



Strategic Planning Data Brief: Students

The following brief was prepared by the Office of Institutional Research and Effectiveness (BH) for the Strategic Planning sub-committee over students, spring 2020. The data present information on students reported to different external agencies as follows:

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- [FTE by Division](#)
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- [Enrollment by Student Type](#)
- [Enrollment by Geographic Area](#)
- [Enrollment by Geographic Area—Service Regions](#)
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- Non-Enrollment Tracking for All Students
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- Non-Enrollment Tracking for Other Students
- Fall 3rd Week (2019) Profile Information for Non-Traditional Students
- SEM Enrollment Behavior Spreadsheet

These elements are linked within the pdf.

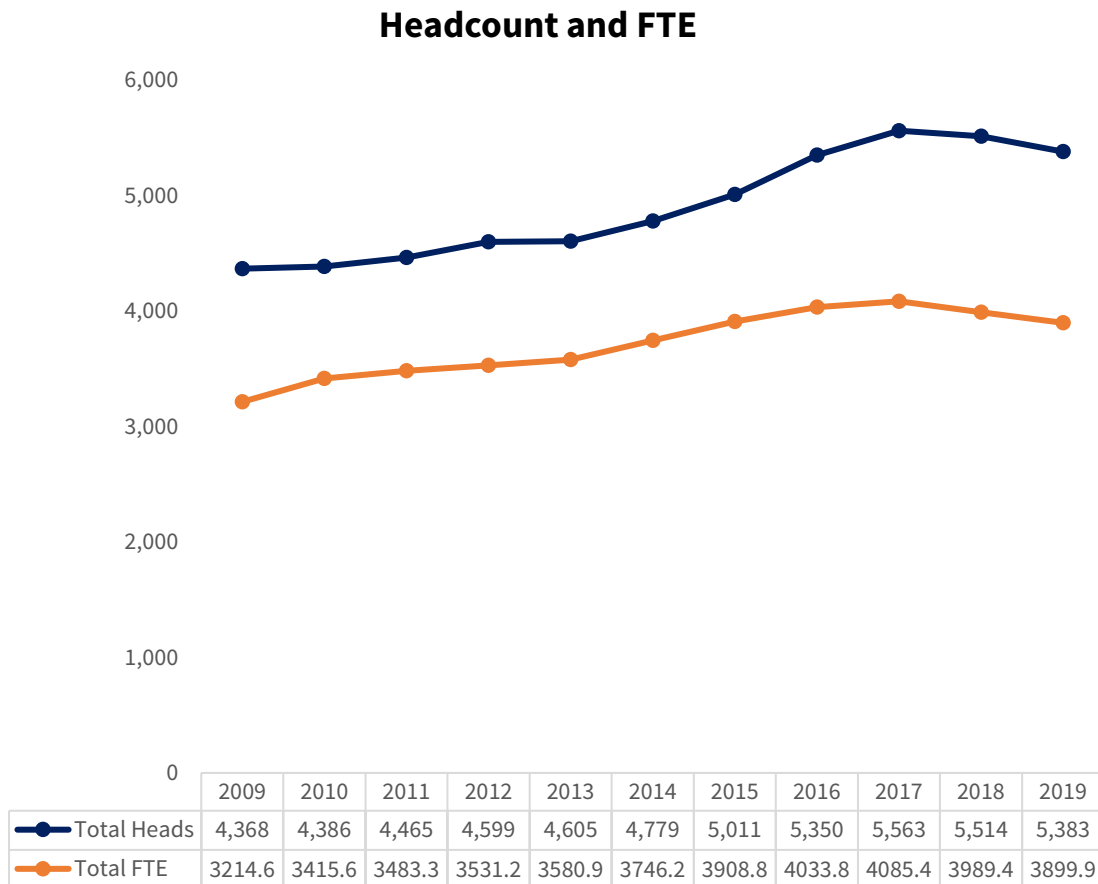
Most of the reporting is either (1) from the previous academic year or (2) as of November 1 of the most recent fall semester.

For additional or more specific information, please contact the Office of Institutional Research & Effectiveness at X7346 or via email at beckie.hermansen@snow.edu.

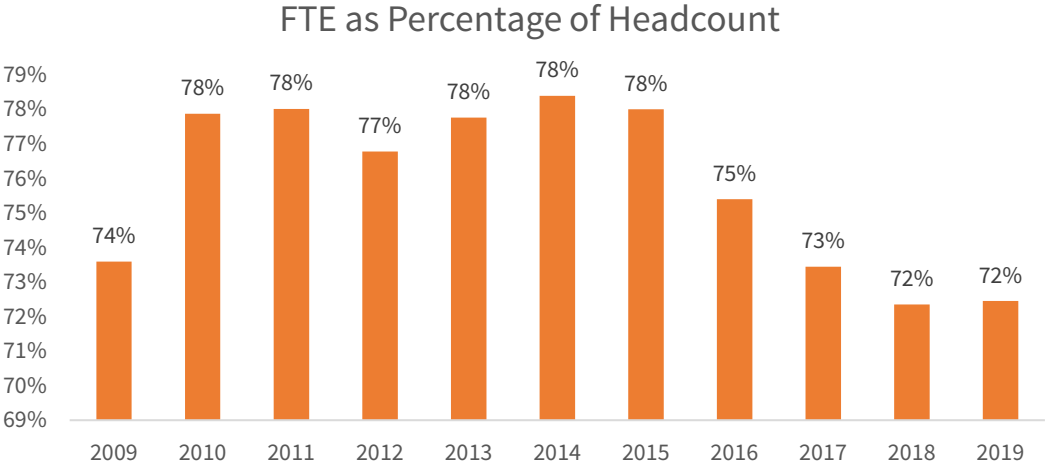
Student Headcount and FTE

For the past 10 years, Snow College has experienced growth both in terms of headcount and student FTE. Snow College’s location, price, class size, and graduation/transfer rates continue to be attractive values to both in-state and out-of-state students. The addition of the Bachelor of Science degree in Software Engineering, a 2+2 Bachelor’s degree in Business from Utah State University on the Snow College campus, a Bachelor of Music with Emphasis in Commercial Music, an Associate’s Degree in Nursing, a Rodeo Club, and Men’s and Women’s NJCAA Soccer has also contributed to enrollment growth. FTE growth represents the number of students taking a full credit load (15 credits or more) each semester. FTE growth paralleled headcount growth until fall 2016 where there is a noticeable larger gap between headcount and FTE. This gap is the result of more students taking less than full 15 credit hour load. Data includes high school concurrent enrollment students who contribute to headcount but take no more than 6 credits of college credit each semester.

Data Source: fall and spring 3rd Week reports (Tables 2A and 2B)

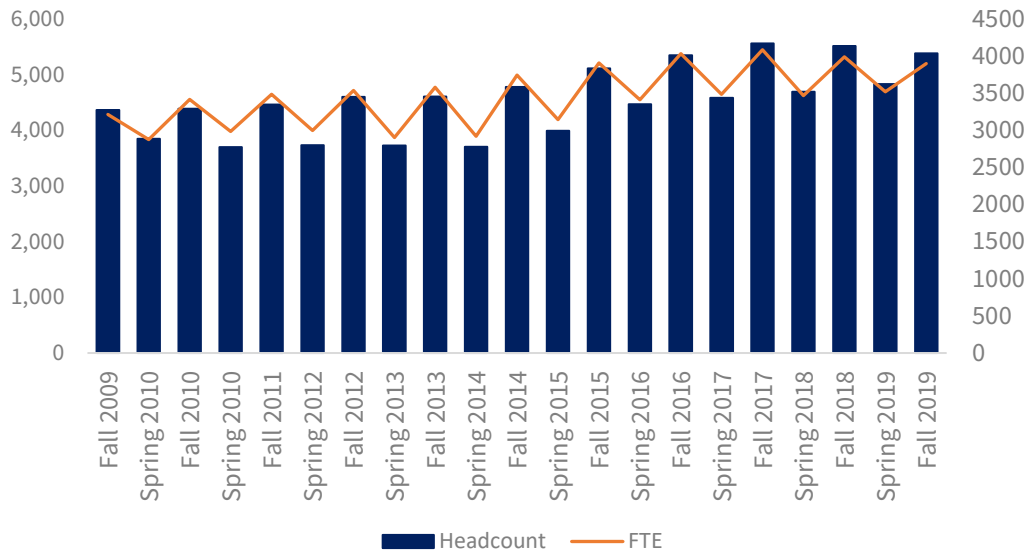


This chart represents student FTE as a percentage of total headcount, including concurrent enrollment students. As noted, FTE has dropped compared to the number of students attending Snow College since fall 2015.



The following chart is Snow College’s headcount and FTE by semester excluding summer terms. Despite experiencing lower headcount and FTE, spring semester also displays growth since 2014. In fact, Snow College reported the largest spring class in 2019 at 4,833.

Headcount and FTE by Main Academic Semester

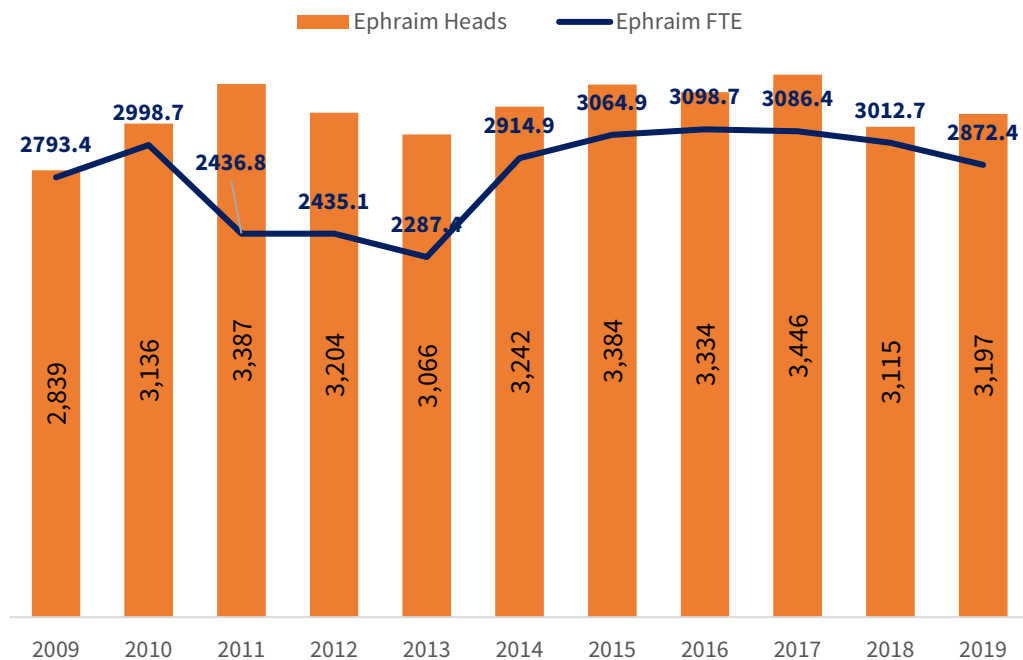


Student Headcount and FTE by Campus

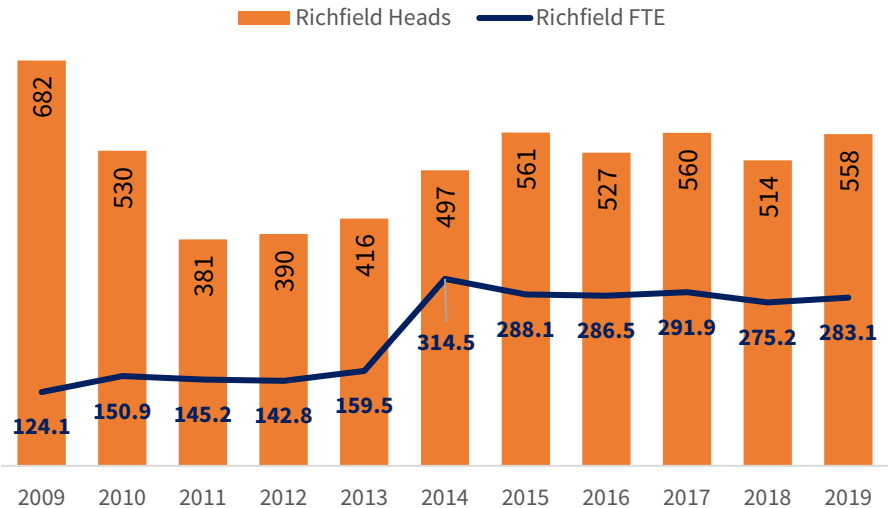
Snow College has three distinct campuses: Ephraim Campus, Richfield Campus, and an On-Line/Distance Campus. The Ephraim campus, located in Ephraim, is the college's main campus. The Richfield campus is located approximately 65 miles southeast in Richfield, Utah acquired in 1999 – 2000 from the Sevier Valley Technical Education Center. This campus houses most of Snow College's technical and vocational programs. The On-Line/Distance campus represents instruction that is delivered by Snow College faculty using the internet to any student nationally or globally including high school dual enrollment outreach instruction using interactive video technology.

Data Source: fall and spring 3rd Week reports by campus distinction

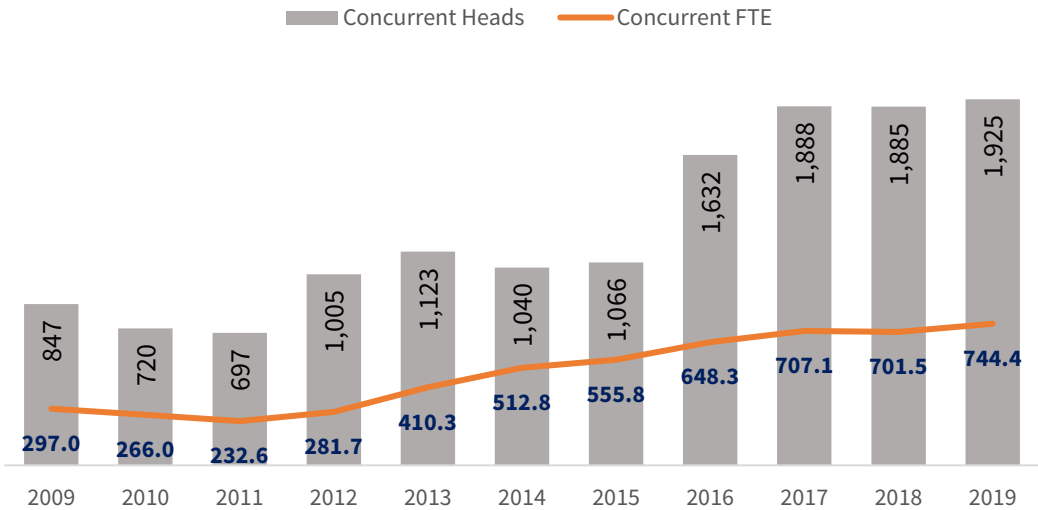
EPHRAIM CAMPUS



RICHFIELD CAMPUS



ONLINE/DISTANCE CAMPUS



FTE by Division

The **Administrative Division** represents general education courses that do not necessarily belong to a specific division, namely College Study Skills, College Survival, Student Leadership Development, and Career Exploration/Skills.

The **Business and Applied Technology Division** represents business courses taught on all campuses as well as career and technical education courses.

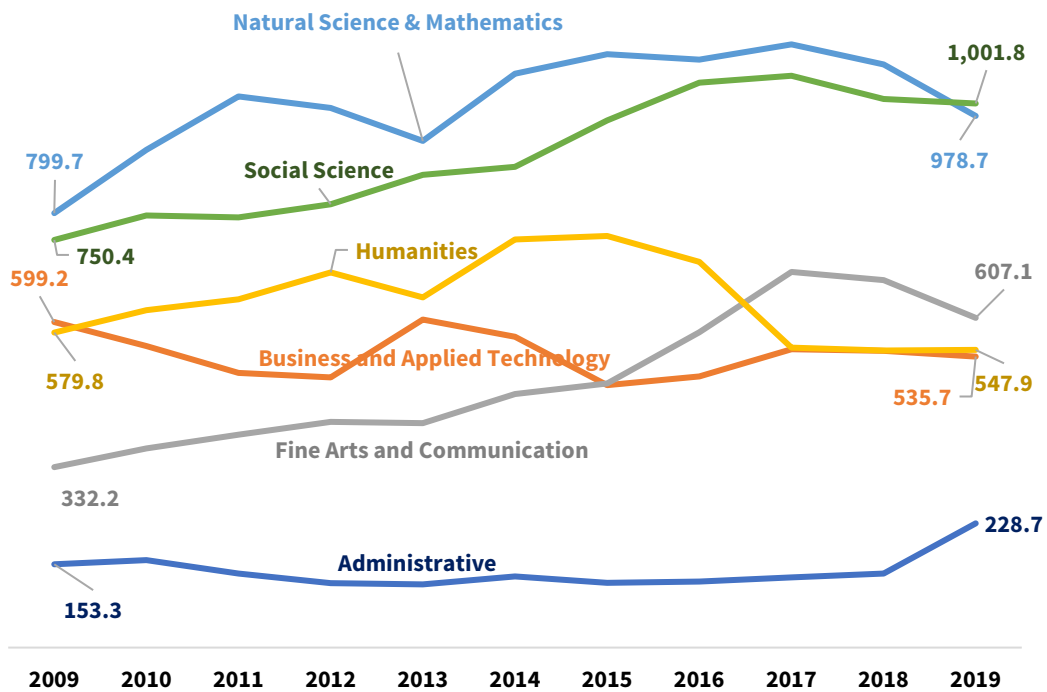
The **Fine Arts and Communication Division** represents courses taught in Communication, Music, Dance, and Theatre. Since 2012, the student FTE has included Bachelor of Music students.

The **Humanities Division** represents courses taught in English, Philosophy, Humanities, English as a Second Language, Teaching English as a Second Language, and all Foreign Language courses.

The **Natural Science & Mathematics Division** represents courses taught in the Life Science (Biology), the Physical Sciences (Chemistry, Geology, Physical Science, and Physics), and Mathematics. As of 2017, the student FTE has included Bachelor of Software Engineering students.

The **Social Science Division** represents courses taught in Home and Family Science, Criminal Justice/Social Work, Geography, History, Social Science, Education, Psychology, and Physical Education.

Data Source: fall and spring 3rd Week reports (by c_college indicator)

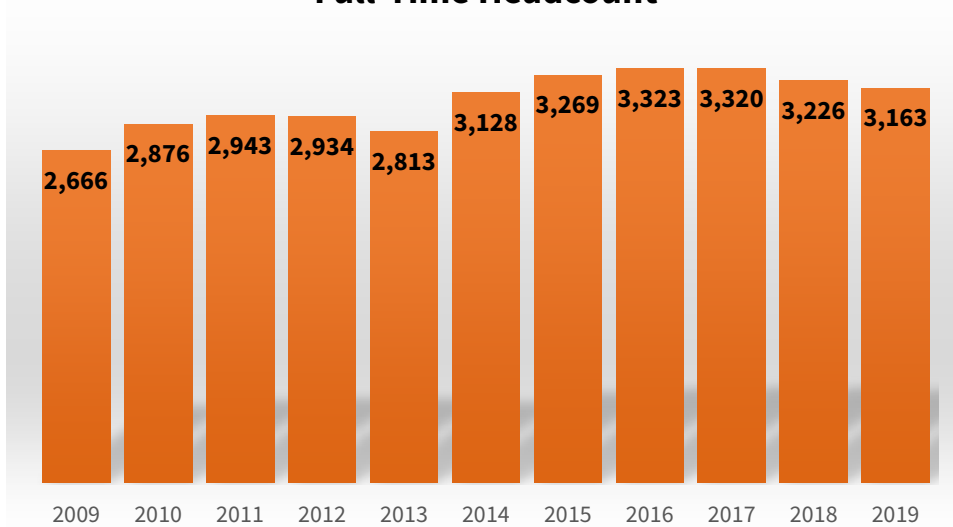


Full-Time and Part-Time Headcount

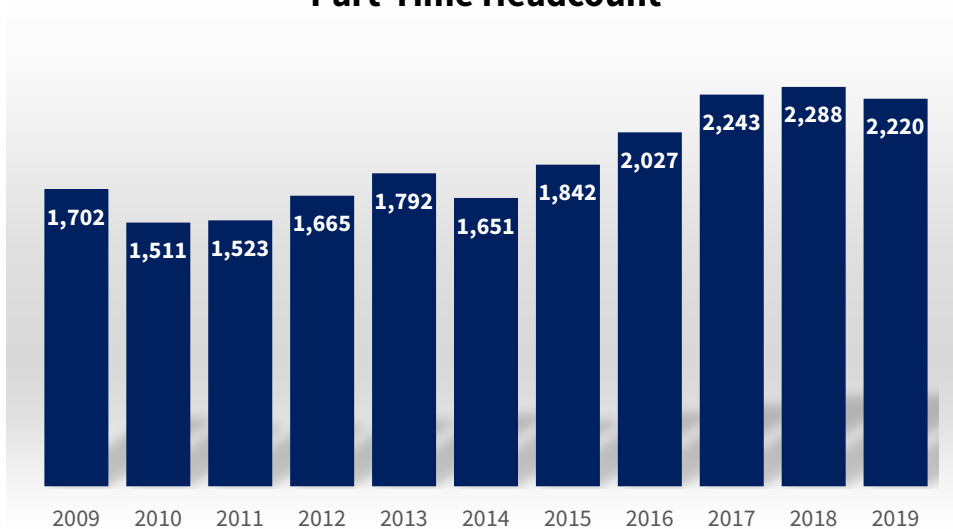
Full and part-time status at Snow College is determined by the number of enrolled credits hours. Students taking 15 or more credit hours are considered full-time. This standard is higher than that required by financial aid, which is 12 credit hours. Snow College offers a tuition break for students taking 10 or more credit hours a semester. This tuition break is applied to respective resident and non-resident tuition amounts. Most students attending Snow College are full-time and live near the college campus. High school/concurrent enrollment students represent the largest (and growing) class of part-time students. High school/concurrent enrollment students typically take 6 or fewer credits each semester.

Data Source: fall 3rd week reports

Full-Time Headcount



Part-Time Headcount



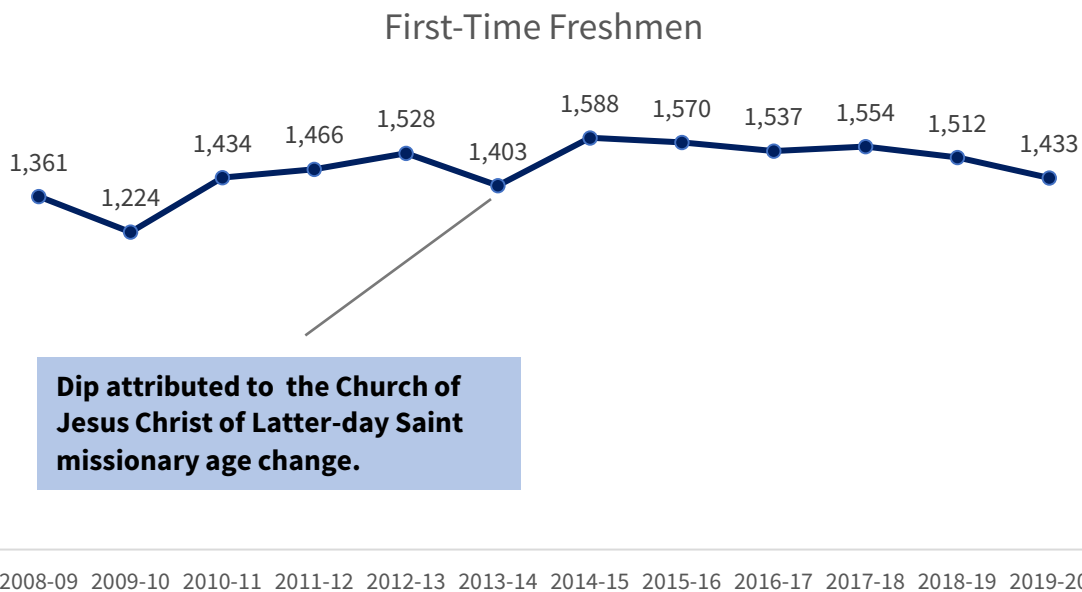
Enrollment by Student Type

Student type defines the registration status of each student for a specific term. There are nine different student registration types that apply to Snow College students. **High school students (HS)** are taking college classes from the institution while still in high school. **First-time freshman students** are attending the institution for the first-time at the undergraduate level and are represented by two codes: FH (first-time freshmen less than 12-months out of high school) and FF (first-time freshmen greater than 12-months out of high school).

Transfer undergraduate students (TU) are first-time students at the reporting institution who have previously attended another college or university. **Continuing students** (CS) are those that are re-enrolling after having attended the previous term. **Returning students** (RS) are re-enrolling after stopping out for at least one term. **Non-Matriculated students** (NM) are taking courses without applying for candidacy toward a degree. An optional category to non-matriculate students are **continuing education students** (CE) who are taking courses largely for personal interest. CE students include those that are enrolled in conferences and/or workshops. **Non-credit, non-matriculated students** (NC) represent an optional subcategory of students with non-degree seeking coursework focused in CTE areas of study. For the purposes of this report, all NM, CE, or NC students are reported as “other”.

Snow College pays attention to growth trends among high school, first-time freshman, and continuing students. Currently, high school student enrollment has surpassed the college’s first-time freshman and continuing student classes. Since 2014, Snow College’s first-time freshman class has been in decline (down 5%).

Data Source: Snow College 3rd Week Reports



Over the past decade, Snow College has experienced significant growth in the high school/concurrent enrollment population. This is attributed to legislation that designated Snow College as the primary provider of concurrent enrollment instruction to rurally located high schools throughout Utah. This legislation took effect in fall 2012, from which the high school population grew by 9% (on average) each year.

Snow College’s first-time freshman class peaked fall 2014 with 1,588 students. Continuing students represent the College’s second largest class of students with a high of 1,653 students in fall 2016. Declines in the institution’s first-time freshman and continuing student classes coupled with the fact that high school/concurrent enrollment (non-college tuition paying students) have prompted the college to develop a strategic enrollment management plan. The premise of the SEM plan is to proactively bolster and retain tuition-paying students with precision and institutional collaboration.

Data Source: Snow College 3rd Week reports for respective fall semesters.

