



FACULTY SENATE EXECUTIVE COMMITTEE

December 7, 2009
3:00 – 4:30 p.m.
Champ Hall Conference Room

Agenda

- 3:00 Call to Order**.....Ed Heath
Approval of Minutes November 16th, 2009

- 3:05 University Business**.....Stan Albrecht, President
Raymond Coward, Provost

- 3:20 Announcements**.....Ed Heath
Next Brown Bag Lunch w/President Friday, January 22nd at noon Champ Hall

- 3:25 Information Items**
 - Council on Teacher Education Report.....Francine Johnson/Carol Strong
 - Scholarship Advisory Board Report.....Chelise Elwood

- 3:40 New Business**
 - EPC Items.....Larry Smith

- 4:15 Adjournment**



**FACULTY SENATE EXECUTIVE COMMITTEE
MINUTES
NOVEMBER 16, 2009 3:00 P.M.
Champ Hall Conference Room**

Present: Ed Heath (Chair), Byron Burnham, Steve Burr, Maria Cordero, Renee Galliher, Jerry Goodspeed, Kelly Kopp, Glenn McEvoy, Mike Parent (excused), Flora Shrode, Darwin Sorensen, Nathan Straight, Dave Wallace, Vincent Wickwar, President Stan Albrecht (Ex-Officio) (excused), Provost Ray Coward (Ex-Officio) (excused), Joan Kleinke (Exec. Sec.), Marilyn Bloxham (Assistant) **Guests:** John Engler, Ed Reeve, Tyler Tolson.

Ed Heath called the meeting to order at 3:00 p.m.

Approval of Minutes

Steve Burr moved to approve the minutes of October 19, 2009. Motion was seconded by Vince Wickwar and passed unanimously.

University Business

President Albrecht and Provost Coward were both excused from attendance at the meeting.

Announcements

The next Brown Bag Lunch with the President will be Wednesday, December 2, 2009 at noon in Champ Hall.

Information Items

ASUSU Report – Tyler Tolson. Tyler highlighted major events that ASUSU has sponsored this year. Homecoming week was a big success. Approximately 4000 students attended the Homecoming dance and 2000 people attended the Mr. USU pageant. The Halloween Howl had an attendance of about 6000 students this year. There has been a strong focus on leadership development of students across campus. Over 120 current and future USU leaders attended the Fall Leadership Conference, which is the largest attendance ever. Initiatives that ASUSU has undertaken include a trash can and recycling bin project which will be incorporating a hand sanitizer initiative as well. They are also working on placing information hubs throughout campus to give students better access to campus information as well as working thru the computer labs to bring more information to students. A Student Recreation Center is in the planning stages, however, the final location is yet to be determined.

Darwin Sorensen made a motion to place this report on the consent agenda, seconded by Glenn McEvoy. Motion carried.

Retention & Student Success Report – Noelle Call. The department had a name change from Retention and First Year Experience to Retention and Student Success on October 9, 2009. This better represents the scope and mission of the department. Another change has involved the Retention and Student Success Committee. The size of this committee had grown to over 40 members in the last few years, making it very difficult to achieve the goals and purposes of the committee. It has now been divided into four subcommittees that are more action oriented: Academic Experience Committee, Student Engagement Committee, Data Retention and Tracking Committee, and the Underserved Population Committee.

The Leave of Absence program is very successful with 85% of the students returning to USU. The department has also made improvements in working with students who have been suspended and readmitted. The retention rate for these students is now 90%.

Noelle was asked, "What is the main reason that students are not returning to USU?" Most students cite financial reasons, however, when correlated with GPA it appears that students will indicate financial reasons

to mask academic issues and financial aid officials indicate that there is money available for students who need it. Other reasons include marriage and personal reasons.

Efforts focused on faculty engagement now fall under the responsibility of the Academic Experience Committee. Documents were prepared for faculty to easily identify campus resources and included suggestions for more faculty engagement with students in the classroom. The Physics department is a good model of improvement in student engagement and success.

A motion to place this report on the Consent Agenda was made by Byron Burnham and seconded by Renee Galliher. Motion carried.

New Business

EPC Items – Ed Reeve. The EPC committee voted to discontinue the Culinary Arts/Food Service Management option. The General Education subcommittee placed a 15-year limit for credit on general education courses.

A motion to place this report on the consent agenda was made by Byron Burnham, and second by Renee Galliher. Motion carried.

PRPC Code changes Section 401- Composition and Authority of the Faculty (partial changes) – John Engler. The committee has completed roughly one-third of the Section 401 changes. The committee recommended that section 401.3 be removed from the code so that we can refer to faculty no matter where they are located. A concern PRPC raised is that role statements for regional faculty and main campus faculty may be different and if academic units had a fixed tenure and promotion policy based on main campus faculty it may adversely affect regional campus faculty. There was discussion concerning faculty with a teaching emphasis rather than research, as well as what is and how do you document excellence in teaching.

In the sections referring to qualifications for appointment of faculty, PRPC recommends adding the phrase “as determined by professional colleagues” when the section states “requires a master’s degree or its equivalent”. It was also recommended that the phrase “evidence of scholastic promise” be removed as it is redundant to other language in the section.

Section 401.4.5 Academic Ranks – Extension agents. PRPC recommends that this section be removed since the historic title is no longer in use. Further discussion included changing language about extension agents and teaching responsibility, possibly basing it on role statements rather than the current code language. A discussion ensued presenting possible suggestions for clarifying issues in this section.

Jerry Goodspeed moved to place this item on the agenda as an action item for a first reading, seconded by Kelly Kopp. Motion carried.

Clarify the involvement of faculty in President’s evaluation of Administrators, – Ed Heath. The President will address these issues during University Business at the Faculty Senate meeting November 30th.

Section 104.3.6 of the code gives the responsibility to evaluate upper administrators to the President. There is a comprehensive evaluation every five years that does involve faculty and the President is willing to go ahead with it this year.

