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FACULTY SENATE EXECUTIVE COMMITTEE

December 11, 2017

3:00 – 4:30 p.m.

Old Main-Champ Hall

Agenda

- 3:00 Call to Order** Kimberly Lott
Approval of November 20, 2017 [Minutes](#)
- 3:05 University Business** Larry Smith, Interim Provost
- 3:15 Information**
[Policy 103](#) Revision for Accreditation Mica McKinney
[Faculty Forum](#) Recommendations Rebecca Lawver
- 3:25 Reports**
1. EPC [December](#) Report Edward Reeve
2. [Council on Teacher Education](#) (CTE) Annual Report Sylvia Read
3. [Scholarship Advisory Board](#) Annual Report Taya Flores
- 3:55 New Business**
1. Policy [405.11.4](#) External Peer Reviews (first reading) Kimberly Lott
- 4:05 Adjourn**



FACULTY SENATE EXECUTIVE COMMITTEE MINUTES

November 20, 2017 3:00 P.M.

Champ Hall Conference Room

Present: Kimberly Lott (President), Vince Wickwar (Past President), Rebecca Lawver (President-Elect), Amber Summers-Graham for Michele Hillard (Exec. Sec.), Pamela Martin, Scott Henrie, Lisa Gabbert, Robert Wagner, Juan Villalba, Zsolt Ugray, Dennis Garner, Rick Heflebower, Donna Gilbertson, David Brown, Interim Provost Larry Smith (Ex-Officio), President Noelle Cockett (Ex-Officio), Arthur Caplan, Chris Winstead

Absent: Matt Omasta, Juan Villalba, Dennis Garner, Rick Heflebower

Guests: John Mortensen, Marla Boyer, Michael Peters, Heidi Kesler, Ronda Callister

Call to Order - Kimberly Lott

Approval of October 16, 2017 Minutes

Minutes approved as distributed.

University Business - Noelle Cockett, President | Larry Smith, Interim Provost

The inaugural lectures for this year are completed. All lectures were done in the fall and having this completed, early in the year, has opened up the President's residence for more events. The President is starting to invite different student organizations and groups that she would like to get to know better. Meeting tonight with the Koch scholars to get to know them and hear what they are about. In the near future, there will be a breakfast for the cross-country men and women's team, who for the first time ever were at the NCAA tournament. One of the men placed 8th and one of the women placed 25th. The whole team and coaches will attend. Michael Scott Peters has given some suggestions on who the President could invite to the home. She would love to recognize and mingle with other student groups. Please send other group suggestions to her so that she can recognize and invite them to the residence.

There was a question about the Statesman article about the advisory board. The President stated that they are referring to a charter. The original request for differential tuition for the Huntsman School came through in 2007 and then a request to increase the differential tuition came through 5 years later. This was done through the R401 process and approved through the Board of Trustees and Board of Regents. USU monitors the R401 and the units that request differential tuition. This charter was something that Doug Fiebia, who was a Huntsman School of Business student as well as the USUSA President in 2013-2014 and 2014-2015 assisted with. He and the business senator requested that the charter be developed and approved through the Huntsman School. The Provost's office did not know about the charter and was not monitoring to see if it was being followed and the Statesman reporter discovered this. The Huntsman School administration, as you would notice from the article, Dave Patel had been the one charged with that charter. He did not hold the meetings that were outlined in the charter. Instead, they continued to meet with the business council. This is the student group that the Huntsman school had been meeting with. They will be adhering to the charter in the future. The next meeting is scheduled for December 5. They are not required have to have an open meeting, as it is an advisory role. The Huntsman School has been encouraged to keep set this up as an open meeting.

Provost Smith has been invited to attend the Faculty Evaluation meeting. This is a great new approach and will foster open communication with the Faculty Senate subcommittees. Topics to be discussed will be brainstorming about shared governance and teaching performance evaluation with better understanding by faculty.

Faculty forum and consensus will be presented at the next meeting.

Fliers are going around that are telling students not to report sexual assault incidents to the Title IX office. It is believed that this is because of the investigation by the Department of Justice. USU wants the students to report and we are telling them that it is critical for us to know the where, when and whom in order to make sure that we can address their safety. In fact, we believe as we make the reporting process more familiar and students aware, our numbers will go up. It is not

because we are becoming unsafe it is because our reporting will become better. The student group who is posting these fliers have their right to freedom of speech, but it is sending a confusing message to the students and faculty. The statistics they are quoting are not correct. If you are going to put out a flier, can we get you defensible numbers? Yes, it is possible to have reporting on both sides. Administrators are aware that they are out there and the university will not restrict them and the President has attempted to reach out to group and talk with them about how concerning the “don’t report” message is. Some faculty and staff are pulling the fliers down from bulletin boards, that require preapproval and, that have not been preapproved. If there is a policy of what can be posted, these fliers and others must adhere to what is reported. As a University, we cannot restrict them, but we do have contact information and are trying to get them the correct information. Faculty cannot remove them as official university employees; however, private citizens can remove them at their will or respond how they want.

Information Items

Academic Calendar Change - John Mortensen

Switching Monday classes to Tuesdays and Friday classes to Thursdays when there are holidays is problematic for students who have jobs, children and daycare. A number of problems come up when attending a class on a day that the class is not scheduled. Attendance is alarming during those days. Staff visited 129 classrooms. It appears that for several years, classes have been cancelled and those days are wasted anyway. Days would get better use if it were the class that was normally held during those days. Student groups have been in favor, associate deans were in favor. Went to Science due to labs that are only weekly, general consensus there are more problems caused than solved.

The second part of this is that in a month or two there will be the equalizing of fall and spring semesters. The calendar committee has been charged with going back to their constituents and coming back with recommendations that will come back to this group later. It was also recommended that we get away from having finals on Friday when we have graduation celebrations. We are waiting to get more feedback before we come back with that second part.

Motion to include this information on the Faculty Senate agenda as information item made by Vince Wickwar. Seconded by Lisa Gabbert. Information moved to Faculty Senate.

Policy 345 Annual Leave - Marla Boyer

The FSEC was reminded that they do not have direct responsibility for these policy changes but that HR wants feedback. It has been decided that annual leave will be changed from days to hours, as this is easier to explain to employees. These rules follow the Fair Labor Laws. Ideally, everyone needs and will have time off to refresh. The university does not get the best from its employees when they work 80 hours a week. Non-exempt employees will record in 15-minute increments and exempt employees do not have to record leaving an hour early. Nine-month faculty do not accrue leave, they accrue sick.

Policy 349 Early Retirement Incentive Program – Marla Boyer

This policy change clarifies and brings the university back in line with current practices. When retirees hit 65, they have to come off the USU medical plan and go on Medicare. Once an individual finishes early retirement, they do not have the option to go on COBRA to cover the gap before they can go on Medicare. The university does have a bridge from 63-65 if they choose to do so. Employees cannot retire on a Friday and then come back to work on a Monday so that they can draw on their retirement. If the university were audited, retirement plans could lose their tax-exemption.

Policy 365 Sabbatical Leave – Marla Boyer – Jodi Morgan

This policy change is a benefit to the faculty. Because this is called a reimbursement USU has to look at the federal law if we change the wording from reimbursement to penalty, we can make any adjustments that we want because the IRS is not involved.

Policy 368 Phased Retirement – Marla Boyer

The reason for the change is that it brings it in line with 401(a) and puts in language that phased retirement will not last longer than 3 years. Currently there is a one-year trial and we do not have employees take this option very often so the university does not want to deal with it any longer.

Motion to include these on the Faculty Senate agenda as information items made by Pam Martin. Seconded by Arthur Caplan. Information moved to Faculty Senate.

Reports

EPC November Report - Larry Smith

Edward Reeve is out of the country so Provost Smith is making the report. The Provost has not attended these meetings for some time, so he does not feel like he is a strong source of information about them. What he sees in these reports were that there were not any action items but a couple of things being discussed. Languages, Philosophy and

Communication Studies is requesting a Masters in Communications Studies. Edward Reeve will be back in country and will be present when the EPC report is made to the Faculty Senate.

Motion to move the EPC report to the Faculty Senate agenda made by Donna Gilbertson. Seconded by Chris Winstead. Report moved to Faculty Senate.

USUSA Annual Report - Michael Peters

The student body theme for this year is "Everyone Belongs." This is a push for inclusion and diversity. The biggest highlights from this semester were the Aggie Heroes. When we think of a hero, it is usually someone in a superman suit but this event recognizes the everyday heroes on this campus. The new "Thrive" website has some amazing videos of everyday student heroes. These videos can be viewed at <https://thrive.usu.edu/media-library>. There will be an overhaul with the student elections this year. There are a lot of bylaws but due to a number of recent lawsuits on other campuses USUSA has started reviewing their bylaws and found many changes that need to be made. USUSA needs to align their bylaws with the first amendment. There will be restrictions inside buildings so it will not affect classrooms but you may see campaign posters earlier than usual.

Motion to move the USUSA Annual Report to the Faculty Senate agenda made by Chris Winstead. Seconded by Lisa Gabbert. Report moved to Faculty Senate.

Retention and Student Success Annual Report - Heidi Kesler

The report has evolved over the last three years. It has gone from a list of activities on campus to include the mission statement and website. The website: <https://thrive.usu.edu/>, much like the Aggie Heroes, has student videos about what has helped these students thrive at USU.

Retention of students is not just about accreditation. USU wants students that are admitted to our institution to succeed and do well. It is important to discover those students who are not a fit early on before they and the university spend too many resources or time. First scholars puts first generation and minority students with peer advisors and allows students who succeed in the program to apply to be mentors to future students. Hopefully these students will become mentors for the Trio program. High achieving mentors will mentor students who have not been high achieving as of yet. Civitas analytics helps to identify students who need help and what specifically can be done to assist them. It also helps move from reactive to proactive student advising. Retention is not something that goes into faculty portfolios so this helps the university to recognize faculty and staff who are doing great things with retention. Empowering Teaching Excellence topics in the spring will be mentoring.

Motion to move the Retention and Student Success Annual Report to the Faculty Senate agenda made Robert Wagner. Seconded by Arthur Caplan. Report moved to Faculty Senate.

Old Business

Policy 405.6.2 | 405.8.2 Promotion Advisory Committee (PAC) (second reading) - Ronda Callister

There has been confusion with the code change 405.6.2(2). This change started back in 2008. Last year PRPC was nonfunctioning and has just recently gotten back to it. The hope is to wrap this up before the last Faculty Senate meeting in April. Many of the changes are just language and writing clarification. The first paragraph is key with the mutual agreement. It was thought best to have it here and not to put it in the tenure process. The other part that did not change but is important is 30-days for receipt of the written request. The middle part is clarification of language. The process for forming a committee is for the department head, in consultation with the academic dean or equivalent. It is important to have the option to replace committee members in case people move on or retire. Might want to consider this a mutual agreement here. A lot of terminology about guidance given is given. It was requested that the word interactive be removed. The Provost asked that the senate put on their to-do list going back to the interactive sentence and look at the tenure language. All members will go to the meeting. We always are asked about a substitute and there is no language about how to substitute if a committee member is on sabbatical, etc. Someday there could be a discussion about how to handle substitutes. A substitute does not have a history and does not understand the case. Think about the language for substitutes.

Move promotion advisory committee to beginning and take out the word to interactively. Present it as a recommendation. Last paragraph upon request of the faculty member - via the department head needs to be in here.

The Provost mentioned that the policy is very clear that faculty need to form a committee on the third year. If the head is not doing it, they are in trouble but the faculty member can bring it to their attention. Change the word, "in no case" to something that is logically more flexible. There used to be a February 15 deadline and that does not work. Spirit of the code is to have a meeting in the spring before you want to come up in the fall. Provost Smith has no problem asking the deans to go back to their departments.

Motion to move these policy changes to the Faculty Senate agenda made by Chris Winstead. Seconded by Vince Wickwar. Moved to Faculty Senate.

New Business

Policy 405.11.4 External Peer Reviews (first reading) – Tabled until December meeting due to time constraints.

Adjourn 5:05 pm



POLICY MANUAL

GENERAL

Number 103

Subject: The University's Mission, Purpose and Functions

Original Effective Date: January 24, 1997

Effective Date of Last Revision: ~~January 6, 2012~~ January 12, 2018

103.1 UTAH STATE UNIVERSITY MISSION STATEMENT

The ~~m~~Mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.

Utah State University integrates teaching, research, extension, and service to meet its unique role as Utah's land-grant university. Students are the focus of the University as they seek intellectual, personal, and cultural development.

~~The mission of~~ Utah State University ~~is to provide~~s high quality undergraduate and graduate instruction, excellent general education, and specialized academic and professional degree programs. ~~The University~~USU is committed to preparing students to serve the people of Utah, the nation, and the world.

~~Utah State~~ ~~S~~University provides nationally and internationally acclaimed programs of basic and applied research. ~~USU~~~~The University~~ engages in research to further the quest for knowledge and to help society meet its scientific, technological, environmental, economic, and social challenges.

Outreach to Utah's citizens through extension and service programs is central to the University's mission. The University's outreach programs provide to individuals, communities, institutions, and industries throughout the state, services that help improve technology, the environment, and quality of life.

In all its endeavors, the University is committed to developing responsible citizens through freedom of inquiry and expression, and through its best efforts in teaching, research, creative arts, extension and service, and encouraging cultural diversity.

103.2 PURPOSE OF THE UNIVERSITY

The paramount objective of the University is the continued reappraisal, enlargement, and dissemination of knowledge to improve humankind. The specific goals of the University are to:

- * Maintain a strong undergraduate program which encourages the intellectual and personal development of students.
- * Conduct major research programs which broaden the horizons of knowledge and seek answers to problems of importance.
- * Make available to the public the benefits of modern discovery, of creative achievement, and of cultural developments.
- * Maintain a strong graduate program which encourages the intellectual, research, and personal development of graduate students.
- * Expand the services and educational resources offered by the University through the development of cooperative educational programs with other institutions and other local, state, federal, and international agencies.
- * Provide for each student the opportunity to understand her or his relation to the human family and the natural world; the opportunity to learn and understand basic political and economic principles of democracy and the American system; and the opportunity to develop the skills of civic, social, and political participation and leadership in local, national, and international affairs.

103.3 PRIORITIES AND MISSIONS OF THE UNIVERSITY

Effective planning requires projections of expected University growth in numbers of people and revenues, faculty, physical plant, academic programs to be offered, and academic priorities and their characteristics. There are three factors to recognize in setting priorities: (1) the obligation of the University to seek for all programs the level of support needed to achieve acceptable quality and to accommodate projected enrollments, (2) the obligation of the University to facilitate the attainment of national and international leadership of programs which are at or near this level of quality and those that are distinctive to the University, and (3) the need to fulfill existing legal and administrative mandates and to meet the needs of the University's primary constituents.