	Fall 2017	Fall 2018	Fall 2019	Difference	% Diff
Total Unduplicated Headcount	5,563	5,514	5,383	-131	-2%
Budget-Related Headcount	4,906	4,700	4,579	-121	-2%

Total Unduplicated FTE	4,085	3,989	3,899.9	-89.6	-2%
Budget -Related FTE	3,744	3,615	3,520.7	-94.4	-3%

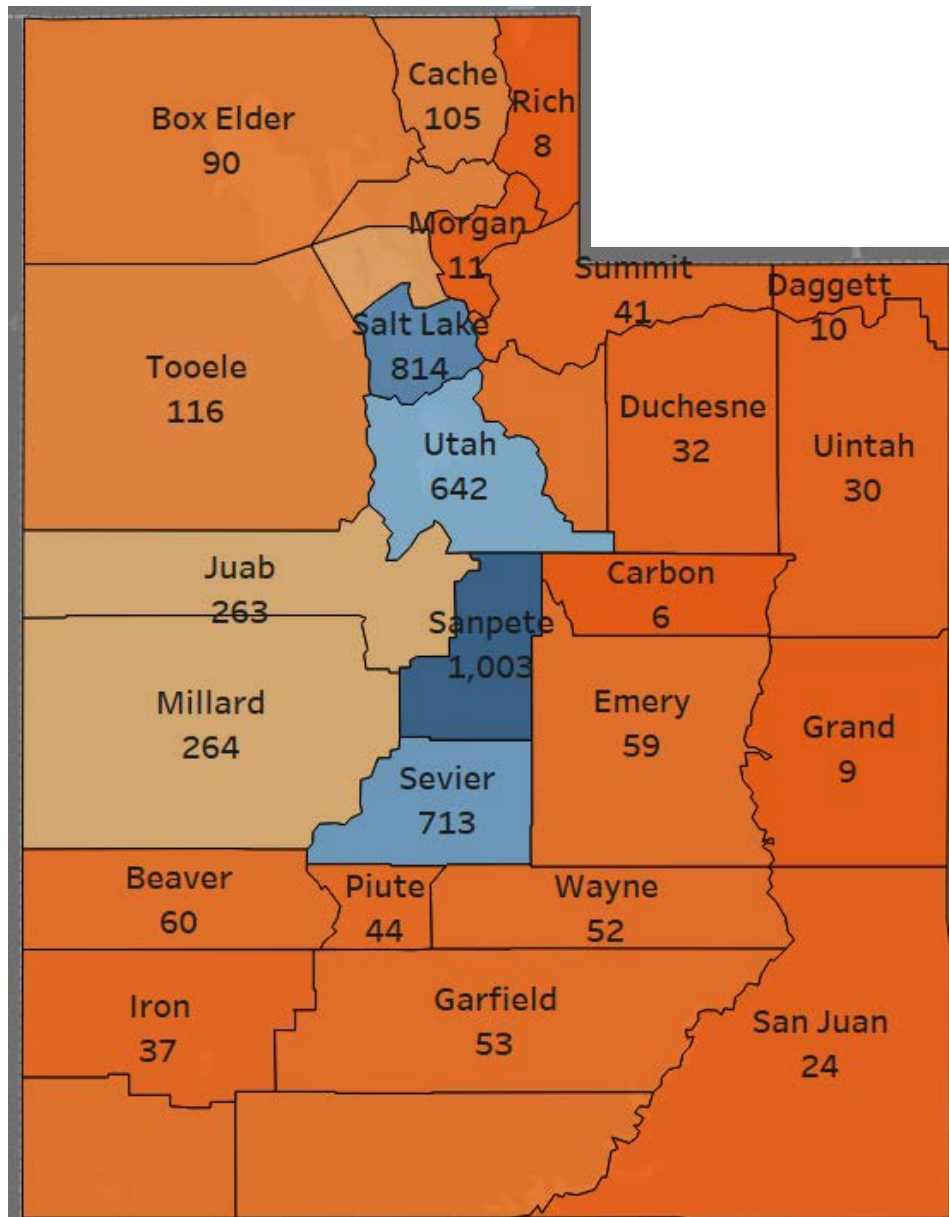
Student Type	2017	2018	2019	Difference	% Diff
High School/Concurrent	1,887	1,879	1,925	46	2%
Freshman	1,554	1,512	1,433	-79	-5%
Continuing	1,590	1,568	1,542	-26	-2%
Returning	277	261	204	-57	-21%
Transfer	50	33	42	9	18%
Other	205	261	237	-24	-12%
Total Headcount	5,563	5,514	5,383	-131	-2%

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
High School Students	1,086	1,252	1,015	853	1,165	1,293	1,235	1,410	1,631	1,887	1,879	1,925
First-Time Freshmen	1,361	1,224	1,434	1,466	1,528	1,403	1,588	1,570	1,537	1,554	1,512	1,433
Continuing Students	877	1,401	1,482	1,439	1,336	1,178	1,477	1,569	1,653	1,590	1,568	1,542
Returning Students	324	303	272	324	262	379	290	289	267	277	261	204
Transfer Students	53	74	78	77	62	91	39	42	52	50	33	42
Other Students	97	114	106	307	246	261	150	231	210	205	261	237
Total Headcount	3,798	4,368	4,387	4,466	4,599	4,605	4,779	5,111	5,350	5,563	5,514	5,383

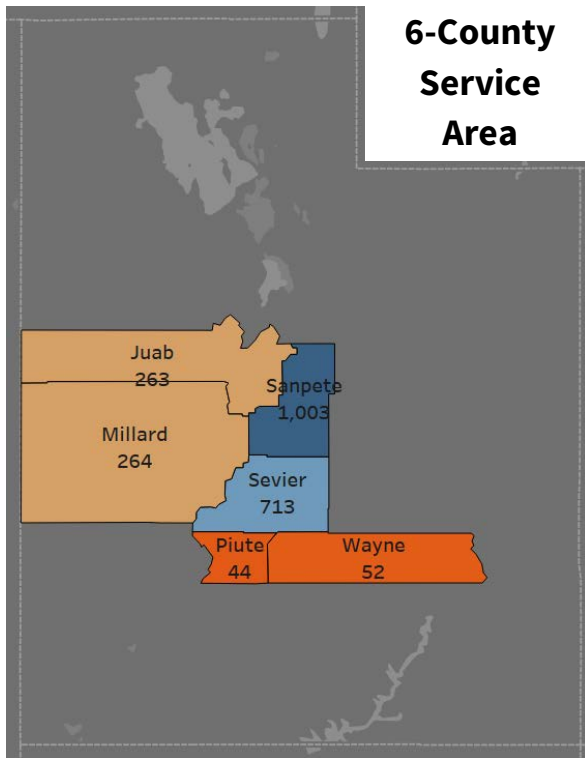
Enrollment by Geographic Area

Most Snow College students (93%) come from the state of Utah. Only 3% of the fall 2019 headcount represented out-of-state students from the United States and 7% enrolled from one of 40 different foreign nations. These counts represent all students, including high school concurrent enrollment students who receive Snow College instruction at their high school via interactive video technology from a Snow College faculty member or face-to-face from a Snow College approved high school instructor.

Data Source: Snow College 3rd Week reports for respective fall semesters



Enrollment by Geographic Area—Service Regions



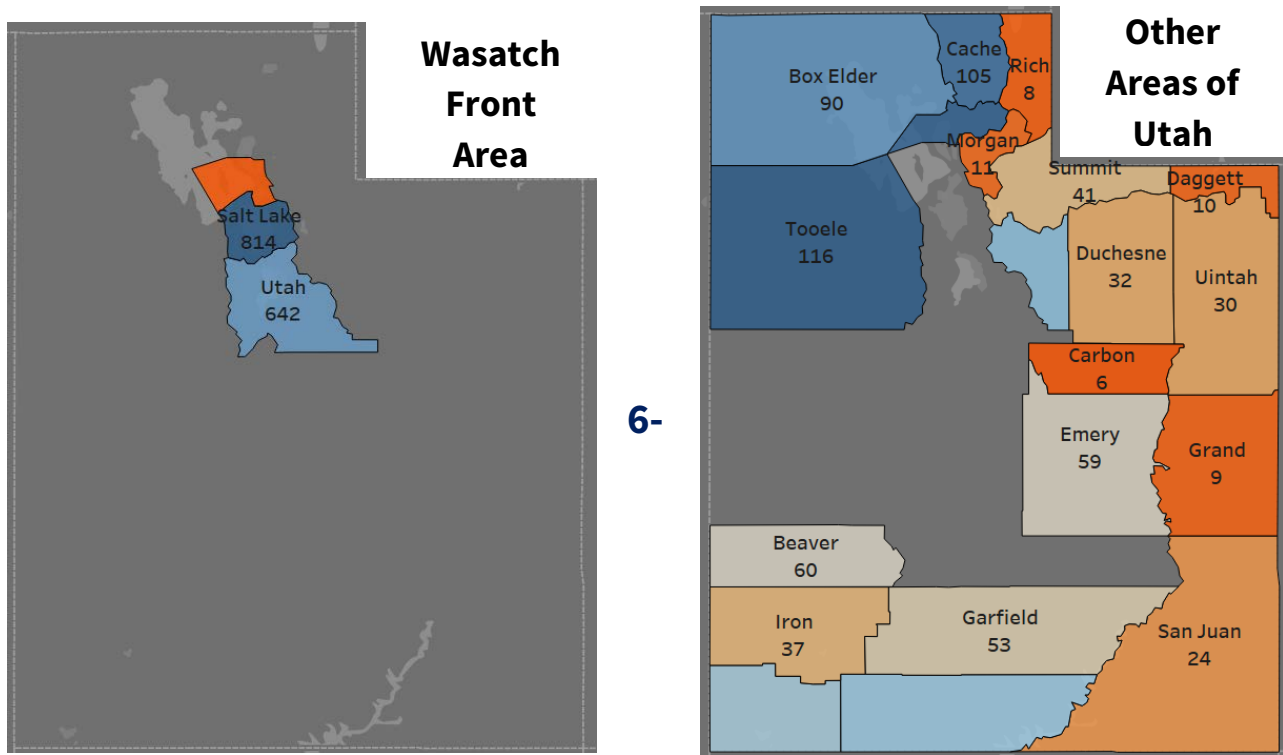
Snow College’s service region represents the counties of Juab, Millard, Sanpete (Ephraim campus location), Sevier (Richfield campus location), Piute, and Wayne. The fall enrollment breakdown by resident service area is as follows:

- 43% from the six-county service area
- 31% from the Wasatch Front (Utah, Salt Lake, and Davis counties)
- 19% from other areas in Utah

The maps indicate the number of students enrolled at Snow College by service region and county for fall semester 2019. The enrollment counts represent all students, including high school concurrent enrollment students who receive Snow College instruction at their high school via interactive video technology from a Snow College faculty member or face-to-face from a Snow College approved high

school instructor.

Data Source: Snow College 3rd Week reports for respective fall semesters.

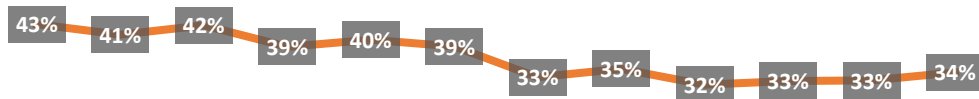


County Enrollment

These data represent the enrollment trends of post-secondary (college) students coming from each respective county in the service region. These data do not include high school/concurrent enrollment students. There has been a 10% decline in enrollments from the 6-county area since FY 2009 (the 2017-2018 academic year).

Six-County Enrollment Trends

represented as a % of total non-HS enrollment



10% enrollment decline
from FY 2009 to FY 2019



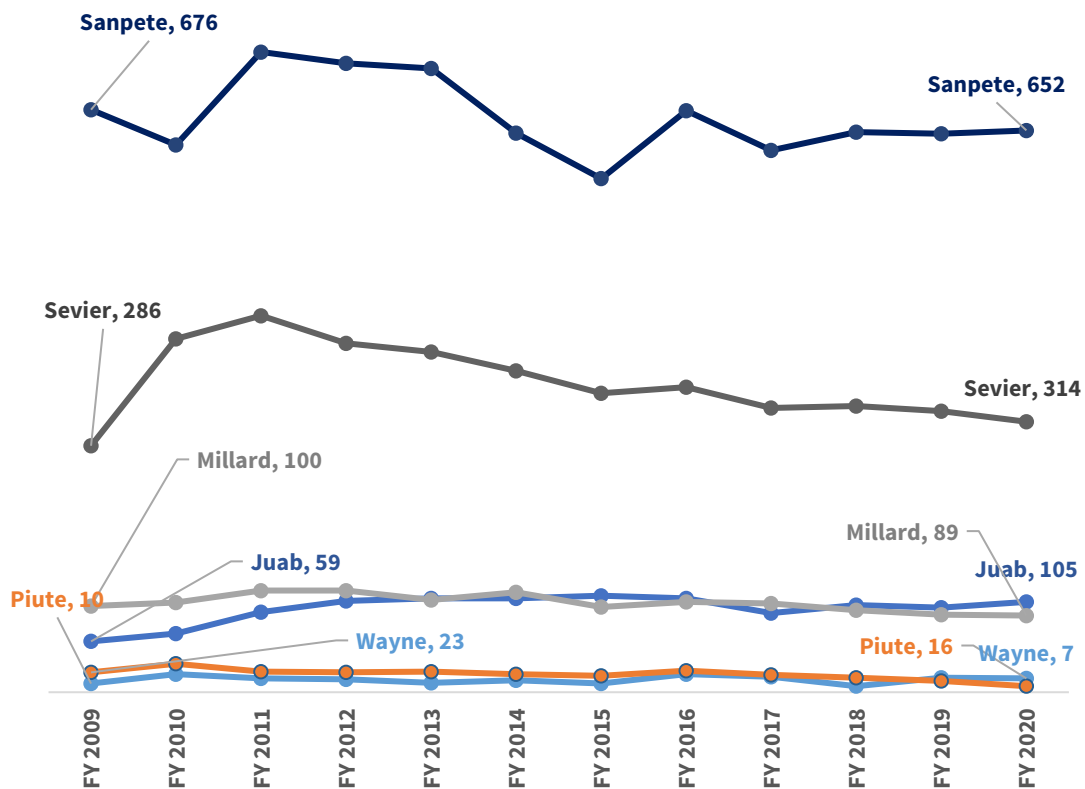
	Juab	Millard	Piute	Sanpete	Sevier	Wayne	Totals	Total Headcount	Combined % of Total Headcount
FY 2009	59	100	10	676	286	23	1,154	2,707	43%
FY 2010	68	104	21	635	410	33	1,271	3,116	41%
FY 2011	93	118	16	743	437	24	1,431	3,372	42%
FY 2012	106	118	15	730	405	23	1,397	3,613	39%
FY 2013	109	107	11	724	395	24	1,370	3,434	40%
FY 2014	109	116	14	649	373	21	1,282	3,312	39%
FY 2015	112	99	10	596	347	19	1,183	3,544	33%
FY 2016	109	105	21	675	354	25	1,289	3,701	35%
FY 2017	92	103	18	629	330	20	1,192	3,719	32%
FY 2018	101	95	7	650	332	17	1,202	3,676	33%
FY 2019	98	90	17	648	326	13	1,192	3,635	33%
FY 2020	105	89	16	652	314	7	1,183	3,636	33%

Six County Service Area Enrollment Trends

This measure shows the general enrollment trends for college students attending from Snow College’s six county service region, representing the counties of Juab, Millard, Sanpete, Sevier, Piute, and Wayne. Since 2009, college student enrollment has declined in every county. In 2009, 43% of Snow College’s post-secondary students were from the six-county service area. By fall 2018, only 33% of Snow College students were from the same service region. The most significant decrease since FY 2009 (fall 2008) is for Sanpete County (down 24 headcount), followed by Millard and Wayne counties (each down 11 and 16 headcounts, respectively). Headcount gains were posted by Sevier County (up 28 headcount), Juab County (up 46 headcount) and Piute County (up 6 headcount). These data exclude high school students.

Data Source: Snow College 3rd Week files, filtered by county.

6-County Enrollment Trends by County

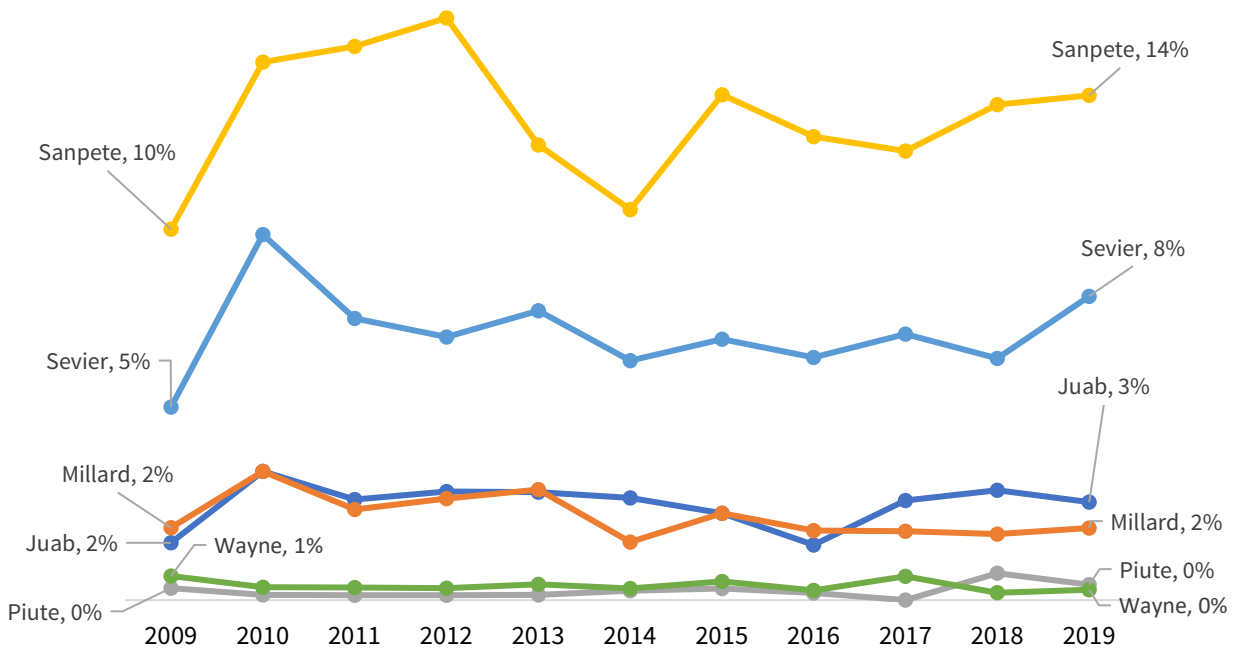


First-Time Freshman Enrollment by Service Area County

This measure shows the fall term enrollment of first-time students who graduated from a high school within Snow College’s six county service area, represented the counties of Juab, Sanpete, Sevier, Millard, Piute, and Wayne. Sanpete County supplies the greatest percentage of service area students to new freshmen students. Sanpete County hosts three high schools: North Sanpete High School, Manti High School, and Gunnison High School. All counties demonstrate enrollment losses from high school to new freshman matriculation over time. Over the past 10 years, first-time freshman enrollments have decreased significantly in Sanpete county (down 8%) while remaining relatively stable for all other counties. Data do not account for students who defer first-time matriculation for missionary or military service.

Data Source: Snow College’s 3rd Week reports as determined by student entry action (FH and FF) and Utah County admit code.

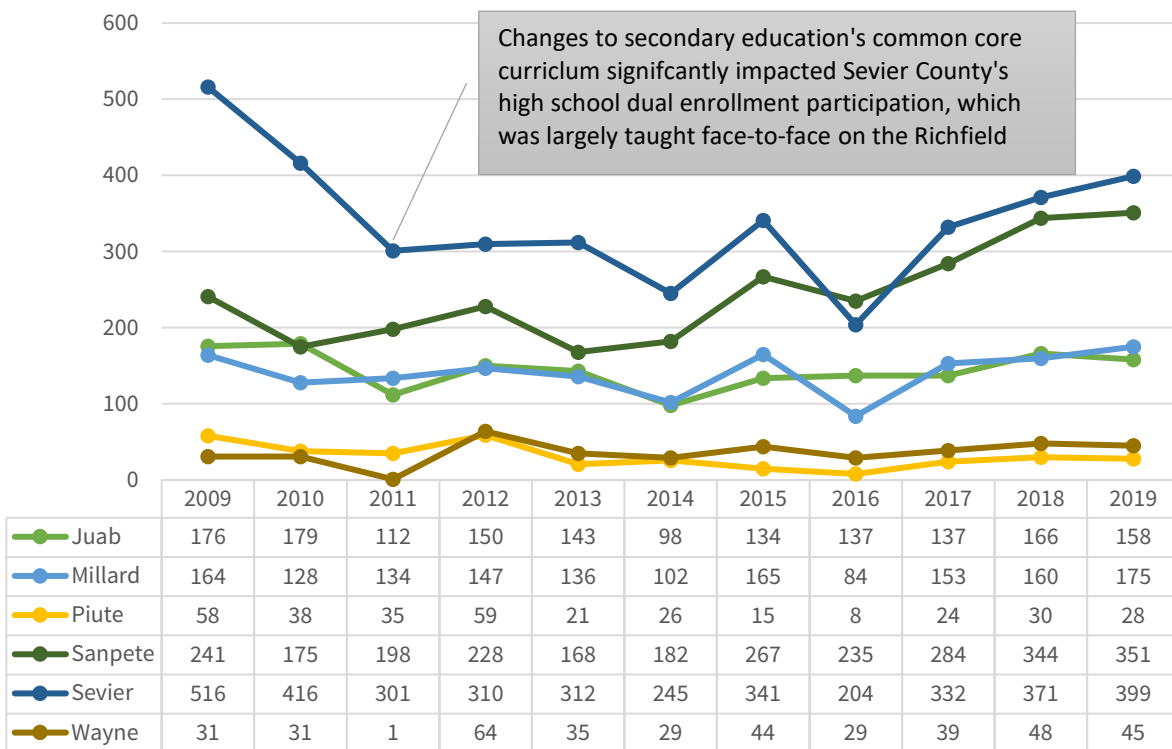
Percent of Freshmen Enrolled from the 6-County Area



Service Area Concurrent or Dual Enrollment

Snow College also provides post-secondary instruction to high school students in the six-county service area via face-to-face instruction by approved high school teachers or via interactive video technology used by Snow College faculty. This instruction allows students to obtain both high school and college credits and is offered at a discount rate of \$5 per credit. High school students may also attend class in-person, on-campus by paying the same rate per credit charged to degree-seeking undergraduate students.

Number of High School Students Enrolled in College Courses from Service Area



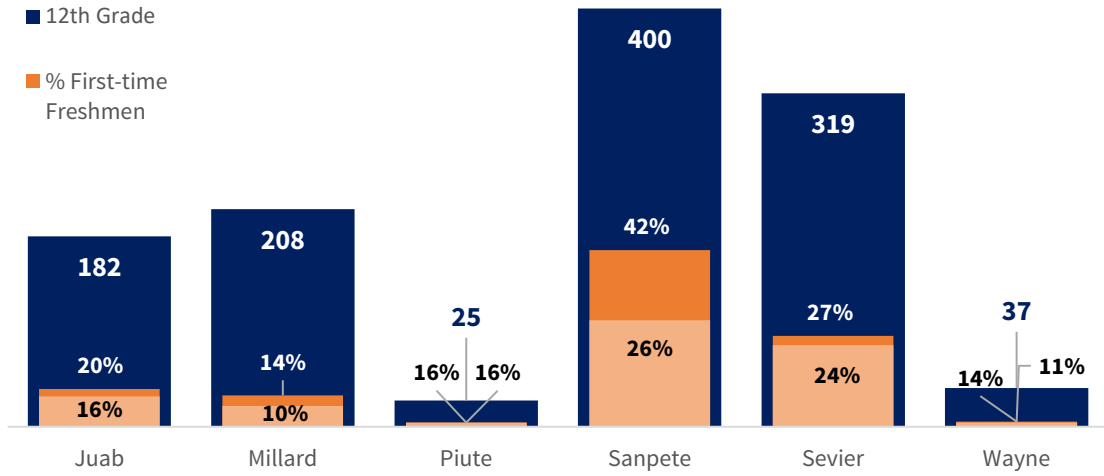
Six County Service Area 12th Grade Yield Rates

A yield rate in college admissions is the percent of students who choose to enroll in a college or university after having been admitted. These data present the yield rate of service area high school students who enrolled at Snow College as first-time freshmen the fall immediately following their 12th grade year. Since fall 2013, the overall average 12th grade yield rate for the six-county service area is 22%. Six-year average yield rates are highest for Sanpete County (42%) and Sevier County (31%). The lowest average yield rate is for Millard County (15%). Data do not account for students who defer first-time matriculation for missionary or military service.

Data Source: Utah Department of Education Enrollment demographics by District, School, and Grade and Snow College's fall 3rd Week reports, filtered by county.

- **Blue bar:** Six-year average 12th grade enrollment
- **Dark Orange bar with white percentage:** Percent of prior year 12th grade students who enrolled as first-time freshman at Snow College
- **Light Orange bar with black percentage:** Percent of prior year 12th grade students who enrolled as first-time freshman **AND** took concurrent enrollment from Snow College during high school.

