

A0. Respondent Information (Not for Publication)

First Name	<input type="text"/>
Last Name	<input type="text"/>
Title	<input type="text" value="Reporting Manager"/>
Office	<input type="text" value="University Analytics and Institutional Reporting"/>
Address	<input type="text" value="201 President's Circle, Room 110"/> <input type="text"/> <input type="text"/>
City	<input type="text" value="Salt Lake City"/>
State	<input type="text" value="Utah"/> <input type="button" value="v"/>
Zip	<input type="text" value="84112"/>
Country	<input type="text" value="United States"/>
Phone Number	<input type="text" value="801-585-5731"/>
E-mail Address	<input type="text" value="surveys@obia.utah.edu"/>

Are your responses to the CDS posted for reference on your institution's Web site?

Yes

No

If yes, please provide the URL of the corresponding Web page

A0A. We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

A1. Address Information

Name of College/University	University of Utah		
Street Address	201 Presidents Circle		
City	Salt Lake City		
State	Utah		
Zip	84112		
Country	United States		
Main Institution Phone Number	801	581	7200
	<small>Area Code</small>	<small>Phone Number</small>	<small>Extension</small>
Main Institution Website	www.utah.edu		
Main Institution E-mail			

Please enter Admissions Office information below:

Street Address (if different)	201 S 1460 E		
	Room 250 S		
City	Salt Lake City		
State	Utah		
Zip	84112		
Country	United States		
Admissions Phone Number	801	581	8761
	<small>Area Code</small>	<small>Phone Number</small>	<small>Extension</small>
Admissions Toll-Free Phone Number	800	685	8856
	<small>Area Code</small>	<small>Phone Number</small>	<small>Extension</small>
Admissions E-mail Address	admissions@utah.edu		

If there is a separate URL for your school's online application, please specify:

<https://admissions.utah.edu/apply/>

If you have a mailing address other than the one listed above to which applications should be sent, please provide:

A2. Source of institutional control (select one only)

- Public
- Private (nonprofit)
- Proprietary

A3. Classify your undergraduate institution

- Coeducational college
- Men's college
- Women's college

A4. Academic year calendar

- | | |
|---|--|
| <input checked="" type="radio"/> Semester | <input type="radio"/> Continuous |
| <input type="radio"/> Quarter | <input type="radio"/> Differs by program (describe): |
| <input type="radio"/> Trimester | <input type="text"/> |
| <input type="radio"/> 4-1-4 | <input type="radio"/> Other (describe): |
| | <input type="text"/> |

A5. Degrees offered by your institution

- | | |
|---|--|
| <input checked="" type="checkbox"/> Certificate | <input checked="" type="checkbox"/> Post-bachelor's certificate |
| <input type="checkbox"/> Diploma | <input checked="" type="checkbox"/> Master's |
| <input type="checkbox"/> Associate | <input type="checkbox"/> Post-master's certificate |
| <input type="checkbox"/> Transfer Associate | <input checked="" type="checkbox"/> Doctoral degree research/scholarship |
| <input type="checkbox"/> Terminal Associate | <input checked="" type="checkbox"/> Doctoral degree -- professional practice |
| <input checked="" type="checkbox"/> Bachelor's | <input type="checkbox"/> Doctoral degree -- other |

A6. Diversity, Equity, and Inclusion

If you have a diversity, equity, and inclusion office or department, please provide the URL of the corresponding Web page:

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, 2024**.

- ✓ Note: Report students formerly designated as “first professional” in the graduate cells.
- ✓ For information on reporting study abroad students please see: https://nces.ed.gov/ipeds/pdf/Reporting_Study_Aboard_Students.pdf
- ✓ If your institution collects and reports non-binary gender data, please use the “Another Gender” category.
- ✓ In cases where gender information is not provided, please distribute across the two-binary categories.
- ✓ Dual Enrollment: If your institution enrolls high school students in college courses for credit either within a dual enrollment program or outside of a dual enrollment program, you may report the unduplicated count as part of the full- or part-time “All other undergraduates” section.

