# U.S. News \& World Report 2019 Best Colleges Rankings 

## Office of Institutional Research and Assessment Summary Report

U.S. News and World Report releases the Best Colleges Rankings each fall. These undergraduate rankings are used by students to help them decide where to apply to college. Rankings are based on criteria such as retention and graduation rates, peer assessments, student selectivity, as well as faculty and financial resources. Rankings serve a purpose, but only measure a small portion of what we use as an institution to measure our success. The university is coming off a record year in undergraduate enrollment, with the largest and most academically qualified incoming class in more than three decades. UTK has also seen sustained growth in our retention and graduation rates.

This report presents the 2019 U.S. News Best Colleges Rankings for the University of Tennessee - Knoxville and our peers. Detailed peer rankings and rankings methodology are presented in the appendices.

| The University of Tennessee - Knoxville | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ |
| :--- | :---: | :---: | :---: |
| Overall Rankings |  |  |  |
| National Universities | 103 | 103 | 115 |
| Public School | 46 | 46 | 52 |
| Institutional Scores/Rankings |  |  |  |
| Overall Score | 47 | 49 | 48 |
| Peer Assessment | 3.1 | 3.2 | 3.2 |
| High School Counselor Score | 3.7 | 3.6 | 3.7 |
| Outcomes Rank | 122 | 120 | 124 |
| Six-year graduation rate | $70 \%$ | $69 \%$ | $70 \%$ |
| Average freshmen retention rate | $86 \%$ | $86 \%$ | $86 \%$ |
| Over/Under Predicted graduation rate | -2 | -2 | -3 |
| Faculty Resources Rank | 137 | 124 | 123 |
| Proportion of classes fewer than 20 students | $27.8 \%$ | $30.0 \%$ | $30.0 \%$ |
| Proportion of classes with 50+ students | $14 \%$ | $13.0 \%$ | $14.0 \%$ |
| Student Excellence Rank | 79 | 84 | 112 |
| SAT/ACT 25th-7th percentile | $24-30$ | $24-30$ | $24-30$ |
| Freshmen in top 10\% HS Class | $54 \%$ | $54 \%$ | $\mathrm{n} / \mathrm{a}$ |
| Financial Resources Rank | 72 | 84 | 97 |
| Alumni Giving Rank | 115 | 102 | 105 |
| Average alumni giving rate | $9.5 \%$ | $10.4 \%$ | $10.5 \%$ |
|  |  |  |  |

## The University of Tennessee - Knoxville

In the 2019 rankings, the University of Tennessee - Knoxville (UTK) dropped 12 spots to 115 in the national rankings. We also fell 6 spots to \#52 in the public school rankings. In the national and public rankings, UTK is tied with three other institutions.

Undergraduate engineering is ranked $59^{\text {st }}$ nationally (up 2 places) and $33^{\text {th }}$ among publics (up 1). Our undergraduate business program ranked $62^{\text {nd }}$ nationally (down 17 places) and $39^{\mathrm{h}}$ among publics (down 12 places) due to the unusually large number of programs tying at $44^{\text {th }}$ (the group ahead of us). The supply chain/logistics program is ranked $6^{\text {th }}$ nationally and $5^{\text {th }}$ publically.
U.S. News made several changes in their methodology this year. The biggest change was to increase the percentage of weight for Outcomes (formerly "Graduation and Retention") to $35 \%$ from $30 \%$. This includes adding an indicator of social mobility (the additional 5\%) based on the overall graduation rate of Pell Grant recipients as well as the graduation rate of Pell Grant recipients vs all other students. This change has greatly affected many schools' rankings.

This year U.S. News also removed acceptance rates as a piece of the Student Excellence (formerly "Selectivity") rank, which only left high school standing and standardized tests. Because many high schools are no longer providing rankings of their students, some institutions, including UTK, are choosing to no longer report this data.

Another factor, besides the methodology changes, in the movement of programs within the ranks is the proliferation of ties. In the 2019 US News rankings, there were over 30 ties (usually involving multiple schools) between the $1^{\text {st }}$ and the $115^{\text {th }}$ school.

UTK slightly improved in the Faculty Resources rank, moving up from 124 to 123. Even though UTK saw an increase, the majority of our peers saw a decrease in their Faculty Resources rank. We also improved our ranking by high school counselors and continue to improve our six year graduation rate.

Among our comparable peers, 9 saw a decrease in the national rankings and 9 decreased in the public school rankings from 2018 to 2019. Most of our peers (including UTK) saw decreases in their graduation and retention rank. For the 2011 cohort, UTK had a higher percentage of Pell recipients (31\%) than all of our comparative peers and all but one aspirational peer. Our differential six year grad rate between Pell recipients and non-recipients was smaller than all but two of our comparable peers. While UTK only saw a 4 point drop in this measure, 10 of 11 peers experienced drops ranging from -14 to -39 points.

UTK also experienced a drop in the Financial Resources rank. The fluctuations in this rank over the past few years are due to the change of no longer being accredited with UTHSC and the movement of the institutions ranked near us. The Alumni Giving rank also decreased slightly even though the actual Alumni Giving Rate slightly increased.

The Student Excellence rank was the largest drop the university experienced with a decrease of 28. The decrease in this rank is mostly due to changes in the US News methodology and decreasing availability of data related to high school standing.

