

## Common Data Set A: General Information (2011-2012)

Instructions and Help

Glossary of Terms

## Respondent Information (Not for Publication)

A0

Name:	Becki Elkins Nesheim		
Title:	Director		
Office:	Institutional Research & Assessment		
Mailing Address:	600 First Street South West		
City/State/Zip:	Mount Vernon	IA	52314-1098
Country:	United States		
Phone:	(319) 895-4595		
Fax:			
Email Address	BEIkins@cornellcollege.edu		
Are your responses to the CDS posted for references on your institution's Web site?	<input checked="" type="radio"/> Yes <input type="radio"/> No		
If yes, please provide the URL of the corresponding Web page:	<a href="http://www.cornellcollege.edu/institutional-res">http://www.cornellcollege.edu/institutional-res</a>		
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 This information will not be published but will help the publishers further refine CDS items.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:	Cornell College		
Mailing Address:	600 First Street South West		
City/State/Zip:	Mount Vernon	IA	52314-1098
Country:	United States		
Street Address (if different):			
Main Phone Number:	319-895-4000		
WWW Home Page Address:	www.cornellcollege.edu		
Admissions Phone Number	319-895-4215		
Admissions Toll-Free Phone Number:	800-747-1112		
Admissions Office Mailing Address:	600 First Street South West		
City/State/Zip:	Mount Vernon	IA	52314-1098
Country:	United States		
Admissions Fax Number:	319-895-4451		

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

**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:	<input type="text"/>
Title:	<input type="text"/>
Phone:	<input type="text"/>
Email:	<input type="text"/>

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)

Save Cancel

### Common Data Set B: Enrollment And Persistence (2011-2012)

Instructions and Help

Glossary of Terms

#### 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, 2011. Note: Report students formerly designated as "first professional" in the graduate cells.

	Full-Time		Line	Part-Time		Line
	Men	Women		Men	Women	
<b>Undergraduates</b>						
Degree-seeking, first-time freshmen	151	187	Line 1			Line 15
Other first-year, degree-seeking	22	23	Line 2			Line 16
All other degree-seeking	371	426	Lines 3-6	6	4	Lines 17-20
<i>Total degree-seeking</i>	544	636		6	4	
All other undergraduates enrolled in credit courses	3	2	Line 7	0	2	Line 21
<i>Total undergraduates</i>	547	638	Line 8	6	6	Line 22
	Men	Women		Men	Women	

<b>Graduate</b>						
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:	1,197					
Total all graduate:	0					
<b>GRAND TOTAL ALL STUDENTS:</b>	1,197					

#### 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, 2011. 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 FIRST-YEAR	Degree-seeking UNDER-GRADUATES (including first-time non-degree- first-year)	Total UNDER-GRADUATES (both degree- and non-degree- seeking)
Nonresident aliens	23	67	
Hispanic/Latino	29	93	

Black or African American, non-Hispanic/Latino	22	63	
White, non-Hispanic/Latino	218	834	
American Indian or Alaska Native, non-Hispanic/Latino	6	15	
Asian, non-Hispanic/Latino	15	46	
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	0	0	
Two or more races, non-Hispanic/Latino	5	11	
Race and/or ethnicity unknown	20	61	
<b>TOTAL</b>	<b>338</b>	<b>1,190</b>	<b>0</b>

### Persistence

**B3** Number of degrees awarded by your institution from July 1, 2010 to June 30, 2011

Certificate/diploma	
Associate degrees	
Bachelor's degrees	251
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 2011 Web-based survey.

### For Bachelor's or Equivalent Programs

Please provide data for the fall 2005 cohort if available. If fall 2005 cohort data are not available, please provide data for the fall 2004 cohort.

### Fall 2005 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2005. Include in the cohort those who entered your institution during the summer term preceding fall 2005.

**B4**

Initial 2005 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 319

**B5**

Of the initial 2005 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the 0

armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

**B6**  
Final 2005 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)

**B7**  
Of the initial 2005 cohort, how many completed the program in four years or less (by August 31, 2009):

**B8**  
Of the initial 2005 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2009 and by August 31, 2010):

**B9**  
Of the initial 2005 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2010 and by August 31, 2011):

**B10**  
Total graduating within six years (sum of questions B7, B8, and B9):

**B11**  
Six-year graduation rate for 2005 cohort (question B10 divided by question B6):

## Fall 2004 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2004. Include in the cohort those who entered your institution during the summer term preceding fall 2004.