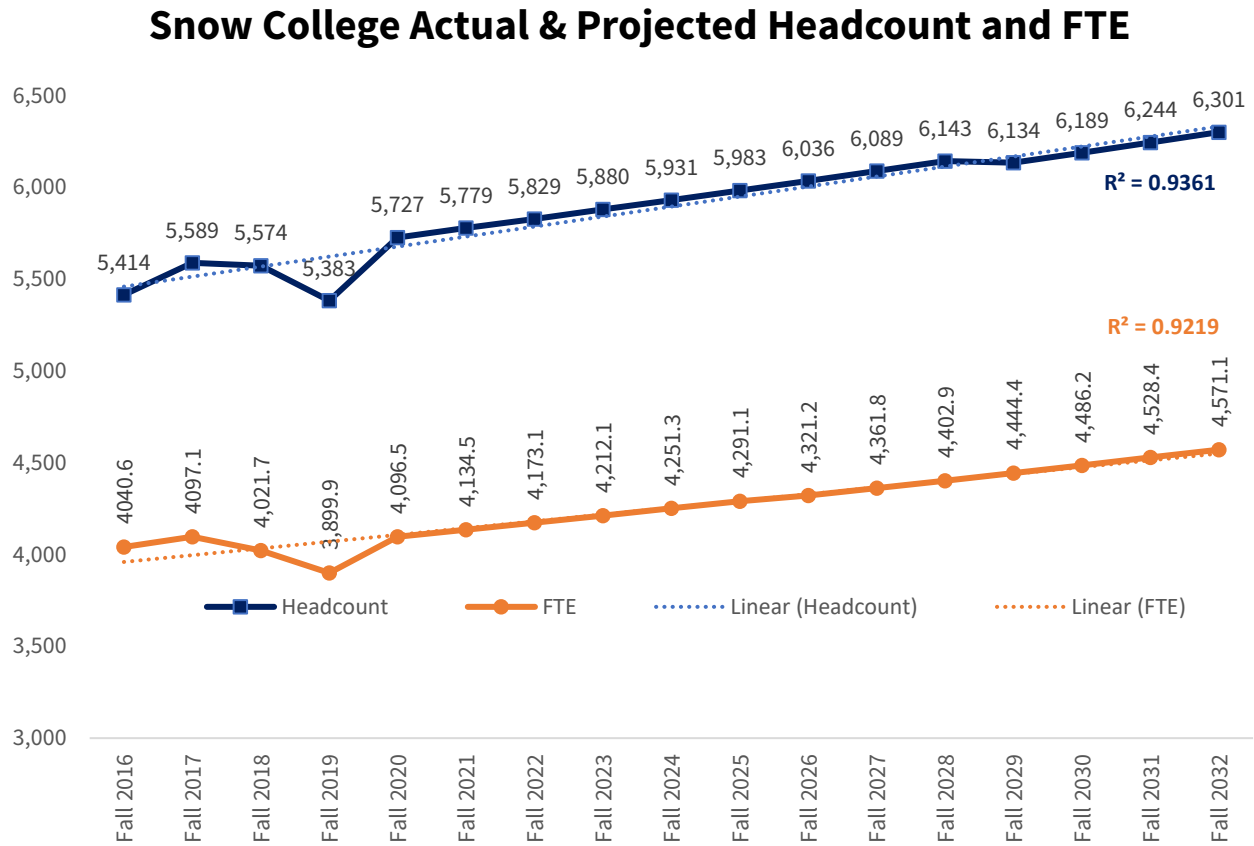
Average Enrollment Yields of 12th Graders to First-Time Freshmen by Service Region (2013-2019)



Enrollment Predictions

Projected headcount and FTE is determined using an internal formula representing general target markets of (1) high school students attending the college either on or off campus, (2) new freshman students, (3) continuing students (students who attended the college the prior semester) and (3) other students (transfer, returning, non-matriculated or continuing education students). Each student group is further tracked by the geographic areas of Snow College’s six-county service region, the Wasatch Front region, and other areas in and out of the state of Utah. These projections are updated annually (April) and presented to the Utah State Board of Regents by the Snow College President.

Data Source: Snow College Prediction Model (updated each spring)



Enrollment Forecasting by Campus

This model simply uses historical enrollment data starting fall 2006 to forecast future headcount, respective of the Ephraim campus, Richfield campus and concurrent enrollment/high school students. These data do not apply the same parameters associated with Snow College's formal prediction model presented to USHE each spring. It should be used to (at best) "ballpark" specific campus growth, not institutional enrollment progress. This model roughly accounts for students who take classes on both campuses ("swirling" students); whereas, the institutional prediction model does not. As a result, the **models are not synonymous and should not be compared to one another.**

Historically, 65% of Snow College's headcount and 81% of the institution's FTE is located on the Ephraim campus. High school students have represented 25% of headcount and 14% of FTE. The Richfield campus has hosted 10% of student headcount and 5% of student FTE.

Data Source: Snow College 3rd Week headcount and FTE as determined by campus (via section number designation) using linear regression forecasting. R-squared values for each campus are at best .57.

Year	Ephraim Heads	Richfield Heads	Concurrent Heads	Total Heads	Ephraim FTE	Richfield FTE	Concurrent FTE	Total FTE
9/1/2006	2,809	560	809	4,178	2,672.1	0.0	272.0	2,944.1
9/1/2007	2,479	584	682	3,745	2,289.0	0.0	219.0	2,508.0
9/1/2008	2,526	671	601	3,798	2,364.9	0.0	210.0	2,574.9
9/1/2009	2,839	682	847	4,368	2,793.4	124.1	297.0	3,214.6
9/1/2010	3,136	530	720	4,386	2,998.7	150.9	266.0	3,415.6
9/1/2011	3,387	381	697	4,465	2,436.8	145.2	232.6	2,814.6
9/1/2012	3,204	390	1,005	4,599	2,435.1	142.8	281.7	2,859.6
9/1/2013	3,066	416	1,123	4,605	2,287.4	159.5	410.3	2,857.2
9/1/2014	3,242	497	1,040	4,779	2,914.9	314.5	512.8	3,742.2
9/1/2015	3,384	561	1,066	5,011	3,064.9	288.1	555.8	3,908.8
9/1/2016	3,334	527	1,632	5,350	3,098.7	286.5	648.3	4,033.8
9/1/2017	3,446	560	1,888	5,563	3,086.4	291.9	707.1	4,085.4
9/1/2018	3,115	514	1,885	5,514	3,012.7	275.2	701.5	3,989.4
9/1/2019	3,197	558	1,925	5,383	2,872.4	283.1	744.3	3,899.9
9/1/2020	3,513	539	1,655	5,706	3,042.7	216.1	658.9	3,917.7
9/1/2021	3,639	542	1,703	5,883	3,078.4	215.2	680.3	3,974.0
9/1/2022	3,388	544	1,751	5,683	3,114.1	214.4	701.8	4,030.2
9/1/2023	3,141	547	1,799	5,487	3,149.8	213.5	723.2	4,086.5
9/1/2024	3,639	550	1,847	6,036	3,185.5	212.7	744.7	4,142.8
9/1/2025	3,758	552	1,895	6,205	3,221.2	211.8	766.1	4,199.1
9/1/2026	3,884	555	1,943	6,382	3,256.9	210.9	787.6	4,255.4
9/1/2027	3,632	558	1,992	6,182	3,292.6	210.1	809.0	4,311.7
9/1/2028	3,386	560	2,040	5,986	3,328.3	209.2	830.5	4,368.0
9/1/2029	3,884	563	2,088	6,535	3,364.0	208.3	851.9	4,424.3
9/1/2030	4,003	566	2,136	6,704	3,399.7	207.5	873.4	4,480.6
9/1/2031	4,129	568	2,184	6,881	3,435.4	206.6	894.8	4,536.9
9/1/2032	3,877	571	2,232	6,681	3,471.1	205.8	916.2	4,593.1
% of Total	58%	9%	33%		76%	4%	20%	

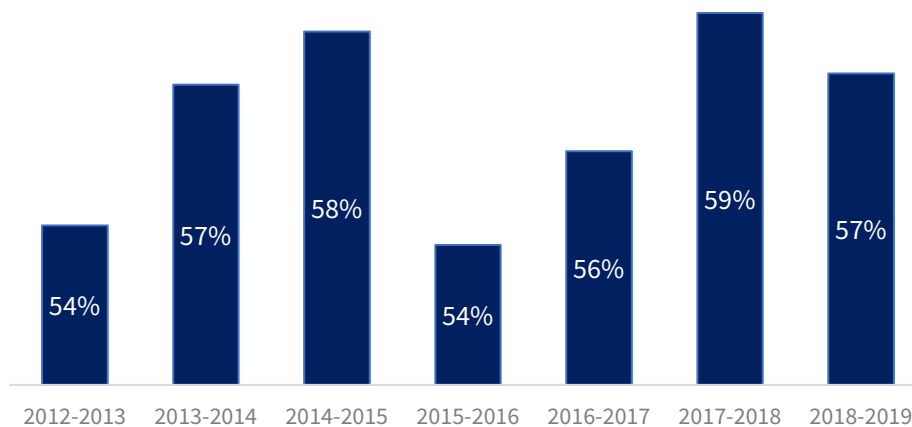
It is estimated that by 2032, 58% of headcount will be on the Ephraim campus, 9% on the Richfield campus, and 33% will be concurrent enrollment high school students. 76% of year 2032 FTE will be Ephraim students with 4% Richfield and 20% concurrent enrollment high school students, respectively.

15 to Finish Status

As a part of Utah’s 2020 Economic Plan, the state Board of Regent’s commenced a “15 to Finish” campaign in order to encourage more timely graduation among higher education students. Institutions were encouraged to offer incentives such as a tuition break in order to get students to take 15 credits over the normal 12 credit full-time load. Each year, Snow College reports the number of students who have taken 15 more credits per semester. Recently, this reporting has turned into reporting only the number of students who have taken 30 or more credits during an academic year. The data excludes the following students: high school/concurrent, continuing education, non-matriculated, and non-degree seeking. Snow College currently leads the state in the percentage of students who complete 15 credits per term and/or 30 credits during an academic year. The five-year average of students completing 30 or more credit per year is 57%

Data Source: EOT files for respective fall and spring semesters

% of Students taking 30 Plus Credits/Year

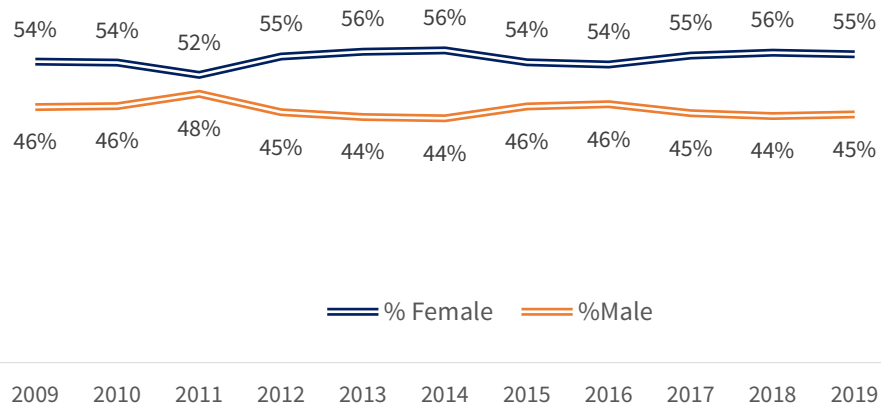


15 to Finish by Term	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
Headcount	3,429	3,301	3,404	3,130	3,404	3,069	3,179
Completed 15 or more	3,036	2,754	3,038	2,678	3,038	2,647	2,880
Percentage 15 or more	89%	83%	89%	86%	89%	86%	91%

Headcount by Gender and Ethnicity

This information measures headcount by gender and ethnicity. Since 2009, there has been a 1% increase in female participation, a 1% decrease in male participation. Data sources: 3rd Week reports for fall semesters.

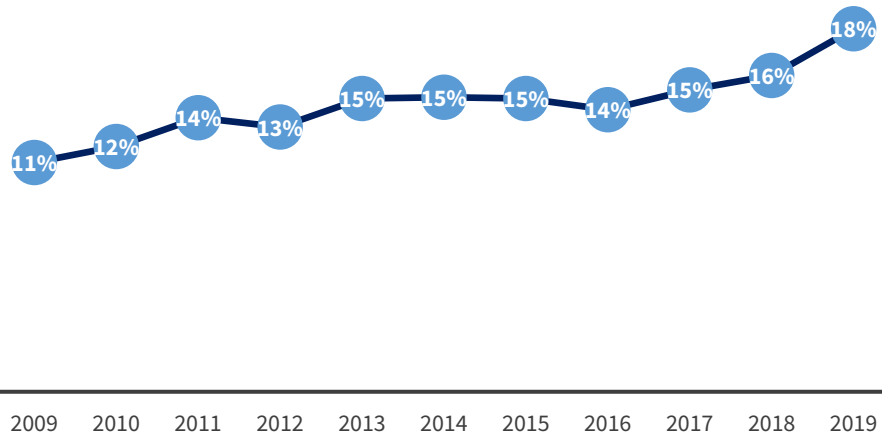
Enrollment by Gender



Minority student enrollment includes all students with race/ethnicity other than White/Caucasian. International students are included in these counts. In 2009, only 11% of Snow College's student population represented by minority students. Currently, the college has increased the minority population by seven percent—18% of student enrollment.

Data Source: Fall 3rd week reports using variables of gender and ethnicity

Minority Students



Since 2009, minority student growth is most significant for Hispanic students (17%). Additional growth occurs for Black students (2%), Asian students (3%), and multiple race students (7%). Declines in growth are for Native Hawaiian, Pacific Islander students (-8%), American Indian (-6%), and Non-Resident, Alien students (-8%). Most of Snow College's international student population are classified as Non-Resident, Alien students.

Data Source: Snow College 3rd Week reports

Percentage Minority	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Headcount	502	539	613	610	677	705	751	756	842	874	979
Hispanic	22%	21%	26%	24%	26%	27%	34%	34%	36%	39%	39%
Black	7%	7%	8%	8%	9%	10%	10%	8%	10%	8%	8%
Asian	2%	3%	3%	4%	5%	6%	6%	6%	5%	5%	5%
Pacific Islander	19%	14%	13%	15%	16%	13%	14%	14%	13%	11%	11%
American Indian	13%	9%	10%	8%	11%	9%	8%	10%	11%	8%	8%
Non-Resident Alien	24%	20%	14%	17%	18%	20%	16%	17%	19%	16%	16%
Multiple Races	3%	5%	7%	14%	9%	9%	8%	8%	2%	10%	10%
Total Minority %	11%	12%	14%	13%	15%	15%	15%	14%	15%	16%	18%

Headcount enrollment by race/ethnicity and campus uses specific section numbers associated with the Ephraim and Richfield campuses. Over time, more and more students enroll in classes on both campuses. As a result, the headcount for Ephraim added to the headcount for Richfield will contain duplicates. These data were collected in support of a Richfield on-campus housing RFP and do not represent high school/concurrent enrollment students (who would be living at home). The data are an unduplicated count by campus to represent course participation respective of each campus.

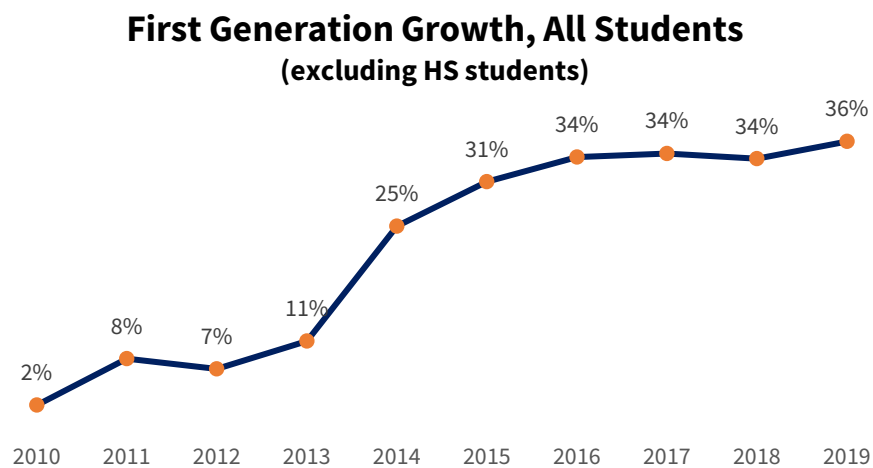
Ephraim Campus	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Asian	9	10	16	14	16	24	26	24	24	16	9
Black	32	33	41	42	55	70	69	49	77	61	43
Hispanic	86	67	106	86	100	143	159	169	199	152	321
American Indian	19	10	32	21	21	32	37	28	37	31	26
Multiple Races	11	24	30	43	40	46	39	51	15	21	50
Non-Resident, Alier	120	107	82	97	119	137	106	110	135	148	145
Pacific Islander	89	75	75	86	96	84	95	99	99	82	53
Unknown	13	67	97	40	26	27	21	18	19	72	6
White	2,401	2,567	2,737	2,450	2,489	2,679	2,832	2,887	2,867	2,780	2,634
Totals	2,780	2,960	3,216	2,879	2,962	3,242	3,384	3,435	3,472	3,363	3,287

Richfield Campus	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Asian	1	0	1	1	1	4	2	5	1	4	0
Black	10	3	2	2	2	1	3	3	5	7	2
Hispanic	11	19	24	21	21	22	27	27	24	35	39
American Indian	1	12	11	14	9	8	12	14	12	12	13
Multiple Races	1	1	5	14	6	7	6	5	0	1	12
Non-Resident, Alier	0	0	0	2	0	2	2	1	10	8	4
Pacific Islander	3	1	1	1	3	3	3	4	6	5	0
Unknown	10	14	16	22	11	4	5	2	3	5	9
White	472	540	219	581	499	446	501	465	499	521	479
Totals	509	590	279	658	552	497	561	526	560	598	558

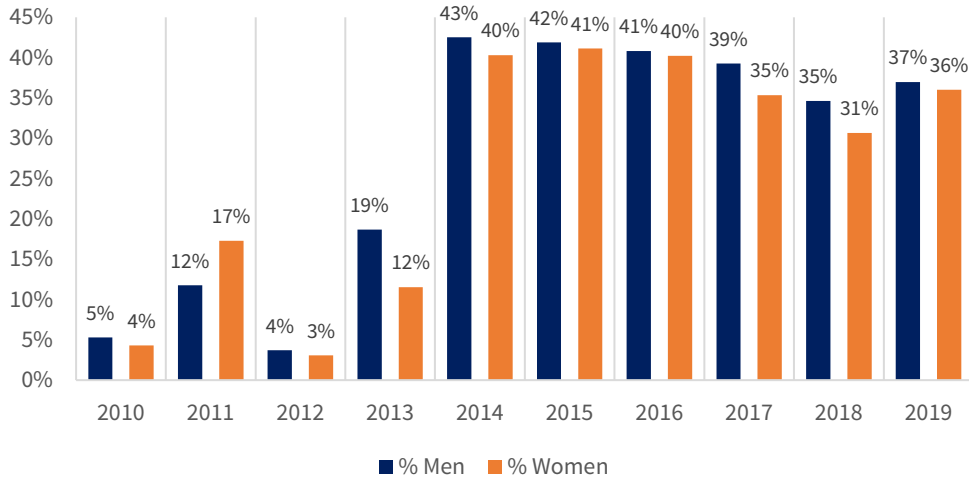
First Generation Students

First generation students are those students attending a college or university for the first time whose parents have not completed a bachelor's degree. This means they are the first person in their family to go to college to attain a bachelor's degree. Most first generation students (48%, source: National Center of Education Statistics) enroll in two-year institutions and face challenges such as low rates of college readiness which puts them at a higher risk for academic failure. Additionally, first generation students typically have household median incomes and face financial uncertainty throughout the college experience. Snow College first started collecting first generation information in 2010. Better data collection resulted in a significant increase in first generation students starting fall 2014. The five-year average of first-generation enrollment is 32% of the entire student body and 38% of the freshman class. Gender representation for first generation is even.

Source: Banner Database (SARQUAN) and fall 3rd week reports (matched by student)



Freshman First Generation Students by Gender



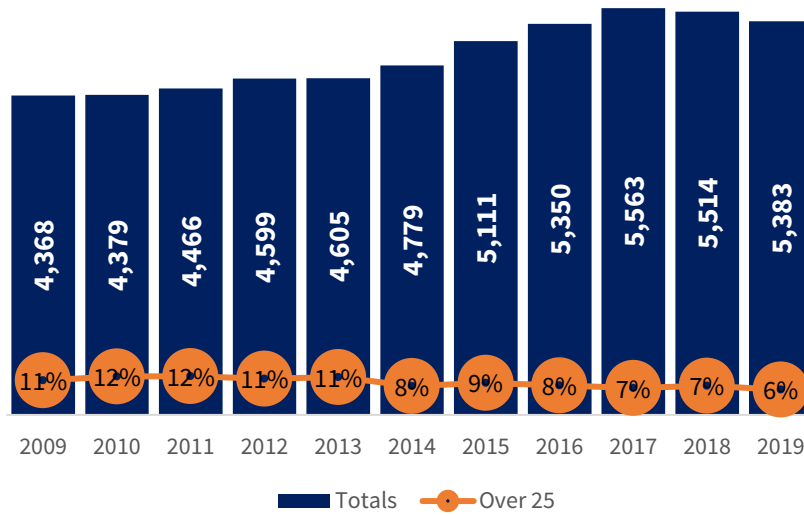
Headcount by Age

The data show unduplicated headcounts of all students (including high school/concurrent enrollment) by age. Students who are 18 years or younger are typically high school/concurrent enrollment students. Snow College continues to have a traditional age student population. Most students are under the age of 25. For fall 2019, the average age of all students was 20 years.

Data source: Snow College 3rd Week reports. Reporting categories match those requires by the Integrated Post-Secondary Data Source (IPEDS).

Combined	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Under 18	1,165	961	1,034	1,153	1,243	1,158	1,329	1,543	1,792	1,502	1,588
18-19	1,796	1,908	1,851	1,933	1,827	2,053	2,053	2,018	2,021	2,102	1,995
20-21	559	561	653	629	608	702	820	923	945	944	964
22-24	373	422	399	389	409	471	471	464	439	566	491
25-29	147	178	183	166	164	135	152	157	139	163	142
30-34	94	104	123	98	100	91	101	81	73	78	60
35-39	76	73	66	68	77	62	65	57	56	53	50
40-49	86	109	100	98	96	69	73	73	67	66	62
50-64	63	51	49	56	71	29	44	29	28	31	19
65 and over	9	12	8	9	10	9	3	5	3	9	12
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	4,368	4,379	4,466	4,599	4,605	4,779	5,111	5,350	5,563	5,514	5,383

% of Students Over 25 Years of Age



Headcount by Age and Gender

Data source: Snow College 3rd Week reports. Reporting categories match those requires by the Integrated Post-Secondary Data Source (IPEDS).

Men	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Under 18	581	495	608	543	593	528	629	747	796	634	649
18-19	650	675	674	677	560	602	681	692	686	757	732
20-21	296	278	320	322	326	407	470	533	556	504	537
22-24	285	331	300	286	306	367	352	332	306	378	326
25-29	76	103	106	93	92	79	96	81	66	80	74
30-34	33	53	58	49	47	43	42	34	27	27	23
35-39	27	23	27	29	37	27	29	21	23	19	20
40-49	20	37	39	43	31	27	27	28	19	25	24
50-64	34	21	21	24	33	15	23	13	12	12	7
65 and over	4	7	4	3	7	3	3	3	2	6	9
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	2,006	2,023	2,157	2,069	2,032	2,098	2,352	2,484	2,493	2,442	2,401
Women	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Under 18	584	466	426	610	650	630	700	796	996	868	939
18-19	1,146	1,233	1,177	1,256	1,267	1,451	1,372	1,326	1,335	1,345	1,263
20-21	263	283	333	307	282	295	350	390	389	440	427
22-24	88	91	99	103	103	104	119	132	133	188	165
25-29	71	75	77	73	72	56	56	76	73	83	68
30-34	61	51	65	49	53	48	59	47	46	51	37
35-39	49	50	39	39	40	35	36	36	33	34	30
40-49	66	72	61	55	65	42	46	45	48	41	38
50-64	29	30	28	32	38	14	21	16	16	19	12
65 and over	5	5	4	6	3	6	0	2	1	3	3
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	2,362	2,356	2,309	2,530	2,573	2,681	2,759	2,866	3,070	3,072	2,982

The following data present headcount enrollments by gender and full-time/part-time status. Most part-time students 18 years or younger are likely high school/concurrent enrollment students who are taking 3 to 6 college credits either face-to-face or via IVC technology at their high school.

Full-Time Students

Men	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Under 18	42	43	52	46	48	50	62	61	60	44	51
18-19	545	586	605	593	472	492	571	597	576	563	537
20-21	269	250	296	289	289	364	426	476	505	455	496
22-24	254	291	261	244	257	305	297	290	259	316	290
25-29	44	66	61	57	50	56	63	58	41	57	49
30-34	18	27	28	27	24	19	15	14	14	11	15
35-39	13	10	11	10	16	13	9	9	9	8	9
40-49	9	7	16	17	12	12	7	9	8	6	10
50-64	5	5	6	7	9	6	2	3	2	1	2
65 and over	0	0	0	0	0	1	0	0	0	0	1
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	1,199	1,285	1,336	1,290	1,177	1,318	1,452	1,517	1,474	1,461	1,460
Women	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Under 18	45	38	50	39	85	90	92	81	93	49	71
18-19	1,051	1,167	1,107	1,187	1,195	1,347	1,270	1,222	1,233	1,107	1,068
20-21	205	225	268	240	211	227	291	317	333	380	361
22-24	55	46	65	63	53	58	85	88	91	119	115
25-29	39	36	39	33	31	25	26	42	44	45	36
30-34	21	23	27	27	18	27	23	21	22	26	16
35-39	20	23	18	20	17	16	7	14	17	16	13
40-49	22	24	25	24	19	15	15	17	9	17	18
50-64	9	9	8	11	7	4	8	4	4	5	5
65 and over	0	0	0	0	0	1	0	0	0	1	0
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	1,467	1,591	1,607	1,644	1,636	1,810	1,817	1,806	1,846	1,765	1,703
Total Full-time	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Under 18	87	81	102	85	133	140	154	142	153	93	122
18-19	1,596	1,753	1,712	1,780	1,667	1,839	1,841	1,819	1,809	1,670	1,605
20-21	474	475	564	529	500	591	717	793	838	835	857
22-24	309	337	326	307	310	363	382	378	350	435	405
25-29	83	102	100	90	81	81	89	100	85	102	85
30-34	39	50	55	54	42	46	38	35	36	37	31
35-39	33	33	29	30	33	29	16	23	26	24	22
40-49	31	31	41	41	31	27	22	26	17	23	28
50-64	14	14	14	18	16	10	10	7	6	6	7
65 and over	0	0	0	0	0	2	0	0	0	1	1
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	2,666	2,876	2,943	2,934	2,813	3,128	3,269	3,323	3,320	3,226	3,163

Part-Time Students

Men	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Under 18	486	539	452	556	497	545	478	567	686	736	590	598
18-19	77	105	89	69	84	88	110	110	95	110	194	195
20-21	18	27	28	24	33	37	43	44	57	51	49	41
22-24	33	31	40	35	42	49	62	55	42	47	62	36
25-29	50	32	37	45	36	42	23	33	23	25	23	25
30-34	27	15	26	30	22	23	21	27	20	13	16	8
35-39	25	14	13	16	19	21	14	20	12	14	11	11
40-49	18	11	30	23	26	19	15	20	19	11	19	14
50-64	24	29	16	15	17	24	9	21	10	10	11	5
65 and over	5	4	7	4	3	7	2	3	3	2	6	8
Unknown	0	0	0	0	0	0	0	0	0	0	0	0
Totals	763	807	738	817	779	855	777	900	967	1,019	981	941
Women	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Under 18	496	539	428	376	571	565	540	608	715	903	819	868
18-19	50	95	66	70	69	72	104	102	104	102	238	195
20-21	32	58	58	65	67	71	68	59	73	56	60	66
22-24	24	33	45	38	40	50	46	34	44	42	69	50
25-29	40	32	39	38	40	41	31	30	34	29	38	32
30-34	26	40	36	38	22	35	24	36	26	24	25	21
35-39	17	29	27	21	19	23	19	29	22	16	18	17
40-49	33	44	48	36	31	46	27	31	28	39	24	20
50-64	0	20	21	20	21	31	10	13	12	12	14	7
65 and over	3	5	5	4	6	3	5	0	2	1	2	3
Unknown	0	0	0	0	0	0	0	0	0	0	0	0
Totals	721	895	773	706	886	937	874	942	1,060	1,224	1,307	1,279
Total Part-Time	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Under 18	982	1,078	880	932	1,068	1,110	1,018	1,175	1,401	1,639	1,409	1,466
18-19	127	200	155	139	153	160	214	212	199	212	432	390
20-21	50	85	86	89	100	108	111	103	130	107	109	107
22-24	57	64	85	73	82	99	108	89	86	89	131	86
25-29	90	64	76	83	76	83	54	63	57	54	61	57
30-34	53	55	62	68	44	58	45	63	46	37	41	29
35-39	42	43	40	37	38	44	33	49	34	30	29	28
40-49	51	55	78	59	57	65	42	51	47	50	43	34
50-64	24	49	37	35	38	55	19	34	22	22	25	12
65 and over	8	9	12	8	9	10	7	3	5	3	8	11
Unknown	0	0	0	0	0	0	0	0	0	0	0	0
Totals	1,484	1,702	1,511	1,523	1,665	1,792	1,651	1,842	2,027	2,243	2,288	2,220

Headcount Enrollment by Age and Campus

The headcount enrollment by age and campus uses specific section numbers associated with the Ephraim and Richfield campuses. Over time, more and more students enroll in classes on both campuses. As a result, the headcount for Ephraim added to the headcount for Richfield will contain duplicates. The “less duplicates” line at the bottom of the crosstab accounts for the number of students who participate in instruction on both the Ephraim and Richfield campus. On-line or distance instruction was assigned to either the Ephraim or Richfield campus based on (1) the origination site of the instruction and/or (2) the type of concurrent enrollment or Prison instruction. If the instruction is academic it is assigned a section number attributed to the Ephraim campus and is counted with the Ephraim campus. If the instruction is vocational, it has a section number associated with the Richfield campus and is counted with the Richfield campus.

