

Common Data Set 2014-2015
Cal Poly State University, San Luis Obispo

A. GENERAL INFORMATION

A0. Respondent information (not for publication)

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

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

www.ir.calpoly.edu/publications_reports/cds/index

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 This information will not be published but will help the publishers further refine CDS items.

A1. Address information

Name of College or University: **California Polytechnic State University**
Mailing Address, City, State, ZIP Code, Country: **1 Grand Ave., San Luis Obispo, CA 93407-1111, USA**
Street Address (if different), City, State, ZIP Code, Country:
Main Phone Number: **(805) 756-1111**
WWW Home Page Address: **<http://www.calpoly.edu>**
Admissions Phone Number: **(805) 756-2311**
Admissions Toll-Free Number: **None**
Admissions Office Mailing Address, City, State, ZIP Code, Country: **Admissions Office, Cal Poly
San Luis Obispo, CA 93407, USA**

Admissions Fax Number: **(805) 756-5400**

Admissions E-Mail Address: **admissions@calpoly.edu**

If there is a separate URL for your school's online application, please specify: **<http://www.csumentor.edu>**

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

A2. Source of institutional control (check one only)

- Public
 Private (nonprofit)
 Proprietary

A3. Classify your undergraduate institution

- Coeducational college
 Men's college
 Women's college

A4. Academic year calendar

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

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A5. Degrees offered by your institution

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

B. ENROLLMENT AND PERSISTENCE

B1. Institutional enrollment—men and women: Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2014. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduate				
Degree-seeking, first-time freshmen	2,368	2,280	9	5
Other first-year, degree-seeking	334	247	11	4
All other degree-seeking	7,242	6,046	409	221
<i>Total degree-seeking</i>	<i>9,944</i>	<i>8,573</i>	<i>429</i>	<i>230</i>
All other undergraduates enrolled in credit courses	37	24	4	5
<i>Total undergraduate</i>	<i>9,981</i>	<i>8,597</i>	<i>433</i>	<i>235</i>
Graduate				
Degree-seeking, first-time	162	170	37	16
All other degree-seeking	153	107	93	59
All other graduates enrolled in credit courses	28	108	1	6
<i>Total graduate</i>	<i>343</i>	<i>385</i>	<i>131</i>	<i>81</i>

Total all undergraduates: **19,246**

Total all graduate: **940**

GRAND TOTAL ALL STUDENTS: **20,186**

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, First-Time, First-Year	Degree-Seeking Undergraduates (Include First-Time, First-Year)	Total Undergraduates (Both Degree- and Non-Degree-Seeking)
Nonresident aliens	82	284	334
Hispanic/Latino	667	2,918	2,921
Black or African American, non-Hispanic/Latino	33	135	136
White, non-Hispanic/Latino	2,717	11,261	11,272
American Indian or Alaska Native, non-Hispanic/Latino	5	31	31
Asian, non-Hispanic/Latino	600	2,279	2,279
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	9	34	34
Two or more races, non-Hispanic/Latino	351	1,349	1,350
Race and/or ethnicity unknown	198	885	889
Total	4,662	19,176	19,246

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Persistence

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

Certificate/diploma: _____

Post-master's certificates: _____

Associate degrees: _____

Doctoral degrees – research/scholarship: _____

Bachelor's degrees: 4,115

Doctoral degrees – professional practice: _____

Post-bachelor's certificates: _____

Doctoral degrees – other: _____

Master's degrees: 516

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, provide data for the fall 2007 cohort.

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: 4,419

B5. Of the initial **2007** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: 6

B6. Final **2007** cohort after adjusting for allowable exclusions: 4,413
(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, 2010): 1,306

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, 2010, and by August 31, 2011): 1,492

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, 2011, and by August 31, 2012): 397

B10. Total graduating within six years (sum of Questions B7, B8, and B9): 3,195

B11. Six-year graduation rate for **2007** cohort (Question B10 divided by Question B6): 72.4 %

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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: 3,450
- B5.** Of the initial 2008 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: 4
- B6.** Final 2008 cohort after adjusting for allowable exclusions: 3,446
(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, 2011): 1,278
- 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, 2011, and by August 31, 2012): 1,191
- 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, 2012, and by August 31, 2013): 219
- B10.** Total graduating within six years (sum of Questions B7, B8, and B9): 2,688
- B11.** Six-year graduation rate for 2008 cohort (Question B10 divided by Question B6): 78.0 %

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.

