



# Loyola University Chicago 2016-17 U.S. News & World Report Ranking Update

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Prepared by the Office of Institutional Research

The 2016-17 U.S. News rankings placed Loyola University in the top 100 for the second consecutive year (Table 1). Loyola was ranked 99th (last year also 99th) with an overall score of 48 (last year 44). Having the same rank despite an improved overall score, seems to suggest that other universities, similarly ranked near Loyola last year, improved their overall score somewhat commensurately. Looking at the table below shows Loyola improved significantly in important areas. Peer Assessment (highest score ever), graduation rate, graduation performance, both faculty resources and financial resources (highest rank ever), and the percentage of classes under 20 markedly improved over last year

Table 1

Loyola University Chicago Ten-Year Trend												Change	
Category	Weight	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	1-Yr.	10-Yr.
<b>National Rank</b>		<b>112</b>	<b>116</b>	<b>119</b>	<b>117</b>	<b>119</b>	<b>106</b>	<b>101</b>	<b>106</b>	<b>99</b>	<b>99</b>	<b>0</b>	<b>-13</b>
<b>Overall Total Score</b>	<b>100.0%</b>	38	36	36	39	44	46	48	44	44	48	4	10
<b>Academic Reputation</b>	<b>22.5%</b>												
Peer Assessment Score	15.0%	2.9	2.9	2.8	2.8	2.9	2.9	2.9	2.9	2.9	3.0	.1	.1
HS Counselor Score	7.5%						3.9	4.0	4.0	4.0	4.0	0.0	
<b>Graduation and Retention</b>	<b>22.5%</b>												
Graduation/Retention Rank		96	100	102	102	110	106	101	99	99	100	1	4
Freshmen Retention	4.5%	84%	84%	84%	84%	85%	85%	86%	86%	86%	86%	0%	2%
Predicted Graduation Rate		65%	67%	67%	69%	70%	69%	70%	73%	71%	71%	0%	6%
Actual Graduation Rate	18.0%	70%	65%	66%	68%	67%	70%	70%	71%	73%	74%	1%	4%
<b>Over/Underperformance</b>	<b>7.5%</b>	5.0	-2.0	-1.0	-1.0	-3.0	1.0	0.0	-2.0	2.0	3.0	1	-2
<b>Faculty Res./Compensation</b>	<b>20.0%</b>												
Faculty Resources Rank		158	143	173	161	159	115	102	118	116	108	-8	-50
% of Classes < 20	6.0%	30%	33%	29%	32%	31%	38%	39%	38%	39%	45%	6%	15%
% of Classes > 50	2.0%	10%	11%	13%	9%	10%	8%	7%	7%	7%	7%	0%	-3%
Student Faculty Ratio	1.0%	13/1	14/1	15/1	15/1	15/1	15/1	14/1	14/1	14/1	14/1	0	1
% Full-Time Faculty	1.0%	74%	70%	70%	72%	74%	75%	74%	75%	74%	73%	-1%	-1%
<b>Selectivity Rank</b>	<b>12.5%</b>	78	82	91	93	82	87	87	92	88	106	18	28
Average ACT	8.0%	23-28	23-28	24-29	24-29	25-29	25-29	25-29	24-29	25-29	24-29	-1-0	1-1
Fresh Top 10% of HS Class	3.0%	32%	33%	34%	32%	34%	32%	35%	37%	34%	34%	0%	2%
Acceptance Rate	1.0%	77%	73%	74%	78%	60%	55%	81%	85%	63%	71%	-8%	6%
<b>Financial Resources</b>	<b>10.0%</b>												
Financial Resources Rank		142	144	136	133	133	141	130	117	113	112	-1	-30
<b>Alumni Giving</b>	<b>5.0%</b>												
Alumni Giving Rank		174	166	154	156	157	132	112	114	139	175	36	1
Alumni Giving Rate		9%	10%	10%	9%	9%	10%	12%	11%	9%	6%	-3%	-3%

Numbers in Red=Negative Trend

Numbers in Blue=Positive Trend

Numbers in Black=No Trend

On the downside, Loyola declined in selectivity (admission rate rose from 63% to 71% and average ACT 25<sup>th</sup> percentile declined from 25 to 24). Also, full-time faculty declined from 74% to 73% and alumni giving declined from 9% to 6%. Overall, however, U.S. News does not weight input measures heavily. More weight is given to output measures (such as graduation and retention rates). Thus, the input declines experienced by Loyola had a relatively negligible effect on Loyola’s overall score.

An examination of the top 100 ranked universities shows that 27% remained ranked the same as last year. Moreover, 33% moved in the rankings (either up or down) by one only or two ranks. For the top 100, the average movement in rank was .52.

Three of the top 100 institutions scored (total score) lower (by only 1 point) and the average change in score was plus 2.7. Only 11% of the top 100 either declined in total score by only 1 point (3%) or remained the same (8%) as the previous year—the other 89% showed increases in total score. Since change from one year to the next in terms of the U.S. News measures for most institutions are at best slight, the increases in total scores could only mean a U.S. News change in the weighting of certain performance measures.

Responding to criticism of what really matters in ranking higher education institutions, U.S. News recently changed its weighting formula towards outcome measures, such as graduation and retention rates. In general, most seem to agree that placing more weight on outcome measures is a more positive step towards measuring what matters in higher education. However, the top 100 appear to benefit greatly from the placing of more weight on outcome measures. This is because U.S. News did not decrease, as we have noted in all previous U.S. News ranking reports, the main driver of the rankings—peer assessment of reputation.

