UNR Undergraduate Degree Recipients

A Ten-Year Profile

Serge Herzog, PhD
Director, Institutional Analysis
University of Nevada, Reno
Reno, NV 89557
serge@unr.edu

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Time to Degree Completion

- 1995 through 2005
Graduates who started
as new freshmen
Highlights

• Degree completion time has declined over the past ten years for graduates in most disciplines
• Foreign students are the fastest completers followed by Hispanics, Asians, African Americans, and Whites; Native Americans take the longest, while women finish faster than men across all ethnic/racial groups
• Double majors are the fastest completers followed by students in the natural sciences and pre-professional programs; white graduates in social sciences are the slowest completers
• Degree completion time hardly differs across income background, except for low-income Asians and Whites, which take on average one more semester to finish
• Clark county graduates finish faster than other Nevada students and out-of-state students; local students take the longest
• Students with AP credits, and those who took honors courses, graduated with a thesis, or participated in the USAC program finished faster; in contrast, students who took correspondence courses took longer
• Students who took remedial courses in English or math took no longer on average than non-remedial students
• Graduates who completed core humanities at UNR finished faster than those who took these courses elsewhere (mostly TMCC)

Number of Graduates by Program Major Type

<table>
<thead>
<tr>
<th>Year</th>
<th>Bus/Econ</th>
<th>Education</th>
<th>Pre-Prof</th>
<th>Health Sci</th>
<th>Arts/Hum</th>
<th>Natural Sci</th>
<th>Physical Sci</th>
<th>Social Sci</th>
<th>Double Maj</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
UNR Undergraduate Degree Recipients

Time-to-Degree by Gender, Ethnicity/Race
Spring 1995 through Spring 2005 Graduates

Time-to-Degree by Field, Ethnicity/Race
Spring 1995 through Spring 2005 Graduates
Time-to-Degree by Field, Ethnicity/Race
Spring 1995 through Spring 2005 Graduates

Time-to-Degree by Income, Ethnicity/Race
Spring 1995 through Spring 2005 Graduates

Note: Parent income is measured
UNR Undergraduate Degree Recipients

**Time-to-Degree by Course Grade**
Spring 1995 through Spring 2005 Graduates

- **Years**
  - B or higher
  - Less than B
  - Didn’t take at UNR

- **N**
  - 7,269
  - 691
  - 1,247
  - 4,664
  - 682
  - 3,861

- **Course Grade**
  - General capstone
  - Major capstone

- **Years**
  - B or higher
  - Less than B
  - Didn’t take at UNR

- **N**
  - 3,861
  - 2,442
  - 2,904
  - 4,166
  - 1,851
  - 3,190

- **Course Grade**
  - Core Humanities 201
  - Core Humanities 202
### Time-to-Degree by Course Grade

**Spring 1995 through Spring 2005 Graduates**

- **Years**
- **Courses**
  - B or higher
  - Less than B
  - Didn’t take at UNR

<table>
<thead>
<tr>
<th>Course</th>
<th>N</th>
<th>Years</th>
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</thead>
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<tr>
<td>Less than B</td>
<td>870</td>
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<tr>
<td>Didn’t take at UNR</td>
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<tr>
<td>B or higher</td>
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<tr>
<td>Less than B</td>
<td>1,023</td>
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<tr>
<td>Didn’t take at UNR</td>
<td>6,351</td>
<td></td>
</tr>
</tbody>
</table>

### Time-to-Degree by ACT/SAT Score*

**Spring 1995 through Spring 2005 Graduates**

- **Score**
- **Years**
- **Degree Completion Time (Years)**

*SAT Combined converted to ACT Composite scale
Selected Statistics

• 1995 through 2005 Graduates who started as transfer-in students

Highlights

• Two-thirds of transfer-in graduates came from other Nevada institutions, 50% from TMCC alone
• Degree completion time on average remained about the same between ’98 and ’05, though it varies by discipline, with Arts/Humanities majors taking longer and Education majors finishing faster
UNR Undergraduate Degree Recipients

Number of Graduates by Program Major Type

Institutional/Geographic Origin of Transfer-In Graduates
UNR Undergraduate Degree Recipients

Number of Credits at Graduation
Spring 1995 through Spring 2005 Graduates

- TMCC: 2,506
- WNCC: 595
- UNLV: 138
- Other NV: 146
- California: 880
- Other US: 791
- New Freshmen Starters: 8,934