**B4**  
Initial 2004 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:

**B5**  
Of the initial 2004 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 2004 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)

**B7**  
Of the initial 2004 cohort, how many completed the program in four years or less (by August 31, 2008):

**B8**  
Of the initial 2004 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2008 and by August 31, 2009):

**B9**  
Of the initial 2004 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2009 and by August 31, 2010):

**B10**  
Total graduating within six years (sum of questions B7, B8, and B9):

**B11**  
Six-year graduation rate for 2004 cohort (question B10 divided by question B6):

## For Two-Year Institutions

Please provide data for the 2008 cohort if available. If 2008 cohort data are not available, provide data for the 2007 cohort.

## 2008 Cohort

B12

Initial 2008 cohort, total of first-time, full-time degree/certificate-seeking students:

B13

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:

B14

Final 2008 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:

## 2007 Cohort

B12

Initial 2007 cohort, total of first-time, full-time degree/certificate-seeking students:

B13

Of the initial 2007 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 2007 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 2010 (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 2010 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2011?  %

**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)



## Common Data Set C: First-Time, First-Year (Freshman) Admission (2011-2012)

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

### 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 2011. 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.

For each of the sections below, please fill in either the breakdown of men/women or the total applied, admitted and enrolled.

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

Total first-time, first-year (freshman) men who applied	<input type="text" value="1,393"/>
Total first-time, first-year (freshman) women who applied	<input type="text" value="1,809"/>
Total first-time, first-year (freshman) who applied *	<input type="text" value="3,202"/>
Total first-time, first-year (freshman) men who were admitted	<input type="text" value="643"/>
Total first-time, first-year (freshman) women who were admitted	<input type="text" value="814"/>
Total first-time, first-year (freshman) who were admitted *	<input type="text" value="1,457"/>
Total full-time, first-time, first-year (freshman) men who enrolled	<input type="text" value="151"/>
Total part-time, first-time, first-year (freshman) men who enrolled	<input type="text" value="0"/>
Total full-time, first-time, first-year (freshman) women who enrolled	<input type="text" value="188"/>
Total part-time, first-time, first-year (freshman) women who enrolled	<input type="text" value="0"/>
Total full-time, first-time, first-year (freshman) who enrolled *	<input type="text" value="339"/>
Total part-time, first-time, first-year (freshman) who enrolled *	<input type="text" value="0"/>

#### 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 2011 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	[ ]	15
English	[ ]	4
Mathematics	[ ]	3
Science	[ ]	3
Of these, units that must be lab	[ ]	[ ]
Foreign language	[ ]	2
Social Studies	[ ]	3
History	[ ]	[ ]
Academic electives	[ ]	1
Computer Science	[ ]	[ ]
Visual/Performing Arts	[ ]	[ ]
Other (explain)	[ We recommend as many advanced, honors o ]	[ ]

**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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Application Essay	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendation(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Non-Academic</b>				
	<b>Very important</b>	<b>Important</b>	<b>Considered</b>	<b>Not considered</b>
Interview	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

### SAT and ACT Policies

**C8 Entrance exams**

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 2013.

	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"/>

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2012, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

- ACT with Writing component required
- ACT with Writing component recommended

ACT with or without Writing 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:

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

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):

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

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

State Exam (specify):

### Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2011, 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 2011 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

%

Percent submitting ACT scores

%

Number submitting SAT scores

Number submitting ACT scores

25th percentile 75th percentile

SAT Critical Reading	540	680
SAT Math	520	680
SAT Writing	520	660
SAT Essay		
ACT Composite	23	29
ACT Math	22	28
ACT English	23	30
ACT Writing		

25<sup>th</sup>

75<sup>th</sup>

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

	SAT Critical Reading	SAT Math	SAT Writing
700-800	20 %	23 %	16 %
600-699	41 %	29 %	29 %
500-599	28 %	38 <sup>34</sup> %	38 %
400-499	10 %	8 %	16 %
300-399	1 %	1 %	1 %
200-299	0 %	0 %	0 %
Totals (should = 100%)	100 %	99 <sup>100</sup> %	100 %

	ACT Composite	ACT English	ACT Math
30-36	21 %	27 %	15 %
24-29	49 %	46 %	48 %
18-23	29 %	24 %	32 %
12-17	1 %	3 %	5 %
6-11	0 %	0 %	0 %
below 6	0 %	0 %	0 %
Totals (should = 100%)	100 %	100 %	100 %