	FULL-TIME				PART-TIME			
	Men	Women	Another Gender	Unknown	Men	Women	Another Gender	Unknown
Undergraduate Students	Undergraduate Students							
Degree-seeking, first-time, first-year students	2967	2891			72	71		
Other first-year, degree-seeking students	614	489			95	95		
All other degree-seeking undergraduate students	8794	7914			1643	1619		
Total degree-seeking undergraduate students	12375	11294	0	0	1810	1785	0	0
All other undergraduates enrolled in credit courses	49	45			335	371		
Total Undergraduate Students	12424	11339	0	0	2145	2156	0	0
Graduate Students	Graduate Students							
Degree-seeking, first-time	1189	1195			105	78		
All other degree-seeking	2113	2376			899	735		
All other graduates enrolled in credit courses	14	31			42	53		
Total Graduate Students	3316	3602	0	0	1046	866	0	0
Total All Students	15740	14941	0	0	3191	3022	0	0

Total All Undergraduates

28064

Total All Graduate Students

8830

Grand Total All Students

36894

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, 2024**.

- ✓ Include international students only in the category "Nonresidents."
- ✓ Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.
- ✓ Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."
- ✓ New guidance from IPEDS for reporting aggregate data:

Racial/ethnic destinations are requested only for United States citizens, residents, and other eligible non-citizens.

Eligible non-citizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not an F-1 non-immigrant student visa at the time of high school graduation.

More information about other eligible (for financial aid purposes) non-citizens is available at <https://studentaid.gov/understandaid/eligibility/requirements/non-us-citizens>.

Nonresident – A person who is not a citizen or national of the United States and who is in this country on a student visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category.

NOTE – Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories or in race/ethnicity unknown.

NOTE – Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories or in race/ethnicity unknown. Dual Enrollment: If your institution enrolls high school students in college courses for credit either within a dual enrollment program or outside of a dual enrollment program, you may report the unduplicated count as part of the non-degree-seeking students included in the "Total Undergraduates (both degree & non-degree-seeking)" section.

Racial/Ethnic Category	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresidents	213	1484	1591
Hispanic/Latino	810	3812	3859
Black or African American, non-Hispanic	65	331	343
White, non-Hispanic	3998	17343	17685
American Indian or Alaska Native, non-Hispanic	34	116	120
Asian, non-Hispanic	313	1622	1663
Native Hawaiian or other Pacific Islander, non-Hispanic	27	101	103
Two or more races, non-Hispanic	377	1665	1703
Race and/or ethnicity unknown	164	790	997
Total	6001	27264	28064

B3. PersistenceNumber of degrees awarded by your institution from July 1, 2023, to June 30, 2024.

AWARD TYPE	# AWARDED
Certificate/diploma:	262
Associate degrees:	
Bachelor's degrees:	5678
Post-bachelor's certificates:	361
Master's degrees:	2370
Post-master's certificates:	
Doctoral degrees – research/scholarship:	366
Doctoral degrees – professional practice:	451
Doctoral degrees – other:	

B4-B21: 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 Forms and Instructions for the 2024-2025 Survey. <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2017 and Fall 2018 cohorts (formerly CDS B4-B11) into four groups:

- Students who received a Federal Pell Grant*
 - Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
 - Students who did not receive either a Pell Grant or a subsidized Stafford Loan
 - Total (all students, regardless of Pell Grant or subsidized loan status)
- * Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For each graduation rate grid below, the numbers in the first three columns for Questions A-G should sum to the cohort total in the fourth column (formerly CDS B4-B11).

For Bachelor's or Equivalent Programs

Please provide data for the **Fall 2018** cohort if available. If **Fall 2018** cohort data are not available, provide data for the **Fall 2017** cohort.