The University of Tennessee - Knoxville

|  | 2015 | $\mathbf{2 0 1 6}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ |
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| Overall Rankings |  |  |  |  |  |
| $\quad$ National Universities | 106 | 103 | 103 | 103 | 115 |
| Public School | 50 | 47 | 46 | 46 | 52 |
| Institutional Scores/Rankings |  |  |  |  |  |
| $\quad$ Overall Score | 44 | 42 | 47 | 49 | 48 |
| Peer Assessment | 3.1 | 3.1 | 3.1 | 3.2 | 3.2 |
| High School Counselor Score | 3.8 | 3.8 | 3.7 | 3.6 | 3.7 |
| Outcomes Rank | 135 | 127 | 122 | 120 | 124 |
| Faculty Resources Rank | 144 | 135 | 137 | 124 | 123 |
| Student Excellence Rank | 76 | 82 | 79 | 84 | 112 |
| Financial Resources Rank | 55 | 56 | 72 | 84 | 97 |
| Alumni Giving Rank | 132 | 127 | 115 | 102 | 105 |

The following chart shows the changes in institution rankings of our comparative and aspirational peers over a three year period, from 2017 to 2019. Over this period, 5 peers have increased their public ranking and 12 peers (as well as UTK) have decreased.


* Aspirational Peer


## Peer Comparisons

The University of Tennessee - Knoxville has two sets of comparison peers:
Comparative (11) and Aspirational (6). From 2018 to 2019, we dropped 6 places in the public rankings to $52^{\text {nd }}$, while one of our comparative peers over the same 2 year period dropped 10 places and another dropped 12. One comparative and three aspirational peers rose in the public rankings during this time period with one comparative peer maintaining their previous rank. In the following section, we list the schools that exhibited a large increase or decrease in the different categories.

## Comparative Peers

- National Universities ranking
o Increased in rank: No large increases
o Decreased in rank: University of Alabama (-19), University of Kentucky (-14), Auburn University (-12), UTK (-12), University of Missouri (-9), Louisiana State (-7), and Virginia Tech (-7)
- Public Universities ranking
o Increased in rank: No large increases
o Decreased in rank: University of Kentucky (-12), University of Alabama (-10), and Louisiana State (-7)
- Outcomes Rank
o Increased in rank: North Carolina State (7)
o Decreased in rank: University of Alabama (-39), Auburn University (-33), Louisiana State (-32), University of Missouri (-30), University of Kentucky (-28), University of South Carolina (-27), University of Nebraska (-26), and Iowa State (-20)
- Faculty Resources Rank
o Increased in Rank: LSU (50), University of South Carolina (28), and University of Kentucky (23)
o Decreased in rank: University of Nebraska (-33), Virginia Tech (-26), University of Alabama (-20), and University of Missouri (-16)
- Student Excellence Rank:
o Increased in Rank: Virginia Tech (30), Auburn University (7), and Clemson University (7)
o Decreased in rank: UTK (-28), University of Alabama (-11), University of Missouri (-8), and Louisiana State (-6)
- Financial Resources Rank:
o Increased in Rank: North Carolina State (9), Auburn University (8), and University of Kentucky (7)
o Decreased in rank: UTK (-13), Iowa State (-11), and Virginia Tech (-9)


## Aspirational Peers

- National Universities ranking
o Increased in rank: University of Georgia (8) and University of Florida (7)
o Decreased in rank: UTK (-12), University of Minnesota (-7), and Michigan State University (-4)
- Public Universities ranking
o Increased in rank: University of Georgia (3)
o Decreased in rank: UTK (-12) and University of Minnesota (-7)
- Outcomes Rank
o Increased in rank: University of Florida (27) and University of Minnesota (7)
o Decreased in rank: University of Wisconsin - Madison (-14)
- Faculty Resources Rank
o Increased in Rank: University of Florida (24) and University of Minnesota (13)
o Decreased in rank: University of Wisconsin - Madison (-7) and Purdue University (-5)
- Student Excellence Rank:
o Increased in Rank: University of Florida (8)
o Decreased in rank: UTK (-28) and Michigan State University (-4)
- Financial Resources Rank:
o Increased in Rank: University of Florida (5)
o Decreased in rank: UTK (-13) and Michigan State University (-6)


## SEC

- National Universities ranking
o Increased in rank: University of Georgia (8) and University of Florida (7)
o Decreased in rank: University of Alabama (-19), University of Arkansas (-19), University of Kentucky (-14), Auburn University (-12), and UTK (-12)
- Public Universities ranking
o Increased in rank: No large increases
o Decreased in rank: University of Arkansas (-15), University of Kentucky (-12), and University of Alabama (-10)
- Outcomes Rank
o Increased in rank University of Florida (27) and Texas A\&M (11)
o Decreased in rank University of Arkansas (-35), Auburn University (-33), Louisiana State (-32), University of Missouri (-30), University of Kentucky (-28), University of South Carolina (-27), and University of Mississippi (-25)
- Faculty Resources Rank
o Increased in Rank: LSU (50), University of South Carolina (28), University of Mississippi (27), University of Florida (24), and University of Kentucky (23)
o Decreased in rank: University of Alabama (-20) and University of Missouri (-16)
- Student Excellence Rank:
o Increased in Rank: University of Florida (8)
o Decreased in rank: UTK (-28),University of Alabama (-11), and University of Arkansas (-10)
- Financial Resources Rank:
o Increased in Rank: Auburn University (8)
o Decreased in rank: UTK (-13)
In the 2019 national rankings the University of Tennessee - Knoxville tied with three other universities. The following public institutions tied with UTK: Arizona State University, Auburn University (again), and Rutgers University. Of the six schools that we were tied with last year, three rose (Loyola University, University of Oregon, and Illinois Institute of Technology) and three (Auburn University, University of New Hampshire, and University of South Carolina ) fell in the rankings.
U.S. News \& World Report 2019 Best College Rankings Appendix A: UTK and Peer Comparison Tables