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

Percent in top tenth of high school graduating class  %

Percent in top quarter of high school graduating class  %

Top half + bottom half = 100%

Percent in top half of high school graduating class	<input type="text" value="86"/>	%
Percent in bottom half of high school graduating class	<input type="text" value="14"/>	%
<b>Totals (should = 100%)</b>	<input type="text" value="100"/>	%
Percent in bottom quarter of high school graduating class	<input type="text" value="1"/>	%
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	<input type="text" value="69"/>	%
<b>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.</b>		
Percent who had GPA of 3.75 or higher	<input type="text" value="40"/>	%
Percent who had GPA between 3.50 and 3.74	<input type="text" value="20"/>	%
Percent who had GPA between 3.25 and 3.49	<input type="text" value="15"/>	%
Percent who had GPA between 3.0 and 3.24	<input type="text" value="14"/>	%
Percent who had GPA between 2.50 and 2.99	<input type="text" value="10"/>	%
Percent who had GPA between 2.0 and 2.49	<input type="text" value="1"/>	%
Percent who had GPA between 1.0 and 1.99	<input type="text" value="0"/>	%
Percent who had GPA below 1.0	<input type="text" value="0"/>	%
<b>Totals (should = 100%)</b>	<input type="text" value="100"/>	%
Average high school GPA of all degree-seeking, first-time, first year (freshman) students who submitted GPA:	<input type="text" value="3.50"/>	
Percent of total first-time, first-year (freshman) students who submitted high school GPA:	<input type="text" value="99"/>	%

## 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):

Priority date:

### C15

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

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

On a rolling basis beginning (date):

By (date):

Other:

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

Must reply by (date):   
 No set date

Must reply by May 1 or within  weeks if notified thereafter

Other:

Deadline for housing deposit (MMDD):  /

Amount of housing deposit:

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:

**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:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

**For the Fall 2011 entering class:**

Number of early decision applications received by your institution:

Number of applicants admitted under early decision plan:

Please provide significant details about your early decision plan.

**C22 Early action:**

Do you have a nonbinding early action plan whereby 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:

Early action notification date:

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

**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)

Save Cancel



### Common Data Set D: Transfer Admission (2011-2012)

[Instructions and Help](#)

[Glossary of Terms](#)

#### 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 2011.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	178	42	21
Women	219	48	24
<b>Total</b>	<b>397</b>	<b>90</b>	<b>45</b>

#### 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

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	<input type="text" value="03/01"/>	<input type="text" value="06/01"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/> Rolling Admission			
Winter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/> Rolling Admission			
Spring	<input type="text" value="11/01"/>	<input type="text" value="12/01"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/> Rolling Admission			
Summer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/> 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

### 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="64"/>	<input type="text" value="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="96"/>	<input type="text" value="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

**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)

Save Cancel

### Common Data Set E: Academic Offerings And Policies (2011-2012)

[Instructions and Help](#)

[Glossary of Terms](#)

#### 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

**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:	<input type="text"/>
Title:	<input type="text"/>
Phone:	<input type="text"/>
Email:	<input type="text"/>

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)

Save Cancel

## Common Data Set F: Student Life (2011-2012)

[Instructions and Help](#)

[Glossary of Terms](#)

### Enrollment

F1 Percentages of first-times, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2011 who fit the following categories:

	First-time, first-year (freshman) students	Under- graduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	81 %	81 %
Percent of men who join fraternities	0 %	18 %
Percent of women who join sororities	0 %	20 %
Percent who live in college-owned, -operated, or -affiliated housing	100 %	91 %
Percent who live off campus or commute	0 %	9 %
Percent of students age 25 and older	0 %	1 %
Average age of full-time students	18	20
Average age of all students (full- and part-time)	18	20

### 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:

Our first year students live on first-year only floors and/or in first-year only residence halls.

**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)

### Common Data Set G: Annual Expenses (2011-2012)

[Instructions and Help](#)

[Glossary of Terms](#)

#### Annual Expenses

Provide 2012-2013 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 2012-2013 academic year costs are not available at this time
- Check here if you are providing 2011-2012 tuition until 2012-2013 costs are available

and provide an approximate date (i.e., month/day) when your institution's final 2012-2013 academic year costs will be available:

*pending 2012-13 availability - Needs to be updated in February*

#### 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 2012-2013 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:	<input type="text" value="32720"/>	<input type="text" value="32720"/>
PUBLIC INSTITUTIONS Tuition: (in-district)	<input type="text"/>	<input type="text"/>
In-state: (out-of-district)	<input type="text"/>	<input type="text"/>
Out-of-state:	<input type="text"/>	<input type="text"/>
NONRESIDENT ALIENS Tuition:	<input type="text"/>	<input type="text"/>
REQUIRED FEES:	<input type="text" value="200"/>	<input type="text" value="200"/>
ROOM AND BOARD: (on-campus)	<input type="text" value="7730"/>	<input type="text" value="7730"/>
ROOM ONLY: (on-campus)	<input type="text"/>	<input type="text"/>
BOARD ONLY: (on-campus meal plan)	<input type="text"/>	<input type="text"/>
Comprehensive tuition/room/board fee (if your college cannot provide separate tuition/room/board/fees):	<input type="text"/>	
Other:	<input type="text"/>	