3.1 Programmatic Priorities

The three programmatic priorities reflect the primary functions of the University as an academic community (see policy 403.1). All other ancillary programs that are not academic in nature are considered to be of lower priority, except where they are clearly and demonstrably critical to the fulfillment of the University's academic mission, as specified in the priorities below.

The priority listing is not intended to be structured so that institutional priorities that are innovative cannot be accommodated. The goals and priorities are meant to be considerations for planning. For example, there must be a critical mass of faculty and student scholars and of physical plant to support priority programs; there must be mechanisms for measuring, supporting, and encouraging extraordinary faculty achievements; and there must be recognition and continuing analysis of the University's legal and administrative mandates and the needs of the public elements served by it, including students and prospective employers.

(1) First priority.

Programs with first priority are those that:

- (a) fulfill legal and legislative mandates;
- (b) have existing role assignments from the Regents;
- (c) make a substantial contribution to the general and liberal education of students;
- (d) meet the needs of a wide spectrum of students;
- (e) meet local and regional needs that cannot otherwise be provided by other institutions on an economical basis;
- (f) meet national needs of special significance to the University because of their particular capabilities; or
- (g) meet international needs through programs and projects which require specialized support and are mutually beneficial to the University and the host country.

(2) Second priority.

Programs with second priority are those that:

- (a) show strength but are not part of mandated or assigned roles, do not directly address local or regional needs, and are not existing or near-potential centers of excellence;
- (b) support programs that contribute only minimally to general education and to a liberal education but have no special distinction within their national disciplines; or
- (c) programs that are neither mandated nor assigned and are not unique to the University within the state.

(3) Third priority.

Programs with third priority are those:

- (a) where other state institutions have primary role assignments;
- (b) where others in the region have superior programs and/or are more cost effective;
- (c) not in the first priority which have an insufficient number of students resulting in excessive costs; or
- (d) waning because technology, science, or public needs are making them obsolete.

3.2 College Mission Statements

Each college should consider these factors in the development of a mission statement against which its priorities can be assessed. As college mission statements are formulated and revised, more specific, short-range goals can be developed by appropriate administrative units. These plans can then be used to assess each unit's activities within a given year to refine the goals and mission statements and to determine how suitable the unit is to the performance of its role.

3.3 Support of the Academic Mission of the University

The administrative and noninstructional staffs of the University facilitate and support the work of faculty and students and, in certain cases, contribute directly to student development. Support units should also develop mission and goal statements.

103.4 RESIDENT INSTRUCTION

4.1 Statement on Teaching

The Lund Act, by which the Utah Territorial Legislature established what is now Utah State University, specifies that the University shall offer instruction in such "branches of learning as are related to Agriculture and Mechanics Arts and such other scientific and classical studies as shall promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." At the University, students pursue different combinations of technical, scientific, liberal, and professional education. However, for all students a liberal education, with emphasis on the sciences, humanities, and communication, is considered essential. Successful teaching at the University depends largely upon: (1) employing and maintaining a superior faculty; (2) providing adequate classroom, laboratory, library, and other educational facilities; (3) giving careful attention to the curriculum; and (4) providing an atmosphere which encourages the fullest intellectual and moral development of students.

4.2 Goals for Student Development

Student development is one outcome of resident instruction. The goals for student development are to:

(1) Develop skills of critical thinking and reasoning and to foster the process of intellectual discovery.

The University seeks to develop students' abilities to acquire both general and specialized knowledge, to integrate knowledge from a variety of perspectives, to apply alternative modes of reasoning and methods of problem solution, to distinguish the relevant from the irrelevant, and to derive and formulate general principles for clarification and explanation. By focusing on the creative elements of learning and the importance of fostering intellectual curiosity, the University encourages an awareness of the imaginative and creative elements of intellectual endeavor, helps students develop a familiarity with the philosophies and methods of research in a variety of academic disciplines, and promotes an attitude of individuality which results in intellectual self-awareness and personal initiative.

(2) Develop an awareness of and interest in the breadth of human intellectual achievement and cultural experience.

A broad understanding of world cultures and of the diversity of forms in which intellectual and artistic achievements have been expressed is an important characteristic of an educated person. Students are encouraged to gain a historical and integrated perspective of the cultural, political, legal, scientific, and social components of various societies and to understand the processes, complexities, and consequences of change. The University also strives to foster a lifelong interest in intellectual and artistic endeavors as a matter of continuing personal development.

(3) Prepare students for personally satisfying careers.

The University has an obligation to develop in students the knowledge and skills required for employment and advancement in professional fields of endeavor. In those fields of study which have traditionally led to clearly defined careers, the curricula should equip students with the knowledge and skills necessary for at least entry-level employment. In those fields which have not traditionally led to clearly defined careers, students should be encouraged to develop supplementary skills which qualify them for career entry of some useful and remunerative nature. In seeking to advance these results, the University should also provide a variety of opportunities for students to gain work experiences in appropriate fields, encourage an orientation to careers that recognizes a variety of employment patterns and considerations of lifestyle, provide appropriate career counseling to students, and provide direct assistance in obtaining employment.

(4) Facilitate emotional development, health, and clarification of personal values.

The University seeks to foster in students a positive self-concept and a feeling of personal worth and psychological well-being; an awareness of how emotions, attitudes, and values influence thought and behavior; clarification of personal values; and a sense of personal responsibility for one's view and actions.

(5) Facilitate physical development, health, and well-being.

The University is committed to providing a healthy, safe, and secure environment; providing physical activity, recreation, and other leisure activities necessary to the well-rounded development of students; and creating and maintaining a psychologically and

physically supportive campus environment that includes appropriate medical, housing, recreational, and educational programs.

(6) Maintain a campus environment that will foster a sense of community and social responsibility, and will facilitate social development and effectiveness in interpersonal relationships.

A sense of community is critical to the achievement of all the objectives of an institution of higher learning. The University must demonstrate in its pursuit of learning a commitment to the ideals and values of social responsibility and equality of opportunity. These values must be communicated to students to effectively participate in University decision-making processes, in community activities and governmental processes, and in a broad spectrum of cultural events.

A wide range of communication and leadership skills and the ability to interact effectively with others are essential attributes of an educated person, and the University must provide for development of these skills. Exposure to a variety of cultural and ethnic backgrounds is also a hallmark of an educated person. The University shall endeavor to facilitate interaction and enhance understanding among heterogeneous elements of the University community.

4.3 The Colleges' Role in Resident Instruction

The resident teaching program operates through the Colleges of Agriculture; Business; Education; Engineering; Family Life; Humanities, Arts and Social Sciences; Natural Resources; and Science.

4.4 Commitment to the Teaching of Students

The principal value of the University is its commitment to the teaching of students; to their growth and knowledge; and to their physical, emotional, and social development as they grow intellectually. The University is obligated to stimulate in students a genuine excitement for learning and to equip them with a variety of intellectual perspectives, in short, to provide a liberal education which aims at larger self-fulfillment for every student. This holds true regardless of the chosen field of study because specialized study without exposure of ideas, principles, and theories central to all learning can only result in parochialism. The University also provides the specialized studies that lead to careers, particularly those of a professional nature, which are based upon advanced knowledge. The entire intellectual, recreational, and social environment of the campus is involved in giving life to such a learning experience.

103.5 RESEARCH AND RESEARCH PROGRAMS

Research, which is of fundamental significance for the state and the nation, is a major function of the University. It includes scholarly and creative endeavors in the humanities, as well as in the sciences. The research function of the University is overseen by the Vice President for Research.

5.1 Goals for Research and Creative Programs

The goals for all University research programs are to:

(1) Contribute to the advancement of scientific theory and the base of empirical knowledge.

The province of a university is knowledge, both the dissemination of existing information and the development of new knowledge through research. A major long-range goal of research is to develop theories which represent the natural and social laws by which the universe and society operate, and which provide science with its predictive power. The worth of such theories is principally based in the body of empirical knowledge that is conscientiously derived from observations in the laboratory and the field.

(2) Solve societal problems.

While knowledge is considered to have intrinsic worth apart from its application in problem solving, and research in universities is appropriately conducted as an end in itself, the land-grant universities have the added tradition and responsibility of conducting mission-oriented research. The University's applied research goals have continued to emphasize agriculture and have expanded to address numerous industrial, educational, business, engineering, family, social, and natural resources problems, to mention a few. Research in these areas to solve societal problems remains a major function of the institution.

The goal for creative arts and humanities is to contribute to artistic and humanistic endeavor. This contribution includes creation in various media of works of art, architecture, dance, film, music, literature, and theater. The faculty who are involved in such creative works or processes should involve students in active problem solving. This contributes to the development of the student's professional skills and understanding of the human condition.

5.2 Commitment to the Discovery and Advancement of Knowledge

A second fundamental obligation of the University is its commitment to the discovery and advancement of knowledge, for its own sake and for its practical benefits to society. The quest for knowledge, which runs deep in the human spirit, is an end in itself. Knowledge is also a source of solutions to societal problems and a force in the advancement of civilization. The world's great discoveries often occur in universities.

The commitment to research, evaluation, and scholarly inquiry is the foundation of the University's unique role in society and the wellspring of its functions.

103.6 COOPERATIVE EXTENSION

6.1 Statement on Cooperative Extension

The Extension Division was created and began to serve the people of Utah in 1907 as part of the Agriculture Experiment Station. A few years later it became the Cooperative Extension Service and part of a nationwide program authorized by passage of the Smith-Lever Act by Congress on May 8, 1914. Cooperative Extension is the arm of the University responsible for formalized outreach and engagement, and it thereby distinguishes the University and its land-grant mission from all other institutions of higher learning in Utah. The activities and programs of Cooperative Extension are developed and implemented through the collaboration and combined efforts of the University and of public and private organizations, agencies, and groups of people in all parts of the state, and with funding support provided by federal, state, and county government. All the activities and programs of Cooperative Extension are conducted on a voluntary basis and are designed to help people help themselves.

6.2 Mission and Goals of Cooperative Extension

Cooperative Extension has a dual mission to the public: to extend the resources of the University to the people and to receive suggestions and ideas from the people on concerns the University should address. Its overall goal is to benefit the state and its citizens by fostering positive outcomes that:

- (1) Enhance the quality of life for individuals, families, and communities;
- (2) Improve the economic well being of individuals, families, businesses, communities and the state;
- (3) Promote sustainability of agriculture, the environment and communities;
- (4) Develop leadership and citizenship through community, youth, and volunteer programs.

6.3 Structure and Function of Cooperative Extension

Cooperative Extension is structured to deliver useful information that improves the lives of people, and to implement applied research and discovery that provides solutions to the immediate and emerging problems of people. In cooperation with local county government, Extension faculty members are located in counties throughout the state thereby providing an extensive local presence that expands the University's reach beyond the confines of campus classrooms and research laboratories. The placement of Extension faculty across the state facilitates active engagement with citizens in the local communities and fosters partnerships that are key to successful extension programs.

Extension faculty members located in the counties deliver useful information that improves the lives of citizens, and they bring problems back to the University for

solution. These faculty use a variety of formal and informal teaching methods to design learning experiences appropriate for their audience. They organize programs, leadership training schools, short courses, tours, and other educational activities in partnership with community, county, state, and federal entities. Extension faculty members develop programming to meet the specific needs of the people in the counties, and they often initiate and implement applied research that addresses the problems faced by people in the county, state and region. At the same time, Extension county faculty members provide a useful response mechanism to convey the informational needs and problems requiring further study to their colleagues on campus.

Cooperative Extension also supports faculty members located in many departments across campus. These departmental faculty members develop curricula and major programs for delivery through Cooperative Extension. They also provide valuable discipline-specific expertise augmenting the ability of Cooperative Extension to respond to critical and emerging issues with research-based, unbiased information.

6.4 Commitment to Utilize Extension Programs for the Benefit of the State

The University is committed to utilize Extension programs for the benefit of the state. This function is peculiarly evident in land-grant institutions. Extension faculty reach beyond the confines of University classrooms and research laboratories to provide informal educational experiences to individuals and groups or to provide formal classes for residents throughout the State. These experiences are designed specifically to meet local needs. Extension programs are facilitated by the fact that Extension faculty (agents) live among and work with the people in every county of the state. They use a variety of formal and informal teaching methods to design learning experiences appropriate for their audience (students). Extension faculty also provide a useful response mechanism, to convey problems needing further study to their research colleagues. University resident faculty are valuable resource for Extension programs.

103.7 OTHER COMMITMENTS OF THE UNIVERSITY

7.1 Commitment to Extend University Resources through Public and Professional Service

The University is committed to society through public and professional services. These public and professional services are in addition to the Extension programs described above. Research and teaching contribute to the public good, but faculty, staff, and students often reach beyond the confines of their classrooms and laboratories to engage directly in community, national, and world affairs. A keener understanding of the public condition is one approach to public betterment, and the University makes an appreciable contribution.

Teaching, research, extension, and public service are compatible functions which draw strength from each other. Faculty members publish the results of their scholarship for the enlightenment of their peers throughout the world. Thus they participate in a process by which knowledge is kept alive and expanded. An active research faculty excites students with learning, opens their minds to the imaginative and creative elements of inquiry, equips them with analytical methods for making decisions, and leads them in their own inquiries and fresh understandings. One hallmark of a university is the belief that research and teaching stimulate each other and should always proceed companionably. Research is in much the same way the wellspring of the extension and public service function, the source from which come the analytic models which enable a better understanding of societal problems.

Activities within the professional expertise of a faculty/staff member, performed without remuneration, are also among the valued public services of University personnel. Students become alumni who apply their education to improve their own lives and to benefit their families and communities. The whole University responds to requests from such groups/individuals as legislatures, governors, agencies, public groups, alumni, students, and parents.

The University maintains contact with its former students, takes pride in their individual success, and seeks ways to provide for their continuing needs. The Alumni Association provides these services through chapter organizations in locations throughout the country.

The need for assistance to developing nations is forecast to increase dramatically. Land-grant universities have traditionally taken the lead in staffing overseas assignments, and the University has made significant contributions in international projects in the past. The University has the knowledge, abilities, and proven performance record to help developing countries.

7.2 Commitment to Freedom of Inquiry and Expression

The University is committed to freedom of inquiry and expression. The rights and obligations of faculty and students to pursue knowledge wherever it may lead are fundamental to the advancement of knowledge. To deny this right would be to imply that the results of scholarly inquiry and the benefits to society are entirely predictable. The right to pursue inquiries and to publish the results freely is essential.

Freedom of inquiry and expression is as necessary to teaching as it is to research. The University is committed to preserving these rights of free inquiry and discussion and to maintaining the high standards of scholarship which are intended for such rights.

Faculty members and administrators have special responsibilities to students, colleagues, their field of specialization, the University, and to society. These responsibilities are further detailed in policy 403.

7.3 Commitment to Standards of Quality

The University is committed to standards of quality which earn it respect in all of its communities of interest, including the national and international community of universities.

