

## Common Data Set A: General Information

### Address Information

**A1**

Name of College/University:

Mailing Address:

City/State/Zip:

Country:

Street Address (if different):

Main Phone Number:

WWW Home Page Address:

Admissions Phone Number:

Admissions Toll-Free Phone Number:

Admissions Office Mailing Address:

City/State/Zip:

Country:

Admissions Fax Number:

Admissions Email Address:

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

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

City/State/Zip:

Country:

### Source of institutional control

**A2**

Public
  Private (nonprofit)
  Proprietary

### Classify your undergraduate institution:

**A3**

Coeducational college
  Men's college
  Women's college

### Academic year calendar:

**A4**

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

If you chose 'Differs', please describe here:

If you chose 'Other', please describe here:

### Degrees offered by your institution:

A5

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

## Common Data Set B: Enrollment And Persistence

### Institutional Enrollment - Men and Women

B1 Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2010. Note: Report students formerly designated as "first professional" in the graduate cells.

|   | Full-Time                          |                                    | Part-Time |                                  |                                  |             |
|---|------------------------------------|------------------------------------|-----------|----------------------------------|----------------------------------|-------------|
|   | Men                                | Women                              | Men       | Women                            |                                  |             |
| <b>Undergraduates</b>                               |                                    |                                    |           |                                  |                                  |             |
| Degree-seeking, first-time freshmen                 | <input type="text" value="1,383"/> | <input type="text" value="1,424"/> | Line 1    | <input type="text" value="21"/>  | <input type="text" value="16"/>  | Line 15     |
| Other first-year, degree-seeking                    | <input type="text" value="229"/>   | <input type="text" value="134"/>   | Line 2    | <input type="text" value="14"/>  | <input type="text" value="18"/>  | Line 16     |
| All other degree-seeking                            | <input type="text" value="6,220"/> | <input type="text" value="5,087"/> | Lines 3-6 | <input type="text" value="494"/> | <input type="text" value="339"/> | Lines 17-20 |
| <i>Total degree-seeking</i>                         | <input type="text" value="7,832"/> | <input type="text" value="6,645"/> |           | <input type="text" value="529"/> | <input type="text" value="373"/> |             |
| All other undergraduates enrolled in credit courses | <input type="text" value="16"/>    | <input type="text" value="13"/>    | Line 7    | <input type="text" value="26"/>  | <input type="text" value="25"/>  | Line 21     |
| <i>Total undergraduates</i>                         | <input type="text" value="7,848"/> | <input type="text" value="6,658"/> | Line 8    | <input type="text" value="555"/> | <input type="text" value="398"/> | Line 22     |
|   | <b>Men</b>                         | <b>Women</b>                       |           | <b>Men</b>                       | <b>Women</b>                     |             |

**Graduate**

|  |        |       |         |     |     |         |
|--|--------|-------|---------|-----|-----|---------|
| Degree-seeking, first-time                     | 573    | 396   | Line 11 | 98  | 97  | Line 25 |
| All other degree-seeking                       | 1,000  | 681   | Line 12 | 397 | 403 | Line 26 |
| All other graduates enrolled in credit courses | 14     | 3     | Line 13 | 78  | 254 | Line 27 |
| <i>Total graduate</i>                          | 1,587  | 1,080 |         | 573 | 754 |         |
| Total all undergraduates:                      | 15,459 |       |         |     |     |         |
| Total all graduate:                            | 3,994  |       |         |     |     |         |
| <b>GRAND TOTAL ALL STUDENTS:</b>               | 19,453 |       |         |     |     |         |

**Enrollment by Racial/Ethnic Category**

**B2 Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students for each of the following categories as of the institution's official Fall reporting date or as of October 15, 2010. 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."