A motion to place this as an action item on the senate agenda was made by Jerry Goodspeed, seconded by Kelly Kopp. Motion Carried.

Clarify the involvement of faculty input at Department/College level for budget Conversations – Ed Heath. Faculty involvement in the budget reduction process varied from department to department. There is still time for faculty to be involved in further furlough discussions. The President will address this in the Faculty Senate meeting November 30th.

Procedures to deal with non adherence to the Faculty Code – Ed Heath. As was presented in the Faculty Forum, there are instances where the Faculty Code is apparently ignored or violated rather consistently and in ways that affect all faculty members. There is also a fear among the faculty about bringing

these violations to light as some who have done so in the past have suffered professionally for it. The formal grievance process is inadequate and can be devastating to a career, regardless of the outcome. Often the grievance process can only be implemented after the fact and there is no way to rectify situations before it gets to the point of a grievance. There is a need to educate administrators to avoid violations because of lack of familiarity with the code or differences in interpretation. There is no mechanism to oversee this.

In cases of tenure and promotion committees the ombudsperson role may be used to report code violations. In instances other than tenure and promotion, the creation of an ad-hoc committee may be a solution. The AFT committee may take on this responsibility in the future, but they are too overloaded at this time.

Glenn McEvoy moved that the FSEC recommend to the full senate the creation of an ad hoc committee to review university-wide reports of non-adherence to faculty code and place it as an action item on the senate agenda, Steve Burr seconded. Motion carried.

Adjournment

The meeting adjourned at 4:30 p.m.

Minutes Submitted by: Joan Kleinke, Faculty Senate Executive Secretary, 797-1776

Annual Report to the Faculty Senate
From The
University Council on Teacher Education
(One Page Summary)

Academic Year
September 1, 2008 - August 31, 2009

College of Education and Human Services

Utah State University

Activities of the Council

Program Changes

The Council approved the recommended changes to the English as a Second Language (ESL) Endorsement/minor.

The Council approved the Department of History's recommended changes to the History Teaching Major. These changes will better prepared students for the Praxis II History Content exam.

The Council approved the Department of Health, Physical Education, and Recreation's request to rename their BS in Physical Education to BS in Human Movement Sciences.

The Council approved the School of Teacher Education and Leadership's proposed Masters Degree Specialization in Instructional Leadership.

Policy Changes

The Elementary and Secondary Teacher Education programs will now require the fingerprint application to be completed as part of their admission process into teacher education.

The English Department will now accept MATH 1030 for English Teaching Majors in place of MATH 1050 or STAT 1040.

Second bachelors students requesting admission into teacher education will be admitted based on their GPA for the last 60 credits on the first BS.

Students who score high enough on the USU Math Placement Test for calculus will not be required to complete MATH 1050 to be admitted into teacher education.

Information Items

USU's teacher education programs will be nationally reviewed by the Teacher Education Accreditation Council (TEAC) on November 7-8, 2011.

The Teacher Education Assistance for College and Higher Education (TEACH) "Grant" provides \$4,000 per year in grants for graduate and undergraduate students who intend to teach full time in a high-need area (ESL, Speech/Language Pathology, Foreign Language, Mathematics, Reading Specialist, Science, and Special Education) for at least four years in schools that serve students from low-income families. Undergraduates may receive a maximum of \$16,000 and graduate students may receive a maximum of \$8,000.

Students who have had infractions since their initial background clearance will be required to complete a second background check at their expense.

The Utah State Office of Education has set cut-off scores for the following Praxis Tests: Administrative/Supervisory Certificate, Business, and Family Consumer Sciences.

Students who register with ETS online will receive their Praxis Test scores online.

Student Profile

There was a decrease of 19% in total number of students admitted into Teacher Education programs during the 2008-09 year. The mean ACT scores (24.40) of new admissions continue to remain above the University's average for mean ACT scores. There was a 22.9% decrease in the number of graduates

recommended for educator licensure this year. The pass rate for the Praxis content tests was 93.3%. The placement rate for those seeking a teaching position was 88%.

Annual Report to the Faculty Senate

From The

University Council on Teacher Education

Academic Year

September 1, 2008 - August 31, 2009

Emma Eccles Jones

College of Education and Human Services

Utah State University

INTRODUCTION

During the past year, September 2008 - August 2009, the University Council on Teacher Education 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 University Council on Teacher Education is composed of 25 voting members consisting of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their staffs, and appointed by the Senate. The term of office is for three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any

teacher licensure program should receive consideration by the Council prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the State Department of Public Instruction, the Utah Education Association, and the Society of Superintendents are represented on the Council by one voting member from each respective organization. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the Council for the 2008- 2009 academic year is identified on page 12 of the report.

The Council meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of Council members in the affairs of the Council. During the past year, approximately 65 percent of the membership was in attendance at all meetings.

ACTIVITIES OF THE COUNCIL

Action Items

Program Changes

1. The Council approved the changes to the English as a Second Language (ESL) Endorsement and minor. The proposed changes include: Secondary education students will take LING 4400, and elementary students will take TEAL 4740/6760. Student will now receive the information that best matches their grade level teaching assignment. In addition, secondary education minor students will be required to take additional field work, TEAL 3300/4300 and 5600.

2. The Council approved the Department of History's changes to the History Teaching Major. The History Teaching Major will still require 39 credits but will require students to complete the following: 1) Take both halves of the American History Survey courses (HIST 2700 and HIST 2710); 2) Take POLS 1100 - United States Government and Politics; and 3) Reduce the number of required upper division history credits from 24 to 21.
3. The Council approved a request from the Department of Health, Physical Education, and Recreation to rename their BS in Physical Education to BS in Human Movement Sciences.
4. The Council approved a proposal from the School of Teacher Education and Leadership for a new Masters Degree Specialization in Instructional Leadership. This program will streamline the process for prospective administrators.
5. The Council approved proposed curriculum changes by the Departments of Communicative Disorders and Deaf Education; Health, Physical Education, and Recreation; Psychology; Special Education and Rehabilitation; and the School of Teacher Education and Leadership. These changes involved multiple departmental course approval forms.