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: death, permanent disability, 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: _____

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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: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: _____

B14. Final **2011** cohort after adjusting for allowable exclusions: _____

(Subtract Question B13 from Question B12)

B15. Completers of programs of less than two years' duration (total): _____

B16. Completers of programs of less than two years within 150 percent of normal time: _____

B17. Completers of programs of at least two but less than four years (total): _____

B18. Completers of programs of at least two but less than four years within 150 percent of normal time: _____

B19. Total transfers out (within three years) to other institutions: _____

B20. Total transfers to two-year institutions: _____

B21. Total transfers to four-year institutions: _____

Retention Rates

Report for the cohort of all full-time, first-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2013 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, 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 freshmen 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: 92.7 %

C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

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.

Total first-time, first-year (freshman) men who applied: 23,399

Total first-time, first-year (freshman) women who applied: 20,413

Total first-time, first-year (freshman) men who were admitted: 6,354

Total first-time, first-year (freshman) women who were admitted: 7,179

Total full-time, first-time, first-year (freshman) men who enrolled: 2,368

Total part-time, first-time, first-year (freshman) men who enrolled: 9

Total full-time, first-time, first-year (freshman) women who enrolled: 2,280

Total part-time, first-time, first-year (freshman) women who enrolled: 5

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: 1,598

Number accepting a place on the waiting list: _____

Number of wait-listed students admitted: 67

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

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C5. Distribution of high school units required and/or recommended: Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

	Units Required	Units Recommended**
Total academic units	15	21-23
English	4	4-5
Mathematics	3	4-5
Science	2	4
Of these, units that must be lab	2	2
Foreign language	2	4
Social studies*	1	1
History*	1	1
Academic electives	1	1
Computer science		
Visual/performing arts	1	2
Other (<i>specify</i>)		

*Two years of History/Social Science (including one year of U.S. History and Government)

**The number of units recommended will vary depending on major

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

	Very Important	Important	Considered	Not Considered
<u>Academic</u>				
Rigor of secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Academic GPA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Nonacademic</u>				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
First generation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Racial/ethnic status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Level of applicant's interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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SAT and ACT Policies

C8. Entrance exams

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

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **fall 2016**.

A D M I S S I O N					
	Require	Recommend	Require for Some	Consider if Submitted	Not Used
SAT or ACT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 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 essay 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: **December 1**
 Latest date by which SAT Subject Test 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): **EAP, ELM, EPT**

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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: **82.4 %**
 Percent submitting ACT scores: **66.0 %**

Number submitting SAT scores: **3,840**
 Number submitting ACT scores: **3,075**

	25th Percentile	75th Percentile
SAT Critical Reading	550	640
SAT Math	580	680
SAT Writing		
SAT Essay		
ACT Composite	25	30
ACT Math	26	31
ACT English	24	31
ACT Writing		

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

	SAT Critical Reading	SAT Math	SAT Writing
700-800	9%	20%	
600-699	44%	50%	
500-599	40%	28%	
400-499	7%	2%	
300-399	0%	0%	
200-299	0%	0%	
	100%	100%	

	ACT Composite	ACT English	ACT Math
30-36	30.4%	36.8%	33.9%
24-29	56.8%	46.5%	58.0%
18-23	12.7%	15.7%	8.0%
12-17	0.1%	0.9%	0.2%
6-11	0%	0%	0%
Below 6	0%	0%	0%
	100%	100%	100%

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C10. Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class ranks 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: 52 %
Percent in top quarter of high school graduating class: 85 %
Percent in top half* of high school graduating class: 98 %
Percent in bottom half* of high school graduating class: 2 % *Top half + bottom half = 100%
Percent in bottom quarter of high school graduating class: 0 %
Percent of total first-time, first-year (freshman) students who submitted high school class rank: 40 %

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 GPAs.

