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FACULTY SENATE AGENDA

January 6, 2020

3:00 – 4:30 p.m.

Merrill Cazier Library Room -154

Agenda

- 3:00 Call to Order** Patrick Belmont
[Approval of Minutes](#) – December 2, 2019
- 3:05 University Business** Noelle Cockett, President | Frank Galey, Provost
- 3:20 Information**
[EPC Monthly Report](#) – December 5, 2019 Paul Barr
[Interim Day Expectations for Faculty](#) Renee Galliher
[Student Analytics Report](#) Mitchell Colver
- 3:35 Reports**
Council on Teacher Education ([One Pager](#)) - [Annual Report](#) Sylvia Read
[Scholarship Advisory Board Annual Report](#) Craig Whyte
- 3:45 New Business**
[401.3.3](#) Tenured and Tenure-Eligible Faculty (first reading) Britt Fagerheim
[405.3.1](#) Tenure and Promotion: Criteria for Librarians (first reading) Britt Fagerheim
[407.2](#) | [407.4](#) Procedures for Sanctions and other Reprimands (first reading) Patrick Belmont

Adjourn: 4:00 pm



FACULTY SENATE MINUTES

December 2, 2019

3:00 – 4:30 pm

Merrill-Cazier Library, Room 154

Call to Order - Patrick Belmont

[Approval of Minutes](#) – November 4, 2019

Minutes approved as distributed.

University Business - Frank Galey, Provost

The Board of Regents and Utah System of Higher Education (USHE) are planning a big push on statewide campus safety. They have scheduled a retreat for January that will cover sexual misconduct, active shooters, and other campus safety issues. President Cockett will bring back the information and share it with the faculty senate. President Cockett and Provost Galey pushed back on the idea that Regents and/or staff members or others would be reviewing and making transfer requests. Looked at the major's lists at the Regents level and will refer to the appropriate representative from each institution in the state. This will allow faculty members to work together to make these curricular decisions. Getting closer to working on a pilot program for next fall to change the bell schedule on Monday, Wednesday and Friday afternoons. This change will bring it in line with the Tuesday and Thursday afternoon schedules. This is not a mandatory requirement but it will provide faculty members the opportunity to teach afternoon courses. This is being requested to assist with classroom utilization. New Regents policy, allotting facilities funding, will hinge on classroom utilization. This has been a problem for USU and it is felt that this change will help in that matter. Making some small improvements will assist USU in this endeavor. Worked on code changes and a number of them have gone through the Executive Committee. Codes approved were:

Patrick Belmont –

Policies 405.2, 405.3, and 405.5: Community Engagement as a consideration for promotion and tenure were approved and will move forward to Board of Trustees.

Policies 405.9, 405.11: establishing promotion procedures for term faculty were approved and will move forward to Board of Trustees.

Policies 403.3.1 and 403.3.2: defining professional conduct for faculty were tabled until policy 321 is brought forward and approved by Executive Committee.

Information

Sexual Harassment Investigation [Current & Proposed](#) Procedures - Alison Adams-Perlac

There are currently inconsistencies in the Office of Equity, Human Resources and Faculty Senate codes. The Office of Equity is working on these issues and hopes to alleviate any confusion especially with definitions. It was pointed out that the Faculty Senate code does not include due process rights and this is causing confusion for complainants and respondents. Due process is a constitutional process that we should be following. The Office of Equity wants to be transparent and have the senate involved in these changes. Part of this cleaning up is so that the Office of Equity would be brought in to gather all facts and do the investigation. They would issue a draft and then finalize the report. Once this process was complete it would be brought forward to the Academic Freedom and Tenure committee for the sanction stage. President Cockett will still review any appeal. The panels who will be working on these cases will need to be trained before they can participate. The Office of Equity will determine if the policy has been

broken. Last month 100 reports were received and most are sexual harassment but there are a few that are discrimination.

Human Resource Policy Changes for [348](#), [349](#), [357](#) and [363](#) - Doug Bullock

Policy 348 Consolidation of medical, dental and life insurance policies. It was found that the information was redundant and this change will streamline the information. Updated premium information and points individuals to the website for premiums. Clarify special death benefit language and that Summary Plan Documents govern the plans.

Policy 349 changed the definition of the annual earnings and clarified spouse eligibility for Medicare.

Policy 357 consolidated the short and long term disability into one policy.

Policy 363 sick leave policy. Add references to related policies and clarify other issues. Only about 5% of benefited employees have run out of sick leave. This usually happens with individuals who have five years or less of service.

Faculty Forum Debrief - Patrick Belmont

One issue that came up in the college level forums is that USU has dropped below the 200 ranking in the US News and World Report. This causes problems with international students being able to come to USU. Looking at putting together a task force that can help the institution get back above the 200 level. Faculty expressed a number of issues with digital platforms. The Provost will reach out to Eric Hawley and discuss some of the issues. Student representation on faculty search committees was another item of discussion and the faculty would prefer a separate but formal process that would include their feedback. Term faculty models for promotion. Faculty senate leadership will be working with the Provost to determine the best way to move forward on this issue. Faculty also remain concerned regarding specification of role statements and how to translate different percentages of their role into work performance and evaluation. Faculty senate leadership will continue working with the Provost to clarify this issue. Had about 30 faculty show up for the university forum. The Faculty Senate leadership team will discuss how to move forward with these items.

[Recommendations of the Greenhouse Gas Reduction Committee](#) - Patrick Belmont

Final report will be out to the campus community this Friday. Looking for feedback by January 15.

[EPC Monthly Report](#) – November 7, 2019 - Paul Barr

General Education - approved 3 designations.

Discussed syllabi delivery methods that are being changed from the originally approved syllabus.

Academic Standards – Change language in the catalog related to International Baccalaureate Organization (IBO) policy. Clarification regarding exam administration, faculty/department responsibility, and awarded credit.

Curriculum – approved 103 course requests. Rejected four course requests and held one. Approved 13 R401 proposals.

Reports

[USUSA](#) Annual Report - Sami Ahmed

Generally, students have been appreciative of how USU has dealt with safety issues on campus. Working on Utah State safe app. Working on the initiative to make sure that all students have this app on their phones.

Motion to approve USUSA Annual Report made by Becky Blais. Seconded by Ben George. Report approved.

Old Business

[401.5](#) Faculty with Special Appointments (2nd reading) - David Farrelly

Addition to 401.5 in response to state initiative Senate bill 232. These are exclusively for statewide campuses. Went through first reading.

Motion to move to the Executive Committee made by Becki Lawver. Seconded by Thomas Lachmar. Moved to Executive Committee.

New Business

N/A

Adjourn: 4:18 pm

Report from the Educational Policies Committee December 5, 2019

The Educational Policies Committee (EPC) met on December 5, 2019. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page (www.usu.edu/epc).

During the December 5, 2019 meeting of the EPC, the following actions were taken:

1. General Education Subcommittee

- Four General Education designations were approved:
 - HIST 3840 (DHA)
 - HIST 4630 (DHA)
 - PHIL 3500 (DHA)
 - BIOL 3500 (DSC)
- The committee discussed a potential misalignment between the expectations of the different designation subcommittees. This an ongoing discussion with the goal of standardizing expectations.

2. Academic Standards Subcommittee

- The committee discussed concerns regarding the current Excused Absence Policy in the general catalog. The concern focuses on the lack of provision for student accommodation through the Disability Resources Center, Office of Student Conduct, and Office of Equity. The committee will review proposed language and move forward with a vote regarding the proposed changes.

3. Curriculum Subcommittee

- Approval of 94 course requests.
Withdrawn 10 course requests.

Approval of a request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to **discontinue the Bachelor of Science Environmental and Natural Resources Economics degree.**

Approval of a request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to **change the Agricultural Economic Minor to Applied Economics.**

Approval of a request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to **redefine Career and Technical Education (CTE) programs offered by USU at three statewide campuses.**

Approval of a request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to **create a new emphasis in the Technology Systems Bachelor of Science degree for Quality and Reliability.**

Approval of a request from the Departments of Languages, Philosophy and Communication Studies and Political Science in the College of Humanities and Social Sciences to **create a Minor in Middle East Studies.**

Approval of a request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to **offer a Master of Science in Sports Management.**

Approval of a request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to **restructure the School of Applied Sciences, Technology and Education.**

4. **Other Business**

Reschedule January 2 Educational Policies Committee meeting to January 9.

memo

Utah State University Faculty Senate

To: Faculty
From: Renee Galliher, Chair, USU Calendar Committee
Date: 12/5/19
Re: Interim Day and Spring Final Examination Schedule

INTERIM DAY:

The calendar committee received a number of questions during finals week of Spring 2019, regarding the approved uses of the new interim day between the last day of classes and final examinations. For clarity, faculty are not to schedule any required course activities or any assignments/activities that contribute to students' grades (including extra credit) on the interim day. Optional extra review sessions scheduled by faculty are allowable on interim day, and students are, of course, free to schedule any review activities on their own.

OTHER POLICY CLARIFICATION:

FINAL EXAMINATIONS FOR FALL AND SPRING SEMESTERS:

Final examinations in full-semester classes are compliant with University policy when administered during the Final Examination Week according to the Final Examination Schedule found in the General Catalog. Final examinations for 7-week session classes and for Summer classes are to be administered on the day of the last class meeting and are not subject to the Final Examination Schedule nor to the No-Test Days Policy.

NO-TEST DAYS POLICY FOR FALL AND SPRING SEMESTERS:

For classes that meet for a full semester, a five-day period designated as "no-test" days precedes final examinations. During this time, no major examinations, including final examinations will be given in order that students may concentrate on preparation for duly scheduled final examinations. Approved exceptions include: final papers, weekly chapter quizzes, quizzes, projects, and examinations associated with a lab that does not meet during final examinations. The No-Test Days policy does not apply to classes that are part of a 7-week session or to classes offered during the summer term. Where possible, it is highly recommended that due dates for papers, projects, or assignments that are worth a significant portion of a student's grade have deadlines that occur the week prior to No-Test Days and two weeks prior to final examinations. This not only honors the spirit of no-test days, but allows faculty more flexibility to grade these assignments before final grades are due.

STUDENT INSIGHTS REPORT

Prepared by

THE CENTER FOR STUDENT ANALYTICS

NEW PERSPECTIVES ON USU

FOR THE PAST THREE YEARS, the staff of the Center for Student Analytics have worked to discover and expose meaningful, data-informed insights into what helps students succeed at Utah State University.

The following pages highlight 20 of the most useful insights we found provided here in small sets that will be useful to students, faculty, staff, university leadership, parents, and even prospective students.

As you explore this report, we encourage you to see the student data as a window into

USU itself. While big data helps us understand how individual students are performing, it tells us a great deal more about the health of USU as an institution—an Aggie community working diligently to cultivate opportunities for student learning, discovery, and engagement.

DATA PROTECTION AND VALUE

UTAH STATE UNIVERSITY VALUES PRIVACY

and remains trustworthy by working with student data in an intentional and secure way. As part of these efforts, USU has a transparent privacy policy regarding the ethical use of data collected from the USU community, including procedures that prevent unauthorized access or disclosure of private student data.

Additionally, officers of the institution that work closely with student data use a transparent, collaborative approach to safeguard data against being used inappropriately.

The controls and procedures utilized by the Center for Student Analytics to create this report align with federal and state laws regarding protection of privacy and also adhere to the highest standards of student data ethics.

If you have questions about the practices and procedures USU employs to protect student data, contact:

**CENTER FOR
STUDENT ANALYTICS**

435-797-0623
analytics@usu.edu

INSIGHTS IN THIS REPORT

STUDENTS PG.5

FACULTY PG.11

LEADERSHIP PG.19

UNIVERSITY STAFF PG.25

FUTURE AGGIES PG.31

A young woman with brown hair tied back, wearing a purple and pink patterned tank top and a colorful headband, is climbing a light-colored wooden rock wall. She is using red and yellow climbing holds. A climbing harness and carabiner are visible on her waist. The background is a bright, slightly blurred indoor climbing facility.

INSIGHTS FOR STUDENTS

1. ADVISING MATTERS
2. TAKE THE RIGHT NUMBER OF COURSES
3. PREDICTORS OF SUCCESS
4. AGGIE RECREATION FACILITY (ARC)

1 ADVISING MATTERS

PERSISTENCE RATE

90.73%

THOSE WHO MET WITH AN ADVISOR

PERSISTENCE RATE

85.24%

THOSE WHO DID NOT MEET WITH AN ADVISOR

MEETING WITH AN ACADEMIC ADVISOR

each semester is one of the most important things a student can do to improve their chances of remaining enrolled and working towards graduation—something we call “persistence.”

Of all co-curricular programs and services we have studied over the past three years, participation in advising consistently shows the greatest widespread association with student well-being, second only to students’ experiences with faculty in the classroom.

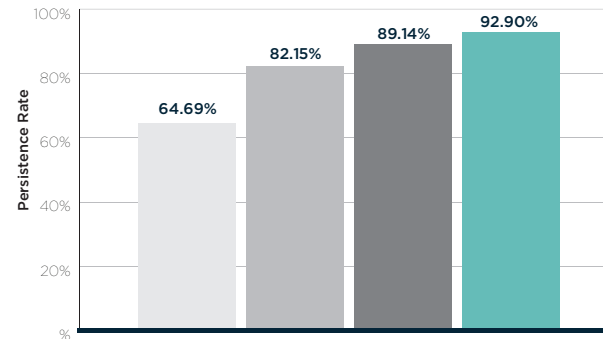
To discover the important impact academic advising can have, the Center for Student Analytics partnered with University Advising to investigate the relationship between meeting with an advisor and students’ likelihood to persist toward graduation.

Looking at four semesters across 2016 and 2017, we found a meaningful increase in students’ persistence rates when the students met with an advisor each term. As shown in the data points above, students who met with an advisor were 5.59% more likely to persist toward graduation, even after controlling for baseline variability—a way of thinking about the strengths and abilities students develop before they begin their collegiate career. Overall, these results highlight the meaningful impact advising has on student well-being.

2 TAKE THE RIGHT NUMBER OF COURSES

Course Load

● 1 Class ● 2-3 Classes ● 4-5 Classes ● 6-7 Classes



As students take on a greater courseload, their likelihood to persist increases.

Even low-performing students who take more courses are more likely to persist than high-performing students who take fewer courses.

THE STUDENT TUITION PLATEAU IS AN IMPORTANT ELEMENT OF THE USU EXPERIENCE: taking any number of credits between 12 and 18 costs the same amount of money.

We pulled data showing students are more likely to persist toward graduation as the number of classes they take each semester increases.

In the chart above, you can see students who signed up for six or seven classes were the most likely to persist from semester to semester—at least a few of those classes were only one or two credits a piece, such as yoga or Connections. Even students with lower GPAs who take more courses are more likely to

persist toward graduation compared to higher performing students who take fewer courses.

Based on this data, where possible, we encourage students to take advantage of the tuition plateau’s cost savings by adding additional courses. Students are encouraged to work closely with an advisor to select courses that make sense and contribute to an enriched academic experience at USU.

3 BETTER PREDICTORS OF SUCCESS

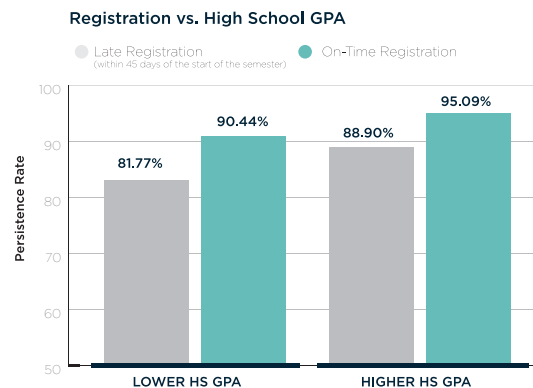
IF YOU WANTED TO PREDICT whether or not a student was going to be successful in college, would you rather know their high school GPA or whether or not they register for their college classes as soon as registration becomes available?