Based on available data

Time-to-Degree by Program Major Type

- Business/Econ
- Education
- Social Sci
- Total
Graduate and Post-Graduate Indicators

- GRE/GMAT scores
  - 30% available for examined enrollees
  - 2523 cases of tested graduates
- LSAT scores
- MCAT scores

Highlights

- GRE/GMAT scores are on average about the same for both new freshmen starters and transfer-in graduates
- Graduates in the physical sciences scored the highest on the quantitative section, arts/humanities majors the highest on the verbal section
- Graduates in business and physical sciences scored slightly higher on the verbal section than their disciplinary peers at other institutions, but UNR grads scored lower on the quantitative section across all major disciplines
- Average GRE/GMAT scores vary little by income background and ethnicity/race within income groups, except for low-income minority students (excluding Asians); overall, ethnic/racial minorities scored lower than Whites, except Asians who scored the highest on the quantitative section
- UNR graduates scored comparably on the LSAT as law-school enrollees in the inter-mountain West, but slightly lower than a national sample of law-school enrollees or students at more selective law schools
- UNR graduates who took the MCAT scored at the national average level
UNR Undergraduate Degree Recipients

GRE Scores of Transfer-In Graduates
Spring 1995 through Spring 2005 Graduates by Field

* Based on verbal/quant. takers

GRE Scores of Transfer-In Graduates
Spring 1995 through Spring 2005 Graduates by Field

* Based on verbal/quant. takers
UNR Undergraduate Degree Recipients

GRE Scores of New Freshmen Starters
Spring 1995 through Spring 2005 Graduates by Field

*N* Based on verbal/quant. takers

**Business/Econ**
- Verbal: 123
- Quantitative: 115
- Analytical: 217
- Total: 1,055

**Education**
- Verbal: 115
- Quantitative: 119
- Analytical: 197
- Total: 431

**Health Sci**
- Verbal: 217
- Quantitative: 110
- Analytical: 109
- Total: 436

**Arts/Hum**
- Verbal: 109
- Quantitative: 119
- Analytical: 119
- Total: 347

**Pre-Prof**
- Verbal: 119
- Quantitative: 119
- Analytical: 119
- Total: 357

**UNR Avg**
- Verbal: 1,587
- Quantitative: 1,587
- Analytical: 1,587
- Total: 4,761

**Natural Sci**
- Verbal: 279
- Quantitative: 268
- Analytical: 272
- Total: 829

**Physical Sci**
- Verbal: 268
- Quantitative: 268
- Analytical: 268
- Total: 714

**Double Maj**
- Verbal: 85
- Quantitative: 85
- Analytical: 85
- Total: 255

**Social Sci**
- Verbal: 272
- Quantitative: 272
- Analytical: 272
- Total: 816

**UNR Avg**
- Verbal: 1,587
- Quantitative: 1,587
- Analytical: 1,587
- Total: 4,761

* Based on verbal/quant. takers
UNR Undergraduate Degree Recipients

GRE Verbal Scores: UNR vs. Nat’l Average
Spring 1995 through Spring 2005 Graduates by Field

UNR N = 373                378              459             180                176              205

*Based on seniors and non-enrolled graduates tested between 7/1/01 and 6/30/04
** Including Engineering Sciences; combined physical sci/engineering mean for nat’l avg

GRE Quantitative Scores: UNR vs. Nat’l Average
Spring 1995 through Spring 2005 Graduates by Field

UNR N = 372                378              459             179                176              205

*Based on seniors and non-enrolled graduates tested between 7/1/01 and 6/30/04
** Including Engineering Sciences; combined physical sci/engineering mean for nat’l avg
UNR Undergraduate Degree Recipients

LSAT Scores: UNR in Comparison
Spring 1995 through Spring 2005 Graduates

Law school enrollees (2006)*

N = 333

**Law school enrollees (1998) from 162 schools at: http://members.isacnet.org/
UNR Undergraduate Degree Recipients

MCAT Scores: UNR in Comparison
Spring 1995 through Spring 2005 Graduates

GRE/GMAT* Scores by Ethnicity/Race
Spring 1995 through Spring 2005 Graduates

*Source: AAMC

*GMAT converted to GRE scale
ACT vs. GRE/GMAT* Scores by Ethnicity/Race
Spring 1995 through Spring 2005 Graduates

GPA vs. GRE/GMAT* Scores by Ethnicity/Race
Spring 1995 through Spring 2005 Graduates

