

Common Data Set A: General Information (2015-2016) (2015-2016)

### Respondent Information (Not for Publication)

A0

Name:

Title:

Office:

Mailing Address:

City/State/Zip:

Country:

Phone:

Fax:

Email Address:

Are your responses to the CDS posted for references on your institution's Web site?  Yes  No

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

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 This information will not be published but will help the publishers further refine CDS items.

### Address Information

A1

Name of College/University:

Mailing Address:

City/State/Zip:

Country:

Street Address (if different):

Main Phone Number:

WWW Home Page Address:

Admissions Phone Number:

Admissions Toll-Free Phone Number:

Admissions Office Mailing Address:

City/State/Zip:

Country:

Admissions Fax Number:

Admissions Email Address:

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

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

City/State/Zip:

Country:

**Source of institutional control (Check only one):**

A2

Public  Private (nonprofit)  Proprietary

**Classify your undergraduate institution:**

A3

Coeducational college  Men's college  Women's college

**Academic year calendar:**

A4

Semester  
 Quarter  
 Trimester  
 4/1/4  
 Continuous  
 Differs By Program  
 Other

If you chose 'Differs', please describe here:

If you chose 'Other', please describe here:

**Degrees offered by your institution:**

A5

Certificate  
 Diploma  
 Associate  
 Transfer Associate  
 Terminal Associate  
 Bachelor's  
 PostBachelor's certificate  
 Master's  
 Post-Master's certificate  
 Doctoral  
 Doctoral/Research  
 Doctoral/Professional  
 Doctoral Other

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**PLEASE NOTE THE FOLLOWING:**

- 1) Saving the form does not Lock it. You may return at any time to make changes or update your data.
- 2) Once you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at [surveysupport@review.com](mailto:surveysupport@review.com)

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**Common Data Set B: Enrollment And Persistence (2015-2016) (2015-2016)**

**Institutional Enrollment - Men and Women**

**B1** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2015. Note: Report students formerly designated as "first professional" in the graduate cells.  
 \*Nonstandard questions added by The Princeton Review

	Full-Time		Part-Time		Full-Time	Part-Time
	Men	Women	Men	Women	*Gender Not Specified*	*Gender Not Specified*
<b>Undergraduates</b>						
Degree-seeking, first-time freshmen	152	124	Line 1		Line 15	
Other first-year, degree-seeking	25	9	Line 2		Line 16	
All other degree-seeking	328	389	Lines 3-6	1	3	Lines 17-20
<i>Total degree-seeking</i>	505	522		1	3	
All other undergraduates enrolled in credit courses	1	1	Line 7	0		Line 21
<i>Total undergraduates</i>	506	523	Line 8	1	3	Line 22
	Men	Women		Men	Women	*Gender Not Specified* *Gender Not Specified*

**Graduate**

Degree-seeking, first-time			Line 11			Line 25
All other degree-seeking			Line 12			Line 26
All other graduates enrolled in credit courses			Line 13			Line 27
<i>Total graduate</i>						
Total all undergraduates:				1,033		
Total all graduate:				0		
<b>GRAND TOTAL ALL STUDENTS:</b>				1,033		

**Enrollment by Racial/Ethnic Category**

**B2 Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students for each of the following categories as of the institution's official Fall reporting date or as of October 15, 2015. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

Degree-seeking FIRST-TIME YEAR	Degree-seeking UNDER-GRADUATES (including first-time first-year)	Total UNDER-GRADUATES (both degree- and non-degree-seeking)
--------------------------------	--	---

Nonresident aliens	11	35	
Hispanic/Latino	18	130	
Black or African American, non-Hispanic/Latino	14	48	

White, non-Hispanic/Latino	176	681	
American Indian or Alaska Native, non-Hispanic/Latino	8	11	
Asian, non-Hispanic/Latino	9	26	
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	0	2	
Two or more races, non-Hispanic/Latino	1	28	
Race and/or ethnicity unknown	39	70	
TOTAL	276	1,031	

### Persistence

B3 Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015

Certificate/diploma	
Associate degrees	
Bachelor's degrees	262
Postbachelor's certificates	
Master's degrees	
Post-Master's certificates	
Doctoral degrees – research/scholarship	
Doctoral degrees – professional practice	
Doctoral degrees – other	

### Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2015 Web-based survey.

### For Bachelor's or Equivalent Programs

Please provide data for the fall 2009 cohort if available. If fall 2009 cohort data are not available, please provide data for the fall 2008 cohort.