Table 2 below shows the results of comparing the top 100 rankings for this year compared with the top 100 rankings for the previous year (paired comparisons) and total score comparisons. The results show a rank correlation of .994 between the 2016 and 2017 top 100 rankings and a total score correlation of .994--a near one-to-one relationship. This means that top 100 from 2016 to 2017 remained essentially unchanged.

**Table 2**

<b>2016 &amp; 2017 Comparison of U.S. News Top 100 Rankings</b>		<b>2016</b>	<b>2017</b>
<b>2016 Ranking</b>	<b>Spearman's Rank Order Coefficient (rho)</b>	<b>1.0</b>	<b>.998**</b>
<b>2017 Ranking</b>	<b>Spearman's Rank Order Coefficient (rho)</b>	<b>.998**</b>	<b>1.0</b>
<b>2016 Total Score</b>	<b>Pearson's Correlation Coefficient (r)</b>	<b>1.0</b>	<b>.994**</b>
<b>2017 Total Score</b>	<b>Pearson's Correlation Coefficient (r)</b>	<b>.994**</b>	<b>1.0</b>

**\*\* Correlation is significant at the 0.01 level (2-tailed).**

***r*<sup>2</sup>= .99.6% of variance explained**

The top 100 rankings comparison results have two major implications for Loyola. First, Loyola has moved over the past several years from just below the top 100 to 99<sup>th</sup> due to extraordinary positive changes in graduation rates, faculty resources, and financial resources. In future rankings, Loyola must consider whether or not continued extraordinary changes are possible, and if so, what areas should be the focus. Secondly, although the top 100 rankings comparison showed a .994 correlation, this is in relation to remaining in the top 100. If we examine the top 10, top 25, top 50, etc., correspondingly there is one institution ranked 9, 24, and 49, respectively. Although these institutions are highly unlikely to fall out of the top 100, institutions on the margins are all vulnerable to falling out of their respective 'top' categories. Small changes of 1 or 2 total score points could prove significant. Clearly, Loyola ranked 99<sup>th</sup> is vulnerable to falling out of the top 100. It is unlikely that Loyola will rank lower or higher by 10 ranks. But, a change of three ranks, either up or down, is probably a reasonable expectation. Keep in mind, however, that although there may be changes in Loyola's total score, Loyola's U.S. News rankings are always based relative to the performance of other institutions.

No doubt next year, like previous years, there will be a great deal of uncertainty that has always accompanied the anticipation of the ranking results. For the public, what will a move for Loyola up or down in the rankings really mean? There is the general problem with the consumers of ranking results interpreting the ranks as if they were the actual overall scores. Ranks are not scores, rankings are based on scores. We cannot say that the number one ranked institution scored 10 times better than the tenth ranked institution. The actual scores underlying these respective ranks may actually be 49.1 and 48.3. Using only the year to year rank numbers for any particular college/university makes it difficult to determine if there was actually any meaningful change in institutional performance. Unfortunately, the ranks, more than the actual scores, seem to dominate consumer interest and attention in terms of measured institutional performance.

More recently, U.S. News has added more weight to outcomes such as graduation and retention. This seems to make the rankings more relevant to the public, while at the same time giving more weight to the top institutions who already score high on these factors. Also, U.S. News has been using more averages on measures across a few years. True that these make sense for the middle ranks, but have little to no impact on the top 100. Thus, there is never any real surprises concerning which institutions are top 100 ranked. However, those in the middle ranks are more sensitive to small shifts in overall score that yield a few ranking changes up or down.

Overall, with respect to the *U.S. News Best College Rankings*, the rankings may not pass scientific scrutiny and yield nothing more than a 'beauty contest', there may be no real answer to the questions of what is meant by 'best' or 'what really matters', but the rankings do include some important measures, and the consumers of ranking information consider the rankings as both legitimate and highly useful. Two related famous quotes come to mind with respect to the legitimacy and objectivity of the U.S. News Best College Rankings:

**Thomas theorem**

*If a person perceives a situation as real, it is real in its consequences*  
W.I. Thomas 1928

**Keynesian Beauty Contest**

*People pricing shares not based on what they think their fundamental value is, but rather on what they think everyone else thinks their value is, or what everybody else would predict the average assessment of value to be.*

*John Maynard Keynes, The General Theory of Employment, Interest and Money (1936)*

The U.S. News 2016-17 ranking results shows some significant changes within Loyola’s peer group. Table 3 below shows the U.S. News rankings trend for Loyola’s peer members who were classified as “National Universities”. Others Peer members classified as “Regional”, Liberal Arts, etc. were not included.

Marked drops were experienced by St. John’s (-11), Duquesne (-9), American University (-2) and DePaul and Catholic University (-1). The gap between DePaul (124) and Loyola (99) is now 25 ranks. On the other hand, increases were experienced by Fordham (+6), Illinois Institute (+5), University of San Diego (+3), Tulane (+2), and the University of San Francisco (+1). It should be noted that Fordham was an outlier in terms of ranking change for 2017. Fordham’s ranking in 2016 of 66 was unusual with respect to prior years and the 2017 ranking was more consistent with Fordham’s past rankings.

Loyola’s 2016-17 overall rank of 99 places Loyola pretty much in the middle of its peer group. However, the gap is narrower between Loyola and Jesuit peer members ranked higher. For example, the gap between Marquette and St. Louis compared with Loyola over the past ten years has narrowed from 30 ranks to 13 for Marquette and 3 for St. Louis. It is quite possible for Loyola to overtake St. Louis in the near future.