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| \％ | \％06 | \％т6 | \％${ }^{-}$ | \％ 2 | \％ 0 ＇$¢ ~ L ~$ | \％ $0 \cdot L L$ | \％0 | \％0 ${ }^{\circ} \mathrm{L}$ | \％0＇8 | $\varepsilon \varepsilon$－ | $\angle 6$ | 0\＆ | Kı！S．an！un uinqn |
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| \％0 | \％98 | \％98 | \％$\varepsilon^{-}$ | \％】 | \％0＇69 | \％000 | \％乙 | \％ $0 \cdot$ TL | \％ $0 \cdot \varepsilon /$ | t－ | OZT | $\downarrow$ „ |  |
| ә®иечว |  |  | $\begin{aligned} & \text { дәрии } \\ & \text { /גәло } \end{aligned}$ | әรиечว | әъу иопрепредо лед人－9 <br>  | әъу ио！̣епредя леә入－9 <br>  | әรиечว |  |  | әรиечว | yuey samojano 8 20Z | yuey samojano 6202 | Sıəəd YıIN |



| T：8T | T：8T | \％ | \％0＇t乙 | \％0＇zて | \％「－ | \％0＇tヶ | \％0＇$¢ \downarrow$ | L－ | ヤてT | โદโ | u！suoos！M to Kı！s．ıəı！un |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| I：LT | I：LI | \％L－ | \％0＇ L | \％0＇02 | \％ | \％0＇98 | \％0＇LE | $\varepsilon \tau$ | St2 | 20Z | elosəuu！W jo K！！sıəл！un |
| I：OZ | I：6 | \％ | \％0＇¢ | \％0＇9］ | \％0 | \％0＇8t | \％0＇8t | 七て | 68 | G9 |  |
| โ：8T | I：LI | \％0 | \％0＇$\tau$ | \％0＇tI | \％0 | \％0＇9t | \％0＇9t | $\varepsilon$－ | $t \nabla$ | Lt |  |
| I：Zโ | I：¢ โ | \％0 | \％0＇8T | \％08 8 | \％0 | \％0＇88 | \％0＇88 | S－ | －L | 62 | K！！Sıə＾！uก วnpınd |
| T：$\angle 1$ | โ：9 | \％ | \％0＇$\llcorner$ ¢ | \％0＇ャて | \％て－ | \％0＇$\angle 乙$ | \％0＇ş | I－ | OLZ | ITZ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| โ：$\quad$ T | T：$\dagger$ T | \％ | \％0＇t乙 | \％0＇てZ | \％て－ | \％0＇6Z | \％0＇LZ | 92－ | 99］ | 26I | Чכәд ¢！u！bi！$\wedge$ |
| โ：8T | T： 21 | \％L－ | \％ $0 \cdot 1$ L | \％0＇9 | \％て | \％0＇98 | \％0＇8\＆ | 82 | 6ST | โદโ |  |
| さ：てを | さ：Lて | \％0 | \％008 | \％0．8 | \％て－ | \％0 2.2 | \％0＇ $\mathrm{c}^{\text {¢ }}$ | $\varepsilon \varepsilon-$ | OST | ع8โ | eyseıqәn fo Kıl！sıən！un |
| I：6T | I：8 | \％L－ | \％0＇81 | \％0＇LI | \％て－ | \％0＇0t | \％0＇88 | 9T－ | 6SI | GLI | ！n |
| T： $2 T$ | T：LI | \％I－ | \％0＇9 | \％0＇¢ | \％】 | \％0＇$\tau$ | \％0＇てを | $\varepsilon 乙$ | 902 | ع8โ |  |
| โ：¢乙 | т：\＆乙 | \％0 | \％0＇ 2 | \％0＇て乙 | \％か－ | \％0＇98 | \％0＇てを | 02－ | 8LI | 86โ | eweqe｜ |
| I：¢โ | I：$:$ ¢ | \％ | \％0＇¢ | \％0＇9 | \％て－ | \％0＇88 | \％0＇98 | 9－ | $8 \varepsilon \tau$ | カャワ | KılSıə＾！un әlets eu！loxeว પıion |
| さ：てZ | I：OZ | \％か－ | \％0＇てZ | \％008 | \％S | \％0＇98 | \％0＇โ七 | 05 | ャ6โ | カャT | Kı！Sıəл！u＠әlels eue！s！no |
| โ：6T | โ：6T | \％0 | \％0＇s | \％0＇¢ | \％0 | \％0＇62 | \％0＇6を | 8－ | ャ6โ | ZOZ | K！！sıəл！un Әlets emol |
| T：8T | โ：9 | \％0 | \％0＇¢ | \％0＇¢ | \％2 | \％0＇tS | \％0＇とऽ | 9－ | 68 | G6 | Kı！sıəハ！un uoswəつ |
| I：6T | I：6 | \％0 | \％0＇9 | \％0＇9 | \％】 | \％0＇てと | \％0＇غ์ | I | StI | カャワ |  |
|  |  |  |  |  |  |  |  |  |  |  | s．aəd әlqe．rduos |
| $\tau: \angle I$ | $\tau: \angle I$ | \％ | $\% 0 \cdot \varepsilon \tau$ | $\% 0 \bullet \downarrow \tau$ | \％0 | \％0＇0¢ | \％0＇0ع | I | $\downarrow$ ¢ | $\varepsilon 乙 \tau$ |  |
| o！̣ey Кұпэe」 ди⿱丷天pnis 8t0Z | o！̣ey кипоел дииәрпі 6502 | әธиечว | 2．JOW 10 OG „0 səsseן 8LOZ | 2．OW 10 0G ！o səssejo 6T0Z | әริиечว | oz дәрй <br> sassejo <br> 8 O 02 | oz ıәрип səssejo 6T0Z | әรиечว | yuey səэ．nosəy <br>  8TOZ | yuey səэ．nosəy Kınэe」 6T0Z | S．əəd $\boldsymbol{Y}$ ¢ |