Predictive models help identify which student-related data and variables are highly aligned with success and persistence. Our models show that earlier course registration is a much better indicator of student persistence than variables related to past performance, such as high school GPA. In the chart below, you can see that students with low high school GPAs who register on-time (when registration first opens) are more likely to persist toward graduation than students with higher

high school GPAs who register closer to the start of the semester.

Registering on-time is critical.

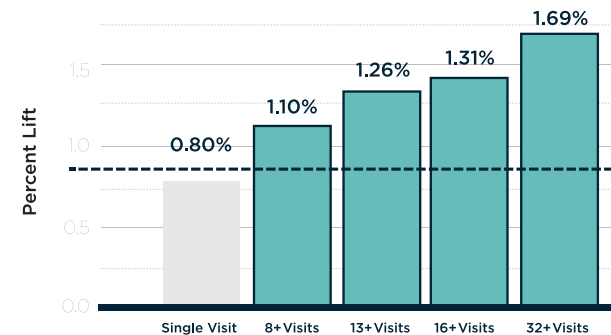
Students not only get a better selection of classes, but our research shows there are significant advantages to getting a semester plan in place well in advance. Since tuition is not due until school starts each term, on-time registration helps students enjoy the peace of mind that comes from having a plan.



4 CAMPUS RECREATION

Aggie Recreation Facility

○ Significant



Change in persistence by level of use. Outlined columns have a significant p-value and a positive lower-bound confidence interval.

Students needed to attend at least twice a month (8+ visits each semester) to see significant changes in their academic well-being, but the best results were found for students who visited campus gyms at least twice a week throughout the semester (32+ visits per each semester).

USING USU RECREATION FACILITIES

like the ARC has a positive impact on students' likelihood to graduate. By looking at students who visited USU Recreation Facilities each semester, we found a positive relationship between gym use and students' academic well-being.

As shown in the graph above, levels of participation across the spectrum were shown to increase students' likelihood to persist towards graduation. We determined that roughly 71 students

each year remain enrolled at USU because of the positive benefits they experience from utilizing the Aggie Recreation Center and similar facilities covered by student fees.



INSIGHTS FOR FACULTY

- 5. CANVAS COURSE DESIGN
- 6. WRITING CENTER
- 7. MATH TUTORING
- 8. SUPPLEMENTAL INSTRUCTION (SI)

Data Scientist Amanda Hagman shares data-informed insights with attendees during the Summer Analytics Academy



THE POWER OF ANALYTICS

AN IMPORTANT STEP TO DETERMINING whether co-curricular experiences impact student well-being is controlling for the variables that might make students more likely to be successful and also to be more likely to participate in a given experience, like visiting the Writing Center, Math Tutoring, or Supplemental Instruction.

The Center for Student Analytics uses a technique called **Prediction-based Propensity Score Matching (PPSM)** to quasi-experimentally estimate the causal impact

co-curricular participation has on students' likelihood to persist toward graduation.

(for greater detail see page 40)

5 CANVAS COURSE DESIGN

FACULTY HAVE THE OPTION of improving their Canvas course using a free add-on called Design Tools. The tool improves the aesthetic design of the Canvas content and makes the course more navigable.

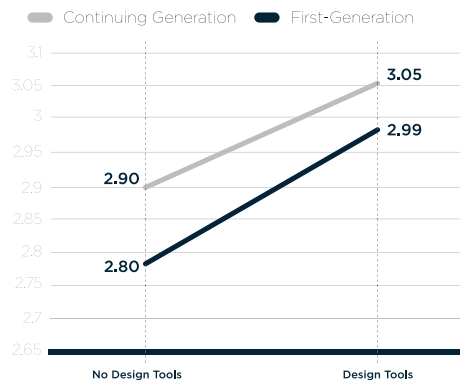
Research has shown that small enhancements to the online course environment contribute to a meaningful experience for students. To assess the value of using Design Tools in Canvas, we ran an analysis to estimate the effect of using Design Tools on students' course outcomes.

As shown in the graph, instructor use of Design Tools was associated with higher course grades for students overall.

A significant interaction effect was found between the use of Design Tools and students' first generation status. This means that first-generation students achieved higher grades in courses taught by instructors who used Design Tools, actually outperforming continuing-generation students in courses that don't utilize this courseware.

Faculty that want to learn more about how Design Tools can make Canvas courses beautiful and contribute to students' academic experiences should schedule a consultation with an instructional designer at the **Center for Innovative Design and Instruction**.

Design Tools & Student Grades
by first generation status



Students who are first generation experience an increase in course grade when the professors utilizes Design Tools. Student cumulative GPA was held constant at the median (3.09).

6 WRITING CENTER

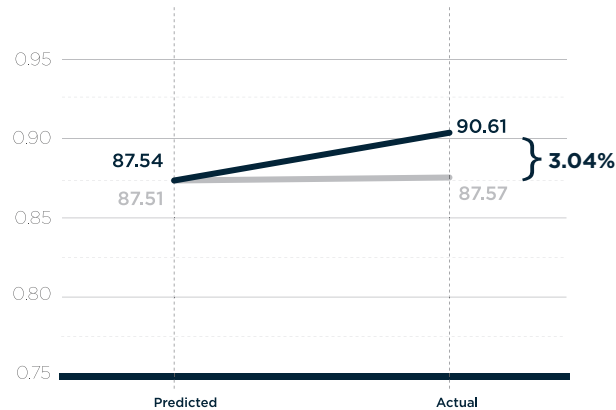
Difference-of-difference

between participants and comparison students

Comparison Participant

Participants and comparison students have a similar predicted persistence rate.

Actual persistence rates are different between the two groups as an estimated effect of participating in the program.



WHEN PPSM WAS USED TO EVALUATE the effectiveness of the Writing Center on students' well-being, we found that students who took advantage of this service were significantly more likely to persist into the next semester, even after controlling for baseline variability. As shown in the graph, Writing Center participants were 3.04% more likely to persist compared to matched comparison students.

Faculty are uniquely poised to help students realize the value of co-curricular experiences, like attending the **Writing Center**. Based on the above data, we strongly encourage

faculty that teach writing-intensive courses to broadcast the value of this service to their students, both early and often each semester.

7 MATH TUTORING

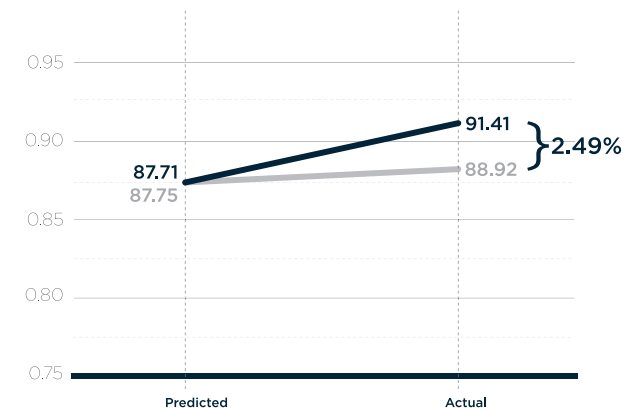
Persistence Prediction

participants and comparison students

Comparison Participant

Participants and comparison students have a similar predicted persistence rate.

Actual persistence rates are different between the two groups as an estimated effect of participating in the program.



THERE ARE MANY FREE RESOURCES on campus that help students get the most out of their academic experience. Similar to the Writing Center, we examined the impact that the Aggie Math Learning Center (AMLC) has on students' likelihood to persist towards graduation.

After controlling for baseline variability, we found participation in math tutoring was associated with a 2.49% lift in student persistence, as shown in the graph.

Math instructors should make students aware of the **AMLC**, where

appropriate, and target outreach to students they believe would benefit most from the service. We know from research that faculty influence on student well-being is extremely important, making these referrals more critical.

8 SUPPLEMENTAL INSTRUCTION (SI)

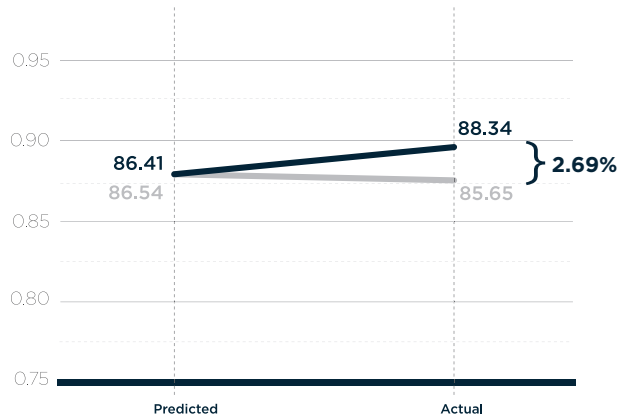
Difference-of-difference

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Comparison Participant

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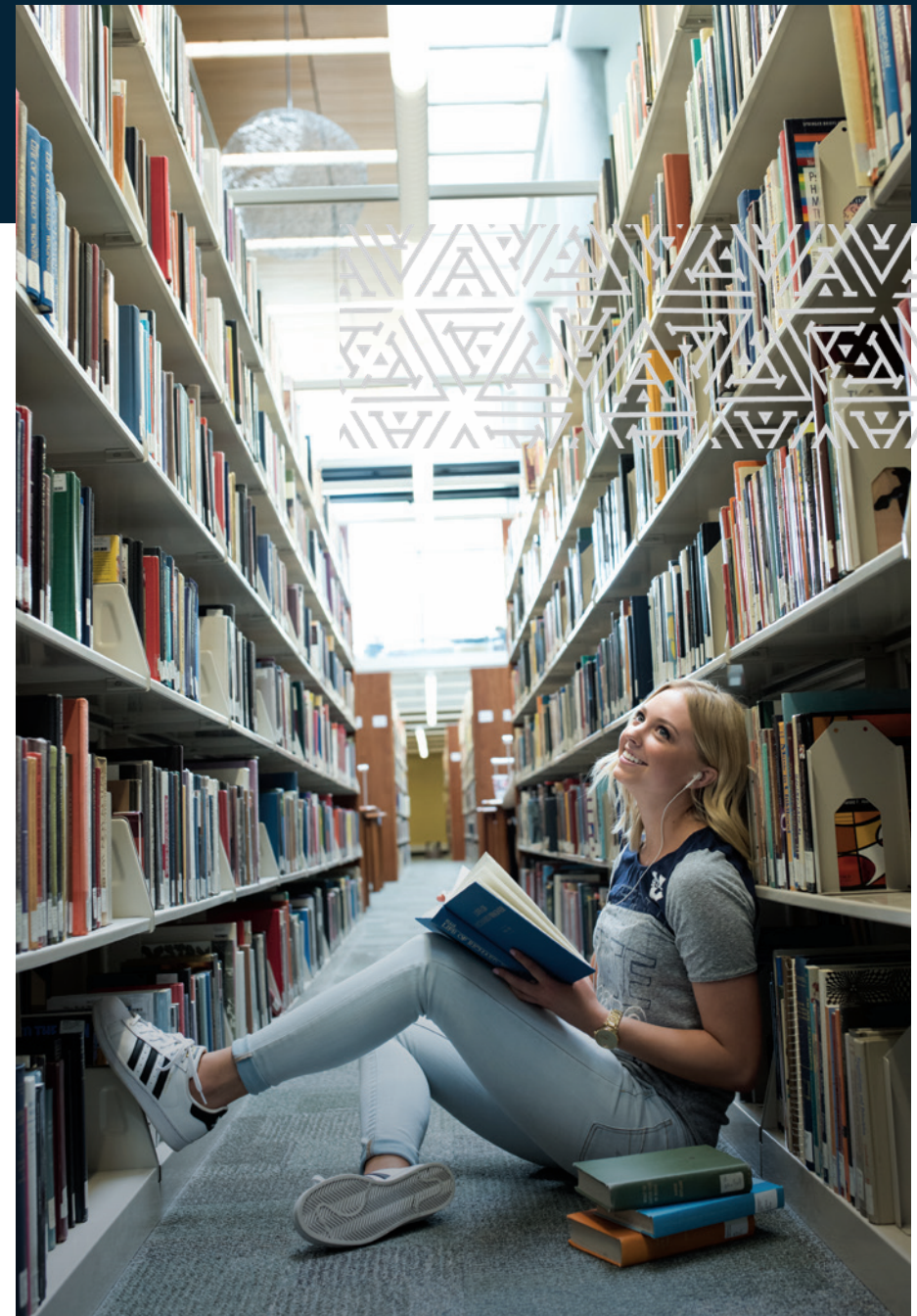


AS WITH THE WRITING CENTER AND MATH TUTORING, student participation in Supplemental Instruction was shown to have a significant positive association with student academic well-being.

Student participation in Supplemental Instruction study groups was associated with a 2.69% increase in their likelihood to persist towards graduation, even after controlling for baseline variability


This effect, displayed in the above graph, was pronounced for students early in their academic career and

also for those who have been identified as being at greater risk for not remaining enrolled at USU. The overall findings of this analysis indicate that, when the resources are available, collaborating with **the SI program is an excellent strategy for supporting student well-being and success.**



INSIGHTS FOR UNIVERSITY LEADERSHIP

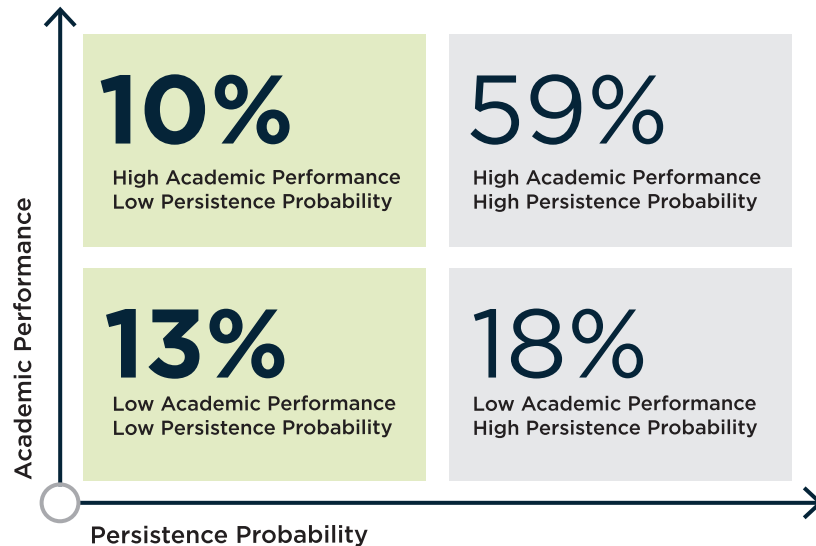
- 9. HIGH-PERFORMING DROPOUTS
- 10. WHY HIGH GPA STUDENTS LEAVE WITHOUT A DEGREE
- 11. A LITTLE FINANCIAL AID CAN MAKE A BIG DIFFERENCE
- 12. USUSA INVOLVEMENT



Higher Education
faculty and staff
hold round-table
discussions during
the 2019 Summer
Analytics Academy

9 HIGH-PERFORMING DEPARTURES

10 WHY HIGH GPA STUDENTS LEAVE WITHOUT A DEGREE



NOT ALL STUDENTS WHO LEAVE USU are in academic distress or have low GPAs. In fact, a full 10% of our student body are at risk for leaving the institution without a degree despite having above-average GPAs.

As the university organizes around helping students to remain enrolled and be successful, it is important for all administration, faculty, and staff to recognize that high-performing students can experience significant episodes of distress that are not

academic in nature. Our ability to identify and respond to such issues through early-alert analytics has already been a key factor in helping high-achieving students remain enrolled at USU with the right supports in place.

