

**Common Data Set A: General Information (2014-2015) (2014-2015)**

Instructions and Help

Glossary of Terms

**Respondent Information (Not for Publication)****A0**

Name:	<input type="text"/>
Title:	<input type="text"/>
Office:	<input type="text"/>
Mailing Address:	<input type="text"/> <input type="text"/>
City/State/Zip:	<input type="text"/> <input type="text"/> <input type="text"/>
Country:	United States
Phone:	<input type="text"/>
Fax:	<input type="text"/>
Email Address	<input type="text"/>
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:	<input type="text"/>
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 This information will not be published but will help the publishers further refine CDS items.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:	<input type="text"/>
Mailing Address:	<input type="text"/> <input type="text"/>
City/State/Zip:	<input type="text"/> <input type="text"/> <input type="text"/>
Country:	United States
Street Address (if different):	<input type="text"/> <input type="text"/>
Main Phone Number:	<input type="text"/>
WWW Home Page Address:	<input type="text"/>
Admissions Phone Number	<input type="text"/>

		<input type="text"/>	
Admissions Toll-Free Phone Number:		<input type="text"/>	
Admissions Office Mailing Address:		<input type="text"/>	<input type="text"/>
City/State/Zip:		<input type="text"/>	<input type="text"/>
Country:		United States	
Admissions Fax Number:		<input type="text"/>	
Admissions Email Address:		<input type="text"/>	
If there is a separate URL for your school's online application, please specify:		<input type="text"/>	
If you have a mailing address other than the above to which applications should be sent, please provide:		<input type="text"/>	<input type="text"/>
City/State/Zip:		<input type="text"/>	<input type="text"/>
Country:		United States	

### 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:

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 B: Enrollment And Persistence (2014-2015) (2014-2015)**

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, 2014. Note: Report students formerly designated as "first professional" in the graduate cells.

	Full-Time			Part-Time		
	Men	Women		Men	Women	

**Undergraduates**

Degree-seeking, first-time freshmen	<input type="text"/>	<input type="text"/>	Line 1	<input type="text"/>	<input type="text"/>	Line 15
Other first-year, degree-seeking	<input type="text"/>	<input type="text"/>	Line 2	<input type="text"/>	<input type="text"/>	Line 16
All other degree-seeking	<input type="text"/>	<input type="text"/>	Lines 3-6	<input type="text"/>	<input type="text"/>	Lines 17-20
<i>Total degree-seeking</i>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	
All other undergraduates enrolled in credit courses	<input type="text"/>	<input type="text"/>	Line 7	<input type="text"/>	<input type="text"/>	Line 21
<i>Total undergraduates</i>	<input type="text"/>	<input type="text"/>	Line 8	<input type="text"/>	<input type="text"/>	Line 22

	Men	Women		Men	Women	
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**Graduate**

Degree-seeking, first-time	<input type="text"/>	<input type="text"/>	Line 11	<input type="text"/>	<input type="text"/>	Line 25
All other degree-seeking	<input type="text"/>	<input type="text"/>	Line 12	<input type="text"/>	<input type="text"/>	Line 26
All other graduates enrolled in credit courses	<input type="text"/>	<input type="text"/>	Line 13	<input type="text"/>	<input type="text"/>	Line 27
<i>Total graduate</i>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	

Total all undergraduates:

Total all graduate:

**GRAND TOTAL ALL STUDENTS:**

**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, 2014. 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	Degree-seeking	Total UNDER-
--	----------------	----------------	--------------

	FIRST-TIME FIRST- YEAR	UNDER- GRADUATES (including first-time first-year)	GRADUATES (both degree- and non- degree- seeking)
Nonresident aliens	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black or African American, non-Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>
White, non-Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>
American Indian or Alaska Native, non-Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian, non-Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or more races, non-Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>
Race and/or ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Persistence

**B3** Number of degrees awarded by your institution from July 1, 2013 to June 30, 2014

Certificate/diploma	<input type="text"/>
Associate degrees	<input type="text"/>
Bachelor's degrees	<input type="text"/>
Postbachelor's certificates	<input type="text"/>
Master's degrees	<input type="text"/>
Post-Master's certificates	<input type="text"/>
Doctoral degrees – research/scholarship	<input type="text"/>
Doctoral degrees – professional practice	<input type="text"/>
Doctoral degrees – other	<input type="text"/>

## 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 2014 Web-based survey.

## For Bachelor's or Equivalent Programs

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

### 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):

### Fall 2007 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2007. Include in the cohort those who entered your institution during the summer term preceding fall 2007.