Student Excellence (selectivity) $=10 \% ~(S A T / A C T ~ 7.75 \%$, rank 2.25\%)

Alumni Giving 5\％

| \％ナ゙0－ | \％$\varepsilon^{\prime}$＇ | \％6＇Zโ | 8－ | $\angle 9$ | SL | u！suoos！M to Kı！sıə＾！un |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \％9＊0－ | \％8＇8 | \％で8 | 9－ | LてT | ع८ | еұоsəuu！ |
| \％で「 | \％9＇โ | \％8＇てโ | II | 98 | SL | ер！0이 fo Kilssan！un |
| \％0＇土 | \％9＇てT | \％9＇と | †I | 92 | 29 |  |
| \％${ }^{\text {－0－}}$ | \％L＇8โ | \％9＇8 | 2 | It | $6 \varepsilon$ | Kı！s．ıəハ！un ənpınd |
| \％s＊ | \％0＊8 | \％S＇8 | 81 | OヵT | 乙ZT | Kı！ |
|  |  |  |  |  |  | sıəəd leuoluents $\forall$ |
| \％${ }^{\circ}$ | \％でIT | \％S＇IT | S | 26 | $\angle 8$ | पכә」 е！и！б！！$\wedge$ |
| \％S＇0－ | \％8＇ャ | \％と＇ャ | 0 | T9 | 19 |  |
| \％で0－ | \％ナ゙8โ | \％で8โ | z－ | $\varepsilon \dagger$ | St | eyseıqən fo Kı！ |
| \％と＇亡－ | \％6＇とโ | \％9＇ZT | 2T－ | $\varepsilon 9$ | SL | ！unoss！ W ł0 Kı！ |
| \％ナ゙さ－ | \％8＇\＆โ | \％ナ＇で | 8 － | $\angle 9$ | SL | Куэпıиәу ¢о Kı！ |
| \％でと－ | \％${ }^{\circ} 0$ 0 | \％T＇LZ | $\varepsilon$－ | 97 | 61 | eweqel｜$\ddagger 0$ K！！sıəл！ |
| \％と＇亡－ | \％S＇โT | \％で0T | 6I－ | 98 | SOT |  |
| \％0＇ | \％8．0T | \％8＇IT | SI | 20T | $\angle 8$ | Kı！sגəл！un әれels eue！s！nol |
| \％600－ | \％と＇てT | \％ナ＇$\tau$ | 8－ | 62 | $\angle 8$ | K！！Sıəл！un әtets emol |
| \％で0 | \％L＇てZ | \％6＇zて | 2 | 62 | $\angle 2$ | Kı！s， |
| \％S＇0 | \％9＇てT | \％${ }^{\text {＇}}$ ¢ | 21 | 62 | $\angle 9$ | Kı！S．ıəハ！un uinqn $\forall$ |
|  |  |  |  |  |  | sıəəd әq¢eseduos |
| \％${ }^{\text {co }}$ | \％ナ＇0T | \％S＇0I | $\varepsilon$－ | 20I | SOT |  |
| ә8иечว |  ！uming әбеләлу 8LOZ |  ！umuly әбеләлн 6502 | ә8иечว | yuey бu！n！ ！umn｜甘 8toz | yuey 6и！！！ ！uயn！ 6202 | Sıəəd $\mathbf{Y}$ ¢ |