REASON NO. 1

LOW PROGRAM ALIGNMENT

This is a measure of how similar a student's course-taking patterns are to successful graduates in their same degree program. Low alignment may signal students' lack of interest in the major, a lack of coordination with an academic advisor, or a poor connection to the program faculty.

REASON NO. 2

FEWER COURSE ENROLLMENTS

High-performing students that leave USU without a degree are more likely to take fewer classes than their peers. For example, a high-performing student may only take 12 credits, instead of enrolling for 15-18. A frontline resource for helping these students enroll in more classes is close coordination with an academic advisor.

REASON NO. 3

LATER ENROLLMENT

When any student enrolls later in the registration cycle (closer to the start of the semester), it can signal an increased likelihood to depart the institution without earning a degree (see page 8). This is particularly true for high-performing students, meaning academic advisors should be sensitive to instances when high-performing students delay enrollment.

WHILE MANY HIGH-PERFORMING STUDENTS leave USU and return as transfer students at other institutions, many of these students leave higher education altogether, without a degree.

There are several common markers that a high-performing student might be less likely to remain engaged in the world of higher education.

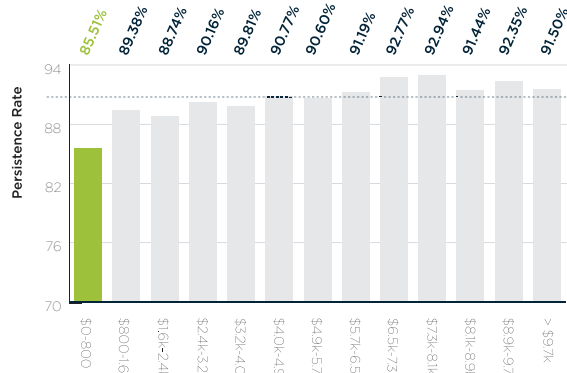
High-GPA students leave when they lack a strong connection to their academic experiences, most especially as manifest in their

collaboration with an academic advisor. USU administrators should never underestimate **the powerful influence well-resourced faculty and a well-trained advisor can have** in helping their students remain engaged with their goals.

11 FINANCIAL AID CAN MAKE A BIG DIFFERENCE

Persistence Rates

based on Financial Aid Reserve in a given term



We see the biggest discrepancy in persistence rates for students who receive little to no financial aid.

Having even a modest amount of financial aid (more than \$800) contributes the greatest boost to student persistence across the spectrum.

EXPENSES LIKE HOUSING, BOOKS, FEES, transportation, utilities, food, and tuition are factored into the overall cost of attending USU each semester—currently an average of \$10,996.

We know from analytics that having at least a little financial aid can make a big difference. We encourage students to complete a FAFSA each year to make sure they are eligible for as many scholarships and grants as possible.

Additionally, we encourage an awarding strategy that ensures a more even distribution of scholarship and grant funds to as many students as possible, especially when we can avoid awarding any individual

students at rates that exceed the average cost of attendance—\$10,996. Interestingly, even when students receive a combination of financial aid that approaches that full amount, they are no more likely to persist towards graduation compared to students who receive less than half that amount (e.g. \$4,000). As shown in the graph above, **the biggest drop in student persistence actually occurs when students receive little to no financial aid.**

12 USUSA INVOLVEMENT

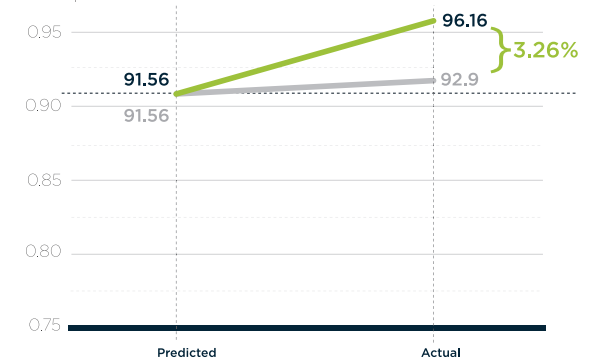
Persistence Prediction

participants and comparison students

Comparison Participant

Participants and comparison students have a similar predicted persistence rate.

Actual persistence rates are different between the two groups as an estimated effect of participating in the program.



IN PARTNERSHIP WITH USUSA, we discovered that when students participate in scholarship and volunteer leadership positions at USU, they receive a measurable boost to their success rates, above what you would normally expect these already-high-performing students to achieve.

As shown in the graph, scholarship and volunteer student participants in USUSA persisted at a rate 3.26% higher than expected when compared to non-participant peers, after controlling for baseline variability.

USUSA offers students opportunities to participate in student leadership

positions, such as clubs, student government, interest groups, volunteer positions, and service opportunities. Of course, the primary objective of these leadership experiences is to promote involvement, leadership development, empowerment, civic responsibility, and enhance academic success.

INSIGHTS FOR UNIVERSITY STAFF

- 13. 15-TO-FINISH
- 14. GPA CONSISTENCY
- 15. USUSA EVENTS
- 16. ONE MORE COURSE

13 15-TO-FINISH

HIGH ACADEMIC PERFORMANCE

13 OR FEWER CREDITS

6.55 : 1

PERSIST : DO NOT PERSIST

LOW ACADEMIC PERFORMANCE

14 OR MORE CREDITS

7.92 : 1

PERSIST : DO NOT PERSIST

FULL-TIME UNDERGRADUATE STUDENTS

who take 15-16 credits are half as likely to leave USU without graduating compared to students who take 12-14 credits.

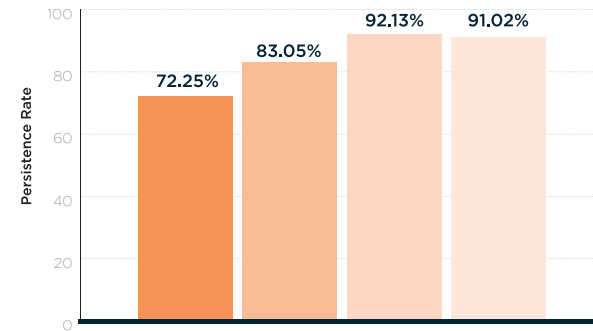
As shown in the data points above, students who perform low academically but take 14 or more credits are more likely to persist than high-performing students who take 13 credits or fewer. This speaks to the powerful contribution taking a full course load makes to overall student well-being. As noted on page 7, taking any number of credits between 12 and 18 costs the same amount of money.

Regardless of academic performance, economic environment, or race, students who take 15 credits are more likely to persist term-to-term than students who take fewer than 15. In fact, **66% (or two-thirds) of the undergraduate students who leave Logan campus do so following a term in which they took fewer than 15 credits.**

14 GRADE POINT AVERAGE CONSISTENCY

GPA Consistency

● Drops greater than 1.5 quality points ● Drops between .75-1.5 quality points
● Drops between 0 and .75 ● Any increase



ONE OF THE MOST IMPORTANT WARNING SIGNS

of student distress is large drops in term GPA. Currently, this variable ranks sixth overall in predicting undergraduate retention across the entire USU system.

As shown in the chart above, when a student experiences large drops in term GPA, their persistence rates decrease. For example, Joe Student earns a 3.6 term GPA during one semester and then the following semester earns a term GPA of 2.0. We would expect him to be less likely to achieve his post-secondary goals. In fact, students who experience a drop in term GPA greater than 1.5 quality points are

20 percentage points less likely to persist than average.

University staff can watch for students who experience large changes in semester GPA and intervene where appropriate. Timely intervention for students in academic distress can make the difference between having a plan to overcome the issues they are facing in their program and leaving higher education altogether.

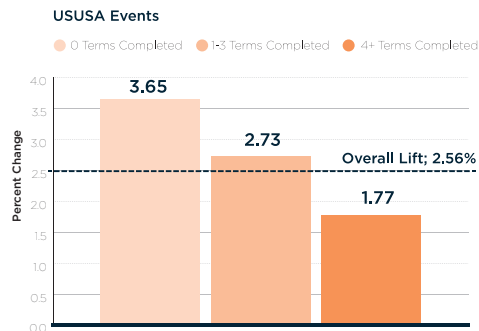
15 USUSA EVENTS

WE ALL KNOW STUDENT INVOLVEMENT in social experiences at the university are important, but can attending a university dance really help students stay engaged and working towards their academic goals?

It turns out that participation in USUSA events, like the HOWL and Mardi Gras, influences students' decision to remain enrolled at USU and persist toward graduation, even after controlling for baseline variability in students' academic profile. As shown in the graph below, the average increase we see for students who attend social events sponsored by USUSA is a 2.56% lift in persistence rates from term to term. These gains are shown for students at all levels of the academic

experience, but is stronger for students earlier in their academic career and less pronounced in later semesters.

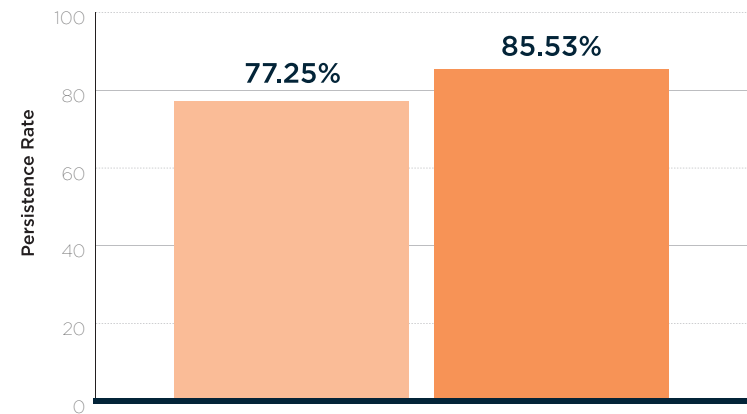
While it may seem unusual that social events like dances would help students succeed academically, we know **social integration and a sense of belonging are an important part of making post-secondary experience effective**. The next time you see a flyer advertising The End of Year Bash, remember those events, on average, help an additional 118 students stay enrolled when they otherwise would have left our Aggie family.



16 ONE MORE COURSE (PART-TIME STUDENTS)

Part-time Persistence:
the importance of taking one more course

● Taking 3 Credits ● Taking 6 Credits



EACH COURSE STUDENTS TAKE gets them one step closer to their goals at USU. This is particularly true for our part-time students. One of the biggest differences in success rates that we see for part-time students is between students who take just three credits and those who register for six.

We know it can be difficult for part-time students to balance all they have going on between school, family, and work responsibilities. However, these same students find that adding an additional course

can help them be more successful, while also allowing them to progress towards graduation more quickly. Additionally, for most courses, taking six credits is actually cheaper per credit than taking three.

INSIGHTS FOR PROSPECTIVE STUDENTS AND PARENTS

17. RESIDENCE HALLS

18. HIGH SCHOOL GPA VS ACT

19. USU 1010: CONNECTIONS

20. NEW-STUDENT ORIENTATION

17 RESIDENCE HALLS

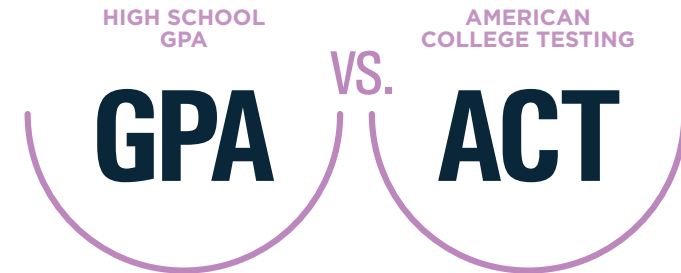


THE RESIDENCE HALL EXPERIENCE is not only a fun part of being a university student, but can also help students stay enrolled.

Our recent analysis of the effect of living in the residence halls on student well-being found a significant lift in student persistence for all housing types. We also saw nearly twice as strong of an impact on students living in the Living Learning Community (LLC).

Living in the LLC involves a student experience centered on one of many different themes, such as the ecoHouse, Aggie Involvement, or the USU Honors program. While students at USU have many housing options, we encourage prospective students to consider spending at least a few semesters living on campus and benefitting from the enriched social environment the residence halls provide.

18 HIGH SCHOOL GPA VS. ACT



IF YOU WANTED TO PREDICT whether or not a student was going to be successful in college, would you rather know their High School GPA or ACT scores?

As we have built various prediction models that help us determine what forecasts students' success at USU, **we consistently see high school GPA showing up as a stronger predictor of student success than standardized test scores.** High school GPA serves as a global measure of students' academic abilities, especially compared to their performance on an exam on one particular day during their high school career.

Across the nation, universities are starting to catch onto this reality and change the way they use students' high school grades and test scores

to determine admissions decisions and scholarship funding. The ACT is still an important element of the college application process, but USU has recently updated their formula for calculating scholarship awards to more heavily weigh high school GPA compared to standardized test scores.

Don't necessarily write off the importance of scoring well on standardized tests. However, remember that students need to work hard early and throughout their high school career to adequately prepare for success in college.

19 USU 1010: CONNECTIONS

EACH YEAR, THOUSANDS of incoming freshmen participate in a course called USU 1010: Connections. This experience happens early in the semester and is designed to give students information about all the university has to offer and the tools they need to be successful.

Attending the Connections course makes significant contributions to students' success.

Not only are these students more likely to persist than their peers, but meaningful changes in their understanding of the purposes of a college education are associated with huge gains in their academic performance. In fall 2017, students who attended Connections experienced a 2.79% increase in their likelihood to persist toward graduation.

Additionally, first-year retention rates amongst students who participated in Connections with instructors who were above-average fulfilling the outcomes of the planned curriculum were 6% higher when compared to their peers, demonstrating the important value of the Connections curriculum.



20 NEW-STUDENT ORIENTATION

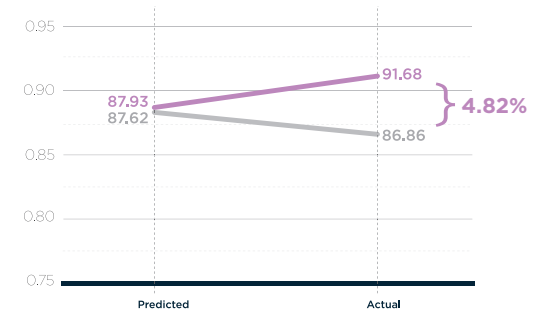
Persistence Prediction

participants and comparison students

Comparison Participant

Participants and comparison students have a similar predicted persistence rate.

Actual persistence rates are different between the two groups as an estimated effect of participating in the program.



THE USU ORIENTATION OFFICE EXPANDED

orientation to include five online learning modules and an in-person experience on Logan campus each June and July.

Through our evaluation of these services, we discovered that USU **students who complete all five elements of New Student Orientation experience a 4.82% increase in their likelihood to persist toward graduation**, even after controlling for students' previous demonstration of academic skills and abilities.

As shown in the chart above, completing the entire in-person and online orientation experience,

including those modules that are completed around the beginning of fall semester, can significantly boost students' likelihood to be successful.

Each year, as we welcome new students into the Aggie family, we will continue to emphasize the importance of completing the orientation modules so each student knows how to get the most out of their university experience.

SERVICES SUMMARY

Keynote speaker Dr. Mitchell Colver presents to higher education attendees at the 2019 Summer Analytics Academy, hosted at USU.



SCHOLARSHIP OF TEACHING AND LEARNING PROJECTS

Instructors who are working through the promotion and tenure process can often benefit from a closer look at their course planning as they build out enhanced content and pedagogy each semester. The Center for Student Analytics offers a service to help faculty demonstrate how systematic changes they have made in their courses associate meaningfully with student success.