Percent who had GPA of 3.75 and higher: 67 %
Percent who had GPA between 3.50 and 3.74: 19 %
Percent who had GPA between 3.25 and 3.49: 10 %
Percent who had GPA between 3.00 and 3.24: 3 %

Percent who had GPA between 2.50 and 2.99: 1 %
Percent who had GPA between 2.0 and 2.49: 0 %

Percent who had GPA between 1.0 and 1.99: 0 %
Percent who had GPA below 1.0: 0 %

100%

C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPAs: 3.88

Percent of total first-time, first-year (freshman) students who submitted high school GPAs: 97.7 %

Admission Policies

C13. Application fee

Does your institution have an application fee? Yes No
Amount of application fee: \$55
Can it be waived for applicants with financial need? Yes No

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

Same fee
 Free
 Reduced

Can online 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): November 30
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): April 1
Other: _____

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

Must reply by (date): May 1

No set date: _____

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

Other: _____

Deadline for housing deposit (MMDD): First come, first served

Amount of housing deposit: \$1,125

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

C20. Common Application: Question removed from CDS (initiated during 2006-2007 cycle)

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: October 31

First or only early decision plan notification date: December 15

Other early decision plan closing date: _____

Other early decision plan notification date: _____

For the fall 2014 entering class:

Number of early decision applications received by your institution: 4,324

Number of applicants admitted under early decision plan: 1,406

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

D. TRANSFER ADMISSION

Fall Applicants

D1. Does your institution enroll transfer students? Yes No

(If no, please skip to Section E.)

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

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2014.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	4,542	706	386
Women	3,342	697	340
Total	7,884	1,403	726

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					X
College transcript(s)	X				
Essay or personal statement					X
Interview					X
Standardized test scores					X
Statement of good standing from prior institution(s)					X

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

D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.0

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

Must meet general education, breadth, and lower-division program requirements.

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

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall		11/30	4/1	5/1	
Winter		6/30	NA	NA	
Spring		8/31	NA	NA	
Summer		2/28	NA	NA	

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

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

Must meet general education, breadth, and lower-division program requirements.

Transfer Credit Policies

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

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

Number: **105** Unit type: **Quarter**

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

Number: **105** Unit type: **Quarter**

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

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor’s degree: **50**

D17. Describe other transfer credit policies: _____

E. ACADEMIC OFFERINGS AND POLICIES

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

- | | |
|---|---|
| <input type="checkbox"/> Accelerated program | <input checked="" type="checkbox"/> Honors program |
| <input checked="" type="checkbox"/> Cooperative education program | <input checked="" type="checkbox"/> Independent study |
| <input type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Distance learning | <input checked="" type="checkbox"/> Liberal arts/career combination |
| <input type="checkbox"/> Double major | <input type="checkbox"/> Student-designed major |
| <input type="checkbox"/> Dual enrollment | <input checked="" type="checkbox"/> Study abroad |
| <input type="checkbox"/> English as a Second Language (ESL) | <input checked="" type="checkbox"/> Teacher certification program |
| <input checked="" type="checkbox"/> Exchange student program (domestic) | <input type="checkbox"/> Weekend college |
| <input type="checkbox"/> External degree program | |
| <input type="checkbox"/> Other (specify): _____ | |

E2. Has been removed from the CDS.

E3. Areas in which all or most students are required to complete some coursework prior to graduation

- | | |
|---|---|
| <input checked="" type="checkbox"/> Arts/fine arts | <input checked="" type="checkbox"/> Humanities |
| <input type="checkbox"/> Computer literacy | <input checked="" type="checkbox"/> Mathematics |
| <input checked="" type="checkbox"/> English (including composition) | <input checked="" type="checkbox"/> Philosophy |
| <input type="checkbox"/> Foreign languages | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input checked="" type="checkbox"/> History | <input checked="" type="checkbox"/> Social science |
| <input checked="" type="checkbox"/> Other (describe): <u>Technology Studies</u> | |

Library Collections: The CDS publishers will collect library data again when a new Academic Libraries Survey is in place.

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F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in fall 2014 who fit the following categories:

	First-Time, First-Year (Freshman) Students	Undergraduates
Percent who are from out of state (exclude international/ nonresident aliens from the numerator and denominator)	17%	12%
Percent of men who join fraternities		
Percent of women who join sororities		
Percent who live in college-owned, -operated, or -affiliated housing	98%	37%
Percent who live off campus or commute	2%	63%
Percent of students age 25 and older	0%	3%
Average age of full-time students	18	20
Average age of all students (full- and part-time)	18	20