* GMAT converted to GRE scale; **based on available data
GRE/GMAT* Scores by Parental Income**
Spring 1995 through Spring 2005 Graduates

* GMAT converted to GRE scale; ** constant 2005 $; ^African/Hispanic/Native Am

Graph showing the distribution of GRE/GMAT scores by parental income category for different racial and ethnic groups (Minorities*, Asian, White, Minorities*, Asian, White) for two income brackets: less than $30,000 and $30,000-$50,000. The graph also shows data for two additional income brackets: $50,000-$80,000 and more than $80,000. The sample sizes (N) for each category are provided.
Financial Aid

- 1995 through 2005
  Graduates by
  - Income background
  - Ethnicity/race
  - Academic college

Highlights

- The lower the income-level, the greater the amount of grant aid received by graduates
- Minority students in the low and lower-mid income groups received the highest amount of grant aid, including Pell Grants
- Merit-based aid to low-income graduates does not correlate with their ACT/SAT score or final college GPA across ethnic/racial background
- Low-income minority graduates and lower-mid income white graduates relied most heavily on loans (on average over $10,000)
- On average, graduates took out $4,000 more in loans than they received in grants or merit-based aid
- Low-income minority students received nearly as much merit-based aid as their ethnic/racial peers from high-income background; in contrast, low-income Asians and Whites received less merit-based aid than those with high incomes
Highlights

- Low-income graduates took out about $2,000 more in loans than high-income graduates
- Among low-income students, graduates in business and engineering were least likely to rely on loans; those in liberal arts and education the most likely
- Graduates in the physical sciences received the greatest amount of merit-based aid, those in the social sciences, education, and business received the least amount of merit aid
- Among low-income graduates, those in liberal arts and sciences received the greatest amount of grant aid, on average at least $3,000 more than graduates in other fields, most of it due to larger amounts of Pell Grant support
- On average, low-income graduates across all academic fields received about seven times the amount of grant aid compared to high-income graduates (i.e., ~$7,000 vs. < $1,000)

Financial Aid Received* by Ethnicity/Race

Spring 1995 through Spring 2005 Graduates

- Average for all students, recipients and non-recipients

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>Pell Grant</th>
<th>Grants-in-Aid</th>
<th>Total Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Am</td>
<td></td>
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<tr>
<td>Native Am</td>
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<td>Hispanic</td>
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<td>Asian Am</td>
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<tr>
<td>Unknown</td>
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<td></td>
</tr>
</tbody>
</table>

N = [242, 167, 755, 937, 12,072, 633]
Financial Aid Received* by Ethnicity/Race

Spring 1995 through Spring 2005 Graduates

Income Less than $30,000^$

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>Pell Grant</th>
<th>Grants-in-Aid</th>
<th>Total Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Am</td>
<td>7,000</td>
<td>6,000</td>
<td>13,000</td>
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<tr>
<td>Native Am</td>
<td>5,000</td>
<td>4,000</td>
<td>9,000</td>
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<tr>
<td>Hispanic</td>
<td>4,000</td>
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<tr>
<td>Unknown</td>
<td>1,000</td>
<td>1,000</td>
<td>2,000</td>
</tr>
</tbody>
</table>

N = 75 41 156 192 2,194 122

* Average for all students, recipients and non-recipients; ^constant 2005-$

Income $30,000 - $50,000^$

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>Pell Grant</th>
<th>Grants-in-Aid</th>
<th>Total Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Am</td>
<td>5,000</td>
<td>4,000</td>
<td>9,000</td>
</tr>
<tr>
<td>Native Am</td>
<td>3,000</td>
<td>2,000</td>
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<tr>
<td>Hispanic</td>
<td>2,000</td>
<td>1,000</td>
<td>3,000</td>
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<tr>
<td>Asian Am</td>
<td>1,000</td>
<td>1,000</td>
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<td>White</td>
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<tr>
<td>Unknown</td>
<td>1,000</td>
<td>1,000</td>
<td>2,000</td>
</tr>
</tbody>
</table>

N = 45 33 121 140 1,324 66

* Average for all students, recipients and non-recipients; ^constant 2005-$
UNR Undergraduate Degree Recipients

Financial Aid Received* by Ethnicity/Race
Spring 1995 through Spring 2005 Graduates

* Average for all students, recipients and non-recipients; ^constant 2005-$

Income Less than $30,000^ With Avg ACT Score

* Average for all students, recipients and non-recipients; ^constant 2005-$ w/ available ACT/SAT scores
Financial Aid Received* by Ethnicity/Race
Spring 1995 through Spring 2005 Graduates