**B4**

Initial 2007 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:

**B5**

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:

**B6**

Final 2007 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)

**B7**

Of the initial 2007 cohort, how many completed the program in four years or less (by August 31, 2011):

**B8**

Of the initial 2007 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2011 and by August 31, 2012):

**B9**

Of the initial 2007 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2012 and by August 31, 2013):

**B10**

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

**B11**

Six-year graduation rate for 2007 cohort (question B10 divided by question B6):

## For Two-Year Institutions

Please provide data for the 2011 cohort if available. If 2011 cohort data are not available, provide data for the 2010 cohort.

## 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:

## 2010 Cohort

**B12**

Initial 2010 cohort, total of first-time, full-time degree/certificate-seeking students:

**B13**

Of the initial 2010 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 2010 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 2013 (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 2013 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2014?

 %

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**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 (2014-2015) (2014-2015)**

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 2014. 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"/>
---	----------------------

Total first-time, first-year (freshman) women who applied	<input type="text"/>
---	----------------------

Total first-time, first-year (freshman) who applied *	<input type="text"/>
---	----------------------

Total first-time, first-year (freshman) men who were admitted	<input type="text"/>
---	----------------------

Total first-time, first-year (freshman) women who were admitted	<input type="text"/>
---	----------------------

Total first-time, first-year (freshman) who were admitted *	<input type="text"/>
---	----------------------

Total full-time, first-time, first-year (freshman) men who enrolled	<input type="text"/>
---	----------------------

Total part-time, first-time, first-year (freshman) men who enrolled	<input type="text"/>
---	----------------------

Total full-time, first-time, first-year (freshman) women who enrolled	<input type="text"/>
---	----------------------

Total part-time, first-time, first-year (freshman) women who enrolled	<input type="text"/>
---	----------------------

Total full-time, first-time, first-year (freshman) who enrolled *	<input type="text"/>
---	----------------------

Total part-time, first-time, first-year (freshman) who enrolled *	<input type="text"/>
---	----------------------

**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 2014 admissions:

Number of qualified applicants offered a place on waiting list	<input type="text"/>
--	----------------------

Number accepting a place on the waiting list	<input type="text"/>
--	----------------------

Number of wait-listed students admitted	<input type="text"/>
---	----------------------

Is your waiting list ranked?	Yes	No
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If yes, do you release that information to students?	Yes	No
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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:

<input type="checkbox"/>	High school diploma is required and GED is accepted
<input type="checkbox"/>	High school diploma is required and GED is not accepted
<input type="checkbox"/>	High school diploma or equivalent is not required

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

<input type="checkbox"/>	Require
<input type="checkbox"/>	Recommend
<input type="checkbox"/>	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	<input type="text"/>	<input type="text"/>
English	<input type="text"/>	<input type="text"/>
Mathematics	<input type="text"/>	<input type="text"/>
Science	<input type="text"/>	<input type="text"/>
Of these, units that must be lab	<input type="text"/>	<input type="text"/>
Foreign language	<input type="text"/>	<input type="text"/>
Social Studies	<input type="text"/>	<input type="text"/>
History	<input type="text"/>	<input type="text"/>
Academic electives	<input type="text"/>	<input type="text"/>
Computer Science	<input type="text"/>	<input type="text"/>
Visual/Performing Arts	<input type="text"/>	<input type="text"/>
Other (explain)	<input type="text"/>	<input type="text"/>

## 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:**

<input type="checkbox"/>	Open admission policy as described above for all students
<input type="checkbox"/>	Open admission policy as described above for most students, but selective admission for out-of-state students selective admission to some programs
<input type="checkbox"/>	Other (explain) <input style="width: 300px; height: 20px;" type="text"/>

**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				
Class rank				
Academic GPA				
Standardized test scores				
Application Essay				
Recommendation(s)				

**Non-Academic**

	Very important	Important	Considered	Not considered
Interview				
Extracurricular activities				
Talent/ability				
Character/personal qualities				
First Generation				
Alumni/ae relation				
Geographical residence				
State residency				
Religious affiliation/commitment				
Racial/ethnic status				
Volunteer work				
Work experience				

Level of applicant's interest				
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## 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 2016**.