Policy Changes

1. Elementary and Secondary Teacher Education programs will now require that the fingerprint application be completed as part of their admission process into teacher education. This requirement will ensure that students are cleared prior to their early field experiences. Students will also be expected to inform their advisors in the School of Teacher Education and Leadership of any arrest or conviction which may occur after the

initial background check. Students will be required to sign a form stating that they understand and comply with the self reporting requirement. In addition, once the semester has begun students who receive notification about not passing their background will be allowed to continue their current courses. The teacher education block will be placed back on the student's record in Banner once UPPAC notification has been received and will be removed off the student's record in Banner once UPPAC approval has been received.

2. The Higher Education Opportunity Act - Title II Teacher Education Requirements have been modified to include competencies in working with gifted and talented students. A discussion was initiated to determine how USU's teacher education programs will meet the new standards. Plans are being drafted by the School of Teacher Education and Leadership as to how these new standards will be met. These plans will be acted upon during the 2009-2010 academic year.
3. The Council approved a request from the English Department to accept MATH 1030 for English Teaching Majors in place of MATH 1050 or STAT 1040.
4. The Council voted to retain the same admission criteria for licensed teachers entering a new teacher education program that are currently being required for initial licensure students.
5. The Council approved a motion for second bachelors students in secondary education to be admitted based on their GPA for the last 60 credits rather than the most recent 30 credits. This procedure will be effective Fall 2010.
6. The Council approved that students who score high enough for admission into calculus on the USU Math Placement Test, do not have to take MATH 1050 in order to be

admitted into Teacher Education. Currently students who receive an ACT 25 in math do not have to complete Math 1050.

7. The Council voted to continue to require a teaching minor for all secondary education teaching majors with the exception of composite teaching majors.

Information Items

1. USU's teacher education programs will be nationally reviewed by the Teacher Education Accreditation Council (TEAC) on November 7-8, 2011.
2. Advisors were reminded of ETS's reporting options for Praxis scores. 1) If students register by mail or phone, scores are sent in the mail. 2) If students register online, scores will be available online for 30 days and then removed off their website. A student who needs a copy of his/her score after this 30-day period, will be assessed a fee.
3. The Teacher Education Assistance for College and Higher Education (TEACH) "Grant" provides \$4,000 per year in grants for graduate and undergraduate students who intend to teach full time, in a high-need area (ESL, Speech/Language Pathology, Foreign Languages, Mathematics, Reading Specialist, Science, and Special Education) for at least four years at schools that serve students from low-income families. Undergraduate students may received \$16,000 and graduate students may receive \$8,000.
4. The Utah State Office of Education has set cut-off scores for Administrative/Supervisory (10410) - 620; Business (20100) - 590; and Family Consumer Sciences (10120) - 590.
5. Students who have had infractions since their initial background clearnce, will be required to complete a second background check at their expense.

6. Concern was expressed that with the upcoming budget cuts, teacher education programs may not be viewed as “essential to the university’s mission” because enrollments may be low. Council members were reminded to share with their departments that there is a nationwide shortage of teachers, and these programs are extremely important to both the state and the nation.
7. Student teachers who complete their student teaching out-of-state are not required to obtain a student teaching license from the Utah State Office of Education (USOE). Because these students will not be in the USOE CACTUS database, these students will not be permitted to complete their licensing application on-line. Students need to be made aware that their licensing approval process may take 6-8 weeks.
8. The Utah State Office of Education’s Student Teaching/Internship License is required for all students completing internships in the public schools including School Counseling and Communicative Disorders programs.
9. Educational Testing Service (ETS) announced that low volume Praxis exams are not offered during every Praxis testing date. The limited testing schedule is as follows:
September, January, April and July – Agriculture 0700, Education of Deaf and Hard of Hearing 0271, French 0173, Geography 0920, Political Science 0930, Physical Science 0481, Speech 0220, Theater 0640. November, March, and June – German 0181, Latin 0600, Psychology 0390, Sociology 0950.
10. The Utah State Office of Education encourages graduates to use the online application at www.teachers-teachers.com to apply for all teaching jobs within Utah.
11. The Utah State Office of Education now requires that universities submit a written notification to them when new teaching majors/minors/endorsements will be offered.

This notification should include: 1) verification that the university's curriculum approval process has been completed; 2) documentation that the institution has notified its accrediting agency (NCATE or TEAC) of the addition to its teacher preparation programs; and 3) inclusion of the program description.

12. Engineering and Technology Education is considering changes to their composite teaching major. Proposed new course requirements would include a common core for all engineering majors. Feedback was sought from the Council to determine the feasibility of this new program.

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 2.75 GPA and a minimum score of 21 in each of three areas (English, Social Sciences, and Natural Sciences) and 25 in Mathematics of the American College Test (ACT). In those areas where the ACT score is below the minimum, the applicant must complete the required General Education course work with a pre-established GPA.

A total of 420 students were admitted into the Teacher Education Program during the period September 1, 2008 through August 31, 2009. This total represents a decrease of 19 percent from the previous year. Table 1 presents a comparison of the students admitted into the Teacher Education Program by teaching major for the two-year period 2007-2008 and 2008-

2009. Tables 2, 3, and 4 provide comparative data related to the criteria upon which students were admitted into the program and ACT scores of the applicants. Table 5 provides data related to the mean ACT scores, USU GPA, and cumulative GPA. A review of these data indicate 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. Two hundred sixty-four (264) students admitted into the Teacher Education Program during the 2008-2009 academic year submitted ACT scores. The mean composite ACT score of these 264 students was 24.4. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.6. The 420 students admitted into the Teacher Education Program had a mean USU GPA of 3.42 and a mean cumulative GPA of 3.44 The Office of Analysis, Assessment and Accreditation at the University reported the following mean GPAs for all students at USU for the 2008-2009 academic year:

Fall Semester 2008: Mean GPA =3.53

Spring Semester 2009: Mean GPA = 3.50

In addition, there were 222 students admitted to post-bachelors education licensing programs [Administrative Supervisory Certificate (AS/C); Endorsements - Early Childhood, English as a Second Language, Gifted and Talented, Reading, Library Media, Counseling; and Alternative Special Education].