Fall 2018 Cohort

		Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	Initial 2018 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	795	407	2785	3987
B	Of the initial 2018 cohort, how many did not persist and did not graduate for the following reasons: <ul style="list-style-type: none"> • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions 	35	22	110	167
C	Final 2018 cohort, after adjusting for allowable exclusions	760	385	2675	3820
D	Of the initial 2018 cohort, how many completed the program in four years or less (by Aug. 31, 2022)	238	127	1036	1401

Common Data Set 2024-2025

		Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
E	Of the initial 2018 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2022 and by Aug. 31, 2023)	141	73	579	793
F	Of the initial 2018 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2023 and by Aug. 31, 2024)	60	29	202	291
G	Total graduating within six years (sum of lines D, E, and F)	439	229	1817	2485
H	Six-year graduation rate for 2018 cohort (G divided by C)	58.00	59.00	68.00	65.00

Fall 2017 Cohort

		Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	Initial 2017 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	866	419	2568	3853
B	Of the initial 2017 cohort, how many did not persist and did not graduate for the following reasons: <ul style="list-style-type: none"> • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions 	33	11	113	157
C	Final 2017 cohort, after adjusting for allowable exclusions	833	408	2455	3696
D	Of the initial 2017 cohort, how many completed the program in four years or less (by Aug. 31, 2021)	223	116	928	1267
E	Of the initial 2017 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2021 and by Aug. 31, 2022)	161	70	547	778
F	Of the initial 2017 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2022 and by Aug. 31, 2023)	74	27	215	316
G	Total graduating within six years (sum of lines D, E, and F)	458	213	1690	2361
H	Six-year graduation rate for 2017 cohort (G divided by C)	55.00	52.00	69.00	64.00

For Two-Year Institutions

Please provide data for the **2021** cohort if available. If **2021** cohort data are not available, provide data for the **2020** cohort.

		2021 Cohort	2020 Cohort
B12	Initial cohort, total of first-time, full-time degree/certificate-seeking students:		
B13	Of the initial cohort, how many did not persist and did not graduate for the following reasons: <ul style="list-style-type: none"> • Death • Permanently Disability • Service in the armed forces, • Foreign aid service of the federal government • Official church missions • Report total allowable exclusions 		
B14	Final cohort, after adjusting for allowable exclusions:		
B15	Completers of programs of less than two years duration (total):		
B16	Completers of programs of less than two years within 150 percent of normal time:		
B17	Completers of programs of at least two but less than four years (total):		
B18	Completers of programs of at least two but less than four-years within 150 percent of normal time:		
B19	Total transfers-out (within three years) to other institutions:		
B20	Total transfers to two-year institutions:		
B21	Total transfers to four-year institutions:		

B22. Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2023 (or the preceding summer term).

- ✓ The initial cohort may be adjusted for students who departed for the following reasons:
 - * Death
 - * Permanent Disability
 - * Service in the armed forces
 - * Foreign aid service of the federal government
 - * Official church missions
 - * No other adjustments to the initial cohort should be made.

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as first-year students in Fall 2023 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2024.

Total students retained = Students from the Fall 2023 cohort who are still enrolled as of Fall 2024 + students from Fall 2023 cohort who completed their bachelor's program as of Fall 2024

(Students from the Fall 2023 cohort still enrolled as of Fall 2024 + Students from Fall 2023 cohort who completed their bachelor's program as of Fall 2024)/(Adjusted Fall 2023 cohort) *100

Note: The number of first-time students seeking a bachelor's degree (or equivalent) who attain a bachelor's degree (or equivalent) by their second fall term is expected to be zero or very small. In exceptional cases when a first-time student does satisfy all degree requirements including full credit completion (e.g., typically 120 credit hours) and is awarded a bachelor's degree (or equivalent) by their second fall term, they are to be considered "retained" for EF reporting purposes.

✓

86.00

C. FIRST-TIME, FIRST-YEAR ADMISSION

C1-C2: Applications

C1. First-time, first-year students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2024.

- ✓ 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, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).
- ✓ Admitted applicants should include wait-listed students who were subsequently offered admission.
- ✓ Since the total may include students who did not provide gender data, the detail need not sum to the total.
- ✓ If your institution collects and reports non-binary gender data, please use the “Another Gender” category.
- ✓ Note that recent high school graduates and other students without prior postsecondary experience will still be considered “first-time students” for fall enrollment reporting purposes even if they enrolled in the summer prior to fall enrollment.
- ✓ Provide numbers of students for each of the following categories as of the institution’s official fall reporting date or as of October 15, 2024.