Excellence in teaching, high standards of scholarship, and fruitful public service comprise the currency by which the University earns an honored place in society.

The University is committed to all of the fundamental attributes associated with outstanding universities. A shared commitment to such values among students, faculty, and staff promotes an environment of cooperation wherein they can work together, both formally and informally, to shape the policies and perform the roles of the institution.

7.4 Commitment to Educational and Program Assessment

The University is committed to timely internal and external assessment of its programs to assist in productive academic planning and the fulfillment of its mission and goals. To meet this commitment, the University and all of its units shall gather, analyze, and publish data annually that relate to the planning for and evaluation of the accomplishment of the missions, goals, and objectives of the University and its units. Such assessments are intended to determine the extent to which University programs meet their goals and objectives and further the mission of the University; to establish a culture of evidence for assessment; and to meet the standards of the Regents, the Trustees, the Commission on Colleges of the Northwest Association of Schools and Colleges, and the University. The assessment process shall be a continuous process which shall involve faculty and other concerned stakeholders in central roles. Furthermore, assessment results will directly inform planning and other decision-making activities.

103.8 OFFERING OF DEGREES

The University is committed to offer undergraduate and graduate degrees, including the most advanced graduate degrees, in a wide range of professional and liberal fields of study. Knowledge has become so vast in the twentieth century that no single institution can be expected to flourish in every field, and financial constraints must be considered to avoid programmatic over commitment. Without a reasonably broad range of undergraduate and graduate offerings in the humanities, fine arts, sciences, social sciences, and selected professional fields, however, the University cannot lay claim to being a university.

The fields of knowledge are interrelated and no discipline or field of study is an intellectual island. In many instances, the mutually reinforcing nature of disciplines and fields is readily apparent. For example, the humanities, natural sciences, and social sciences provide much of the theoretical underpinnings for advanced study in a variety of professional fields. In turn, the construction and testing of theories in the professional schools reinforce and add to the store of knowledge in the underlying disciplines.

Different departments and colleges of the University offer the following degrees: The Associate of Arts (AA), the Associate of Science (AS), the Bachelor of Arts (BA), the Bachelor of Fine Arts (BFA), the Bachelor of Science (BS); the Master of Arts (MA), the Master of Education (MEd), the Master of Science (MS), several other specific master's or other professional degrees in one or more the colleges; the Doctor of Education EdD), and the Doctor of Philosophy (PhD).

103.9 NON-DEGREE RECOGNITION

9.1 Special Certificates

Special certificates are awarded in specific areas for completion of non-degree curricula.

9.2 Military Commissions

Military ROTC units are located at the University. Successful completion of the courses outlined and the summer camp requirements lead to a commission as a second lieutenant in the Army or Air Force Reserve. Outstanding students in both programs are designated Distinguished Military Students and are eligible to apply for commissions in the regular military services.

103.10 ADMINISTRATIVE FUNCTIONS AND PRIORITIES

The administrative and noninstructional staff of the University facilitates and supports the work of faculty and students and, in certain cases, contributes directly to the development of students. Consistent with these purposes, major functions of administration are to:

- * Initiate development of institutional plans, policies, and procedures necessary to preserve and enhance the vitality of the intellectual enterprise as a whole.
- * Acquire the resources necessary to support teaching, research, and service, both directly through its own efforts and indirectly through provision of information on funding sources and other matters to faculty, staff, and students.
- * Develop and maintain programs and services which contribute directly to the intellectual, social, emotional, and physical development of students within the context of a total learning environment.
- * Provide those administrative services to faculty, staff, and students which either directly support the learning process or are necessary to its existence.
- * Maintain appropriate relationships with various external publics to facilitate the work of faculty and students and to satisfy accountability requirements in both education and economic terms.

- * Develop and maintain appropriate means of coordination and oversight to ensure the goals and priorities of the institution are accomplished as effectively and efficiently as possible.

- * Support the academic freedom necessary to the overall fulfillment of University goals.

These major functions provide the framework within which all administrative units must articulate their goals and objectives to support the educational mission of the University. The process of priority setting among administrative units of the University follows essentially the same logic as for academic units.

2017 Faculty Forum

Notes were kept during the faculty forum meeting on Monday, November 13, 2017. Approximately 25 faculty were in attendance.

The notes were reviewed by the Faculty Senate President, Kimberly Lott, Past-President, Vincent Wickwar and President Elect, Becki Lawver. Key highlights and recommendations, below, were shared with Provost, Larry Smith.

Topic One: Faculty Empowerment, Engagement and Involvement Recommendations

- Goal to provide annual executive summary of Faculty Senate work in May to all faculty, deans, dept. heads
- Shared governance – The structure USU has for faculty senate allows faculty and administrators the opportunity to have open discussion, seek input from administration, answer questions and develop solutions.
- Department Head Reviews
 - a. Department heads serve at the pleasure of the dean
 - b. DH Search policy (404.5)
 - c. DH Review policy is in 104
- Explore the development of a social media presence for Faculty Senate
 - a. Post links to minutes on social media (facebook, twitter, etc.)
 - b. Develop a faculty senate email for faculty to connect with FS Presidency (suggestions facultysenate@usu.edu)
- Explore new format for faculty forum
 - a. 24/7 opportunity to submit anonymous questions/suggestions to Faculty Senate

Topic Two: Funding from Outside Donors

- When a block of funding is to be used for activities that involve faculty it will meet our policies
- Majority of big gifts are for buildings

Topic Three: Retention of Pre-Tenured Faculty

- Provost Office conducted a cohort study that followed a cohort through tenure and promotion. The results indicated that 49% of the cohort were retained at USU
- Similar studies were conducted with Big 10 schools who found a 51% retention rate

Report from the Educational Policies Committee December 7, 2017

The Educational Policies Committee (EPC) met on December 7, 2017. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page (www.usu.edu/epc).

During the November 7, 2017 meeting of the Educational Policies Committee, the following actions were taken.

Approval of the report from the **Curriculum Subcommittee** meeting of which included the following actions:

- Approval of 152 course requests.
- Approval of the request from the request from the School of Applied Sciences, Technology and Education (ASTE) in the College of Agriculture and Applied Sciences to offer a Minor in Unmanned Aerial Systems.
- Approval of the request from the Department of Animal, Dairy and Veterinary Sciences (ADVS) in the College of Agriculture and Applied Sciences to offer a Minor in Animal Biotechnology.
- Approval of the request from the Department of Applied Economics (APEC) in the College of Agriculture and Applied Sciences to drop the BA in International Agribusiness and add emphasis areas to the existing BS in Agribusiness degree.
- Approval of the request from the Department of Applied Economics (APEC) in the College of Agriculture and Applied Sciences to offer an Agriculture and Natural Resources Pre-Law Minor.
- Approval of the request from the Provost's office to offer a Bachelor's Degree in Integrated Studies.

The **Academic Standards Subcommittee** presented an action item related to revising the "English Language Proficiency Policy for International Students." This action item was "tabled" by the EPC committee pending further minor revision.

Approval of two reports from the **General Education Subcommittee** which included the following actions:

- Approval of the following course designation requests: LAEP 2300 (BPS); GEOG 3100 (CI); WILD 5560 (CI); PHIL 3990 (DHA); CCA 3070 (QI).
- Approval to discontinue the 15-year statute of limitations for General Education coursework at USU.

Annual Report to the Faculty Senate
from the
University Council on Teacher Education

Academic Year
September 1, 2016 - August 31, 2017



INTRODUCTION

During the past year, September 2016 - August 2017, the University Council on Teacher Education (CTE) has continued to exercise its responsibility for the coordination and regulation of the Teacher Education Program at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

1. development of teacher education curricula.
2. approval of all teacher education curricula.
3. admission and counseling procedures for students desiring to enter teacher education programs.
4. graduation requirements and the recommendation of graduates for professional licensure.

MEMBERSHIP

The CTE is composed of 25 voting members consisting of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their staffs, and appointed by the Senate. The term of office is for three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any teacher licensure program should receive consideration by the CTE prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the State Department of Public Instruction, the Utah Education Association, and the Society of Superintendents are represented on the CTE by one voting member from each respective organization. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the CTE for the 2016-2017 academic year is identified on page 6 of the report.

The CTE meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of CTE members in the affairs of the CTE. During the past year, approximately 69% of the membership was in attendance at all meetings.

ACTIVITIES OF THE COUNCIL ON TEACHER EDUCATION

Action Items—Program Changes

The CTE approved the following program changes:

1. All teacher education students are required to take TEAL 5500, "Innovative Integration of Technology in Teaching." This replaces ITLS 4015, which is no longer offered. Departments that had previously received permission to waive the ITLS 4015 course must now require their students to take TEAL 5500. In addition, methods courses should be integrating technology into the course content.

2. MATH 1051 has been created and approved as an alternative to MATH 1050 for special education, early childhood education, and elementary education majors. The course is successful, and teacher preparation programs would like to see the course offered more widely.
3. A Computer Science teaching minor was approved.
4. Course changes in the geography section of the Social Studies Teaching Composite Major were approved.
5. Course approvals were made for the following programs: Computer Science Education, Elementary Education, Math, Music Education, Secondary Education, Special Education, Theater Education, and Technology and Engineering Education.

Information Items

1. DHA waivers. DHA waivers were approved to accommodate a course requirement by the Utah State Board of Education. The waivers are entered into the database system when students are approved for admission to teacher education, not when they are admitted to the university. At the beginning of the Spring 2017 semester, the Utah State Board of Education (USBE) was requiring either TEAL 4710-Language and Cultural Diversity in Education or TEAL 4745-Second Language/Literacy Acquisition and Development. The USBE then changed the requirements and stated that we did not have to have a specific class; we just had to demonstrate that we had the content in our coursework. The content has now been integrated into and Learning in the Content Areas SCED 4210-Assessment and Curriculum Design and SCED 4200-Language, Literacy, which allowed us to remove the class as a requirement. The DHA waiver is still in place and necessary in order to accommodate the two extra credits required with the TEAL-5500 Innovative Integration of Technology in Teaching course. The DHA waivers were approved for 3 years (starting November 2016).
2. As a common program assessment, beginning academic year 2017-2018, all teacher education students will be completing a Teacher Work Sample as a culminating project and performance assessment during student teaching. The data from the Teacher Work Sample will allow programs to assess learning outcomes as defined by the Utah Effective Teaching Standards.
3. Technology and Engineering Minor/Endorsement was approved by USU's curriculum approval process and the Utah State Board of Education (USBE) for a Technology and Engineering (TEE) minor/endorsement. This minor/endorsement would allow a student in any teaching area to add a TEE minor/endorsement by taking 5 additional TEE courses. It does not require a clinical and students would apply directly through the USBE. Doug Livingston is the USBE Specialist for the TEE endorsement. Students who complete the minor would be able to teach TEE classes at the middle school level. Elementary education majors would also be able to add this endorsement.
4. Secondary math endorsement requirements were changed. A level 2 math endorsement will now require students to have successfully completed Calculus I. All math endorsements will now require: MATH 3010-Pedagogical Foundations of Algebra or MATH 4400-History of Mathematics and Number Theory, MATH 3110-Modern Geometry, and STAT 3000-Statistics for Scientists. Math 3010, which is a new course, will be offered for the first time in Spring 2018. Changes are effective October 1, 2017.
5. The Department of Special Education will no longer approve out of state student teaching placements. States vary so much in their special education practice and licensure that when students are placed out of state, they often are unable to fulfill Utah's special education

licensure requirements. The department may be willing to override this policy on a case-by-case basis if extreme circumstances arise for students.

STUDENT PROFILE

Students in the Teacher Education Program

Admission into the Teacher Education Program at Utah State University requires formal application to the Office of the Associate Dean for Graduation, Educator Licensing and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in professional courses in education until they have been admitted to the Teacher Education Program. The current admission guidelines require that an applicant have a cumulative 3.0 GPA and a minimum composite ACT score of 21 with a verbal/English score no less than 20 and a mathematics/quantitative score of no less than 19.

A total of 394 undergraduate students were admitted into the Teacher Education Program during the period September 1, 2016 through August 31, 2017. This total represents an increase of 7.7 percent from the previous year. Table 1 presents a comparison of the students admitted into the Teacher Education Program by teaching major for the two-year period 2015-2016 and 2016-2017. Tables 2, 3, and 4 provide comparative data related to the criteria upon which students were admitted into the program and ACT scores of the applicants. Table 5 provides data related to the mean ACT scores, USU GPA, and cumulative GPA.

A review of these data indicates that ACT scores and GPAs of students admitted into the Teacher Education Program continue to compare favorably with the ACT scores and GPAs of their counterparts at the University. Three hundred forty-two (342) students admitted into the Teacher Education Program during the 2016-2017 academic year submitted ACT scores. The mean composite ACT score of these 342 students was 26.37. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.8. The 394 students admitted into the Teacher Education Program had a mean USU GPA of 3.11 and a mean cumulative GPA of 3.16. The Registrar's Office at the university reported a mean GPA for all sophomores at USU for fall 2016 of 3.18.

In addition, there were 157 students admitted to post-bachelor's education licensing programs. This represents a 2.5% decrease. These programs include: Administrative Supervisory Certificate (AS/C), Alternative Special Education, Communicative Disorders (Speech Language Pathology), Secondary Education Graduate Route to Licensure, and School Counseling.

Graduates Recommended for Licensing

There were 498 students recommended for educator licensing and endorsements. This total is a decrease of 8.5 percent in 2016 as compared to 2015 (see Table 6). Three hundred eight-seven (387) students were recommended for initial licensing in 2016. This total is a decrease of 5.6 percent in the number of initial licenses granted.

Praxis Content Testing

Table 7a shows that there were 1,764 tests attempted in the ETS Praxis II Content test in the student's major area, and 1,297 (74%) passed. Pass rates for each content area ranged from 40% to 100%. The following content areas had a 100% pass rate: Agriculture Education, Biology, Business, Early Childhood, Earth Science, Family and Consumer Science, French, Geography, Health, Library Media, Music, Physics, Reading, School Psychology, Special Education, and Technology and Engineering Education.

Although students are not required to take the Praxis Principles of Learning and Teaching Test (PLT) until they apply for their Level 2 teaching license, USU strongly encourages students to take the exam prior to graduation to enhance their marketability with school districts. Table 7b shows that 145 students attempted the PLT and 135 passed the exam, resulting in an 85% pass rate.

Placement of Program Graduates

The job placement rate of program graduates continues to be of interest to the Council. In 2017 a total of 525 graduates were recommended to the Utah State Board of Education for initial licensing or additional endorsement areas. Four hundred twenty-four (81%) responded to our placement survey. Of these, 352 (83%) were employed in Utah and 19 (4.5%) accepted teaching contracts out-of-state. These percentages represent a 93 percent placement rate for those seeking teaching positions (see Table 8). The 2017 placement rate is lower than the rate achieved in 2016, which was 94 percent. Some teaching majors have a much higher placement rate than others, and students seeking admission into the pre-service teacher preparation program are informed that the probability for employment in some majors may not be as favorable as in other teaching areas. Placement rates for each major ranged from 50% (theater education) to 100%. Additional statistics are as follows: 18 (3.4%) were still seeking a teaching position; 16 (3%) were not seeking a teaching position; 10 (2%) had secured other employment, and 9 (1.7%) were continuing their education.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the CTE and the status of the Teacher Education Program for the 2016-2017 academic year. The CTE's primary activities during this period have been directed at maintaining a quality program.