|  |   |  |
|--|---|--|
| <b>Degree-<br/>seeking<br/>FIRST-TIME<br/>FIRST-YEAR</b> | <b>Degree-<br/>seeking<br/>UNDER-<br/>GRADUATES<br/>(including<br/>first-time<br/>first-year)</b> | <b>Total<br/>UNDER-<br/>GRADUATES<br/>(both<br/>degree- and<br/>non-degree-<br/>seeking)</b> |
|--|---|--|

|  |              |               |               |
|--|--------------|---------------|---------------|
| Nonresident aliens   | 16           | 109           | 142           |
| Hispanic/Latino  | 72           | 304           | 304           |
| Black or African American, non-Hispanic/Latino                 | 194          | 1,003         | 1,006         |
| White, non-Hispanic/Latino                                     | 2,601        | 12,941        | 12,981        |
| American Indian or Alaska Native, non-Hispanic/Latino          | 3            | 36            | 36            |
| Asian, non-Hispanic/Latino                                     | 49           | 270           | 270           |
| Native Hawaiian or other Pacific Islander, non-Hispanic/Latino | 7            | 13            | 13            |
| Two or more races, non-Hispanic/Latino                         | 50           | 162           | 162           |
| Race and/or ethnicity unknown                                  | 24           | 541           | 545           |
| <b>TOTAL</b>   | <b>3,016</b> | <b>15,379</b> | <b>15,459</b> |

**Persistence**

**B3** Number of degrees awarded by your institution from July 1, 2009 to June 30, 2010

|  |                      |
|--|----------------------|
| Certificate/diploma                      | <input type="text"/> |
| Associate degrees                        | <input type="text"/> |
| Bachelor's degrees                       | 3,450                |
| Postbachelor's certificates              | <input type="text"/> |
| Master's degrees                         | 921                  |
| Post-Master's certificates               | 11                   |
| Doctoral degrees – research/scholarship  | 178                  |
| Doctoral degrees – professional practice | <input type="text"/> |
| Doctoral degrees – other                 | <input type="text"/> |

## Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2010 Web-based survey.

## For Bachelor's or Equivalent Programs

Please provide data for the fall 2004 cohort if available. If fall 2004 cohort data are not available, please provide data for the fall 2003 cohort.

## Fall 2004 Cohort

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

**B4**

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

**B5**

Of the initial 2004 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

**B6**

Final 2004 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)

**B7**

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

**B8**

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

**B9**

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

**B10**

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

**B11**

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

## Fall 2003 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2003. Include in the cohort those who entered your institution during the summer term preceding fall 2003.

**B4**

Initial 2003 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:

**B5**

Of the initial 2003 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

**B6**

Final 2003 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)

**B7**

Of the initial 2003 cohort, how many completed the program in four years or less (by August 31, 2007):

**B8**

Of the initial 2003 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2007 and by August 31, 2008):

**B9**

Of the initial 2003 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2008 and by August 31, 2009):

**B10**

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

**B11**

Six-year graduation rate for 2003 cohort (question B10 divided by question B6):

## For Two-Year Institutions

Please provide data for the 2007 cohort if available. If 2007 cohort data are not available, provide data for the 2006 cohort.

## 2007 Cohort

**B12**

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

**B13**

Of the initial 2007 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

**B14**

Final 2007 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):

**B15**

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

**B16**

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

**B17**

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

**B18**

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

**B19**

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

**B20**

Total transfers to two-year institutions:

**B21**

Total transfers to four-year institutions:

## 2006 Cohort

**B12**

Initial 2006 cohort, total of first-time, full-time degree/certificate-seeking students:

**B13**

Of the initial 2006 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

**B14**

Final 2006 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 2009 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently

disabled, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

**B22**

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshman in Fall 2009 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2010?

88.9 %

## Common Data Set 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 2010. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

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

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

|   |                      |
|---|----------------------|
| Total first-time, first-year (freshman) men who applied               | <input type="text"/> |
| Total first-time, first-year (freshman) women who applied             | <input type="text"/> |
| Total first-time, first-year (freshman) who applied *                 | 16,865               |
| Total first-time, first-year (freshman) men who were admitted         | <input type="text"/> |
| Total first-time, first-year (freshman) women who were admitted       | <input type="text"/> |
| Total first-time, first-year (freshman) who were admitted *           | 9724                 |
| Total full-time, first-time, first-year (freshman) men who enrolled   | 1503                 |
| Total part-time, first-time, first-year (freshman) men who enrolled   | <input type="text"/> |
| Total full-time, first-time, first-year (freshman) women who enrolled | 1513                 |
| Total part-time, first-time, first-year (freshman) women who enrolled | <input type="text"/> |
| Total full-time, first-time, first-year (freshman) who enrolled *     | 3017                 |
| Total part-time, first-time, first-year (freshman) who enrolled *     | <input type="text"/> |

