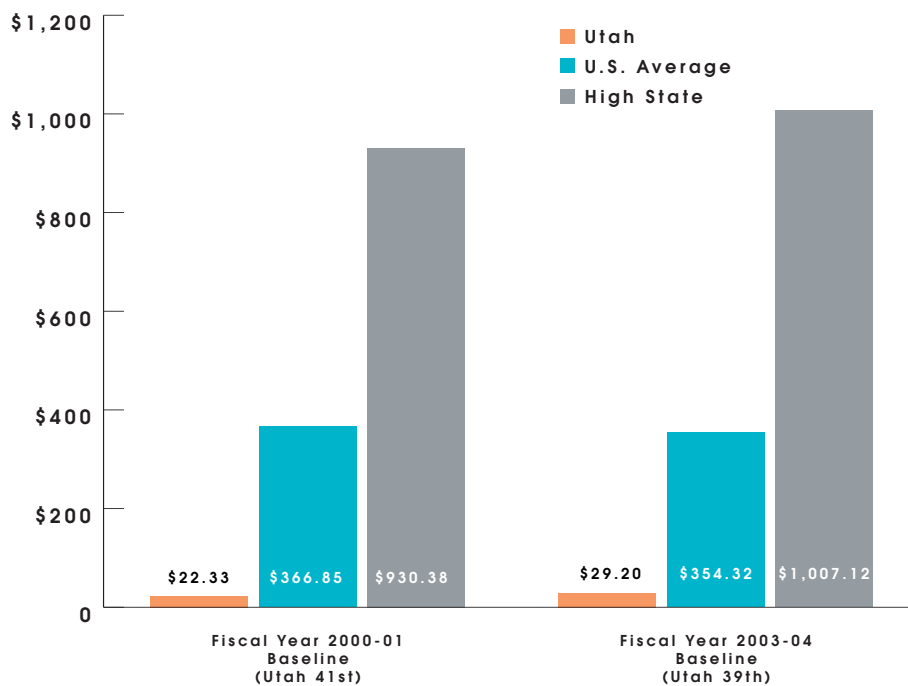
Source: SHEEO, State Higher Education Finance FY 2003.



State reliance on net tuition revenue is adjusted to reflect the impact of state-funded grant programs. Because of its large amount of financial aid support, Georgia ranks as the state that is least reliant on net tuition. Utah is just below the national average. Utah amounts have been adjusted to exclude the secondary student impact of UCAT.

State Need-Based Student Financial Aid

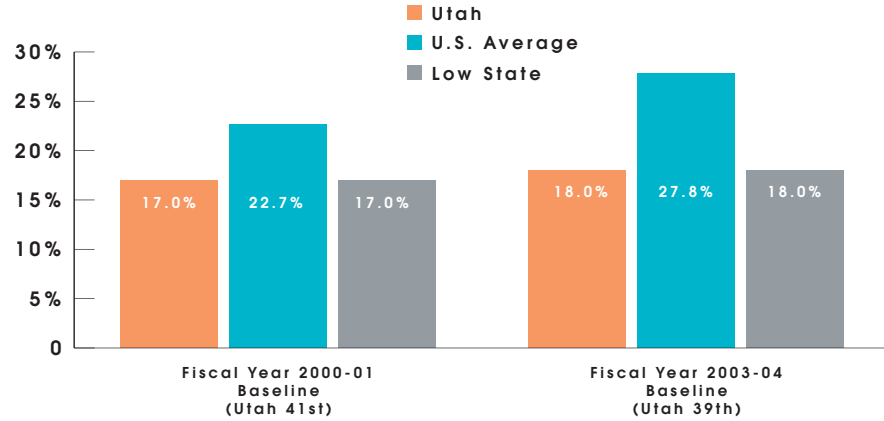
Source: NASSGAP Annual Survey on State-Sponsored Student Financial Aid, 2002-03 and 2000-01.



Utah's relatively small student financial aid program provides among the lowest levels of state-based support in the country. Lower tuition levels help to offset some of the need. These amounts do not reflect state authorized tuition waivers.