### Fall 2009 Cohort

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

B4

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

B5

Of the initial 2009 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

B6

Final 2009 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)

B7

Of the initial 2009 cohort, how many completed the program in four years or less (by August 31, 2013):

B8

Of the initial 2009 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2013 and by August 31, 2014):

B9

Of the initial 2009 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2014 and by August 31, 2015):

B10

Total graduating within six years (sum of questions B7, B8, and B9):

B11

Six-year graduation rate for 2009 cohort (question B10 divided by question B6): %

### Fall 2008 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2008. Include in the cohort those who entered your institution during the summer term preceding fall 2008.

B4

Initial 2008 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:

B5

Of the initial 2008 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

B6

Final 2008 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)

B7

Of the initial 2008 cohort, how many completed the program in four years or less (by August 31, 2012):

B8

Of the initial 2008 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2012 and by August 31, 2013):

B9

Of the initial 2008 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2013 and by August 31, 2014):

B10

Total graduating within six years (sum of questions B7, B8, and B9):

B11

Six-year graduation rate for 2008 cohort (question B10 divided by question B6): %

### For Two-Year Institutions

Please provide data for the 2012 cohort if available. If 2012 cohort data are not available, provide data for the 2011 cohort.

## 2012 Cohort

**B12**

Initial 2012 cohort, total of first-time, full-time degree/certificate-seeking students:

**B13**

Of the initial 2012 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

**B14**

Final 2012 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):

**B15**

Completers of programs of less than two years duration (total):

**B16**

Completers of programs of less than two years within 150 percent of normal time:

**B17**

Completers of programs of at least two but less than four years (total):

**B18**

Completers of programs of at least two but less than four-years within 150 percent of normal time:

**B19**

Total transfers-out (within three years) to other institutions:

**B20**

Total transfers to two-year institutions:

**B21**

Total transfers to four-year institutions:

## 2011 Cohort

**B12**

Initial 2011 cohort, total of first-time, full-time degree/certificate-seeking students:

**B13**

Of the initial 2011 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

**B14**

Final 2011 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):

**B15**

Completers of programs of less than two years duration (total):

**B16**

Completers of programs of less than two years within 150 percent of normal time:

B17

Completers of programs of at least two but less than four years (total):

B18

Completers of programs of at least two but less than four-years within 150 percent of normal time:

B19

Total transfers-out (within three years) to other institutions:

B20

Total transfers to two-year institutions:

B21

Total transfers to four-year institutions:

### Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2014 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshman in Fall 2014 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2015?  %

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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

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## Common Data Set C: First-Time, First-Year (Freshman) Admission (2015-2016)

[Instructions and Help](#) [Glossary of Terms](#)

\*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

### Applications

#### C1 First-time, first-year (freshman) students:

Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

\*Nonstandard field added by The Princeton Review

\*\*Please fill in this field, only if you cannot provide the men/women breakdown.

Total first-time, first-year (freshman) men who applied | 1001

Total first-time, first-year (freshman) women who applied | 933

\*Total first-time, first-year (freshman) gender not specified who applied |

\*\*Total first-time, first-year (freshman) who applied | 1,934

Total first-time, first-year (freshman) men who were admitted | 688

Total first-time, first-year (freshman) women who were admitted | 678

\*Total first-time, first-year (freshman) gender not specified who were admitted |

\*\*Total first-time, first-year (freshman) who were admitted | 1366

Total full-time, first-time, first-year (freshman) men who enrolled | 152

Total part-time, first-time, first-year (freshman) men who enrolled | 0

Total full-time, first-time, first-year (freshman) women who enrolled | 124

Total part-time, first-time, first-year (freshman) women who enrolled | 0

\*Total full-time, first-time, first-year (freshman) gender not specified who enrolled |

\*Total part-time, first-time, first-year (freshman) gender not specified who enrolled |

Total full-time, first-time, first-year (freshman) who enrolled \* | 276

Total part-time, first-time , first-year (freshman) who enrolled \*

**C2 Freshman wait-listed students**

(students who met admission requirements but whose final admission was contingent on space availability)

Do you have a policy of placing students on a waiting list?  Yes  No

If yes, please answer the questions below for Fall 2015 admissions:

Number of qualified applicants offered a place on waiting list

Number accepting a place on the waiting list

Number of wait-listed students admitted

Is your waiting list ranked?  Yes  No

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

Do you release that information to school counselors?  Yes  No

## Admission Requirements

**C3 High school completion requirement**

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

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

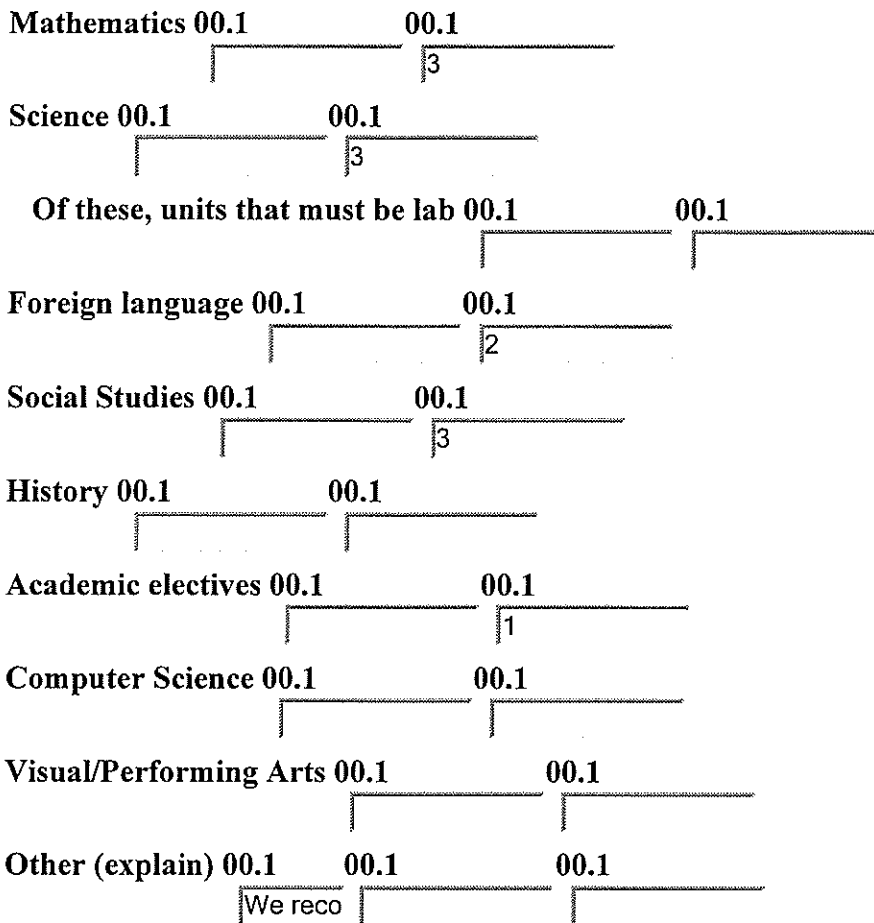
**C4 Does your institution require or recommend a general college preparatory program for degree-seeking students?**

- Require  
 Recommend  
 Neither require nor recommend

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

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

	Units required	Units recommended
Total academic units 00.1	<input type="text" value="00.1"/>	<input type="text" value="15"/>
English 00.1	<input type="text" value="00.1"/>	<input type="text" value="4"/>



### Basis for Selection

C6 Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? If so, check which applies:

Open admission policy as described above for all students

Open admission policy as described above for most students, but

- selective admission for out-of-state students
- selective admission to some programs

Other (explain) \_\_\_\_\_

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

**Academic**

	Very important	Important	Considered	Not considered
Rigor of secondary school record	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class rank	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic GPA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized test scores	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Application Essay	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendation(s)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Non-Academic**

	Very important	Important	Considered	Not considered
Interview	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Extracurricular activities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talent/ability	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Character/personal qualities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First Generation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Alumni/ae relation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Geographical residence	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
State residency	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Religious affiliation/commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Racial/ethnic status	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of applicant's interest	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**SAT and ACT Policies**

**C8 Entrance exams**

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

If yes, please select the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2017.

**ADMISSIONS**

	Require	Recommend	Require for some	Consider if submitted	Not Used
SAT or ACT	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACT Only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT and SAT Subject Tests or ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT Subject Tests only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

- ACT with Writing required
- ACT with Writing recommended
- ACT with or without writing accepted

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2017 please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2017 please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

- SAT with Essay component required
- SAT with Essay component recommended
- SAT with or without Essay component accepted

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

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

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

- Yes  No

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

03/01

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

03/01

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

- SAT
- ACT
- SAT Subject Tests
- AP
- CLEP
- Institutional Exam

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

State Exam (specify): \_\_\_\_\_

## Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2015, including students who began studies during

summer, international students/nonresident aliens, and students admitted under special arrangements.