Source: 3rd week report files for student and student course

Richfield Campus	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Under 18	538	394	202	246	179	258	442	395	415	353	277
18-19	188	188	161	135	142	187	222	196	218	281	275
20-21	68	77	97	87	80	86	85	95	133	131	120
22-24	68	73	75	76	80	83	72	79	89	114	88
25-29	59	78	82	66	70	45	68	60	47	53	54
30-34	49	53	57	52	55	42	45	48	44	38	27
35-39	46	44	36	40	49	33	38	32	29	26	24
40-49	45	61	58	60	47	35	39	36	25	37	37
50-64	31	36	28	36	39	16	30	18	11	12	8
65 and over	5	6	4	8	7	12	4	2	0	3	6
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	1,097	1,010	800	806	748	797	1,045	961	1,011	1,048	916

Ephraim Campus	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Under 18	774	678	892	984	1,125	982	1,008	1,266	1,527	1,276	1,449
18-19	1,676	1,794	1,748	1,870	1,756	1,953	1,952	1,921	1,947	1,980	1,890
20-21	512	503	596	579	562	651	785	885	901	898	913
22-24	331	375	351	338	352	420	435	429	402	514	454
25-29	106	127	118	116	113	102	105	124	110	135	112
30-34	68	77	86	64	65	63	65	47	49	54	40
35-39	43	37	38	40	38	38	32	33	36	34	34
40-49	48	60	56	48	57	41	43	43	53	43	32
50-64	35	20	24	40	47	17	20	15	19	22	16
65 and over	6	13	7	5	4	11	0	7	0	22	17
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	3,599	3,684	3,916	4,084	4,119	4,278	4,445	4,770	5,044	4,978	4,957

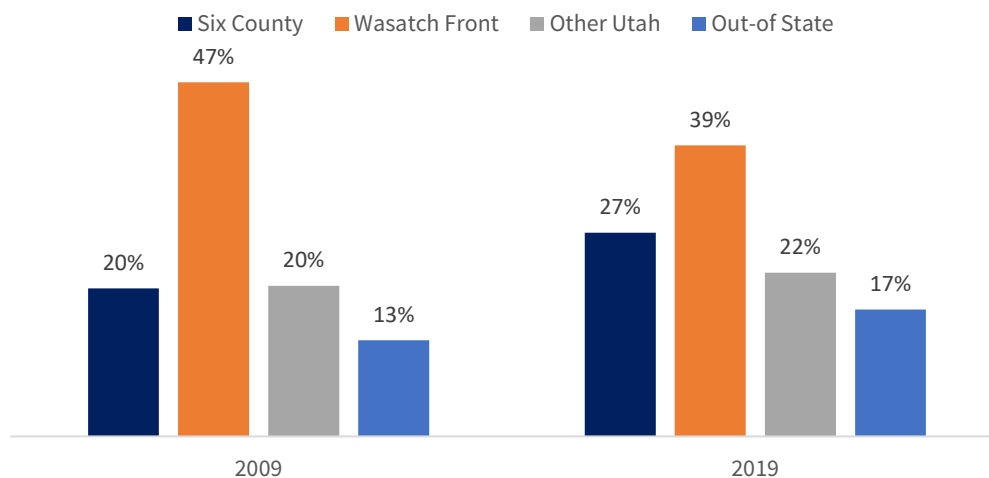
Combined	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Under 18	1,312	1,072	1,094	1,230	1,304	1,240	1,450	1,661	1,942	1,629	1,726
18-19	1,864	1,982	1,909	2,005	1,898	2,140	2,174	2,117	2,165	2,261	2,165
20-21	580	580	693	666	642	737	870	980	1,034	1,029	1,033
22-24	399	448	426	414	432	503	507	508	491	628	542
25-29	165	205	200	182	183	147	173	184	157	188	166
30-34	117	130	143	116	120	105	110	95	93	92	67
35-39	89	81	74	80	87	71	70	65	65	60	58
40-49	93	121	114	108	104	76	82	79	78	80	69
50-64	66	56	52	76	86	33	50	33	30	34	24
65 and over	11	19	11	13	11	23	4	9	0	25	23
Unknown	0	0	0	0	0	0	0	0	0	0	0
Totals	4,696	4,694	4,716	4,890	4,867	5,075	5,490	5,731	6,055	6,026	5,873
Less Duplicates	-328	-308	-250	-291	-262	-296	-379	-381	-492	-512	-490

Percent of First-Time Enrollment by Location

Four main areas represent Snow College's general market regions: (1) the six-county service area (representing the counties of Juab, Sanpete, Sevier, Millard, Piute and Wayne), (2) the Wasatch Front (representing the counties of Utah, Salt Lake and Davis), (3) other areas of Utah and (4) out-of-state and out-of-country (foreign/international) students, combined. Over the past 10 years the percentage of first-time freshman students from the nearby service area has increased by 7%. First-time students from other areas in Utah has increased by 2% while new students from the Wasatch Front has declined by 8%. The percentage of out-of-state or out-of-country students has increased by 4%

Data Source: Snow College's 3rd Week reports as determined by student entry action (FH and FF) and Utah County admit code.

Percent of First Time Enrollment by Service Area,
2009 & 2019

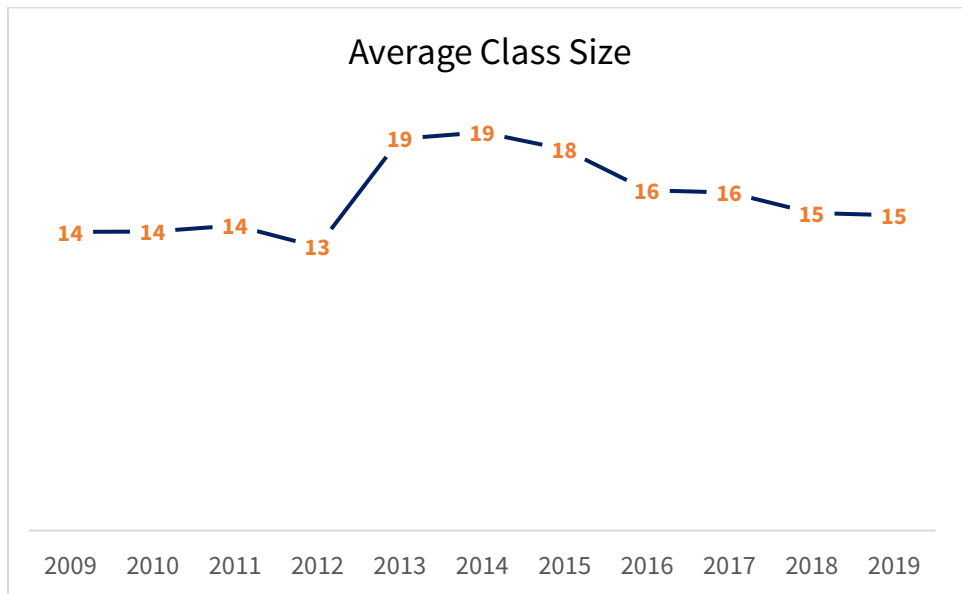


Average Class Size and Student to Faculty Ratio

Average class size measures are determined by the total number of students (duplicated counts) enrolled in courses divided by the total number of courses offered (duplicated). The average is mitigated by certain career and technical education courses that have enrollment limits imposed by strict accreditation and state safety standards. The measure excludes courses and students where the instruction occurs at high schools by approved high school instructors via Snow College’s concurrent enrollment program. The data comes from Snow College’s 3rd Week reports.

The student to faculty ratio is determined using the fall semester student generated FTE divided by the full-time faculty FTE plus 1/3 the part-time faculty FTE (e.g. Student FTE / (Full-time Faculty FTE + (Part-Time FTE/3))). Information for the Student to Faculty ratio is determined by the Integrated Post-Secondary Education Data System as a part of the Fall Enrollment annual report.

Data Source: Snow College 3rd Week report for fall semester (submitted to USHE)



Student to Faculty Ratio

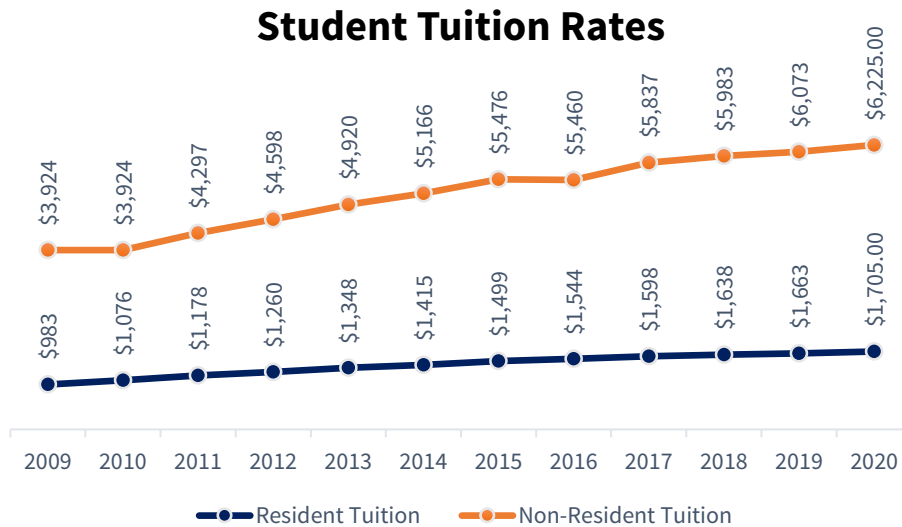
Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
20 to 1	19 to 1	20 to 1	20 to 1	20 to 1	20 to 1	20 to 1	19 to 1	18 to 1	19 to 1	20 to 1

Annual Tuition and Fees

The tuition and fee structure at Snow College has two levels pursuant to USHE Regent Policy R510. Uniform first tier tuition rate increases apply to all state institutions and are implemented at the same time. Percentage increases for the first tier are based on current inflation and regional and national tuition increase data. Second tier tuition rate increases are optional for each institution based on approval by institutional boards of trustees. A second-tier institutional rate increase is used to meet specific institutional needs and may or may not apply to all programs equally. Annual truth in tuition meetings are held for all students each spring semester. Fees are the same for resident and non-resident students.

The data measure tuition and fees for resident and non-resident students for one semester. Since fiscal year 2010, resident tuition has increased by \$629 (up 58%); non-resident tuition has grown by \$2,301 (a 59% increase). Student fees have remained relatively stable with distinct increase in 2009, 2015, 2017, and 2020 resulting in a total increase of \$18 (a 9%) over ten years. The 2017 increase was earmarked by students to hire an additional full-time counselor for Snow College’s Wellness Center.

Data Source: Snow College Catalogs, 2009 to 2020.



	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Fees	\$195	\$195	\$195	\$195	\$195	\$195	\$198	\$198	\$208	\$208	\$213

Tuition and Fees as a part of Household Income

These data represent Snow College tuition and fee rates compared against state-wide and six-county service region household incomes. Compared to other USHE institutions, Snow College maintains a tuition and fee rate that is only 6% of state household incomes. Snow College's service region represent some of the poorest counties of the state of Utah. As a result, Snow College strives to maintain tuition and fee rates that are affordable to students from this region, many of whom are also first-generation students.

Data Source: Published tuition and fee rates, scholarship support dollars, FASFA applications, and Utah's Department of Workforce Services median household incomes by county.

County	Median household income	Median household income - Utah	Tuition & Fees	Percent State HH	Percent County HH
Juab County	\$57,590	\$71,404	\$3,836	5.4%	6.7%
Millard County	\$59,312	\$71,404	\$3,836	5.4%	6.5%
Piute County	\$41,750	\$71,404	\$3,836	5.4%	9.2%
Sanpete County	\$50,928	\$71,404	\$3,836	5.4%	7.5%
Sevier County	\$50,850	\$71,404	\$3,836	5.4%	7.5%
Wayne County	\$42,444	\$71,404	\$3,836	5.4%	9.0%

	Annualized FTE's	Annualized Tuition Rate	Gross Tuition	Non-Private Institutional Aid	Average Net Tuition Cost per Student	State Median Household Income	Net Tuition as a % of Household Income
FY 2012	3,259	\$2,696	\$8,786,264	\$2,043,774	\$2,069	\$57,067	3.63%
FY 2013	3,238	\$2,830	\$9,163,540	\$2,102,505	\$2,181	\$59,715	3.65%
FY 2014	3,210	\$2,998	\$9,623,580	\$2,291,504	\$2,284	\$60,943	3.75%
FY 2015	3,433	\$3,088	\$10,601,104	\$2,893,442	\$2,245	\$62,961	3.57%
FY 2016	3,637	\$3,196	\$11,623,852	\$3,115,335	\$2,339	\$65,931	3.55%

State median household income comes from: <https://jobs.utah.gov/wi/data/library/wages/annualprofilewages.html>
 Average net tuition cost per student is the gross tuition less non-private institutional aid divided by the annualized FTE's
 Non-private institutional aid includes waivers, WUE, and College provide scholarships

Student Affordability

Paying for college is challenging and access to student financial aid is of paramount importance to students attending both four-year and two-year institutions. Snow College markets itself as among the most affordable, high-quality two-year institutions state-wide and regionally. Tuition increases in the state of Utah occur on two levels. The first-tier tuition increase is a standardized increase set by the Utah State Legislature; the second tier is determined by each institution. Snow College has worked very hard to make second tier tuition increase as low as possible. At 6% of state-wide median household incomes, Snow College’s average tuition and fees (resident) is the most reasonable. The same average tuition and fees does not exceed 10% of the College’s service region median household income, which is among the lowest/poorest in the state.

Data Source: USHE Affordability metric (as supplied by USHE)

County	Median household income	Median household income - Utah	Tuition & Fees	Percent State HH	Percent County HH
Juab County	\$57,590	\$71,404	\$3,836	5.4%	6.7%
Millard County	\$59,312	\$71,404	\$3,836	5.4%	6.5%
Piute County	\$41,750	\$71,404	\$3,836	5.4%	9.2%
Sanpete County	\$50,928	\$71,404	\$3,836	5.4%	7.5%
Sevier County	\$50,850	\$71,404	\$3,836	5.4%	7.5%
Wayne County	\$42,444	\$71,404	\$3,836	5.4%	9.0%

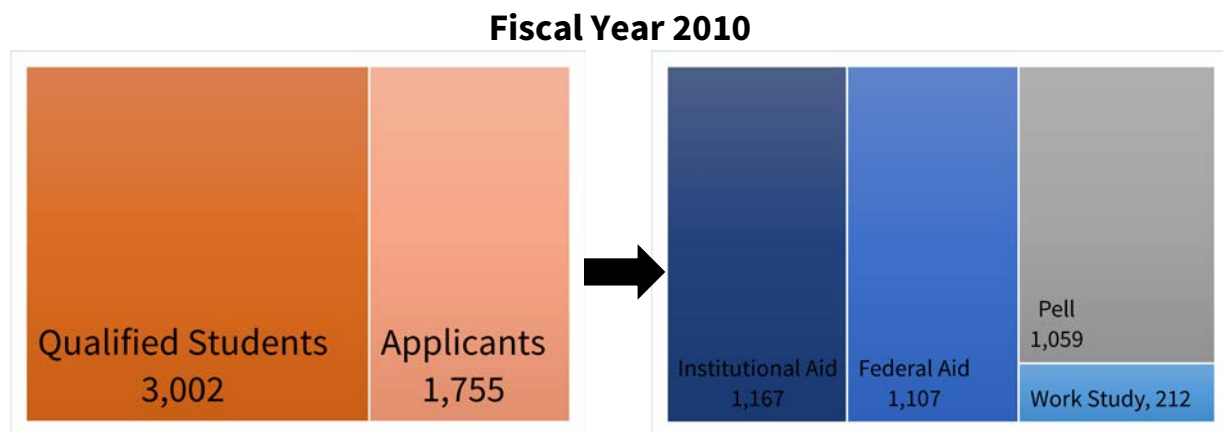
Increases in annual tuition and fee rates for resident and non-resident tuition have been conservative. The tuition difference between FY 2010 and FY 2020 is \$629 (per semester—roughly \$60 each fiscal year) for resident students and \$2,301 for non-resident students (an approximate increase of \$210 each fiscal year). Student fees are the same for resident and non-resident students and have increased only \$18 since FY 2010.

	Resident Tuition	Non-Resident Tuition	Fees	Resident Cost (Annual)	Non-Resident Cost (Annual)
FY 2010	\$1,076	\$3,924	\$195	\$2,542	\$8,238
FY 2011	\$1,178	\$4,297	\$195	\$2,746	\$8,984
FY 2012	\$1,260	\$4,598	\$195	\$2,910	\$9,586
FY 2013	\$1,348	\$4,920	\$195	\$3,086	\$10,230
FY 2014	\$1,415	\$5,166	\$195	\$3,220	\$10,722
FY 2015	\$1,499	\$5,476	\$195	\$3,388	\$11,342
FY 2016	\$1,544	\$5,460	\$198	\$3,484	\$11,316
FY 2017	\$1,598	\$5,837	\$198	\$3,592	\$12,070
FY 2018	\$1,638	\$5,983	\$208	\$3,692	\$12,382
FY 2019	\$1,663	\$6,073	\$208	\$3,742	\$12,562
FY 2020	\$1,705	\$6,225	\$213	\$3,836	\$12,876

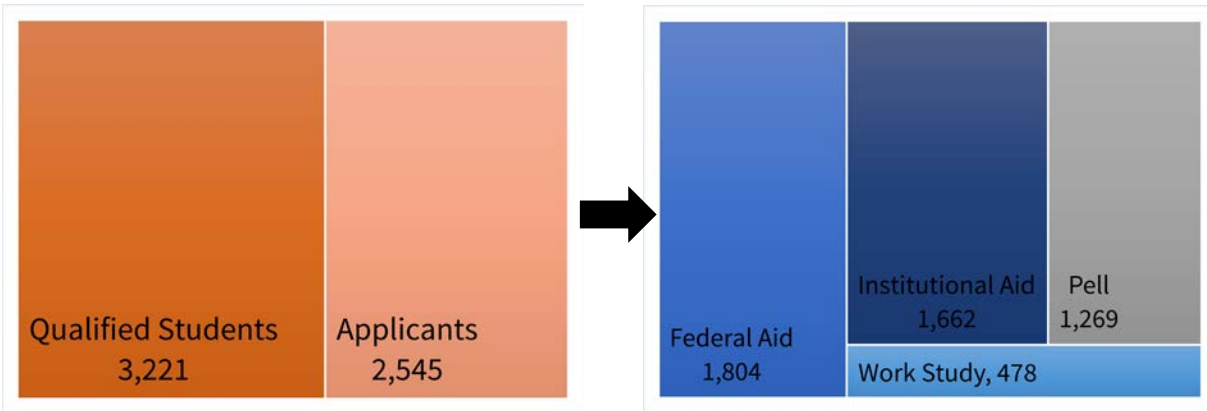
Student Financial Aid

There are several ways students can pay for college. The data below provides a comparison of qualified students who (1) applied for aid by completing the FASFA and (2) received financial aid disaggregated by the type of financial aid received. Since FY 2010, the number of financial aid applicants has increased from 42% to 64% of qualified applicants. The distribution of type of aid from FY 2010 to FY 2020 is similar with increases for the percentage of students with federal aid, including Pell grants, and the number of students with institutional aid.

Data Source: RPAWRD and Student Financial Aid information in Banner



Fiscal Year 2020



	Qualified Ugrads	Total Applicant	Yield	Total with Federal Aid	% with Aid	Pell	% Pell	Work Study	% Work Study	Institutional	% Institutional Aid
FY 2010	3,002	1,755	58%	1,107	37%	1,059	35%	212	7%	1,167	39%
FY 2011	3,266	2,037	62%	1,419	43%	1,398	43%	185	6%	1,242	38%
FY 2012	3,306	2,167	66%	1,437	43%	1,417	43%	219	7%	1,257	38%
FY 2013	3,188	2,108	66%	1,430	45%	1,403	44%	164	5%	1,370	43%
FY 2014	3,051	1,989	65%	1,328	44%	1,316	43%	89	3%	1,364	45%
FY 2015	3,394	2,188	64%	1,464	43%	1,439	42%	208	6%	1,550	46%
FY 2016	3,470	2,163	62%	1,443	42%	1,416	41%	269	8%	1,667	48%
FY 2017	3,509	2,265	65%	1,532	44%	1,490	42%	236	7%	1,643	47%
FY 2018	3,471	2,380	69%	1,625	47%	1,553	45%	416	12%	1,693	49%
FY 2019	3,374	2,166	64%	1,480	44%	1,425	42%	388	11%	1,725	51%
FY 2020	3,221	2,545	79%	1,804	56%	1,269	39%	478	15%	1,662	52%

Qualified Ugrads exclude high school, non-matriculated, and continuing education students.
 FY 2019 is an incomplete financial aid year. The numbers reported only represent aid that has been awarded as of fall semester.
 Institutional Aid is in the form of WUE, Waivers, and Scholarship (institutional, departmental, and private)

The following data is associated with students and average aid amounts associated with the institution either through private aid sources (private scholarships) or from institutional scholarships or tuition waivers. Information for the current fiscal year is pending as financial aid amounts shift during the year due to student academic performance or attrition. Snow College has established goals to increase FASFA applications by 10% over the next five years (FY 2024); increase the number of participants in private aid (endowment or scholarship aid via giving campaigns) by 25%; and keep the net tuition-cost average at 3 to 6% of annual median household income.

Institutional Aid	Private Scholarships	% of Institutional Aid	# of Students with Private Institutional Aid	% of Students with Institutional Aid receiving Private Aid	Average Private Aid Package	% of Resident Tuition and Fees covered by Private Aid
FY 2010	\$165,766	8%	200	17%	\$829	33%
FY 2011	\$175,619	8%	199	16%	\$883	32%
FY 2012	\$166,492	8%	196	16%	\$849	29%
FY 2013	\$277,604	12%	320	23%	\$868	28%
FY 2014	\$479,623	17%	457	34%	\$1,050	33%
FY 2015	\$465,298	14%	501	32%	\$929	27%
FY 2016	\$365,498	11%	442	27%	\$827	24%
FY 2017	\$252,528	7%	369	22%	\$684	19%
FY 2018	\$217,461	5%	274	16%	\$794	21%
FY 2019	\$183,400	8%	357	21%	\$514	14%
FY 2020	\$315,843	10%	351	21%	\$900	23%

Institutional Aid	Non-Private Institutional Aid (Waivers, WUE, etc.)	% of Institutional Aid	# of Students with non-Private Institutional Aid	% of Students with Institutional Aid receiving non-Private Aid	Average Private Aid Package	% of Resident Tuition and Fees covered by non-Private Aid
FY 2008	\$1,190,312	85%	726	80%	\$1,640	72%
FY 2009	\$1,387,571	89%	787	79%	\$1,763	75%
FY 2010	\$1,827,490	92%	967	83%	\$1,890	74%
FY 2011	\$2,005,848	92%	1043	84%	\$1,923	70%
FY 2012	\$2,043,774	92%	1061	84%	\$1,926	66%
FY 2013	\$2,102,505	88%	1050	77%	\$2,002	65%
FY 2014	\$2,291,504	83%	907	66%	\$2,526	78%
FY 2015	\$2,893,442	86%	1049	68%	\$2,758	81%
FY 2016	\$3,115,335	89%	1225	73%	\$2,543	73%
FY 2017	\$3,428,708	93%	1274	78%	\$2,691	75%
FY 2018	\$3,741,135	95%	1419	84%	\$2,636	71%
FY 2019	\$2,196,627	92%	1368	79%	\$1,606	43%
FY 2020	\$2,902,641	90%	1502	90%	\$1,933	50%

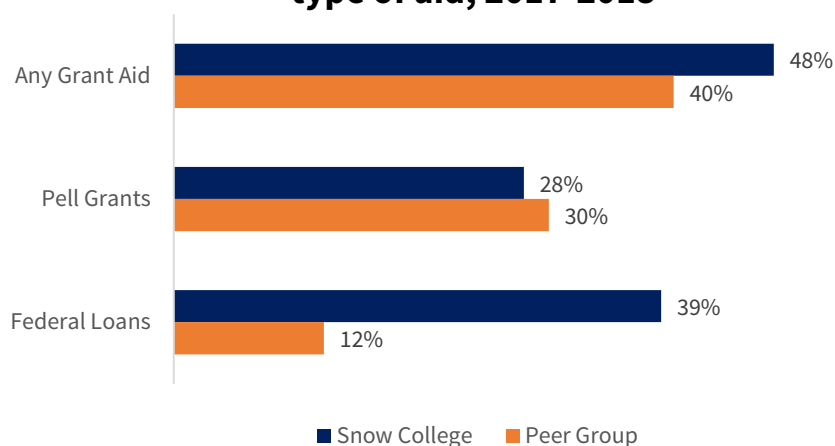
Financial Assistance Dollars by Award Year

Student financial aid information represents the number of students awarded financial aid through grant or scholarship aid from the federal government, state/local government, the institution, or other sources known to the institution. It is noted that students may be counted in one or more categories depending on the type of aid awarded (i.e. if a student was awarded Pell grant, and had a student loan, and received a Snow College scholarship, the student would be counted in each category respectively). On average, nearly half of all Snow College students (48%) receive some form of financial aid with an average aid package totaling \$4,792, excluding student loans. Compared to nationally based peer institutions, slightly more Snow College students receive aid (national peer percentage is 40%); however, fewer Snow College students receive Pell grant aid (28%, Snow College compared to 30%, nationally), and more students take out federal student loans (39%, Snow College compared to 12%, nationally).

