

B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment - Men and Women. Provide numbers of students for each of the following categories as of the institution's [official fall reporting date](#) or as of [October 15, 2016](#).

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	1,772	2,324	163	207
Other first-year, degree-seeking	601	315	280	363
All other degree-seeking	5,876	6,000	1,707	2,225
<i>Total degree-seeking</i>	8,249	8,639	2,150	2,795
All other undergraduates enrolled in credit courses	44	59	1,176	1,726
<i>Total undergraduates</i>	8,293	8,698	3,326	4,521
Graduate				
Degree-seeking, first-time	225	174	155	152
All other degree-seeking	310	314	620	529
All other graduates enrolled in credit courses	23	100	134	544
<i>Total graduate</i>	558	588	909	1,225

Total all undergraduates: 24,838

Total all graduate and professional students: 3,280

GRAND TOTAL ALL STUDENTS: 28,118

B2. Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's [official fall reporting date](#) or as of **October 15, 2016**. Include international students only in the category "Nonresident aliens."

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	39	278	307
Hispanic of any race	314	1,291	1,458
Black or African American, non-Hispanic	37	199	209
White, non-Hispanic	3,715	17,897	20,455
American Indian or Alaskan Native, non-Hispanic	122	414	479
Asian, non-Hispanic	43	227	256
Native Hawaiian or other Pacific Islander, non-Hispanic	24	85	93
Two or more races, non-Hispanic	133	481	538
Race/Ethnicity unknown	39	961	1,043
Total	4,466	21,833	24,838

Persistence

B3. Number of degrees awarded by your institution from July 1, 2015, to June 30, 2016

Certificate/diploma	96
Associate degrees	1252
Bachelor's degrees	3810
Postbachelor's certificates	71
Master's degrees	830
Post-master's certificates	
Doctoral degrees - research/scholarship	93
Doctoral degrees - professional	9
Doctoral degrees - other	

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the [2016 Web-based survey](#).

For Bachelor's or Equivalent Programs (Please provide data for fall 2010 if available. If fall 2010 is not available, provide for fall 2009)

Fall 2009 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2009. Include in the cohort those who entered your institution during the summer term preceding fall 2009.

Fall 2010 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2010. Include in the cohort those who entered your institution during the summer term preceding fall 2010.

B4. Initial 2009 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 2796

B4. Initial 2010 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 3069

- | | |
|---|---|
| <p>B5. Of the initial 2009 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: 565</p> <p>B6. Final 2009 cohort, after adjusting for allowable exclusions (<i>B4. - B5.</i>): 2231</p> <p>B7. Of the initial 2009 cohort, how many completed the program in four years or less (by Aug. 31, 2013): 508</p> <p>B8. Of the initial 2009 cohort, how many completed the the program in more than four years but in five years or less (after Aug. 31, 2013 and by Aug. 31, 2014): 326</p> <p>B9. Of the initial 2009 cohort, how many completed the the program in more than five years but in six years or less (after Aug. 31, 2014 and by Aug. 31, 2015): 258</p> <p>B10. Total graduating within six years (<i>sum of questions B7., B8., and B9.</i>): 1092</p> <p>B11. Six-year graduation rate for 2009 cohort (<i>question B10. divided by question B6.</i>): 48.9%</p> | <p>B5. Of the initial 2010 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: 662</p> <p>B6. Final 2010 cohort, after adjusting for allowable exclusions (<i>B4. - B5.</i>): 2407</p> <p>B7. Of the initial 2010 cohort, how many completed the program in four years or less (by Aug. 31, 2014): 548</p> <p>B8. Of the initial 2010 cohort, how many completed the the program in more than four years but in five years or less (after Aug. 31, 2014 and by Aug. 31, 2015): 355</p> <p>B9. Of the initial 2010 cohort, how many completed the the program in more than five years but in six years or less (after Aug. 31, 2015 and by Aug. 31, 2016): 196</p> <p>B10. Total graduating within six years (<i>sum of questions B7., B8., and B9.</i>): 1099</p> <p>B11. Six-year graduation rate for 2010 cohort (<i>question B10. divided by question B6.</i>): 45.7%</p> |
|---|---|