**C9 Percent and number of first-time, first-year (freshman) students enrolled in Fall 2015 who submitted national standardized (SAT/ACT) test scores.**

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

Percent submitting SAT scores 29 %

Percent submitting ACT scores 82 %

Number submitting SAT scores 80

Number submitting ACT scores 227

25th 75th  
percentile percentile

SAT Critical Reading 00.1 510 00.1 660

SAT Math 00.1 500 00.1 640

SAT Writing 00.1 490 00.1 630

SAT Essay 00.1            00.1           

ACT Composite 00.1 23 00.1 29

ACT Math 00.1 21 00.1 27

ACT English 00.1 22 00.1 30

ACT Writing 00.1            00.1           

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

SAT  
Critical Reading    SAT  
Math    SAT  
Writing

700-800 00.1 11 % 00.1 10 % 00.1 4 %

600-699 00.1 37 % 00.1 33 % 00.1 32 %

500-599	00.1	00.1	00.1
	$\sqrt[34]{}$	% $\sqrt[33]{}$	% $\sqrt[39]{}$ %
400-499	00.1	00.1	00.1
	$\sqrt[16]{}$	% $\sqrt[24]{}$	% $\sqrt[19]{}$ %
300-399	00.1	00.1	00.1
	$\sqrt[1]{}$	% $\sqrt[0]{}$	% $\sqrt[6]{}$ %
200-299	00.1	00.1	00.1
	$\sqrt[0]{}$	% $\sqrt[0]{}$	% $\sqrt[0]{}$ %
Totals (should = 100%)	00.1	00.1	00.1
	$\sqrt[100]{}$	% $\sqrt[100]{}$	% $\sqrt[100]{}$ %

ACT      ACT      ACT  
 Composite English    Math

30-36	00.1	00.1	00.1
	$\sqrt[20]{}$	% $\sqrt[28]{}$	% $\sqrt[11]{}$ %
24-29	00.1	00.1	00.1
	$\sqrt[51]{}$	% $\sqrt[38]{}$	% $\sqrt[50]{}$ %
18-23	00.1	00.1	00.1
	$\sqrt[28]{}$	% $\sqrt[27]{}$	% $\sqrt[31]{}$ %
12-17	00.1	00.1	00.1
	$\sqrt[1]{}$	% $\sqrt[7]{}$	% $\sqrt[7]{}$ %
6-11	00.1	00.1	00.1
	$\sqrt[0]{}$	% $\sqrt[0]{}$	% $\sqrt[0]{}$ %
below 6	00.1	00.1	00.1
	$\sqrt[0]{}$	% $\sqrt[0]{}$	% $\sqrt[0]{}$ %
Totals (should = 100%)	00.1	00.1	00.1
	$\sqrt[100]{}$	% $\sqrt[100]{}$	% $\sqrt[100]{}$ %

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

Percent in top tenth of high school graduating class	$\sqrt[22]{}$ %
Percent in top quarter of high school graduating class	$\sqrt[45]{}$ %
<i>Top half + bottom half = 100%</i>	
Percent in top half of high school graduating class	$\sqrt[88]{}$ %
Percent in bottom half of high school graduating class	$\sqrt[12]{}$ %
Totals (should = 100%)	$\sqrt[100]{}$ %
Percent in bottom quarter of high school graduating class	$\sqrt[5]{}$ %
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	$\sqrt[62]{}$ %



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

Percent who had GPA of 3.75 or higher  %

Percent who had GPA between 3.50 and 3.74  %

Percent who had GPA between 3.25 and 3.49  %

Percent who had GPA between 3.0 and 3.24  %

Percent who had GPA between 2.50 and 2.99  %

Percent who had GPA between 2.0 and 2.49  %

Percent who had GPA between 1.0 and 1.99  %

Percent who had GPA below 1.0  %

Totals (should = 100%)  %

**C12**

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

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

## Admission Policies

**C13 Application Fee**

Does your institution have an application fee?  Yes  No

Amount of application fee

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

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

Same fee:  Yes  No

Free:  Yes  No

Reduced:  Yes  No

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

**C14 Application Closing Date**

Does your institution have an application closing date?  Yes  No

Application closing date (Fall): 02/01

Priority date: 12/01

C15

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

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

On a rolling basis beginning (date): 12/01

By (date):

Other:

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

Must reply by (date): 05/01

 No set date

Must reply by May 1 or within 2 weeks if notified thereafter

Other:

Deadline for housing deposit (MMDD): 00.1 00.1  
05 / 01

Amount of housing deposit: \$300.00

Refundable if student does not enroll?  Yes, in full  Yes, in part  No

C18 Deferred admission:

Does your institution allow students to postpone enrollment after admission?  Yes  No

If yes, maximum period of postponement: 1 year

C19 Early admission of high school students:

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

## Early Decision and Early Action Plans

C21 Early decision

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

If "yes," please complete the following:

First or only early decision plan closing date: 11/1

First or only early decision plan notification date: 12/15

Other early decision plan closing date: 2/1

Other early decision plan notification date: 3/1

For the Fall 2015 entering class:

Number of early decision applications received by your institution: 63

Number of applicants admitted under early decision plan: 38

Please provide significant details about your early decision plan.