FACULTY TRAININGS & WORKSHOPS

Faculty have access to several analytics tools that can reveal meaningful associations between student performance in certain courses and graduation likelihood. By identifying student behaviors associated with higher graduation rates, this analytics tool helps faculty support student success through enhanced pedagogical practice. These tools can also help faculty recruit promising prospective students who are declared as exploratory, but who may do well in specific majors.

PROGRAM EVALUATION SERVICES

Program administrators have access to a team of program evaluation specialists at the Center for Student Analytics to assist in assessing the

impact of programs and services on student well-being. This process uses a multi-part, collaborative consultation process to generate an executive summary containing insights into how co-curricular programs and services associate with meaningful changes in student academic well-being.

ANALYTICS SLEUTHING

This consultation service exposes pockets of student elasticity—areas that the university can optimize for student well-being—that can be intervened on in the classroom and through other co-curricular services, such as advising. Academic departments and programs working to increase their performance can use this service to identify key leverage points to improve student success.

ADVISING INTERVENTION AND EARLY ALERT SYSTEMS

Academic advisors have access to a tool called Inspire for Advisors that facilitates targeted outreach to students for whom our contact has the greatest potential for impact. Utilizing this tool has been associated with dramatic increases in student persistence from term to term.

METHODS

FACTOR IDENTIFICATION & RISK MODELS

In order to determine which measurable student variables are associated with students' likelihood to remain enrolled and working towards graduation, the Center for Student Analytics incorporates data from the Student Information System (Banner), the Learning Management System (Canvas), and from a system that stores student attendance counts for many of our co-curricular and extra-curricular events like football games (Blackboard Transact). Hundreds of variables are leveraged in sophisticated prediction models to forecast how likely our students are to remain enrolled from term to term. As of the creation of this report, these models accurately predict 85.6% of the student outcomes being forecast.

As a side product of making these predictions and checking their accuracy each semester, we discover variables that have a higher association with student well-being and variables that are less associated with the outcomes the university community cares about. By sifting through this information, we uncover an increasingly clear picture of those experiences that closely align with student success and well-being. The bulk of the Student Insights Report is made possible through this risk model and the associated student variables it highlights as being critical to student success.

PPSM

Software called Illume Impact runs a Prediction-based Propensity Score Match (PPSM) between co-curricular participants and non-participants to determine how program participation associates with student retention. Successful programs show a certain percentage "lift" in participants' persistence rates from term-to-term, the basis for many of the insights provided in this report. USU contracts with a third-party analytics vendor, Civitas Learning, which hosts this software to provide us with the ability to analyze the impact of student participation in various co-curricular services and programs.

QUALITATIVE SURVEYS

Some of the insights provided in this report were created using information collected through qualitative surveys. Occasionally, USU will conduct targeted student surveys that solicit feedback regarding students' satisfaction with the university experience. Whenever these data are available, the Center for Student Analytics relies on this expanded view to convey more comprehensive descriptions of the overall student experience.

CANVAS DATA

A critical resource for developing greater understanding of the student experience is learning activity data collected in a Learning Management System (LMS). From years of exploring analytics insights provided to us by Canvas, we have learned that the time and attention faculty devote to creating high-quality digital learning environments for their students really matters. Summary analytics available in every Canvas course help faculty to see how and when individual students are engaging with the digital course content. This online interaction data helps us to understand how the virtual learning environment each faculty member curates can dramatically shape the academic outcomes students are empowered to achieve.

THE STATE OF HIGHER EDUCATION

As with any research enterprise, an important element of working with any data is understanding the context of the data that informs the analysis process. The Student Insights Report synthesizes insights we have gained from USU student data with insights gleaned from student development research literature across the globe. A complete picture of the well-being of our institution is not possible without thoughtful consideration of how our institution performs in comparison to the larger community of higher education. For more insights about how this report aligns with national trends, please reach out to any of our team members for a more in-depth conversation.



AIS.USU.EDU/ ANALYTICS

UtahStateUniversity
CENTER FOR STUDENT ANALYTICS

Annual Report to the Faculty Senate

Executive Summary

from the
University Council on Teacher Education

Academic Year

September 1, 2018 - August 31, 2019

Prepared by Sylvia Read, Associate Dean for Teacher Education

Assisted by Shannon Johnson, Lisa Christensen, and Jairo Hernandez Velasquez



Program Changes

The CTE approved the following program changes:

1. Adoption of the Praxis Performance Assessment for Teachers in response to state mandate to require a pedagogical performance assessment for recommendation for professional licensure.
2. Revision to Secondary Teacher Education Program admissions requirements: students must successfully complete ENGL 1010 prior and at least three breadth courses with a minimum grade of C. Completion of QL, BSS, BPS, BLS, and/or DSC prior to admission were eliminated. This eliminates the perception that math and science courses are more important than courses in other areas, ensures that students are able to be successfully complete various courses before admitted into STEP, and provides flexibility for students to complete breadth classes related to their field before applying to STEP. This change removed requirements that delayed students from pursuing careers in Utah where there is a teacher shortage. This change went into effect Fall 2019.
3. Discontinuation of K-6 license.
4. Revision of special education courses for OPTT.

Information Items

1. The Teacher Education, Instructional Leadership, and School Counseling programs hosted an accreditation visit from the Association for the Advancement of Quality Educator Preparation (AAQEP) in February 2019 and were granted 7 years of full accreditation status.

STUDENT PROFILE

Students in the Teacher Education Program

A total of 288 undergraduate students were admitted into the Teacher Education Program during the period September 1, 2018 through August 31, 2019. This total represents a decrease of 17% from the previous year.

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 sixty-three (363) students admitted into the Teacher Education Program during the 2018-2019 academic year submitted ACT scores. The mean composite ACT score was 22.93. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 24.1. The 363 students admitted into the Teacher Education Program had a mean USU GPA of 3.46 and a mean cumulative GPA of 3.58. The Registrar's Office at the university reported a mean GPA for all sophomores at USU as of summer 2020 of 3.29.

The overall placement rate, for those seeking teaching positions, was 87%. Of those seeking employment, in any field, the placement rate was 92.4%.

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

Academic Year
September 1, 2018 - August 31, 2019

Prepared by Sylvia Read, Associate Dean for Teacher Education
Assisted by Shannon Johnson, Lisa Christensen, and Jairo Hernandez Velasquez



INTRODUCTION

During September 2018-August 2019, 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 29 (30 counting the Dean) 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, 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 Utah State Board of Education, the Utah Education Association, and the local school district stakeholders are represented on the CTE. 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 2018-2019 academic year is identified on page 5 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 62% of the members were in attendance at the monthly meetings.

ACTIVITIES OF THE COUNCIL ON TEACHER EDUCATION

Action Items—Program Changes

The CTE approved the following program changes:

1. Adoption of the Praxis Performance Assessment for Teachers in response to state mandate to require a pedagogical performance assessment for recommendation for professional licensure.
2. Revision to Secondary Teacher Education Program admissions requirements: students must successfully complete ENGL 1010 prior and at least three breadth courses with a minimum grade of C. Completion of QL, BSS, BPS, BLS, and/or DSC prior to admission were eliminated. This eliminates the perception that math and science courses are more important than courses in other areas, ensures that students are able to be successfully complete various courses before admitted into STEP, and provides flexibility for students to complete breadth classes related to their field before applying to STEP. This change removed requirements that delayed students

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Information Items

1. The Teacher Education, Instructional Leadership, and School Counseling programs hosted an accreditation visit from the Association for the Advancement of Quality Educator Preparation (AAQEP) in February 2019 and were granted 7 years of full accreditation status.

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 minimum grades in general education courses that provide evidence of academic success in reading, writing, and mathematics.

A total of 288 undergraduate students were admitted into the Teacher Education Program during the period September 1, 2018 through August 31, 2019. This total represents a decrease of 17% 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 2017-2018 and 2018-2019. Table 2 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 sixty-three (363) students admitted into the Teacher Education Program during the 2018-2019 academic year submitted ACT scores. The mean composite ACT score was 22.93. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 24.1. The 363 students admitted into the Teacher Education Program had a mean USU GPA of 3.46 and a mean cumulative GPA of 3.58. The Registrar's Office at the university reported a mean GPA for all sophomores at USU as of summer 2020 of 3.29.

Graduates Recommended for Licensing

There were 528 students recommended for educator licensing and endorsements. This total is a decrease of 9.74% percent in 2018 as compared to 2018 (see Table 3). Four hundred ninety-seven (497) students were recommended for initial licensing in 2019. This total is a decrease of 10.7% in the number of initial licenses granted.

Praxis Content Testing

Table 4 shows that there were 1337 tests attempted in the ETS Praxis II Content test in the student's major area, and 1,095 (82%) passed. Pass rates for each content area ranged from 50% (history content knowledge and Theater) to 100%.

Placement of Program Graduates

The job placement rate of program graduates continues to be of interest to the Council. In 2018, 461 graduates were recommended to the Utah State Board of Education for initial licensing or additional

endorsement areas. Four hundred two (88.31%) responded to our placement survey. Of these, 335 (71%) were employed in Utah and 15 (3.18%) accepted teaching contracts out-of-state. These percentages represent a 87% placement rate for those seeking teaching positions (see Table 5). The 2018 placement rate is lower than the rate achieved in 2017, which was 92.4 percent.

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 2018-2019 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 2018-2019 through 2020-2021*

*Terms expire May 30

College and Number	Department or Area	2018-19	2019-20	2020-21
CEHS	Chair, Dean			Beth Foley
CEHS	Co-Chair, Teacher Preparation			Sylvia Read
CEHS	Educator Licensing			Francine Johnson
Administration (1)	Vice Provost			Ed Reeve
Agriculture (2)	Ag. Education,		Tyson Sorenson	
	Family, Consumer Sci			Julie Wheeler
Education (6)	Teacher Ed and Leadership			Kathy Trundle
	Secondary Education			Marilyn Cuch, Eric Mohr
	Inst Tech	Sheri Haderlie		
	Comm Disorders & Deaf Ed			Michelle Wilson
	Special Education & Rehabilitation			Tim Slocum
	KHS	Peter Mathesius		
	Psychology		Camille Odell	
Humanities and Social Sciences (3)	English	Sonia Manuel Dupont		
	History			Seth Archer
	Languages and Philosophy			Maria Spicer-Escalante
Caine College of Arts (4)	Music	Leslie Timmons		
	Fine Arts			Dennise Gackstetter
	Theater Arts			Matt Omasta
Science (2)	Mathematics		Kady Schneider	
	Biology		Richard Mueller	
State Department of Public Instruction (1)	Teacher Personnel			Travis Rawlings
University (1)	Educ. Policy Com.			Scott Hunsaker
Northern Utah IniServ	Director			Curtis Benjamin
Public Schools District Representatives (2)	Principal – Box Elder	Bryce Day		
	Teacher – Cache	Kim Panter		
Society of Superintends. (1)	Superintendents	Frank Schofield		
USUSA (1)	ASUSU	Deidra Thomas*		
RCDE (1)	Regional Campus		Amy Piotrowski	

Table 1

A Comparison of Students Accepted into the Teacher Education Program, 2017-2018 and 2018-2019, by Programs

	2017-18	2018-19	DIFFERENCE
Early Childhood	27	16	11
Elementary Education (1-8)	36	20	16
Elementary Education (K-6)	18	3	15
Composite, Elem Educ & Deaf	6	1	5
Composite, Elem Educ & Spec Educ	10	7	3
Composite, Spec Educ & Early Child	1	3	2
Special Education	52	52	0
Secondary Education Majors			
Chemistry	1	2	1
English	27	38	11
Geography	0	0	0
History	10	17	7
Mathematics	16	9	7
P.E.	10	10	0
Physics	1	2	1
Spanish	2	4	2
Agricultural Education	20	22	2
Art Education	6	7	1
Biological Science	4	4	0
Business Education	6	5	1
Earth Science	1	0	1
Family & Consumer Sciences Education	14	14	0
French	0	1	1
German	0	1	1
Mathematics/Statistics	16	19	3
Music	10	11	1
Physical Science	1	3	2
Social Studies	25	8	17
Sociology	0	1	1
Technology Engineering Educ (TEE, ETE, TIED)	3	2	1
Theatre Arts	1	6	5
Teacher Education-Majors TOTAL	324	288	118

Table 2

***Students' Mean Composite ACT Scores, USU GPA,
Cumulative GPA by Program, at the Time of Admission into the Teacher Education Program
September 2018 through August 2019***

Program	No. of Students Admitted	Students with ACT Scores	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	22	4	3.29	3.29	3.65
Art Education	7	2	3.63	3.64	3.59
Biological Science	4	1	24.5	3.47	3.56
Business Education	5	1	18.5	3.35	3.40
Chemistry	2	-	-	3.9	3.9
Composite, EI Ed & Deaf Ed	1	-	-	3.14	3.15
Composite, EI Ed & Spec Ed	7	-	-	3.34	3.47
Early Childhood Education	16	25.94	4	3.79	3.73
Earth Science	-	-	-	-	-
Elem Education (1-8)	20	25.45	5	3.71	3.63
Elem Education (K-6)	83	22.43	80	3.42	3.56
English	38	25.25	4	3.55	3.53
Family & Consumer Science Ed	14	23.	3	3.48	3.47
French	1	-	-	3.49	3.47
German	1	-	-	3.57	3.65
History	17	28.75	2	3.47	3.42
Math	9	22.75	1	2.61	3.45
Math/Stat	19	27.5	1	3.32	3.55
Music	11	24.9	6	3.57	3.59
Physical Education	10	-	-	3.33	2.95
Physical Science	3	-	-	3.61	3.11
Physics	2	-	-	2.99	3.14
Social Studies	8	-	-	3.52	3.51
Sociology	1	-	-	3.52	3.52
Spanish	4	29	-	2.31	3.26
Special Education	52	47	22.04	3.51	3.52
Special Education & Early Childhood	3	1	26.5	3.43	3.43
Tech Engineering Ed (TEE)	2	33	-	3.76	3.76
Theater	1	-	-	3.24	3.24
Theater Arts	5	1	-	3.57	3.44
TOTAL	363	165	22.93	3.46	3.58

Table 3
Teacher Education Program Graduates
Recommended for Teacher Licensing
2012-2019

	2012	2013	2014	2015	2016	2017	2018	2019
Early Childhood	17	17	19	21	23	23	31	21
Elementary	109	139	138	116	110	109	144	128
Elementary K-6	17	15	11	9	5	3	7	5
Secondary	113	117	127	101	119	99	154	171
Art	5	7	5	8	5	6	4	22
ComD	13	28	21	26	15	14	16	11
HPER	27	16	17	16	13	10	7	9
Lib Media	4	4	2	3	6	3	7	3
Music	8	9	15	8	10	8	7	7
School Counseling	52	26	47	28	57	34	61	38
School Psychology	3	5	3	3	2	4	4	4
Special Education	75	79	82	97	69	91	65	59
TOTAL (initial certificates)	536 (407)	577 (470)	636 (457)	584 (418)	544 (410)	498 (387)	585 (418)	528 (497)