	ADMISSIONS				
	Require	Recommend	Require for some	Consider if submitted	Not Used
SAT or ACT					
ACT Only					
SAT only					
SAT and SAT Subject Tests or ACT					
SAT Subject Tests only					

B. If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2016**, 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		
For placement		
For advising		
In place of an application essay		
As a validity check on the application essay		
No college policy as of now		
Not using essay component		

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:	<input type="text"/>	
Latest date by which SAT Subject Tests scores must be received for fall-term admission:	<input type="text"/>	
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):	<input type="text"/>	
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):	<input type="text"/>	

## Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2014, 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 2014 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	<input type="text"/>	%
Percent submitting ACT scores	<input type="text"/>	%
Number submitting SAT scores	<input type="text"/>	
Number submitting ACT scores	<input type="text"/>	
	<b>25th percentile</b>	<b>75th percentile</b>
SAT Critical Reading	<input type="text"/>	<input type="text"/>
SAT Math	<input type="text"/>	<input type="text"/>
SAT Writing	<input type="text"/>	<input type="text"/>
SAT Essay	<input type="text"/>	<input type="text"/>
ACT Composite	<input type="text"/>	<input type="text"/>
ACT Math	<input type="text"/>	<input type="text"/>

ACT English	<input type="text"/>	<input type="text"/>
ACT Writing	<input type="text"/>	<input type="text"/>

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

	SAT Critical Reading	SAT Math	SAT Writing
700-800	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
600-699	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
500-599	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
400-499	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
300-399	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
200-299	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
<b>Totals (should = 100%)</b>	%	%	%

	ACT Composite	ACT English	ACT Math
30-36	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
24-29	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
18-23	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
12-17	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
6-11	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
below 6	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
<b>Totals (should = 100%)</b>	%	%	%

**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	<input type="text"/> %
Percent in top quarter of high school graduating class	<input type="text"/> %
<i>Top half + bottom half = 100%</i>	
Percent in top half of high school graduating class	<input type="text"/> %
	<input type="text"/>



Percent in bottom half of high school graduating class	<input type="text"/>	%
<b>Totals (should = 100%)</b>		%
Percent in bottom quarter of high school graduating class	<input type="text"/>	%
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	<input type="text"/>	%
<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"/>	%
Percent who had GPA between 3.50 and 3.74	<input type="text"/>	%
Percent who had GPA between 3.25 and 3.49	<input type="text"/>	%
Percent who had GPA between 3.0 and 3.24	<input type="text"/>	%
Percent who had GPA between 2.50 and 2.99	<input type="text"/>	%
Percent who had GPA between 2.0 and 2.49	<input type="text"/>	%
Percent who had GPA between 1.0 and 1.99	<input type="text"/>	%
Percent who had GPA below 1.0	<input type="text"/>	%
<b>Totals (should = 100%)</b>		%

**C12**

Average high school GPA of all degree-seeking, first-time, first year (freshman) students who submitted GPA:	<input type="text"/>
Percent of total first-time, first-year (freshman) students who submitted high school GPA:	<input type="text"/> %

## Admission Policies

**C13 Application Fee**

Does your institution have an application fee?	Yes	No
Amount of application fee	<input type="text"/>	
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
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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:	<input type="text"/>
Other early decision plan closing date:	<input type="text"/>
Other early decision plan notification date:	<input type="text"/>
<b>For the Fall 2014 entering class:</b>	
Number of early decision applications received by your institution:	<input type="text"/>
Number of applicants admitted under early decision plan:	<input type="text"/>
Please provide significant details about your early decision plan.	<input type="text"/>

**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:	<input type="text"/>	
Early action notification date:	<input type="text"/>	
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:	<input type="text"/>	
Early action II notification date:	<input type="text"/>	

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**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"/>

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**Common Data Set D: Transfer Admission (2014-2015) (2014-2015)**

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 2014.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	<input type="text"/>	<input type="text"/>	<input type="text"/>
Women	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Application for Admission****D3** Indicate terms for which transfers may enroll:

<input type="text"/>	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="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
College transcript(s)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Essay or personal statement	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Interview	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Standardized test score	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Statement of good standing from prior institution(s)

**D6**

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

**D7**

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

**D8**

List any other application requirements specific to transfer applicants:

**D9**

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

	Priority Date	Closing Date	Notification Date	Reply date	
Fall	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text"/>	<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:

**D12**

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

## Transfer Credit Policies

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"/>	<input type="text"/>

**D14**

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

**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:

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**Common Data Set E: Academic Offerings And Policies (2014-2015) (2014-2015)**

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:

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

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**Common Data Set F: Student Life (2014-2015) (2014-2015)**