C22 Early action:

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

If "yes," please complete the following:

Early action closing date: 12/01

Early action notification date: 02/01

Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans? Yes No

Early action II closing date:

Early action II notification date:

PLEASE NOTE THE FOLLOWING:

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3) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name: Chris Woelfel

Title: Director of Enrollment Data Analysis

Phone: 336-298-2050

Email: cwoelfel@cornellcollege.edu

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Print Cancel

## Common Data Set D: Transfer Admission (2015-2016)

Instructions and Help Glossary of Terms

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### Fall Applicants

D1

Does your institution enroll transfer students? (If no, please skip to Section E)  Yes  No

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

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2015.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	00.1 76	00.1 57	00.1 26
Women	00.1 59	00.1 40	00.1 14
Total	00.1 135	00.1 97	00.1 40

### Application for Admission

D3 Indicate terms for which transfers may enroll:

- Fall  
 Winter  
 Spring  
 Summer

D4

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

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

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

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
High school transcript	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
College transcript(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essay or personal statement	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized test score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Statement of good standing from prior institution(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**D6**

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

**D7**

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

**D8**

List any other application requirements specific to transfer applicants:

Transfer students go through the same process and the same documents are required as for our first-time first-year degree-seeking college students.

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

Priority Date	Closing Date	Notification Date	Reply date
---------------	--------------	-------------------	------------

Fall 00.1 00.1 00.1 00.1

Rolling Admission

Winter 00.1 00.1 00.1 00.1

Rolling Admission

Spring 00.1 00.1 00.1 00.1

Rolling Admission

Summer 00.1 00.1 00.1 00.1

Rolling Admission

D10

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

D11

Describe additional requirements for transfer admission, if applicable:

Evaluated chiefly on academic record.  
 Required to submit high school transcript and standardized test score if transferring fewer than 24 semester credit hours.

## Transfer Credit Policies

D12

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

D13

	Number	Unit Type
Maximum number of credits or courses that may be transferred from a two-year institution:	<input type="text" value="00.1"/> <input type="text" value="64"/>	<input type="text" value="00.1"/> semester hours

D14

	Number	Unit Type
Maximum number of credits or courses that may be transferred from a four-year institution:	<input type="text" value="00.1"/> <input type="text" value="96"/>	<input type="text" value="00.1"/> semester hours

D15

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

D16

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

D17

Describe other transfer credit policies:

Must provide evidence of C or higher in pass/fail courses for transfer credit. The credit must come from an accredited institution and must be similar to a course offered in residence.

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**"Submit" button or procedure is necessary.**

**I certify that the data contained in this form are accurate, correct, and up-to-date.**

**Name:**

**Title:**

**Phone:**

**Email:**

**If you have questions or would like to contact our Technical Support staff, you can e-mail them at [surveysupport@review.com](mailto:surveysupport@review.com)**

## Common Data Set E: Academic Offerings And Policies (2015-2016)

[Instructions and Help](#) [Glossary of Terms](#)

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### Special study options:

E1 Identify those programs available at your institution. Refer to the glossary for definitions.

- Accelerated program
- Cooperative education program
- Cross-registration
- Distance learning
- Double major
- Dual enrollment
- English as a Second Language (ESL)
- Exchange student program (domestic)
- External degree program
- Honors program
- Independent study
- Internships
- Liberal arts/career combination
- Student-designed major
- Study abroad
- Teacher certification program
- Weekend college
- Other (please specify)

If you selected Other please specify:

E2 This question has been removed from the CDS.