The membership of the CTE is cognizant of the need to provide well-prepared teachers for our public, private, and charter schools. In response to this challenge, the CTE will continue with its efforts to provide leadership, service, and accountability for the teacher education programs at Utah State University. The intent is to use data and stakeholder input to continuously improve our high quality pre-service teacher education programs that will attract potential teachers from diverse populations. The information in this report provides evidence that the academic performance of students in the pre-service teacher education program compares favorably with and, in some instances, exceeds the performance of their peers in other academic programs.

UTAH STATE UNIVERSITY COUNCIL ON TEACHER EDUCATION (CTE)
MEMBERSHIP 2016-2017 through 2018-2019*

*Terms expire May 30

College and Number	Department or Area	2016-17	2017-18	2018-19
CEHS (1)	Dean			Beth Foley, Chair
CEHS (1)	Associate Dean		Francine Johnson	Sylvia Read
Administration (1)	Vice Provost			Ed Reeve
Agriculture (2)	Ag. Education, Family, Consumer Sci	Becki Lawver*		
	Engineering (TEE)	Gary Stewardson*		
Education (6)	Teacher Ed and Leadership			Ben Lignugaris/Kraft
	Secondary Education		Eric Mohr	
	Inst Tech			Sheri Haderlie
	Comm Disorders & Deaf Ed		Michelle Wilson	
	Special Education & Rehabilitation			Tim Slocum
	HPER			Peter Mathesius
	Psychology	Carrie Madden*		
Humanities and Social Sciences (2)	English			Sonia Manuel Dupont
	History		Dan McInerney	
Caine College of Arts (2)	Fine Arts		Dennise Gackstetter	
	Theater Arts			Cory Evans
Natural Resources (1)	Geography			
Science (2)	Mathematics	Brynja Kohler*		
	Biology	Richard Mueller*		
State Department of Public Instruction (1)	Teacher Personnel			Travis Rawlings
University (1)	Educ. Policy Com.			Scott Hunsaker
Public Schools District Representatives (2)	Principal – Box Elder			Corey Thompson
	Teacher – Cache			Kim Panter
Society of Supts. (1)	Superintendents			Frank Schofield
USUSA (1)	ASUSU	Teigan Beck*		
RCDE (1)	Regional Campus	Sylvia Read	Amy Piotrowski	

Table 1
A Comparison of Students Accepted into the Teacher Education Program, 2015-2016 and 2016-2017, by Programs

	2015-16	2016-17	DIFFERENCE
Early Childhood	36	21	-15
Elementary Education (1-8)	121	124	3
Elementary Education (K-6)	15	31	16
Composite, Elem Educ & Deaf	6	3	-3
Composite, Elem Educ & Spec Educ	25	11	-14
Composite, Spec Educ & Early Child	1	3	2
Special Education	31	49	18
Secondary Education Majors			
Chemistry	1	1	0
English	32	16	-16
French	0	0	0
Geography	0	1	0
German	1	0	-1
Health Education	4	1	-3
History	9	10	-1
Mathematics	5	13	8
P.E.	4	9	5
Physics	3	0	-3
Spanish	5	3	-2
Composite Majors			
Agricultural Education	11	20	9
Art Education	4	6	2
Biological Science	5	6	1
Business Education	0	3	3
Earth Science	3	3	0
Family & Consumer Sciences Education	12	20	8
Mathematics/Statistics	5	10	5
Music	4	11	7
Physical Science	3	1	-2
Social Studies	10	12	2

	2015-16	2016-17	DIFFERENCE
Technology Engineering Educ (TEE, ETE, TIED)	6	2	-4
Theatre Arts	4	4	0
Teacher Education-Majors TOTAL	366	394	25
Secondary Education Minors (Numbers not included in Total Admits)			
American Sign Language	4	5	1
Chemistry	8	7	-1
Chinese	0	0	0
English	2	7	5
French	0	1	1
Geography	2	4	2
Health Education	0	0	0
Minor			
History	12	6	-6
Latin	0	0	0
Math	3	1	-2
P.E./Coaching	2	1	-1
Physics	0	4	4
Political Science	6	3	-3
Psychology	11	23	12
School Library Media	1	1	0
Sociology	2	2	0
Spanish	5	6	1
Speech Communication	3	0	-3
Theatre Arts	0	0	0
Post Bachelors Licensing Program-4			
Administrative Supervisory Certificate	57	58	1
Communicative Disorders (SLP)	13	11	-2
Alternative Special Education	32	52	20
Graduate Route Licensing SCED	2	2	0
School Counseling	57	34	-23
Post BS TOTAL	161	157	-4
GRAND TOTAL	527	551	24

Table 2
Students Admitted into the Teacher Education Program
Categorized by Admission Criteria
2016-2017

Category	Number of Students Admitted			
	2015-2016	% of Total	2016-2017	% of Total
ACT Scores \geq 21 in <u>ALL</u> four areas	224	61%	248	63%
ACT Scores \geq 21 in at least one area	99	27%	93	23%
ACT Scores < 21 in <u>ALL</u> four areas	2	.5%	1	.4%
2 nd BS Degree (GPA of \geq 3.0 on last 45 credits)	2	.5%	2	.6%
No ACT Score available	39	11%	52	13%
TOTAL	366		396	

Table 3
Act Scores of Students Admitted to Teacher Education
by Test Area
2015 - 2016 and 2016 - 2017

ACT Test Area	Number of Students Admitted			
	2015-2016		2016-2017	
	ACT \geq 21	ACT <21	ACT \geq 21	ACT <21
English	293 (90%)	28 (9%)	309 (90%)	30 (9%)
Mathematics	272 (84%)	51 (16%)	284 (83%)	56 (16%)
Social Sciences	291 (90%)	25 (8%)	313 (92%)	24 (7%)
Natural Sciences	288 (89%)	27 (8%)	308 (90%)	29 (8%)
	N=325		N=342	

Table 4

***Students Admitted into the Teacher Education Program
Categorized by Admission Criteria, by Program
September 1, 2016 - August 31, 2017***

Program	Total # of Students Admitted	# students with ACT scores > 21 in at least one area	# students with B.S. degree	# of students with no ACT scores
Agricultural Education	20	16	0	4
Art Education	6	4	0	2
Biological Science	6	6	0	0
Business Education	3	3	0	0
Chemistry	1	1	0	0
Composite, El Ed & Deaf Educ	3	3	0	0
Composite, El Ed & Spec Educ	11	10	0	1
Composite, Spec Ed & Early Child	3	3	0	0
Early Childhood Education	21	6	0	15
Earth Science	3	3	0	0
Elem Education (1-8)	124	112	0	12
Elem Education (K-6)	31	27	0	4
English	16	12	0	4
Family & Consumer Science Ed	20	20	0	0
French	0	0	0	0
Geography	1	1	0	0
German	0	0	0	0
Health Education	1	1	0	0
History	10	7	1	3
Math	13	13	0	0
Math/Stat	10	10	0	0
Music	11	10	0	1
Physical Education	9	8	0	1

Program	Total # of Students Admitted	# students with ACT scores > 21 in at least one area	# students with B.S. degree	# of students with no ACT scores
Physical Science	1	1	0	0
Physics	0	0	0	0
Social Studies	12	10	0	2
Spanish	3	1	0	2
Special Education	49	42	1	7
Technology Engineering Educ	2	2	0	0
Theatre Arts	4	4	0	0
TOTAL	394	336	2	58

Table 5

***Students' Mean Composite ACT Scores, USU GPA,
Cumulative GPA by Program, at the Time of Admission into the Teacher Education Program
September 2016 through August 2017***

Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	20	16	4	0	26	3.37	3.36
Art Education	6	4	2	0	25.69	3.67	3.68
Biological Science	6	6	0	0	23	3.40	3.65
Business Education	3	3	0	0	26	3.47	3.53
Chemistry	1	1	0	0	24	3.46	3.51
Composite, El Ed & Deaf Ed	3	3	0	0	21	3.41	3.27
Composite, El Ed & Spec Ed	11	10	1	0	32	3.58	3.58
Composite, Spec Educ & EC	3	3	0	0	24.25	3.35	3.34
Early Childhood Education	21	6	15	0	26	3.43	3.43
Earth Science	3	3	0	0	23.75	3.59	3.62
Elem Education (1-8)	124	112	12	0	24.25	3.46	3.61
Elem Education (K-6)	31	27	4	0	22.25	3.54	3.53
English	16	12	4	0	27.75	3.41	3.41
Family & Consumer Science Education	20	20	0	0	28.75	3.53	3.69
French	0	0	0	0	0	0	0
Geography	1	1	0	0	22.75	3.03	3.03
German	0	0	0	0	0	0	0
Health Education	1	1	0	0	22.25	3.08	3.08
History	10	7	3	1	26.75	3.58	3.50
Math	13	13	0	0	27.75	3.56	3.55
Math/Stat	10	10	0	0	27.50	3.61	3.71
Music	11	10	1	0	30	3.30	3.66
Physical Education	9	8	1	0	24	3.39	3.39
Physical Science	1	1	0	0	33.75	3.94	3.94
Physics	0	0	0	0	0	0	0
Social Studies	12	10	2	0	30.75	3.39	3.36
Spanish	3	1	2	0	25.25	3.61	3.66
Special Education	49	42	7	1	30.75	2.98	3.58

Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Tech Engineering Ed (TEE)	2	2	0	0	32	3.46	3.41
Theatre Arts	4	4	0	0	24	3.69	3.56
TOTAL	394	336	58	2	26.37	3.11	3.16

Table 6
Teacher Education Program Graduates
Recommended for Teacher Licensing
2010-2017

	2010	2011	2012	2013	2014	2015	2016	2017
Composite	31	29	8	8	29	38	34	30
Early Childhood	4	4	17	17	19	21	23	23
Elementary	112	123	109	139	138	116	110	109
Elementary K-6	8	7	17	15	11	9	5	3
Secondary	105	167	113	117	127	101	119	99
Endorsements	46	79	85	107	120	110	76	64
Art	2	8	5	7	5	8	5	6
ComD	13	20	13	28	21	26	15	14
HPER	20	17	27	16	17	16	13	10
Lib Media	15	1	4	4	2	3	6	3
Music	10	10	8	9	15	8	10	8
School Counseling	34	19	52	26	47	28	57	34
School Psychology	1	2	3	5	3	3	2	4
Special Education	94	89	75	79	82	97	69	91
TOTAL (initial certificates)	495 (425)	558 (416)	536 (407)	577 (470)	636 (457)	584 (418)	544 (410)	498 (387)

Table 7a
Praxis Attempts of Teacher Education Program Graduates
Recommended for Licensing
2013-2017

Program	Praxis Test Number and Name	Passing Score	2013		2014		2015		2016		2017	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Admin/Supervisory Certificate	0411/5411- Educational Leadership & Supervision	151	43	39 (91%)	54	49 (91%)	63	57 (90%)	59	54 (92%)	57	56 (98%)
Ag Education	0700/5701- Agriculture	520	12	10 (83%)	14	13 (93%)	4	4 (100%)	11	11 (100%)	19	19 (100%)
Art Education	0134/5134- Art: Content Knowledge	158 #	4	3 (75%)	11	10 (91%)	6	6 (100%)	11	7 (64%)	7	5 (71%)
Biology	0235/5235- Biology: Content Knowledge	149	6	6 (100%)	10	10 (100%)	18	18 (100%)	18	18 (100%)	6	6 (100%)
Business	5101-Business Education: Content Knowledge	154	n/a	n/a	2	2 (100%)	1	1 (100%)	3	3 (100%)	3	3 (100%)
Chemistry	0245/5245- Chemistry: Content Knowledge	151	5	3 (60%)	8	4 (50%)	9	4 (44%)	28	14 (50%)	19	10 (52%)
Chinese	5665-Chinese-Mandarin: World Language	164 #	n/a	n/a	1	0	1	0	1	1 (100%)	1	0
Early Childhood	0022/5022/5025 Early Childhood	160	n/a	n/a	4	4 (100%)	1	1 (100%)	6	6 (100%)	3	3 (100%)
Earth Science	0571/5571- Earth Sci: Content Knowledge	153	0	0	3	0	2	2 (100%)	4	4 (100%)	6	6 (100%)

Program	Praxis Test Number and Name	Passing Score	2013		2014		2015		2016		2017	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Elementary Education	0014/5014–Elementary Ed: Content Knowledge	150	19	17 (89%)	2	2 (100%)	n/a	n/a	n/a	n/a	n/a	n/a
Elementary Education	5032/5002-Elementary Ed: Reading/Language	165	275	227 (83%)	307	247 (80%)	321	242 (75%)	342	233 (68%)	341	230 (67%)
Early Childhood	5033/5003-Elementary Ed	165	308	180 (58%)	384	234 (61%)	337	267 (79%)	302	252 (83%)	276	232 (84%)
Early Childhood/Deaf Ed	5034/5004-Elementary Ed Mathematics	155	289	196 (68%)	340	245 (72%)	350	237 (68%)	377	246 (65%)	352	220 (63%)
Early Childhood/Elem Ed	5035/5005-Elementary Ed Science	159	290	218 (75%)	312	249 (80%)	317	259 (82%)	315	238 (76%)	305	225 (74%)
Elem/Deaf Education												
Elem/Special Education												
Special Education												
English	0041/5041-English Lang: Literature & Composition: Content Knowledge	168	19	17 (89%)	2	1 (50%)	0	0	0	0	n/a	n/a
English	5038/5039- English Language Arts-Content Knowledge	162#	n/a	n/a	33	32 (97%)	30	25 (83%)	44	37 (84%)	32	30 (94%)
Family & Consumer Science	0121/5121/5122-Family & Consumer Sciences	159	13	12 (92%)	19	18 (95%)	31	18 (58%)	17	14 (82%)	11	11 (100%)
French	5174-French: Content Knowledge	160 #	5	4 (80%)	4	1 (25%)	1	1 (100%)	1	1 (100%)	1	1 (100%)
Geography	0921/0920/5921-: Geography	630	0	0	1	1 (100%)	6	4 (67%)	1	1 (100%)	3	3 (100%)