Graduates Recommended for Certification. There were five hundred sixty-five (565) students recommended for educator licensing and endorsements. This total is a decrease of 22.9 percent in 2009 as compared to 2008 (see Table 6). Four hundred sixty-six (466) students were recommended for initial licensing in 2009. This total is an decrease of 14.9 percent in the number of initial licenses granted.

Praxis Content Testing. Table 7 shows that there were 520 students who attempted the ETS Praxis II Content test in their major area. Four hundred eight-five (485) or 93.3% passed and thus will receive NCLB “highly qualified status” when they receive their Utah Level I teaching license. Pass rates for each content area ranged from 63% to 100%. The following content areas had a 100% pass rate: Biology, Business, Dual Elementary/Deaf Education, Earth Sciences, Engineering and Technology Education, Family Consumer Science Education, Geography, German, Health, Math Level II, Physical Education, Physical Science, Spanish, and Special Education.

Although students are not required to take the Praxis Principles of Learning and Teaching Test (PLT) until they have received their Level 1 teaching license, USU strongly encourages students to take the exam prior to graduation to enhance their marketability with school districts. Eight-four (84) students attempted the PLT and 83 passed the exam, resulting in a 99% pass rate.

Placement of Program Graduates. The job placement rate of program graduates continues to be of interest to the Council. In 2009 a total of 536 graduates were recommended to the Utah State Office of Education for initial licensing in new concentration areas. Three hundred eighty-eight students (72%) responded to our placement survey. Of these, 337 (87%) were employed in Utah and 16 (4%) accepted teaching contracts out-of-state. These percentages represent an 88 percent placement rate for those seeking teaching positions (see Table 8). The 2009 placement rate is higher than the rate achieved in 2008 which was 82 percent. Some teaching majors have a much higher placement rate than others, and students seeking admission into the pre-service teacher preparation program should be informed that the probability for employment in some majors may not be as favorable as in other teaching areas. Placement rates

for each major ranged from 67% to 100%. The following majors had placement rates less than 75%: Business, Family Consumer Science Education, and Social Studies.

Additional statistics are as follows: eight (2.1%) were still seeking a teaching position; twenty-one (5.4%) were not seeking a teaching position; six (1.6%) had secured other employment, and three (.78%) were continuing their education.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the University Council on Teacher Education and the status of the Teacher Education Program for the 2008-2009 academic year. The Council's primary activities during this period have been directed at maintaining a quality program.

The membership of the Council is cognizant of the need for improving the quality of education offered by our public, private, and charter schools. This need, as a minimum, requires the preparation of highly motivated, well-trained professionally competent teachers. In response to this challenge, the University Council on Teacher Education will continue with its efforts to provide leadership, service, and control for the Teacher Education Program at Utah State University. The intent is to maintain a high quality pre-service teacher preparation program that will attract the "best and brightest" potential teachers. 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 MEMBERSHIP
2008-09 through 2010-2011**

College and Number	Department or Area	2007-08	2008-09	2009-10
Dean, CEHS (1)	Chairman			Carol Strong
Associate Dean, CEHS (1)				Francine Johnson
Administration (1)	Vice Provost			
Agriculture (1)	Ag. Education			Rudy Tarpley
	Family, Consumer Sci			Lindsey Shirley
Education (7)	Teacher Education and Leadership			Parker Fawson Martha Whitaker
	Inst Tech		Sheri Haderlie	
	Com Dis & Deaf Education			Dee Child (Beth Foley)
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Dennis Dolny
	Psychology			Donna Gilbertson
Engineering (1)	ETE		Gary Stewardson	
Humanities, Arts & Social Sciences (3)	English		Steve Shively	
	Fine Arts			Carolyn Cardenas
	Theater Arts	Robbin Black		
Natural Resources (1)	Geography		Ted Alsop	
Science (2)	Mathematics		Brynja Kohler (Jim Cangelosi)	
	Biology			Richard Mueller
State Department of Public Instruction (1)	Teacher Personnel			Linda Alder
University (1)	Educ. Policy Com.		Scott Hunsaker	
UEA (1)	Public Schools			Kimilee Campbell
Society of Supts. (1)	Superintendents		Marshall Garrett	
ASUSU (1)	ASUSU	Jonathan Kidd		

TABLE 1

A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION PROGRAM, 2006-07 AND 2007-2008, BY TEACHING MAJOR

MAJOR	2007-08	2008-09	DIFFERENCE
Communicative Disorders (SLP)*	47	5	-42
Early Childhood	6	7	1
Elementary Education (1-8)	137	114	-23
Elementary Education (K-6)	2	20	18
Dual, Elem Educ & Early Child	45	23	-22
Dual, Elem Educ & Com Dis	0	0	0
Dual, Elem Edu & Deaf Educ	5	2	-3
Dual, Elem Educ & Spec Educ	10	17	7
Dual, Spec Educ & Early Child	1	0	-1
Special Education	36	30	-6
Secondary Education Majors			
Chemistry	0	1	1
English	21	28	7
Geography	1	1	0
Health Education	11	3	-8
History	23	20	-3
Languages	4	14	10
Mathematics	4	10	6
P.E.	8	9	1
Physics	1	0	-1
Political Science	0	0	0
Psychology	1	2	1
Sociology	0	0	0
Theatre Arts	4	2	-2

TABLE 1 (cont.)