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Campus ministries | <input checked="" type="checkbox"/> Literary magazine | <input checked="" type="checkbox"/> Radio station |
| <input checked="" type="checkbox"/> Choral groups | <input checked="" type="checkbox"/> Marching band | <input checked="" type="checkbox"/> Student government |
| <input checked="" type="checkbox"/> Concert band | <input checked="" type="checkbox"/> Model UN | <input checked="" type="checkbox"/> Student newspaper |
| <input checked="" type="checkbox"/> Dance | <input checked="" type="checkbox"/> Music ensembles | <input type="checkbox"/> Student-run film society |
| <input checked="" type="checkbox"/> Drama/theater | <input checked="" type="checkbox"/> Musical theater | <input checked="" type="checkbox"/> Symphony orchestra |
| <input checked="" type="checkbox"/> International student organization | <input checked="" type="checkbox"/> Opera | <input checked="" type="checkbox"/> Television station |
| <input checked="" type="checkbox"/> Jazz band | <input checked="" type="checkbox"/> Pep band | <input type="checkbox"/> Yearbook |

F3. ROTC (Program offered in cooperation with Reserve Officers' Training Corps)

Army ROTC is offered:

- On campus
 At cooperating institution (name): _____

Naval ROTC is offered:

- On campus
 At cooperating institution (name): _____

Air Force ROTC is offered:

- On campus
 At cooperating institution (name): _____

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Coed dorms | <input checked="" type="checkbox"/> Special housing for international students |
| <input type="checkbox"/> Men's dorms | <input type="checkbox"/> Fraternity/sorority housing |
| <input type="checkbox"/> Women's dorms | <input type="checkbox"/> Cooperative housing |
| <input type="checkbox"/> Apartments for married students | <input checked="" type="checkbox"/> Theme housing |
| <input checked="" type="checkbox"/> Apartments for single students | <input type="checkbox"/> Wellness housing |
| <input checked="" type="checkbox"/> Special housing for disabled students | <input type="checkbox"/> Other housing options (specify): _____ |

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G. ANNUAL EXPENSES

G0. Please provide the URL of your institution's net price calculator: <http://www.csumentor.edu/finaid/pais/>

Provide 2015-2016 academic-year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's **2015-2016** academic-year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final **2015-2016** academic-year costs of attendance will be available: August 1

G1. Undergraduate full-time tuition, required fees, and room and board: 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 hours 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, two 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	UNDERGRADUATES
PRIVATE INSTITUTION Tuition:	NA	NA
PUBLIC INSTITUTION Tuition – In-district:	\$5,472	\$5,472
In-state (out-of-district):	\$5,472	\$5,472
Out-of-state:	\$248 per unit	\$248 per unit
NONRESIDENT ALIEN Tuition:	\$248 per unit	\$248 per unit
REQUIRED FEES:	\$3,528	\$3,528
ROOM AND BOARD: (on campus)	\$12,009	\$12,009
ROOM ONLY: (on campus)	\$7,176	\$7,176
BOARD ONLY: (on-campus meal plan)	\$4,833	\$4,833

Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees): _____

Other: _____

G2. Number of credits per term a student can take for the stated full-time tuition: ___ minimum ___ maximum

Academic year: 7 minimum 22 maximum
Summer quarter: ___ 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? 0%

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G5. Provide the estimated expenses for a typical full-time undergraduate student:

	Residents	Commuters (Living at Home)	Commuters (Not Living at Home)
Books and supplies:	\$1,812	\$1,812	\$1,812
Room only:			\$7,176
Board only:		\$4,770	\$4,833
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			\$
Transportation:	\$1,200	\$1,200	\$1,200
Other expenses:	\$1,392	\$1,392	\$1,392

G6. Undergraduate per-credit-hour charges (tuition only):

PRIVATE INSTITUTIONS: NA
PUBLIC INSTITUTIONS
 In-district: **0**
 In-state (out-of-district): **NA**
 Out-of-state: **\$248 per unit**
NONRESIDENT ALIENS: **\$248 per unit**

H. FINANCIAL AID

Please refer to the following financial aid definitions when completing Section H.

Awarded aid: The dollar amounts offered to financial aid applicants.

Financial aid applicant: Any applicant who submits **any one of** the institutionally required financial aid applications/forms, such as the FAFSA.

Indebtedness: Aggregate dollar amount borrowed through any loan program (federal, state, subsidized, unsubsidized, private, etc., excluding parent loans) while the student was enrolled at an institution. Student loans cosigned by a parent are assumed to be the responsibility of the student and **should** be included.

Institutional scholarships and grants: Endowed scholarships, annual gifts, and tuition-funded grants for which the institution determines the recipient.

Financial need: As determined by your institution using the federal methodology and/or your institution's own standards.