**Table 3**  
**Loyola University Peer Group National Rankings** **Change**

Peer Institution Name	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2008-17	2016-17
Tulane University	50	51	50	51	50	51	52	54	41	39	-11	-2
Fordham University	67	61	61	56	53	58	57	58	66	60	-7	-6
American University	85	83	84	79	82	77	75	71	72	74	-11	2
Marquette University	82	77	84	75	82	83	75	76	86	86	4	0
University of Denver	85	89	84	86	82	83	91	88	86	86	1	0
Univ. of San Diego	107	102	110	94	97	92	91	95	89	86	-21	-3
St. Louis University	82	80	88	86	90	92	101	99	96	96	14	0
<b>Loyola University</b>	<b>112</b>	<b>116</b>	<b>119</b>	<b>117</b>	<b>119</b>	<b>106</b>	<b>101</b>	<b>106</b>	<b>99</b>	<b>99</b>	<b>-13</b>	<b>0</b>
Illinois Institute	96	102	106	111	111	113	109	116	108	103	7	-5
Univ. of San Francisco	Tier 3	127	121	117	119	106	117	106	108	107	---	-1
Duquesne University	Tier 3	130	128	120	119	120	121	116	115	124	---	9
Catholic University	122	116	121	120	119	120	121	116	123	124	2	1
DePaul University	Tier 3	Tier 3	Tier 3	136	132	134	121	121	123	124	---	1
St. John's University	Tier 3	Tier 3	Tier 3	143	152	147	152	145	153	164	---	11

*Note: ‘---’ indicates prior ranking in terms of Tiers with nor rank*

Tables 4-7 shows Loyola’s peer group scores for total score, peer assessment, graduation and retention, and selectivity. These tables are very consistent with the pattern found in Table 3. Each table places Loyola pretty much in the middle of its peer group

Table 4 shows Loyola’s U.S. News Peer Group total score results for the past ten years. Every peer institution in Loyola’s Peer Group increased their total score from 2016 to 2017. The range of improvement in total score was from 3 to 6 (average increase of 4.3). Loyola experienced a gain of 4, on par with the Peer average increase. The 10-year trend shows Loyola with the second greatest improved total score of 10. Fordham, American, and University of San Diego showed increases of 11. Since the U.S. News rankings are based on how others score, we see some evidence to indicate that Loyola’s essentially same rank as last year’s overall rank was due in part to the improvement of others above and below and increases for some above and below—a combination effect much like grading on the curve.

**Table 4**

Peer Institution Name	Peer Group Total Score										Change	
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2008-17	2016-17
Tulane University	55	54	55	56	62	61	61	58	61	64	9	3
Fordham University	48	49	50	53	60	58	60	57	54	59	11	5
American University	43	42	43	47	52	52	53	52	51	54	11	3
Marquette University	44	44	43	48	52	51	53	50	47	51	7	4
University of Denver	43	41	43	45	52	51	50	48	47	51	8	4
Univ. of San Diego	40	39	38	43	48	49	50	47	46	51	11	5
St. Louis University	44	43	42	45	50	49	48	46	45	49	5	4
<b>Loyola University</b>	<b>38</b>	<b>36</b>	<b>36</b>	<b>39</b>	<b>44</b>	<b>46</b>	<b>48</b>	<b>44</b>	<b>44</b>	<b>48</b>	<b>10</b>	<b>4</b>
Illinois Institute	41	39	39	40	46	45	47	42	41	47	6	6
Univ. of San Francisco	Tier 3	33	35	39	44	46	45	44	41	46	---	5
Duquesne University	Tier 3	32	33	38	44	43	43	42	40	43	---	3
Catholic University	36	36	35	38	44	43	43	42	38	43	7	5
DePaul University	Tier 3	Tier 3	Tier 3	34	41	40	43	41	38	43	---	5
St. John's University	Tier 3	Tier 3	Tier 3	32	37	38	37	35	31	35	---	4

Note: ‘---’ indicates prior ranking in terms of Tiers with no rank

Table 5 shows Loyola’s U.S. News Peer Group Assessment score results for the past ten years. This year U.S. News is using a 2-year average of the Peer Assessment Score for this factor. The Assessment score is an average from the Spring 2015 and 2016 Assessment surveys. All of Loyola’s peer institutions showed little or no change from 2016 to 2017. Moreover, there was virtually no change for any institution from 2008-2017. Loyola did achieved the fourth highest Peer Assessment Score of all the National Peer Group institutions with a 3.0. This score is the highest for Loyola over the past 10 years. This factor, along with graduation rates, is the heaviest weighted factor (each 22.5% of total score) and is the most important factor driving the rankings. The assessment factor is based on the university’s perceived reputation. Loyola has little to no control over how others perceive its reputation. However, it is clearly a factor that mostly determines Loyola’s overall rank. The current weighting of the factors used by U.S. News suggests that significant shifts in overall rank may occur with changes in reputation scores and graduation rates (including under/over performance in graduation rates). Smaller changes are the result of the net total results from all other factors with less weight.