MAJOR	2007-08	2008-09	DIFFERENCE
Composite Majors			
Agricultural Education	7	21	14
Art Education	12	4	-8
Biological Science	5	1	-4
Business Education	3	1	-2
Earth Science	0	1	1
Engineering Technology Educ (ETE-TIED)	2	2	0
Family & Consumer Sciences Education	20	27	7
Marketing Education	n/a	n/a	n/a
Mathematics/Statistics	20	22	2
Music	7	19	12
Physical Science	4	5	1
Social Studies	1	9	8
Teacher Education TOTAL	448	420	-28
Post Bachelors Licensing Program			
Administrative Supervisory Certificate	50	29	-21
Alternative Secondary Education	16	0	-16
Alternative Special Education	52	87	35
Early Childhood Endorsement	2	2	0
English as a Second Language Endorsement	27	24	-3
Gifted & Talented Endorsement	60	48	-12
Reading Endorsement	21	2	-19
Library Media Certificate	16	12	-4
School Counseling	54	18	-36

TABLE 1 (cont.)

MAJOR	2007-08	2008-09	DIFFERENCE
Post BS TOTAL	282	222	-57
Grand TOTAL	727	642	-85

* Graduate Teacher Education Program

TABLE 2

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY
ADMISSION CRITERIA
2008-2009**

CATEGORY	NUMBER OF STUDENTS ADMITTED			
	2007-2008	% of Total	2008-2009	% of Total
ACT Scores \geq 21 in <u>ALL</u> four areas	167	32%	140	33%
ACT Scores \geq 21 in at least one area	117	23%	119	28%
ACT Scores $<$ 21 in <u>ALL</u> four areas	4	.5%	5	.5%
BS Degree (GPA of \geq 2.75 on last 45 credits)	34	1%	9	1%
No ACT Score available	197	38%	147	35%
TOTAL	519		420	

TABLE 3

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION
BY TEST AREA
2007- 2008 AND 2008-2009**

ACT TEST AREA	NUMBER OF STUDENTS ADMITTED			
	2007-2008		20087-2009	
	ACT \geq 21	ACT <21	ACT \geq 21	ACT <21
English	147 (51%)	32 (11%)	213 (81%)	43 (16%)
Mathematics	124 (43%)	55 (19%)	184 (70%)	70 (70%)
Social Sciences	159 (55%)	21 (7%)	220 (83%)	30 (11%)
Natural Sciences	140 (140%)	36 (13%)	215 (81%)	36 (14%)
	N=288		N=264	

TABLE 4

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY
ADMISSION CRITERIA, BY MAJOR
SEPTEMBER 1, 2008 - AUGUST 31, 2009**

Teaching Major	Total # of Students Admitted	# students with ACT scores \geq 21 in at least one area	# of students with ACT scores < 21 in all areas	# students with B.S. degree	# of students with no ACT scores
Agricultural Education	21	14	0	1	7
Art Education	4	1	0	0	3
Biological Science	1	0	0	0	1
Business Education	1	1	0	1	0
Chemistry	1	1	0	0	0
Communicative Disorders	5	1	0	0	4
Early Childhood	7	6	0	0	1
Earth Science	1	0	0	0	1
Elem Education (1-8)	114	109	0	2	5
Elem Education (K-6)	20	19	0	0	1
Engineering Technology Educ (TIED)	2	0	0	0	2
English	28	4	0	0	24
Dual, El Ed & ECH	23	22	1	0	0
Dual, El Ed & ComD	0	0	0	0	0
Dual, El Ed & Deaf Educ	2	2	0	1	0
Dual, El Ed & Spec Educ	17	15	0	0	2
Dual, Spec Ed & Early Child	0	0	0	0	0
FCSE	27	6	0	0	21
Geography	1	1	0	0	0
Health Education	3	0	0	0	3

Teaching Major	Total # of Students Admitted	# students with ACT scores \geq 21 in at least one area	# of students with ACT scores < 21 in all areas	# students with B.S. degree	# of students with no ACT scores
History	20	5	0	0	15
Languages	14	3	0	0	11
Marketing Education	n/a	n/a	n/a	n/a	n/a
Math	10	6	0	0	4
Math/Stat	22	12	0	0	10
Music	19	13	0	0	6
Physical Education	9	1	0	0	8
Physical Science	5	2	0	0	3
Physics	0	0	0	0	0
Political Science	0	0	0	0	0
Psychology	2	1	0	0	1
Social Studies	9	4	0	0	5
Sociology	0	0	0	0	0
Special Education	30	18	3	3	9
Theatre Arts	2	0	0	0	2
TOTAL	420	267	4	9	149

*does not include Alternative Secondary Education, Reading Endorsement, School Counseling

TABLE 5

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,
CUMULATIVE GPA BY MAJOR, AT THE TIME OF ADMISSION INTO THE TEACHER
EDUCATION PROGRAM
SEPTEMBER 2008 THROUGH AUGUST 2009**

Teaching Major	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	21	14	7	1	24.38	3.42	3.21
Art Education	4	1	3	0	20.75	3.53	3.71
Biological Science	1	0	1	0	n/a	3.3	3.3
Business Education	1	1	0	1	26	3.3	3.3
Chemistry	1	1	0	0	31.5	3.87	3.87
Communicative Disorders	5	1	4	0	20	3.3	3.3
Early Childhood Education	7	6	1	0	26	3.8	3.77
Earth Science	1	0	1	0	n/a	3.06	2.59
Elem Education (1-8)	114	109	5	2	24.11	3.52	3.49
Elem Education (K-6)	20	19	1	0	25.11	3.53	3.46
Engineering Tech Ed (ETE)	2	0	2	0	n/a	3.17	2.73
English	28	4	24	0	23.25	3.59	3.53
Dual, El Ed & ECH	23	23	0	0	24.63	3.64	3.55
Dual, El Ed & ComD	0	0	0	0	n/a	n/a	n/a
Dual, El Ed & Deaf Educ	2	2	0	0	23	3.6	3.74
Dual, El Ed & Spec Educ	17	15	2	1	24.08	3.49	3.54
Dual, Spec Educ & EC	0	0	0	0	n/a	n/a	n/a
FCSE	27	6	21	0	25.9	3.41	3.44