| T\＆โ | SS | でヤ | 0＇ஏ | $\varepsilon 9$ | ST | 67 | uos！̣pew－u！suoכs！M ło Kı！sıə＾！！ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ZOZ | ヤL | 8＇$¢$ | L＇ $\mathcal{L}$ | 9G | 0ع | 92 |  |
| S9 | $L$ | T＇† | L＇$\varepsilon$ | 69 | 8 | SE |  |
| L $\downarrow$ | てヵ | て＇† | 9${ }^{\circ} \mathrm{E}$ | †9 | $\varepsilon \tau$ | 97 |  |
| 62 | S6 | でヤ | 8＇$\varepsilon$ | T9 | LT | 9G | Kı！sıəл！̣и әnpınd |
| ITZ | ヤL | $6 \cdot \varepsilon$ | S＇E | \＆G | SE | S8 |  |
| sıəәd ןeuo！peıds＊ |  |  |  |  |  |  |  |
| Z6T | 99 | です | S＇E | 95 | 0ع | 92 |  |
| โยโ | 七てT | 8＇$¢$ | T＇$¢$ | 67 | 97 | 90T | eu！！oxeว પınos ı0 Kı！sıəл！ |
| E8T | ち9T | L＇$\varepsilon$ | T＇$¢$ | カワ | T9 | 6ZT | eyseıqəN ґ0 Kı！sıəл！ |
| SLT | SST | L＇$\varepsilon$ | て＇દ | カナ | T9 | 6てT | ！unoss！W fo K！！sıəл！！un |
| E8T | 26I | L＇$\varepsilon$ | T＇ع | TV | SL | LヤT | Куэпıиә＞ ı0 Kı！sıəл！иด |
| 86T | 99】 | 8＇$¢$ | て＇ع | カワ | T9 | 6てT |  |
| カワて | ヤL | L＇$\varepsilon$ | て＇ | ¢G | SE | 08 |  |
| カワT | 0＜T | 9＇$¢$ | 6＇Z | てヵ | 02 | OヤT |  |
| ZOZ | ャてT | L＇$\varepsilon$ | $\varepsilon \cdot \varepsilon$ | Lt | 9G | 6IT | Kı！sıəл！̣й әщеıS емоІ |
| S6 | ヤL | でャ | ع＇غ | 8G | 七乙 | 99 | Kı！ |
| 七ヤて | $0 \varepsilon \tau$ | 8＇$\varepsilon$ | $\varepsilon \cdot \varepsilon$ | 8t | ZG | SIT | Kı！ |
|  |  |  |  |  |  |  | s．əәәd ә¢qелеdmoう |
| $\varepsilon \nearrow \tau$ | $\dagger Z \tau$ | $L \cdot \varepsilon$ | $\chi^{\prime} \varepsilon$ | 8t | ZG | SII |  |
| yuey səכ．nosəy Кұпэe」 | yuey səuoэłno | 2．103S ı0ןəsunoう ן004כ्ड 46！！ | ұuəussess $\forall$ ләəd | ә．0כS ॥еләло | $\begin{aligned} & \text { sןooyos } \\ & \text { ग!\|qnd } \end{aligned}$ | sә！！！sıəл！！un ןuO！ңen | sıəəd YıП |


| SL | T9 | LS |  |
| :---: | :---: | :---: | :---: |
| عと | カt | 89 |  |
| SL | カ | $6 \varepsilon$ |  |
| 29 | \＆てT | 99 |  |
| $6 \varepsilon$ | 88 | 08 | Kı！sıəı！un ənpund |
| てZT | 607 | て¢ᄃ |  |
|  |  |  |  |
| $\angle 8$ | \＆ZT | 6 | Чכә」 セ！u！bu！ |
| T9 | 18T | ع0T | eu！oreo uinos jo Kı！s．əл！un |
| St | てЪT | SET | eyseıqәN fo Kı！ |
| SL | 8ST | てIT | ！！noss！ W fo Kı！ |
| SL | S9 | ZZT | Куэпıиәу ґ0 Кı！ |
| 61 | 902 | 00T | emeqe｜甘 ¢0 K！！sıaл！ |
| S0T | 88 | 89 |  |
| $\angle 8$ | ع८โ | ZZT | Kı！sıəл！uก әłets eue！s！nol |
| $\angle 8$ | 8ST | $6 \varepsilon \tau$ |  |
| $\angle Z$ | \＆८โ | LS | Kı！！ıəハ！uก uosшəગ |
| $\angle 9$ | 991 | †6 | Kı！S．əə！！un uinqn $\forall$ |
|  |  |  | s．əəd ə¢¢леduoว |
| SOT | $\angle 6$ | ZII |  |
| yиеу би！！！！ ！uunj｜ | yuey səэ．nosəy ן！！̣ueu！s | yuey әэиә｜әэхョ ฉuәpnłs | S．əəd $\boldsymbol{Y} \perp$ ก |