**Table 5**  
**Peer Assessment Score** **Change**

Peer Institution Name	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2008-17	2016-17
Tulane University	3.3	3.3	3.3	3.4	3.4	3.4	3.4	3.4	3.4	3.4	0.1	0
Fordham University	3	3.1	3.1	3.1	3.2	3.2	3.2	3.2	3.2	3.2	0.2	0.0
American University	2.9	2.9	2.9	3.0	3.0	3.0	3.0	3.1	3.0	3.1	0.2	0.1
Marquette University	2.9	3.0	2.9	3.0	3.0	3.0	2.9	3.0	3.0	3.0	0.1	0
<b>Loyola University</b>	<b>2.9</b>	<b>2.8</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>3.0</b>	<b>0.1</b>	<b>0.1</b>
St. Louis University	2.9	2.9	2.8	2.9	2.9	2.9	2.9	2.9	2.9	2.9	0	0
DePaul University	2.8	2.8	2.8	2.8	2.8	2.8	2.8	2.8	2.8	2.9	0.1	0.1
Univ. of San Diego	2.7	2.7	2.6	2.8	2.7	2.8	2.8	2.8	2.8	2.9	0.2	0.1
Univ. of San Francisco	2.8	2.7	2.7	2.8	2.8	2.9	2.8	2.8	2.8	2.8	0	0
University of Denver	2.7	2.6	2.7	2.7	2.8	2.8	2.7	2.8	2.8	2.8	0.1	0
Catholic University	2.8	2.7	2.8	2.8	2.8	2.8	2.7	2.7	2.7	2.8	0	0.1
Illinois Institute	2.8	2.7	2.7	2.8	2.8	2.7	2.7	2.7	2.7	2.8	0	0.1
St. John's University	2.8	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	-0.1	0
Duquesne University	2.6	2.5	2.6	2.7	2.6	2.7	2.5	2.6	2.6	2.7	0.1	0.1

Note: ‘---’ indicates prior ranking in terms of Tiers with no rank

Table 6 shows Loyola’s U.S. News Peer Group Graduation and Retention Rank results for the past ten years. For the past five years Loyola’s improved graduation rates have increased Loyola’s graduation and retention rank from 110 to 100. Showing declines for 2016 to 2017 are St. John’s University (-12), University of Denver (-9), University of San Fransisco (-7) and Duquesne University (-5). The most improved rank was for Marquette (from 70 to 60). The primary reason for Marquette’s increase was due to its graduation performance rate. Since the graduation/retention factor includes predicted graduation rates from ACT scores, Marquette had a predicted graduation rate of 72%, but reported an 80% graduation rate. Thus, Marquette showed a performance of 8% more than expected. Loyola did fairly well. It had a predicted graduation rate of 71% and an actual graduation rate of 74%--a performance of 3% more than expected.

**Table 6**

Peer Institution Name	Graduation and Retention Rank										Change	
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2008-17	2016-17
Marquette University	53	55	60	65	66	62	59	67	70	60	7	-10
Fordham University	53	55	53	59	56	63	65	67	70	68	15	-2
American University	79	78	76	76	71	69	74	73	74	72	-7	-2
Tulane University	73	70	73	76	76	85	83	86	74	72	-1	-2
Univ. of San Diego	73	74	76	76	82	82	83	82	80	82	9	2
University of Denver	81	78	76	81	78	75	77	79	80	89	8	9
Duquesne University	Tier 3	86	88	83	82	85	87	86	87	92	---	5
<b>Loyola University</b>	<b>96</b>	<b>100</b>	<b>102</b>	<b>102</b>	<b>110</b>	<b>106</b>	<b>101</b>	<b>99</b>	<b>99</b>	<b>100</b>	<b>4</b>	<b>1</b>
St. Louis University	67	70	76	83	90	91	91	94	99	100	33	1
Illinois Institute	109	104	99	100	104	106	101	108	111	102	-7	-9
DePaul University	Tier 3	Tier 3	120	120	117	119	114	108	106	106	---	0
Univ. of San Francisco	Tier 3	104	107	108	104	98	101	103	106	113	---	7
Catholic University	88	86	92	96	96	106	114	120	122	125	37	3
St. John's University	Tier 3	Tier 3	138	148	152	155	163	166	165	177	---	12

Note: ‘---’ indicates prior ranking in terms of Tiers with nor rank

Table 7 shows Loyola’s U.S. News Peer Group Selectivity Rank results for the past ten years. The selectivity factor is the combination of ACT scores (8% of total score), top 10% of high school class (3% of total score), and admission rate (1% of total score). The majority of the peer group institutions showed a decline in Selectivity Rank. Those with the greatest declines included St. John’s (34), American (21) and Loyola (18). Loyola’s decline in rank was mostly due to declines in ACT scores (25<sup>th</sup> percentile) and a higher admission rate. A few institutions did show improvement in the Selectivity Rank, although, improvement was slight – Tulane (-3), IIT (-3), and Fordham (-1). The 10-year trend shows Loyola with the greatest decline in Selectivity Rank at 28 followed by Marquette at 22. Tulane and Fordham showed improvement at 6 and 7 respectively.