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

E3

- Arts/fine arts
- Computer literacy



- English (including composition)
- Foreign languages
- History
- Humanities
- Mathematics
- Philosophy
- Sciences (biological or physical)
- Social science
- Other (please specify)

If you selected Other please specify:

History and Philosophy are considered part of our Humanities Division

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Name:

Title:

Phone:

Email:

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## Common Data Set F: Student Life (2015-2016)

[Instructions and Help](#) [Glossary of Terms](#)

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### Enrollment

F1 Percentages of first-times, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	00.1 85 %	00.1 82 %
Percent of men who join fraternities	00.1 0 %	00.1 16 %
Percent of women who join sororities	00.1 0 %	00.1 22 %
Percent who live in college-owned, -operated, or -affiliated housing	00.1 100 %	00.1 93 %
Percent who live off campus or commute	00.1 0 %	00.1 7 %
Percent of students age 25 and older	00.1 0 %	00.1 1 %
Average age of full-time students	00.1 18	00.1 22
Average age of all students (full- and part-time)	00.1 18	00.1 22

### Activities offered

F2 Identify those programs available at your institution

- Campus Ministries
- Choral groups
- Concert band

- Dance
- Drama/theater
- International Student Organization
- Jazz band
- Literary magazine
- Marching band
- Model UN
- Music ensembles
- Musical theater
- Opera
- Pep band
- Radio station
- Student government
- Student newspaper
- Student-run film society
- Symphony orchestra
- Television station
- Yearbook

## ROTC

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

Army ROTC is offered:  On campus  
 At cooperating institutions (name):

Navy ROTC is offered:  On campus  
 At cooperating institutions (name):

Air Force ROTC is offered:  On campus  
 At cooperating institutions (name):

## Housing

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

- Coed dorms
- Special housing for disabled student
- Men's dorms
- Special housing for international students
- Women's dorms
- Fraternity/sorority housing
- Apartments for married students
- Cooperative housing
- Apartments for single students
- Wellness housing
- Theme housing
- Other (please specify)

If you selected **Other** please specify:

Gender neutral housing is also available. First-year halls/floors available.

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# Common Data Set G: Annual Expenses (2015-2016)

[Instructions and Help](#) [Glossary of Terms](#)

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## Annual Expenses

Provide 2016-2017 academic year costs for the following categories that are applicable to your institution.

G0

Please provide the URL of your institution's net price calculator.

- Check here if your institution's 2016-2017 academic year costs are not available at this time
- Check here if you are providing 2015-2016 tuition until 2016-2017 costs are available

and provide an approximate date (i.e., month/day) when your institution's final 2016-2017 academic year costs will be available:

## Undergraduate full-time tuition, required fees, room and board

G1 List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2016-2017 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are NOT included in tuition (e.g., registration, health, or activity fees.) Do NOT include optional fees (e.g., parking, laboratory use).

	First-Year	Under- graduates
PRIVATE INSTITUTIONS Tuition: 00.1	00.1	
<u>37500</u>	<u>37500</u>	
PUBLIC INSTITUTIONS Tuition: (in-district) 00.1	00.1	
<u>0</u>	<u>0</u>	
In-state: (out-of-district) 00.1	00.1	
<u>37500</u>	<u>37500</u>	
Out-of-state: 00.1	00.1	
<u>37500</u>	<u>37500</u>	
NONRESIDENT ALIENS Tuition: 00.1	00.1	

REQUIRED FEES: 00.1 37500 00.1 37500  
 00.1 225 00.1 225

ROOM AND BOARD: (on-campus) 00.1 8500 00.1 8500

ROOM ONLY: (on-campus) 00.1 3800 00.1 3800

BOARD ONLY: (on-campus meal plan) 00.1 4700 00.1 4700

Comprehensive tuition/room/board fee (if your college cannot provide separate tuition/room/board/fees): \_\_\_\_\_

Other: \_\_\_\_\_

G2

Number of credits per term a student can take for the stated full-time tuition 0 0.1 0 0.1  
 Minimum 12 Maximum 20

G3

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

G4

Do tuition and fees vary by undergraduate instructional program?  Yes  No

If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1? 0 0.1  
 % \_\_\_\_\_

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

G5

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies: 00.1 <u>1164</u> 00.1 <u>1164</u> 00.1 <u>1164</u>			
Room only: 00.1 <u>3800</u> 00.1 _____ 00.1 _____			
Board only: 00.1 <u>4700</u> 00.1 _____ 00.1 _____			
Room and board total (if your college cannot provide separate room and board figures for 00.1 <u>8500</u> 00.1 <u>8500</u> 00.1 <u>8500</u>			







# Common Data Set H: Financial Aid (2015-2016)

[Instructions and Help](#) [Glossary of Terms](#)

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## Aid Awarded to Enrolled Undergraduates

**H1 Enter total dollar amounts awarded to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates) in the following categories. (Note: If the data being reported are final figures for the 2014-2015 academic year (see the next item below), use the 2014-2015 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column. (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)**

Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below:  2015-2016 estimated or  2014-2015 final

Which needs-analysis methodology does your institution use in awarding institutional aid?