#### C2 Freshman wait-listed students

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

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

If yes, please answer the questions below for Fall 2010 admissions:

Number of qualified applicants offered a place on waiting list

Number accepting a place on the waiting list

Number of wait-listed students admitted

Is your waiting list ranked?  Yes  No

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

Do you release that information to school counselors?  Yes  No

### Admission Requirements

**C3 High school completion requirement**

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

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

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

- Require
- Recommend
- Neither require nor recommend

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

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

|                                  | Units<br>required | Units<br>recommended |
|----------------------------------|-------------------|----------------------|
| Total academic units             | 19                |                      |
| English                          | 4                 |                      |
| Mathematics                      | 3                 | 4                    |
| Science                          | 3                 |                      |
| Of these, units that must be lab | 3                 | 4                    |
| Foreign language                 | 3                 |                      |
| Social Studies                   | 3                 |                      |
| History                          | 1                 |                      |
| Academic electives               | 2                 |                      |
| Computer Science                 |                   |                      |
| Visual/Performing Arts           |                   |                      |
| Other (explain)                  | PE or ROTC        | 1                    |

**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)

Admission is selective to all programs.

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

Academic

|                                  | Very important                   | Important                        | Considered                       | Not considered                   |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Rigor of secondary school record | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Class rank                       | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Academic GPA                     | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Standardized test scores         | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Application Essay                | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Recommendation(s)                | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| <b>Non-Academic</b>              |                                  |                                  |                                  |                                  |
|                                  | Very important                   | Important                        | Considered                       | Not considered                   |
| Interview                        | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| Extracurricular activities       | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Talent/ability                   | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Character/personal qualities     | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| First Generation                 | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| Alumni/ae relation               | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Geographical residence           | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| State residency                  | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Religious affiliation/commitment | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| Racial/ethnic status             | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| Volunteer work                   | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| Work experience                  | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| Level of applicant's interest    | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |

### SAT and ACT Policies

**C8 Entrance exams**

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

If yes, please select the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2011**.

|            | Require                          | Recommend             | ADMISSIONS<br>Require for some | Consider if submitted | Not Used              |
|------------|----------------------------------|-----------------------|--------------------------------|-----------------------|-----------------------|
| SAT or ACT | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> |
| ACT Only   | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> |
| SAT only   | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/> | <input type="radio"/> |

|                                  |                       |                       |                       |                       |                       |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| SAT and SAT Subject Tests or ACT | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SAT Subject Tests only           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

B. If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2011**, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

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

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

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

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

- Yes  No

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

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

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

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

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

State Exam (specify):

## Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2010, 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 2010 who submitted national standardized (SAT/ACT) test scores.

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

|                               |                                   |
|-------------------------------|-----------------------------------|
| Percent submitting SAT scores | <input type="text" value="72"/> % |
| Percent submitting ACT scores | <input type="text" value="28"/> % |
| Number submitting SAT scores  | <input type="text"/>              |
| Number submitting ACT scores  | <input type="text"/>              |

|                      | 25th percentile                  | 75th percentile                  |
|----------------------|----------------------------------|----------------------------------|
| SAT Critical Reading | <input type="text" value="550"/> | <input type="text" value="650"/> |
| SAT Math             | <input type="text" value="580"/> | <input type="text" value="680"/> |
| SAT Writing          | <input type="text" value="500"/> | <input type="text" value="600"/> |
| SAT Essay            | <input type="text"/>             | <input type="text"/>             |
| ACT Composite        | <input type="text" value="25"/>  | <input type="text" value="31"/>  |
| ACT Math             | <input type="text"/>             | <input type="text"/>             |
| ACT English          | <input type="text"/>             | <input type="text"/>             |
| ACT Writing          | <input type="text"/>             | <input type="text"/>             |