* Average for all students, recipients and non-recipients; *constant 2005-$ w/ available ACT/SAT scores

GPA and Financial Aid* Type by Ethnicity/Race
Spring 1995 through Spring 2005 Graduates

* Average for all students, recipients and non-recipients; *constant 2005-$
UNR Undergraduate Degree Recipients

GPA and Financial Aid* Type by Ethnicity/Race

Spring 1995 through Spring 2005 Graduates

Pell Grant Students

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>Final GPA</th>
<th>Constant 2005-$</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Am</td>
<td>3.2</td>
<td>6,000</td>
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<tr>
<td>Native Am</td>
<td>3.4</td>
<td>8,000</td>
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<td>Hispanic</td>
<td>3.6</td>
<td>10,000</td>
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<td>Asian Am</td>
<td>3.8</td>
<td>12,000</td>
</tr>
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<td>White</td>
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<td>3.0</td>
<td>4,000</td>
</tr>
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N = 75, 41, 156, 192, 2,194, 122

% Pell ** = 57, 47, 47, 41, 37, 36

* Average for all students, recipients and non-recipients; ** % of all students that are on Pell Grants

GPA and Financial Aid* Type by Ethnicity/Race

Spring 1995 through Spring 2005 Graduates

Income: $30,000 - $50,000^

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>Final GPA</th>
<th>Constant 2005-$</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Am</td>
<td>3.0</td>
<td>4,000</td>
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<tr>
<td>Native Am</td>
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<td>12,000</td>
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</tbody>
</table>

N = 45, 33, 121, 140, 1,324, 66

* Average for all students, recipients and non-recipients; ^constant 2005-$
UNR Undergraduate Degree Recipients

GPA and Financial Aid* Type by Ethnicity/Race
Spring 1995 through Spring 2005 Graduates

Income: More than $80,000^*

Final GPA

2 2.2 2.4 2.6 2.8 3 3.2 3.4 3.6 3.8 4

African Am Native Am Hispanic Asian Am White Unknown

N = 36 35 122 127 2,093 96

College GPA • Pell Grant ▲ Total Grant ▲ Loans • Merit aid

* Average for all students, recipients and non-recipients; ^constant 2005-

Financial Aid Received* by Ethnicity/Race
Spring 1995 through Spring 2005 Graduates

constant 2005-

0 2,000 4,000 6,000 8,000 10,000 12,000 14,000

African Am Native Am Hispanic Asian Am White Unknown

N = 242 167 755 937 12,072 633

Work Study • Merit Aid • Loans

* Average for all students, recipients and non-recipients
UNR Undergraduate Degree Recipients

Financial Aid Received* by Ethnicity/Race
Spring 1995 through Spring 2005 Graduates

Income Less than $30,000*

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>Work Study</th>
<th>Merit Aid</th>
<th>Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Am</td>
<td>75</td>
<td>41</td>
<td>156</td>
</tr>
<tr>
<td>Native Am</td>
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<td>121</td>
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<tr>
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<td>140</td>
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<td>Asian Am</td>
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<td>121</td>
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Income $30,000 - $50,000*

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<tr>
<th>Ethnicity/Race</th>
<th>Work Study</th>
<th>Merit Aid</th>
<th>Loans</th>
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<tbody>
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<tr>
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<td>66</td>
<td>66</td>
</tr>
</tbody>
</table>

* Average for all students, recipients and non-recipients; ^constant 2005-$
UNR Undergraduate Degree Recipients

**Financial Aid Received* by Ethnicity/Race**

Spring 1995 through Spring 2005 Graduates

* Average for all students, recipients and non-recipients; *constant 2005-

**Income: Less than $30,000^**

* Average for all students, recipients and non-recipients; *constant 2005-$
Financial Aid Received* by College
Spring 1995 through Spring 2005 Graduates

Income: $30,000 - $50,000^*

TTD-Years: 5.55 5.71 4.90 6.04 6.35 5.64 5.62 7.13 6.27

Income: $50,000 - $80,000^*

TTD-Years: 4.33 5.37 5.28 5.35 5.49 4.72 5.22 6.22 4.61

* Average for all students, recipients and non-recipients; ^constant 2005-$
Financial Aid Received* by College
Spring 1995 through Spring 2005 Graduates