B12 through B21 are for Two-Year Institutions

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall **2015** (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanently disabled, armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22. For the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall **2015 (or the preceding summer term). The initial cohort may be adusted for allowable exclusions. percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall **2016**?**

	<u>Retention Rate</u>
Fall Cohort Entering Fall 2014 and Enrolled Fall 2015:	70.7%
Fall Cohort Entering Fall 2015 and Enrolled Fall 2016:	72.9%

C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

Applications

C1. First-time, first-year (freshman) students

Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2016. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied:	7,648
Total first-time, first-year (freshman) women who applied:	7,753
Total first-time, first-year (freshmen) applied:	15,401
Total first-time, first-year (freshman) men who were admitted:	6,841
Total first-time, first-year (freshman) women who were admitted:	7,058
Total first-time, first-year (freshmen) admitted:	13,899
Total full-time, first-time, first-year (freshman) men who enrolled:	1,772
Total part-time, first-time, first-year (freshman) men who enrolled:	163
Total first-time, first-year (freshmen) men enrolled:	1,935
Total full-time, first-time, first-year (freshman) women who enrolled:	2,324
Total part-time, first-time, first-year (freshman) women who enrolled:	207
Total first-time, first-year (freshmen) women enrolled:	2,531
Total first-time, first-year (freshmen) enrolled:	4,466

C2. Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability)

Do you have a policy of placing students on a waiting list? Yes No
 If yes, please answer the questions below for the fall 2016 admissions:

Number of qualified applicants offered a place on waiting list:
 Number accepting a place on the waiting list:
 Number of wait-listed students admitted:

Admission Requirements

C3. High school completion requirement

Check the appropriate box to identify your high school completion requirement for degree-seeking entering students:

- High school diploma is required and GED is accepted
- High school diploma is required and GED is not accepted
- High school diploma or equivalent is not required

C4. Does your institution require or recommend a general college-preparatory program for degree-seeking students?

- Require
- Recommend
- Neither require nor recommend

C5. Distribution of high school units required and/or recommended

Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

	Units required	Units recommended
Total academic units		16.5
English		4
Mathematics		4
Science		3
Of these, units that must be lab		3
Foreign language		2
Social studies		3.5
History		
Academic electives		
Computer Science		
Visual/Performing Arts		
Other (specify)		

Basis for Selection

C6. Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? Yes No If yes, check which applies:

Open admission policy as described above for all students

Open admission policy as described above for most students, but
 selective admission for out-of-state students:
 selective admission to some programs:
 other (explain):

C7. Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions.

	<u>Very important</u>	<u>Important</u>	<u>Considered</u>	<u>Not Considered</u>
Academic				
Rigor of secondary school record	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Class rank	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic GPA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nonacademic				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
First generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Racial/ethnic status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Level of applicant's interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SAT and ACT Policies

C8. Entrance exams

A. Does your institution make use of SAT, ACT, or SAT Subject Test scores in **admission** decisions for first-time, first-year, degree-seeking applicants? Yes No

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2018**

ADMISSION

	Require	Recommend	Require for some	Considered if submitted	Not used
SAT or ACT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

B. If your institution will make use of the ACT and/or the SAT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2018**, please indicate which ONE of the following applies:

- | | |
|--|--|
| <p><u>ACT - regardless of whether the Writing score will be used in admissions process</u></p> <p><input type="checkbox"/> ACT with Writing component required</p> <p><input type="checkbox"/> ACT without Writing component recommended</p> <p><input checked="" type="checkbox"/> ACT with or without Writing component accepted</p> | <p><u>SAT - regardless of whether the Essay score will be used in the admissions process</u></p> <p><input type="checkbox"/> SAT with Essay component required</p> <p><input type="checkbox"/> SAT with Essay component recommended</p> <p><input checked="" type="checkbox"/> SAT with/without Essay component accepted</p> |
|--|--|