uos！neduoう sбu！yuey ләəd 6T0Z
USNWR Best Colleges Rankings

| \％ع | \％0＇ 28 | \％0＇ャ8 | でヤ | $0 \times 7$ | $\varepsilon 9$ | SI |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \％ع | \％0＇08 | \％0＇LL | 8＇$¢$ | $L \cdot \varepsilon$ | 9G | $0 \varepsilon$ | еъOsəuu！W 〕0 Kı！ |
| \％9 | \％0＇88 | \％0＇Z8 | I＇† | L＇$\varepsilon$ | 69 | 8 |  |
| \％6 | \％0＇98 | \％0＇9 | て＇も | $9 \times$ | ヶ9 | $\varepsilon \tau$ |  |
| \％L | \％0＇6L | \％0＇てL | でも | 8＇$¢$ | T9 | LT | Kı！ |
| \％0T | \％0＇6L | \％0＇69 | $6 \cdot \varepsilon$ | G＇$¢$ | $\varepsilon G$ | SE |  |
|  |  |  |  |  |  |  | sıəәd ןeuo！peıds $\forall$ |
| \％0工 | \％0＇ャ8 | \％0＇ヤL | でヤ | G＇E | 9G | $0 \varepsilon$ | પכә」 厄！u！ |
| \％ | \％0＇9 | \％0＇89 | 8＇$\varepsilon$ | T＇$\varepsilon$ | 67 | 97 | eu！！oxeว પınos jo Kı！ |
| \％0 | \％0＇89 | \％0＇89 | L＇$\varepsilon$ | I＇$\varepsilon$ | カワ | T9 | eyseıqən ı0 Kı！sıəл！̣u＾ |
| \％${ }^{\text {－}}$ | \％0＇89 | \％0＇69 | L＇$\varepsilon$ | て＇ | カワ | T9 |  |
| \％6－ | \％0＇T9 | \％0002 | L＇$\varepsilon$ | T＇$\varepsilon$ | てワ | SL |  |
| \％${ }^{-}$ | \％0＇89 | \％0＇GL | 8＇$\varepsilon$ | て＇ع | 切 | T9 |  |
| \％L | \％0＇6L | \％0＇ZL | L＇$\varepsilon$ | て＇ع | $\varepsilon G$ | SE | цб！әןеу－Kı！sıə＾！и |
| \％て－ | \％0＇ 29 | \％0＊69 | 9＇$¢$ | 6＇Z | てヵ | 02 | Kı！sıəハ！uヘ әıeıS eue！sino |
| \％9 | \％0＇$ع<$ | \％0＇ 29 | L＇E | $\varepsilon \cdot \varepsilon$ | L | 9G |  |
| \％ | \％0＇Z8 | \％0＇8L | I＇t | $\varepsilon \cdot \varepsilon$ | 8G | 七乙 | Kı！ |
| \％「－ | \％0＇LL | \％0＇8L | 8＇$¢$ | $\varepsilon \cdot \varepsilon$ | 87 | ZG | Kı！sıəл！̣и uınqn $\forall$ |
|  |  |  |  |  |  |  | sıəəd ə¢qелеduoう |
| $\% \varepsilon^{-}$ | \％ 0 OL | \％${ }^{\circ} \mathrm{E}$ L | $L \cdot \varepsilon$ | $\chi^{\prime} \varepsilon$ | 8t | ZS |  |
| әэиешлодәд <br> （－）ıәриก／（＋）ıәло | әғеу иоп̣епрел ледл－9 ןепłフォ | әғеу ио！ұепрел ледд－9 рәээ！рәл | 2．103S <br>  ן004ગ्S 46！ | $\begin{gathered} \text { quəussess } \forall \\ \text { лəəd } \end{gathered}$ | ә．0כS <br> ॥еләло | sן00YOS ग！｜qnd | S．əəəd Y |


| \％6「てし | \％乙G | レع－LZ | 1：81 | \％0＇Zて | \％0＇\＆$\downarrow$ | \％G6 | uos！̣pew－u！suoos！M ło Kı！sıə＾！！u＠ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \％で8 | \％0G | レع－9Z | 1： 21 | \％0＊0乙 | \％${ }^{\circ} \mathrm{L}$ ¢ | \％ع6 |  |
| \％8＇てし | \％LL | ＊Z\＆－LZ | L：61 | \％091 | \％0＇87 | \％96 | ep！ıola jo Kı！sıəハ！uก |
| \％9＇EL | \％$¢$ G | レع－9Z | L：LV | \％0＊レレ | \％0＇9t | \％G6 |  |
| \％9＇81 | \％カヤ | ＊LE－GZ | L：EL | \％081 | \％0＇88 | \％と6 | K！！sıə＾！u＠ $\operatorname{\text {Onpınd}}$ |
| \％${ }^{\text {＇8 }}$ | \％0を | ＊6て－ヤて | レ：91 | \％0＇もて | \％0＇¢ | \％Z6 |  |
|  |  |  |  |  |  |  |  |
| \％G「レレ | \％8\＆ | ＊LE－9Z | レ：カレ | \％0＇Zて | \％0＇LZ | \％ع6 | પכәค e！u！bג！＾ |
| \％どャレ | \％6乙 | 0¢－乌Z | 1：L | \％0＇91 | \％0＇88 | \％88 | eu！｜Oגеう પłnos jo Кı！ |
| \％で8レ | \％9Z | 6て－てZ | レ：して | \％0＇81 | \％0＇98 | \％ع8 | eyseıqәN „о Kı！sıəл！u＠ |
| \％9「てし | \％6Z | 6て－を乙 | 1：81 | \％0ㄴL | \％0＇88 | \％L8 | ！．dnoss！${ }_{\text {¢ }}$ ¢0 Kı！ |
| \％ガてレ | \％6乙 | 8て－てZ | L： 21 | \％0ㄷ． | \％0＇てを | \％ع8 |  |
| \％レ゙LZ | \％6を | てદ－દ乙 | L：\＆Z | \％0＇てZ | \％0＇てを | \％L8 |  |
| \％で0レ | \％9t | レヒ－LZ | L：EL | \％0＇91 | \％0＇98 | \％ヤ6 |  |
| \％8レレ | \％とて | 8て－を乙 | レ：OZ | \％081 | \％0＇レヤ | \％カ8 | Kı！sıə＾！！uへ ӘłełS eue！s！no7 |
| \％ガレレ | \％乌Z | 8て－て乙 | 1：61 | \％0＇9 | \％0＇6乙 | \％L8 |  |
| \％6「てZ | \％Z9 | レヒ－LZ | L：91 | \％0＇G1 | \％0＇EG | \％ع6 |  |
| \％レ゚をレ | \％レE | 0\＆－ヤて | L：61 | \％0＇91 | \％0＇\＆દ | \％レ6 | K！！sıə＾！u＠uınqn $\forall$ |
| s．ıәәd әqелеdu0う |  |  |  |  |  |  |  |
| $\% S^{\prime} 0 \tau$ | V／N | $0 \varepsilon-\downarrow$ ¢ | $I: \angle T$ | $\% 0 \wedge \tau$ | \％ 0 ＇0 ${ }^{\circ}$ | \％98 |  |
| әұеу 6и！ی！פ ！uшn｜ヲ әБеләлヲ | sseןכ \％Ol dol u！uəuપsəコ」 | ә！！ पłGL－पłGZ Lכマ | olpey кұпэелддиәриұя | 2JOW 10 OS ！0 səsselo | о乙 ләрип səsse｜0 |  uәسบsə』」 әБеләлヲ | s．əəə Y |