Income: More than $80,000^*

<table>
<thead>
<tr>
<th>College</th>
<th>AG</th>
<th>AS</th>
<th>BA</th>
<th>ED</th>
<th>EN</th>
<th>HC</th>
<th>JO</th>
<th>LBA</th>
<th>MN</th>
<th>SCI</th>
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<tr>
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<td>4.82</td>
<td>4.66</td>
<td>4.69</td>
<td>4.60</td>
<td>4.81</td>
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<td>0</td>
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</table>

Income: Less than $30,000^*

<table>
<thead>
<tr>
<th>College</th>
<th>AG</th>
<th>AS</th>
<th>BA</th>
<th>ED</th>
<th>EN</th>
<th>HC</th>
<th>JO</th>
<th>LBA</th>
<th>MN</th>
<th>SCI</th>
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<tbody>
<tr>
<td>Income</td>
<td>5.95</td>
<td>6.32</td>
<td>5.79</td>
<td>5.76</td>
<td>6.35</td>
<td>6.04</td>
<td>5.65</td>
<td>5.62</td>
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* Average for all students, recipients and non-recipients; ^constant 2005-$
UNR Undergraduate Degree Recipients

Financial Aid Received* by College
Spring 1995 through Spring 2005 Graduates

Income: $30,000 - $50,000*

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TTD-Years = 5.55 5.71 4.90 6.35 6.04 5.65 5.62 7.13 6.27

* Average for all students, recipients and non-recipients; ^constant 2005-$

Financial Aid Received* by College
Spring 1995 through Spring 2005 Graduates

Income: $50,000 - $80,000*

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</table>

TTD-Years = 4.33 5.37 5.07 5.28 5.35 5.49 4.72 5.22 6.22 4.61

* Average for all students, recipients and non-recipients; ^constant 2005-$
Financial Aid Received* by College
Spring 1995 through Spring 2005 Graduates

* Average for all students, recipients and non-recipients; ^constant 2005-$

Graduate and Post-Graduate Indicators

- Alumni Survey Results on:
  - Impact of core curriculum
  - Satisfaction with UNR experience
- Surveyed Bachelor Degree graduates
  - 3,562 (47% of all 2001-2005 graduates)
- Surveyed graduates vs. others
  - Avg College GPA 3.22 vs. 3.15 (respectively)
  - Avg ACT 22.88 vs 23.08
Highlights

- Demographic and academic attributes of survey participants reflect that of non-participants
- Contribution of the core curriculum to communication and writing skills was perceived most positively by graduates in pre-professional programs; in contrast, least by physical and natural sciences majors
- Contribution of the core curriculum to critical thinking skills was perceived most positively by graduates in physical sciences and pre-professional programs; in contrast, least by education majors
- Contribution of the core curriculum to quantitative skills was perceived most positively by graduates in business and physical sciences programs; in contrast, least by arts/humanities, social science, and education majors
- Half of education and social science graduates rated the curriculum not difficult; as compared to 45% in pre-professional programs, 35% in arts/humanities, and at least 30% in business and health sciences
- Graduates’ satisfaction with both the UNR experience in general, and intellectual growth in particular, is significantly correlated with their final GPA, but not with ACT/SAT entry scores
- Almost two-thirds of UNR graduates find employment within their field of training, and over 90% are employed within one year of graduation
Survey Response: Attributes of Participants vs. Non-Participants

Core Curriculum Impact:
On Ability to Communicate Orally
Core Curriculum Impact:
On Ability to Think Creatively

Core Curriculum Impact:
On Ability to Think Critically
Core Curriculum Impact:
On Ability to Think Independently

Core Curriculum Impact:
On Ability to Write Well
UNR Undergraduate Degree Recipients

Core Curriculum Impact:
On Ability to Master Quantitative Skills

Core Curriculum Impact:
On Intellectual Growth
Core Curriculum Impact:
On Preparation for Further Education

Core Curriculum Impact:
On Preparation for a Career
Satisfaction with UNR Experience:
Rate quality of your degree program?

Satisfaction with UNR Experience:
Rate your degree for career preparation?
Satisfaction with UNR Experience:
Rate quality of academic advising?

Satisfaction with UNR Experience:
Rate quality of student-faculty interaction?
Survey Response: Would You Attend UNR Again?

Average GPA/ACT by response category

Pattern is consistent across all academic fields

* Stat sig difference at $\alpha < .05$ for all pairs except probably no/probably yes based on LSD post hoc tests

Survey Response: Impact on Intellectual Growth?