C. Please indicate how your institution will use the SAT or ACT essay component; check all that apply:

	SAT essay	ACT essay
For admission	<input type="checkbox"/>	<input type="checkbox"/>
For placement	<input type="checkbox"/>	<input type="checkbox"/>
For advising	<input type="checkbox"/>	<input type="checkbox"/>
In place of an application essay	<input type="checkbox"/>	<input type="checkbox"/>
As a validity check on the application essay	<input type="checkbox"/>	<input type="checkbox"/>
No college policy as of now	<input type="checkbox"/>	<input type="checkbox"/>
Not using essay component	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

D. **In addition**, does your institution use applicants' test scores for academic advising? Yes No

E. Latest date by which SAT or ACT scores must be received for fall-term admission: **1st day of semester**

Latest date by which SAT Subject Test scores must be received for fall-term admission:

F. If necessary, use this space to clarify your test policies (e.g., if tests recommended for some students, or if tests not required of some students):

G. Please indicate which tests your institution uses for **placement (e.g., state tests)**:

- SAT
- ACT
- SAT Subject Tests
- AP
- CLEP
- Institutional Exam
- State Exam (specify): _____

Freshman Profile

Provide percentages for **ALL enrolled degree-seeking full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2016, including students who began studies during summer, international students / nonresident aliens, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year (freshman) students enrolled in fall 2016 who submitted national standardized (SAT/ACT) test scores. Include information for **ALL enrolled, first-time, first-year (freshman) degree-seeking students who submitted test scores.** Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores or vice versa. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

Percent submitting SAT scores: **13.1%** Number submitting SAT scores: **583**
 Percent submitting ACT scores: **90.3%** Number submitting ACT scores: **4032**

	25th	75th
SAT Critical Reading	490	610
SAT Math	490	610
SAT Writing		
SAT Essay		

	25th	75th
ACT Composite	20	27
ACT Math	19	27
ACT English	20	28
ACT Writing		

Percent of first-time, first-year (freshman) students with scores in each range:

	SAT Critical Reading	SAT Math	SAT Writing
700 - 800	5.8%	5.7%	
600 - 699	25.2%	23.2%	
500 - 599	41.2%	42.9%	
400 - 499	24.0%	25.4%	
300 - 399	3.4%	2.9%	
200 - 299	0.3%	0.0%	
Total	100%	100%	

	ACT Composite	ACT English	ACT Math
30 -36	14.1%	19.4%	9.2%
24 - 29	36.4%	29.7%	41.1%
18 - 23	39.8%	35.6%	32.3%
12 - 17	9.7%	13.9%	17.4%
6 - 11	0.1%	1.3%	0.0%
below 6	0.0%	0.0%	0.0%
Total	100%	100%	100%

C10. Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information).

Percent in top tenth of high school graduating class: **19.3%**
 Percent in top quarter of high school graduating class: **44.2%**
 Percent in top half of high school graduating class: **74.3%**
 Percent in bottom half of high school graduating class: **25.7%**
 Percent in bottom quarter of high school graduating class: **5.6%**

} Top half + bottom half = 100%

Percent of total first-time, first-year (freshman) students who submitted high school class rank: **76%**

C11. Percent of all enrolled, degree-seeking first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA.

% GPA of 3.75 and higher:	41.3%	% GPA between 2.50 and 2.99:	11.1%
% GPA between 3.50 and 3.74:	19.3%	% GPA between 2.00 and 2.49:	2.6%
% GPA between 3.25 and 3.49:	14.1%	% GPA between 1.00 and 1.99:	0.7%
% GPA between 3.00 and 3.24:	10.9%	% GPA below 1.00:	

C12. Average high school GPA of all degree-seeking first-time, first-year (freshman) students who submitted GPA: 3.51

Percent of total first-time, first-year (freshman) students who submitted high school GPA: 95.3%