Table 4

**Praxis Attempts of Teacher Education Program Graduates
Recommended for Licensing
2015-2019**

Program	Praxis Test Number and Name	Passing Score	2015		2016		2017		2018		2019	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Admin/Supervisory Certificate	5411/5412-Educational Leadership & Supervision		63	57 (90%)	59	54 (92%)	57	56 (98%)	49	49 (100%)	43	42 (97.67%)
Ag Education	5701-Agriculture		4	4 (100%)	11	11 (100%)	19	19 (100%)	11	11 (100%)	24	23 (95.83%)
Art Education	5134-Art: Content Knowledge		6	6 (100%)	11	7 (64%)	7	5 (71%)	4	4 (100%)	11	7 (63.64%)
Biology	5235- Biology: Content Knowledge		18	18 (100%)	18	18 (100%)	6	6 (100%)	7	7 (100%)	4	4 (100%)
Business	5101-Business Education: Content Knowledge		1	1 (100%)	3	3 (100%)	3	3 (100%)	1	1 (100%)	3	3 (100%)
Chemistry	0070/5245-Chemistry: Content Knowledge		9	4 (44%)	28	14 (50%)	19	10 (52%)	14	12 (85.7%)	13	7 (53.85%)
Chinese	5665-Chinese-Mandarin: World Language		1	0	1	1 (100%)	1	0	0	0	0	0
Early Childhood	5025 Early Childhood		1	1 (100%)	6	6 (100%)	3	3 (100%)	1	1 (100%)	1	1 (100%)
Earth Science	5571-Earth Sci: Content Knowledge		2	2 (100%)	4	4 (100%)	6	6 (100%)	2	2 (100%)	1	1 (100%)

Program	Praxis Test Number and Name	Passing Score	2015		2016		2017		2018		2019	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Elementary Education	0014/5014–Elementary Ed: Content Knowledge		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	7 (100%)
Elementary Education	5002-Elementary Ed: Reading/Language		321	242 (75%)	342	233 (68%)	341	230 (67%)	244	191 (78%)	245	190 (77.55%)
Early Childhood	5003-Elementary Ed: Mathematics		337	267 (79%)	302	252 (83%)	276	232 (84%)	233	191 (82%)	209	186 (89%)
Early Childhood/Deaf Ed	5004-Elementary Ed: Social Studies		350	237 (68%)	377	246 (65%)	352	220 (63%)	274	192 (82%)	263.	195 (74.14%)
Early Childhood/Elem Ed	5005-Elementary Ed: Science		317	259 (82%)	315	238 (76%)	305	225 (74%)	230	194 (84%)	217	192 (88.49%)
Elem/Deaf Education												
Elem/Special Education												
Special Education												
English	5041-English Lang: Literature & Composition: Content Knowledge		0	0	0	0	n/a	n/a	2	2 (100%)	2	2 (100%)
English	5039- English Language Arts: Content Knowledge		30	25 (83%)	44	37 (84%)	32	30 (94%)	31	25 (81%)	25	25 (100%)
Family & Consumer Science	5122-Family & Consumer Sciences		31	18 (58%)	17	14 (82%)	11	11 (100%)	18	16 (89%)	18	13 (72.22%)
French	5174-French: Content Knowledge		1	1 (100%)	1	1 (100%)	1	1 (100%)	0	0	1	1 (100%)
Geography	5921-Geography		6	4 (67%)	1	1 (100%)	3	3 (100%)	3	3 (100%)	4	4 (100%)
German	5183 -German: Content Knowledge		0	0	3	2 (67%)	0	0	0	0	0	0

Program	Praxis Test Number and Name	Passing Score	2015		2016		2017		2018		2019	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Health Education	0550/5551-Health Educ		2	1 (50%)	7	6 (86%)	2	2 (100%)	1	1 (100%)	2	2 (100%)
History	5941-World & US History: Content Knowledge		30	15 (50%)	26	14 (54%)	31	20 (65%)	22	15 (68%)	30	15 (50%)
Integrated Science	0435/5435-General Sci: Content Knowledge		5	4 (80%)	5	5 (100%)	9	7 (78%)	4	3 (75%)	0	0
Latin	0600-Latin		1	1 (100%)	0	0	0	0	0	0	0	0
Library Media Endorsement	5311-Library Media Endorsement		5	5 (100%)	4	4 (100%)	9	9 (100%)	7	7 (100%)	2	2 (100%)
Marketing	0561-Marketing Education		0	0	0	0	0	0	0	0	0	0
Math Level II Endorsement	5169-Middle School Mathematics		80	41 (51%)	59	36 (61%)	55	28 (51%)	51	34 (67%)	39	26 (66.67%)
Mathematics/ Math/Stats	5161-Mathematics: Content Knowledge		36	19 (53%)	70	32 (46%)	47	19 (40%)	35	13 (37%)	28	19 (67.86%)
Music	5113-Music Content Knowledge		6	6 (100%)	11	10 (91%)	13	13 (100%)	7	7 (100%)	7	7 (100%)
Physical Education/ PE/Coaching	5091-Physical Ed: Content Knowledge		10	9 (90%)	9	9 (100%)	8	7 (88%)	6	5 (83%)	8	6 (75%)
Physics	5265-Physics: Content Knowledge		6	6 (100%)	9	6 (67%)	6	6 (100%)	7	6 (86%)	7	4 (57.14%)
Political Science	5931-Government/ Political Sci		4	4 (100%)	6	5 (83%)	4	3 (75%)	2	2 (100%)	2	2 (100%)

Program	Praxis Test Number and Name	Passing Score	2015		2016		2017		2018		2019	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Psychology	5391-Psychology		0	0	3	3 (100%)	3	2 (67%)	3	3 (100%)	1	1 (100%)
Reading Endorsement	0204/5204-Teaching Reading		5	4 (80%)	6	6 (100%)	6	6 (100%)	1	1 (100%)	0	0
Sch Counseling	0420/5421-Sch Guidance & Counseling		40	40 (100%)	54	49 (91%)	53	50 (94%)	66	60 (91%)	40	38 (95%)
Sch Psychology	5402-School Psychologist		5	5 (100%)	9	9 (100%)	5	5 (100%)	4	4 (100%)	4	4 (100%)
Social Studies	5081-Social Studies: Content Knowledge		28	17 (61%)	21	15 (71%)	13	9 (69%)	17	15 (88%)	19	17 (89.47%)
Sociology	5952-Sociology		0	0	1	1 (100%)	0	0	0	0	1	1 (100%)
Speech	0330/5330/5331-Speech Communication		0	0	1	1 (100%)	0	0	0	0	10	10 (100%)
Spanish	0191-Spanish: Content Knowledge		n/a	n/a	n/a	n/a	n/a	n/a	1	1 (100%)	0	0
Spanish	3-OPISp/5195-Spanish World Language		8	6 (75%)	10	6 (60%)	12	9 (75%)	13	11 (85%)	3	2 (66.66%)
Special Education	0353/5354-Educ of Exceptional Students: Core Content Knowledge		10	9 (90%)	8	8 (100%)	13	13 (100%)	8	8 (100%)	12	10 (83.33%)
Special Education	5543-Special Education: Core Knowledge Mild Moderate		20	17 (85%)	12	12 (100%)	20	18 (90%)	12	9 (75%)	20	19 (95%)

Program	Praxis Test Number and Name	Passing Score	2015		2016		2017		2018		2019	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Special Education	5545-Special Education: Core Knowledge & Severe to Profound Applic		3	3 (100%)	1	1 (100%)	1	1 (100%)	2	2 (100%)	1	1 (100%)
Special Education	5047-Middle School English/Language Arts		6	2 (33%)	6	5 (83%)	6	4 (67%)	0	0	2	2 (100%)
Technology Engineering Education	0051/5051-Technology Education		7	7 (100%)	7	6 (86%)	4	4 (100%)	3	3 (100%)	0	0
Theatre	5641-Theatre		2	2 (100%)	4	2 (50%)	2	2 (100%)	1	1 (100%)	8	4 (50%)
		TOTAL	1817	1369 (75%)	1892	1393 (74%)	1764	1297 (74%)	1397	1112 (80%)	1337	1095 (82%)

- No Utah cut-off score established

Table 5

***Placement of Teacher Education Program Graduates
Recommended for Initial Licensing for the Period
September 1, 2018 Through August 31, 2019***

1	2	3	4	5	6	7	8	9	10
License Area	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
Admin/Sprvisory	29	23	23						100%
Ag Ed	22	18	14	2		2			88.89%
Art Ed	7	7	3		1	3			42.8%
Biological Science	3	3	3						100%
Business	3	3	3						100%
Chemistry	4	2	2						100%
Com Dis/SLP	11	8	6		2				75%
Early Childhood	4	4	2		1	1			50%
Earth Science	1	1				1			0%
Elem Ed (1-8)	125	108	90	3	9	6			86.11%
Elem Ed (K-6)	4	3	1	2					100%
Elem Ed/ECE	18	16	13		1	2			81.25%
English	23	20	15		2	2		1	75%
FCSE	13	12	10		1			1	83.33%
Geography	2	2	1			1			50%
History	10	7	4	1				2	71.4%

1	2	3	4	5	6	7	8	9	10
License Area	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
Math	20	20	13	2	2	3			75%
Music Ed	7	5	4	1					100%
PE	6	4	2	1		1			75%
Physical Science	2	1	1						100%
Physics	2	2	2						100%
Sch Library Media	2	1	1						100%
School Counselor	35	35	35						100%
Sch Psychology	4	3	3						100%
Social Studies	16	10	7			2			70%
Social Work	7	2	2						100%
Special Education	59	55	52	1	1	1			96%
Spec Ed Alt	18	17	14	2	1				94%
Theater	4	3	3						100%
TOTALS	461	395	329	15	21	25	0	4	87%

NOTES

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

UTAH STATE UNIVERSITY 2018-2019 SCHOLARSHIP YEAR END REPORT

Utah State University's Scholarship Office facilitates off-campus organizations and university departments with application of scholarships to student accounts. The Office of Admissions awards scholarships for merit, involvement, need-based and service. On campus departments award scholarships, waivers and tuition awards for merit, need-based and involvement purposes. Off-campus funding comes in the form of earned merit, need and involvement scholarships.

LEGEND FOR 2018-19 SCHOLARSHIP OFFICE REPORT

¹Indicates the total unduplicated number of students and total funding for the 18-19 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.

HISTORY OF AWARDS

	2015-2016	2016-2017	2017-2018	2018-2019
Agriculture and Applied Sciences				
amount	\$ 6,591,720	\$ 7,592,380	\$ 7,762,657	\$ 10,061,579
⁴ # of Recipients	981	1,108	1,209	1,285
Caine College of the Arts				
amount	\$ 3,048,621	\$ 3,248,708	\$ 3,535,002	\$ 4,400,432
⁴ # of Recipients	501	463	514	531
Emma Eccles Jones College of Ed. and Hum.				
amount	\$ 14,674,577	\$ 17,621,803	\$ 17,674,634	\$ 19,435,508
⁴ # of Recipients	2,125	2,392	2,436	2,412
College of Engineering				
amount	\$ 11,221,291	\$ 12,941,111	\$ 13,402,591	\$ 15,378,229
⁴ # of Recipients	1,504	1,626	1,671	1,645
College of Humanities and Social Sciences				
amount	\$ 8,083,897	\$ 9,140,743	\$ 9,353,870	\$ 10,501,877
⁴ # of Recipients	1,160	1,271	1,321	1,298
Jon M. Huntsman School of Business				
amount	\$ 8,811,925	\$ 9,781,163	\$ 10,700,490	\$ 11,619,708
⁴ # of Recipients	1,196	1,243	1,289	1,355
S.J. & Jessie E. Quinney College of Nat. Res.				
amount	\$ 1,970,767	\$ 2,412,830	\$ 2,769,976	\$ 3,320,397
⁴ # of Recipients	296	325	336	368
College of Science				
amount	\$ 6,964,251	\$ 7,665,837	\$ 7,717,274	\$ 8,735,894
⁴ # of Recipients	898	939	985	936
Transition Majors				
amount	\$ 5,134,206	\$ 7,920,266	\$ 8,262,319	\$ 10,189,348
⁴ # of Recipients	890	1,485	1,689	1,697

COLLEGE OF AGRICULTURE AND APPLIED SCIENCES⁵

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshps	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	56	\$ 495,610	56	3.88		
Admissions: Dean's	61	\$ 462,895	61	3.77		
Admissions: Other	340	\$ 2,110,865	340	3.44		
² Departmental Scholarships	393	\$ 1,072,328	284	3.63	109	3.59
Statewide Campuses	22	\$ 33,691	3	2.94	19	3.56
USU-Eastern	66	\$ 234,057	66	2.93		
³ Other USU Scholarships	173	\$ 581,651	164	3.33	9	3.54
Research and Graduate Studies	115	\$ 1,097,759	17	3.74	98	3.56
Out-of-State Legacy Waiver Undergraduate	179	\$ 2,530,723	178	3.23	1	3.57
Out-of-State Legacy Waiver Graduate	0	\$ -				
Out-of-State Legacy Waiver USU-Eastern	0	\$ -				
Athletic Department	43	\$ 482,422	40	3.26	3	3.88
Athletic Department USU-Eastern	4	\$ 38,466	4	3.04		
Cash from Outside Sources	321	\$ 921,112	311	3.38	10	3.70
¹ Total Unduplicated Recipients	1,285	\$ 10,061,579	1,096	3.48	189	3.59

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	26	22	33	18	14	3	4	8	128
Admissions: Presidential									0
Admissions: Dean's									0
Admissions: Other	8	5	6	3	4	1	1	2	30
² Departmental Scholarships	2	1	1		1				5
Statewide Campuses					1				1
USU-Eastern	6	3	7	3	2	1	1	2	25
³ Other USU Scholarships	5	7	8	3		1			24
Out-of-State Legacy Waiver Undergraduate		1			3		1		5
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department			2	3					5
Athletic Department USU-Eastern									0
Cash from Outside Sources	5	5	9	6	3		1	4	33

SOPHOMORE	160	103	70	27	10	3			373
Admissions: Presidential	5								5
Admissions: Dean's	11	1	2						14
Admissions: Other	65	37	24	6	2	2			136
² Departmental Scholarships	6	9	3						18
Statewide Campuses									0
USU-Eastern	8	3	7	3	3				24
³ Other USU Scholarships	11	11	8	8	1				39
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate	6	11	6	5	2	1			31
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	5	1	2						8
Athletic Department USU-Eastern				1					1
Cash from Outside Sources	43	30	18	4	2				97

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	197	89	60	12	1			1	360
Admissions: Presidential	16	1							17
Admissions: Dean's	22	3		2					27
Admissions: Other	57	15	9	2	1				84
² Departmental Scholarships	18	15	9						42
Statewide Campuses									0
USU-Eastern	2	4	3	2					11
³ Other USU Scholarships	6	16	10	2					34
Research and Graduate Studies	4								4
Out-of-State Legacy Waiver Undergraduate	17	14	16	1					48
Athletic Department	6	3	1					1	11
Athletic Department USU-Eastern	1	1	1						3
Cash from Outside Sources	48	17	11	3					79
SENIOR	419	176	60	10					665
Admissions: Presidential	32	2							34
Admissions: Dean's	20								20
Admissions: Other	58	25	6	1					90
² Departmental Scholarships	164	50	5						219
Statewide Campuses	1	1							2
USU-Eastern	3		3						6
³ Other USU Scholarships	36	24	7						67
Research and Graduate Studies	10	3	1						14
Out-of-State Legacy Waiver Undergraduate	37	36	16	6					95
Out-of-State Legacy Waiver Graduate									0
Athletic Department	7	3	5	1					16
Athletic Department USU-Eastern									0
Cash from Outside Sources	51	32	17	2					102
UNDERGRADUATE TOTALS	802	390	223	67	25	6	4	9	1,526
	52.6%	25.6%	14.6%	4.4%	1.6%	0.4%	0.3%	0.6%	100%
GRADUATE STUDENTS									
² Departmental Scholarships	32	12	2	1	1				48
Statewide Campuses	1	2							3
USU-Eastern									0
³ Other USU Scholarships	2	4							6
Research and Graduate Studies	21	8	2	1	1				33
Out-of-State Legacy Waiver Graduate									0
Athletic Department	1								1
Cash from Outside Sources	5	2							7
GRADUATE TOTALS	62	28	4	2	2				98
	63.3%	28.6%	4.1%	2.0%	2.0%	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	42	\$ 448,994	42	3.94		
Admissions: Dean's	36	\$ 249,868	36	3.74		
Admissions: Other	161	\$ 913,371	161	3.57		
² Departmental Scholarships	277	\$ 813,356	261	3.57	16	3.45
Statewide Campuses	1	\$ 500	1	3.81		
USU-Eastern	74	\$ 175,651	74	3.51		
³ Other USU Scholarships	26	\$ 135,202	12	3.67	14	3.10
Research and Graduate Studies	0	\$ -				
Out-of-State Legacy Waiver Undergraduate	77	\$ 1,278,843	77	3.44		
Out-of-State Legacy Waiver Graduate	0	\$ -				
Out-of-State Legacy Waiver USU-Eastern	0	\$ -				
Athletic Department	10	\$ 54,976	10	3.42		
Athletic Department USU-Eastern	0	\$ -				
Cash from Outside Sources	124	\$ 329,671	124	3.53		
¹ Total Unduplicated Recipients	531	\$ 4,400,432	511	3.57	20	3.25