Note: Any grant aid includes grant or scholarship aid awarded from the federal government, state/local government, the institution or other sources. Federal loans include only federal loans awarded to students. The number in the peer comparison group is 33.

Data Source: The Integrated Post-Secondary Education Data System (IPEDS), Student Financial Aid, Winter 2018-2019, Student Financial Aid component. These data report on the prior 2017-2018 year.

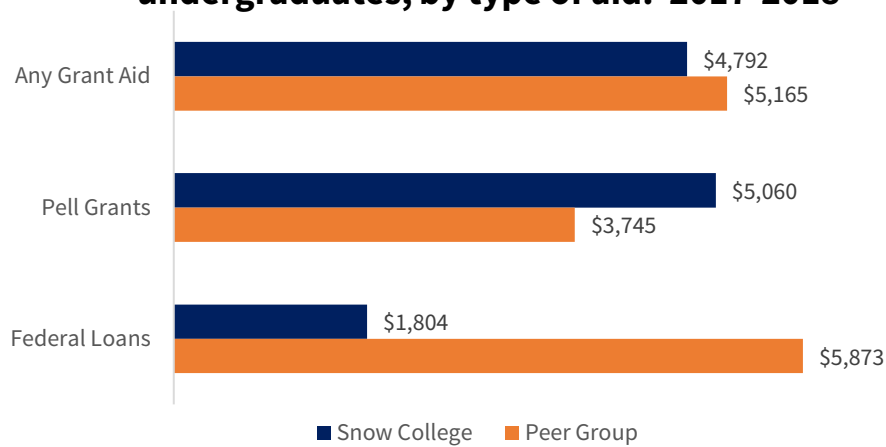
Percent of all undergraduates awarded aid by type of aid, 2017-2018



These data represent average amounts of any grant or scholarship aid awarded from the federal government, state/local government, the institution, or other sources. Federal loans include federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. The number of institutions in the peer group is 33.

Data Source: The Integrated Post-Secondary Education Data System (IPEDS), Student Financial Aid, Winter 2018-2019, Student Financial Aid component. These data report on the prior 2017-2018 year.

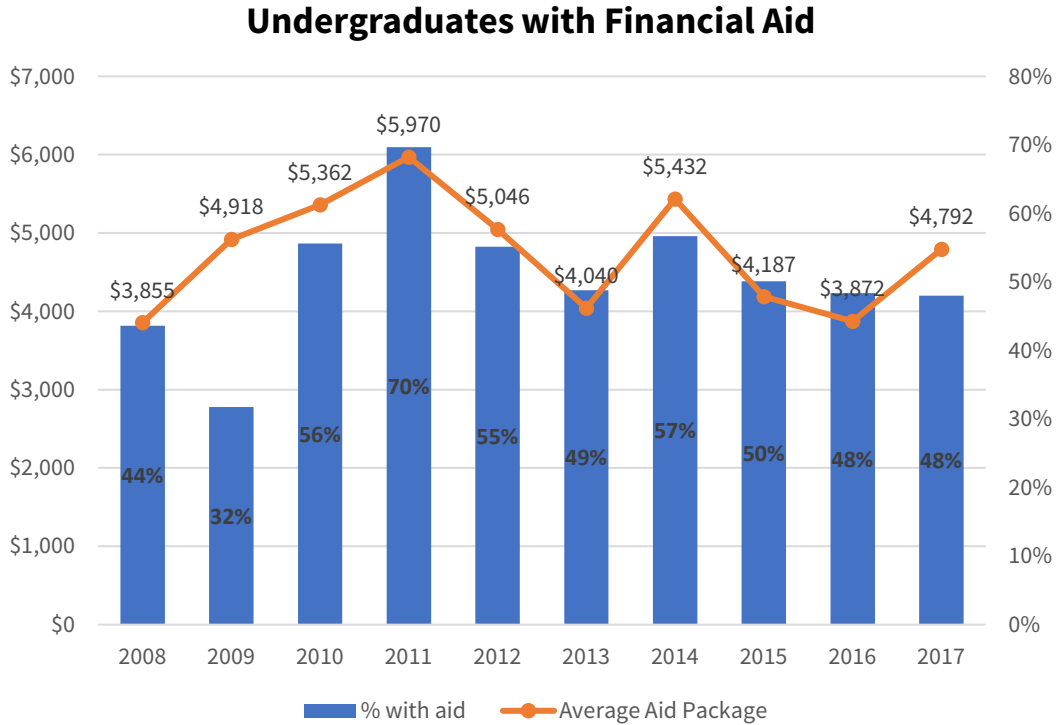
Average amount of aid awarded to all undergraduates, by type of aid: 2017-2018



Undergraduates with Financial Aid

This measure shows percent of undergraduate students who receive any form of financial aid and the average amount of aid awarded. Financial aid includes any federal, state or institutional grant, scholarship, or loan aid (including work study) awarded for a given fiscal year. On average, nearly half of all Snow College students (51%) receive some form of financial aid with an average aid package totaling \$4,851. Compared to nationally based peer institutions, Snow College undergraduates receive more aid (national percentage is 43%); however, fewer Snow College students receive Pell grant aid (30%, Snow College compared to 36%) and more students take out student loans (42%, Snow College compared to 18%).

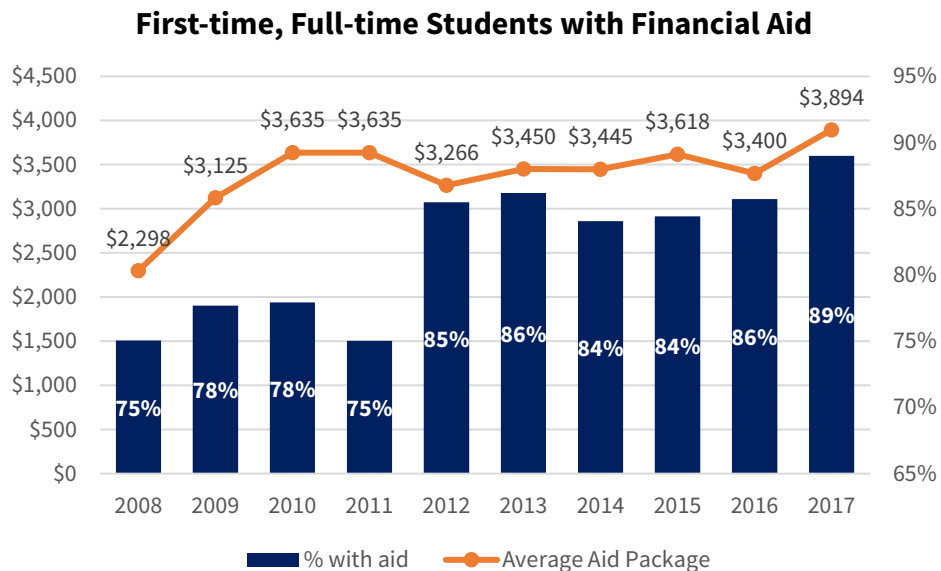
Data Source: IPEDS Student Financial Aid report



Financial Assistance for First-Time Freshmen

The number of first-time, full-time students with any form of federal, state or institutional financial aid has increased by 14% since 2008. For fiscal year 2018 (academic year 2017-2018), most first-time, full-time students (89%) had received some form of financial aid with an average aid package of \$3,894. The number of students receiving Pell grant awards has increased by 10% since 2008 with an overall average award of \$5,060. Additionally, the number of students accepting student loans has increased by 15% with the average loan amount equaling \$1,804.

Data Source: IPEDS Student Financial Aid report

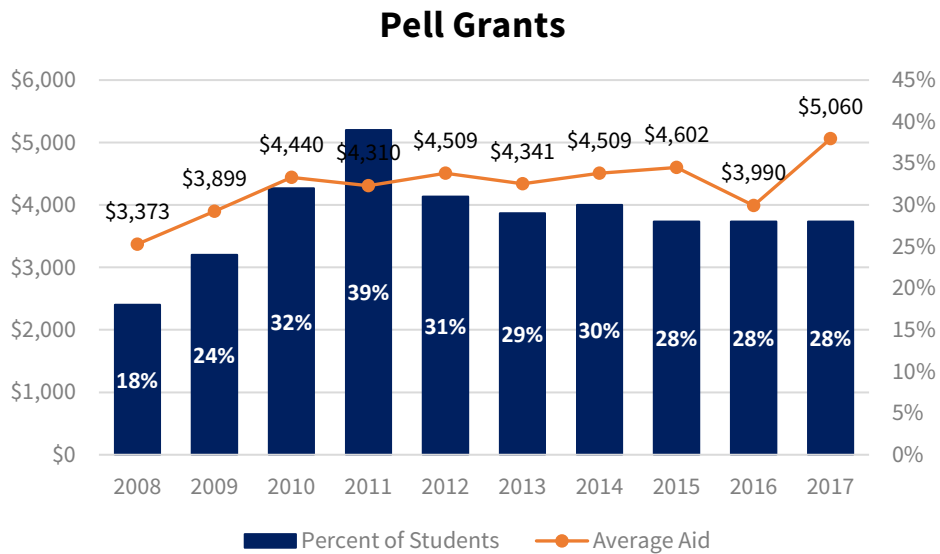


All Students	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Pell Grant Recipients	674	1057	1408	1740	1411	1352	1448	1425	1504	1563
<i>% with Pell</i>	18%	24%	32%	39%	31%	29%	30%	28%	28%	28%
<i>Average Pell Award</i>	\$3,373	\$3,899	\$4,440	\$4,310	\$4,509	\$4,341	\$4,509	\$4,602	\$3,990	\$5,060
Federal Student Loans	952	705	1334	1892	1778	675	2015	1984	2100	2229
<i>% with Loans</i>	25%	16%	30%	42%	39%	15%	42%	39%	39%	40%
<i>Average Loan Amount</i>	\$1,959	\$3,333	\$2,908	\$5,699	\$1,953	\$3,813	\$2,103	\$2,056	\$1,523	\$1,804

Pell Grant Awards and Dollars

A Pell Grant is a subsidy the U.S. federal government provides for students who need it to pay for college. Federal Pell Grants are limited to students with financial need, who have not earned their first bachelor’s degree, or who are enrolled in certain post-baccalaureate programs, through participating institutions. Unlike other federal grants or loans, a Pell Grant does not have to be repaid. Approximately 28% of all Snow College students receive a Pell Grant with an average award of \$5,060. The number of students awarded Pell Grants has nearly doubled since 2008 (18% to 28%).

Data Source: The Integrated Post-Secondary Education Data System (IPEDS), Student Financial Aid, Winter 2018-2019, Student Financial Aid component. These data report on the prior 2017-2018 year.



The cohort represents the number of first-time students who received Pell and graduated within 150% of time for their degree or program. For many Snow College students, graduation occurs within 3 years (150% of time for a two-year degree). Almost half of first-time students receiving Pell grant aid graduate within three years. These data account for cohort exclusions such as military or missionary service.

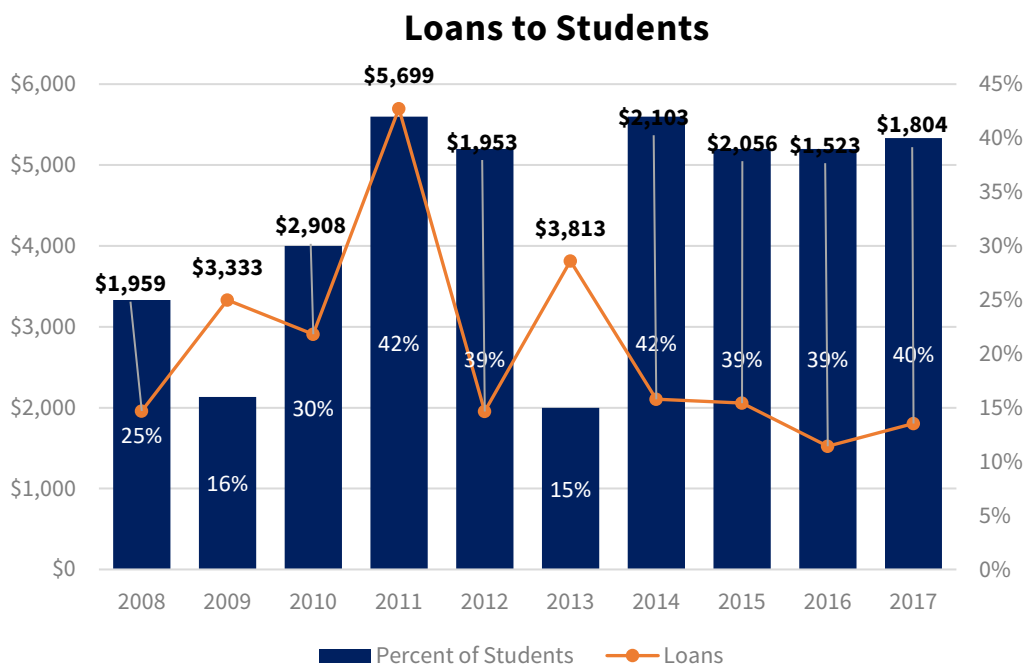
Pell Graduation Rate	Cohort 2010	Cohort 2011	Cohort 2012
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Pell Recipients	44%	41%	45%
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Student Loans and Dollars

Student loans represent any subsidized or unsubsidized federal loan received by students. It does not include loans made to parents of students such as the Parent Plus Loan program. Approximately 40% of Snow College students have some form of student loan averaging \$1,804. Students using loans to attend Snow College has increased by 15% since 2008 while average loan amounts have decreased by \$155—most students are getting loans but borrow smaller amounts of loan debt.

Data Source: The Integrated Post-Secondary Education Data System (IPEDS), Student Financial Aid, Winter 2018-2019, Student Financial Aid component. These data report on the prior 2017-2018 year.

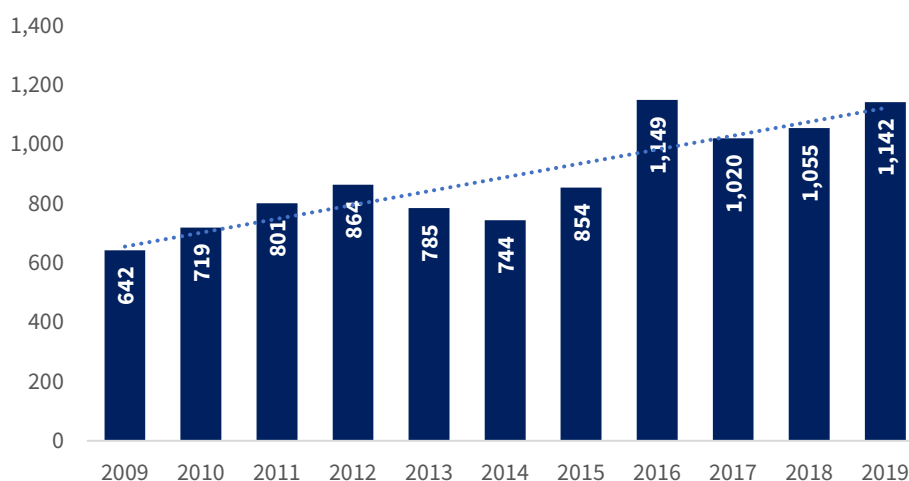


Degrees and Certificates Awarded

This information shows the total degrees and certificates awarded by Snow College in an academic year. An academic year is determined as fall, spring, and summer. Any student graduating in the fall or summer of an academic year is attributed to the spring graduating class. The award conferred represents the completed educational goal for the student and an achieved product for the institution. Snow College has added several specialized certificates and degrees at the associate level. In 2012, the Utah State Board of Regents approved the only bachelor’s degree program in Music with an Emphasis in Commercial Music. Fall 2017 marked the start of a Bachelor of Science degree in Software Engineering and the Associate of Fine Arts degree was approved.

Data Source: Graduation Extract files submitted to USHE and IPEDS each fall

Snow College Awards by Graduating Class/Year

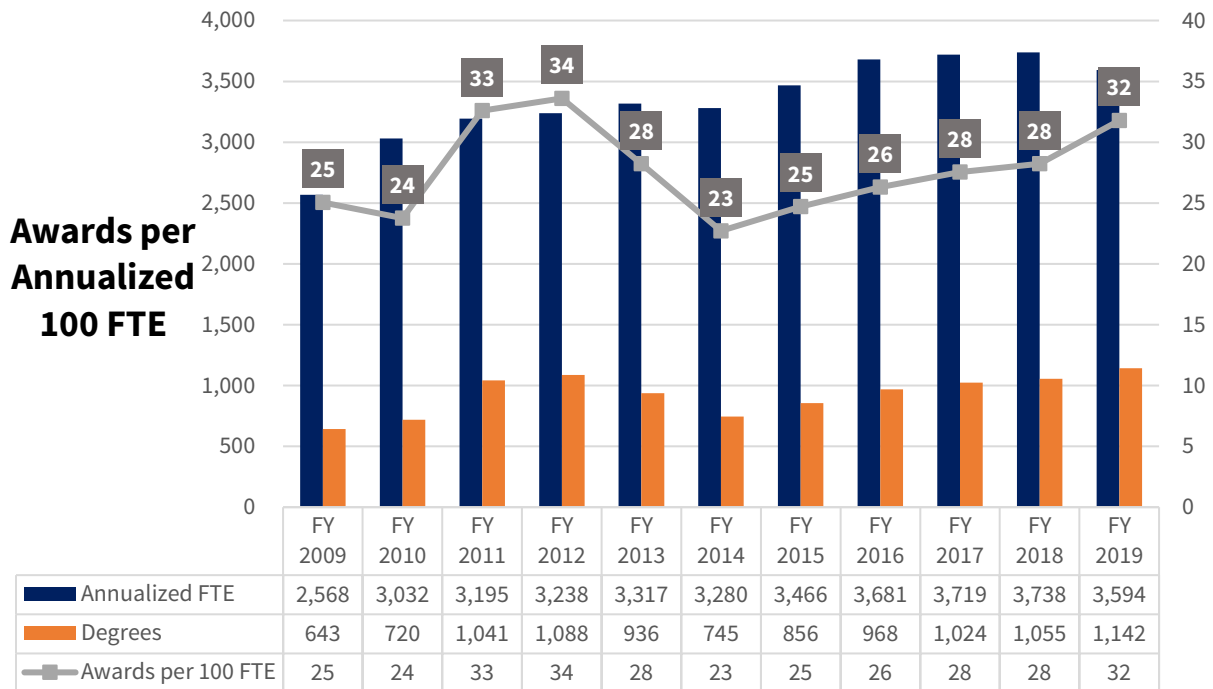


Snow College Awards by Graduating Class	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Bachelor of Arts (Commercial Music)	NA	NA	NA	NA	NA	7	8	33	17	20	32
Bachelor of Science (Software Engineering)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	5
Associate of Science	409	469	543	598	539	509	545	768	680	687	755
Associate of Arts	112	114	145	133	135	120	174	167	154	141	125
Associate of Fine Arts	NA	NA	NA	NA	NA	NA	NA	NA	NA	6	8
Associate of Pre-Engineering	4	4	4	5	3	6	12	11	10	12	7
Associate of Science-Business	16	13	14	10	7	6	10	20	19	13	23
Associate of Science-Nursing	NA	NA	NA	NA	NA	29	28	52	35	31	35
Associate of Applied Science	47	52	39	59	48	26	30	35	31	20	26
Certificates	54	67	56	59	53	41	47	63	74	125	124
Diplomas/Awards			237	222	148		1	2	0	0	2
Total Awards	642	719	801	864	785	744	854	1,149	1,020	1,055	1,142

Number of Degrees per 100 FTE

This measure takes Snow College’s annualized FTE (FTE for fall, spring, and summer divided by 2) and divides it by the number of degrees or certificates awarded for the same academic year. This measure is used by Complete College America and a USHE’s performance funding model to determine the efficiency by which Snow College students are completing degrees and certificates. Since FY 2014, Snow College has experienced a positive trend of degrees per 100 FTE, growing from 23 to 32. The three year average is 29 degrees award per 100 FTE.

Data Source: Annualized FTE, degrees conferred (Graduation Extract) for a given fiscal year. Data used for COBI and LFA, E&G reporting (Top Measure 3), and mission fulfillment.

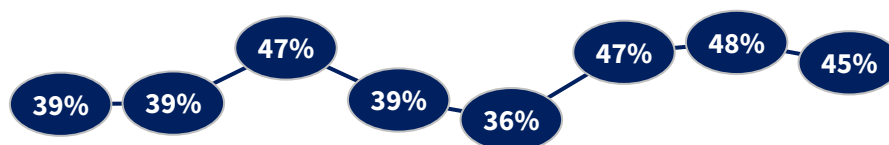


Graduate Rate within 150% of Time

Graduation rates are completed by entering student cohorts. Information is collected on how many of a first-time cohort graduated from the institution within 150% of time (3 years or 6 semesters). Transfer information is not included in the graduation rate calculation. Cohort students who have dropped out of the institutions for missionary or military service or who are deceased are excluded from the cohort. The achievement of bachelor and associate degrees as well as certificates are included in the count. Information is reported to the Integrated Post-Secondary Education Data System each year. Because Snow College offers a bachelor’s degree program, IPEDS considered the institution a four-year school for this reporting. The four-year student-right-to-know graduation rate average is 44%.

Data Source: IPEDS Graduation Rate report. Also used for COBI & LFA reporting (Top Measure 2), and mission fulfillment.

Graduation Rates at 150% of time



Cohort 2005 Cohort 2006 Cohort 2007 Cohort 2008 Cohort 2009 Cohort 2010 Cohort 2011 Cohort 2012

Cohort Year	2005	2006	2007	2008	2009	2010	2011	2012
Snow College	39%	49%	47%	32%	39%	47%	48%	45%
IPEDS Peer Rate	17%	19%	21%	19%	28%	25%	26%	32%

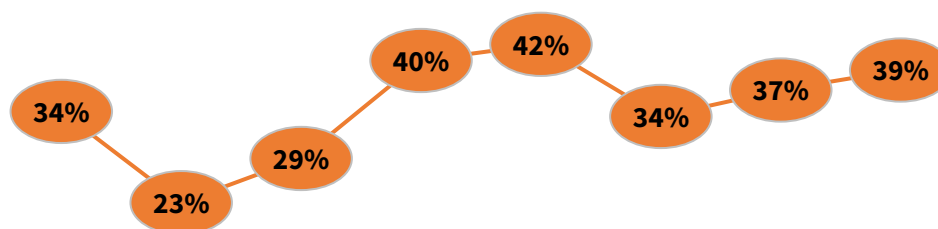
The graduates in this reporting are those from the cohort who completed an associate degree or certificate program within 3 years or six semesters.

Transfer Rate within 150% of Time

Snow College's transfer rate is completed using the same entering student cohorts as the graduate rate. The measure considers first-time students who transferred to another 2-year or 4-year institution within a 150% of time (3 years or 6 semesters). Graduation information is distinct from transfer information. Cohort students who received a degree are not included in the transfer rate count. Information is reported to the Integrated Post-Secondary Education Data System each year. Because Snow College offers a bachelor's degree program, IPEDS considered the institution a four-year school for this reporting. The four-year student right to know average transfer rate is 38%.

Data Source: IPEDS Graduation Rate report. Also used for COBI and LFA reporting (Top Measure 5), and mission fulfillment

Transfer Rates at 150% of Time



Cohort 2005 Cohort 2006 Cohort 2007 Cohort 2008 Cohort 2009 Cohort 2010 Cohort 2011 Cohort 2012

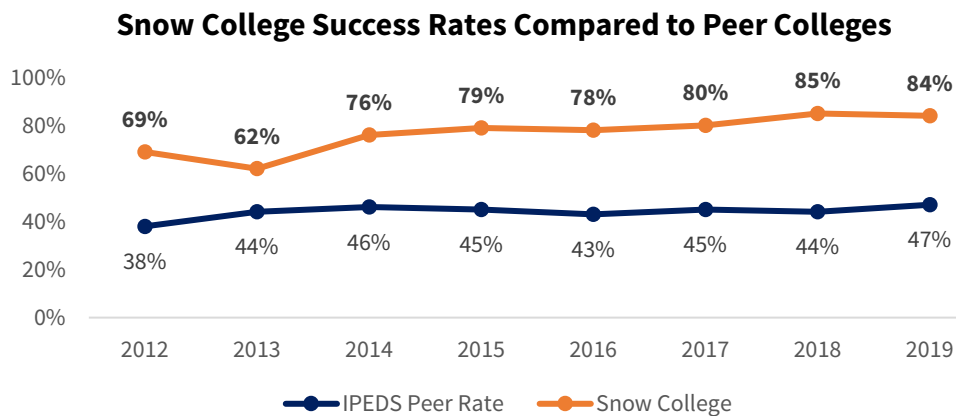
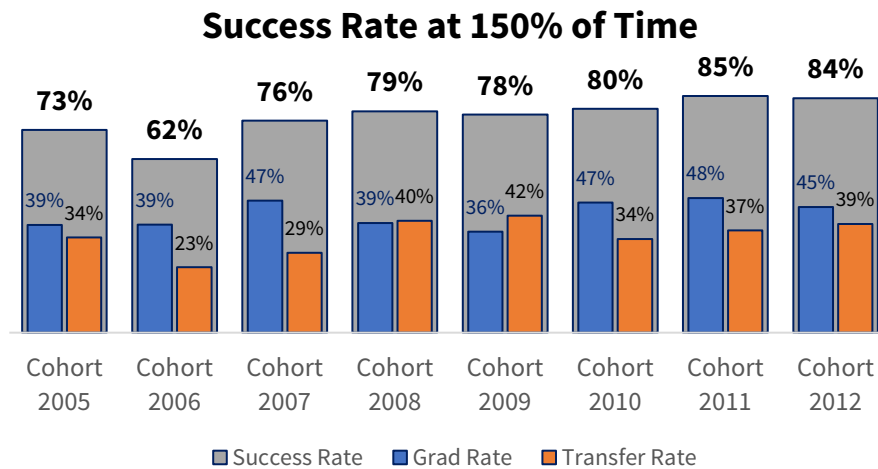
Cohort Year	2005	2006	2007	2008	2009	2010	2011	2012
Snow College	37%	23%	29%	40%	41%	34%	37%	39%
IPEDS Peer Rate	19%	16%	16%	19%	14%	20%	18%	15%

The transfers in this reporting are those that transferred to another 2-year or 4-year program without completing a degree or certificate with 3 years or six semesters.