FIRST-TIME, FIRST-YEAR STUDENT APPLICANTS	TOTAL
Total first-time, first-year men who applied	13723
Total first-time, first-year women who applied	13099
Total first-time, first-year of another gender who applied	
Total first-time, first-year of unknown gender who applied	

FIRST-TIME, FIRST-YEAR STUDENT ADMITS	TOTAL
Total first-time, first-year men who were admitted	11639
Total first-time, first-year women who were admitted	11423
Total first-time, first-year of another gender who were admitted	
Total first-time, first-year of unknown gender who were admitted	

FIRST-TIME, FIRST-YEAR STUDENT ENROLLEES	TOTAL
Total first-time, first-year men who enrolled	3039
Total first-time, first-year women who enrolled	2962
Total first-time, first-year of another gender who enrolled	
Total first-time, first-year of unknown gender who enrolled	

FIRST-TIME, FIRST-YEAR STUDENT ENROLLEES BY STATUS	TOTAL
Total full-time, first-time, first-year men who enrolled	2967
Total part-time, first-time, first-year men who enrolled	72
Total full-time, first-time, first-year women who enrolled	2891
Total part-time, first-time, first-year women who enrolled	71
Total full-time, first-time, first-year of another gender who enrolled	
Total part-time, first-time, first-year of another gender who enrolled	
Total full-time, first-time, first-year of unknown gender who enrolled	
Total part-time, first-time, first-year of unknown gender who enrolled	

If available, please provide residency breakdowns for total applicants, admits, and enrolled students: Fall 2024

FIRST-TIME, FIRST-YEAR STUDENT APPLICANTS	IN-STATE	OUT-OF-STATE	INTERNATIONAL	UNKNOWN	TOTAL
Total first-time, first-year (degree-seeking) who applied	8984	17071	767		26822
Total first-time, first-year (degree-seeking) who were admitted	7922	14429	711		23062
Total first-time, first-year (degree-seeking) enrolled	3180	2608	213		6001

C2. First time, first-year 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 Fall 2024 admissions:

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

Is your waiting list ranked? Yes No

⇒ If yes, do you release that information to students? Yes No

⇒ Do you release that information to school counselors? Yes No

C3-C5: 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		
English		
Mathematics		
Science		
Of these, units that must be lab		
Foreign language		
Social studies		
History		
Academic electives		
Computer Science		
Visual/Performing Arts		
Other (<i>specify</i>)		

C6-C7: 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?

If so, 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 general (not including programs with specific criteria) admission decisions.

	Very Important	Important	Considered	Not Considered
Academic				
Rigor of secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Application Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recommendation(s)	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
First generation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Level of applicant's interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please provide additional information if the importance of any specific academic or nonacademic factors differ by academic program.

C8: SAT and ACT Policies

C8A. Entrance exams

Does your institution make use of SAT or ACT 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 2026**.

	Required to be considered for admission	Required for some	Recommended	Not required for admission, but consider if submitted	Not considered for admission, even if submitted
SAT or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>

C8B. Has been removed from the CDS.

C8C. Has been removed from the CDS.

C8D. In addition, does your institution use applicants' test scores for academic advising?

Yes No

C8E.

Latest date by which SAT or ACT scores must be received for fall-term admission:

Month Day

4 1

C8F. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students due to differences by academic program, student academic background, or if other examinations may be considered in lieu of the SAT and ACT.)

C8G. Please indicate which tests your institution uses for placement (e.g., state tests):

SAT

ACT

AP

CLEP

Institutional Exam

State Exam (specify):

C9-C12: First-time, first-year Profile

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year students** enrolled in **Fall 2024**, including students who began studies during summer, international students/nonresident, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year students enrolled in Fall 2024 who submitted national standardized (SAT/ACT) test scores.