Admission Policies

C13. Application fee

Does your institution have an application fee? Yes No
 Amount of application fee: \$50.00
 Can it be waived for applicants with financial aid? Yes No
 Are fees and policies the same for on-line applications? Yes No

C14. Application closing date

Does your institution have an application closing date? Yes No
 Application closing date (fall):
 Priority date:

C15. Are first-time, first-year students accepted for terms other than the fall? Yes No

C16. Notification to applicants of admission decision sent (fill in one only)

On a rolling basis beginning (date): when accepted
 By (date):
 Other:

C17. Reply policy for admitted applicants (fill in one only)

Must reply by (date):
 No set date: **X**
 Must reply within _____ weeks
 Other:
 Deadline for housing deposit:
 Amount of housing deposit: \$250
 Refundable if student does not enroll?
 Yes, in full Yes, in part No

C18. Deferred admission: Does your institution allow students to postpone enrollment after admission?
 Yes No

If yes, maximum period of postponement: 2 years + 1 semester

C19. Early admission of high school students: Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?
 Yes No

C20. Common application: Question removed from CDS

Early Decision and Early Action Plans

- C21. Early decision:** Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment?
 Yes No

If "yes," please complete the following:

First or only early decision plan closing date:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

For the Fall 2016 entering class:

Number of early decision applications received by your institution:

Number of applicants admitted under early decision plan:

Please provide significant details about your early decision plan:

- C22. Early action:** Do you have a nonbinding early action plan whereby student are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?
 Yes No

If "yes," please complete the following:

Early action closing date:

Early action notification date:

Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?

Yes No

D. TRANSFER ADMISSION

Fall Applicants

D1. Does your institution enroll transfer students? Yes No (if no, skip to Section E)

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities? Yes No

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2016.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	1550	1209	763
Women	2044	1612	964
Total	3594	2821	1727

Application for Admission

D3. Indicate terms for which transfers may enroll:

Fall Winter Spring Summer

D4. Must a transfer applicant have a minimum number of credits completed or else must apply as a entering freshman? Yes No

If yes, what is the minimum number of credits and the unit of measure? **24 semester credits**

D5. Indicate all items required of transfer students to apply for admission:

	Required of all	Recommended of all	Recommended of some	Required of some	Not Required
High school transcript				X	
College transcript(s)	X				
Essay or personal statement					X
Interview					X
Standardized test scores				X	
Statement of good standing from prior institution(s)					X

D6. If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale): **2.5 GPA required of transfer applicants with less than 24 semester hours**

D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): **2.3**

D8. List any other application requirements specific to transfer applicants:
Some majors have specific requirements. These are listed in the USU General Catalog.

D9. List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.

	Priority date	Closing date	Notification date	Reply date	Rolling Admission
Fall					X
Winter					
Spring					X
Summer					X

D10. Does an open admission policy, if reported, apply to transfer students? Yes No

D11. Describe additional requirements for transfer admission, if applicable:

Transfer Credit Policies

D12. Report the lowest grade earned for any course that may be transferred for credit: **D**

D13. Maximum number of credits or courses that may be transferred from a two-year institution:
 Number: **no limit** Unit type:

D14. Maximum number of credits or courses that may be transferred from a four-year institution:
 Number: **no limit** Unit type:

D15. Minimum number of credits that transfers must complete at your institution to earn an associate's degree: **20**

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree: **30**

D17. Describe other transfer credit policies: For a bachelor's degree, all students must have: a)40 credits of 3000 level or above; b)30 credits must be taken at USU; c)Of these 30 credits, 20 credits must be 3000 level or above; d)Of these 20 credits, 10 credits must be part of the major requirements.