Program	Praxis Test Number and Name	Passing Score	2013		2014		2015		2016		2017	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
German	5183-German: Content Knowledge	160 #	0	0	0	0	0	0	3	2 (67%)	0	0
Health Education	5551 Health Educ	670	5	5 (100%)	7	7 (100%)	2	1 (50%)	7	6 (86%)	2	2 (100%)
History	0941/5941- World & US History: Content Knowledge	156	32	20 (63%)	20	10 (50%)	30	15 (50%)	26	14 (54%)	31	20 (65%)
Integrated Science	0435/5435-General Sci: Content Knowledge	166	7	4 (57%)	15	11 (73%)	5	4 (80%)	5	5 (100%)	9	7 (78%)
Latin	0600-Latin	610	2	2 (100%)	0	0	1	1 (100%)	0	0	0	0
Library Media Endorsement	0311/5311-Library Media Endorsement	141 #	n/a	n/a	3	3 (100%)	5	5 (100%)	4	4 (100%)	9	9 (100%)
Marketing	0561- Marketing Education	144 #	n/a	n/a	1	1 (100%)	0	0	0	0	0	0
Math Level II Endorsement	0069/5169-Middle School Mathematics	145	99	85 (86%)	92	48 (52%)	80	41 (51%)	59	36 (61%)	55	28 (51%)
Mathematics/ Math/Stats	0061/5061/5161- Mathematics: Content Knowledge	138	42	38 (90%)	39	25 (64%)	36	19 (53%)	70	32 (46%)	47	19 (40%)
Music	5113-Music Content Knowledge	156	22	18 (82%)	6	6 (100%)	6	6 (100%)	11	10 (91%)	13	13 (100%)
Physical Education/ PE/Coaching	0091/5091- Physical Ed: Content Knowledge	152	7	7 (100%)	12	12 (100%)	10	9 (90%)	9	9 (100%)	8	7 (88%)
Physical Science	0070-Chemistry, Physics, General Sci	570	1	1 (100%)	0	0	0	0	0	0	0	0

Program	Praxis Test Number and Name	Passing Score	2013		2014		2015		2016		2017	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Physical Science	0481-Physical Sci: Content Knowledge	150	0	0	6	5 (83%)	0	0	0	0	0	0
Physics	0265/5265- Physics: Content Knowledge	136	4	4 (10%)	8	8 (100%)	6	6 (100%)	9	6 (67%)	6	6 (100%)
Political Science	0930/5931– Government/ Political Sci	660 #	2	2 (100%)	2	1 (50%)	4	4 (100%)	6	5 (83%)	4	3 (75%)
Psychology	0390/5391- Psychology	620	0	0	0	0	0	0	3	3 (100%)	3	2 (67%)
Reading Endorsement	0204/5204-Teaching Reading	154	5	4 (80%)	10	10 (100%)	5	4 (80%)	6	6 (100%)	6	6 (100%)
Sch Counseling	0421/5421-Sch Guidance & Counseling	156 #	18	18 (100%)	51	50 (98%)	40	40 (100%)	54	49 (91%)	53	50 (94%)
Sch Psychology	0401/5401/5402- School Psychologist	165	4	4 (100%)	1	1 (100%)	5	5 (100%)	9	9 (100%)	5	5 (100%)
Social Studies	0081/5081-Social Studies: Content Knowledge	159	24	13 (54%)	26	22 (85%)	28	17 (61%)	21	15 (71%)	13	9 (69%)
Sociology	0950/5952-Sociology	550 #	0	0	0	0	0	0	1	1 (100%)	0	0
Speech	0220/5221-Speech Communication	144 #	0	0	0	0	0	0	1	1 (100%)	0	0
Spanish	0191-Spanish: Content Knowledge	165 #	9	7 (78%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Spanish	5195 Spanish World Language	168	n/a	n/a	3	2 (67%)	8	6 (75%)	10	6 (60%)	12	9 (75%)

Program	Praxis Test Number and Name	Passing Score	2013		2014		2015		2016		2017	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Special Education	0354/5354-Educ of Exceptional Students: Core Content Knowledge	151 #	6	6 (100%)	6	6 (100%)	10	9 (90%)	8	8 (100%)	13	13 (100%)
Special Education	0543/5543-Special Education Core Knowledge Mild Moderate	158 #	n/a	n/a	6	5 (83%)	20	17 (85%)	12	12 (100%)	20	18 (90%)
Special Education	5545- Special Education Core Knowledge & Severe to profound Applic	158 #	n/a	n/a	2	2 (100%)	3	3 (100%)	1	1 (100%)	1	1 (100%)
Special Education	5047-Middle School English/Language Arts	155	7	4 (57%)	24	7 (29%)	6	2 (33%)	6	5 (83%)	6	4 (67%)
Technology Engineering Education	0051/5051-Technology Education	159 #	8	8 (100%)	6	6 (100%)	7	7 (100%)	7	6 (86%)	4	4 (100%)
Theatre	0640/0641/5641-Theatre	630	1	1 (100%)	3	3 (100%)	2	2 (100%)	4	2 (50%)	2	2 (100%)
		TOTAL	1593	1183 (74%)	1860	1373 (74%)	1817	1369 (75%)	1892	1393 (74%)	1764	1297 (74%)

- No Utah cut-off score established

Table 7b
Praxis Test (Principles of Learning & Teaching)
Attempts of Teacher Education Program Graduates
Recommended for Licensing
2013-2017

Praxis Test	Praxis Test Number	Passing Score	2013		2014		2015		2016		2017	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Principles of Learning & Teaching: Early Childhood	0621/5621	160	6	5 (83%)	1	1 (100%)	7	6 (86%)	3	2 (67%)	4	3 (75%)
Principles of Learning & Teaching: Grades K-6	0622/5622	160	81	80 (99%)	93	85 (91%)	73	72 (99%)	82	80 (98%)	77	76 (99%)
Principles of Learning & Teaching: Grades 5-9	0623/5623	160	5	4 (80%)	3	3 (100%)	2	2 (100%)	4	4 (100%)	7	6 (86%)
Principles of Learning and Teaching: Grades 7-12	0624/5624	160	57	52 (91%)	78	77 (99%)	57	55 (96%)	54	53 (98%)	57	50 (88%)
		TOTAL:	149	141 (95%)	175	166 (95%)	139	135 (97%)	143	139 (97%)	145	135 (85%)

Table 8
Placement of Teacher Education Program Graduates
Recommended for Initial Licensing for the Period
September 1, 2016 Through August 31, 2017

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Ad/Supervisory	58	36	33	0	1	2	0	0	92%	92%
Ag Ed	10	9	7	1	0	0	1	0	89%	100%
American Sign Lang	0	0	0	0	0	0	0	0	0	0
Art Ed	3	3	2	0	0	0	1	0	67%	100%
Biological Science	12	9	9	0	0	0	0	0	100%	100%
Business	1	1	1	0	0	0	0	0	100%	100%
Chemistry	6	4	4	0	0	0	0	0	100%	100%
Chinese	0	0	0	0	0	0	0	0	0	0
Com Dis/SLP	11	11	11	0	0	0	0	0	100%	100%
Composite Majors	30	25	18	2	0	1	3	1	80%	95%
Early Childhood	3	2	2	0	0	0	0	0	100%	100%
Earth Science	3	3	3	0	0	0	0	0	100%	100%
Elem Ed (1-8)	109	96	81	6	2	4	2	1	91%	94%
Elem Ed (K-6)	2	2	2	0	0	0	0	0	100%	100%
English	25	23	19	1	0	2	0	1	87%	91%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
FCSE	11	9	7	0	0	2	0	0	78%	78%
French	0	0	0	0	0	0	0	0	0	0
Geography	1	1	0	0	1	0	0	0	0	0
German	1	0	0	0	0	0	0	0	0	0
Health Education	4	3	1	1	0	0	1	0	67%	100%
History	18	18	15	1	1	0	1	0	89%	94%
Math	27	22	19	0	0	0	1	2	86%	100%
Music Ed	8	5	4	0	0	1	0	0	80%	80%
PE	6	6	3	2	0	0	0	1	83%	100%
Physical Science	2	2	2	0	0	0	0	0	100%	100%
Physics	2	2	1	0	0	0	0	1	50%	100%
Political Science	6	5	3	0	1	0	1	0	60%	75%
Psychology	9	7	4	1	0	0	1	1	71%	100%
Sch Library Media	3	1	1	0	0	0	0	0	100%	100%
School Counselor	34	28	26	0	1	1	0	0	93%	93%
Sch Psychology	4	3	2	0	0	0	0	1	67%	100%
Social Studies	7	5	4	0	1	0	0	0	80%	80%
Sociology	1	1	1	0	0	0	0	0	100%	100%
Spanish	6	3	2	0	0	1	0	0	67%	67%
Special Education	38	31	24	1	2	1	3	0	81%	89%
Spec Ed Alt	52	40	37	2	0	1	0	0	98%	98%
Speech	4	3	1	1	0	1	0	0	67%	67%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Theater	3	2	1	0	0	1	0	0	50%	50%
TEE/ETE/ITE/TIED	4	3	2	0	0	0	1	0	67%	100%
TOTALS	524	424	352	19	10	18	16	9	88%	93%

NOTES

1. Column 10 percent = (Col 4 + Col 5) / Col 3
2. Column 11 percent = (Col 4 + Col 5) / (Col 3 - Col 8 - Col 9)
3. Graduate may be teaching in major or minor content area.

UTAH STATE UNIVERSITY
2016-2017
SCHOLARSHIP YEAR END REPORT
TAYA FLORES
taya.flores@usu.edu
797-1766

COLLEGE OF AGRICULTURE AND APPLIED SCIENCES⁵

Scholarship Type	⁴ # of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshps	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	151	\$ 317,995	151	3.83		
Admissions: Dean's	104	\$ 407,199	104	3.79		
Admissions: Other	537	\$ 1,372,746	537	3.33		
² Departmental Scholarships	818	\$ 766,973	616	3.61	202	3.72
Regional Campus	28	\$ 24,497	10	3.24	18	3.91
USU-Eastern	248	\$ 245,740	247	2.96	1	3.93
³ Other USU Scholarships	262	\$ 529,498	217	3.25	45	3.42
Research and Graduate Studies	250	\$ 871,599	17	3.64	233	3.72
Out-of-State Legacy Waiver Undergraduate	351	\$ 2,196,052	351	3.15		
Out-of-State Legacy Waiver Graduate	3	\$ 19,963			3	3.69
Out-of-State Legacy Waiver USU-Eastern	2	\$ 3,095	2	2.69		
Athletic Department	151	\$ 306,632	151	3.18		
Athletic Department USU-Eastern	14	\$ 36,692	14	3.36		
Cash from Outside Sources	297	\$ 493,701	291	3.42	6	3.87
¹ Total Unduplicated Recipients	1,108	\$ 7,592,380	954	3.38	154	3.70

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
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FRESHMAN	21	28	27	20	16	7	11	3	133
Admissions: Presidential									0
Admissions: Dean's									0
Admissions: Other	6	7	7	8	1	1	1	1	32
² Departmental Scholarships					1				1
Regional Campus									0
USU-Eastern	9	8	6	3	5	2	6	2	41
³ Other USU Scholarships	1	4		3	3	2	1		14
Out-of-State Legacy Waiver Undergraduate	3	5	7	1	2	2	1		21
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department					1				1
Athletic Department USU-Eastern				1					1
Cash from Outside Sources	2	4	7	4	3		2		22

SOPHOMORE	122	117	68	29	10	2	0	0	348
Admissions: Presidential	8								8
Admissions: Dean's	11	1	1						13
Admissions: Other	38	41	19	6	2	1			107
² Departmental Scholarships	5	6	3	2					16
Regional Campus				1					1
USU-Eastern	14	14	7	4	1	1			41
³ Other USU Scholarships	3	8	6	2	2				21
Research and Graduate Studies	2								2
Out-of-State Legacy Waiver Undergraduate	10	15	14	7	3				49
Out-of-State Legacy Waiver USU-Eastern			1						1
Athletic Department	1		4						5
Athletic Department USU-Eastern	2	2							4
Cash from Outside Sources	28	30	13	7	2				80

COLLEGE OF AGRICULTURE AND APPLIED SCIENCES⁵

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
JUNIOR	125	80	23	21	2	2	0	1	254
Admissions: Presidential	13			1					14
Admissions: Dean's	13	1	1						15
Admissions: Other	28	27	2	2					59
² Departmental Scholarships	13	11	4	2					30
Regional Campus	1	1							2
USU-Eastern	4	4	3	3				1	15
³ Other USU Scholarships	9	7	1	3		1			21
Research and Graduate Studies	2	1							3
Out-of-State Legacy Waiver Undergraduate	12	14	9	9	1	1			46
Athletic Department	2	2		1					5
Athletic Department USU-Eastern	1								1
Cash from Outside Sources	27	12	3		1				43

SENIOR	252	165	61	8	0	0	0	0	486
Admissions: Presidential	17	1							18
Admissions: Dean's	24	4							28
Admissions: Other	21	29	8						58
² Departmental Scholarships	119	63	11						193
Regional Campus	2	2							4
USU-Eastern	2	1	6	1					10
³ Other USU Scholarships	23	15	11	1					50
Research and Graduate Studies	3	2	3						8
Out-of-State Legacy Waiver Undergraduate	18	29	19	6					72
Out-of-State Legacy Waiver Graduate									0
Athletic Department	3	3	1						7
Athletic Department USU-Eastern									0
Cash from Outside Sources	20	16	2						38

⁷ UNDERGRADUATE UNCLASSIFIED	1	1	0	1	0	0	0	0	3
Admissions: Presidential									0
Admissions: Other									0
² Departmental Scholarships									0
Regional Campus									0
USU-Eastern	1								1
³ Other USU Scholarships		1		1					2
Cash from Outside Sources									0
UNDERGRADUATE TOTALS	521	391	179	79	28	11	11	4	1224
	42.6%	31.9%	14.6%	6.5%	2.3%	0.9%	0.9%	0.3%	100%

GRADUATE STUDENTS									
² Departmental Scholarships	38	14	1						53
Regional Campus	11	1							12
USU-Eastern	1								1
³ Other USU Scholarships	3	4							7
Research and Graduate Studies	53	23	1		1				78
Out-of-State Legacy Waiver Graduate	1	1							2
Athletic Department									0
Cash from Outside Sources	4								4
GRADUATE TOTALS	111	43	2	0	1	0	0	0	157
	70.7%	27.4%	1.3%	0.0%	0.6%	0.0%	0.0%	0.0%	100%

CAINE COLLEGE OF THE ARTS

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshps	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	118	\$ 250,727	118	3.87		
Admissions: Dean's	62	\$ 288,575	62	3.78		
Admissions: Other	245	\$ 530,956	245	3.52		
² Departmental Scholarships	674	\$ 651,603	633	3.55	41	3.93
Regional Campus	0					
USU-Eastern	5	\$ 7,900	5	2.83		
³ Other USU Scholarships	122	\$ 201,297	118	3.38	4	4.00
Research and Graduate Studies	49	\$ 213,237	5	3.68	44	3.95
Out-of-State Legacy Waiver Undergraduate	146	\$ 926,156	146	3.26		
Out-of-State Legacy Waiver Graduate	0					
Out-of-State Legacy Waiver USU-Eastern	0					
Athletic Department	25	\$ 32,303	25	3.44		
Athletic Department USU-Eastern	0					
Cash from Outside Sources	93	\$ 145,955	93	3.59		
¹ Total Unduplicated Recipients	463	\$ 3,248,708	445	3.54	18	3.94