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

|                               | SAT Critical Reading               | SAT Math                           | SAT Writing                        |
|-------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 700-800                       | <input type="text" value="9"/> %   | <input type="text" value="19"/> %  | <input type="text" value="2"/> %   |
| 600-699                       | <input type="text" value="43"/> %  | <input type="text" value="54"/> %  | <input type="text" value="25"/> %  |
| 500-599                       | <input type="text" value="40"/> %  | <input type="text" value="24"/> %  | <input type="text" value="47"/> %  |
| 400-499                       | <input type="text" value="7"/> %   | <input type="text" value="3"/> %   | <input type="text" value="23"/> %  |
| 300-399                       | <input type="text" value="1"/> %   | <input type="text" value="0"/> %   | <input type="text" value="3"/> %   |
| 200-299                       | <input type="text" value="0"/> %   | <input type="text" value="0"/> %   | <input type="text" value="0"/> %   |
| <b>Totals (should = 100%)</b> | <input type="text" value="100"/> % | <input type="text" value="100"/> % | <input type="text" value="100"/> % |

|       | ACT Composite                     | ACT English                      | ACT Math                         |
|-------|-----------------------------------|----------------------------------|----------------------------------|
| 30-36 | <input type="text" value="30"/> % | <input type="text" value="0"/> % | <input type="text" value="0"/> % |
| 24-29 | <input type="text" value="59"/> % | <input type="text" value="0"/> % | <input type="text" value="0"/> % |
| 18-23 | <input type="text" value="10"/> % | <input type="text" value="0"/> % | <input type="text" value="0"/> % |
| 12-17 | <input type="text" value="1"/> %  | <input type="text" value="0"/> % | <input type="text" value="0"/> % |
| 6-11  | <input type="text" value="0"/> %  | <input type="text" value="0"/> % | <input type="text" value="0"/> % |

below 6

%  %  %

**Totals (should = 100%)**

%  %  %

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

Percent in top tenth of high school graduating class  %

Percent in top quarter of high school graduating class  %

*Top half + bottom half = 100%*

Percent in top half of high school graduating class  %

Percent in bottom half of high school graduating class  %

**Totals (should = 100%)**  %

Percent in bottom quarter of high school graduating class  %

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

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

Percent who had GPA of 3.75 or higher  %

Percent who had GPA between 3.50 and 3.74  %

Percent who had GPA between 3.25 and 3.49  %

Percent who had GPA between 3.0 and 3.24  %

Percent who had GPA between 2.50 and 2.99  %

Percent who had GPA between 2.0 and 2.49  %

Percent who had GPA between 1.0 and 1.99  %

Percent who had GPA below 1.0  %

**Totals (should = 100%)**  %

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

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

## Admission Policies

### C13 Application Fee

Does your institution have an application fee?  Yes  No

Amount of application fee

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

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

Same fee:  Yes  No

Free:  Yes  No

Reduced:  Yes  No

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

### C14 Application Closing Date

Does your institution have an application closing date?  Yes  No

Application closing date (Fall):

Priority date:

**C15**

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

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

On a rolling basis beginning (date):

By (date):

Other:

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

Must reply by (date):

No set date

Must reply by May 1 or within  weeks if notified thereafter

Other:

Deadline for housing deposit (MMDD):  /

Amount of housing deposit:

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

**C18 Deferred admission:**

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

If yes, maximum period of postponement:

**C19 Early admission of high school students:**

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

**Early Decision and Early Action Plans**

**C21 Early decision**

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

If "yes," please complete the following:

First or only early decision plan closing date:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

**For the Fall 2010 entering class:**

Number of early decision applications received by your institution:

Number of applicants admitted under early decision plan:

Please provide significant details about your early decision plan.

**C22 Early action:**

Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?

Yes  No

If "yes," please complete the following:

Early action closing date:

Early action notification date:

Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?