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 2014 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)	<input type="text"/> %	<input type="text"/> %
Percent of men who join fraternities	<input type="text"/> %	<input type="text"/> %
Percent of women who join sororities	<input type="text"/> %	<input type="text"/> %
Percent who live in college-owned, -operated, or -affiliated housing	<input type="text"/> %	<input type="text"/> %
Percent who live off campus or commute	<input type="text"/> %	<input type="text"/> %
Percent of students age 25 and older	<input type="text"/> %	<input type="text"/> %
Average age of full-time students	<input type="text"/>	<input type="text"/>
Average age of all students (full- and part-time)	<input type="text"/>	<input type="text"/>

**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:

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

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**Common Data Set G: Annual Expenses (2014-2015) (2014-2015)**

Instructions and Help

Glossary of Terms

**Annual Expenses**

Provide 2015-2016 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 2015-2016 academic year costs are not available at this time

Check here if you are providing 2014-2015 tuition until 2015-2016 costs are available

and provide an approximate date (i.e., month/day) when your institution's final 2015-2016 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 2015-2016 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"/>	<input type="text"/>
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"/>	<input type="text"/>
ROOM AND BOARD: (on-campus)	<input type="text"/>	<input type="text"/>
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 <input type="text"/>	Maximum <input type="text"/>
--	------------------------------	------------------------------

**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?	% <input type="text"/>	

**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"/>	<input type="text"/>	<input type="text"/>
Room only:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Board only:	<input type="text"/>	<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"/>	<input type="text"/>	<input type="text"/>
Other expenses:	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

**G6**

PRIVATE INSTITUTIONS:	<input type="text"/>
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"/>

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

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# Common Data Set H: Financial Aid (2014-2015) (2014-2015)

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

## 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 2013-2014 academic year (see the next item below), use the 2013-2014 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:

2014-2015 estimated or 2013-2014 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	<input type="text"/>	<input type="text"/>
State (i.e., all states, not only the state in which your institution is located)	<input type="text"/>	<input type="text"/>
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	<input type="text"/>	<input type="text"/>
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	<input type="text"/>	<input type="text"/>
<b>Total Scholarships/Grants</b>	<input type="text"/>	<input type="text"/>

### Self-Help

Student Loans from all sources (excluding parent loans)	<input type="text"/>	<input type="text"/>
Federal Work Study	<input type="text"/>	<input type="text"/>
State and other (e.g., institutional) workstudy/ employment (Note: Excludes Federal Work-Study captured above.)	<input type="text"/>	<input type="text"/>
<b>Total Self-Help</b>	<input type="text"/>	<input type="text"/>

### Other

Parent Loans	<input type="text"/>	<input type="text"/>
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do	<input type="text"/>	<input type="text"/>

not report tuition waivers elsewhere.

Athletic Awards

--	--

## Number of Enrolled Students Awarded Aid

**H2** List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based 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.**

	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2014 cohort)	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
b) Number of students in line <b>a</b> who applied for need-based financial aid	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
c) Number of students in line <b>b</b> who were determined to have financial need	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
d) Number of students in line <b>c</b> who were awarded any financial aid	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
e) Number of students in line <b>d</b> who were awarded any need-based scholarship or grant aid	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
f) Number of students in line <b>d</b> who were awarded any need-based self-help aid	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
g) Number of students in line <b>d</b> who were awarded any non-need-based scholarship or grant aid	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
h) Number of students in line <b>d</b> whose need was fully met ( <u>exclude PLUS loans, unsubsidized loans and private alternative loans.</u> )	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
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 ( <u>PLUS loans, unsubsidized loans and private alternative loans</u> )	<input style="width: 50px; height: 20px;" type="text"/> %	<input style="width: 50px; height: 20px;" type="text"/> %	<input style="width: 50px; height: 20px;" type="text"/> %
j) The average financial aid package of those in line <b>d</b> . Exclude any resources that were awarded to replace EFC ( <u>PLUS loans, unsubsidized loans and private alternative loans.</u> )	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
k) Average need-based scholarship and grant aid of those in line <b>e</b>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
l) Average need-based self-help award ( <u>excluding PLUS loans, unsubsidized loans and private alternative loans</u> ) of those in line <b>f</b>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>
m) Average need-based loan ( <u>excluding PLUS loans, unsubsidized loans and private alternative loans</u> ) of those in line <b>f</b> who were awarded a need-based loan	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>