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
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FRESHMAN	8	11	12	8	6	3	7	2	57
Admissions: Presidential	1								1
Admissions: Dean's				1					1
Admissions: Other	4	6	2	1			2	1	16
² Departmental Scholarships	1		2	2	1		2		8
Regional Campus									0
USU-Eastern							1		1
³ Other USU Scholarships		2	3	2	1		1		9
Out-of-State Legacy Waiver Undergraduate	1	1	3	2	2	3	1	1	14
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department									0
Athletic Department USU-Eastern									0
Cash from Outside Sources	1	2	2		2				7

SOPHOMORE	83	31	17	12	2	1	0	0	146
Admissions: Presidential	6	1	1						8
Admissions: Dean's	8	1							9
Admissions: Other	29	10	8	3	1				51
² Departmental Scholarships	12	9	5	3					29
Regional Campus									0
USU-Eastern									0
³ Other USU Scholarships	4	1		1					6
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate	9	5	1	4		1			20
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department					1				1
Athletic Department USU-Eastern									0
Cash from Outside Sources	15	4	2	1					22

CAINE COLLEGE OF THE ARTS

	GPA range								Grand Total
	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	
JUNIOR	90	38	13	3	0	0	0	0	144
Admissions: Presidential	9								9
Admissions: Dean's	9	2							11
Admissions: Other	29	3	2						34
² Departmental Scholarships	15	18	4	2					39
Regional Campus									0
USU-Eastern		1							1
³ Other USU Scholarships	5	3	1						9
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate	8	7	3						18
Athletic Department	1								1
Athletic Department USU-Eastern									0
Cash from Outside Sources	14	4	3	1					22
SENIOR	202	91	16	0	0	0	0	0	309
Admissions: Presidential	14								14
Admissions: Dean's	10	2							12
Admissions: Other	18	6	2						26
² Departmental Scholarships	116	61	10						187
Regional Campus									0
USU-Eastern									0
³ Other USU Scholarships	11	9	1						21
Research and Graduate Studies	3	1							4
Out-of-State Legacy Waiver Undergraduate	16	9	3						28
Out-of-State Legacy Waiver Graduate									0
Athletic Department	2								2
Athletic Department USU-Eastern									0
Cash from Outside Sources	12	3							15
⁷ UNDERGRADUATE UNCLASSIFIED	1	1	0	0	0	1	0	0	3
Admissions: Presidential									0
Admissions: Other									0
² Departmental Scholarships									0
Regional Campus									0
USU-Eastern									0
³ Other USU Scholarships	1	1				1			3
Cash from Outside Sources									0
UNDERGRADUATE TOTALS	384	172	58	23	8	5	7	2	659
	58.3%	26.1%	8.8%	3.5%	1.2%	0.8%	1.1%	0.3%	100%
GRADUATE STUDENTS									
² Departmental Scholarships	14	1							15
Regional Campus									0
USU-Eastern									0
³ Other USU Scholarships	2								2
Research and Graduate Studies	14	1							15
Out-of-State Legacy Waiver Graduate									0
Athletic Department									0
Cash from Outside Sources									0
GRADUATE TOTALS	30	2	0	0	0	0	0	0	32
	93.8%	6.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%

EMMA ECCLES JONES COLLEGE OF EDUCATION AND HUMAN SERVICES

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshps	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	429	\$ 936,388	429	3.86		
Admissions: Dean's	265	\$ 991,650	265	3.80		
Admissions: Other	1229	\$ 3,029,972	1229	3.46		
² Departmental Scholarships	1284	\$ 1,861,173	510	3.68	774	3.78
Regional Campus	267	\$ 215,406	226	3.52	41	3.78
USU-Eastern	503	\$ 550,503	502	3.23	1	3.44
³ Other USU Scholarships	454	\$ 562,454	417	3.45	37	3.77
Research and Graduate Studies	467	\$ 1,733,921	25	3.77	442	3.82
Out-of-State Legacy Waiver Undergraduate	692	\$ 4,307,827	692	3.35		
Out-of-State Legacy Waiver Graduate	27	\$ 189,197	1	3.12	26	3.69
Out-of-State Legacy Waiver USU-Eastern	1	\$ 1,547	1	2.80		
Athletic Department	1199	\$ 2,146,893	1099	3.08	100	3.70
Athletic Department USU-Eastern	8	\$ 22,567	8	3.62		
Cash from Outside Sources	631	\$ 1,072,306	621	3.56	10	3.88
¹ Total Unduplicated Recipients	2,392	\$ 17,621,803	2024	3.43	368	3.79

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
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FRESHMAN	50	46	38	30	30	10	3	11	218
Admissions: Presidential	1								1
Admissions: Dean's									0
Admissions: Other	18	16	10	9	9	1		4	67
² Departmental Scholarships	1	1			1		1	1	5
Regional Campus	6	3	4	2					15
USU-Eastern	5	10	5	4	4	7	1	4	40
³ Other USU Scholarships	3	2	1	5	5	1		2	19
Out-of-State Legacy Waiver Undergraduate	5	6	7	5	2	1	1		27
Out-of-State Legacy Waiver USU-Eastern			1						1
Athletic Department	3		2		1				6
Athletic Department USU-Eastern		1							1
Cash from Outside Sources	8	7	8	5	8				36

SOPHOMORE	306	200	92	36	10	3	0	0	647
Admissions: Presidential	16	1	1						18
Admissions: Dean's	15	6	1						22
Admissions: Other	121	74	25	12	3				235
² Departmental Scholarships	8	2	4		2				16
Regional Campus	6	12	4	1					23
USU-Eastern	11	10	3	4	2	1			31
³ Other USU Scholarships	11	10	3	3		1			28
Research and Graduate Studies	1								1
Out-of-State Legacy Waiver Undergraduate	26	39	22	7	1	1			96
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	2	5	10	4					21
Athletic Department USU-Eastern	2								2
Cash from Outside Sources	87	41	19	5	2				154

EMMA ECCLES JONES COLLEGE OF EDUCATION AND HUMAN SERVICES

	GPA range								Grand Total
	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	
JUNIOR	341	178	60	21	8	0	2	0	610
Admissions: Presidential	29	5							34
Admissions: Dean's	38	4	1						43
Admissions: Other	80	45	13	2	4		2		146
² Departmental Scholarships	15	11	3						29
Regional Campus	15	9	3	1	1				29
USU-Eastern	19	13	6	3					41
³ Other USU Scholarships	19	14	4	2	1				40
Research and Graduate Studies	1	1							2
Out-of-State Legacy Waiver Undergraduate	43	45	14	8	1				111
Athletic Department	3	10	6	3					22
Athletic Department USU-Eastern									0
Cash from Outside Sources	79	21	10	2	1				113

SENIOR	676	304	97	27	4	0	0	0	1108
Admissions: Presidential	58	5							63
Admissions: Dean's	71	7	2						80
Admissions: Other	104	46	14	5					169
² Departmental Scholarships	161	51	7						219
Regional Campus	40	19	6	2					67
USU-Eastern	20	29	6						55
³ Other USU Scholarships	65	32	13	4					114
Research and Graduate Studies	10	1		1					12
Out-of-State Legacy Waiver Undergraduate	68	63	18	4	1				154
Out-of-State Legacy Waiver Graduate		1							1
Athletic Department	15	18	19	9	3				64
Athletic Department USU-Eastern									0
Cash from Outside Sources	64	32	12	2					110

⁷ UNDERGRADUATE UNCLASSIFIED	3	5	2	1	0	0	0	1	12
Admissions: Presidential									0
Admissions: Other									0
² Departmental Scholarships								1	1
Regional Campus	1		1	1					3
USU-Eastern	1	3	1						5
³ Other USU Scholarships	1	2							3
Cash from Outside Sources									0
UNDERGRADUATE TOTALS	1376	733	289	115	52	13	5	12	2595
	53.0%	28.2%	11.1%	4.4%	2.0%	0.5%	0.2%	0.5%	100%

GRADUATE STUDENTS									
² Departmental Scholarships	242	50	8	2					302
Regional Campus	22	2	2						26
USU-Eastern		1							1
³ Other USU Scholarships	14	6							20
Research and Graduate Studies	150	22	2	3					177
Out-of-State Legacy Waiver Graduate	11	2							13
Athletic Department	15	4			1				20
Cash from Outside Sources	6	1							7
GRADUATE TOTALS	460	88	12	5	1	0	0	0	566
	81.3%	15.5%	2.1%	0.9%	0.2%	0.0%	0.0%	0.0%	100%

COLLEGE OF ENGINEERING

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshps	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	929	\$ 1,850,560	929	3.72		
Admissions: Dean's	305	\$ 1,110,939	305	3.54		
Admissions: Other	779	\$ 1,937,947	779	3.18		
² Departmental Scholarships	872	\$ 1,227,568	645	3.58	227	3.73
Regional Campus	5	\$ 6,475	5	3.50		
USU-Eastern	62	\$ 59,604	62	3.27		
³ Other USU Scholarships	408	\$ 723,176	275	3.37	133	3.79
Research and Graduate Studies	892	\$ 2,302,946	85	3.73	807	3.78
Out-of-State Legacy Waiver Undergraduate	427	\$ 2,711,408	427	3.26		
Out-of-State Legacy Waiver Graduate	7	\$ 37,616			7	3.60
Out-of-State Legacy Waiver USU-Eastern	0					
Athletic Department	114	\$ 173,807	114	3.20		
Athletic Department USU-Eastern	0					
Cash from Outside Sources	512	\$ 799,066	507	3.51	5	3.84
¹ Total Unduplicated Recipients	1,626	\$ 12,941,111	1333	3.46	293	3.77

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
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FRESHMAN	24	22	14	24	11	8	8	10	121
Admissions: Presidential		1						1	2
Admissions: Dean's	3		1						4
Admissions: Other	8	12	5	13	8	5	6	5	62
² Departmental Scholarships		2	1	1					4
Regional Campus	2			1					3
USU-Eastern	1	2	1			1		1	6
³ Other USU Scholarships	2		2	1	1			1	7
Out-of-State Legacy Waiver Undergraduate	5	3	2	4	2	2	2	1	21
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department				1					1
Athletic Department USU-Eastern									0
Cash from Outside Sources	3	2	2	3				1	11

SOPHOMORE	202	139	96	30	15	11	4	4	501
Admissions: Presidential	32	9	5		1	1		1	49
Admissions: Dean's	18	9	7	2			1	1	38
Admissions: Other	64	48	38	12	6	4	2	1	175
² Departmental Scholarships	13	11	4	4	3	3			38
Regional Campus		1							1
USU-Eastern	1	3							4
³ Other USU Scholarships	9	4	5	2	2	1	1	1	25
Research and Graduate Studies		1							1
Out-of-State Legacy Waiver Undergraduate	14	24	19	6	1	1			65
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	3	1		1	1				6
Athletic Department USU-Eastern									0
Cash from Outside Sources	48	28	18	3	1	1			99

COLLEGE OF ENGINEERING

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
JUNIOR	251	132	64	23	4	0	0	5	479
Admissions: Presidential	49	12	1						62
Admissions: Dean's	34	21	10					1	66
Admissions: Other	45	38	14	11	1			1	110
² Departmental Scholarships	21	12	7	2	1			1	44
Regional Campus									0
USU-Eastern	6	4	1						11
³ Other USU Scholarships	13	9	6	2					30
Research and Graduate Studies	9								9
Out-of-State Legacy Waiver Undergraduate	24	11	14	4	1				54
Athletic Department	1	1							2
Athletic Department USU-Eastern									0
Cash from Outside Sources	49	24	11	4	1			2	91
SENIOR	524	249	70	10	2	0	0	0	855
Admissions: Presidential	113	25	1						139
Admissions: Dean's	45	14	1						60
Admissions: Other	35	32	12	3					82
² Departmental Scholarships	164	73	14	1					252
Regional Campus									0
USU-Eastern	3		1						4
³ Other USU Scholarships	31	19	8	2	1				61
Research and Graduate Studies	29	13	4						46
Out-of-State Legacy Waiver Undergraduate	39	35	19	3					96
Out-of-State Legacy Waiver Graduate									0
Athletic Department	5	4	1						10
Athletic Department USU-Eastern									0
Cash from Outside Sources	60	34	9	1	1				105
⁷ UNDERGRADUATE UNCLASSIFIED	3	1	0	1	0	0	0	0	5
Admissions: Presidential									0
Admissions: Other	3								3
² Departmental Scholarships									0
Regional Campus									0
USU-Eastern									0
³ Other USU Scholarships		1		1					2
Cash from Outside Sources									0
UNDERGRADUATE TOTALS	1004	543	244	88	32	19	12	19	1961
	51.2%	27.7%	12.4%	4.5%	1.6%	1.0%	0.6%	1.0%	100%
GRADUATE STUDENTS									
² Departmental Scholarships	93	23	3	1					120
Regional Campus									0
USU-Eastern									0
³ Other USU Scholarships	11	2	2						15
Research and Graduate Studies	208	45	6	1					260
Out-of-State Legacy Waiver Graduate	2	2							4
Athletic Department									0
Cash from Outside Sources	3								3
GRADUATE TOTALS	317	72	11	2	0	0	0	0	402
	78.9%	17.9%	2.7%	0.5%	0.0%	0.0%	0.0%	0.0%	100%

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshps	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	291	\$ 536,912	291	3.82		
Admissions: Dean's	186	\$ 687,931	186	3.81		
Admissions: Other	618	\$ 1,304,733	618	3.50		
² Departmental Scholarships	618	\$ 833,238	462	3.66	156	3.68
Regional Campus	160	\$ 212,940	71	3.48	89	3.66
USU-Eastern	239	\$ 261,115	237	3.18	2	2.81
³ Other USU Scholarships	445	\$ 753,918	407	3.45	38	3.77
Research and Graduate Studies	196	\$ 546,020	26	3.83	170	3.78
Out-of-State Legacy Waiver Undergraduate	391	\$ 2,444,806	391	3.22		
Out-of-State Legacy Waiver Graduate	6	\$ 33,271			6	3.53
Out-of-State Legacy Waiver USU-Eastern	0					
Athletic Department	474	\$ 1,014,175	474	2.75		
Athletic Department USU-Eastern	3	\$ 7,189	3	3.47		
Cash from Outside Sources	312	\$ 504,495	311	3.62	1	3.40
¹ Total Unduplicated Recipients	1,271	\$ 9,140,743	1133	3.42	138	3.71