E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options: Identify those programs available at your institution. Refer to definitions.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Accelerated program | <input checked="" type="checkbox"/> Honors program |
| <input checked="" type="checkbox"/> Cooperative education program | <input checked="" type="checkbox"/> Independent study |
| <input checked="" type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Distance learning | <input checked="" type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major | <input checked="" type="checkbox"/> Student-designed major |
| <input checked="" type="checkbox"/> Dual enrollment | <input checked="" type="checkbox"/> Study abroad |
| <input checked="" type="checkbox"/> English as a Second Language | <input checked="" type="checkbox"/> Teacher certification program |
| <input checked="" type="checkbox"/> Exchange student program (domestic) | <input checked="" type="checkbox"/> Weekend college |
| <input type="checkbox"/> External degree program | |
| <input type="checkbox"/> Other (specify): | |

E2. Has been removed from the CDS.

E3. Areas in which all or most students are required to complete some course work prior to graduation.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Arts/fine arts | <input checked="" type="checkbox"/> Humanities |
| <input checked="" type="checkbox"/> Computer literacy | <input checked="" type="checkbox"/> Mathematics |
| <input checked="" type="checkbox"/> English (including composition) | <input type="checkbox"/> Philosophy |
| <input type="checkbox"/> Foreign languages | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input checked="" type="checkbox"/> History | <input checked="" type="checkbox"/> Social science |
| <input checked="" type="checkbox"/> Other (describe): | |

American Institutions - collaborative learning and group decision making;
depth in specified areas outside the major; interdisciplinary courses.

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in fall 2016 who fit the following categories:

	First-time, first-year (freshman) students	Under-graduates
Percent who are from out of state (exclude international/nonresident aliens)	28%	26%
Percent of men who join fraternities		3.5%
Percent of women who join sororities		3.8%
Percent who live in college-owned, -operated, or -affiliated housing		
Percent who live off campus or commute		
Percent of students age 25 and older	3%	22%
Average age of full-time students	18.9	21.7
Average age of all students (full- and part-time)	19.1	23.0

F2. Activities offered. Identify those programs available at your institution.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Campus Ministries | <input type="checkbox"/> Literary magazine | <input checked="" type="checkbox"/> Radio station |
| <input checked="" type="checkbox"/> Choral groups | <input checked="" type="checkbox"/> Marching band | <input checked="" type="checkbox"/> Student government |
| <input checked="" type="checkbox"/> Concert band | <input type="checkbox"/> Model UN | <input checked="" type="checkbox"/> Student newspaper |
| <input checked="" type="checkbox"/> Dance | <input checked="" type="checkbox"/> Music ensembles | <input checked="" type="checkbox"/> Student-run film society |
| <input checked="" type="checkbox"/> Drama/theater | <input checked="" type="checkbox"/> Musical theater | <input checked="" type="checkbox"/> Symphony orchestra |
| <input checked="" type="checkbox"/> Int'l Student Org. | <input checked="" type="checkbox"/> Opera | <input checked="" type="checkbox"/> Television station |
| <input checked="" type="checkbox"/> Jazz band | <input checked="" type="checkbox"/> Pep band | <input type="checkbox"/> Yearbook |

F3. ROTC (program offered in cooperation with Reserve Officer's Training Corps)

Army ROTC is offered:

- On campus
- At cooperating institution (name):

Naval ROTC is offered:

- On campus
- At cooperating institution (name):

Air Force ROTC is offered:

- On campus
- At cooperating institution (name):

F4. Housing: Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Coed dorms | <input checked="" type="checkbox"/> Special housing for disabled students |
| <input checked="" type="checkbox"/> Men's dorms | <input checked="" type="checkbox"/> Special housing for international students |
| <input checked="" type="checkbox"/> Women's dorms | <input checked="" type="checkbox"/> Fraternity/sorority housing |
| <input checked="" type="checkbox"/> Apartments for married students | <input type="checkbox"/> Cooperative housing |
| <input checked="" type="checkbox"/> Apartments for single students | <input checked="" type="checkbox"/> Theme housing |
| <input type="checkbox"/> Other housing options (specify): | <input type="checkbox"/> Wellness housing |

G. ANNUAL EXPENSES

G0. Please provide the URL of your institution's net price calculator: <http://www.usu.edu/netprice>

Provide **2017-18** acad. yr. costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2017-18 acad. yr. costs are not available at this time and provide an approximate date when your institution's final 2017-18 acad. yr. costs will be available: _____

G1. Undergraduate full-time tuition, required fees, room and board.