Success Rate within 150% of Time

Since the mission of Snow College is to provide both the terminal degree and prepare students to transfer to other institutions, the institution measures student success by combining the graduation rate with the transfer rate. The success rate measures the percentage of first-time cohort students who graduate and/or transfer within 150% of time (3 years or 6 semesters). Approximately 80% of Snow College students will graduate and/or transfer within the specified time frame (this is the four-year student right to know average). The four-year student-right-to-know information is based on the most recent four-years of graduation and transfer data. Nearly half of Snow College students obtain a degree within 150% of time whether they transfer to another institution. Additionally, one-third of Snow College students transfer to another 2-year or 4-year program without obtaining a degree within the same time frame

Data Source: IPEDS Graduation Rate report. Also used with COBI and LFA measures (Top Measure 6), and mission fulfillment



Success Rates for Underrepresented Students

Underrepresented students in this category are defined as (1) students with an ethnic or racial classification other than White, Caucasian (referred to as minority students) and (2) students who received a Pell grant while attending Snow College.

The 150% of time graduation rate for minority students is 30% (first-time freshman cohort 2012). The five-year average (cohorts 2007 to 2012) is 30%. The transfer rate for minority students (cohort 2012) is 29%, which a five-year average of 34%. Combined, first-time minority students at Snow College experience an average success rate of 64%. Asian students have the highest success rate (83%) followed by multiple race students (79%), Hispanic/Latino students (70%), Black, African American students (69%), and Native Hawaiian/Pacific Islander students (68%). Students of unknown race or ethnicity have the lowest success rate at 33%. Comparatively, the overall success rate for Snow College students for the 2012 cohort was 84%.

Pell recipients experience a remarkable low 26% graduation rate. Transfer data and five-year average data is not available currently.

Data Source: IPEDS Graduation Rate report. Also used with Aspen Award and mission fulfillment

Minority Success Rate	Cohort 2007	Cohort 2008	Cohort 2009	Cohort 2010	Cohort 2011	Cohort 2012
Non-Resident, Alien	55%	61%	47%	71%	57%	41%
Hispanic/Latino	61%	59%	68%	76%	65%	70%
American Indian/Alaskan Native	50%	43%	33%	40%	56%	50%
Asian	0%	67%	80%	80%	73%	83%
Black or African American	56%	83%	60%	91%	86%	69%
Native Hawaiian or Pacific Islander	59%	67%	76%	69%	50%	68%
Multiple Races	0%	0%	83%	63%	79%	79%
Unknown Race/Ethnicity	80%	83%	44%	69%	57%	33%
Total Minority Students	59%	63%	63%	71%	63%	59%

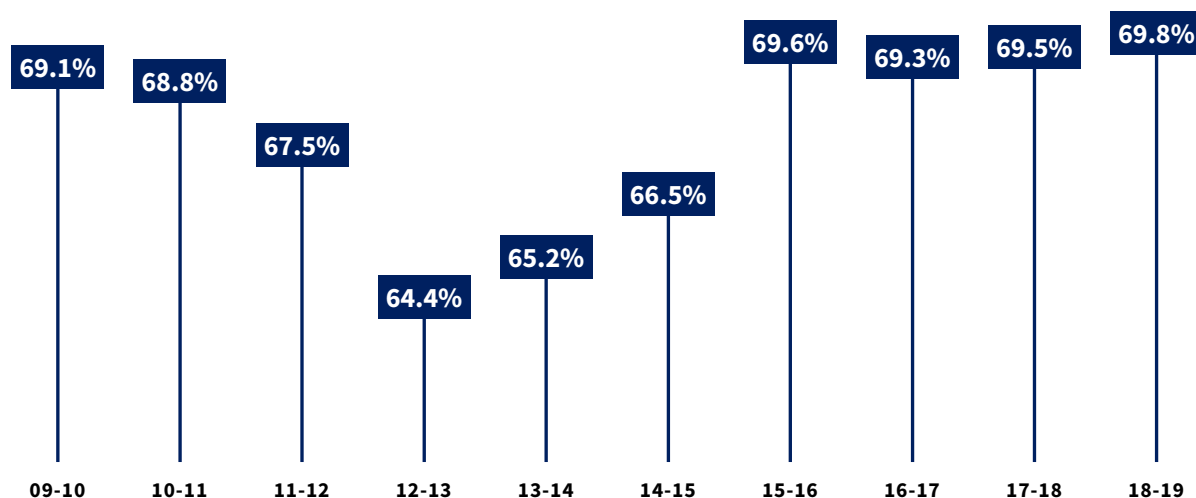
Overall Persistence Rates--Fall to Spring Semester

Student persistence is a measure of student endurance in their academic pursuits toward their educational goal or training objective. A student persists from one term to the next consecutive term if he or she is enrolled in at least one course each term and received a passing letter grade or grades (for more than one course enrollment). The persistence rate is calculated as the headcount enrollment of the second term divided by the headcount enrollment of the previous or first term. Students who graduated between fall and spring term were not excluded from this calculation. Data is taken from Institutional Research records, namely 3rd Week and End of Term report queries.

The 10-year average for student persistence from fall to spring term/semester is 68%. Persistence rates dropped slightly between 2012 to 2013 and 2013 to 2014 due to a missionary age change announced by the Church of Jesus Christ of Latter-day Saints. This age change resulted in many more students leaving for missionary service after fall semester. As of the 15-16 academic year, Snow College persistence rates returned to the traditional high of 69-70%.

Data Source: Snow College End-of-Term and 3rd Week reports for fall and spring semesters

Overall Persistence rate from Fall to Spring Semester



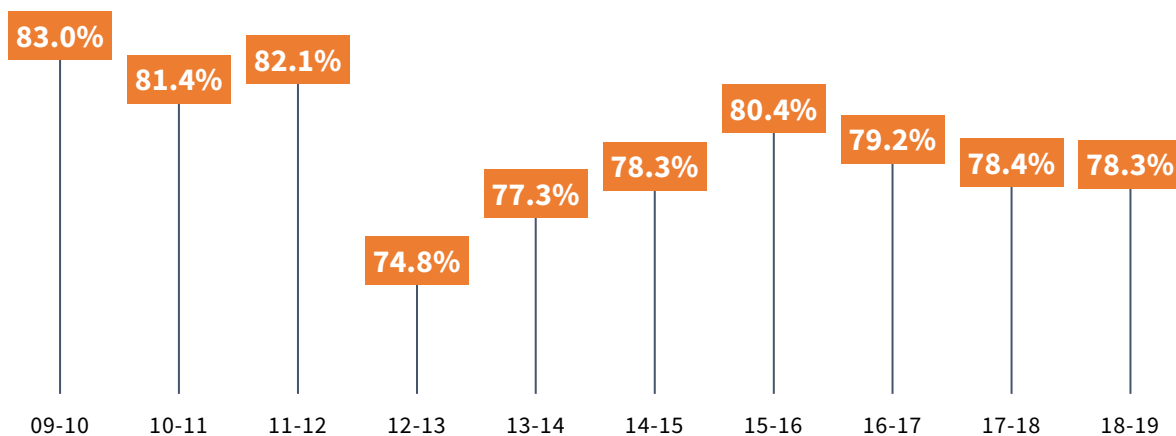
First-time Freshmen Persistence Rates--Fall to Spring Semester

Student persistence is a measure of student endurance in their academic pursuits toward their educational goal or training objective. A student persists from one term to the next consecutive term if he or she is enrolled in at least one course each term and received a passing letter grade or grades (for more than one course enrollment). The persistence rate is calculated as the headcount enrollment of the second term divided by the headcount enrollment of the previous or first term. Students who graduated between fall and spring term were not excluded from this calculation. Data is taken from Institutional Research records, namely 3rd Week and End of Term report queries specific to the FF and FH student enrollment codes.

The 10-year average for student persistence from fall to spring term/semester among freshman students is 79%. Persistence rates dropped slightly between 2012 to 2013 and 2013 to 2014 due to the missionary age change announced by the Church of Jesus Christ of Latter-day Saints. This age change resulted in many more first-time freshman students leaving for missionary service after fall semester. The current persistence rate of 78% is slightly lower than the 10-year average and prior year rate, but it is 4% higher than the lowest rate experienced during the 12-13 academic year.

Data Source: Snow College End of Term and 3rd Week reports for fall and spring semesters

First-time Freshmen Persistence rate (includes both full and part time students)

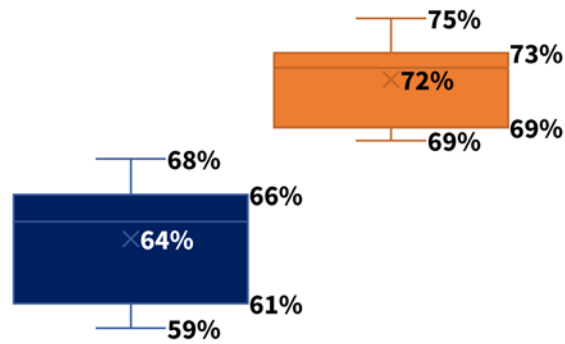


Persistence Rates by Gender and Ethnicity—Fall to Spring

These data present the fall to spring persistence rates of all students by gender and by ethnicity. Typically, Snow College retains 10% more female students than male students. This gender gap has remained consistent since the 09-10 academic year.

	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Male Retention	66%	64%	60%	59%	61%	63%	66%	65%	66%	68%
Female Retention	72%	73%	75%	69%	69%	69%	73%	73%	73%	71%

Box and Whisker Plot of Persistence by Gender
(fall to spring semesters, 09-10 to 18-19)



In the box and whisker plot, the x = the average, the line represents the median and the outside values determine the range.

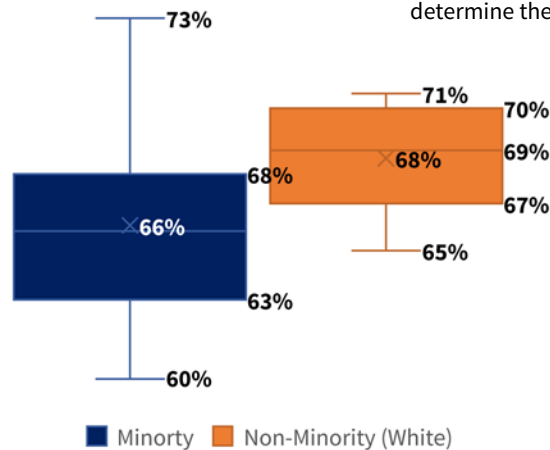
■ Male Retention ■ Female Retention

Minority students represent those students with an ethnicity or racial background other than White, Caucasian. This includes Snow College’s international student population, most of whom have the Non-Resident, Alien classification. The fall to spring persistence rates for minority students are largely consistent with the fall to spring persistence rates for non-minority students. The ten-year average for minority students is 66%; for non-minority students it is 68%.

	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Minority	73%	67%	69%	60%	62%	64%	66%	65%	67%	65%
Non-Minority (White)	69%	69%	67%	65%	66%	67%	70%	70%	70%	71%

**Box and Whisker Plot of Persistence by Race/Ethnicity
(fall to spring semesters, 09-10 to 18-19)**

In the box and whisker plot, the x = the average, the line represents the median and the outside values determine the range.

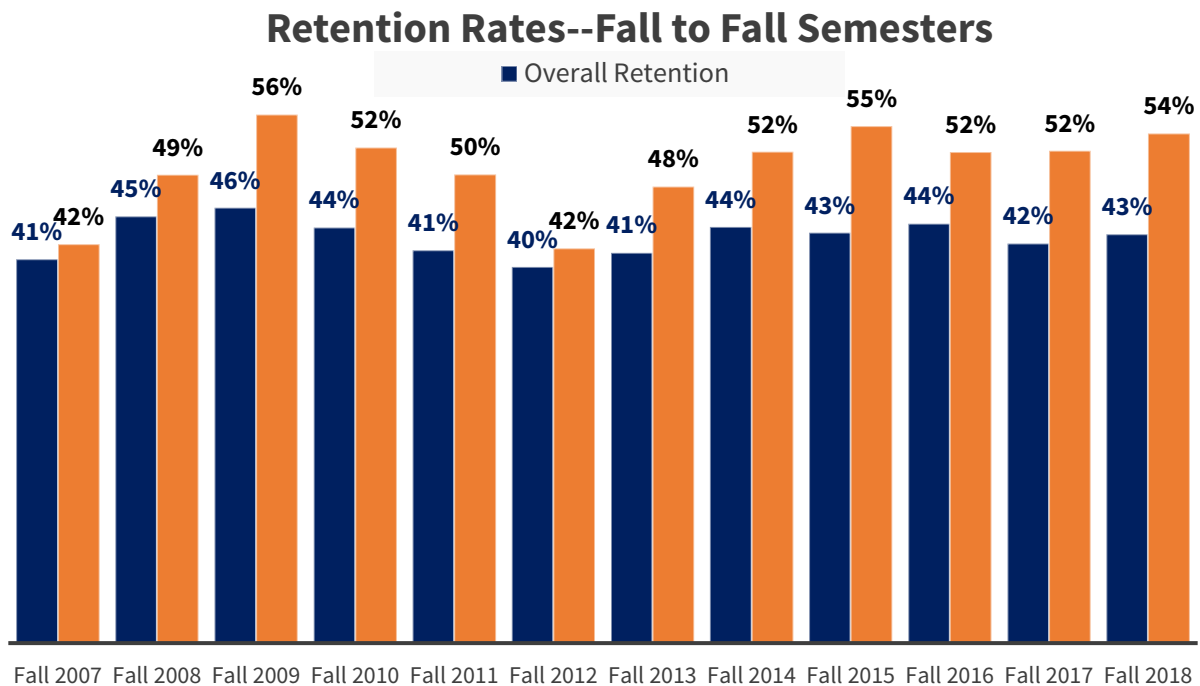


Retention Rates from fall to fall

The retention rate measures how well the institution performs at keeping students in the learning process from one year to the next. For two-year institutions, like Snow College, retention of students from one fall semester to the next fall semester influences graduation and/or transfer success. Typically, retention rates can exclude students who leave the college within the first year for missionary service, military service, or death. Snow College experiences a lot of missionary departure between the first and second year of a student's matriculation. Cooperation with the Church of Jesus Christ of Latter-day Saints has not consistently identified those students that merit cohort exclusion. As a result, a 10% reduction in the original cohort headcount is applied for missionary, military, or death exclusions (this is a conservative four-year average for missionary exclusions only).

Overall retention at 43% is up from the previous year but consistent with ten-year average. First-time freshman retention at 54% is higher than the past two years and remains higher (by 12%) than the original rate. It suggests little less than half of all students continue their studies the subsequent fall semester and approximately half of all freshman students enrolled in one fall semester return to matriculate in the fall semester.

Data Source: Snow College 3rd Week and End of Term files for fall and spring semesters



Retention Rates from fall to fall by Ethnicity

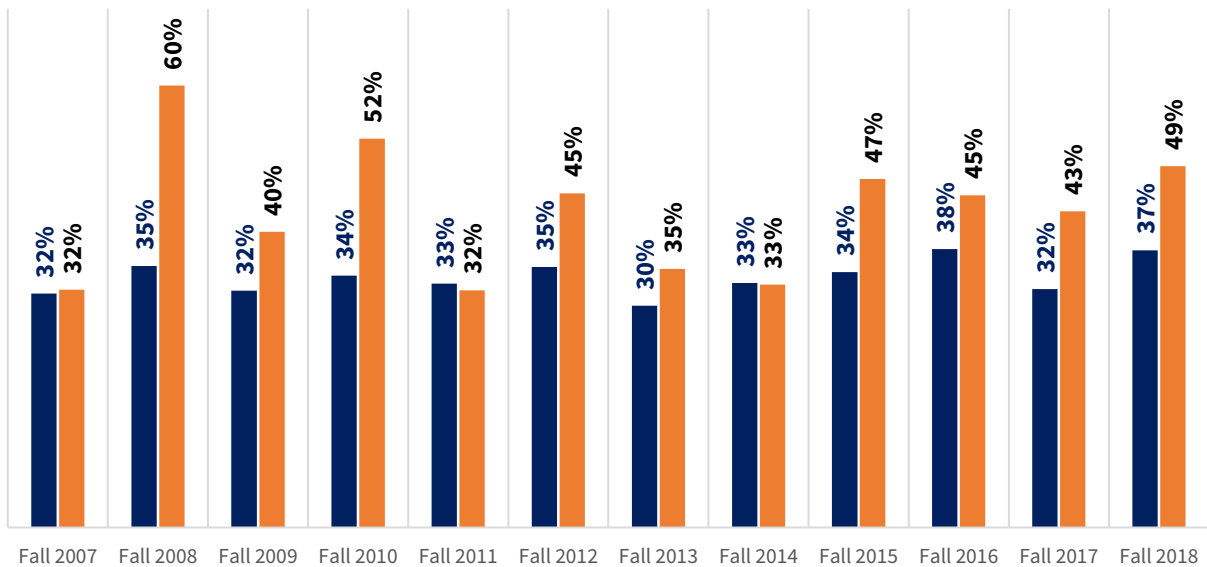
The retention rate measures how well the institution performs at keeping students in the learning process from one year to the next. For two-year institutions, like Snow College, retention of students from one fall semester to the next fall semester influences graduation and/or transfer success. Typically, retention rates can exclude students who leave the college within the first year for missionary service, military service, or death. Institutional Research provides this data by enrollment matching fall to fall headcounts from 3rd week reports.

Retention for Snow College's minority population has improved over the past 9 years. Snow College retains approximately one-third (33%) of all minority students. Regarding the retention of minority students who enter as first-time freshmen, the nine-year average is 42%. Since 2007, the retention of freshman minority students has increased by 15%. Distinct breakdowns by minority classification (according to IPEDS) are listed in the tables below.

Data Sources: Snow College End of Term and 3rd Week reports for fall and spring semesters

Minority Student Retention

■ % Retained from Total ■ % Retained of Freshmen



Minority Retention	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
% Retained from Total	32%	35%	32%	34%	33%	35%	30%	33%	34%	38%	32%	37%
Hispanic	27%	33%	32%	34%	34%	37%	31%	34%	33%	44%	36%	35%
Unknown	25%	28%	19%	3%	21%	59%	48%	33%	38%	27%	33%	15%
Pacific Islander	22%	33%	25%	42%	31%	31%	23%	31%	28%	34%	25%	34%
American Indian	31%	38%	32%	42%	28%	33%	25%	33%	35%	43%	33%	55%
Black, non-Hispanic	24%	11%	29%	15%	52%	36%	24%	35%	29%	34%	36%	32%
Asian	50%	25%	17%	88%	33%	24%	25%	32%	35%	20%	24%	24%
Non-Resident Alien	43%	45%	47%	50%	47%	28%	29%	35%	42%	48%	36%	47%
Multiple Ethnicities	NA	0%	8%	21%	20%	30%	43%	28%	39%	10%	18%	40%

Minority Freshman Student Retention

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
% Retained of Freshmen	32%	60%	40%	52%	32%	45%	35%	33%	47%	45%	43%	49%
Hispanic	26%	70%	36%	63%	31%	44%	36%	33%	57%	52%	54%	49%
Unknown	17%	71%	30%	0%	33%	243%	57%	23%	100%	50%	33%	100%
Pacific Islander	20%	51%	26%	73%	35%	41%	28%	51%	25%	37%	31%	35%
American Indian	33%	88%	36%	100%	10%	50%	7%	22%	45%	40%	42%	40%
Black, non Hispanic	27%	16%	26%	75%	19%	56%	22%	42%	41%	41%	43%	50%
Asian	67%	40%	25%	40%	17%	25%	80%	18%	100%	50%	36%	50%
Non-Resident Alien	50%	72%	80%	94%	70%	19%	38%	29%	43%	56%	47%	53%
Multiple Ethnicities	NA	0%	10%	44%	19%	64%	65%	28%	55%	12%	21%	42%

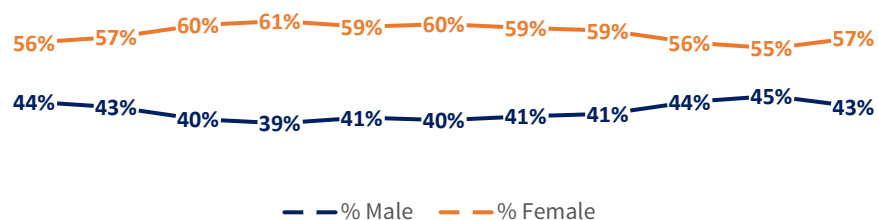
Retention Rates from fall to fall by Gender

The retention rate measures how well the institution performs at keeping students in the learning process from one year to the next. For two-year institutions, like Snow College, retention of students from one fall semester to the next fall semester influences graduation and/or transfer success. Typically, retention rates can exclude students who leave the college within the first year for missionary service, military service, or death. Institutional Research provides this data by enrollment matching fall to fall headcounts from 3rd week reports.

Retained students by gender classification indicates a slight increase of 1% for male students and a slight decrease of -1% for female students. Within the overall retention percentage, on average (five-year average) 64% of the students are female and 34% of the students are male.

Data Source: Snow College End of Term and 3rd Week reports for fall and spring semesters

Retained Students by Gender



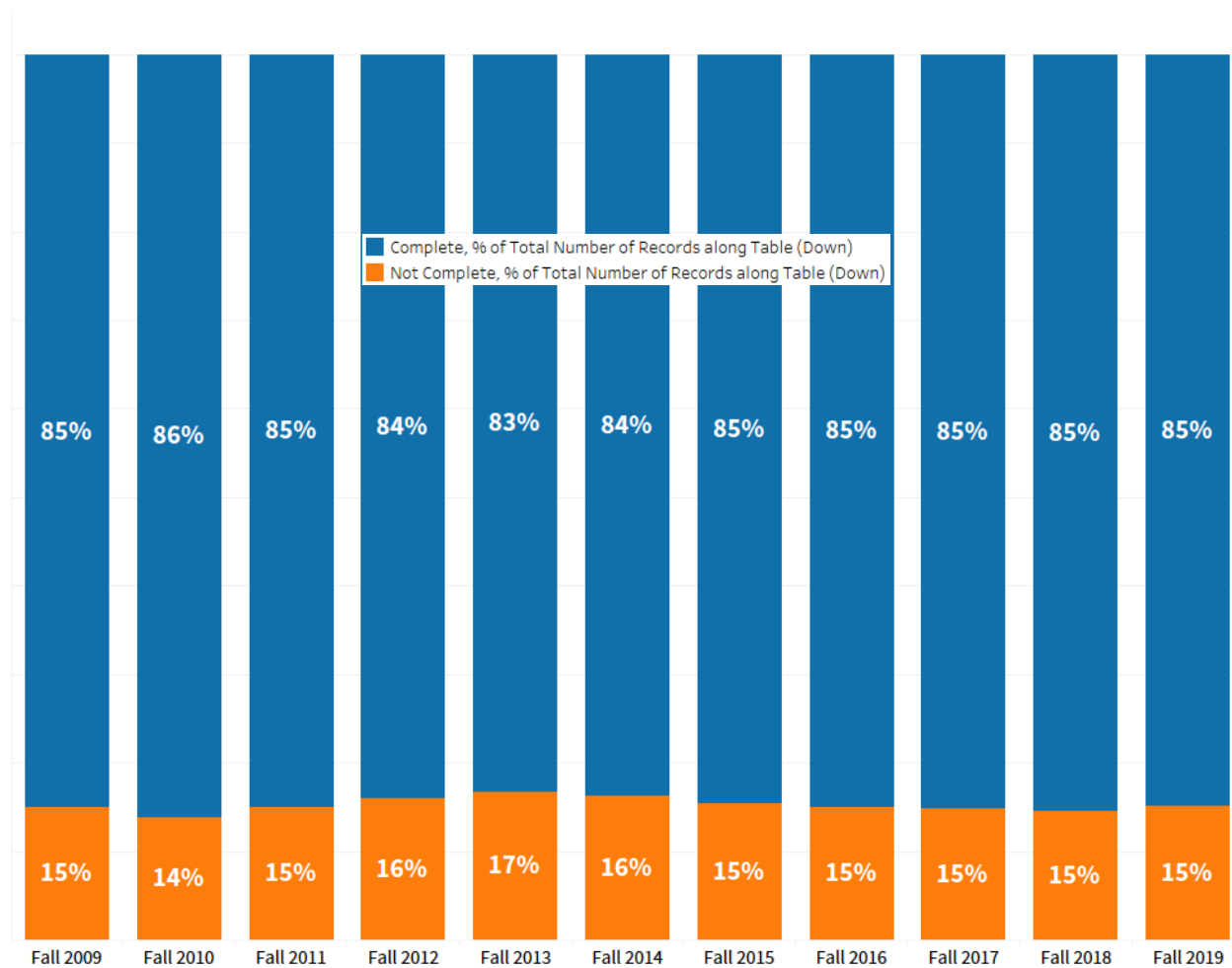
Fall 2007 Fall 2008 Fall 2009 Fall 2010 Fall 2011 Fall 2012 Fall 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017

Freshman Cohort	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
% Male	30%	26%	27%	29%	31%	27%	33%	39%	35%	34%	40%
% Female	70%	74%	73%	71%	69%	73%	67%	61%	65%	66%	60%

Successful Course Completion

The successful course completion rate takes the sum of all enrollments receiving a C- or above grade divided by the total attempted course enrollments. This metric serves as an indicator of student academic performance. The following chart shows the number of enrollments compared to the number of successful completions. Data is generated by the Office of Institutional Research and Effectiveness using historical enrollment files located in the institution's Banner database. Overall, the successful course completion rate is 85% for all students.