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
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FRESHMAN	13	20	12	15	3	3	4	5	75
Admissions: Presidential									0
Admissions: Dean's									0
Admissions: Other	5	6	3	2				2	18
² Departmental Scholarships	1								1
Regional Campus	1	2				1			4
USU-Eastern	2	6	4	3			3	1	19
³ Other USU Scholarships	1		1		1			1	4
Out-of-State Legacy Waiver Undergraduate	2	3	1	7	2	2		1	18
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department			1						1
Athletic Department USU-Eastern	1	1	1						3
Cash from Outside Sources		2	1	3			1		7

SOPHOMORE	148	97	54	18	5	1	0	0	323
Admissions: Presidential	5	1							6
Admissions: Dean's	17		1	1					19
Admissions: Other	51	52	17	4	2				126
² Departmental Scholarships	7	2	3	1					13
Regional Campus	3		1						4
USU-Eastern	2	2	4	1					9
³ Other USU Scholarships	6	6	5	6					23
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate	19	13	14	2	3	1			52
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	1		5	1					7
Athletic Department USU-Eastern									0
Cash from Outside Sources	37	21	4	2					64

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

	GPA range								Grand Total
	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	
JUNIOR	249	110	57	19	3	1	0	0	439
Admissions: Presidential	26	3	1	1					31
Admissions: Dean's	34	6	1						41
Admissions: Other	52	26	3	1	1				83
² Departmental Scholarships	31	13	2	1					47
Regional Campus	4	1	1		1				7
USU-Eastern	8	9	7	1					25
³ Other USU Scholarships	15	8	11	3	1				38
Research and Graduate Studies	5								5
Out-of-State Legacy Waiver Undergraduate	21	28	23	6					78
Athletic Department	1	3	5	3		1			13
Athletic Department USU-Eastern									0
Cash from Outside Sources	52	13	3	3					71
SENIOR	401	178	78	22	3	0	0	0	682
Admissions: Presidential	42	2	2						46
Admissions: Dean's	39	3							42
Admissions: Other	54	17	5	1					77
² Departmental Scholarships	126	66	12	2					206
Regional Campus	16	10	2	1					29
USU-Eastern	5	6	8	1					20
³ Other USU Scholarships	45	30	14	4	1				94
Research and Graduate Studies	9	2							11
Out-of-State Legacy Waiver Undergraduate	30	21	15	2	1				69
Out-of-State Legacy Waiver Graduate									0
Athletic Department		8	12	8	1				29
Athletic Department USU-Eastern									0
Cash from Outside Sources	35	13	8	3					59
⁷ UNDERGRADUATE UNCLASSIFIED	5	4	0	1	0	0	0	0	10
Admissions: Presidential									0
Admissions: Other	1								1
² Departmental Scholarships									0
Regional Campus									0
USU-Eastern				1					1
³ Other USU Scholarships	4	4							8
Cash from Outside Sources									0
UNDERGRADUATE TOTALS	816	409	201	75	14	5	4	5	1529
	53.4%	26.7%	13.1%	4.9%	0.9%	0.3%	0.3%	0.3%	100%
GRADUATE STUDENTS									
² Departmental Scholarships	65	19	9	1					94
Regional Campus	16	5	5						26
USU-Eastern			1						1
³ Other USU Scholarships	4	1	1						6
Research and Graduate Studies	52	12	5						69
Out-of-State Legacy Waiver Graduate	1	2							3
Athletic Department									0
Cash from Outside Sources		1							1
GRADUATE TOTALS	138	40	21	1	0	0	0	0	200
	69.0%	20.0%	10.5%	0.5%	0.0%	0.0%	0.0%	0.0%	100%

JON M. HUNTSMAN SCHOOL OF BUSINESS

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshps	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	465	\$ 1,053,749	465	3.82		
Admissions: Dean's	207	\$ 877,257	207	3.64		
Admissions: Other	745	\$ 1,739,425	745	3.51		
² Departmental Scholarships	1019	\$ 1,126,920	865	3.75	154	3.66
Regional Campus	93	\$ 70,853	81	3.53	12	3.31
USU-Eastern	66	\$ 79,465	62	3.43	4	3.51
³ Other USU Scholarships	361	\$ 792,192	339	3.45	22	3.44
Research and Graduate Studies	93	\$ 348,022	23	3.81	70	3.56
Out-of-State Legacy Waiver Undergraduate	345	\$ 2,171,364	345	3.37		
Out-of-State Legacy Waiver Graduate	20	\$ 169,586			20	3.48
Out-of-State Legacy Waiver USU-Eastern	0					
Athletic Department	404	\$ 759,535	384	3.34	20	3.43
Athletic Department USU-Eastern	5	\$ 12,786	5	3.60		
Cash from Outside Sources	349	\$ 580,009	338	3.61	11	3.63
¹ Total Unduplicated Recipients	1,243	\$ 9,781,163	1120	3.58	123	3.58

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
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FRESHMAN	15	17	5	6	4	2	5	3	57
Admissions: Presidential									0
Admissions: Dean's	1						1	1	3
Admissions: Other	7	14	3	1	2	1	1	1	30
² Departmental Scholarships	1						1		2
Regional Campus	1		1	1					3
USU-Eastern	1								1
³ Other USU Scholarships									0
Out-of-State Legacy Waiver Undergraduate	1				2				3
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	1	1							2
Athletic Department USU-Eastern									0
Cash from Outside Sources	2	2	1	4		1	2	1	13

SOPHOMORE	162	84	30	13	1	0	0	0	290
Admissions: Presidential	10	4	1						15
Admissions: Dean's	11	1	1	1	1				15
Admissions: Other	67	44	9	3					123
² Departmental Scholarships	16	4		2					22
Regional Campus		1							1
USU-Eastern		1							1
³ Other USU Scholarships	7	4	5	2					18
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate	10	11	10	1					32
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	4	2	2						8
Athletic Department USU-Eastern									0
Cash from Outside Sources	37	12	2	4					55

JON M. HUNTSMAN SCHOOL OF BUSINESS

	GPA range								Grand Total
	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	
JUNIOR	251	90	26	12	1	0	1	0	381
Admissions: Presidential	21	2	1	1					25
Admissions: Dean's	20	5	1	2					28
Admissions: Other	61	21	4	3	1		1		91
² Departmental Scholarships	51	8	2						61
Regional Campus	5	7	3						15
USU-Eastern	1	3							4
³ Other USU Scholarships	18	9	1	1					29
Research and Graduate Studies	1								1
Out-of-State Legacy Waiver Undergraduate	24	22	9	2					57
Athletic Department	3	3	1						7
Athletic Department USU-Eastern		1							1
Cash from Outside Sources	46	9	4	3					62
SENIOR	615	253	77	2	0	0	2	0	949
Admissions: Presidential	73	7							80
Admissions: Dean's	51	14	1				1		67
Admissions: Other	58	42	10	1			1		112
² Departmental Scholarships	262	64	12						338
Regional Campus	19	14	2						35
USU-Eastern	5	5	2						12
³ Other USU Scholarships	45	23	11	1					80
Research and Graduate Studies	11	1	1						13
Out-of-State Legacy Waiver Undergraduate	30	46	23						99
Out-of-State Legacy Waiver Graduate									0
Athletic Department	6	13	8						27
Athletic Department USU-Eastern	2								2
Cash from Outside Sources	53	24	7						84
⁷ UNDERGRADUATE UNCLASSIFIED	0	0	1	0	1	0	0	0	2
Admissions: Presidential									0
Admissions: Other			1						1
² Departmental Scholarships									0
Regional Campus									0
USU-Eastern									0
³ Other USU Scholarships					1				1
Cash from Outside Sources									0
UNDERGRADUATE TOTALS	1043	444	139	33	7	2	8	3	1679
	62.1%	26.4%	8.3%	2.0%	0.4%	0.1%	0.5%	0.2%	100%
GRADUATE STUDENTS									
² Departmental Scholarships	52	27	6						85
Regional Campus	2	2	1						5
USU-Eastern	1	2							3
³ Other USU Scholarships	2	4							6
Research and Graduate Studies	26	10			1	1			38
Out-of-State Legacy Waiver Graduate	4	4	2						10
Athletic Department	1	2							3
Cash from Outside Sources	5	3							8
GRADUATE TOTALS	93	54	9	0	1	1	0	0	158
	58.9%	34.2%	5.7%	0.0%	0.6%	0.6%	0.0%	0.0%	100%

S.J. & JESSIE E. QUINNEY COLLEGE OF NATURAL RESOURCES

Scholarship Type	⁴ # of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshps	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	40	\$ 95,421	40	3.74		
Admissions: Dean's	21	\$ 101,242	21	3.69		
Admissions: Other	115	\$ 345,316	115	3.15		
² Departmental Scholarships	319	\$ 444,741	147	3.60	172	3.79
Regional Campus	29	\$ 18,982	25	3.40	4	3.16
USU-Eastern	26	\$ 22,643	26	3.43		
³ Other USU Scholarships	58	\$ 96,068	50	3.34	8	3.82
Research and Graduate Studies	311	\$ 838,145	23	3.71	288	3.80
Out-of-State Legacy Waiver Undergraduate	45	\$ 287,025	45	2.99		
Out-of-State Legacy Waiver Graduate	4	\$ 19,574			4	3.49
Out-of-State Legacy Waiver USU-Eastern	0					
Athletic Department	20	\$ 28,428	20	3.21		
Athletic Department USU-Eastern	2	\$ 3,595	2	3.19		
Cash from Outside Sources	66	\$ 111,651	64	3.38	2	3.96
¹Total Unduplicated Recipients	325	\$ 2,412,830	194	3.40	131	3.79

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
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FRESHMAN	4	6	5	1	3	4	0	3	26
Admissions: Presidential									0
Admissions: Dean's									0
Admissions: Other	1	3	2		2	1		1	10
² Departmental Scholarships		1	1						2
Regional Campus	2					1			3
USU-Eastern								2	2
³ Other USU Scholarships									0
Out-of-State Legacy Waiver Undergraduate		2		1		1			4
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department									0
Athletic Department USU-Eastern									0
Cash from Outside Sources	1		2		1	1			5

SOPHOMORE	13	26	14	3	0	1	0	0	57
Admissions: Presidential						1			1
Admissions: Dean's	2	2							4
Admissions: Other	5	7	4	2					18
² Departmental Scholarships	1	5	2						8
Regional Campus		2							2
USU-Eastern	1	1							2
³ Other USU Scholarships	1	2	2						5
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate		2	2	1					5
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department			1						1
Athletic Department USU-Eastern		1							1
Cash from Outside Sources	3	4	3						10

S.J. & JESSIE E. QUINNEY COLLEGE OF NATURAL RESOURCES

	GPA range								Grand Total
	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	
JUNIOR	29	19	7	1	0	0	1	0	57
Admissions: Presidential	3	1							4
Admissions: Dean's	2								2
Admissions: Other	6	4	1				1		12
² Departmental Scholarships	5	3							8
Regional Campus	1	1							2
USU-Eastern	1	2	1						4
³ Other USU Scholarships	3	1	1						5
Research and Graduate Studies	2	1							3
Out-of-State Legacy Waiver Undergraduate	1	3	3	1					8
Athletic Department			1						1
Athletic Department USU-Eastern									0
Cash from Outside Sources	5	3							8
SENIOR	73	51	18	4	0	0	0	0	146
Admissions: Presidential	6								6
Admissions: Dean's	4	1							5
Admissions: Other	7	5	3	1					16
² Departmental Scholarships	31	21	3	1					56
Regional Campus	2	3							5
USU-Eastern	1	1	2						4
³ Other USU Scholarships	6	7	2						15
Research and Graduate Studies	8	4	1	1					14
Out-of-State Legacy Waiver Undergraduate	1	4	2	1					8
Out-of-State Legacy Waiver Graduate									0
Athletic Department	1								1
Athletic Department USU-Eastern	6	5	5						16
Cash from Outside Sources									0
⁷ UNDERGRADUATE UNCLASSIFIED	0	0	1	0	0	0	0	0	1
Admissions: Presidential									0
Admissions: Other									0
² Departmental Scholarships									0
Regional Campus									0
USU-Eastern									0
³ Other USU Scholarships			1						1
Cash from Outside Sources									0
UNDERGRADUATE TOTALS	119	102	45	9	3	5	1	0	284
	41.9%	35.9%	15.8%	3.2%	1.1%	1.8%	0.4%	0.0%	100%
GRADUATE STUDENTS									
² Departmental Scholarships	68	9	5						82
Regional Campus	1		1						2
USU-Eastern									0
³ Other USU Scholarships	5	1							6
Research and Graduate Studies	95	14	7						116
Out-of-State Legacy Waiver Graduate	1		1						2
Athletic Department									0
Cash from Outside Sources	1								209
GRADUATE TOTALS	171	24	14	0	0	0	0	0	209
	81.8%	11.5%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	100%

COLLEGE OF SCIENCE

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshps	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	604	\$ 1,201,809	604	3.80		
Admissions: Dean's	130	\$ 448,569	130	3.71		
Admissions: Other	425	\$ 1,164,257	425	3.35		
² Departmental Scholarships	503	\$ 691,875	293	3.71	210	3.69
Regional Campus	22	\$ 18,081	21	3.42	1	3.96
USU-Eastern	60	\$ 60,207	60	3.25		
³ Other USU Scholarships	209	\$ 386,798	178	3.44	31	3.82
Research and Graduate Studies	451	\$ 1,276,596	62	3.77	389	3.72
Out-of-State Legacy Waiver Undergraduate	279	\$ 1,736,736	279	3.18		
Out-of-State Legacy Waiver Graduate	2	\$ 13,309			2	4.00
Out-of-State Legacy Waiver USU-Eastern	0					
Athletic Department	160	\$ 220,616	159	3.46	1	3.90
Athletic Department USU-Eastern	0					
Cash from Outside Sources	286	\$ 446,984	286	3.55		
¹ Total Unduplicated Recipients	939	\$ 7,665,837	761	3.55	178	3.71

GPA
range

4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
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FRESHMAN	18	19	18	8	4	1	3	4	75
Admissions: Presidential	1								1
Admissions: Dean's									0
Admissions: Other	9	7	10	5			2	1	34
² Departmental Scholarships									0
Regional Campus	2		1						3
USU-Eastern	2	1							3
³ Other USU Scholarships	1	2	3					1	7
Out-of-State Legacy Waiver Undergraduate	1	6		1	4		1	2	15
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	1		1						2
Athletic Department USU-Eastern									0
Cash from Outside Sources	1	3	3	2		1			10

SOPHOMORE	100	53	45	14	7	2	0	0	221
Admissions: Presidential	15	2		1					18
Admissions: Dean's	6	2			1				9
Admissions: Other	35	19	21	8	3				86
² Departmental Scholarships	3	2							5
Regional Campus	2	1							3
USU-Eastern	1	1		1					3
³ Other USU Scholarships		2	1		1	1			5
Research and Graduate Studies	1								1
Out-of-State Legacy Waiver Undergraduate	14	11	9	1	2	1			38
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	1	3							4
Athletic Department USU-Eastern									0
Cash from Outside Sources	22	10	14	3					49