**Table 7**

Peer Institution Name	Selectivity Rank										Change	
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2008-17	2016-17
Tulane University	48	55	41	41	42	42	61	76	45	42	-6	-3
Illinois Institute of Technology	55	55	70	66	66	67	61	64	66	63	8	-3
Fordham University	78	70	71	72	71	69	64	69	72	71	-7	-1
St. Louis University	70	77	90	79	75	78	77	71	69	74	4	5
University of Denver	74	77	74	74	75	75	81	83	78	76	2	-2
American University	62	59	63	56	59	64	64	64	58	79	17	21
Univ. of San Diego	81	92	81	72	80	69	72	71	72	85	4	13
Marquette University	70	77	84	82	80	87	72	81	88	92	22	4
<b>Loyola University</b>	<b>78</b>	<b>82</b>	<b>91</b>	<b>93</b>	<b>82</b>	<b>87</b>	<b>87</b>	<b>92</b>	<b>88</b>	<b>106</b>	<b>28</b>	<b>18</b>
Univ. of San Francisco	Tier 3	155	127	140	152	136	140	113	128	131	---	3
DePaul University	Tier 3	Tier 3	121	127	121	118	121	113	128	140	---	12
Duquesne University	Tier 3	150	148	146	145	136	137	142	137	151	---	14
Catholic University	151	150	163	172	201	171	159	157	169	178	27	9
St. John's University	Tier 3	Tier 3	175	165	169	213	172	165	164	198	---	34

Note: ‘---’ indicates prior ranking in terms of Tiers with nor rank



The table below shows the 2016-17 results for AJCU members. The ranking results for the AJCU remains positive for this year. All but one AJCU national university is in the top 100. Loyola University Chicago showed no change in rank. All others except Fordham, either remained the same or changed by one rank. Fordham showed exceptional improvement by gaining 6 ranks.

Creighton, Xavier, and John Carrol remained strong in the Midwest. In the North, Loyola Maryland, Fairfield, and University of Scranton remained strong with Canisius improving by 11 ranks. In the West, Santa Clara, Loyola Marymount, Gonzaga, and Seattle either maintained their rank or improved.

Wheeling and Spring Hill dropped significantly in the rankings and were placed into different ranking categories because of changes in Carnegie Classification this year. Overall, 10 AJCU schools remained the same, 12 showed positive gains, and 6 dropped in the rankings.

**Table 8**  
**AJCU Peer Group**

<b>Category</b>	<b>Year/Rank</b>	<b>Number of Institutions</b>	<b>Year/Rank</b>	<b>Number of Institutions</b>
<b><u>National Universities</u></b>	<b><u>2016</u></b>	<b><u>268</u></b>	<b><u>2017</u></b>	<b><u>298</u></b>
Georgetown	21		20	
Boston College	30		31	
Fordham	66		60	
Marquette	86		86	
Saint Louis	96		96	
<b>Loyola University Chicago</b>	<b>99</b>		<b>99</b>	
University of San Francisco	108		107	
<b><u>Regional Universities (Midwest)</u></b>	<b><u>2016</u></b>	<b><u>149</u></b>	<b><u>2017</u></b>	<b><u>163</u></b>
Creighton	1		1	
Xavier	6		4	
John Carrol	7		7	
Rockhurst	18		15	
University of Detroit Mercy	23		24	
<b><u>Regional Universities (North)</u></b>	<b><u>2016</u></b>	<b><u>183</u></b>	<b><u>2017</u></b>	<b><u>187</u></b>
Loyola College in Maryland	3		3	
Fairfield	6		2	
University of Scranton	8		6	
Saint Josephs	15		11	
Le Moyne	19		16	
Canisius	34		23	
Saint Peters	92		99	
<b><u>Regional Universities (West)</u></b>	<b><u>2016</u></b>	<b><u>118</u></b>	<b><u>2017</u></b>	<b><u>124</u></b>
Santa Clara	2		2	
Loyola Marymount	3		3	
Gonzaga	4		4	
Seattle	6		8	
Regis	28		23	
<b><u>Regional Universities (South)</u></b>	<b><u>2016</u></b>	<b><u>127</u></b>	<b><u>2017</u></b>	<b><u>140</u></b>
Loyola University New Orleans	11		10	
Wheeling*	11		37	
<b><u>National Liberal Arts Colleges</u></b>	<b><u>2016</u></b>	<b><u>235</u></b>	<b><u>2017</u></b>	<b><u>232</u></b>
Holy Cross	32		32	
Spring Hill**	21		Tier 2	

\*Ranking category changed from Regional Colleges South to Regional Universities South

\*\*Ranking category changed from Regional Universities South to National Liberal Arts Colleges

Table 9 shows additional ranking categories U.S. News uses to supplement the overall rankings. Of note, Loyola’s undergraduate rankings for Best Value School, A+ for B Students, Highest Amount of Need-Based Aid Awarded, On-line bachelor degree programs, High School Counselor Ratings, and Best Undergraduate Business Programs were highly ranked.

**Table 9**

**Undergraduate Rankings**

<b>Ranked Categories</b>	<b>LUC Rank</b>	<b>Out of Total # Inst.</b>	<b>Percentile Rank</b>
<b>National Universities Overall Rank</b>	99	298	66.8
Best Online Bachelors Degree Program	79	246	67.9
Most Debt	67	125	46.4
Best Value Schools	47	298	84.2
Highest Amount of Need-based Aid Awarded	52	254	79.5
High School Counselor Rankings	56	298	81.2
Best Undergraduate Business Programs	77	298	74.2
Freshmen Retention rate	116	298	61.1
Top 100 6-Year Graduation rates	96	100	----
Economic Diversity (% receiving Pell Grants)	179	294	39.1
Most International Students	125	262	52.3
Classes with Fewer than 20 Students	139	295	52.9

**Top Rank Group**

<b>Ranking Category</b>	<b>LUC Rank</b>	<b>Top Rank Group</b>
A+ Schools for B Students		Top 93
Best Schools for Veterans	64	Top 98

Table 10 shows the Loyola graduate programs that were ranked by U.S. News for 2016-17. The program ranks are listed with percentile rank that show, of note among our ranked graduate programs, Clinical Psychology, Nursing (along with the Doctoral Nursing Program (DNP), and Social Work. Loyola's Law School was highly ranked for Health Care Law, Trial Advocacy, and Best Part-Time Law School.