Need-based aid: College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and noninstitutional student aid (grants, jobs, and loans).

Need-based scholarship or grant aid: Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.

Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.

Non-need-based scholarship or grant aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting Questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

Note: Suggested order of precedence for counting non-need money as need-based

1. Non-need institutional grants
2. Non-need tuition waivers
3. Non-need athletic awards
4. Non-need federal grants
5. Non-need state grants
6. Non-need outside grants
7. Non-need student loans
8. Non-need parent loans
9. Non-need work

Non-need-based self-help aid: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.

External scholarships and grants: Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

Work-study and employment: Federal and state work-study aid and any employment packaged by your institution in financial aid awards.

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Aid awarded to enrolled undergraduates

H1. Enter total dollar amounts awarded to enrolled full-time and less-than-full-time, degree-seeking undergraduates (using the same cohort reported in CDS Question B1, “Total degree-seeking” undergraduates) in the following categories. (Note: If the data being reported are final figures for the 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? (Formerly H3)

- 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	\$16,713,415	\$0
State (i.e., all states—not only the state in which your institution is located)	\$14,570,899	\$0
Institutional: Endowed scholarships, annual gifts, and tuition-funded grants awarded by the college, excluding athletic aid and tuition waivers (which are reported below)	\$13,531,963	\$3,480,618
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$3,776,060	\$2,942,286
Total Scholarships/Grants	\$48,592,337	\$6,422,904
Self-Help		
Student loans from all sources (excluding parent loans)	\$30,436,080	\$14,970,160
Federal Work-Study	\$1,162,224	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above)		
Total Self-Help	\$31,598,304	\$14,970,160
Parent Loans	\$7,495,418	\$20,958,772
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.		
Athletic Awards	\$1,351,356	\$2,672,187

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H2. Number of enrolled students awarded aid: 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 Undergrads (Incl. Fresh.)	Less-Than-Full-Time Undergrads
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on fall 2014 cohort)	4,863	17,992	673
b) Number of students in line a) who applied for need-based financial aid	3,900	11,184	243
c) Number of students in line b) who were determined to have financial need	2,161	7,729	186
d) Number of students in line c) who were awarded any financial aid	1,921	7,008	147
e) Number of students in line d) who were awarded any need-based scholarship or grant aid	1,590	5,522	101
f) Number of students in line d) who were awarded any need-based self-help aid	1,417	5,075	100
g) Number of students in line d) who were awarded any non-need-based scholarship or grant aid	56	115	3
h) Number of students in line d) whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)	150	573	11
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>)	58.6%	59.1%	50.3%
j) The average financial aid package of those in line d). Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	\$9,935	\$10,279	\$6,664
k) Average need-based scholarship or grant award of those in line e)	\$3,225	\$3,488	\$2,511
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f)	\$3,083	\$3,804	\$3,804
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f) who were awarded a need-based loan	\$3,251	\$3,977	\$3,813

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 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 Freshmen	Full-Time Undergrads (Incl. Fresh.)	Less-Than-Full-Time Undergrads
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)	558	1,562	33
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n)	\$1,955	\$1,978	\$1,276
p) Number of students in line a) who were awarded an institutional non-need-based athletic scholarship or grant	89	363	3
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p)	\$3,241	\$5,203	\$2,873

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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 bachelor's degrees between July 1, 2013, and June 30, 2014
* Only loans made to students who borrowed while enrolled at your institution
* Cosigned 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 or 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 or Federal Stafford subsidized and unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. These are listed in line H4A. NOTE: Exclude all institutional, state, and 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 and 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: **Admission application and academic records**

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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: _____

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

Priority date for filing required financial aid forms: **March 2**

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: **April 1**

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 (Specify): **Alternative Loans**

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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 Scholarship
- Other (Specify): **Federal TEACH Grant**

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

	Non-Need	Need-Based
Academics	X	X
Alumni affiliation	X	
Art	X	X
Athletics	X	
Job skills	X	X
ROTC	X	—
Leadership	X	X
Minority status		
Music/drama	X	X
Religious affiliation		
State/district residency	X	X

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.