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

Need-based \$ (Include non-need-based aid used to meet need.)	Non-need-based \$ (Exclude non-need-based aid used to meet need.)
--	--

### Scholarships/Grants

Federal 00.1	00.1
1576622	\$0.00

State (i.e., all states, not only the state in which your institution is located)	00.1	00.1
	464678	\$0.00

Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	00.1	00.1
	17035219	5014609

Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	00.1	00.1
	380994	110532



e) Number of students in line d who were awarded any need-based scholarship or grant aid	00.1  210	00.1  770	00.1  3
f) Number of students in line d who were awarded any need-based self-help aid	00.1  164	00.1  658	00.1  3
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	00.1  69	00.1  86	00.1  0
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans and private alternative loans.)	00.1  49	00.1  120	00.1  0
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans)	00.1  80	00.1  87.79	00.1  14.38
j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans.)	00.1  30155	00.1  31219	00.1  3055
k) Average need-based scholarship and grant aid of those in line e	00.1  25076	00.1  26007	00.1  11095
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line f	00.1  4382	00.1  4364	00.1  4455
m) Average need-based loan (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line f who were awarded a need-based loan	00.1  3450	00.1  4436	00.1  3055

**H2A Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional--not external--non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.**

	00.1	00.1	00.1
	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	00.1  65	00.1  238	00.1  0
o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line n	00.1  19,672	00.1  19,519	00.1  0
p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship	00.1  0	00.1  0	00.1  0
q) Average dollar amount of institutional non-need-	00.1	00.1	00.1

based athletic grants and scholarships awarded to students in line p

0	0	0
---	---	---

H3 Incorporated into H1 above.

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

Include: \* 2015 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2014 and June 30, 2015. \* only loans made to students who borrowed while enrolled at your institution. \* co-signed loans.

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

H4

Provide the number of students in the 2015 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2014 and June 30, 2015. Exclude students who transferred into your institution.

#233

H5 Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed.

	Number in the class (defined in H4 above) who borrowed	Percent of the class (defined above) who borrowed (nearest 1%)	Average per-undergraduate borrower - cumulative principal borrowed, of those in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	00.1 173	00.1 74	00.1 30790
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	00.1 173	00.1 74	00.1 27354
c) Institutional loan programs.	00.1 23	00.1 1	00.1 3874
d) State loan programs.	00.1 0	00.1 0	00.1 0
e) Private alternative loans made by a bank or lender.	00.1 19	00.1 1	00.1 26595

## Aid to Undergraduate Degree-seeking Nonresident Aliens

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

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

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

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

31

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

21902

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

766575

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

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

If you selected Other please specify:

## Process for First-Year/Freshman Students

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

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

If you selected Other please specify:

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

Priority date for filing required financial aid forms: 03/01

Deadline for filing required financial aid forms: \_\_\_\_\_

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

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

a.) Students notified on or about (date): \_\_\_\_\_

b.) Students notified on a rolling basis:  Yes  No

If yes, starting date: 03/01

**H11 Indicate reply dates:**

Students must reply by (date): 05/01

or within 2 weeks of notification.

## Types of Aid Available

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

**H12 Loans**

**FEDERAL DIRECT STUDENT LOAN PROGRAM  
(DIRECT LOAN)**

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

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

If you selected Other please specify:

McElory Loan, Sherman Loan, United Methodist Loan, private loan preferred lenders

**H13 Scholarships and Grants**

- Federal Pell
- SEOG

- State scholarships/grants
- Private scholarships
- Need-based:**  College/university scholarship or grant aid from institutional funds
- United Negro College Fund
- Federal Nursing Scholarships
- Other (please specify)

TEACH Grants

If you selected Other please specify:

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

	Non-need	Need-based
Academics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alumni affiliation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Art	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Athletics	<input type="checkbox"/>	<input type="checkbox"/>
Job skills	<input type="checkbox"/>	<input type="checkbox"/>

Non-need  
 ROTC

	Non-need	Need-based
Leadership	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minority status	<input type="checkbox"/>	<input type="checkbox"/>
Music/drama	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religious affiliation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State/district residency	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

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**Title:**

**Phone:**

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# Common Data Set I: Instructional Faculty And Class Size (2015-2016)

[Instructions and Help](#) [Glossary of Terms](#)