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

	9	5	10	6	3	1	7	1	42
Admissions: Presidential									0
Admissions: Dean's	1								1
Admissions: Other	3	3	2	2			3		13
² Departmental Scholarships	1	1		1	1		2		6
Statewide Campuses									0
USU-Eastern									0
³ Other USU Scholarships			1		1				2
Out-of-State Legacy Waiver Undergraduate		1		1	1				3
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	1		2						3
Athletic Department USU-Eastern									0
Cash from Outside Sources	3		5	2		1	2	1	14

SOPHOMORE

	128	47	22	15	5	1			218
Admissions: Presidential	3								3
Admissions: Dean's	9	3			1				13
Admissions: Other	44	16	7	3	2				72
² Departmental Scholarships	23	13	6	4	1				47
Statewide Campuses									0
USU-Eastern	1								1
³ Other USU Scholarships	7	3	4	3					17
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate	9	2	2	4	1				18
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	1	1		1					3
Athletic Department USU-Eastern									0
Cash from Outside Sources	31	9	3			1			44

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	139	32	10						181
Admissions: Presidential	19								19
Admissions: Dean's	13	2							15
Admissions: Other	28	10							38
² Departmental Scholarships	22	10	2						34
Statewide Campuses									0
USU-Eastern									0
³ Other USU Scholarships	7	4	1						12
Research and Graduate Studies	3								3
Out-of-State Legacy Waiver Undergraduate	14	1	4						19
Athletic Department	1								1
Athletic Department USU-Eastern									0
Cash from Outside Sources	32	5	3						40
SENIOR	245	81	30						356
Admissions: Presidential	19								19
Admissions: Dean's	7								7
Admissions: Other	34	3	1						38
² Departmental Scholarships	112	48	14						174
Statewide Campuses									0
USU-Eastern									0
³ Other USU Scholarships	27	12	4						43
Research and Graduate Studies	4	5							9
Out-of-State Legacy Waiver Undergraduate	18	11	8						37
Out-of-State Legacy Waiver Graduate									0
Athletic Department	3								3
Athletic Department USU-Eastern									0
Cash from Outside Sources	21	2	3						26
UNDERGRADUATE TOTALS	73	30	15						118
	61.9%	25.4%	12.7%	0.0%	0.0%	0.0%	0.0%	0.0%	100%
GRADUATE STUDENTS									
² Departmental Scholarships	2		2						4
Statewide Campuses									0
USU-Eastern									0
³ Other USU Scholarships									0
Research and Graduate Studies	2		2		1				5
Out-of-State Legacy Waiver Graduate									0
Athletic Department									0
Cash from Outside Sources									0
GRADUATE TOTALS	4		4		1				9
	44.4%	0.0%	44.4%	0.0%	11.1%	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	127	\$ 1,047,856	127	3.86		
Admissions: Dean's	92	\$ 752,409	92	3.82		
Admissions: Other	667	\$ 3,500,596	667	3.57		
² Departmental Scholarships	609	\$ 2,248,611	301	3.68	308	3.61
Statewide Campuses	101	\$ 172,089	77	3.51	24	3.59
USU-Eastern	153	\$ 634,683	145	3.14	8	3.48
³ Other USU Scholarships	319	\$ 730,565	293	3.40	26	3.49
Research and Graduate Studies	188	\$ 1,782,677	18	3.78	170	3.62
Out-of-State Legacy Waiver Undergraduate	300	\$ 4,501,777	300	3.44		
Out-of-State Legacy Waiver Graduate	8	\$ 85,266			8	3.59
Out-of-State Legacy Waiver USU-Eastern	0	\$ -				
Athletic Department	162	\$ 2,280,281	146	3.14	16	3.38
Athletic Department USU-Eastern	7	\$ 65,520	7	3.08		
Cash from Outside Sources	549	\$ 1,633,178	541	3.48	8	3.86
¹ Total Unduplicated Recipients	2,412	\$ 19,435,508	2,025	3.51	387	3.59

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	55	62	47	36	12	23	6	7	248
Admissions: Presidential	1								1
Admissions: Dean's	1			1					2
Admissions: Other	13	22	9	9	4	4		2	63
² Departmental Scholarships	4	4	2			1			11
Statewide Campuses	1	2			1				4
USU-Eastern	10	6	7	4		5	2	1	35
³ Other USU Scholarships	8	11	10	6	2	4	1	2	44
Out-of-State Legacy Waiver Undergraduate	2	1	2	3		2		1	11
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	5	3	2	3	1	1			15
Athletic Department USU-Eastern		1							1
Cash from Outside Sources	10	12	15	10	4	6	3	1	61

SOPHOMORE	359	210	70	40	4		1	1	685
Admissions: Presidential	5	1	1		1				8
Admissions: Dean's	23	4							27
Admissions: Other	139	83	21	6				1	250
² Departmental Scholarships	15	7	1						23
Statewide Campuses	8	4							12
USU-Eastern	5	11	6	6	2				30
³ Other USU Scholarships	22	24	9	9					64
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate	21	12	6	5	1		1		46
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	8	7	7	4					26
Athletic Department USU-Eastern			1						1
Cash from Outside Sources	113	57	18	10					198

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	380	165	55	11	3		1		615
Admissions: Presidential	29	2							31
Admissions: Dean's	34	2	1						37
Admissions: Other	102	35	11	2					150
² Departmental Scholarships	21	6							27
Statewide Campuses	8	7	2						17
USU-Eastern	7	18	4	2	1				32
³ Other USU Scholarships	31	15	5	1					52
Research and Graduate Studies	1								1
Out-of-State Legacy Waiver Undergraduate	40	25	10	4					79
Athletic Department	10	14	8	2	1		1		36
Athletic Department USU-Eastern	1	3			1				5
Cash from Outside Sources	96	38	14						148
SENIOR	751	309	90	12				1	1,163
Admissions: Presidential	82	5							87
Admissions: Dean's	26								26
Admissions: Other	163	38	3						204
² Departmental Scholarships	173	57	10						240
Statewide Campuses	17	23	4						44
USU-Eastern	19	16	12	1					48
³ Other USU Scholarships	72	53	8						133
Research and Graduate Studies	13	3	1						17
Out-of-State Legacy Waiver Undergraduate	83	59	19	3					164
Out-of-State Legacy Waiver Graduate									0
Athletic Department	21	18	21	6					66
Athletic Department USU-Eastern									0
Cash from Outside Sources	82	37	12	2				1	134
UNDERGRADUATE TOTALS	290	186	73	12				1	562
	51.6%	33.1%	13.0%	2.1%	0.0%	0.0%	0.0%	0.2%	100%
GRADUATE STUDENTS									
² Departmental Scholarships	76	38	6	4					124
Statewide Campuses	8	5	2						15
USU-Eastern	3	3	2						8
³ Other USU Scholarships	11	4	2	2					19
Research and Graduate Studies	31	16	3	2					52
Out-of-State Legacy Waiver Graduate	3	2							5
Athletic Department	3		1	1					5
Cash from Outside Sources	4								4
GRADUATE TOTALS	139	68	16	9					232
	59.9%	29.3%	6.9%	3.9%	0.0%	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	319	\$ 2,948,257	319	3.78		
Admissions: Dean's	157	\$ 1,207,410	157	3.60		
Admissions: Other	446	\$ 2,274,157	446	3.43		
² Departmental Scholarships	464	\$ 1,286,072	335	3.66	129	3.60
Statewide Campuses	0	\$ -				
USU-Eastern	6	\$ 15,032	6	3.54		
³ Other USU Scholarships	103	\$ 451,207	92	3.30	11	3.80
Research and Graduate Studies	264	\$ 2,268,590	46	3.79	218	3.62
Out-of-State Legacy Waiver Undergraduate	228	\$ 3,493,053	228	3.31		
Out-of-State Legacy Waiver Graduate	8	\$ 113,434			8	3.45
Out-of-State Legacy Waiver USU-Eastern	0	\$ -				
Athletic Department	16	\$ 125,497	16	3.38		
Athletic Department USU-Eastern	0	\$ -				
Cash from Outside Sources	440	\$ 1,195,519	437	3.48	3	3.35
¹ Total Unduplicated Recipients	1,645	\$ 15,378,229	1,395	3.53	250	3.61

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	27	20	17	11	11	13	4	5	108
Admissions: Presidential	2							1	3
Admissions: Dean's		1					1		2
Admissions: Other	12	6	6	5	6	4		2	41
² Departmental Scholarships		1							1
Statewide Campuses									0
USU-Eastern		1							1
³ Other USU Scholarships	4	5	2	2	1	3	1		18
Out-of-State Legacy Waiver Undergraduate	1	1	2	1			1	1	7
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	1		1		1				3
Athletic Department USU-Eastern									0
Cash from Outside Sources	7	5	6	3	3	6	1	1	32

SOPHOMORE	211	96	78	37	10	2	1		435
Admissions: Presidential	34	3	3			1			41
Admissions: Dean's	27	6	6	4					43
Admissions: Other	65	42	31	17	5				160
² Departmental Scholarships	8	2	1	1	1				13
Statewide Campuses									0
USU-Eastern									0
³ Other USU Scholarships	2	5	2	1					10
Research and Graduate Studies	1	1							2
Out-of-State Legacy Waiver Undergraduate	12	8	17	6	2		1		46
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	2	1							3
Athletic Department USU-Eastern									0
Cash from Outside Sources	60	28	18	8	2	1			117

COLLEGE OF ENGINEERING

	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	317	138	46	13	1	2			517
Admissions: Presidential	70	10	2			2			84
Admissions: Dean's	45	18	1	1					65
Admissions: Other	58	43	5	4					110
² Departmental Scholarships	25	14	5						44
Statewide Campuses									0
USU-Eastern		2							2
³ Other USU Scholarships	8	5	2	1					16
Research and Graduate Studies	3								3
Out-of-State Legacy Waiver Undergraduate	18	13	16	5					52
Athletic Department	2	1	1						4
Athletic Department USU-Eastern									0
Cash from Outside Sources	88	32	14	2	1				137
SENIOR	701	256	59	5					1,021
Admissions: Presidential	173	17	1						191
Admissions: Dean's	33	12	2						47
Admissions: Other	95	36	4						135
² Departmental Scholarships	201	66	7	2					276
Statewide Campuses									0
USU-Eastern	2	1							3
³ Other USU Scholarships	21	20	6	1					48
Research and Graduate Studies	32	9							41
Out-of-State Legacy Waiver Undergraduate	50	52	20	1					123
Out-of-State Legacy Waiver Graduate									0
Athletic Department	1	3	2						6
Athletic Department USU-Eastern									0
Cash from Outside Sources	93	40	17	1					151
UNDERGRADUATE TOTALS	1,256	510	200	66	22	17	5	5	2,081
	60.4%	24.5%	9.6%	3.2%	1.1%	0.8%	0.2%	0.2%	100%
GRADUATE STUDENTS									
² Departmental Scholarships	33	19	4						56
Statewide Campuses									0
USU-Eastern									0
³ Other USU Scholarships	6	1							7
Research and Graduate Studies	52	25	3			1			81
Out-of-State Legacy Waiver Graduate	2	2	1						5
Athletic Department									0
Cash from Outside Sources		2							2
GRADUATE TOTALS	93	49	8			1			151
	61.6%	32.5%	5.3%	0.0%	0.0%	0.7%	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	98	\$ 735,276	98	3.88		
Admissions: Dean's	81	\$ 540,951	81	3.75		
Admissions: Other	318	\$ 1,810,645	318	3.50		
² Departmental Scholarships	323	\$ 791,104	243	3.68	80	3.54
Statewide Campuses	51	\$ 241,909	26	3.55	25	3.32
USU-Eastern	63	\$ 306,705	55	2.93	8	3.34
³ Other USU Scholarships	218	\$ 810,781	210	3.41	8	3.61
Research and Graduate Studies	88	\$ 578,931	24	3.77	64	3.61
Out-of-State Legacy Waiver Undergraduate	213	\$ 2,955,587	213	3.33		
Out-of-State Legacy Waiver Graduate	3	\$ 29,586			3	3.92
Out-of-State Legacy Waiver USU-Eastern	0	\$ -				
Athletic Department	68	\$ 1,012,416	67	2.95	1	3.65
Athletic Department USU-Eastern	1	\$ 10,080	1	2.31		
Cash from Outside Sources	254	\$ 677,907	245	3.46	9	3.37
¹ Total Unduplicated Recipients	1,298	\$ 10,501,877	1,153	3.48	145	3.52

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	12	12	10	7	7	4	12	85
Admissions: Presidential									0
Admissions: Dean's	1							1	2
Admissions: Other	5	4	2	1	2	2	1	2	19
² Departmental Scholarships									0
Statewide Campuses			1		1				2
USU-Eastern	1	2	4	2	1	2		2	14
³ Other USU Scholarships	12	4	2	2			1	3	24
Out-of-State Legacy Waiver Undergraduate				1	1			1	3
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	1	1	1		1	1		2	7
Athletic Department USU-Eastern									0
Cash from Outside Sources	1	1	2	4	1	2	2	1	14

SOPHOMORE	130	88	42	16	5	1		1	283
Admissions: Presidential	10	1							11
Admissions: Dean's	11	3							14
Admissions: Other	48	39	17	7	1			1	113
² Departmental Scholarships	3	2	1						6
Statewide Campuses									0
USU-Eastern	3	2	1	1	1	1			9
³ Other USU Scholarships	8	6	5	3	1				23
Research and Graduate Studies	3								3
Out-of-State Legacy Waiver Undergraduate	13	7	8		1				29
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	1	3	1		1				6
Athletic Department USU-Eastern				1					1
Cash from Outside Sources	30	25	9	4					68