**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.

	First-time Full-time	Full-time Undergrad	Less than Full-time



	Freshmen	(inc. fresh)	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)	<input type="text"/>	<input type="text"/>	<input type="text"/>
o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line n	<input type="text"/>	<input type="text"/>	<input type="text"/>
p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship	<input type="text"/>	<input type="text"/>	<input type="text"/>
q) Average dollar amount of institutional non-need-based athletic grants and scholarships awarded to students in line p	<input type="text"/>	<input type="text"/>	<input type="text"/>

**H3** Incorporated into H1 above.

**Note:** These are the graduates and loan types to include and exclude in order to fill out CDS H4, H4a, H5, and H5a.

Include: \* 2014 undergraduate class who graduated between July 1, 2013 and June 30, 2014 who started at your institution as first-time students and received a bachelor's degree between July 1, 2013 and June 30, 2014. \* only loans made to students who borrowed while enrolled at your institution. \* co-signed loans.

Exclude: \* those who transferred in. \* money borrowed at other institutions.

**H4**

Provide the percentage of the class (defined above) who borrowed at any time through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and Unsubsidized, private loans that were certified by your institution, etc.; exclude parent loans). Include both Federal Direct Student Loans and Federal Family Education Loans.

 %

**H4A**

Provide the percentage of the class (defined above) who borrowed at any time through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. NOTE: exclude all institutional, state, private alternative loans and parent loans.

 %

**H5**

Report the average per-undergraduate-borrower cumulative principal borrowed of those in line H4.

**H5A**

Report the average per-undergraduate-borrower cumulative principal borrowed, of those in H4a, through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. These are listed in line 4a. NOTE: exclude all institutional, state, private alternative loans and exclude parent loans.

## 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:

Average dollar amount of institutional financial aid awarded to

undergraduate degree-seeking nonresident aliens:

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

**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:

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:

**H11** Indicate reply dates:

Students must reply by (date):

or within

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:

**H13 Scholarships and Grants**

Need-based:

Federal Pell  
 SEOG  
 State scholarships/grants  
 Private scholarships  
 College/university scholarship or grant aid from institutional funds  
 United Negro College Fund  
 Federal Nursing Scholarships  
 Other (please specify)

If you selected Other please specify:

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

	Non-need	Need-based
Academics		
Alumni affiliation		
Art		
Athletics		
Job skills		

	Non-need
ROTC	

	Non-need	Need-based

Leadership		
Minority status		
Music/drama		
Religious affiliation		
State/district residency		

**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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Name:	<input type="text"/>
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# Common Data Set I: Instructional Faculty And Class Size (2014-2015) (2014-2015)

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

## Instructional Faculty

Please report number of instructional faculty members in each category for Fall 2014. 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
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a.) Total number of instructional faculty	<input type="text"/>	<input type="text"/>	<input type="text"/>
b.) Total number who are members of minority groups	<input type="text"/>	<input type="text"/>	<input type="text"/>
c.) Total number who are women	<input type="text"/>	<input type="text"/>	<input type="text"/>
d.) Total number who are men	<input type="text"/>	<input type="text"/>	<input type="text"/>
e.) Total number who are non-resident aliens (international)	<input type="text"/>	<input type="text"/>	<input type="text"/>
f.) Total number with doctorate, or other terminal degree	<input type="text"/>	<input type="text"/>	<input type="text"/>

g.) Total number whose highest degree is a master's but not a terminal master's	<input type="text"/>	<input type="text"/>	<input type="text"/>
h.) Total number whose highest degree is a bachelor's	<input type="text"/>	<input type="text"/>	<input type="text"/>
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
j.) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Student to Faculty Ratio

**I-2** Report the Fall 2014 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 2014 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 2014 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 2014. 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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Class Sub-Sections	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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**Common Data Set J: Degrees Conferred (2014-2015) (2014-2015)**[Instructions and Help](#)[Glossary of Terms](#)**Degrees conferred between July 1, 2013 and June 30, 2014**

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	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	1
Natural resources and conservation	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	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"/> %	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"/> %	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"/> %	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"/> %	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"/> %	23
Liberal arts/general studies	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	24
	<input type="text"/>	<input type="text"/>	<input type="text"/>	

Library science	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	25
Biological/life sciences	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	26
Mathematics and statistics	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	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"/>	%	30
Parks and recreation	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	31
Philosophy and religious studies	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	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"/>	%	40
Science technologies	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	41
Psychology	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	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"/>	%	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"/>	%	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"/>		

	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	54
Other	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>
<b>Totals (should = 100%)</b>		%		%		%	

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