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

II. Please report the 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.

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, postdoctoral fellows, or predoctoral fellows	Exclude	Include only if they teach one or more nonclinical credit courses
b) Administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more nonclinical credit courses
c) Other administrators/staff who teach one or more nonclinical credit courses even though they do not have faculty status	Exclude	Include
d) Undergraduate or graduate students who assist in the instruction of courses but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
e) Faculty on sabbatical or leave with pay	Include	Exclude
f) Faculty on leave without pay	Exclude	Exclude
g) Replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

Full-time instructional faculty: Faculty employed on a full-time basis for instruction (including those with released time for research).

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

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

Doctorate: Includes such degrees as doctor of philosophy, doctor of education, doctor of juridical science, and doctor of public health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as "first professional," including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (PharmD or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

Terminal master's degree: A master's degree that is considered the highest degree in a field; for example, M.Arch (in architecture) and MFA (master of fine arts in art or theater).

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	Full-Time	Part-Time	Total
a) Total number of instructional faculty	823	522	1,345
b) Total number who are members of minority groups			
c) Total number who are women	281	240	521
d) Total number who are men	542	282	824
e) Total number who are nonresident aliens (international)	19	13	32
f) Total number with doctorate or other terminal degree	623	146	769
g) Total number whose highest degree is a master's but not a terminal master's	141	164	305
h) Total number whose highest degree is a bachelor's	57	166	223
i) Total number whose highest degree is unknown or other Note: Items f), g), h), and i) must sum up to item a)	2	46	48
j) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students			

12. Student-to-faculty ratio: 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: 20 to 1 (based on 19,599 students and 997 faculty).

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13. Undergraduate class size: In the table below, please use the following definitions to report information about the size of classes and class sections offered in the fall 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, cooperative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

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

Using the above definitions, please report for each of the following class size intervals the number of *class sections* and *class subsections* offered in fall 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 table and 40 times under the “20-29” column of the Class Subsections table.

Number of Class Sections With Undergraduates Enrolled

	Undergraduate Class Size							Total
	2-9	10-19	20-29	30-39	40-49	50-99	100+	
CLASS SECTIONS	48	240	570	526	250	161	90	1,885
CLASS SUBSECTIONS	186	520	607	122	28	23	5	1,491

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J. Disciplinary Areas of DEGREES CONFERRED

Degrees conferred between July 1, 2013, and June 30, 2014

For each of the following discipline areas, provide the percentage of diplomas/certificates and 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 first and second majors for each CIP code as the numerator and the sum of the GRAND TOTAL BY FIRST MAJOR and the GRAND TOTAL BY SECOND MAJOR as the denominator. If you prefer, you can compute the percentages using first majors only.

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
Agriculture			13%	1
Natural resources and conservation			2%	3
Architecture			5%	4
Area, ethnic, and gender studies			0%	5
Communication/journalism			1%	9
Communication technologies			2%	10
Computer and information sciences			2%	11
Personal and culinary services				12
Education			2%	13
Engineering			26%	14
Engineering technologies				15
Foreign languages, literatures, and linguistics			0%	16
Family and consumer sciences			0%	19
Law/legal studies				22
English			3%	23
Liberal arts/general studies			3%	24
Library science				25
Biological/life sciences			6%	26
Mathematics and statistics			2%	27
Military science and military technologies				28 and 29
Interdisciplinary studies				30
Parks and recreation			6%	31
Philosophy and religious studies			0%	38
Theology and religious vocations				39
Physical sciences			2%	40
Science technologies				41
Psychology			2%	42
Homeland security, law enforcement, firefighting, and protective services				43
Public administration and social services				44
Social sciences			5%	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts			2%	50
Health professions and related programs			2%	51
Business/marketing			13%	52
History			1%	54
Other				
TOTAL			100%	

Common Data Set Definitions

◆ All definitions related to the financial aid section appear at the end of the Definitions document.

◆ Items preceded by an asterisk (*) represent definitions agreed to among publishers that do not appear on the CDS document but may be present on individual publishers' surveys.

***Academic advisement:** Plan under which each student is assigned to a faculty member or a trained adviser who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.

Accelerated program: Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.

Admitted student: Applicant who is offered admission to a degree-granting program at your institution.

***Adult student services:** Admission assistance, support, orientation, and other services expressly for adults who have started college for the first time or who are reentering after a lapse of a few years.

American Indian or Alaska native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Applicant (first-time, first year): An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).

Application fee: That amount of money that an institution charges for processing a student's application for acceptance. This amount is *not* creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Associate degree: An award that normally requires at least two but less than four years of full-time equivalent college work.

Bachelor's degree: An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years but *not* more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study plan) program. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus it allows students to combine actual work experience with their college studies.) Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.