**Table 10**

## Graduate Rankings

Ranked Categories	LUC Rank	Out of Total # Inst.	Percentile Rank
<b>Arts &amp; Sciences</b>			
Top Clinical Psychology Programs	87	224	61.2
Top Biological Sciences Programs	115	254	54.7
Top Psychology Programs	117	246	52.4
Top English Programs	91	152	40.1
Top Sociology Programs	78	117	33.3
Top History Programs	104	147	29.3
<b>Professional</b>			
Top Nursing Programs	40	618	93.5
Top Social Work Programs	53	246	78.5
Top Education Programs	99	246	59.8
Top DNP Programs	36	150	76.0
<b>Top Rank Group Categories</b>			
<b>Business</b>			
Ranking Category	LUC Rank	Top Rank Group	
Best MBA PT Programs	43	Top 297	
Best Supply Chain Logistics Programs	22	Top 22	
<b>Law</b>			
Best Healthcare Law Schools	8	Top 24	
Best Trial Advocacy Schools	10	Top 20	
Best Part-Time Law Schools	11	Top 80	
Best Law Schools	72	Top 304	

## APPENDICES

### **2016-17 U.S. News and World Report Rankings Results Factors and Weights 2016-17**

Factor & Sub Factors	Factor Weight	Sub-Factor Weight	Item Weight	2017 Weight
<b><u>Undergrad Academic Reputation Index</u></b>	<b><u>22.50%</u></b>			
Peer Assessment Score (out of 5) (2-Year Average)		66.7%	15	
High School Counselor Score (out of 5) (3-Year Average)		33.3%	8	
<b><u>Grad &amp; Retention Rates</u></b>	<b><u>22.50%</u></b>			
Average Freshman Retention Rate		20%	5	4
6-year Graduation Rate		80%	18	16
Predicted Graduation Rate				
<b><u>Graduation Rate Performance</u></b>	<b><u>7.50%</u></b>			
Graduation Rate Performance		*	7.5	
<b><u>Faculty Resources Rank</u></b>	<b><u>20%</u></b>			
Classes with under 50 Students		40%	8	
Student Faculty Ratio		5%	1	
Percent of Faculty who are Full-time		5%	1	
Faculty Compensation		35%	7	
% Faculty with Terminal Degrees		15%	3	
<b><u>Student Selectivity Rank</u></b>	<b><u>12.50%</u></b>			
Fall Acceptance Rate		10%	1	
Freshmen in Top 10% of High School Class		25%	3	6
SAT/ACT 25th-75th Percentile		65%	8	
<b><u>Financial Resources Rank</u></b>	<b><u>10%</u></b>			
Financial Resources Rank		*	10	
<b><u>Alumni Giving Rank</u></b>	<b><u>5%</u></b>			
Average Alumni Giving Rate		*	5	
	<b>100%</b>		<b>100%</b>	

# How U.S. News Calculated the 2017 Best Colleges Rankings

*By Robert Morse, Eric Brooks and Matt Mason Sept. 12, 2016*

The host of intangibles that makes up the college experience can't be measured by a series of data points. But for families concerned with finding the best academic value for their money, the U.S. News Best Colleges rankings provide an excellent starting point for the search.

They allow you to compare at a glance the relative quality of institutions based on such widely accepted indicators of excellence as first-year student retention and graduation rates and the strength of the faculty. And as you check out the data for colleges already on your short list, you may discover unfamiliar schools with similar metrics, and thus broaden your options.

Many factors other than those spotlighted here will figure in your decision, including location and the feel of campus life; the range of academic offerings, activities and sports; and cost and the availability of financial aid. But if you combine the information on [usnews.com](http://usnews.com) with college visits, interviews and your own intuition, the U.S. News rankings can be a powerful tool in your quest for the right college.

## **How the Methodology Works**

The U.S. News ranking system rests on two pillars. The formula uses quantitative measures that education experts have proposed as reliable indicators of academic quality, and it's based on U.S. News' researched view of what matters in education.

First, regionally accredited schools are categorized by their mission, which is derived from the breakdown of types of higher education institutions.

National Universities offer a full range of undergraduate majors, plus master's and doctoral programs, and emphasize faculty research. National Liberal Arts Colleges focus almost exclusively on undergraduate education. They award at least 50 percent of their degrees in the arts and sciences.

Regional Universities offer a broad scope of undergraduate degrees and some master's degree programs but few, if any, doctoral programs. Regional Colleges focus on undergraduate education but grant fewer than 50 percent of their degrees in liberal arts disciplines; this category also includes schools that have small bachelor's degree programs but primarily grant two-year associate degrees.

Regional Universities and Regional Colleges are further divided and ranked in four geographical groups: North, South, Midwest and West.

Once schools have been divided by category, U.S. News gathers data from each college on up to 15 indicators of academic excellence. Each factor is assigned a weight that reflects U.S. News' judgment about how much that measure matters. Finally, the colleges and universities in each category are ranked against their peers, based on their composite weighted score.

For more details on the variables used, see the "Ranking Model Indicators" section below.