| \％乙 | \％0＇98 | \％0＇ 88 | 0 －$\downarrow$ | 0＇ャ | †9 | てT | uos！̣pew－u！suoos！M ło Kı！sıə＾！̣u |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \％ | \％0＇8L | \％0＇LL | 8＇$\varepsilon$ | L＇$\varepsilon$ | LS | SZ | еұOSəuu！W ı0 Kı！ |
| \％ | \％0＇ 28 | \％0＇${ }^{\circ} 8$ | 6＇ع | L＇$\varepsilon$ | S9 | 6 |  |
| \％9 | \％0＇${ }^{\circ} 8$ | \％0＇6L | て＇も | G＇$¢$ | Z9 | $9 \tau$ |  |
| \％L | \％${ }^{\circ} \mathrm{LL}$ | \％000 | でも | 8＇$\varepsilon$ | T9 | 8T | Kı！ |
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 USNWR Best Colleges Rankings

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# U.S. News \& World Report 2019 Best College Rankings 

## Appendix B: Methodology

## U.S. News 2019 Best Colleges Rankings Methodology

| Expert Opinion (academic reputation) | $\begin{aligned} & 20.0 \% \\ & \text { (down from } \\ & 22.5 \% \text { ) } \end{aligned}$ | Peer assessment survey | 15\% |
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|  |  | High school counselors' ratings | 5\% |
| Outcomes (graduation/retention) | $\begin{gathered} 35.0 \% \\ \text { (up from 30\%) } \end{gathered}$ | Social Mobility (Pell) | 5\% |
|  |  | Average graduation rate | 17.6\% |
|  |  | Average freshman retention rate | 4.4\% |
|  |  | Graduation Rate Performance | 8.0 |
| Faculty resources | 20.0\% | Faculty compensation | 7\% |
|  |  | Percent faculty with terminal degree in their field | 3\% |
|  |  | Percent faculty that is full time | 1\% |
|  |  | Student/faculty ratio | 1\% |
|  |  | Class size | 8\% |
| Student Excellence (Selectivity) <br> (Fall 2017 entering class) | $\begin{gathered} 10.0 \% \\ \text { (down from } \\ 12.5 \% \text { ) } \end{gathered}$ | High school class standing in top 10\% | 2.25\% |
|  |  | Critical Reading and Math portions of the SAT and the composite ACT scores | 7.75\% |
| Financial Resources <br> (the average of fiscal years 2016 and 2017) | 10.0\% | Financial resources per student |  |
| Alumni Giving (Average of 2015-16 and 2016-17) | 5.0\% | Average alumni giving rate |  |

## Outcomes ( 35 percent, up from 30 percent in 2018)

More than one-third of a school's rank comes from its success at retaining and graduating students within 150 percent of normal time (six years). 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. We approach outcomes from angles of social mobility ( 5 percent), graduation and retention (22 percent), and graduation rate performance (8 percent).

Social mobility: New this year, we 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 $\$ 20,000$ ). See below the two measures that factor into social mobility.

- Pell Grant graduation rates are weighted at 2.5 percent. This new ranking indicator measures the success of Pell Grant students on an absolute basis. To calculate this indicator, we use a school's six-year graduation rate among new fall 2011 entrants receiving Pell Grants. This assesses each school's performance graduating students from low-income backgrounds. A higher Pell Grant graduation rate scores better than a lower one.
- Pell Grant graduation rates compared with all other students are weighted at 2.5 percent. This additional new ranking factor compares each school's six-year graduation rate among Pell recipients who were new fall 2011 entrants graduating in 2017 with the six-year graduation rate among non-Pell recipients at the same school by dividing the former into the latter. The minority of schools whose Pell graduation rates are equal to or greater than non-Pell graduation rates score the highest. Altogether, this metric assesses each school's performance at supporting students from underserved backgrounds relative to all of its other students. The lower a school's Pell graduation rate relative to its non-Pell graduation rate, the lower it scores on this indicator.

Scores for the new social mobility indicators were then adjusted by the proportion of the entering class that was awarded Pell Grants because achieving a higher lowincome student graduation rate is more challenging with a larger proportion of lowincome students.

Graduation and retention rates: The higher the proportion of first-year students who return to campus for sophomore year and eventually graduate, the better a school is apt to be at offering the classes and services that students need to succeed. This has two components: the average six-year graduation rate is 17.6 percent, down from 18 percent in 2018; and the average first-year retention rate is 4.4 percent, down from 4.5 percent in 2018.