Percent of Family Income Needed to Pay for College, 2004

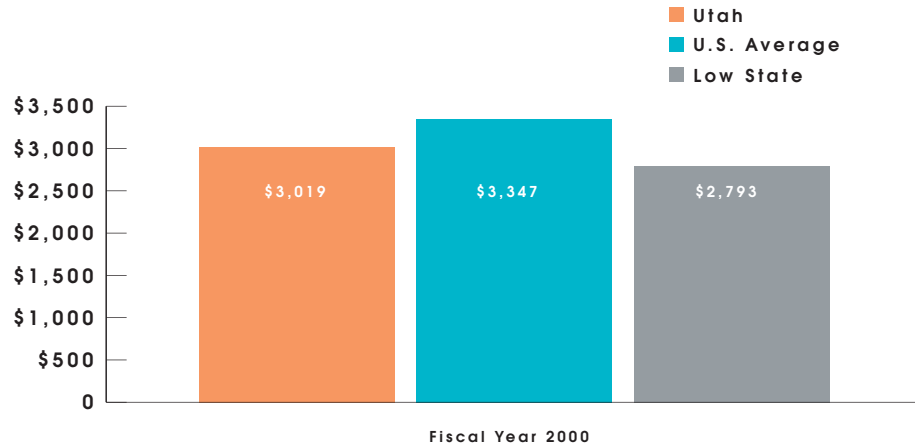
The percentage of family income required for college in Utah is the lowest in the nation. However, Utah's propensity to have multiple college-going students in one family can offset the low levels of required family income.



Source: The National Center for Public Policy and Higher Education, Measuring Up 2004

Average Loan Amount Students Borrow Each Year, 2004

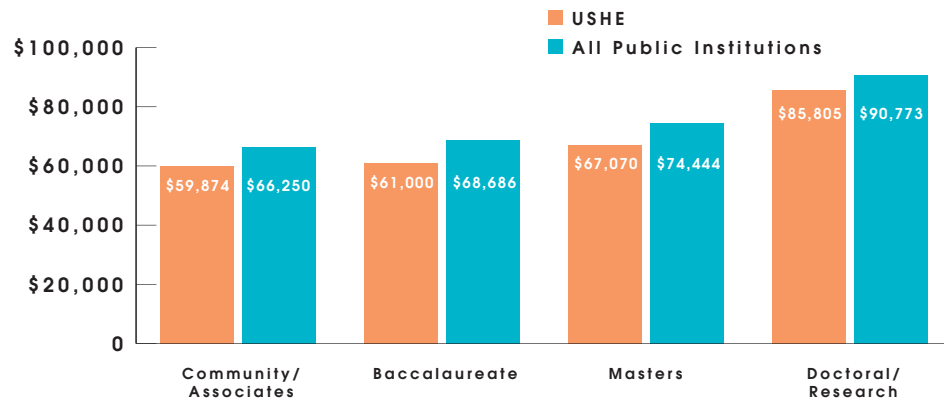
The average loan amount Utah students borrow each year is 10 percent below the national average. Again, this is related to lower than average tuition levels at Utah institutions. About 40 percent of USHE students receive Title IV Student loans.



Source: The National Center for Public Policy and Higher Education, Measuring Up 2004

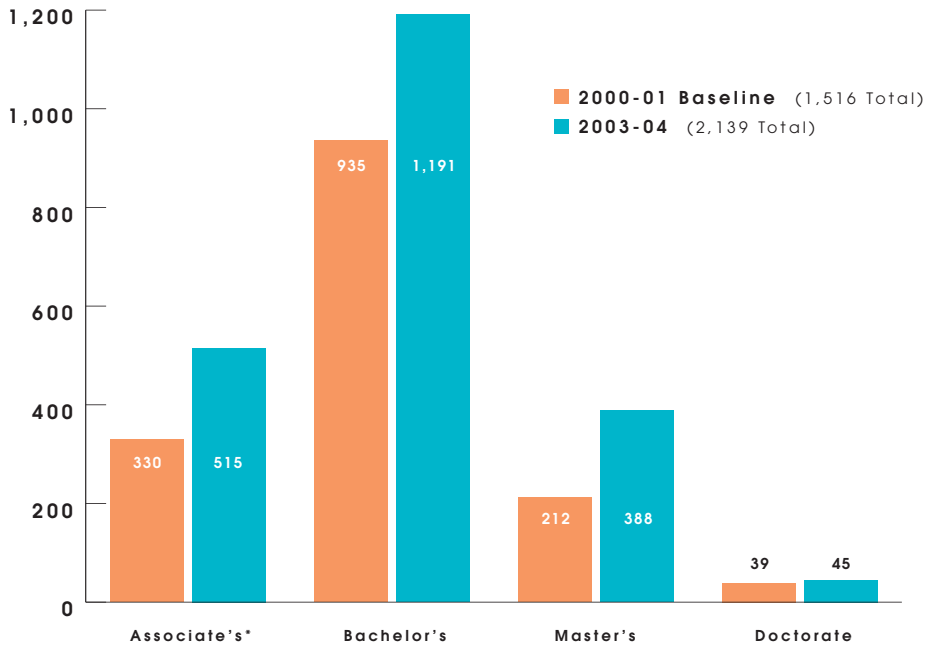
Faculty Compensation Compared to Peer Institutions