List the typical tuition, required fees, and room & board for a full-time undergrad. student for the FULL **2017-18** academic year (30 semester hours). A full academic year refers to the period of time generally extending from Sept. to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. **Required fees** include only charges that all full-time students must pay that are **not** included in tuition (e.g., registration, health, or activity fees.) Do **not** include optional fees (e.g., parking, laboratory use).

	FIRST-YEAR	UNDERGRADUATES
PRIVATE INSTITUTION Tuition:		
PUBLIC INSTITUTION Tuition:		
In-district:		
In-state (out-of-district):	6,104.50	6,104.50
Out-of-state:	19,656.56	19,656.56
NONRESIDENT ALIEN Tuition:	20,796.38	20,796.38
REQUIRED FEES:	1,070.14	1,070.14
ROOM AND BOARD:		
(on-campus)	6,060.00	6,060.00
ROOM ONLY:		
(on-campus)	2,160.00	2,160.00
BOARD ONLY:		
(on-campus meal plan)	3,900.00	3,900.00

Other:

G2. Number of credits per term a student can take for the stated full-time tuition: 12 minimum 18 maximum

G3. Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)? Yes No

G4. Do tuition & fees vary by undergraduate program? Yes No

G5. Provide the estimated expenses for a typical full-time undergraduate student:

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	824	824	824
Room only:			
Board only:			
Room & board total (if cannot separate room & board figures for commuters not living at home):			8020
Transportation:	1752	876	1752
Other expenses:	2088	1044	2088

G6. Undergraduate per-credit-hour charges (tuition only):

PUBLIC INSTITUTIONS:			
In-district:			
In-state (out-of-district):	1st credit hour: \$545.13	2nd-12th credit hours: \$227.92	13th-18th credit hours: \$0
Out-of-state:	1st credit hour: \$1,755.38	2nd-12th credit hours: \$733.90	13th-18th credit hours: \$0
NONRESIDENT ALIENS:	1st credit hour: \$1,857.24	2nd-12th credit hours: \$776.45	13th-18th credit hours: \$0

H. FINANCIAL AID

Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates **(using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates)** in the following categories. (Note: If the data being reported are final figures for the **2015-2016** academic year (see the next item below), use the **2015-2016** academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column. (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)**

Indicate academic year for which data are reported for **items H1, H2, H2A, and H6** below:

- 2016-2017** estimated
- 2015-2016** final

Which needs-analysis methodology does your institution use in awarding institutional aid? **(Formerly H3)**

- Federal methodology (FM)
- Institutional methodology (IM)
- Both FM and IM

	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
	\$	\$
Scholarships/Grants		
Federal	35,660,620	0
State (i.e., all states, not only the state in which your institution is located)	2,152,515	0
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below)	0	13,626,805
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	0	3,478,019
Total Scholarships/Grants	37,813,135	17,104,824
Self-Help		
Student loans from all sources (excluding parent loans)	33,921,302	30,472,049
Federal Work-Study	723,664	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	758,015	0
Total Self-Help	35,402,981	30,472,049
Parent Loans	0	1,652,818
Tuition waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report waivers elsewhere.	0	40,112,739
Athletic awards	0	5,081,240