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	204	83	62	12		1		1	363
Admissions: Presidential	18	2							20
Admissions: Dean's	34	4	3						41
Admissions: Other	53	21	7	2		1			84
² Departmental Scholarships	12	7							19
Statewide Campuses									0
USU-Eastern		5	7	1					13
³ Other USU Scholarships	18	8	8	2					36
Research and Graduate Studies	1	1							2
Out-of-State Legacy Waiver Undergraduate	16	11	21	2					50
Athletic Department	6	4	5	1				1	17
Athletic Department USU-Eastern									0
Cash from Outside Sources	46	20	11	4					81
SENIOR	523	209	105	12			1		850
Admissions: Presidential	63	3	1						67
Admissions: Dean's	22	2							24
Admissions: Other	78	19	4	1					102
² Departmental Scholarships	160	42	15				1		218
Statewide Campuses	15	8	1						24
USU-Eastern	5	10	3	1					19
³ Other USU Scholarships	63	43	19	2					127
Research and Graduate Studies	15	4							19
Out-of-State Legacy Waiver Undergraduate	47	45	36	3					131
Out-of-State Legacy Waiver Graduate									0
Athletic Department	4	13	16	4					37
Athletic Department USU-Eastern									0
Cash from Outside Sources	51	20	10	1					82
UNDERGRADUATE TOTALS	878	392	221	50	12	9	5	14	1,581
	55.5%	24.8%	14.0%	3.2%	0.8%	0.6%	0.3%	0.9%	100%
GRADUATE STUDENTS									
² Departmental Scholarships	24	20	4	1					49
Statewide Campuses	2	7	3						12
USU-Eastern	2		4						6
³ Other USU Scholarships	3	2							5
Research and Graduate Studies	18	11	3						32
Out-of-State Legacy Waiver Graduate	1								1
Athletic Department	1								1
Cash from Outside Sources	3	2	2						7
GRADUATE TOTALS	54	42	16	1					113
	47.8%	37.2%	14.2%	0.9%	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	130	\$ 1,226,096	130	3.83		
Admissions: Dean's	76	\$ 559,322	76	3.76		
Admissions: Other	367	\$ 2,012,832	367	3.58		
² Departmental Scholarships	758	\$ 2,107,140	674	3.65	84	3.59
Statewide Campuses	43	\$ 60,991	41	3.37	2	3.25
USU-Eastern	14	\$ 118,908	7	3.55	7	3.10
³ Other USU Scholarships	123	\$ 508,290	108	3.55	15	3.47
Research and Graduate Studies	48	\$ 455,524	7	3.83	41	3.53
Out-of-State Legacy Waiver Undergraduate	191	\$ 2,744,144	191	3.47		
Out-of-State Legacy Waiver Graduate	11	\$ 166,149			11	3.42
Out-of-State Legacy Waiver USU-Eastern	0	\$ -				
Athletic Department	62	\$ 915,499	56	3.49	6	3.51
Athletic Department USU-Eastern	1	\$ 10,080	1	3.68		
Cash from Outside Sources	264	\$ 734,735	256	3.59	8	3.55
¹ Total Unduplicated Recipients	1,355	\$ 11,619,708	1,218	3.61	137	3.52

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	12	10	5	7	2	5	1	4	46
Admissions: Presidential									0
Admissions: Dean's									0
Admissions: Other	6	6	1	3	1	2		3	22
² Departmental Scholarships	3	2		1		1		1	8
Statewide Campuses									0
USU-Eastern									0
³ Other USU Scholarships	1		3	1		1			6
Out-of-State Legacy Waiver Undergraduate									0
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	1								1
Athletic Department USU-Eastern									0
Cash from Outside Sources	1	2	1	2	1	1	1		9

SOPHOMORE	177	70	19	8		1			275
Admissions: Presidential	13	1							14
Admissions: Dean's	10	1		1					12
Admissions: Other	66	32	7	4					109
² Departmental Scholarships	58	22	9	2					91
Statewide Campuses	1	1							2
USU-Eastern	1								1
³ Other USU Scholarships	8		1						9
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate	16	6	2	1		1			26
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	3	7							10
Athletic Department USU-Eastern	1								1
Cash from Outside Sources	43	21	7	5					76

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	316	114	20	2		3	3		458
Admissions: Presidential	26	2				1			29
Admissions: Dean's	25	6	2						33
Admissions: Other	71	24	5			1	1		102
² Departmental Scholarships	99	37	5			1	1		143
Statewide Campuses	4	2	2						8
USU-Eastern	3								3
³ Other USU Scholarships	14	8	2						24
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate	14	12	2	1					29
Athletic Department	4	7							11
Athletic Department USU-Eastern									0
Cash from Outside Sources	56	16	2	1			1		76
SENIOR	634	273	53	2				2	964
Admissions: Presidential	80	7							87
Admissions: Dean's	29	2							31
Admissions: Other	101	28	4					1	134
² Departmental Scholarships	302	117	13						432
Statewide Campuses	10	14	6					1	31
USU-Eastern	1	1	1						3
³ Other USU Scholarships	40	23	6						69
Research and Graduate Studies	6	1							7
Out-of-State Legacy Waiver Undergraduate	51	65	18	2					136
Out-of-State Legacy Waiver Graduate									0
Athletic Department	14	15	5						34
Athletic Department USU-Eastern									0
Cash from Outside Sources	66	23	6						95
UNDERGRADUATE TOTALS	1,139	467	97	19	2	9	4	6	1,743
	65.3%	26.8%	5.6%	1.1%	0.1%	0.5%	0.2%	0.3%	100%
GRADUATE STUDENTS									
² Departmental Scholarships	29	23	5						57
Statewide Campuses		2							2
USU-Eastern	1	4	1	1					7
³ Other USU Scholarships	4	1	1						6
Research and Graduate Studies	9	3	1	1					14
Out-of-State Legacy Waiver Graduate	2	1	2						5
Athletic Department	2	3							5
Cash from Outside Sources	4	3	1						8
GRADUATE TOTALS	51	40	11	2					104
	49.0%	38.5%	10.6%	1.9%	0.0%	0.0%	0.0%	0.0%	100%

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

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshps	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	17	\$ 195,804	17	3.74		
Admissions: Dean's	19	\$ 127,764	19	3.58		
Admissions: Other	68	\$ 332,219	67	3.49	1	
² Departmental Scholarships	179	\$ 753,399	89	3.55	90	3.50
Statewide Campuses	4	\$ 10,331	3	3.28	1	2.95
USU-Eastern	6	\$ 36,263	6	3.10		
³ Other USU Scholarships	55	\$ 203,709	8	3.28	47	3.67
Research and Graduate Studies	125	\$ 870,549	17	3.77	108	3.64
Out-of-State Legacy Waiver Undergraduate	37	\$ 575,234	37	3.25		
Out-of-State Legacy Waiver Graduate	0	\$ -				
Out-of-State Legacy Waiver USU-Eastern	0	\$ -				
Athletic Department	3	\$ 7,618	3	3.44		
Athletic Department USU-Eastern	0	\$ -				
Cash from Outside Sources	68	\$ 207,507	66	3.19	2	
¹ Total Unduplicated Recipients	368	\$ 3,320,397	239	3.42	129	3.57

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	6	5	2	7			1	1	22
Admissions: Presidential									0
Admissions: Dean's	1								1
Admissions: Other	2			1					3
² Departmental Scholarships		1		1					2
Statewide Campuses			1						1
USU-Eastern		2							2
³ Other USU Scholarships		2	1	1					4
Out-of-State Legacy Waiver Undergraduate	2			1					3
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department									0
Athletic Department USU-Eastern									0
Cash from Outside Sources	1			3			1	1	6

SOPHOMORE	28	22	8	12	2				72
Admissions: Presidential	3								3
Admissions: Dean's	1	1							2
Admissions: Other	5	9	3	4					21
² Departmental Scholarships	3	3	1						7
Statewide Campuses	1								1
USU-Eastern									0
³ Other USU Scholarships	4	3		2					9
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate	3	1	2		1				7
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department									0
Athletic Department USU-Eastern									0
Cash from Outside Sources	8	5	2	6	1				22

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

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COLLEGE OF SCIENCE

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshps	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	161	\$ 1,420,492	160	3.83	1	3.98
Admissions: Dean's	73	\$ 513,134	73	3.73		
Admissions: Other	242	\$ 1,238,668	242	3.45		
² Departmental Scholarships	285	\$ 703,163	151	3.58	134	3.59
Statewide Campuses	6	\$ 13,000	6	3.17		
USU-Eastern	3	\$ 2,315	3	3.33		
³ Other USU Scholarships	92	\$ 354,589	83	3.51	9	3.69
Research and Graduate Studies	201	\$ 1,488,475	38	3.74	163	3.69
Out-of-State Legacy Waiver Undergraduate	139	\$ 2,145,405	139	3.37		
Out-of-State Legacy Waiver Graduate	4	\$ 48,934	1	3.88	3	4.00
Out-of-State Legacy Waiver USU-Eastern	0	\$ -				
Athletic Department	26	\$ 202,495	26	3.47		
Athletic Department USU-Eastern	0	\$ -				
Cash from Outside Sources	220	\$ 605,223	218	3.49	2	3.81
¹ Total Unduplicated Recipients	936	\$ 8,735,894	743	3.55	193	3.65

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	6	11	12	8	1	1	2	4	45
Admissions: Presidential									0
Admissions: Dean's	1	1							2
Admissions: Other	1	3	5	4	1	1	2	1	18
² Departmental Scholarships									0
Statewide Campuses									0
USU-Eastern									0
³ Other USU Scholarships	1	2	3						6
Out-of-State Legacy Waiver Undergraduate		1	2						3
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	2	1		1					4
Athletic Department USU-Eastern									0
Cash from Outside Sources	1	3	2	3				3	12

SOPHOMORE	129	68	37	24	2		1		261
Admissions: Presidential	10	2	1						13
Admissions: Dean's	17	2	2						21
Admissions: Other	51	26	11	11	1		1		101
² Departmental Scholarships	5	6	2	1					14
Statewide Campuses									0
USU-Eastern		2							2
³ Other USU Scholarships		5	5						10
Research and Graduate Studies	1								1
Out-of-State Legacy Waiver Undergraduate	9	10	7	5	1				32
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	1	1	1						3
Athletic Department USU-Eastern									0
Cash from Outside Sources	35	14	8	7					64

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	162	64	19	3	1	3			252
Admissions: Presidential	37	2							39
Admissions: Dean's	18	7	1						26
Admissions: Other	27	20	3	1					51
² Departmental Scholarships	7	8	2						17
Statewide Campuses	1		1						2
USU-Eastern									0
³ Other USU Scholarships	5	3	2						10
Research and Graduate Studies	6	1							7
Out-of-State Legacy Waiver Undergraduate	17	9	5	1		2			34
Athletic Department	2	2	1						5
Athletic Department USU-Eastern									0
Cash from Outside Sources	42	12	4	1	1	1			61
SENIOR	413	121	35	9					578
Admissions: Presidential	100	7	1						108
Admissions: Dean's	23	1							24
Admissions: Other	52	18	1	1					72
² Departmental Scholarships	87	24	5						116
Statewide Campuses	1	1	1	1					4
USU-Eastern			1						1
³ Other USU Scholarships	36	14	6	1					57
Research and Graduate Studies	23	4	3						30
Out-of-State Legacy Waiver Undergraduate	31	27	9	3					70
Out-of-State Legacy Waiver Graduate	1								1
Athletic Department	7	5		2					14
Athletic Department USU-Eastern									0
Cash from Outside Sources	52	20	8	1					81
UNDERGRADUATE TOTALS	710	264	103	44	4	4	3	4	1,136
	62.5%	23.2%	9.1%	3.9%	0.4%	0.4%	0.3%	0.4%	100%
GRADUATE STUDENTS									
² Departmental Scholarships	29	12	5	1					47
Statewide Campuses									0
USU-Eastern									0
³ Other USU Scholarships	3	1							4
Research and Graduate Studies	37	9	4						50
Out-of-State Legacy Waiver Graduate	1								1
Athletic Department									0
Cash from Outside Sources	1								1
GRADUATE TOTALS	71	22	9	1					103
	68.9%	21.4%	8.7%	1.0%	0.0%	0.0%	0.0%	0.0%	100%

TRANSITION MAJORS⁶

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshps	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	33	\$ 338,409	33	3.80		
Admissions: Dean's	55	\$ 305,009	55	3.72		
Admissions: Other	531	\$ 2,674,783	531	3.27		
² Departmental Scholarships	110	\$ 252,916	43	3.30	67	3.72
Statewide Campuses	37	\$ 45,816	34	3.15	3	3.22
USU-Eastern	310	\$ 980,933	310	2.99		
³ Other USU Scholarships	352	\$ 679,291	352	3.07		
Research and Graduate Studies	0	\$ -				
Out-of-State Legacy Waiver Undergraduate	152	\$ 1,980,563	152	2.98		
Out-of-State Legacy Waiver Graduate	0	\$ -				
Out-of-State Legacy Waiver USU-Eastern	0	\$ -				
Athletic Department	171	\$ 1,494,381	171	3.07		
Athletic Department USU-Eastern	38	\$ 342,720	38	3.27		
Cash from Outside Sources	436	\$ 1,094,527	434	3.21	2	4.00
¹ Total Unduplicated Recipients	1,697	\$ 10,189,348	1,625	3.17	72	3.59

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	150	131	115	90	42	32	30	23	613
Admissions: Presidential				1					1
Admissions: Dean's	2							1	3
Admissions: Other	35	35	26	24	10	8	4	8	150
² Departmental Scholarships	8	6	5	1					20
Statewide Campuses	6	4		1	1	1	1	1	15
USU-Eastern	31	22	23	18	7	9	7	2	119
³ Other USU Scholarships	19	18	33	18	7	6	9	1	111
Out-of-State Legacy Waiver Undergraduate	7	7	6	6	2	1	1	1	31
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	17	9	9	5	4	1	1	2	48
Athletic Department USU-Eastern	2	6	2				1		11
Cash from Outside Sources	23	24	11	16	11	6	6	7	104

SOPHOMORE	370	276	178	96	19	2	3		944
Admissions: Presidential	15	1	1						17
Admissions: Dean's	25	5							30
Admissions: Other	125	88	44	16	2	1	1		277
² Departmental Scholarships	1	2	4	2					9
Statewide Campuses	2	3	1						6
USU-Eastern	17	27	24	18	1	1	1		89
³ Other USU Scholarships	40	42	31	16	2				131
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate	18	25	15	12	5		1		76
Out-of-State Legacy Waiver USU-Eastern									0
Athletic Department	22	16	20	8	3				69
Athletic Department USU-Eastern	9	6		1	1				17
Cash from Outside Sources	96	61	38	23	5				223

TRANSITION MAJORS⁶

	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	192	135	122	31	5	1			486
Admissions: Presidential	11	1							12
Admissions: Dean's	17	4							21
Admissions: Other	52	18	15	2	1				88
² Departmental Scholarships	3	5	1						9
Statewide Campuses	2	1	5						8
USU-Eastern	18	29	36	5	1				89
³ Other USU Scholarships	25	28	30	6	1				90
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate	7	8	11	6		1			33
Athletic Department	7	12	13	6	1				39
Athletic Department USU-Eastern		5	2	2					9
Cash from Outside Sources	50	24	9	4	1				88
SENIOR	25	38	32	12	1				108
Admissions: Presidential	3								3
Admissions: Dean's	1								1
Admissions: Other	8	5	2	1					16
² Departmental Scholarships	1		2						3
Statewide Campuses	1	4							5
USU-Eastern	2	6	5						13
³ Other USU Scholarships	4	8	5	3					20
Research and Graduate Studies									0
Out-of-State Legacy Waiver Undergraduate		3	5	4					12
Out-of-State Legacy Waiver Graduate									0
Athletic Department	1	2	10	2					15
Athletic Department USU-Eastern		1							1
Cash from Outside Sources	4	9	3	2	1				19
UNDERGRADUATE TOTALS	737	580	447	229	67	35	33	23	2,151
	34.3%	27.0%	20.8%	10.6%	3.1%	1.6%	1.5%	1.1%	100%
GRADUATE STUDENTS									
² Departmental Scholarships	6	1							7
Statewide Campuses	2				1				3
USU-Eastern									0
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	9	1			1				11
	81.8%	9.1%	0.0%	0.0%	9.1%	0.0%	0.0%	0.0%	100%