As an indicator of the ability of institutions to compete for quality faculty in the competitive market-place, total faculty compensation in Utah lags public institution national averages in every institutional category.



Source: Academe, April/May 2004

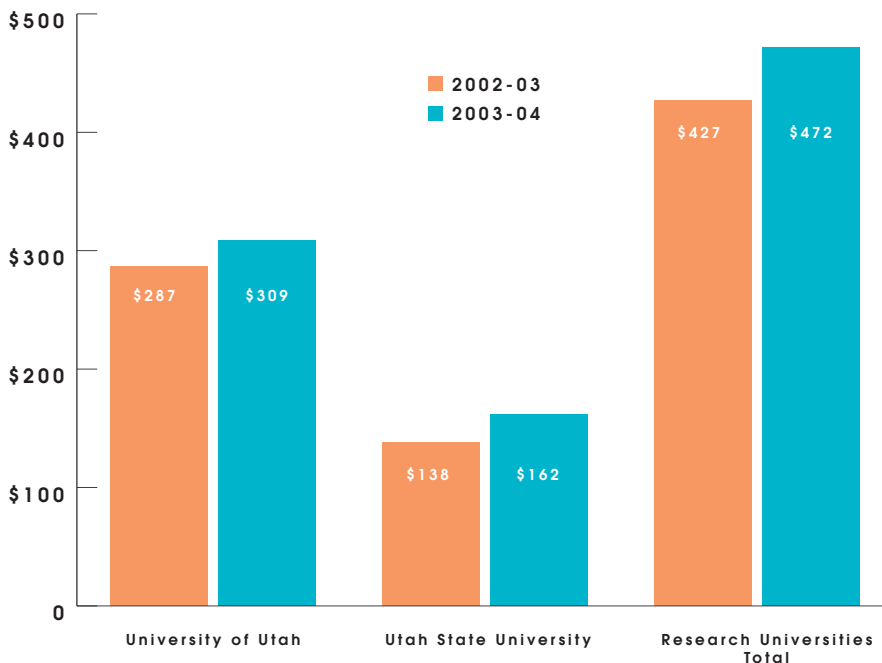
Economic Impact of Higher Education - Degrees in Engineering and Related Technology and Computer and Information Sciences



Driven by the state initiative to increase the number of engineering, computer science, and related-technology graduates to improve the state's economy, the number of degrees awarded in these programs is increasing.