Teaching Major	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Geography	1	1	0	0	26	3.8	3.8
Health Education	3	0	3	0	n/a	3.17	3.06
History	20	5	15	0	22.2	3.31	3.31
Languages	14	3	11	0	25	3.49	3.45
Marketing Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Math	10	6	4	0	27.5	3.59	3.8
Math/Stat	22	12	10	0	24.52	3.53	3.43
Music	19	13	6	0	25.79	3.61	3.63
Physical Education	9	1	8	0	29.75	3.26	3.12
Physical Science	5	2	3	0	29.63	3.13	3.29
Physics	0	0	0	0	n/a	n/a	n/a
Political Science	0	0	0	0	n/a	n/a	n/a
Psychology	2	1	1	0	28	3.82	3.65
Social Studies	9	4	5	0	23.81	3.5	3.27
Sociology	0	0	0	0	n/a	n/a	n/a
Special Education	30	21	9	3	22.63	3.25	3.24
Theatre Arts	2	0	2	0	n/a	3.1	3.5
TOTAL	420	271	149	9	25.34	3.45	3.42

TABLE 6
TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR TEACHER LICENSING
2002-2009

	2002	2003	2004	2005	2006	2007	2008	2009
Dual	33	25	29	34	34	34	44	44
Early Childhood	10	12	9	8	3	5	6	0
Elementary	162	187	175	163	151	172	156	149
Elementary K-6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Secondary	125	109	147	125	92	111	143	113
Ungraded	83	88	43	134	143	127	131	57
Art	4	5	2	8	3	6	3	3
ComD	16	19	28	14	11	16	26	23
HPER	n/a	24	21	24	24	8	22	16
Lib Media	23	8	17	17	13	6	22	11
Music	10	17	11	13	4	11	9	9
School Counseling	51	27	29	31	32	19	53	18
School Psychology	5	2	4	4	3	4	5	2
Special Education	81	109	93	119	92	123	113	120
TOTAL	603 (452)	632 (490)	608 (456)	694 (544)	605 (468)	642 (475)	733 (548)	565 (466)

*Numbers in parenthesis indicate the number of **first** certificates for that year.

Table 7

**PRAXIS RESULTS OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR INITIAL LICENSING
2008-2013**

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Administrative/ Supervisory Certificate	0410-Educational Leadership & Supervision	#690	4	#	19	18 (95%)						
Ag Education	0700-Agriculture	#580	12	#	3	#						
Art Education	0133- Art: Content Knowledge	#170	4	#	3	#						
Biology	0235- Biology: Content Knowledge	149	8	8 (100%)	8	8 (100%)						
Business Education Bis Comp & Info Sys	0100-Business Education	#650	3	3 (100%)	5	5 (100%)						
Chemistry	0245-Chemistry: Content Knowledge	151	5	4 (80%)	7	6 (86%)						
Deaf Education	0271-Educ of Deaf & Hard of Hearing Students	#173	0	0	n/a	n/a						
Dual: Early Childhood//Deaf Education	0014-Elementary Educ: Content Knowledge	150	0	0	0	0						
Dual: Early Childhood/ Elementary Education	0014-Elementary Educ: Content Knowledge	150	9	7 (78%)	24	22 (92%)						
Dual: Elementary/Deaf Education	0014-Elementary Educ: Content Knowledge	150	3	3 (100%)	6	6 (100%)						
Dual: Elementary/Special Education	0014-Elementary Educ: Content Knowledge	150	8	8 (100%)	16	15 (94%)						
Early Childhood	0014-Elementary Educ: Content Knowledge	150	2	2 (100%)	0	n/a						
Earth Science	0571- Earth Sci: Content Knowledge	153	1	1 (100%)	2	2 (100%)						

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Economics	0910- Economics	560	0	0	0	0						
Elementary Education	0014-Elementary Educ: Content Knowledge	150	125	109 (86%)	149	140 (94%)						
Engineering & Technology Education	0050-Technology Education	600	5	5 (100%)	7	7 (100%)						
English	0041-English Lang: Literature & Composition: Content Knowledge	168	27	20 (74%)	22	16 (73%)						
Family & Consumer Science	0120-Family & Consumer Sciences	#640	18	#	11	11 (100%)						
French	0173-French: Content Knowledge	161	1	1 (100%)	0	0						
Geography	0920-: Geography	#680	6	5 (83%)	2	2 (100%)						
German	0181-German: Content Knowledge	153	1	1 (100%)	1	1 (100%)						
Health Education	0550-Health Educ	670	16	16 (100%)	8	8 (100%)						
History	0941- World & US History: Content Knowledge	156	44	23 (52%)	19	12 (63%)						
Integrated Science	0435-General Sci: Content Knowledge	166	0	0	0	0						
Latin	0600-Latin	610	2	1 (50%)	0	0						
Marketing Education	0100-Business Educ	#650	3	3 (100%)	n/a	n/a						
Math Level II Endorsement	0069-Middle School Mathematics	145	10	10 (100%)	15	15 (100%)						
Mathematics/ Math/Stats	0061-Mathematics: Content Knowledge	138	42	31 (74%)	21	20 (95%)						
Music	0113-Music Content Knowledge	#165	4	4 (100%)	9	#						
Physical Education/ PE/Coaching	0091- Physical Ed: Content Knowledge	152	8	8 (100%)	9	9 (100%)						