TOTAL FOR ALL COLLEGES

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of schlrshp	Average GPA	# of schlrshps	Average GPA
Admissions: Presidential	983	\$ 8,856,795	982	3.83	1	3.98
Admissions: Dean's	650	\$ 4,718,763	650	3.72	0	
Admissions: Other	3140	\$ 16,868,135	3139	3.47	1	
² Departmental Scholarships	3398	\$ 10,028,089	2381	3.63	1017	3.59
Statewide Campuses	265	\$ 577,826	191	3.39	74	3.43
USU-Eastern	695	\$ 2,329,396	672	3.03	23	3.31
³ Other USU Scholarships	1461	\$ 4,495,734	1322	3.32	139	3.58
Research and Graduate Studies	1029	\$ 8,677,707	167	3.76	862	3.61
Out-of-State Legacy Waiver Undergraduate	1516	\$ 22,205,329	1515	3.33	1	3.57
Out-of-State Legacy Waiver Graduate	34	\$ 443,368	1	3.88	33	3.54
Out-of-State Legacy Waiver USU-Eastern	0		0		0	
Athletic Department	561	\$ 6,575,585	535	3.17	26	3.50
Athletic Department USU-Eastern	51	\$ 466,866	51	3.21	0	
Cash from Outside Sources	2676	\$ 7,399,380	2632	3.43	44	3.59
¹ Total Unduplicated Recipients	11,527	\$ 93,642,973	10,005	3.47	1,522	3.58

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	802	390	223	67	25	6	4	9	1,526
Caine College of the Arts	73	30	15						118
Emma Eccles Jones College of Ed. and Hum.	290	186	73	12				1	562
College of Engineering	1256	510	200	66	22	17	5	5	2,081
College of Humanities and Social Sciences	878	392	221	50	12	9	5	14	1,581
Jon M. Huntsman School of Business	1139	467	97	19	2	9	4	6	1,743
S.J. & Jessie E. Quinney College of Nat. Res.	183	106	47	28	2	1	3	1	371
College of Science	710	264	103	44	4	4	3	4	1,136
Transition Majors	737	580	447	229	67	35	33	23	2,151
UNDERGRADUATE TOTALS	6,068	2,925	1,426	515	134	81	57	63	11,269
	53.8%	26.0%	12.7%	4.6%	1.2%	0.7%	0.5%	0.6%	100%

GRADUATE

Agriculture and Applied Sciences	62	28	4	2	2				98
Caine College of the Arts	4		4		1				9
Emma Eccles Jones College of Ed. and Hum.	139	68	16	9					232
College of Engineering	93	49	8			1			151
College of Humanities and Social Sciences	54	42	16	1					113
Jon M. Huntsman School of Business	51	40	11	2					104
S.J. & Jessie E. Quinney College of Nat. Res.	25	14	6						45
College of Science	71	22	9	1					103
Transition Majors	9	1			1				11
GRADUATE TOTALS	508	264	74	15	4	1			866
	58.7%	30.5%	8.5%	1.7%	0.5%	0.1%	0.0%	0.0%	100%

compiled 10/19 by T.Flores

401.3.3 and 405.3.3.1

Rationale for proposed code changes:

We would like to match the code with the preferred practice. A librarian would only be appointed at the affiliate librarian level if they have not yet completed a Masters in Library and Information Science or another relevant postgraduate degree (for example, a candidate will complete their degree in August but begins their position at USU in June). Three years' work experience is not an expectation for either affiliate or assistant librarian, so we propose to remove this requirement from the code, along with changes to conform the assistant librarian requirements listed in code between 401.3.3 and 405.3.1.

Current code:

401.3 THE TENURED AND TENURE-ELIGIBLE FACULTY

3.3 Academic Ranks: Librarians

Faculty members appointed to the academic unit of the library hold one of the following ranks: affiliate librarian, assistant librarian, associate librarian, or librarian. A description of each follows. (See policy 405.3 for a complete discussion of the criteria for appointment or promotion for these ranks.)

(1) Affiliate Librarian.

Appointment as affiliate librarian requires, a master's degree in library and information science from an institution accredited by the American Library Association or a master's degree and appropriate credentials for assignment to areas with specialized needs and demonstrated ability in accordance with the role statement.

(2) Assistant Librarian.

Appointment as or advancement in rank to assistant librarian requires all the qualifications prescribed for an affiliate librarian; demonstrated ability in librarianship, research, or other qualifying work; and evidence of professional development as determined by the appropriate administrator.

(3) Associate Librarian.

Appointment as or advancement to associate librarian requires all the qualifications prescribed for an assistant librarian; an established reputation in librarianship based on scholarship, and service; and broad recognition for professional success in librarianship.

(4) Librarian.

Appointment as or advancement to librarian requires all the qualifications prescribed for an associate librarian and an established outstanding reputation in the field of academic librarianship.

Proposed code:

401.3 THE TENURED AND TENURE-ELIGIBLE FACULTY

3.3 Academic Ranks: Librarians

Faculty members appointed to the academic unit of the library hold one of the following ranks: affiliate librarian, assistant librarian, associate librarian, or librarian. A description of each follows. (See policy 405.3 for a complete discussion of the criteria for appointment or promotion for these ranks.)

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Appointment as affiliate librarian would occur when a candidate has not yet completed ~~requires,~~ a master's degree in library and information science from an institution accredited by the American Library Association or a relevant postgraduate degree ~~and-but has appropriate~~ credentials for assignment to areas with specialized needs and demonstrated ability in accordance with the role statement.

(2) Assistant Librarian.

Appointment as or advancement in rank to assistant librarian requires a master's degree in library and information science from an institution accredited by the American Library Association or a relevant postgraduate degree and demonstrated ability in accordance with the role statement ~~all the qualifications prescribed for an affiliate librarian; demonstrated ability in librarianship, research, or other qualifying work; and evidence of professional development as determined by the appropriate administrator.~~

Current code:

405.3 TENURE AND PROMOTION: CRITERIA FOR LIBRARIANS

3.1 Criteria for Promotion from Affiliate Librarian to Assistant Librarian

Faculty members will be initially appointed to the rank of affiliate librarian when they have completed the terminal degree in Library and Information Science or its equivalent but have less than three years work experience as a professional librarian. Promotion to assistant librarian requires the completion of a terminal degree or its equivalent; a minimum of three years work experience as a professional librarian; demonstrated ability in librarianship, research, or other qualifying work; evidence of scholastic promise; and evidence of professional development (policy 401.3.3(2)).

Proposed code:

405.3 TENURE AND PROMOTION: CRITERIA FOR LIBRARIANS

3.1 Criteria for Promotion from Affiliate Librarian to Assistant Librarian

Faculty members will be initially appointed to the rank of affiliate librarian when they have not completed a master's degree in library and information science from an institution accredited by the American Library Association or a relevant master's degree ~~the terminal degree in Library and Information Science or its equivalent~~ but have demonstrated ability in accordance with the role statement ~~less than three years work experience as a professional librarian~~. Promotion to assistant librarian requires a master's degree in library and information science from an institution accredited by the American Library Association or a relevant postgraduate degree and demonstrated ability in accordance with the role statement ~~the completion of a terminal degree or its equivalent; a minimum of three years work experience as a professional librarian; demonstrated ability in librarianship, research, or other qualifying work; evidence of scholastic promise; and evidence of professional development (policy 401.3.3(2)).~~

401.3.3 and 405.3.3.1

Rationale for proposed code changes:

We would like to match the code with the preferred practice. A librarian would only be appointed at the affiliate librarian level if they have not yet completed a Masters in Library and Information Science or another relevant postgraduate degree (for example, a candidate will complete their degree in August but begins their position at USU in June). Three years' work experience is not an expectation for either affiliate or assistant librarian, so we propose to remove this requirement from the code, along with changes to conform the assistant librarian requirements listed in code between 401.3.3 and 405.3.1.

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(2) Assistant Librarian.

Appointment as or advancement in rank to assistant librarian requires all the qualifications prescribed for an affiliate librarian; demonstrated ability in librarianship, research, or other qualifying work; and evidence of professional development as determined by the appropriate administrator.

(3) Associate Librarian.

Appointment as or advancement to associate librarian requires all the qualifications prescribed for an assistant librarian; an established reputation in librarianship based on scholarship, and service; and broad recognition for professional success in librarianship.

(4) Librarian.

Appointment as or advancement to librarian requires all the qualifications prescribed for an associate librarian and an established outstanding reputation in the field of academic librarianship.

Proposed code:

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(2) Assistant Librarian.

Appointment as or advancement in rank to assistant librarian requires a master's degree in library and information science from an institution accredited by the American Library Association or a relevant postgraduate degree and demonstrated ability in accordance with the role statement ~~all the qualifications prescribed for an affiliate librarian; demonstrated ability in librarianship, research, or other qualifying work; and evidence of professional development as determined by the appropriate administrator.~~

Current code:

405.3 TENURE AND PROMOTION: CRITERIA FOR LIBRARIANS

3.1 Criteria for Promotion from Affiliate Librarian to Assistant Librarian

Faculty members will be initially appointed to the rank of affiliate librarian when they have completed the terminal degree in Library and Information Science or its equivalent but have less than three years work experience as a professional librarian. Promotion to assistant librarian requires the completion of a terminal degree or its equivalent; a minimum of three years work experience as a professional librarian; demonstrated ability in librarianship, research, or other qualifying work; evidence of scholastic promise; and evidence of professional development (policy 401.3.3(2)).

Proposed code:

405.3 TENURE AND PROMOTION: CRITERIA FOR LIBRARIANS

3.1 Criteria for Promotion from Affiliate Librarian to Assistant Librarian

Faculty members will be initially appointed to the rank of affiliate librarian when they have not completed a master's degree in library and information science from an institution accredited by the American Library Association or a relevant master's degree ~~the terminal degree in Library and Information Science or its equivalent~~ but have demonstrated ability in accordance with the role statement ~~less than three years work experience as a professional librarian~~. Promotion to assistant librarian requires a master's degree in library and information science from an institution accredited by the American Library Association or a relevant postgraduate degree and demonstrated ability in accordance with the role statement ~~the completion of a terminal degree or its equivalent; a minimum of three years work experience as a professional librarian; demonstrated ability in librarianship, research, or other qualifying work; evidence of scholastic promise; and evidence of professional development (policy 401.3.3(2)).~~

Current 407.2 and 407.4 Code

407.2 Sanctions

Misconduct contrary to the standards of conduct set forth in Policy 403 may lead to sanction. Minor departures from responsible professional behavior are likely to be minor lapses, which can be corrected simply by calling the matter to the attention of the faculty member involved. Such minor lapses are handled within the faculty member's academic unit.

Apparent failures to comply with the standards of conduct are approached by positive attempts to improve faculty performance such as sustained attempts to inform, persuade, and improve. If appropriate, positive efforts to improve faculty performance shall precede or accompany all sanctions.

407.4 PROCEDURES FOR SANCTIONS OTHER THAN REPRIMANDS

Probation, suspension with other than full pay, reduction in rank, and dismissal may be imposed on a faculty member only after it has been determined, by the proceedings in this policy, that he or she has violated the standards of conduct in Policy 403. The president may suspend a faculty member with full pay pending completion of the procedures described below. In all proceedings to impose a sanction other than a reprimand, the following procedures shall govern, except for procedures which govern allegations of research fraud (see Policy 407.8) and sexual harassment (Policy 407.9).

4.1 Initiation

Whenever there are grounds to believe that a faculty member has failed to comply with the standards of conduct in Policy 403, the president, upon his/her own initiative, upon a recommendation from a department head, supervisor, academic dean, the vice president for extension, chancellor, regional campus dean, or other administrative office, upon request of the Board of Trustees, or upon the receipt of complaints from any person, may initiate proceedings for probation, suspension, reduction in rank, or dismissal of a faculty member.

4.2 Notice of Intent to Impose a Sanction

At the direction of the president, the provost shall cause written notice to be delivered personally or by certified mail, return receipt requested, to the faculty member under investigation. A copy of this notice shall be sent to the chair of the Academic Freedom and Tenure Committee, along with a statement confirming the date the faculty member received it. Copies will also be sent to the faculty member's department head or supervisor and academic dean, vice president for extension, or, where appropriate, chancellor or regional campus dean.

Such notice shall contain the following:

- (1) A concise and clear statement of the facts, conduct, or circumstances reported to constitute failure to comply with the standards of conduct in Policy 403, including a statement of the standard or standards the faculty member is alleged to have violated.

- (2) A statement of the sanction proposed.
- (3) A statement that (a) the faculty member has the right to be heard in a conference with the provost (see Policy 407.4.5) either in person or by electronic conferencing; (b) the faculty member may have an advisor of his/her own choosing present at such conference; (c) this conference must be requested in writing within 5 days after receipt of the notice by the faculty member; and (d) this conference must be held within 10 days after receipt of notice by the faculty member.
- (4) A statement of the schedule of events that lead to a formal hearing, and that a faculty member may be accompanied at such hearing by an advisor of his/her own choosing.
- (5) A statement that within 20 days of the receipt of this notice, the faculty member, if he or she wishes to contest the alleged violation, must file in writing with the chair of the Academic Freedom and Tenure Committee a statement of intent to contest the alleged violation through formal hearing; and that failure to do so will result in the imposition of the proposed sanction.
- (6) A statement that within 20 days of the filing of the written statement of intent to contest the alleged violation through formal hearing, the faculty member must file, with the chair of the hearing panel, a written response which answers the alleged violation contained in the original notice; and that failure to do so will result in the imposition of the proposed sanction.

Proposed Changes (to 407.2 only)

Current 407.2 Code

407.2 Sanctions

Misconduct contrary to the standards of conduct set forth in Policy 403 may lead to sanction. Minor departures from responsible professional behavior are likely to be minor lapses, which can be corrected simply by calling the matter to the attention of the faculty member involved. Such minor lapses are handled within the faculty member's academic unit.

Apparent failures to comply with the standards of conduct are approached by positive attempts to improve faculty performance such as sustained attempts to inform, persuade, and improve. If appropriate, positive efforts to improve faculty performance shall precede or accompany all sanctions.

Proposed Change

407.2 Sanctions

Misconduct contrary to the standards of conduct set forth in Policy 403 may lead to sanction. Minor departures from responsible professional behavior can often be corrected simply by calling the matter to the attention of the faculty member involved. Such minor lapses are handled within the faculty member's academic unit. However, any conversations between the faculty member and the department head, supervisor, academic dean, vice president for extension, regional campus dean, or other administrative officer about the grounds for believing that the faculty member has failed to comply with the required standards of conduct shall be memorialized in writing by the administrative officer(s) involved, together with a date stamped

copy of that letter(s) being supplied to the faculty member within 24 hours of the conversation(s). The faculty member is encouraged also to provide a date stamped response to such a letter(s) in writing within three (3) days (see 407.1.2) that memorializes their own understanding of the conversation(s) involved. Failure to reply is tacit acknowledgment by the faculty member that the letter(s) supplied by the administrator(s) is/are a faithful account of the conversation(s) being described. A copy of each of these letters shall be retained by the academic unit. Electronic communications, employing official USU channels, are acceptable.

If a complaint is initiated by a faculty member, or any other person(s), against another faculty member then that should initially be handled within the accused faculty member's academic unit. If such a complaint involves a potential breach of the standards outlined in Sec. 403 then the appropriate administrative officer should notify the faculty member who is the subject of the complaint, in writing and following the procedure described above, of the nature of the complaint although the identity of the individual(s) making the complaint may be kept confidential at this stage. Complaints related to issues that must be handled by the Equity Office will follow the protocols described in the appropriate parts of Sec. 300 of the university code.

Apparent failures to comply with the standards of conduct are approached by positive attempts to improve faculty performance such as sustained attempts to inform, persuade, and improve. If appropriate, positive efforts to improve faculty performance shall precede or accompany all sanctions.