Average GPA/ACT by response category

Pattern is consistent across all academic fields

* Stat sig difference at $\alpha < .05$ from 'very positive' response category based on LSD post hoc tests
**Time to Post-Graduate Employment**

Spring 2001 through Spring 2005 Graduates

- **20%** Held before graduation
- **19%** Secured before grad
- **13%** within 3 months of grad
- **6%** 3-6 months after grad
- **31%** 7-12 months after grad
- **6%** more than 12 months
- **3%** No data

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**UNR Degree Related to Employment**

Spring 2001 through Spring 2005 Graduates

- **64%** Yes
- **30%** No
- **6%** No response
- **No response**
Graduate and Post-Graduate Indicators

- Enrollment at 4-year institution within four years of graduation
  - 90% record-match based on requested records from Nat’l Student Clearinghouse

Highlights

- Over half of graduates enrolled at a US-based institution of higher education within four years, most do so within one year of graduation
- Around 70% enrolled at a 4-year institution; of those, over two-thirds returned to UNR
- Of the 30% that enrolled at a 2-year institution (or 16% of all graduates), over half went to TMCC
- Graduates in education were most likely to go back to or continue with college, business/economics majors the least likely
- Graduates in natural sciences were most likely to enroll at a selective 4-year institution, education majors the least likely
- Ethnic/racial minority graduates were somewhat more likely to go on to a selective 4-year institution than Asians and Whites, though the latter two earned higher GRE/GMAT scores and UNR GPAs
- Low-income graduates were as likely to go back to or continue with college as those from high-income background, but the latter were more likely to enroll at a selective 4-year institution
- Graduates from Nevada were more likely to enroll within four years than out-of-state graduates; those from Clark County (Las Vegas) entered selective 4-year institutions at a slightly higher rate than other Nevada graduates
- Graduates who completed at least two internships while at UNR were more likely to attend college within four years of graduation than graduates with less internship experience
- Graduates who enrolled at selective 4-year institutions had slightly greater exposure to full professors at UNR, but the same exposure to part-time faculty as other graduates
UNR Undergraduate Degree Recipients

**Time to Post-Graduate Enrollment**
Spring 1995 through Fall 2001 Graduates, 4-year tracking period

- **49%** Did not enroll
- **33%** Within 1 year
- **8%** After 1 to 2 years
- **6%** After 2 to 3 years
- **4%** After 3 to 4 years

**Post-Graduate Enrollment Destination**
*Within 4 Years*
Spring 1995 through Fall 2001 Graduates (N = 9,603)

*Graduate may be counted in multiple categories*
UNR Undergraduate Degree Recipients

Post-Graduate Enrollment Within 4 Years
Spring 1995 through Fall 2001 Graduates by Academic Field

- Enrolled at 1st tier or med/law school*
- Enrolled at 2nd tier or lower institution*

*based on US News & World Report college ranking

Post-Graduate Enrollment Within 4 Years
Spring 1995 through Fall 2001 Graduates by Ethnicity/Race

- Enrolled at 1st tier or med/law school*
- Enrolled at 2nd tier or lower institution*

*based on US News & World Report college ranking
Enrollees at 2nd Tier Institutions: Test Scores
Spring 1995 through Fall 2001 Graduates by Ethnicity/Race

Enrollees at 1st Tier Institutions: Test Scores
Spring 1995 through Fall 2001 Graduates by Ethnicity/Race

*AFrican/Native/Hispanic American; ^GMAT converted to GRE scale
UNR Undergraduate Degree Recipients

Post-Graduate Enrollment Within 4 Years
Spring 1995 through Fall 2001 Graduates by Income Background^*

*based on US News & World Report college ranking; ^constant 2005-$

Post-Graduate Enrollment Within 4 Years
Spring 1995 through Fall 2001 Graduates by Geographic Origin

*based on US News & World Report college ranking
Post-Graduate Enrollment Within 4 Years
Spring 1995 through Fall 2001 Graduates by Selected Experience

Internship/practicum
USAC experience
- Enrolled at 1st tier or med/law school*
- Enrolled at 2nd tier or lower institution*

*based on US News & World Report college ranking

Post-Graduate Enrollment and Classroom Exposure
Spring 1995 through Fall 2001 Graduates

UNR Classmates
- No enrollment
- Enrollment at 1st tier institution

UNR Instructional Faculty
- Enrollment at 2nd tier institution

^African/Native/Hispanic American