U.S. News made a few changes for the 2017 edition of Best Colleges. First, U.S. News recategorized colleges based on the Carnegie Classification of Institutions of Higher Education. In February 2016, Carnegie, which is the most widely accepted classification system in U.S. higher education, released official updates – called the "2015 Update" – including to the Basic Classification used in the U.S. News rankings.

The Carnegie classification, which higher education researchers use extensively, has been the basis of the Best Colleges ranking category system since our first rankings were published in 1983. The U.S. Department of Education and many higher education associations use the system to organize their data and determine colleges' eligibility for grant money.

As a result of implementing the Carnegie system updates, around 12 percent of ranked schools for the 2017 edition of Best Colleges have moved into different categories; for example, a university categorized previously as a Regional University may now be a National University.

Besides the ranking category updates, U.S. News also made a change in the methodology, specifically with how the class size ranking indicator was compiled for the 2017 edition of the Best Colleges rankings.

Previously class size had two components: the proportion of classes with fewer than 20 students (30 percent of the faculty resources score) and the proportion with 50 or more students (10 percent of the faculty resources score).

For the new rankings, U.S. News has created one class size index measure (40 percent of the faculty resources score) that takes fuller advantage of all the data schools report on class size. Small classes still count more than large classes in every case. As a result, this indicator is a more nuanced factor than in the past.

## **Unranked Schools**

Schools are unranked and listed separately by category if they have indicated that they don't use SAT or ACT scores in admissions decisions for first-time, first-year, degree-seeking applicants. Schools that have test-optional admissions policies for submitting ACT and SAT scores are included in the rankings because ACT and SAT scores are still used in the admissions process for the students who submit them.

In a few cases, schools are not ranked if too few respondents to the 2015 and 2016 peer assessment surveys gave them ratings.

Other reasons institutions are not ranked include: a total enrollment of fewer than 200 students, a large proportion of nontraditional students and no first-year students – as is the situation at so-called upper-division schools.

As a result of these eligibility standards, many for-profit institutions have been grouped with the unranked schools, because their bachelor's degree candidates are largely nontraditional students in degree-completion programs, for example, or they don't use SAT or ACT scores in admissions decisions.

In total, 162 colleges in the National Universities, National Liberal Arts Colleges, Regional Universities and Regional Colleges categories are listed as unranked.

## **Data Sources**

Most of the data come from the colleges. This year, 93 percent of the 1,374 ranked colleges and universities surveyed returned their statistical information during the spring and summer 2016 data collection window.

A ranked college is defined as a college in the National Universities, National Liberal Arts Colleges, Regional Universities and Regional Colleges categories that is numerically ranked or listed as Rank Not Published.

In total, U.S. News has collected data on more than 1,800 colleges. While all the data appear on [usnews.com](http://usnews.com), only 1,374 schools are included in the rankings described in this methodology and given a numerical rank or Rank Not Published designation.

We obtained missing data from a number of sources, including the National Collegiate Athletic Association (graduation rates), the Council for Aid to Education (alumni giving rates) and the U.S. Department of Education's National Center for Education Statistics (information on financial resources, faculty, SAT and ACT admissions test scores, acceptance rates and graduation and retention rates).

Estimates, which U.S. News does not display, may be used in the ranking calculation when schools fail to report particular data points that are not available from other sources. Missing data are reported as N/A in the ranking tables on [usnews.com](http://usnews.com).

For colleges that were eligible to be ranked but refused to fill out the U.S. News statistical survey in spring and summer 2016, we have made extensive use of the statistical data those institutions were required to report to the National Center for Education Statistics, including such factors as SAT and ACT scores, acceptance rates, number of faculty, student-faculty ratios, and graduation and retention rates. These schools are footnoted as nonresponders.

## **Ranking Model Indicators**

The indicators used to capture academic quality fall into a number of categories: graduation and first-year student retention rates, assessment by administrators at peer institutions, faculty resources, student selectivity, financial resources, alumni giving, graduation rate performance and, for National Universities and National Liberal Arts Colleges only, high school counselor ratings of colleges.

The indicators include input measures that reflect a school's student body, its faculty and its financial resources, along with outcome measures that signal how well the institution educates students.

The measures, their weights in the ranking formula and an explanation of each follow.

**Graduation and retention rates (22.5 percent):** 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 measure has two components: six-year graduation rate (80 percent of the score) and first-year retention rate (20 percent). The graduation rate indicates the average proportion of a graduating class earning a degree in six years or less; we consider first-year student classes that started from fall 2006 through fall 2009. First-year retention indicates the average proportion of first-year students who entered the school in the fall 2011 through fall 2014 and returned the following fall.

**Undergraduate academic reputation (22.5 percent):** The U.S. News ranking formula gives weight to the opinions of those in a position to judge a school's undergraduate academic excellence. The academic peer assessment survey allows top academics – presidents, provosts and deans of admissions – to account for intangibles at peer institutions, such as faculty dedication to teaching.

To get another set of important opinions on National Universities and National Liberal Arts Colleges, U.S. News also surveyed 2,200 counselors at public high schools, each of which was a gold, silver or bronze medal winner in a recent edition of the U.S. News Best High Schools rankings. The counselors surveyed represent every state and the District of Columbia.

Each academic and counselor surveyed was asked to rate schools' academic programs on a scale from 1 (marginal) to 5 (distinguished). Those who didn't know enough about a school to evaluate it fairly were asked to mark "don't know."