Black or African American: A person having origins in any of the black racial groups of Africa.

Board (charges): Assume average cost for 19 meals per week or the maximum meal plan.

Books and supplies (costs): Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors) unless they constitute the majority of students at your institution.

Calendar system: The method by which an institution structures most of its courses for the academic year.

Campus Ministry: Religious student organizations (denominational or nondenominational) devoted to fostering religious life on college campuses. May also refer to Campus Crusade for Christ, an interdenominational Christian organization.

***Career and placement services:** A range of services including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.

Carnegie units: One year of study or the equivalent in a secondary school subject.

Certificate: See **Postsecondary award, certificate, or diploma.**

Class rank: The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade point average, whether weighted or unweighted.

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College-preparatory program: Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.

Common Application: The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.

***Community service program:** Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.

Commuter: A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.

Contact hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.

Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times with no requirement that classes begin on a certain date.

Cooperative education program: A program that provides for alternate class attendance and employment in business, industry, or government.

Cooperative housing: College-owned, -operated, or -affiliated housing in which students share room and board expenses and participate in household chores to reduce living expenses.

***Counseling service:** Activities designed to assist students in making plans and decisions related to their education, career, or personal development.

Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

Credit course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Credit hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Cross-registration: A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.

Deferred admission: The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking degrees or formal awards. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Differs by program (calendar system): A calendar system classification that is used by institutions that have occupational/vocational programs of varying lengths. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November and a three-month program in January, April, and October.

Diploma: See **Postsecondary award, certificate, or diploma.**

Distance learning: An option for earning course credit at off-campus locations via cable television, Internet, satellite classes, videotapes, correspondence courses, or other means.

Doctor's degree—research/scholarship: A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M. and others as designated by the awarding institution.

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Doctor's degree—professional practice: A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both preprofessional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first professional" and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (PharmD); Podiatry (D.P.M., Pod.D., D.P.); or Veterinary Medicine (D.V.M.) and others as designated by the awarding institution.

Doctor's degree—other: A doctor's degree that does not meet the definition of a doctor's degree—research/scholarship or a doctor's degree—professional practice.

Double major: Program in which students may complete two undergraduate programs of study simultaneously.

Dual enrollment: A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college in order to participate.

Early action plan: An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.

Early admission: A policy under which students who have not completed high school are admitted and enroll full-time in college, usually after completion of their junior year.

Early decision plan: A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool without prejudice.

English as a Second Language (ESL): A course of study designed specifically for students whose native language is not English.

Exchange student program—domestic: Any arrangement between a student and a college that permits study for a semester or more at another college **in the United States** without extending the amount of time required for a degree. **See also Study abroad.**

External degree program: A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.

Extracurricular activities (as admission factor): Special consideration in the admissions process given for participation in both school- and nonschool-related activities of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.

First-time student: A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

First-time, first-year (freshman) student: A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

First-year student: A student who has completed less than the equivalent of one full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.

Freshman: A first-year undergraduate student.

***Freshman/new student orientation:** Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges there is a fee.

Full-time student (undergraduate): A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.

Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.

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Grade point average (academic high school GPA): The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPAs assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

Graduate student: A student who holds a bachelor's or equivalent and is taking courses at the post-baccalaureate level.

***Health services:** Free or low-cost on-campus primary and preventive health care available to students.

High school diploma or recognized equivalent: A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Tests of General Educational Development (GED) or another state-specified examination.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Honors program: Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

Independent study: Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.

In-state tuition: The tuition charged by institutions to those students who meet the state's or institution's residency requirements.

International student: See **Nonresident alien**.

International student group: Student groups that facilitate cultural dialogue, support a diverse campus, and assist international students in acclimation and creating a social network.

Internship: Any short-term, supervised work experience, usually related to a student's major field, for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid.

***Learning center:** Center offering assistance through tutors, workshops, computer programs, or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.

***Legal services:** Free or low-cost legal advice for a range of issues (personal and other).

Liberal arts/career combination: Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on campus or through cross-registration.

Master's degree: An award that requires the successful completion of a program of study of generally one or two full-time equivalent academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first professional," may require more than two full-time equivalent academic years of work.

Minority affiliation (as admission factor): Special consideration in the admission process for members of designated racial/ethnic minority groups.

***Minority student center:** Center with programs, activities, and/or services intended to enhance the college experience of students of color.