- ✓ Include information for **ALL enrolled, degree-seeking, first-time, first-year 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 and vice versa.
- ✓ If a student submitted multiple sets of scores for a single test, report this information according to how you use the data. For example:
 - If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
 - If you average the scores, use the average to report the scores.

	Percent	Number
Submitting SAT Scores	10.00	574
Submitting ACT Scores	38.00	2252

For each assessment listed below, report the score that represents the 25th percentile (the score that 25 percent of the first-time, first-year population scored at or below) and the 75th percentile score (the score that 25 percent scored at or above).

Assessment	25th Percentile Score	50th Percentile Score	75th Percentile Score
SAT Composite	1200	1290	1370
SAT Evidence-Based Reading and Writing	600	645	690
SAT Math	590	640	690
ACT Composite	22	26	29
ACT Math	21	25	28
ACT English	21	25	30
ACT Writing	7	8	8
ACT Science	22	25	29
ACT Reading	23	27	32

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	21.00	24.00
600-699	54.00	48.00
500-599	22.00	24.00
400-499	3.00	3.00
300-399	0.00	1.00
200-299	0.00	0.00
Total should be 100%		

Score Range	SAT Composite
1400-1600	20.00
1200-1399	56.00
1000-1199	22.00
800-999	2.00
600-799	0.00
400-599	0.00
Total should be 100%	100.00

Score Range	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	24.00	26.00	19.00	38.00	24.00
24-29	44.00	35.00	44.00	31.00	40.00
18-23	28.00	31.00	25.00	25.00	31.00
12-17	4.00	7.00	12.00	5.00	5.00
6-11	0.00	1.00	0.00	1.00	0.00
Below 6	0.00	0.00	0.00	0.00	0.00
	100%	100%	100%	100%	100%

C10. Percent of all degree-seeking, first-time, first-year 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)

Assessment	Percent
Percent in top tenth of high school graduating class	
Percent in top quarter of high school graduating class	
Percent in top half of high school graduating class	
Percent in bottom half of high school graduating class	
Percent in bottom quarter of high school graduating class	
Percent of total first-time, first-year students who submitted high school class rank:	

} Top half + bottom half = 100%.

C11. Percentage of all enrolled, degree-seeking, first-time, first-year 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.
- ✓ If you are able to report GPA ranges separately for students that also submitted at least one test score versus those who did not submit a test score, please do so in the respective columns. If you are unable to report these data, please report the ranges for all students.

Score Range	Percent (Students who submitted scores)	Percent (Students who did not submit scores)	Percent (All enrolled students)
Percent who had GPA of 4.0	16.00	6.00	10.00
Percent who had GPA between 3.75 and 3.99	45.00	31.00	38.00
Percent who had GPA between 3.50 and 3.74	21.00	28.00	25.00
Percent who had GPA between 3.25 and 3.49	11.00	23.00	18.00
Percent who had GPA between 3.00 and 3.24	5.00	9.00	7.00
Percent who had GPA between 2.50 and 2.99	2.00	2.00	2.00
Percent who had GPA between 2.0 and 2.49	0.00	1.00	0.00
Percent who had GPA between 1.0 and 1.99	0.00	0.00	0.00
Percent who had GPA below 1.0	0.00	0.00	0.00
Totals should = 100%	100.00	100.00	100.00

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

Average High School GPA	3.67
-------------------------	------

Percent of total first-time, first-year students who submitted high school GPA:

	%
Percent Submitting GPA	97.00

C13-C20: Admission Policies

C13.Application fee

✓ **If your institution has waived its application fee for the Fall 2026 admission cycle please select no.**

Does your institution have an application fee? **Yes** **No**

Amount of application fee: \$0 UT residents, \$55 Domestic, Non-UT resident, \$65 International

Can it be waived for applicants with financial need? **Yes** **No**

If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:

- Same Fee
- Free
- Reduced

Can on-line application fee be waived for applicants with financial need? Yes No

C14. Application closing date

Does your institution have an application closing date? **Yes** **No**

	Month	Day
Application closing date (fall)	4 <input type="text"/>	1 <input type="text"/>
Priority Date	12 <input type="text"/>	1 <input type="text"/>

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): Month Day
- By (date): 1 15
- Other:

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

- Must reply by (date): Month Day
- No set date
- Must reply by May 1st or within weeks if notified thereafter
- Other:

Deadline for housing deposit: Month Day
 5 3

Amount of housing deposit:

Refundable if student does not enroll?