COLLEGE OF SCIENCE

	GPA range								Grand Total
	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	
JUNIOR	175	82	32	15	3	1	1	1	310
Admissions: Presidential	40	10	3						53
Admissions: Dean's	20	7	3						30
Admissions: Other	27	18	5		1		1	1	53
² Departmental Scholarships	14	6	3						23
Regional Campus		2			1				3
USU-Eastern	3	2	4	2					11
³ Other USU Scholarships	9	7	1	3					20
Research and Graduate Studies	5	5							10
Out-of-State Legacy Waiver Undergraduate	15	10	6	6	1	1			39
Athletic Department									0
Athletic Department USU-Eastern	3			2					5
Cash from Outside Sources	39	15	7	2					63
SENIOR	313	133	43	11	1	0	0	0	501
Admissions: Presidential	77	12							89
Admissions: Dean's	24	7	1						32
Admissions: Other	24	23	6	2					55
² Departmental Scholarships	76	28	7	2					113
Regional Campus	3	2	1						6
USU-Eastern		3	1	1					5
³ Other USU Scholarships	19	12	5	1					37
Research and Graduate Studies	24	3	1						28
Out-of-State Legacy Waiver Undergraduate	22	21	15	4	1				63
Out-of-State Legacy Waiver Graduate									0
Athletic Department	8	4	2						14
Athletic Department USU-Eastern									0
Cash from Outside Sources	36	18	4	1					59
⁷ UNDERGRADUATE UNCLASSIFIED	1	1	1	0	0	0	0	0	3
Admissions: Presidential									0
Admissions: Other	1								1
² Departmental Scholarships									0
Regional Campus									0
USU-Eastern									0
³ Other USU Scholarships		1	1						2
Cash from Outside Sources									0
UNDERGRADUATE TOTALS	607	288	139	48	15	4	4	0	1105
	54.9%	26.1%	12.6%	4.3%	1.4%	0.4%	0.4%	0.0%	100%
GRADUATE STUDENTS									
² Departmental Scholarships	78	24	8						110
Regional Campus	1								1
USU-Eastern									0
³ Other USU Scholarships	9								9
Research and Graduate Studies	107	33	11						151
Out-of-State Legacy Waiver Graduate	1								1
Athletic Department	1								1
Cash from Outside Sources									0
GRADUATE TOTALS	197	57	19	0	0	0	0	0	273
	72.2%	20.9%	7.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%

TRANSITION MAJORS⁶

Scholarship Type	⁴ # of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshps	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	60	\$ 141,544	60	3.71		
Admissions: Dean's	59	\$ 200,644	59	3.37		
Admissions: Other	646	\$ 1,444,214	646	3.24		
² Departmental Scholarships	169	\$ 275,737	28	2.85	141	3.83
Regional Campus	165	\$ 126,403	148	3.12	17	3.72
USU-Eastern	1337	\$ 1,341,930	1331	2.95	6	3.28
³ Other USU Scholarships	133	\$ 188,247	133	2.65		
Research and Graduate Studies	0					
Out-of-State Legacy Waiver Undergraduate	407	\$ 2,517,333	407	2.73		
Out-of-State Legacy Waiver Graduate	0					
Out-of-State Legacy Waiver USU-Eastern	1	\$ 1,547	1	3.37		
Athletic Department	481	\$ 969,519	481	2.64		
Athletic Department USU-Eastern	123	\$ 267,726	123	3.20		
Cash from Outside Sources	272	\$ 445,422	271	3.24	1	2.93
¹Total Unduplicated Recipients	1,485	\$ 7,920,266	1404	2.98	81	3.79

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
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FRESHMAN	100	101	118	74	60	46	29	33	561
Admissions: Presidential			1						1
Admissions: Dean's								1	1
Admissions: Other	25	21	20	11	8	8	3	3	99
² Departmental Scholarships			1			2			3
Regional Campus	13	11	8	3	3	6		2	46
USU-Eastern	22	27	42	25	20	14	14	13	177
³ Other USU Scholarships	9	7	4	6	3	5	3	5	42
Out-of-State Legacy Waiver Undergraduate	10	15	23	11	15	7	7	5	93
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	3	4	4	6	2	1			20
Athletic Department USU-Eastern	5	2	5	2	3	1	1		19
Cash from Outside Sources	13	14	10	10	6	2	1	4	60

SOPHOMORE	249	182	141	89	41	8	1	0	711
Admissions: Presidential	9	1							10
Admissions: Dean's	16	4	2	1	2	1			26
Admissions: Other	80	63	26	14	6	2			191
² Departmental Scholarships	3		2	2					7
Regional Campus	12	6	5	2	1				26
USU-Eastern	32	39	42	21	13	2	1		150
³ Other USU Scholarships	3	8	7	9					27
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate	19	24	28	22	10	2			105
Out-of-State Legacy Waiver USU-Eastern		1							1
Athletic Department	5	2	8	7	4				26
Athletic Department USU-Eastern	14	3	3	3	3				26
Cash from Outside Sources	56	31	18	8	2	1			116

TRANSITION MAJORS⁶

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
JUNIOR	82	77	59	38	8	1	1	1	267
Admissions: Presidential	4	1							5
Admissions: Dean's	6	2	1				1		10
Admissions: Other	11	8	4	4	1				28
² Departmental Scholarships		3			1				4
Regional Campus	4	7	2	3					16
USU-Eastern	31	32	24	11	3	1		1	103
³ Other USU Scholarships	1	1	3	5	2				12
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate	8	6	16	9	1				40
Athletic Department	1	2	2	2					7
Athletic Department USU-Eastern	3	6	3						12
Cash from Outside Sources	13	9	4	4					30

SENIOR	6	9	11	5	2	0	0	0	33
Admissions: Presidential	1								1
Admissions: Dean's									0
Admissions: Other	1	1	2						4
² Departmental Scholarships	2	3							5
Regional Campus		2	1						3
USU-Eastern	1	2	2	1	1				7
³ Other USU Scholarships			1	1					2
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate			4						4
Out-of-State Legacy Waiver Graduate									0
Athletic Department	1			2					3
Athletic Department USU-Eastern									0
Cash from Outside Sources		1	1	1	1				4

⁷ UNDERGRADUATE UNCLASSIFIED	43	20	7	3	1	1	0	3	78
Admissions: Presidential	1								1
Admissions: Other	15	7	2			1			25
² Departmental Scholarships				1				2	3
Regional Campus	9	4	2	1	1				17
USU-Eastern	15	8	2	1				1	27
³ Other USU Scholarships	2	1	1						4
Cash from Outside Sources	1								1
UNDERGRADUATE TOTALS	480	389	336	209	112	56	31	37	1650
	29.1%	23.6%	20.4%	12.7%	6.8%	3.4%	1.9%	2.2%	100%

GRADUATE STUDENTS									
² Departmental Scholarships	57	4	2			1			64
Regional Campus	8	2		1					11
USU-Eastern	1	1	1						3
³ Other USU Scholarships									0
Research and Graduate Studies									0
Out-of-State Legacy Waiver Graduate									0
Athletic Department									0
Cash from Outside Sources			1						1
GRADUATE TOTALS	66	7	4	1	0	1	0	0	79
	83.5%	8.9%	5.1%	1.3%	0.0%	1.3%	0.0%	0.0%	100%

TOTAL FOR ALL COLLEGES

Scholarship Type	⁴ # of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshp	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	3087	\$ 6,385,106	3087	3.79		
Admissions: Dean's	1339	\$ 5,114,005	1339	3.69		
Admissions: Other	5339	\$ 12,869,565	5339	3.38		
² Departmental Scholarships	6276	\$ 7,879,828	4199	3.64	2077	3.75
Regional Campus	769	\$ 693,636	587	3.40	182	3.69
USU-Eastern	2546	\$ 2,629,106	2532	3.06	14	3.34
³ Other USU Scholarships	2452	\$ 4,233,648	2134	3.36	318	3.71
Research and Graduate Studies	2709	\$ 8,130,487	266	3.75	2443	3.77
Out-of-State Legacy Waiver Undergraduate	3083	\$ 19,298,706	3083	3.19		
Out-of-State Legacy Waiver Graduate	69	\$ 482,515	1	3.12	68	3.60
Out-of-State Legacy Waiver USU-Eastern	4	\$ 6,189	4	2.89		
Athletic Department	3028	\$ 5,651,907	2907	3.02	121	3.65
Athletic Department USU-Eastern	155	\$ 350,556	155	3.26		
Cash from Outside Sources	2818	\$ 4,599,589	2782	3.51	36	3.74
¹ Grand Total <i>Unduplicated</i> Recipients	10,852	\$ 78,324,841	9,368	3.41	1,484	3.75

UNDERGRADUATE

	GPA range								Grand Total
	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	
Agriculture and Applied Sciences	521	391	179	79	28	11	11	4	1,224
Caine College of the Arts	384	172	58	23	8	5	7	2	659
Emma Eccles Jones College of Ed. and Hum.	1376	733	289	115	52	13	5	12	2,595
College of Engineering	1004	543	244	88	32	19	12	19	1,961
College of Humanities and Social Sciences	816	409	201	75	14	5	4	5	1,529
Jon M. Huntsman School of Business	1043	444	139	33	7	2	8	3	1,679
S.J. & Jessie E. Quinney College of Nat. Res.	119	102	45	9	3	5	1		284
College of Science	607	288	139	48	15	4	4		1,105
Transition Majors	480	389	336	209	112	56	31	37	1,650
UNDERGRADUATE TOTALS	6350	3471	1630	679	271	120	83	82	12,686
	50.1%	27.4%	12.8%	5.4%	2.1%	0.9%	0.7%	0.6%	100%

GRADUATE

Agriculture and Applied Sciences	111	43	2		1				157
Caine College of the Arts	30	2							32
Emma Eccles Jones College of Ed. and Hum.	460	88	12	5	1				566
College of Engineering	317	72	11	2					402
College of Humanities and Social Sciences	138	40	21	1					200
Jon M. Huntsman School of Business	93	54	9		1	1			158
S.J. & Jessie E. Quinney College of Nat. Res.	171	24	14						209
College of Science	197	57	19						273
Transition Majors	66	7	4	1		1			79
GRADUATE TOTALS	1,583	387	92	9	3	2	0	0	2,076
	76.3%	18.6%	4.4%	0.4%	0.1%	0.1%	0.0%	0.0%	100%

Utah State University's Scholarship Office facilitates off-campus organizations and university departments with application of scholarships to

LEGEND FOR 2016-17 SCHOLARSHIP OFFICE REPORT

¹Indicates the total unduplicated number of students and total funding for the 1617 year.

²Departmental Scholarship: Funded by endowments, cash or contracts set up by departments.

³Other USU Scholarships: Non-academic college scholarships that are not categorized as Admissions.

⁴Indicates the total unique number of students in each college that received a scholarship.

⁵Students in the School of Veterinary Medicine have been taken out of GPA totals.

⁶Transition Majors include Continuing Education and Undeclared Students.

⁷Undergraduate Unclassified students are those with no class category.

compiled 9/17 by T.Flores

Original Code:

405.7.211.4 Additional Events During the Year in which a Tenure Decision is to be Made

(1) External peer reviews.

Prior to September 15, the department head or supervisor will make a solicitation of letters from at least four peers of rank equivalent to or higher than that sought by the candidate. If fewer than four letters arrive, additional letters will be solicited only to attain the minimum of four letters.

The reviewers must be external to the university and must be held with respect in academe. The candidate will be asked to submit the names of potential reviewers and to state the nature of his or her acquaintance with each of them. The number of names should be at least equal to the number of letters to be solicited. At least one-half of the reviewers must be selected from the candidate's list. The candidate may also submit names of potential reviewers that he or she does not want contacted, although this list is not binding on the department head or supervisor.

The department head or supervisor and the tenure advisory committee shall mutually agree to the peer reviewers from whom letters will be solicited. A summary of the pertinent information in his or her file initially prepared by the candidate and a cover letter initially drafted by the department head or supervisor with final drafts mutually agreed upon by the candidate, the tenure advisory committee, and the department head or supervisor shall be sent to each reviewer by the department head or supervisor. Each external reviewer should be asked to state, the nature of his or her acquaintance with the candidate and to evaluate the performance, record, accomplishments, recognition and standing of the candidate in the major area of emphasis of his or her role statement. If the candidate, department head, and tenure advisory committee all agree, external reviewers may be asked to evaluate the secondary area of emphasis in the role statement as well. Copies of these letters will become supplementary material to the candidate's file (see Code 405.6.3).

Under exceptional circumstances, a waiver of the external review process may be granted by the president when such a process is operationally not feasible for a particular set of academic titles and ranks.

Proposed Code Change:

405.117.42 Additional Events During the Year in which a Tenure Decision is to be Made

(1) External peer reviews.

Prior to September 15, the department head or supervisor will make a solicitation of letters from at least four peers of rank equivalent to or higher than that sought by the candidate. If fewer than four letters arrive, additional letters will be solicited only to attain the minimum of four letters.

The candidate will be asked to submit the names of potential reviewers and to state the nature of his or her acquaintance with each of them. The reviewers must be external to the university and must be held with respect in academe. These persons should be familiar with the candidate's field of study and may know the candidate, but the reviewer must be far enough removed from the candidate as to avoid a conflict of interest. The candidate will be asked to submit the names of potential reviewers and to state the nature of his or her acquaintance with each of them. A candidate may be asked to submit additional

names if it is decided that the nature of the candidate's acquaintance with the potential reviewers might prevent them from making an objective evaluation. -The number of names should be at least equal to the number of letters to be solicited. At least one-half of the reviewers must be selected from the candidate's list. The candidate may also submit names of potential reviewers that he or she does not want contacted, although this list is not binding on the department head or supervisor.

The department head or supervisor and the tenure advisory committee shall mutually agree to the peer reviewers from whom letters will be solicited to ensure an objective appraisal of the candidate's file. -A summary of the pertinent information in his or her file initially prepared by the candidate and a cover letter initially drafted by the department head or supervisor with final drafts mutually agreed upon by the candidate, the tenure advisory committee, and the department head or supervisor shall be sent to each reviewer by the department head or supervisor. Each external reviewer should be asked to state, the nature of his or her acquaintance with the candidate and to evaluate the performance, record, accomplishments, recognition and standing of the candidate in the major area of emphasis of his or her role statement. If the candidate, department head, and tenure advisory committee all agree, external reviewers may be asked to evaluate the secondary area of emphasis in the role statement as well. Copies of these letters will become supplementary material to the candidate's file (see Code 405.6.3).

Under exceptional circumstances, a waiver of the external review process may be granted by the president when such a process is operationally not feasible for a particular set of academic titles and ranks.

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