The graduation rate indicates the average proportion of a graduating class earning a degree in six years or less; we considered first-year student classes that started from fall 2008 through fall 2011. First-year retention indicates the average proportion of firstyear students who entered the school in the fall 2013 through fall 2016 and returned the following fall. Graduation is given four times more weight than retention. We weighted it at 22 percent total, down from 22.5 percent in 2018.

OIRA: U.S. News 2019 Rankings Summary

Graduation rate performance: We compared each college's actual six-year graduation rate to what we predicted for its fall 2011 entering class. The predicted rates were modeled from admissions data, proportion of undergraduates awarded Pell Grants, school financial resources, and national universities' math and science, or STEM, orientations. We weighted it at 8 percent, up from 7.5 percent in 2018.

The graduation and retention rate numerical ranking published on usnews.com for the 2019 Best Colleges is based on a school's total score in the following four ranking indicators: average six-year graduation rates, average first-year retention rates, Pell Grant graduation rates and Pell Grant graduation rates compared all other students. Previously, the graduation and retention rate numerical ranking published on usnews.com was based on a school's total score in these two ranking indicators: average six-year graduation and average first-year retention rates.

## Faculty Resources (20 percent)

Research shows the greater access students have to quality instructors, the more engaged they will be in class and the more they will learn and likely graduate. U.S. News uses five factors from the 2017-2018 academic year to assess a school's commitment to instruction: class size, faculty salary, faculty with the highest degree in their fields, student-faculty ratio and proportion of faculty who are full time.

- Class size is the most highly weighted faculty resource measure, at 8 percent. Schools score better the greater their proportions of smaller classes. Schools receive the most credit in this index for the proportion of their fall 2017 term undergraduate classes with fewer than 20 students. Classes with 20 to 29 students score second highest, 30 to 39 students third highest and 40 to 49 students fourth highest. Classes that have 50 or more students receive no credit.
- Faculty salary is weighted at 7 percent and is the average faculty pay, plus benefits, during the 2016-2017 and 2017-2018 academic years, adjusted for regional differences in the cost of living using indexes from the consulting firm Runzheimer International.
- U.S. News also factors the proportion of full-time faculty with the highest degree in their fields (3 percent), student-faculty ratio (1 percent) and the proportion of faculty who are full time (1 percent).


## Expert Opinion (Academic Reputation) ( 20 percent, down from 22.5 percent in 2018)

We survey top academics - presidents, provosts and deans of admissions - asking them to rate the academic quality of peer institutions with which they are familiar on a scale of 1 (marginal) to 5 (distinguished). To get another set of important opinions, U.S. News also surveyed nearly 24,400 counselors at public, private and parochial high schools from all 50 states and Washington, D.C. Academic reputation matters because it factors things that cannot easily be captured elsewhere. For example, an institution known for having innovative approaches to teaching may perform especially well on this indicator, whereas a school struggling to keep its accreditation will likely perform poorly.

- The peer assessment survey averages results from spring 2017 and 2018. It is weighted at 15 percent for National Universities. Of the 4,589 academics who were sent questionnaires, 35.5 percent responded (down from the 40.4 percent response rate in spring 2017).
- The high school counselor assessment survey averages results from spring 2016, 2017 and 2018. It is weighted at 5 percent (down from 7.5 percent in 2018) and only applies toward National Universities and National Liberal Arts Colleges. For the high school counselor survey, approximately half of the high school counselors $(12,200)$ were asked to rate the schools in the National Universities ranking category and the other half were asked to rate schools in the National Liberal Arts category.


## Financial Resources (10 percent)

Generous per-student spending indicates that a college can offer a wide variety of programs and services. U.S. News measures financial resources by using the average spending per student on instruction, research, student services and related educational expenditures in the 2016 and 2017 fiscal years. Spending on sports, dorms and hospitals does not count.

## Student Excellence (10 percent, down from 12.5 percent in 2018)

A school's academic atmosphere is influenced by the selectivity of its admissions. Simply put, students who achieved strong grades and test scores during high school have the highest probability of succeeding at challenging college-level coursework; enabling instructors to design classes that have great rigor. New for 2019, acceptance rate ( 1.25 percent in last year's ranking) has been completely removed from the ranking calculations to make room for the new social mobility indicators.

Also, we reduced the weight of the two remaining student excellence factors assessing the fall 2017 entering class - standardized tests and high school class standing.

Standardized tests: U.S. News factors admissions test scores for all enrollees who took the mathematics and evidence-based reading and writing portions of the SAT and the composite ACT. The SAT scores used in this year's rankings and published on usnews.com are for the new SAT test administered starting March 2016. We weighted standardized tests at 7.75 percent, down from 8.125 percent in 2018.

High school class standing: U.S. News incorporates the proportion of enrolled first-year students at National Universities and National Liberal Arts Colleges who graduated in the top 10 percent of their high school classes. For Regional Universities and Regional Colleges, we used the proportion of those who graduated in the top quarter of their high school classes. We weighted this at 2.25 percent, down from 3.125 percent in 2018.

## Alumni Giving (5 percent)

This is the average percentage of living alumni with bachelor's degrees who gave to their school during 2015-2016 and 2016-2017. Giving measures student satisfaction and post-graduate engagement.