- Yes, in full
- Yes, in part
- No

D. TRANSFER ADMISSION

D1-D2: Fall Applicants

D1. Does your institution enroll transfer students? Yes No

(If no, please 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 2024**.

✓ If your institution collects and reports non-binary gender data, please use the "Another Gender" category.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	1956	1578	788
Women	1936	1651	734
Another Gender			
Unknown			
Total	3892	3229	1522

D3-D11: 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 an entering first-year student?

Yes No

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

Number of credits	Unit Type
<input style="width: 100px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
College transcript(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay or personal statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Statement of good standing from prior institution(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

D6. If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):

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

D8. List any other application requirements specific to transfer applicants:

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
	Month	Day	Month	Day	Month	Day	Month	Day	
Fall	2	<input type="text" value="1"/>	4	<input type="text" value="1"/>	<input type="text"/>		5	<input type="text" value="1"/>	<input checked="" type="checkbox"/>
Winter									<input type="checkbox"/>
Spring			11	<input type="text" value="1"/>			12	<input type="text" value="1"/>	<input checked="" type="checkbox"/>
Summer			4	<input type="text" value="1"/>			5	<input type="text" value="1"/>	<input checked="" type="checkbox"/>

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

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

D12-D17: Transfer Credit Policies

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

Number

Unit Type

D13. Maximum number of credits or courses that may be transferred from a two-year institution:

D14. Maximum number of credits or courses that may be transferred from a four-year institution:

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

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

D17. Describe other transfer credit policies:

D18-D22: Military Service Transfer Credit Policies

D18. Does your institution accept the following military/veteran transfer credits:

	Yes	No
American Council on Education (ACE)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
College Level Examination Program (CLEP)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DANTES Subject Standardized Tests (DSST)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

D19. Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):

	Number	Unit Type
	<input type="text"/>	<input type="text"/>

D20. Maximum number of credits or courses that may be transferred based on Department of Defense supported prior learning assessments (College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST)):

	<input type="text" value="48"/>	<input type="text"/>
--	---------------------------------	----------------------

D21. Are the military/veteran credit transfer policies published on your website? Yes No

If yes, please provide the URL where the policy can be located:

D22. Describe other military/veteran transfer credit policies unique to your institution:

E. ACADEMIC OFFERINGS AND POLICIES

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Accelerated program | <input checked="" type="checkbox"/> Honors program |
| <input checked="" type="checkbox"/> Comprehensive transition and postsecondary program for students with intellectual disabilities | <input checked="" type="checkbox"/> Independent study |
| <input checked="" type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Distance learning | <input 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 (ESL) | <input checked="" type="checkbox"/> Teacher certification program |
| <input checked="" type="checkbox"/> Exchange student program (domestic) | <input checked="" type="checkbox"/> Undergraduate Research |
| <input type="checkbox"/> External degree program | <input type="checkbox"/> Weekend college |
| <input type="checkbox"/> Other (specify): <input type="text"/> | |

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 type="checkbox"/> Physical Education |
| <input type="checkbox"/> Computer literacy | <input type="checkbox"/> Intensive writing |
| <input checked="" type="checkbox"/> English (including composition) | |
| <input type="checkbox"/> Foreign languages | |
| <input checked="" type="checkbox"/> History | |
| <input checked="" type="checkbox"/> Humanities | |
| <input checked="" type="checkbox"/> Mathematics | |
| <input type="checkbox"/> Philosophy | |
| <input checked="" type="checkbox"/> Sciences (biological or physical) | |
| <input checked="" type="checkbox"/> Social science | |
| <input type="checkbox"/> Other (specify): <input type="text"/> | |