Number of Enrolled Students Awarded Aid

H2. List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. Aid that is non-need-based but that was used to meet need should be counted as need-based aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad. (inc. fresh)	Less than full-time undergrad.
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2016 cohort)	4,095	16,887	4,945
b) Number of students in line a who applied for need-based financial aid	2,591	10,972	3,152
c) Number of students in line b who were determined to have financial need	1,944	9,298	2,701
d) Number of students in line c who were awarded any financial aid	1,922	9,162	2,582
e) Number of students in line d who were awarded any need-based scholarship or grant aid	1,205	6,657	1,808
f) Number of students in line d who were awarded any need-based self-help aid	1,220	6,277	1,879
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	1,295	4,174	350
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans and private alternative loans</u>).	314	818	171
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans & private alternative loans</u>).	64%	57%	44%
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u> .)	10,341	9,705	5,832
k) Average need-based scholarship or grant award of those in line e	4,377	4,553	3,405
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	3,604	4,424	4,090
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who were awarded a need-based loan.	3,413	4,282	4,050

Number of Enrolled Students Awarded Non-need-based Scholarships and Grants

H2A. List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad. (inc. fresh)	Less than full-time undergrad.
n) Number of students in line a who had no financial need who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	893	2,145	122
o) Average <u>dollar amount</u> of institutional non-need-based scholarship and grant aid awarded to students in line n	2,672	3,252	1,726
p) Number of students in line a who were awarded an institutional non-need-based athletic <u>scholarship or grant</u>	94	243	2
q) Average <u>dollar amount</u> of institutional non-need-based <u>athletic scholarships and grants awarded</u> to students in line p	11,824	14,980	11,900

Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4 and H5.

Include:

- * **2016** undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, **2015** & June 30, **2016**.
- * only loans made to students who borrowed while enrolled at your institution
- * co-signed loans.

Exclude:

- * those who transferred in.
- * money borrowed at other institutions.
- * parent loans
- * students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree)

H4. Provide the number of students in the 2016 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2015 and June 30, 2016. Exclude transfers. Exclude students who transferred into your institution. **1,026**

H5. Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed. **NOTE: The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row c) should only be the cumulative average of private loans.**

Source/Type of Loans	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsibsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Educational Loans.	1026	47%	\$23,000
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsibsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	1026	47%	\$22,064
c) Institutional loan programs.			
d) State loan programs.			
e) Private alternative loans made by a bank or lender.	0	3%	\$16,788

Aid to Undergraduate Degree-seeking Nonresident Aliens

Note: Report numbers and dollar amounts for the same academic year checked in item H1.

H6. Indicate you institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresident aliens:

- Institutional need-based scholarship or grant aid is available
- Institutional non-need-based scholarship or grant aid is available
- Institutional scholarship or grant aid is not available

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need based aid:

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:

H7. Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- International Student's Financial Aid Application
- International Student's Certification of Finances
- Other:

Process for First-Year/Freshman Students

H8. Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:

- FAFSA
- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- State aid form
- Noncustodial PROFILE
- Business/Farm Supplement
- Other:

H9. Indicate filing dates for first-year (freshman) students:

Priority date for filing required financial aid forms:

Deadline for filing required financial aid forms:

No deadline for filing required forms (applications processed on a rolling basis): X

H10. Indicate notification dates for first-year (freshman) students (answer a or b):

a. Students notified on or about (date):

b. Students notified on a rolling basis: Yes No If yes, starting date: April

H11. Indicate reply dates:

Students must reply by (date): or within 4 weeks of notification.

Types of Aid Available

Please check off all types of aid available to **undergraduates** at your institution:

H12. Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS Loans

FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFEL)

- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (specify):

H13. Scholarships and Grants

NEED-BASED:

- Federal Pell
- SEOG
- State scholarships/grants
- Private scholarships
- College/university scholarship or grant aid from institutional funds
- United Negro College Fund
- Federal Nursing Scholarship
- Other (specify):

H14. Check off criteria used in awarding institutional aid. Check all that apply.