Model United Nations: A simulation activity focusing on conflict resolution, globalization, and diplomacy. Assuming roles as foreign ambassadors and "delegates," students conduct research, engage in debate, draft resolutions, and may participate in a national Model UN conference.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Nonresident alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

***On-campus day care:** Licensed day care for students' children (usually age 3 and up), usually for a fee.

Open admission: 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.

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Other expenses (costs): Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.

Out-of-state tuition: The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.

Part-time student (undergraduate): A student enrolled for fewer than 12 credits per semester or quarter or fewer than 24 contact hours a week each term.

***Personal counseling:** One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.

Post-baccalaureate certificate: An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.

Post-master's certificate: An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.

Postsecondary award, certificate, or diploma: Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and credit/contact hour requirements:

Less than 1 academic year: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 contact hours by a student enrolled full-time.

At least 1 but less than 2 academic years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

At least 2 but less than 4 academic years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years or designed for completion in at least 60 but less than 120 credit hours or in at least 1,800 but less than 3,600 contact hours.

Private institution: An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds and operated by other than publicly elected or appointed officials.

Private for-profit institution: A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Private nonprofit institution: A private institution in which the individual(s) or agency in control receives no compensation other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

Proprietary institution: See **Private for-profit institution**.

Public institution: An educational institution whose programs and activities are operated by publicly elected or appointed school officials and that is supported primarily by public funds.

Quarter calendar system: A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.

Race/ethnicity: Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

Race/ethnicity unknown: The category used to report students or employees whose race and ethnicity are not known.

Religious affiliation/commitment (as admission factor): Special consideration given in the admission process for affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.

***Religious counseling:** One-on-one or group counseling with trained professionals for students who want to explore religious problems or issues.

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***Remedial services:** Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

Required fees: Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is the exception. Do not include application fees or optional fees such as lab fees or parking fees.

Resident alien or other eligible noncitizen: A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee, or Cuban-Haitian).

Room and board (charges)—on campus: Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).

Secondary school record (as admission factor): Information maintained by the secondary school that may include such things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.

Semester calendar system: A calendar system that consists of 2 semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.

Student-designed major: A program of study based on individual interests, designed with the assistance of an adviser.

Study abroad: Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.

***Summer session:** A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

Talent/ability (as admission factor): Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts, languages, etc.).

Teacher certification program: Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary schools.

Transfer applicant: An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college-level credit.

Transfer student: A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.

Transportation (costs): Assume two round trips to student's hometown per year for students in institutional housing or daily travel to and from your institution for commuter students.

Trimester calendar system: An academic year consisting of 3 terms of about 15 weeks each.

Tuition: Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

***Tutoring:** May range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges they are specially trained and certified.

Unit: A standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, contact hour).

Undergraduate: A student enrolled in a four- or five-year bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate.

***Veteran's counseling:** Helps veterans and their dependents obtain benefits for their selected programs and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.

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***Visually impaired:** Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.

Volunteer work (as admission factor): Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.

Wait list: List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.

Weekend college: A program that allows students to take a complete course of study and attend classes only on weekends.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

***Women's center:** Center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.

Work experience (as admission factor): Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.

Financial Aid Definitions

External scholarships and grants: Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

Financial aid applicant: Any applicant who submits **any one of** the institutionally required financial aid applications/forms, such as the FAFSA.

Indebtedness: Aggregate dollar amount borrowed through any loan program (federal, state, subsidized, unsubsidized, private, etc., excluding parent loans) while the student was enrolled at an institution. Student loans cosigned by a parent are assumed to be the responsibility of the student and **should** be included.

Institutional scholarships and grants: Endowed scholarships, annual gifts, and tuition-funded grants for which the institution determines the recipient.

Financial need: As determined by your institution using the federal methodology and/or your institution's own standards.

Need-based aid: College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and noninstitutional student aid (grants, jobs, and loans).

Need-based scholarship or grant aid: Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.

Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.

Non-need-based scholarship or grant aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting Questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

Note: Suggested order of precedence for counting non-need money as need-based:

1. Non-need institutional grants
2. Non-need tuition waivers
3. Non-need athletic awards
4. Non-need federal grants
5. Non-need state grants
6. Non-need outside grants
7. Non-need student loans
8. Non-need parent loans
9. Non-need work

Non-need-based self-help aid: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.

Work-study and employment: Federal and state work-study aid and any employment packaged by your institution in financial aid awards.