**G2**

Number of credits per term a student can take for the stated full-time tuition

Minimum:  Maximum:

**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? %

**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:	<input type="text" value="810"/>	<input type="text" value="810"/>	<input type="text" value="810"/>
Room only:	<input type="text" value="3630"/>	<input type="text"/>	<input type="text"/>
Board only:	<input type="text" value="4100"/>	<input type="text"/>	<input type="text"/>
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):	<input type="text"/>	<input type="text"/>	<input type="text"/>
Transportation:	<input type="text" value="1215"/>	<input type="text" value="800"/>	<input type="text" value="1215"/>
Other expenses:	<input type="text" value="675"/>	<input type="text" value="675"/>	<input type="text" value="675"/>

**Undergraduate per-credit-hour charges (tuition only):**

G6

PRIVATE INSTITUTIONS:	<input type="text" value="1023"/>
PUBLIC INSTITUTIONS: (in-district)	<input type="text"/>
In-state: (out-of-district)	<input type="text"/>
Out-of-state:	<input type="text"/>
NONRESIDENT ALIENS:	<input type="text"/>

**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)

## Common Data Set I: Instructional Faculty And Class Size (2011-2012)

Instructions and Help

Glossary of Terms

### Instructional Faculty

Please report number of instructional faculty members in each category for Fall 2011. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

I-1 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	84	6	90
b.) Total number who are members of minority groups	5	1	6
c.) Total number who are women	40	5	45
d.) Total number who are men	44	1	45
e.) Total number who are non-resident aliens (international)	0	0	0
f.) Total number with doctorate, or other terminal degree	80	2	82
g.) Total number whose highest degree is a master's but not a terminal master's	4	2	6
h.) Total number whose highest degree is a bachelor's	0	2	2
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i	0	0	0

must sum up to item a.)

j.) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students

### Student to Faculty Ratio

I-2 Report the Fall 2011 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2011 Student to Faculty ratio:  to 1 based on  students and  faculty

### Undergraduate Class Size

I-3 In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2011 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 2010. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

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

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class Sections	<input type="text" value="44"/>	<input type="text" value="124"/>	<input type="text" value="90"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="258"/>
Class Sub-Sections	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

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)

## Common Data Set J: Degrees Conferred (2011-2012)

Instructions and Help

Glossary of Terms

**Degrees conferred between July 1, 2010 and June 30, 2011**

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 2000 Categories to Include
Agriculture	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	1
Natural resources and conservation	<input type="text"/> %	<input type="text"/> %	<input type="text" value="2"/> %	3
Architecture	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	4
Area, ethnic, and gender studies	<input type="text"/> %	<input type="text"/> %	<input type="text" value="2"/> %	5
Communications/journalism	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	9
Communication technologies	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	10
Computer and information sciences	<input type="text"/> %	<input type="text"/> %	<input type="text" value="2"/> %	11
Personal and culinary services	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	12
Education	<input type="text"/> %	<input type="text"/> %	<input type="text" value="4"/> %	13
Engineering	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	14
Engineering technologies	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	15
Foreign languages, literatures, and linguistics	<input type="text"/> %	<input type="text"/> %	<input type="text" value="6"/> %	16
Family and consumer sciences	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	19
Law/legal studies	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	22
English	<input type="text"/> %	<input type="text"/> %	<input type="text" value="8"/> %	23
Liberal arts/general studies	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	24
Library science	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	25
Biological/life sciences	<input type="text"/> %	<input type="text"/> %	<input type="text" value="10"/> %	26
Mathematics and statistics	<input type="text"/> %	<input type="text"/> %	<input type="text" value="2"/> %	27
Military science and military technologies	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	29
Interdisciplinary studies	<input type="text"/> %	<input type="text"/> %	<input type="text" value="4"/> %	30

Parks and recreation	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="7"/>	%	31
Philosophy and religious studies	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="5"/>	%	38
Theology and religious vocations	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	39
Physical sciences	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="4"/>	%	40
Science technologies	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	41
Psychology	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="8"/>	%	42
Homeland Security, law enforcement, firefighting, and protective services	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	43
Public administration and social services	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	44
Social sciences	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="18"/>	%	45
Construction trades	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	46
Mechanic and repair technologies	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	47
Precision production	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	48
Transportation and materials moving	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	49
Visual and performing arts	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="12"/>	%	50
Health professions and related programs	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	51
Business/marketing	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	52
History	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="5"/>	%	54
Other	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>
Totals (should = 100%)	<input type="text" value="0"/>	%	<input type="text" value="0"/>	%	<input type="text" value="99"/>	%	

**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)

Save Cancel