Data Source: Snow College Student Information System (Banner):
AS_ACADEMIC_HISTORY_DETAIL



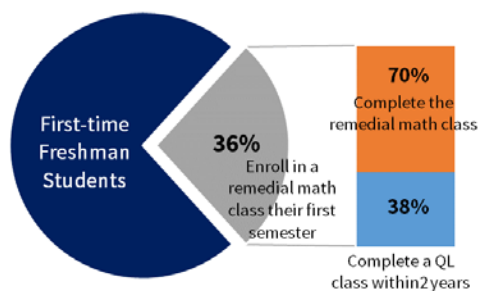
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Complete	18,011	19,002	18,359	18,716	18,207	20,091	21,088	21,760	22,006	21,851	19,527
Not Complete	3,161	3,043	3,228	3,576	3,645	3,899	3,843	3,832	3,824	3,729	3,495
Grand Total	21,172	22,045	21,587	22,292	21,852	23,990	24,931	25,592	25,830	25,580	23,022

Remedial Math Completion

Snow College offers three levels of remedial math instruction. Mandatory placement in Math 0700 (Pre-Algebra), 0800 (Beginning Algebra), and 1010 (Intermediate Algebra) is based upon a student’s math ACT score. Student who score a 17 or below will be placed in Math 0700 or 0800. Students who score between 18 and 22 will be placed in Math 1010. Students who score 21, 22, 23, or higher may place in Math 1030 (Quantitative Literacy), 1040 (Introduction to Statistics), and 1050 (College Algebra), respectively. An ACT score of 23 also places students in Math 1080 (Pre-Calculus).

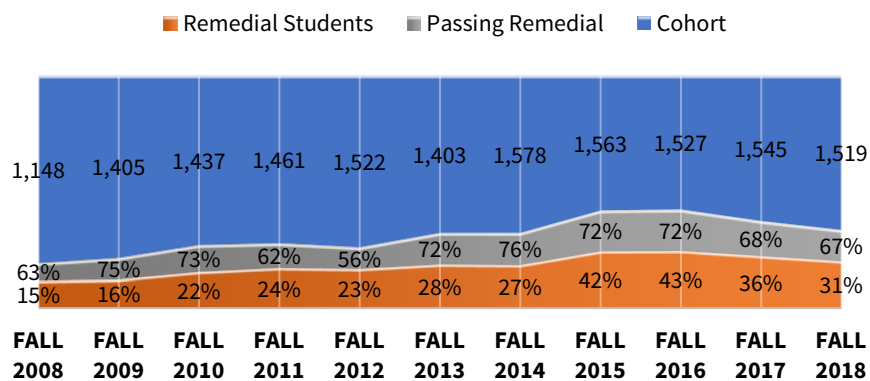
Students may challenge this placement by contacting the Student Success Center to schedule a time to use the Aleks Assessment tool or a designated equivalent as well as talk with a faculty member about their placement.

The number of students enrolling in a remedial course has grown since 2008 due to the development of math pathways supporting the K-12 common core curriculum. For the five-year average, 36% of Snow College’s first-time freshman cohort (full and part-time students) enroll in a remedial math course. Of those that take remedial math, 71% pass the course with a C- grade or better and 38% complete (with a C- grade or higher) Math 1030, Math 1040, or Math 1050 (Snow College’s quantitative literacy general education requirement) within two-years. The data does not account/exclude freshman students who stop out after their freshman year for military or missionary service.



Data Source: Snow College 3rd Week and End of Term files for fall semesters

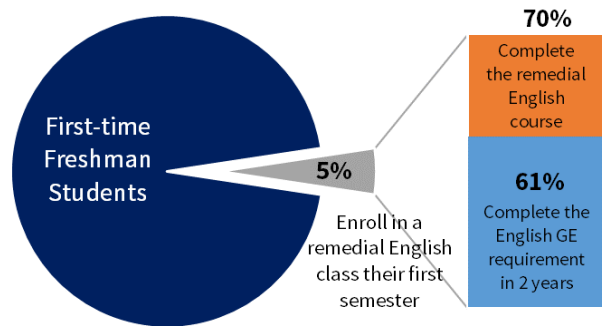
First-Time Freshmen and Remedial Math Success



Remedial English Completion

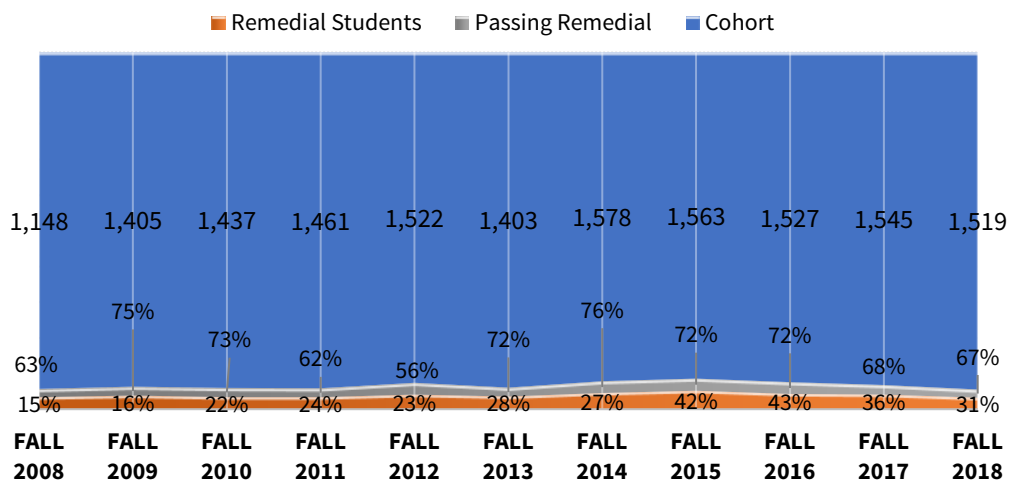
Students who have an English ACT of 11 or below are required to take English 0980 or English 0990. Students with English ACT scores of 12-14 are recommended for English 1015. Students with scores between 15 and 17 may choose English 1010 or English 1015. Students with an English ACT score of 29 or higher may petition to skip English 1010 by taking the English Placement Exam in the Testing Center. Any student requested help for English class placement should take the writing assessment exam in the Testing Center and work with a Student Success or English faculty advisor.

On average, only 4% of entering first-time freshman students enroll in a remedial English course. Of those that enroll, 70% pass the course with a C- grade or better. Sixty-nine percent (69%) of remedial English students successfully complete English 1010 (Composition general education requirement) within two years. The data does not account/exclude freshman students who stop out after their freshman year for military or missionary service.



Data Source: Snow College 3rd Week and End of Term files for fall semesters

First-Time Freshmen and Remedial English Success



Summer Instruction Analysis

Introduction:

This report presents data on Snow College's courses, enrollment, and pass rates for instructional activity associated with summer, as represented by courses offered the first of May through the end of August. Data represent distinct End-of-Term extracts for summers 2014 through 2018 (five years). All End-of-Term extracts are verified by USHE with the exception of summer 2018, which will be verified November 2018 (consistent with the USHE reporting/verification calendar). Each End-of-Term extract consists of three files: (1) Course data, (2) Student data, and (3) Student Course data.¹

The following definitions are associated with this analysis:

Maymester: Any instructional activity (i.e. course) with a start date and an end date within the month of May.

Summer Term I: Any instructional activity (i.e. course) with an end date in June. This includes courses starting in May and ending in June as well as courses starting and ending in June.

Summer Term II: Any instructional activity (i.e. course) with an end date in July or August. This includes courses with start dates in May, June or July that end in July or August. Snow College's on-line courses that run from May to July were included in Summer Term II.

Regular: Any course offered where more than 50% of instruction is face-to-face as determined by the section number of the course and in accordance with Snow College's distinctly assigned section numbering system.

Distance: Any course offered where more than 50% of instruction is on-line or via distance education (not face-to-face) as determined by the section number of the course and in accordance with Snow College's distinctly assigned section numbering system.

Passing: Any earned grade at the C- level or higher. Grades for audit (AU), credit (C), and passing (P) were included in this grouping.

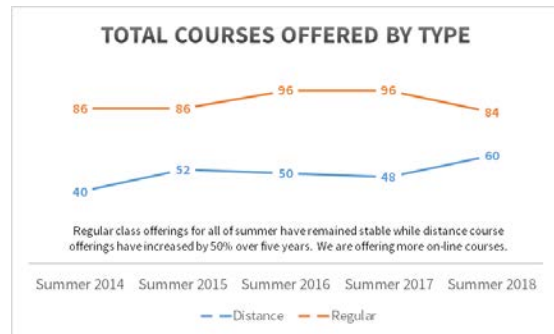
DFWI: Any earned grade below the C- level. Incomplete (I, or IP), no grade (NG), withdrawal (W, UW), and null value grades were included in this grouping. Note: DFWI does not report

¹ Data Source: All data taken from End-of-Term summer files which were extracted directly from Snow College's student information system (Banner) database according to USHE established data definitions and data reporting protocols. Summer EOT extracts follow the naming convention consistent with the fiscal year, the term, and the extract (e.g. summer 2014 = 20151E for the FY (2015) the term (1 for summer) and the extract (E for End-of-Term)).

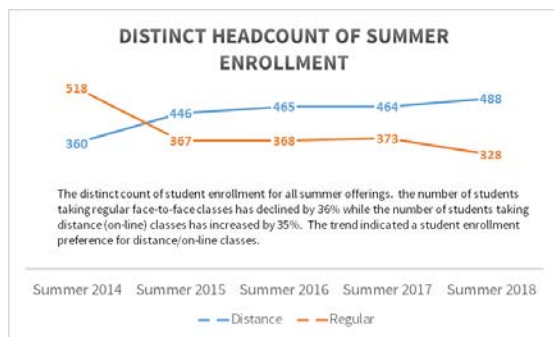
student course drop behavior. Drop rates are a measure of student registration behavior, not student performance.

Summary Findings:

- **Snow College is offering more distance/on-line courses.** The number of regular course offerings has remained consistent over the past five years while the number of distance/on-line courses has increased by 50%.



- **Student enrollment indicates a preference for distance courses.** Student enrollment in face-to-face courses has declined by 36% while student enrollment in distance courses has increased by 35%. The majority of distance courses are offered from May to July.



- **Students exhibit slightly higher academic success (pass rates) in regular courses compared to distance courses.** The general five-year average pass rate for all summer courses is 72%. The overall five-year average pass rate for distance courses is 67% and 75% for regular courses.
- **Summer Term II pass rates are slightly higher for distance courses than for regular courses for all five years with the exception of summer 2018.** The five-year average pass rate for distance versus regular courses during Summer Term II is the same at 66%.
- Generally, students who have taken a summer course indicate a preference for distance/on-line courses lasting more than four weeks in duration.

Summary Breakdown by Terms:

Maymester	Summer Term I	Summer Term II
<ul style="list-style-type: none"> • Class offerings have decreased by four, the majority of which are regular classes. 	<ul style="list-style-type: none"> • Class offerings have decreased by half (26 to 13), the majority of which are regular (3 courses are distance). 	<ul style="list-style-type: none"> • Class offerings have decreased by 8 with a nearly even split between distance and regular courses (57 to 61).
<ul style="list-style-type: none"> • Maymester enrollment has increased slightly, growing from 90 to 108 students. 	<ul style="list-style-type: none"> • Enrollments have decreased 24% (105 to 79). 	<ul style="list-style-type: none"> • Represents the largest number of student enrollment (ave = 592) which has remained relatively stable (632 down to 623).
<ul style="list-style-type: none"> • Maymester students are enrolled in regular classes. A total of 20 students have taken distance instruction exclusively during Maymester over the past five years. 	<ul style="list-style-type: none"> • Student enrollment has remained the same for distance courses but has decreased for regular courses. The majority of students are enrolled in regular courses (31 distance to 48 regular—mostly ESL students). 	<ul style="list-style-type: none"> • Student enrollment has declined for regular courses and had increased significantly for distance courses. The majority of students are enrolled in distance courses (461 distance to 225 regular).
<ul style="list-style-type: none"> • Five-year average pass rate = 84% 	<ul style="list-style-type: none"> • Five-year average pass rate = 95% broken down to 75% for distance and 97% for regular courses) 	<ul style="list-style-type: none"> • Five-year average pass rate = 74% broken down to 66% for distance and 66% for regular. With the exception of summer 2018, the pass rate for distance courses has been higher than regular courses.
<ul style="list-style-type: none"> • Five-year common classes ART 1050 BIOL 1050, 1055 MATH 1040 MUSC 1120, 1140, 3030, 3350, 3570, 4110 PHYS 1060 	<ul style="list-style-type: none"> • Five year common classes ART 1001 ESL Classes POLS 1100 	<ul style="list-style-type: none"> • Five year common classes AGBS 1997, 1998 AHNA 1000 BIOL 1010, 1015, 2320, 2325 BUS 1020, 1270, 1997 CHEM 1110, 1115 CJ 1010, 1300 CLA courses (prison) CM courses COMM 1020, 1500, 2110 COSB courses ENGL 1010, 1020, 2420 ESL courses GEOG 1000, 1005 GNST 1010 HFST 1020, 1400, 1500, HIST 1700 MATH (developmental) MATH 1010, 1050, 1210 MUSC 1001 NURP 1000, 1101 PE 1010, 1096, 1543 PHSC 1000 POLS 1100, 2100 PSY 1010 SOC 1010 THEA 1013

Faculty that have taught summer courses all five years:

Albright, Kristy

Agustus, Ernest

Black, Dan

Bumandalai, Udambor

Burmingham, Adam

Carter, Karen

Christison, Paul

Cragun, Kim

Faatz, Renee

Holdsworth, Kevin

Larsen, Vance

Marsing, Nick

Mason, Teri

McKenzie, Gary

Naylor, Andrew

Parry, Kade

Price, Chad

Rice, Marlo

Smith, Larry

Sorenson, Kaycie

Wallace, Jeffrey

Weller, Stephen

	Summer 2014	Summer 2015	Summer 2016	Summer 2017	Summer 2018
Total Courses	169	138	146	144	144
<i>Distance</i>	40	52	50	48	60
<i>Regular</i>	86	86	96	96	84
Distinct Headcount	775	733	728	745	717
<i>Distance</i>	360	446	465	464	488
<i>Regular</i>	518	367	368	373	328
Pass Rate	79%	67%	66%	71%	75%
<i>Distance</i>	63%	67%	66%	72%	68%
<i>Regular</i>	88%	66%	66%	71%	83%

Maymester	17	19	19	17	13
<i>Distance</i>	0	0	1	1	0
<i>Regular</i>	17	19	18	16	13
Headcount	90	119	118	113	108
<i>Distance</i>	0	0	19	1	0
<i>Regular</i>	90	119	102	112	108
Pass Rate	91%	69%	74%	92%	93%
<i>Distance</i>	0%	0%	74%	100%	0%
<i>Regular</i>	91%	69%	74%	92%	93%

Summer I	26	27	4	10	13
<i>Distance</i>	0	1	2	3	3
<i>Regular</i>	26	26	2	7	1
Headcount	105	118	107	125	79
<i>Distance</i>	0	28	56	51	31
<i>Regular</i>	105	90	52	74	48
Pass Rate	94%	97%	93%	98%	95%
<i>Distance</i>	0%	100%	84%	98%	94%
<i>Regular</i>	94%	97%	100%	98%	96%

Summer II	126	92	123	117	118
<i>Distance</i>	40	51	47	44	57
<i>Regular</i>	86	41	76	73	61
Headcount	632	555	590	562	623
<i>Distance</i>	360	423	427	418	461
<i>Regular</i>	362	184	238	206	225
Pass Rate	75%	97%	63%	65%	71%
<i>Distance</i>	63%	66%	65%	70%	68%

<i>Regular</i>	86%	49%	60%	59%	78%
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Additional Documentation:

- Summer 2014
 - Course/Enrollment/DFWI Summary Sheet 2014 (20151E)
 - Faculty Summer 2014 (20151E)
 - Enrollment and DFWI by Course Summer 2014 (20151E)
- Summer 2015
 - Course/Enrollment/DFWI Summary Sheet 2015 (20161E)
 - Faculty Summer 2015 (20161E)
 - Enrollment and DFWI by Course Summer 2015 (20161E)
- Summer 2016
 - Course/Enrollment/DFWI Summary Sheet 2016 (20171E)
 - Faculty Summer 2016 (20171E)
 - Enrollment and DFWI by Course Summer 2016 (20171E)
- Summer 2017
 - Course/Enrollment/DFWI Summary Sheet 2017 (20181E)
 - Faculty Summer 2017 (20181E)
 - Enrollment and DFWI by Course Summer 2017 (20181E)
- Summer 2018
 - Course/Enrollment/DFWI Summary Sheet 2018 (20191E)
 - Faculty Summer 2018 (20191E)
 - Enrollment and DFWI by Course Summer 2018 (20191E)

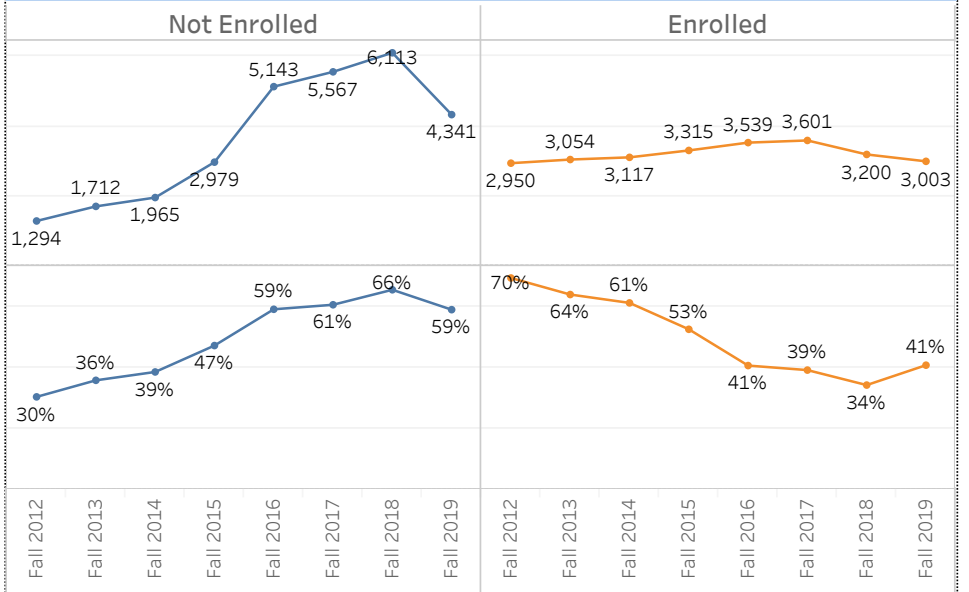
Select the student type

All

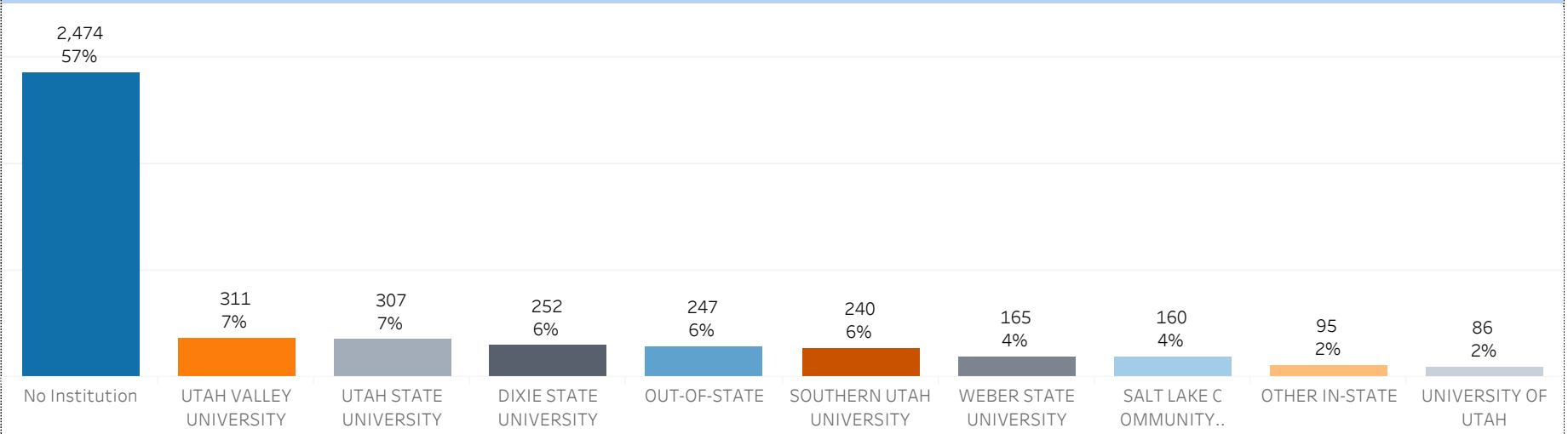
Applicants by Year and Enrollment Status

	Headcount		Percent		Headcount	Percent
	Enrolled	Not Enrolled	Enrolled	Not Enrolled		
Fall 2012	2,940	1,294	69%	31%	4,234	100%
Fall 2013	3,021	1,711	64%	36%	4,732	100%
Fall 2014	3,108	1,963	61%	39%	5,071	100%
Fall 2015	3,297	2,979	53%	47%	6,276	100%
Fall 2016	3,494	5,121	41%	59%	8,615	100%
Fall 2017	3,550	5,553	39%	61%	9,103	100%
Fall 2018	3,190	6,031	35%	65%	9,221	100%
Fall 2019	2,995	4,337	41%	59%	7,332	100%
Grand Total	22,888	28,342	47%	59%	48,322	100%

Non-Enrollment Trends



Non-Enrolled Applicants by Institutional Location Bar Graph for Fall 2019



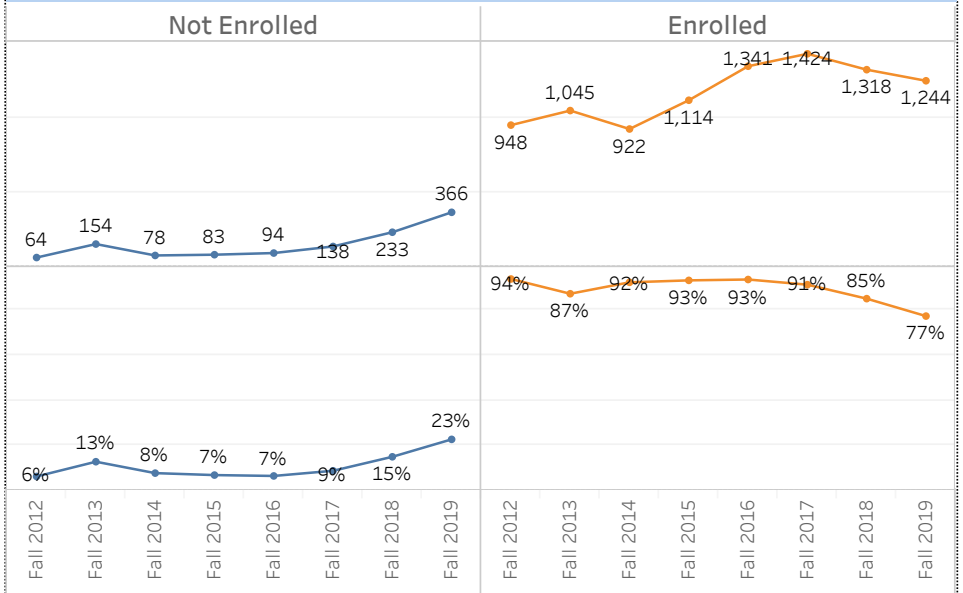
Non-Enrolled students are those who applied to Snow College for which there is no record of enrollment at Snow College or any other institution in Utah or the United States (public, private, proprietary or otherwise) according to the National Student Clearinghouse at the time the data file was submitted. The group: **"Other Institution"** represents in-state schools that do not belong to the USHE system (i.e. Stevens Henegar, Ogden-Weber Technical Center, etc.). This grouping also represents out-of-state two and four-year schools (BYU-Idaho, Arizona Western, Southern Virginia University, etc.).