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Physical Science	0070-Chemistry, Physics, General Sci	570	0	0	0	0						
Physical Science	0481-Physical Sci: Content Knowledge	#640	2	#	1	1 (100%)						
Physics	0265- Physics: Content Knowledge	136	4	3 (75%)	4	3 (75%)						
Political Science	0930-Government/ Political Sci	#710	6	#	2	#						
Psychology	0390- Psychology	#670	6	#	1	#						
Sch Counseling	0420-Sch Guidance & Counseling	#660	1	#	18	#						
Sch Psychology	0401- School Psychologist	#700	2	2 (100%)	2	#						
Social Studies	0081-Social Studies: Content Knowledge	159	8	7 (86%)	6	5 (83%)						
Sociology	0950-Sociology	#670	1	1 (100%)	0	0						
Speech	0220-Speech Communication	#660	1	#	0	0						
Spanish	0191-Spanish: Content Knowledge	161	3	3 (100%)	13	13 (100%)						
Special Education	0014-Elementary Educ: Content Knowledge	150	22	22 (100%)	41	38 (93%)						
Special Education	0353-Educ of Exceptional Students: Core Content Knowledge	155	13	13 (100%)	22	22 (100%)						
Special Education	0511-Fundamental Subjects: Content Knowledge	150	25	24 (96%)	38	37 (97%)						
Special Education	0069-Middle School Math	145	3	3 (100%)	2	2 (100%)						
Special Education	0049-Middle School English/Language Arts	155	1	1 (100%)	1	1 (100%)						

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Theatre	0640-Theatre	#700	3	#	3	#						
		TOTAL	472	3 52* (85%)	520	485* (93.3%)						

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2008		2009		2010		2011		2012		2013	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Principles of Teaching & Learning: Early Childhood	0521	160	8	7 (86%)	0	0								
Principles of Teaching & Learning: Grades K-6	0522	160	111	104 (94%)	33	32 (97%)								
Principles of Teaching & Learning: Grades 5-9	0523	160	11	9 (81%)	3	3 (100%)								
Principles of Teaching & Learning: Grades 7-12	0524	160	69	66 (96%)	48	48 (100%)								
		TOTAL:	199	186 (93%)	84	83 (99%)								

- No Utah cut-off score established

* - Percent does not include tests with no cut-off score

TABLE 8

**PLACEMENT OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR INITIAL LICENSING FOR THE PERIOD
SEPTEMBER 1, 2008 THROUGH AUGUST 31, 2009**

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Ad/Supervisory	28	27	22	0	0	0	5	0	81%	100%
Ag Ed	3	3	3	0	0	0	0	0	100%	100%
Art Ed	3	2	2	0	0	0	0	0	100%	100%
Biological Science	8	6	6	0	0	0	0	0	100%	100%
Business	4	3	0	1	0	0	0	0	75%	75%
Chemistry	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Com Dis	23	16	16	0	0	0	0	0	100%	100%
Earth Science	2	2	1	0	0	0	0	1	50%	100%
All Dual Majors	44	35	29	5	0	0	1	0	97%	100%
Early Childhood	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Elem Educ (1-8)	149	103	88	7	1	3	4	0	92%	96%
Elem Edu (K-6)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
English	18	10	9	0	0	1	0	0	90%	90%
ETE/ITE/TIED	7	5	4	0	1	0	0	0	80%	80%
FCSE	11	7	5	0	1	1	0	0	71%	71%
Geography	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Health Education	7	3	1	1	0	0	0	1	67%	100%
History	19	10	8	0	2	0	0	0	89%	89%
Marketing Ed	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mod Languages	8	4	3	0	0	0	1	0	75%	100%
Math	21	17	14	2	0	0	0	1	94%	100%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Music Ed	9	5	2	1	0	0	2	0	60%	100%
PE	9	3	3	0	0	0	0	0	100%	100%
Physical Science	1	1	1	0	0	0	0	0	100%	100%
Physics	1	1	1	0	0	0	0	0	100%	100%
Psychology	1	1	1	0	0	0	0	0	100%	100%
Political Science	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Psychology	2	2	2	0	0	0	0	0	100%	100%
Social Studies	5	3	2	0	0	1	0	0	67%	67%
Special Education	33	25	21	0	0	2	2	0	84%	91%
Special Education Alternative	87	79	79	0	0	0	0	0	100%	100%
Speech/Theater	3	3	3	0	0	0	0	0	100%	100%
Library Media	11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Counselor	18	11	8	0	0	0	3	0	73%	100%
TOTALS	536	388	337	16	6	8	18	3	88%	98%

NOTES: Percent (Column 10) = $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3}}$

Percent (Column 11) = $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3} - \text{Column 8} - \text{Column 9}}$

- No data available

*graduate may be teaching in major or minor content area

SCHOLARSHIP YEAR END REPORT FOR 2008-09

Undergraduate scholarships are reported by college. There are 13 types of undergraduate waivers, awarded by the Admissions office according to legislative mandates and university policy.

College and departmental awards are awarded at the college/departmental level from college cash accounts or endowments.

Cash from outside sources is not awarded by the university, but is generally given to students chosen by employers and other outside donors.

The graduate and athletic scholarships are reported on the second page of this report.

COLLEGE OF AGRICULTURE - undergraduate	# of Recipients	\$AMOUNT	Change from 2007/08, Students	Change from 2007/08, Amount
University In-State Tuition (10% Waivers)	89	\$ 239,827	11%	7%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	80	\$ 546,435	11%	24%
Other Admissions Scholarships	150	\$ 341,353	-11%	-12%
Departmental Scholarships	186	\$ 292,164	-1%	-1%
Other USU Scholarships	41	\$ 152,693	24%	141%
Cash from Outside Sources	79	\$ 181,478	-1%	20%
<i>Total Unduplicated Recipients</i>	*461	\$ 1,753,949	2%	12%

HUNTSMAN SCHOOL OF BUSINESS - undergrad	# of Recipients	\$AMOUNT	Change from 2007/08, Students	Change from 2007/08, Amount
University In-State Tuition (10% Waivers)	251	\$ 852,083	34%	70%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	63	\$ 498,055	26%	72%
Other Admissions Scholarships	244	\$ 436,217	-23%	-42%
Departmental Scholarships	200	\$ 515,481	13%	41%
Other USU Scholarships	562	\$ 937,478	105%	28%
Cash from Outside Sources	92	\$ 205,941	8%	-3%
<i>Total Unduplicated Recipients</i>	*1054	\$ 3,445,256	38%	21%