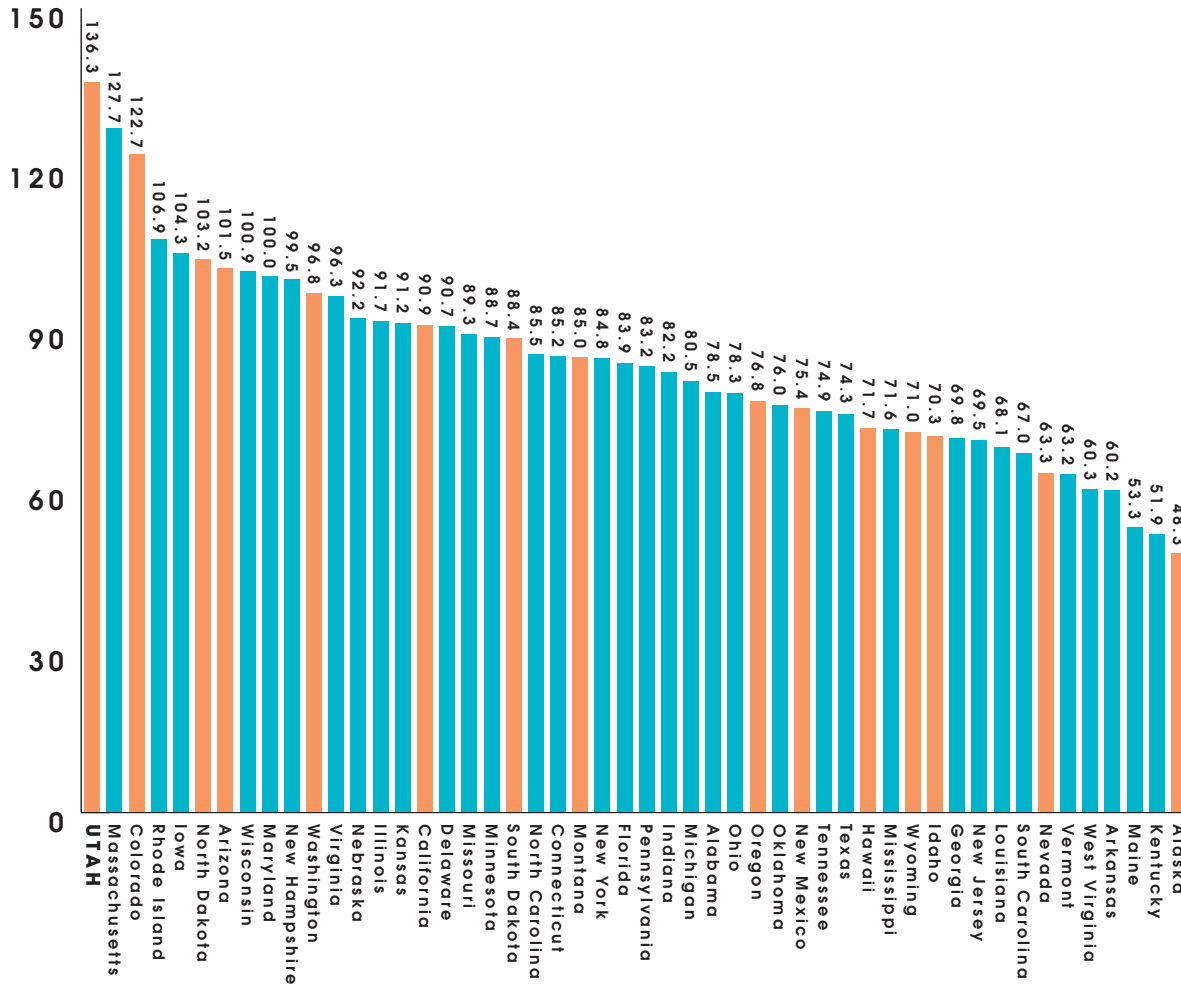
Source: USHE Data Book, 2005-06 and 2003-04

Research Grants and Contracts



A record level of research grants and contracts, totaling nearly \$500 million, was garnered by the University of Utah and Utah State University during FY 2003-04.

NATIONAL PERFORMANCE MEASURES



Source: Dennis Jones, National Center for Higher Education Management Systems, presented to the WICHE Commission on May 17, 2004 in Boise, Idaho

Based on the following measures of performance of State Systems, the **Utah System of Higher Education ranks first in the nation** in educational outcomes relative to total funding per FTE student:

- State appropriations plus tuition per FTE student
- FTE undergraduates per 100 18-44 year olds with a high school diploma
- Undergraduate credentials awarded per 100 FTE undergraduates
- PhDs per 1,000 degrees awarded (baccalaureate and above)
- Baccalaureate degrees per 100 high school graduates six years earlier
- Research – Federal and Industry R&D per capita faculty
- Student Pipeline –for every 100 9th graders, how many: (1) graduate from high school on time, (2) go directly to college, and (3) graduate within 150 percent of program time