F. STUDENT LIFE

F1. Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates enrolled in Fall 2024 who fit the following categories:

	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresident from the numerator and denominator)	45.00	36.00
Percent of men who join fraternities	9.10	7.90
Percent of women who join sororities	16.80	10.90
Percent who live in college-owned, -operated, or -affiliated housing	64.00	18.00
Percent who live off campus or commute	36.00	82.00
Percent of students age 25 and older	0.00	10.00
Average age of full-time students	18.00	20.00
Average age of all students (full- and part-time)	18.00	21.00

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Campus Ministries | <input checked="" 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 checked="" 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"/> International Student Organization | <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 Officers' Training Corps)

Army ROTC is offered:

- On campus
 At cooperating institution (name):

Naval ROTC is offered:

- Marine Option
 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 residence halls | <input checked="" type="checkbox"/> Fraternity/sorority housing |
| <input checked="" type="checkbox"/> Men's residence halls | <input type="checkbox"/> Cooperative housing |
| <input checked="" type="checkbox"/> Women's residence dorms | <input checked="" type="checkbox"/> Theme housing |
| <input checked="" type="checkbox"/> Apartments for married students | <input type="checkbox"/> Wellness Housing |
| <input checked="" type="checkbox"/> Apartments for single students | <input checked="" type="checkbox"/> Living Learning Communities |
| <input checked="" type="checkbox"/> Special housing for disabled students | <input checked="" type="checkbox"/> Other housing options (specify): |
| <input type="checkbox"/> Special housing for international students | <input type="text"/> |

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for Fall 2024. 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 administrators/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 (including those with released time for research)

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, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instruction 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 Alaska 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 dentistry (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 (in architecture) and MFA (master of fine arts in art or theater).

		Full-time	Part-time	Total
A	Total number of instructional faculty	1522	783	2305
B	Total number who are members of minority groups	298	100	398
C	Total number who are women	635	402	1037
D	Total number who are men	887	381	1268
E	Total number who are nonresidents (international)	94	8	102
F	Total number with doctorate, or other terminal degree	1337	213	1550
G	Total number whose highest degree is a master's but not a terminal master's	136	187	323
H	Total number whose highest degree is a bachelor's	10	37	47
I	Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	39	346	385
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	172	98	270

I-2. Student to Faculty Ratio

Report the Fall 2024 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 2024 Student to Faculty ratio: to 1

(based on students and faculty)

I-3. 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 2024 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 2024. 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)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	379	664	560	231	107	355	145	2441

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	53	161	246	72	15	5	0	552

J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2023 and June 30, 2024

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. To determine the percentage, use majors, not headcount (e.g., students with one degree but a double major will be represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2020 Categories to Include
Agriculture				01
Natural resources and conservation			1.00	03
Architecture			1.00	04
Area, ethnic, and gender studies			1.00	05
Communication/journalism	2.00		5.00	09
Communication technologies				10
Computer and information sciences	5.00		9.00	11
Personal and culinary services				12
Education	6.00		1.00	13
Engineering	1.00		8.00	14
Engineering technologies				15
Foreign languages, literatures, and linguistics	1.00		1.00	16
Family and consumer sciences	6.00		2.00	19
Law/legal studies				22
English	1.00		2.00	23
Liberal arts/general studies				24
Library science				25
Biological/life sciences			10.00	26
Mathematics and statistics			2.00	27
Military science and military technologies				28 and 29
Interdisciplinary studies	5.00		3.00	30
Parks and recreation			1.00	31
Philosophy and religious studies			0.00	38
Theology and religious vocations				39
Physical sciences			2.00	40
Science technologies				41
Psychology	13.00		9.00	42

Common Data Set 2024-2025

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2020 Categories to Include
Homeland Security, law enforcement, firefighting, and protective services				43
Public administration and social services	3.00		2.00	44
Social sciences	34.00		13.00	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts	2.00		7.00	50
Health professions and related programs	8.00		5.00	51
Business/marketing	13.00		14.00	52
History			1.00	54
Other				
TOTAL (should be = 100%)	100.00	0.00	100.00	