Select the student type
Concurrent Enrollment

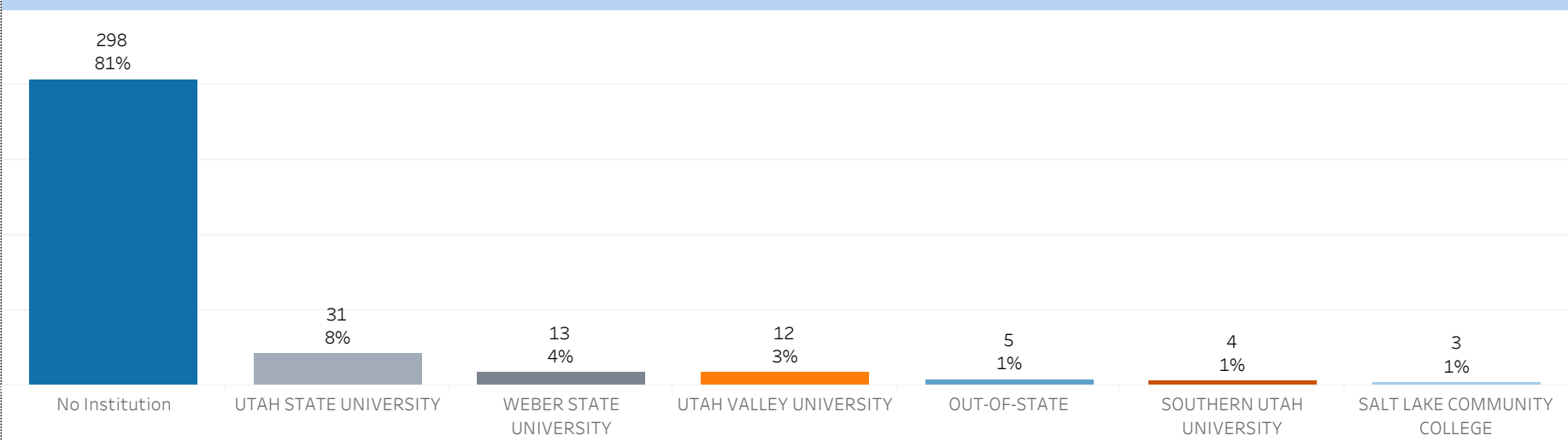
Applicants by Year and Enrollment Status

	Headcount		Percent		Headcount		Percent	
	Enrolled	Not Enrolled	Enrolled	Not Enrolled	Total	Total	Total	Total
Fall 2012	941	64	94%	6%	1,005		100%	
Fall 2013	1,014	153	87%	13%	1,167		100%	
Fall 2014	914	78	92%	8%	992		100%	
Fall 2015	1,097	83	93%	7%	1,180		100%	
Fall 2016	1,325	92	94%	6%	1,417		100%	
Fall 2017	1,410	137	91%	9%	1,547		100%	
Fall 2018	1,316	231	85%	15%	1,547		100%	
Fall 2019	1,241	366	77%	23%	1,607		100%	
Grand Total	9,023	1,185	90%	12%	10,044		100%	

Non-Enrollment Trends



Non-Enrolled Applicants by Institutional Location Bar Graph for Fall 2019



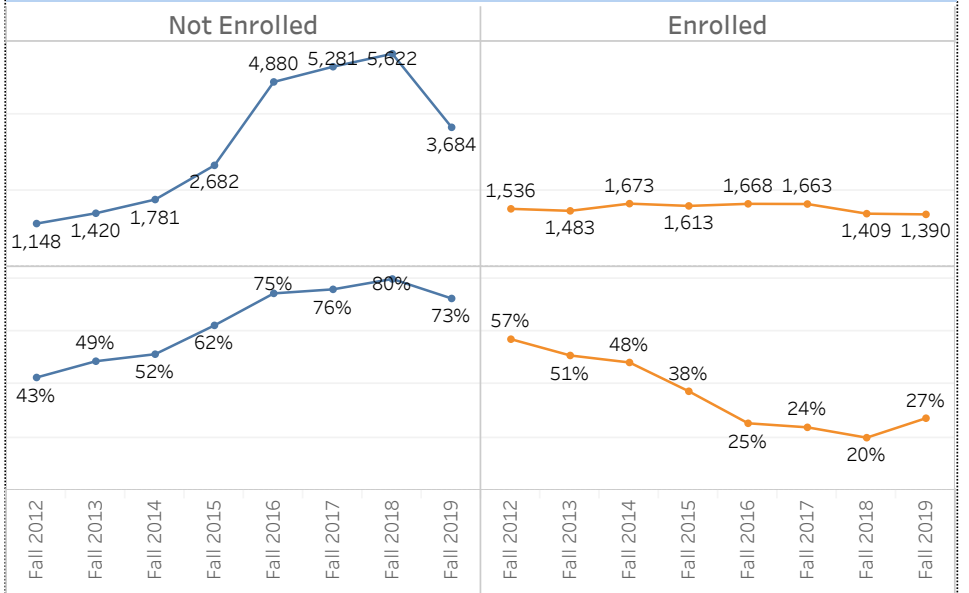
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Select the student type
New Freshman

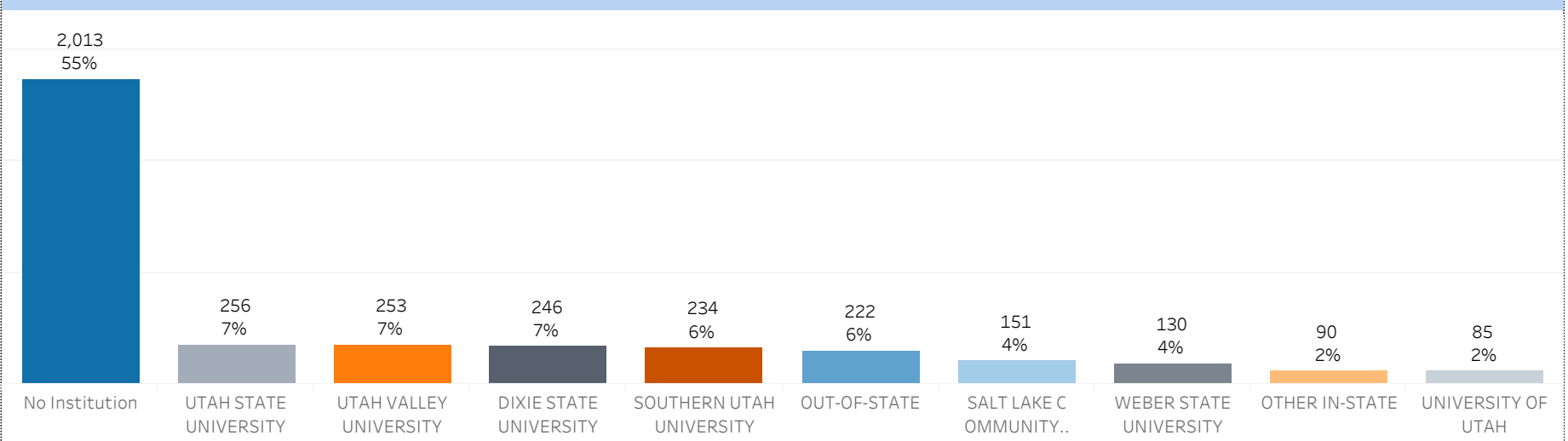
Applicants by Year and Enrollment Status

	Headcount		Percent		Headcount		Percent	
	Enrolled	Not Enrolled	Enrolled	Not Enrolled	Total	Total	Total	Total
Fall 2012	1,534	1,148	57%	43%	2,682	100%		
Fall 2013	1,483	1,420	51%	49%	2,903	100%		
Fall 2014	1,673	1,781	48%	52%	3,454	100%		
Fall 2015	1,613	2,682	38%	62%	4,295	100%		
Fall 2016	1,646	4,861	25%	75%	6,507	100%		
Fall 2017	1,634	5,268	24%	76%	6,902	100%		
Fall 2018	1,401	5,543	20%	80%	6,944	100%		
Fall 2019	1,387	3,680	27%	73%	5,067	100%		
Grand Total	12,345	26,283	32%	68%	38,454	100%		

Non-Enrollment Trends



Non-Enrolled Applicants by Institutional Location Bar Graph for Fall 2019



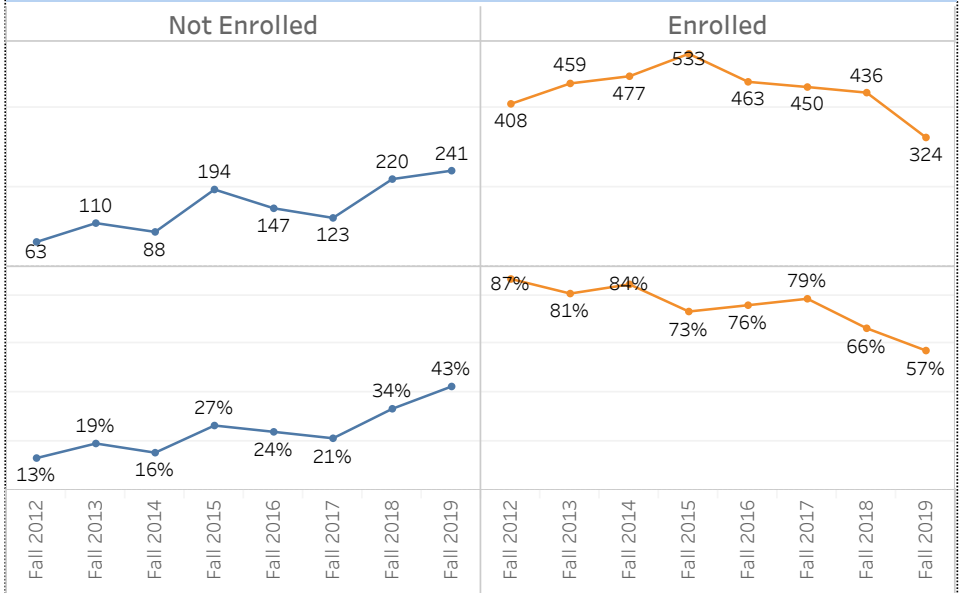
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Select the student type
Other Student

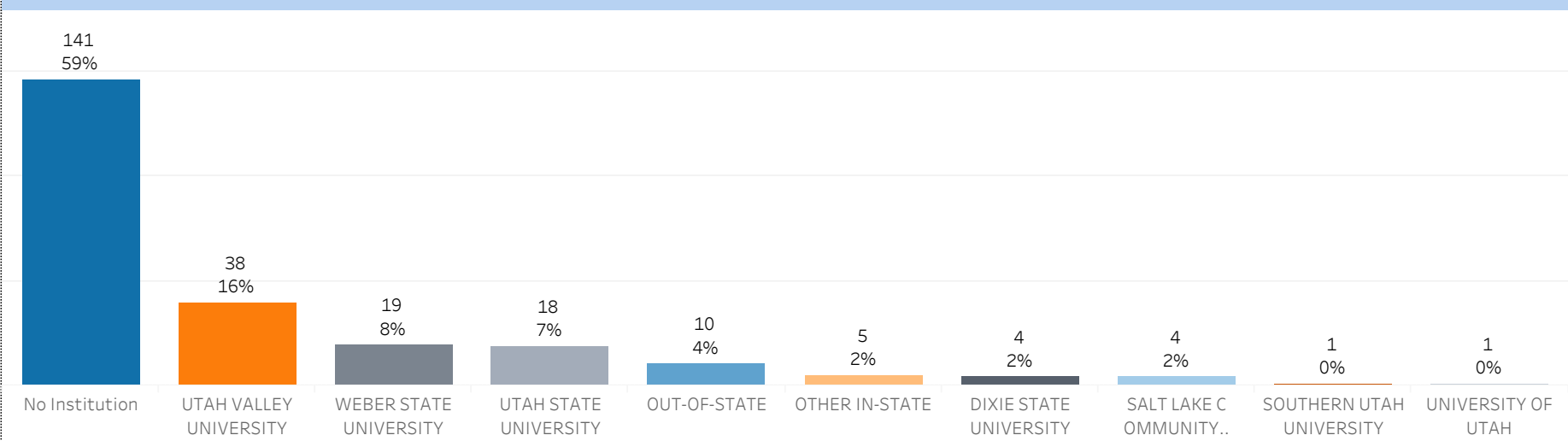
Applicants by Year and Enrollment Status

	Headcount		Percent		Headcount		Percent	
	Enrolled	Not Enrolled	Enrolled	Not Enrolled	Total	Total	Total	Total
Fall 2012	407	63	87%	13%	470	100%		
Fall 2013	458	110	81%	19%	568	100%		
Fall 2014	477	88	84%	16%	565	100%		
Fall 2015	533	194	73%	27%	727	100%		
Fall 2016	463	147	76%	24%	610	100%		
Fall 2017	450	123	79%	21%	573	100%		
Fall 2018	436	220	66%	34%	656	100%		
Fall 2019	324	241	57%	43%	565	100%		
Grand Total	3,447	1,170	76%	26%	4,550	100%		

Non-Enrollment Trends



Non-Enrolled Applicants by Institutional Location Bar Graph for Fall 2019



Non-Enrolled students are those who applied to Snow College for which there is no record of enrollment at Snow College or any other institution in Utah or the United States (public, private, proprietary or otherwise) according to the National Student Clearinghouse at the time the data file was submitted. The group: **"Other Institution"** represents in-state schools that do not belong to the USHE system (i.e. Stevens Henegar, Ogden-Weber Technical Center, etc.). This grouping also represents out-of-state two and four-year schools (BYU-Idaho, Arizona Western, Southern Virginia University, etc.).

Snow College Student Profile

This is demographic information on Snow College's fall 2019 student body. The information can be filtered by gender by using the drop down menu to the right. The information is based on the fall 3rd week report submitted to the Utah State Board of Regents by October 1, 2019.

Total Students
345

Gender

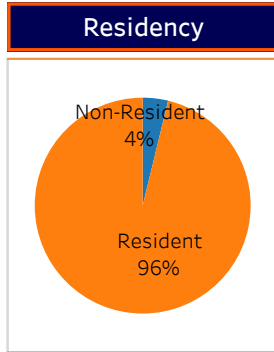
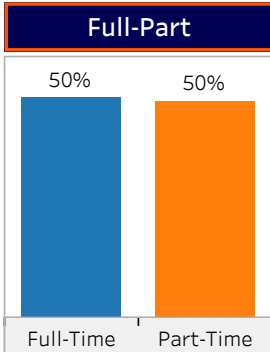
AGE Non-Traditional (25+)

Gender
All

Ethnicity
All

Full v Part-Time
All

Student Type
All

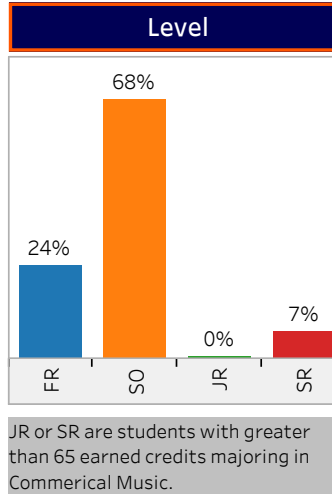
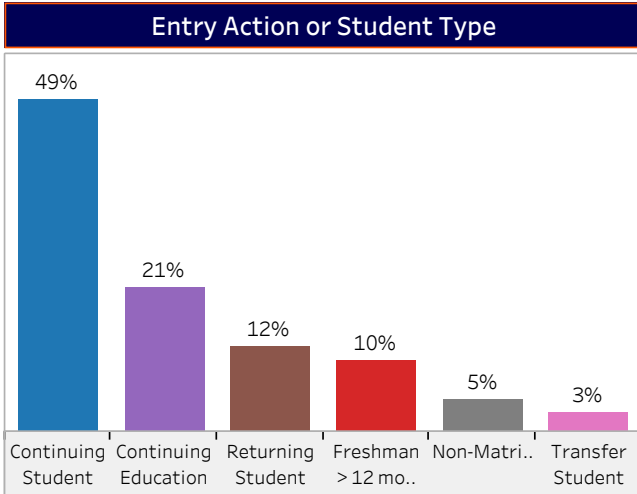


Age

Age Group	% of Total	Number of Records	Ave Age
25 to 30 years	46%	158	27
31 to 40 years	30%	105	35
41 to 50 years	15%	53	45
51 to 60 years	4%	14	55
61 years and older	4%	15	69
Grand Total	100%	345	35

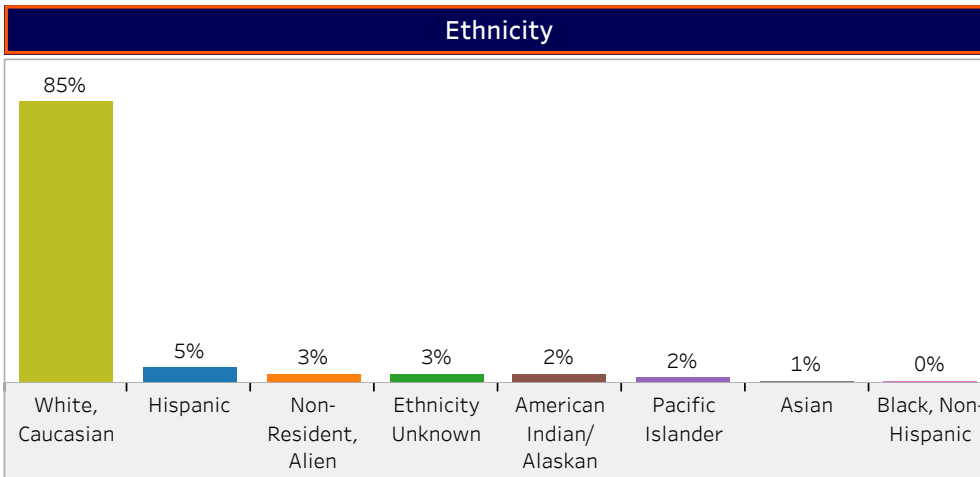
Counties

County	% of Records	Count
Other Areas in Utah	8%	29.0
Out of State, In US	3%	9.0
Out of US	2%	6.0
Six-County Service Area	72%	248.0
Wasatch Front Counties	15%	53.0
Grand Total	100%	345.0



Foreign Countries

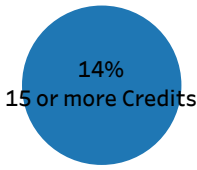

Japan	22%
Germany	11%
Korea	11%
Mexico	11%
Sweden	11%
Turkmenistan	11%
Tonga	11%
Taiwan	11%



The Ethnicity Unknown category is significantly larger this term due to changes in race/ethnicity reporting for Snow College and state-wide concurrent enrollment applications.

Snow College Student Profile

This is academic information on Snow College's fall 2019 student body. The information can be filtered by gender by using the drop down menu to the right. The information is based on the fall 3rd week report submitted to the Utah State Board of Regents by October 1, 2019.

15 to Finish	HSGPA		Cumulative GPA			
 		% of Total Count..	Ave		% of Total	AVE
	1.2 to 1.5 (D+)	1%	1.45	.9 to 1.1 (D)	1%	1.04
	1.6 to 1.8 (C-)	3%	1.74	1.2 to 1.5 (D+)	0%	1.30
	1.9 to 2.1 (C)	9%	2.03	1.6 to 1.8 (C-)	1%	1.75
	2.2 to 2.5 (C+)	13%	2.37	1.9 to 2.1 (C)	2%	2.12
	2.6 to 2.8 (B-)	15%	2.73	2.2 to 2.5 (C+)	7%	2.43
	2.9 to 3.1 (B)	15%	3.02	2.6 to 2.8 (B-)	10%	2.75
	3.2 to 3.5 (B+)	23%	3.33	2.9 to 3.1 (B)	20%	3.06
	3.6 to 3.8 (A-)	15%	3.66	3.2 to 3.5 (B+)	25%	3.39
	3.9 to 4.0 (A)	6%	3.95	3.6 to 3.8 (A-)	21%	3.76
	Grand Total	100%	2.97	Grand Total	100%	3.26

ACT Composite			ACT Math			ACT English			ACT Reading		
	% of Total	AVE CO		% of Total	AVE MA		% of Total	AVE ENG		% of Total	AVE SO
12 to 17	24%	16	12 to 17	40%	16	6 to 11	8%	10	6 to 11	2%	10
18 to 23	57%	20	18 to 23	39%	20	12 to 17	31%	15	12 to 17	19%	15
24 to 29	17%	26	24 to 29	19%	25	18 to 23	39%	20	18 to 23	60%	20
30 or higher	2%	32	30 and higher	2%	30	24 to 29	18%	26	24 to 29	16%	26
Grand Total	100%	20	Grand Total	100%	20	Grand Total	100%	19	Grand Total	100%	20

ACT Science			PELL Grants		
	% of Total	AVE SCI			
12 to 17	30%	15	No Pell	49%	\$0
18 to 23	37%	20			
24 to 29	25%	26	Pell Awarded	51%	\$2,443
30 to 36	9%	32			
Grand Total	100%	21	Grand Total	100%	\$2,430

HIGHLIGHTS:

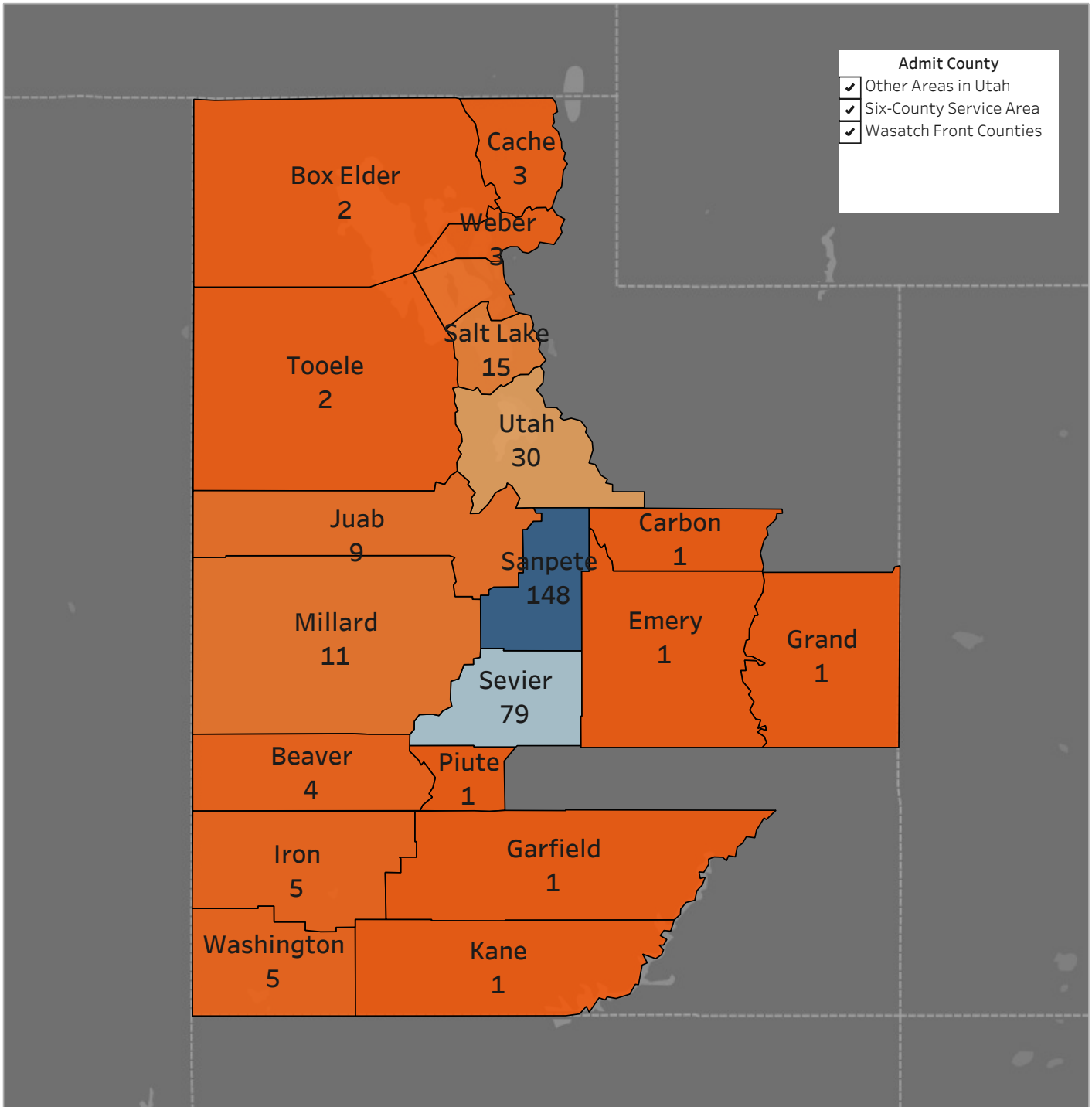
- * Accredited by NWCCU
- * Aspen Prize Top 10 School--7 years running
- * TheBestSchools.org 8th best college
- * Top 5% of Best College by NICHE
- * Ranked #2 in the nation by RankMyProfessor
- * 81% of students either graduate and/or transfer
- * 80.8% of graduates are employed

Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

~ Tradition of Excellence ~ Culture of Innovation ~ Atmosphere of Engagement ~

Snow College Student Profile

This is academic information on Snow College's fall 2019 student body. The information can be filtered by gender by using the drop down menu to the right. The information is based on the fall 3rd week report submitted to the Utah State Board of Regents by October 1, 2019.



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SEM Enrollment Behavior Tracking

Freshmen	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Current Totals
New	1224																				
Retained	1009	599	540	213	170	106	117	71	61	34	29	16	12	10	11	6	8	6	5		Grads
Completed	15	26	193	19	69	7	40	9	23	5	10	3	9	0	3	0	1	1	0		433
Departed	200	599	491	992	985	1111	1067	1144	1140	1185	1185	1205	1203	1214	1210	1218	1215	1217	1219		Grad Rate
% Enrolled	84%	51%	60%	19%	20%	9%	13%	7%	7%	3%	3%	2%	2%	1%	1%	0%	1%	1%	0%		35%
New	1434																				
Retained			1166	659	595	242	183	156	169	99	82	28	30	17	18	14	7	11	8		Grads
Completed			36	15	226	26	65	9	49	17	38	6	12	2	3	0	0	0	3		507
Departed			232	760	613	1166	1186	1269	1216	1318	1314	1400	1392	1415	1413	1420	1427	1423	1423		Grad Rate
% Enrolled			84%	47%	57%	19%	17%	12%	15%	8%	8%	2%	3%	1%	1%	1%	0%	1%	1%		35%
New	1466																				
Retained					1188	642	565	199	172	184	196	114	100	45	37	25	20	19	17		Grads
Completed					30	24	218	17	54	10	69	13	35	5	13	3	5	2	1		499
Departed					248	800	683	1250	1240	1272	1201	1339	1331	1416	1416	1438	1441	1445	1448		Grad Rate
% Enrolled					83%	45%	53%	15%	15%	13%	18%	9%	9%	3%	3%	2%	2%	1%	1%		34%
New	1528																				
Retained							1131	562	494	205	190	192	179	103	86	47	38	22	20		Grads
Completed							33	31	156	18	61	12	51	11	22	6	8	3	5		417
Departed							364	935	878	1305	1277	1324	1298	1414	1420	1475	1482	1503	1503		Grad Rate
% Enrolled							76%	39%	43%	15%	16%	13%	15%	7%	7%	3%	3%	2%	2%		27%
New	1403																				
Retained									1072	599	513	198	178	121	110	53	41	33	23		Grads
Completed									26	24	202	23	61	11	33	4	5	1	4		394
Departed									305	780	688	1182	1164	1271	1260	1346	1357	1369	1376		Grad Rate
% Enrolled									78%	44%	51%	16%	17%	10%	10%	4%	3%	2%	2%		28%
New	1588																				
Retained												1228	731	644	247	203	116	102	65	48	Grads
Completed												1	6	57	11	29	3	13	4	6	130
Departed												359	851	887	1330	1356	1469	1473	1519	1534	Grad Rate
% Enrolled												77%	46%	44%	16%	15%	7%	7%	4%	3%	8%
New	1570																				
Retained														1239	747	647	269	234	150	133	Grads
Completed														7	8	62	11	19	0	7	114
Departed														324	815	861	1290	1317	1420	1430	Grad Rate
% Enrolled														79%	48%	45%	18%	16%	10%	9%	7%
New	1537																				
Retained																					Grads
Completed																					56
Departed																					Grad Rate
% Enrolled																					4%
New	1554																				
Retained																					Grads
Completed																					24
Departed																					Grad Rate
% Enrolled																					2%
New	1512																				
Retained																					Grads
Completed																					2
Departed																					Grad Rate
% Enrolled																					0%
Total Enrolled	1224	1024	2059	1935	2372	2278	2575	3483	2457	2276	2783	2619	2912	2614	2864	2509	2811	2375	2789	2323	2398

Notes:
 * Departed students are calculated by subtracting the sum of retained and graduates from the initial cohort.
 * The persistence percentage takes the sum of retained and graduates divided by the original cohort.
 * Students who stop out for a semester and return another semester are accounted for in the return semester.

Observations:
 1. Freshmen Persistence from fall to spring = 82% (ave). Lowest year was fall 2012 to spring 2013 (78%) which can be attributed to the missionary age change for the Church of Jesus Christ of Latter-day Saints.
 2. Freshmen Persistence from fall to next fall = 47%. Lowest year was fall 2012 to fall 2013 (39%) which can be attributed to the missionary age change for the Church of Jesus Christ of Latter-day Saints.
 3. The largest enrollment drops occur within the first two years: from the first spring to the second fall and the second spring to the third fall.

Source: Original cohorts established from verified 3rd week reports for FF and FH students. Graduation information matched via student pidm with SHRDGMR records for term, degree, and status ('AW'). Persistence information matched via pidm to AS_STUDENT_ENROLLMENT records for term where enrolled_ind = 'Y' and registered_ind = 'Y'. Additional data allows for filters via gender, ethnicity, and location(county) of admit.