- | <u>Non-need</u> | <u>Need-based</u> | | <u>Non-need</u> | <u>Need-based</u> | |
|-------------------------------------|--------------------------|--------------------|-------------------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Academics | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Leadership |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Alumni affiliation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Minority status |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Art | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Music/drama |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Athletics | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Religious affiliation |
| <input type="checkbox"/> | <input type="checkbox"/> | Job skills | <input checked="" type="checkbox"/> | <input type="checkbox"/> | State/district residency |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | ROTC | | | |

H15. If your institution has recently implemented any major financial aid policy, program or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level please provide details below:

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

11. Please report number of instructional faculty members in each category for Fall 2016. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows.	Exclude	Include only if they teach one or more non-clinical credit courses
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status.	Exclude	Include if they teach one or more non-clinical credit courses
(c) other administrative/staff who teach one or more non-clinical credit courses even though they do not have faculty status.	Exclude	Include
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like.	Exclude	Exclude
(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

Full-time instructional faculty: faculty employed on a full-time basis for instruction

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Minority faculty: includes faculty who designate themselves as Black, non-Hispanic; American Indian or Alaskan Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as "first professional," including (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (Dpharm or Bpharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

Terminal master's degree: a master's degree that is considered the highest degree in a field: example, M.Arch (architecture) and MFA (master of fine arts in art or theater).

	Full-time	Part-Time	Total
a.) Total number of instructional faculty	927	270	1197
b.) Total number who are members of minority groups	105	25	130
c.) Total number who are women	346	137	483
d.) Total number who are men	581	133	714
e.) Total number who are nonresident aliens (international)	4	2	6
f.) Total number with doctorate or other terminal degree	751	75	826
g.) Total number whose highest degree is a master's but not a terminal master's	138	26	164
h.) Total number whose highest degree is a bachelor's	12	1	13
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a)	26	168	194
j.) Total number in stand-alone grad./prof. programs in which faculty teach virtually only grad-level students			

I2. Student to Faculty Ratio

Report the Fall 2016 ratio of full-time equivalent students (full-time plus 1/3 part-time) to full-time equivalent instructional faculty (full-time plus 1/3 part-time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2016 Student to Faculty ratio: **21.1** to 1.

I3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2016 term.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of *class sections* and *class subsections* offered in Fall 2016. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

CLASS SECTIONS	2 - 9	10 - 19	20 - 29	30 - 39	40 - 49	50 - 99	100+	Total
		570	635	713	222	134	203	143

CLASS SUBSECTIONS	2 - 9	10 - 19	20 - 29	30 - 39	40 - 49	50 - 99	100+	Total
		54	146	62	87	16	7	0

J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2015 and June 30, 2016

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded.

Category	Diploma/ Certificate	Associate	Bachelor's	CIP 2010 Categories to include
Agriculture	41.7%	1.9%	3.7%	1
Natural resources and conservation			0.9%	3
Architecture			0.8%	4
Area, ethnic, and gender studies			0.9%	5
Communication/journalism			1.6%	9
Communication technologies				10
Computer and information sciences		0.1%	3.9%	11
Personal and culinary services		0.4%		12
Education			13.1%	13
Engineering		0.3%	6.9%	14
Engineering technologies	5.2%			15
Foreign languages, literature, & linguistics			0.9%	16
Family and consumer sciences		0.1%	5.5%	19
Law/legal studies			0.3%	22
English			4.2%	23
Liberal arts/general studies		90.2%	3.0%	24
Library science				25
Biological/life sciences			3.6%	26
Mathematics and statistics			0.9%	27
Military science and military technologies				28 & 29
Interdisciplinary studies			3.2%	30
Parks and recreation			0.3%	31
Philosophy and religious studies			0.2%	38
Theology and religious vocations				39
Physical Sciences			0.8%	40
Science Technologies				41
Psychology			3.5%	42
Security and protective services		1.5%		43
Public administration and social services			1.7%	44
Social sciences			11.2%	45
Construction trades	1.0%			46
Mechanic and repair technologies	4.2%	1.0%	0.3%	47
Precision production	8.4%	1.0%		48
Transportation and materials moving	1.0%		0.7%	49
Visual and performing arts			3.5%	50
Health professions and related programs	38.5%	3.3%	10.2%	51
Business/marketing		0.2%	12.6%	52
History			1.6%	54
Other				
TOTAL	100.0%	100.0%	100.0%	