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## Instructional Faculty

Please report number of instructional faculty members in each category for Fall 2015. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

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

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

those with released time for research)

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

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

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

**Terminal degree:** the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

	Full time	Part time	Total
a.) Total number of instructional faculty	00.1 88	00.1 22	00.1 110
b.) Total number who are members of minority groups	00.1 7	00.1 3	00.1 10
c.) Total number who are women	00.1 46	00.1 12	00.1 58
d.) Total number who are men	00.1 42	00.1 10	00.1 52
e.) Total number who are non-resident aliens (international)	00.1 0	00.1 0	00.1 0
f.) Total number with doctorate, or other terminal degree	00.1 86	00.1	00.1
g.) Total number whose highest degree is a master's but not a terminal master's	00.1 2	00.1	00.1
h.) Total number whose highest degree is a bachelor's	00.1 0	00.1	00.1
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	00.1 0	00.1 0	00.1 0
j.) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	00.1 0	00.1 0	00.1 0

## Student to Faculty Ratio

I- Report the Fall 2015 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-

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

Fall 2015 Student to Faculty ratio:  $\frac{00.1}{11}$  to 1 based on  $\frac{00.1}{1,033}$  students and  $\frac{00.1}{95}$  faculty

## Undergraduate Class Size

I- In the table below, please use the following definitions to report information about the size of 3 classes and class sections offered in the Fall 2015 term.

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

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

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2015. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

**Number of Class Sections with Undergraduates Enrolled.**  
Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
<b>Class Sections</b>	$\frac{00.1}{71}$	$\frac{00.1}{168}$	$\frac{00.1}{56}$	$\frac{00.1}{0}$	$\frac{00.1}{0}$	$\frac{00.1}{0}$	$\frac{00.1}{0}$	$\frac{00.1}{295}$
<b>Class Sub-Sections</b>	$\frac{00.1}{0}$	$\frac{00.1}{0}$	$\frac{00.1}{0}$	$\frac{00.1}{0}$	$\frac{00.1}{0}$	$\frac{00.1}{0}$	$\frac{00.1}{0}$	$\frac{00.1}{0}$

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# Common Data Set J: Degrees Conferred (2015-2016)

[Instructions and Help](#) [Glossary of Terms](#)

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## Degrees conferred between July 1, 2014 and June 30, 2015

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

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
Agriculture 00.1	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	1
Natural resources and conservation 00.1	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	2 3
Architecture 00.1	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	4
Area, ethnic, and gender studies 00.1	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	5
Communications/journalism 00.1	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	9
Communication technologies 00.1	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	10
Computer and information sciences 00.1	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	3 11
Personal and culinary services 00.1	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	12
Education 00.1	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	7 13
Engineering 00.1	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	14
Engineering technologies 00.1	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	15

Foreign languages, literatures, and linguistics	00.1	00.1	00.1	2	16
Family and consumer sciences	00.1	00.1	00.1		19
Law/legal studies	00.1	00.1	00.1		22
English	00.1	00.1	00.1	5	23
Liberal arts/general studies	00.1	00.1	00.1	2	24
Library science	00.1	00.1	00.1		25
Biological/life sciences	00.1	00.1	00.1	13	26
Mathematics and statistics	00.1	00.1	00.1	3	27
Military science and military technologies		00.1	00.1	00.1	29
Interdisciplinary studies	00.1	00.1	00.1	7	30
Parks and recreation	00.1	00.1	00.1	9	31
Philosophy and religious studies	00.1	00.1	00.1	2	38
Theology and religious vocations	00.1	00.1	00.1		39
Physical sciences	00.1	00.1	00.1	4	40
Science technologies	00.1	00.1	00.1		41
Psychology	00.1	00.1	00.1	12	42
Homeland Security, law enforcement, firefighting, and protective services		00.1	00.1	00.1	43
Public administration and social services		00.1	00.1	00.1	44
Social sciences	00.1	00.1	00.1	17	45



Construction trades	00.1	00.1	00.1	%	46
Mechanic and repair technologies	00.1	00.1	00.1	%	47
Precision production	00.1	00.1	00.1	%	48
Transportation and materials moving	00.1	00.1	00.1	%	49
Visual and performing arts	00.1	00.1	00.1	%	50
Health professions and related programs	00.1	00.1	00.1	%	51
Business/marketing	00.1	00.1	00.1	%	52
History	00.1	00.1	00.1	%	54
Other	00.1	00.1	00.1	%	
Totals (should = 100%)	00.1	00.1	00.1	%	99

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