The score used in the rankings is the average score of those who rated the school on the 5-point scale; "don't knows" are not counted as part of the average. To reduce the impact of strategic voting by respondents, U.S. News eliminated the two highest and two lowest scores each school received before calculating the average score.

The academic peer assessment score in this year's rankings is based on the results from surveys in spring 2015 and spring 2016.

Both the Regional Universities and Regional Colleges rankings rely on one assessment score, by the academic peer group, for this measure in the rankings formula. In the case of National Universities and National Liberal Arts Colleges, the academic peer assessment accounts for 15 percentage points of the weighting in the ranking methodology, and 7.5 percentage points go to the high school counselors' ratings.

The results from the three most recent years of counselor surveys, from spring 2014, spring 2015 and spring 2016, were averaged to compute the high school counselor reputation score. This was done to increase the number of ratings each college received from the high school counselors and to reduce the year-to-year volatility in the average counselor score.

Ipsos Public Affairs collected the data in spring 2016. Of the 4,635 academics who were sent questionnaires, 39 percent responded. This response rate is down very slightly from the 40 percent response rate in spring 2015 and the 42 percent response rate to the surveys conducted in spring 2014 and spring 2013.

The counselors' one-year response rate was 9 percent for the spring 2016 surveys, up slightly from 7 percent in spring 2015.



**Faculty resources (20 percent):** Research shows that the more satisfied students are about their contact with professors, the more they will learn and the more likely they are to graduate. U.S. News uses five factors from the 2015-2016 academic year to assess a school's commitment to instruction.

Class size is 40 percent of this measure. Schools receive the most credit in this index for their proportion of undergraduate classes with fewer than 20 students. Classes with 20-29 students score second highest; those with 30-39 students, third highest; and those with 40-49 students, fourth highest. Classes that have 50 or more students receive no credit.

Faculty salary (35 percent) is the average faculty pay, plus benefits, during the 2014-2015 and 2015-2016 academic years, adjusted for regional differences in the cost of living using indexes from the consulting firm Runzheimer International. U.S. News also weighs the proportion of professors with the highest degree in their fields (15 percent), the student-faculty ratio (5 percent) and the proportion of faculty who are full time (5 percent).

**Student selectivity (12.5 percent):** A school's academic atmosphere is determined in part by students' abilities and ambitions.

This measure has three components. U.S. News factors in the admissions test scores for all enrollees who took the critical reading and math portions of the SAT and the composite ACT score (65 percent of the selectivity score).

U.S. News also considers 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 or the proportion of enrolled first-year students at Regional Universities and Regional Colleges who graduated in the top quarter of their classes (25 percent).

The third component is the acceptance rate, or the ratio of students admitted to applicants (10 percent).

The data are all for the fall 2015 entering class. While the ranking calculation takes account of both the SAT and ACT scores of all entering students, the ranking tables on usnews.com display the score range for whichever test most students took.

U.S. News use footnotes online to indicate schools that did not report to U.S. News the fall 2015 SAT and ACT scores for all first-time, first-year, degree-seeking students for whom the schools had data. Schools sometimes fail to report SAT and ACT scores for students in these specific categories: athletes, international students, minority students, legacies, those admitted by special arrangement and those who started in summer 2015.

U.S. News also uses footnotes to indicate schools that declined to tell U.S. News whether all students with SAT and ACT test scores were represented.

For schools that did not report all scores or that declined to say whether all scores were reported, U.S. News reduced the value of their SAT and ACT scores in the Best Colleges ranking model by 15 percent. This practice is not new; since the 1997 rankings, U.S. News has discounted the value of such schools' reported scores in the ranking model, because the effect of leaving students out could be that lower scores are omitted.

If a school told U.S. News that it included all students with scores in its reported SAT and ACT scores, then those scores were counted fully in the rankings and were not footnoted.

If less than 75 percent of the fall 2015 entering class submitted SAT and ACT scores, their test scores were discounted by 15 percent in the ranking calculations. U.S. News also used this policy in the 2016 edition of the rankings.

**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 2014 and 2015 fiscal years. Spending on sports, dorms and hospitals doesn't count.

**Graduation rate performance (7.5 percent):** This indicator of added value shows the effect of the college's programs and policies on the graduation rate of students after controlling for spending and student characteristics, such as test scores and the proportion receiving Pell Grants. U.S. News measures the difference between a school's six-year graduation rate for the class that entered in 2009 and the rate U.S. News had predicted for the class.

If the school's actual graduation rate for the 2009 entering class is higher than the rate U.S. News predicted for that same class, then the college is enhancing achievement, or overperforming. If a school's actual graduation rate is lower than the U.S. News prediction, then it is underperforming.

**Alumni giving rate (5 percent):** This reflects the average percentage of living alumni with bachelor's degrees who gave to their school during 2013-2014 and 2014-2015, which is an indirect measure of student satisfaction.

To arrive at a school's rank, U.S. News first calculated the weighted sum of its standardized scores. The final scores were rescaled so that the top school in each category received a value of 100, and the other schools' weighted scores were calculated as a proportion of that top score. Final scores were rounded to the nearest whole number and ranked in descending order. Schools that are tied appear in alphabetical order and are marked as tied on all ranking tables.

Check out [usnews.com](http://usnews.com) over the coming year, since we may add content to the Best Colleges pages as we obtain additional information. And as you mine these tables for insights – where your SAT or ACT scores might win you some merit aid, for example, or where you will be apt to get the most attention from professors – keep in mind that they provide a launching pad, not an easy answer.