EEJ COLLEGE OF EDUCATION AND HUMAN SERVICES - undergraduate	# of Recipients	\$AMOUNT	Change from 2007/08, Students	Change from 2007/08, Amount
University In-State Tuition (10% Waivers)	268	\$ 670,733	22%	23%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	181	\$ 1,303,364	3%	25%
Other Admissions Scholarships	473	\$ 1,032,863	-17%	-18%
Departmental Scholarships	258	\$ 627,881	15%	7%
Other USU Scholarships	123	\$ 144,836	-18%	-3%
Cash from Outside Sources	254	\$ 461,298	-8%	-8%
<i>Total Unduplicated Recipients</i>	*1176	\$ 4,240,975	-7%	4%

COLLEGE OF ENGINEERING - undergraduate	# of Recipients	\$AMOUNT	Change from 2007/08, Students	Change from 2007/08, Amount
University In-State Tuition (10% Waivers)	281	\$ 787,660	7%	10%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	133	\$ 964,945	6%	28%
Other Admissions Scholarships	305	\$ 590,397	-9%	-32%
Departmental Scholarships	304	\$ 362,774	-3%	21%
Other USU Scholarships	168	\$ 1,418,975	12%	9%
Cash from Outside Sources	115	\$ 273,053	6%	15%
<i>Total Unduplicated Recipients</i>	*865	\$ 4,397,804	2%	5%

COLLEGE OF HASS - undergraduate	# of Recipients	\$AMOUNT	Change from 2007/08, Students	Change from 2007/08, Amount
University In-State Tuition (10% Waivers)	458	\$ 1,196,497	8%	15%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	223	\$ 1,577,337	23%	48%
Other Admissions Scholarships	621	\$ 1,293,754	-11%	-16%
Departmental Scholarships	297	\$ 455,308	-4%	2%
Other USU Scholarships	196	\$ 368,465	8%	-6%
Cash from Outside Sources	244	\$ 521,525	19%	40%
<i>Total Unduplicated Recipients</i>	*1463	\$ 5,412,886	3%	11%

COLLEGE OF NATURAL RESOURCES - undergrad	# of Recipients	\$AMOUNT	Change from 2007/08, Students	Change from 2007/08, Amount
University In-State Tuition (10% Waivers)	25	\$ 64,658	79%	78%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	15	\$ 101,921	25%	50%
Other Admissions Scholarships	37	\$ 70,245	42%	8%
Departmental Scholarships	55	\$ 157,216	12%	17%
Other USU Scholarships	31	\$ 26,269	24%	17%
Cash from Outside Sources	19	\$ 54,216	19%	26%
Total Unduplicated Recipients	*125	\$ 474,525	18%	29%

COLLEGE OF SCIENCE - undergraduate	# of Recipients	\$AMOUNT	Change from 2007/08, Students	Change from 2007/08, Amount
University In-State Tuition (10% Waivers)	208	\$ 562,445	5%	3%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	128	\$ 983,969	17%	49%
Other Admissions Scholarships	317	\$ 636,227	0%	-13%
Departmental Scholarships	111	\$ 214,186	73%	77%
Other USU Scholarships	127	\$ 498,412	5%	10%
Cash from Outside Sources	124	\$ 217,489	5%	-9%
Total Unduplicated Recipients	*700	\$ 3,112,728	0%	13%

TRANSITION MAJORS** - undergraduate	# of Recipients	\$AMOUNT	Change from 2007/08, Students	Change from 2007/08, Amount
University In-State Tuition (10% Waivers)	158	\$ 393,318	8%	18%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	221	\$ 1,446,011	73%	23%
Other Admissions Scholarships	350	\$ 617,648	16%	0%
Departmental Scholarships	36	\$ 57,749	-	-
Other USU Scholarships	270	\$ 502,234	-64%	-31%
Cash from Outside Sources	172	\$ 355,954	225%	41%
Total Unduplicated Recipients	*950	\$ 3,372,913	-31%	9%

* Indicates the total unique number of students in each college that received an award.

LEGEND FOR 2008-2009 SCHOLARSHIP REPORT:

- ♦ 10% Legislative approval for 10% of in-state tuition to be awarded to students
- ♦ ISU/USU, 100 Mile Radius, Western Undergraduate Exchange, SB170 & HB75 \$4,253.13 (ISU), \$2,126.57 (100) and \$3,295.18 (WUES) per semester respectively.
- ♦ Other Admissions Scholarships include waivers that are not 10%, and cash.
- ♦ Departmental Scholarship – Funded by endowments or contracts set up by departments
- ♦ Other USU Scholarships - Includes Student Support Services, Auxillaries, Special Programs and Categories and other scholarships that are not categorized as Admissions or Departmental.
- ♦ # of Recipients - A student may be listed in more than one category due to multiple awards.
- ♦ **Transition Majors include Continuing Education and Unclassified Students.

TOTAL FOR EACH ACCOUNT PLUS GRADUATES AND ATHLETES	# of Recipients	\$AMOUNT	% Difference from 2007/08 for # of Recipients	% Difference from 2007/08 for \$AMOUNT
University In-State Tuition (10% Waivers)	1738	\$ 4,767,221	13.52%	20.91%
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	1044	\$ 7,422,037	22.39%	35.06%
Other Admissions Scholarships	2497	\$ 5,018,704	-8.53%	-19.43%
Departmental Scholarships	1447	\$ 2,625,011	9.46%	16.68%
Other USU Scholarships	1518	\$ 4,049,361	-9.86%	5.29%
Cash from Outside Sources	1099	\$ 2,270,954	16.54%	13.02%
Graduate Students	1039	\$ 4,872,466	-2.99%	-10.61%
Athletes	309	\$ 2,633,719	-5.50%	8.38%

Grand Total *****8142 \$ 33,659,473** **1.18%** **6.34%**

***Indicates the total unduplicated amount of students (including students receiving graduate and athletic awards).