Yes  No

**Common Data Set D: Transfer Admission**

**Fall Applicants**

**D1**

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

Yes  No

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

Yes  No

**D2** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2010.

|              | Applicants           | Admitted Applicants  | Enrolled Applicants  |
|--------------|----------------------|----------------------|----------------------|
| Men          | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Women        | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <b>Total</b> | 2255                 | 1461                 | 1064                 |

**Application for Admission**

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

Fall  
 Winter  
 Spring  
 Summer

**D4**

Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?

Yes  No

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

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

|                        | Required of All                  | Recommended of All    | Recommended of Some   | Required of Some                 | Not Required          |
|------------------------|----------------------------------|-----------------------|-----------------------|----------------------------------|-----------------------|
| High school transcript | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| College transcript(s)  | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> |

|  |                       |                       |                       |                                  |                                  |
|--|-----------------------|-----------------------|-----------------------|----------------------------------|----------------------------------|
| Essay or personal statement                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> |
| Interview  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> |
| Standardized test score                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            |
| Statement of good standing from prior institution(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            |

**D6**

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

**D7**

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

**D8**

List any other application requirements specific to transfer applicants: Transfer students applying should have completed Freshman level coursework in Mathematics, Science and English prior to enrolling at Clemson. Transfer students need to have completed 30 transferable semester hours at the time they apply for admission. Not all majors are available to transfer students for admission.

**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                       | Notifi-<br>cation Date | Reply date           |
|--------|---|------------------------------------|------------------------|----------------------|
| Fall   | <input type="text"/>                                  | <input type="text" value="07/01"/> | <input type="text"/>   | <input type="text"/> |
|        | <input checked="" type="checkbox"/> Rolling Admission |                                    |                        |                      |
| Winter | <input type="text"/>                                  | <input type="text"/>               | <input type="text"/>   | <input type="text"/> |
|        | <input type="checkbox"/> Rolling Admission            |                                    |                        |                      |
| Spring | <input type="text"/>                                  | <input type="text" value="12/01"/> | <input type="text"/>   | <input type="text"/> |
|        | <input checked="" type="checkbox"/> Rolling Admission |                                    |                        |                      |
| Summer | <input type="text"/>                                  | <input type="text"/>               | <input type="text"/>   | <input type="text"/> |
|        | <input type="checkbox"/> Rolling Admission            |                                    |                        |                      |

**D10**

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

**D11**

Describe additional requirements for transfer admission, if applicable:

### Transfer Credit Policies

**D12**

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

**D13**

Number      Unit Type

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

 

**D14**

**Number** **Unit Type**

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

 

**D15**

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

**D16**

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

**D17**

Describe other transfer credit policies:

37 of the last 43 hours must be completed in residence.

## Common Data Set E: Academic Offerings And Policies

### Special study options:

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

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

If you selected Other please specify:

We have an RN to BSN program located in Greenville, SC. This is an off-campus degree program for students that have a 2 year degree in Nursing and an RN.

**E2** This question has been removed from the CDS.

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

**E3**

- Arts/fine arts
- Computer literacy
- English (including composition)
- Foreign languages
- History
- Humanities
- Mathematics

- Philosophy
- Sciences (biological or physical)
- Social science
- Other (please specify)

If you selected Other please specify:

Each major has its own specific requirements for graduation.

## Common Data Set F: Student Life

### Enrollment

**F1** Percentages of first-times, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2010 who fit the following categories:

|   | First-time,<br>first-year<br>(freshman)<br>students | Under-<br>graduates |
|---|---|---------------------|
| Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator) | 35 %  | 29 %                |
| Percent of men who join fraternities  | 14 %  | 17 %                |
| Percent of women who join sororities  | 27 %  | 23 %                |
| Percent who live in college-owned, -operated, or -affiliated housing  | 98 %  | 41 %                |
| Percent who live off campus or commute  | 2 %   | 59 %                |
| Percent of students age 25 and older  | 0 %   | 4 %                 |
| Average age of full-time students   | 18  | 20                  |
| Average age of all students (full- and part-time)   | 18  | 20                  |

### Activities offered

**F2** Identify those programs available at your institution

- Campus Ministries
- Choral groups
- Concert band
- Dance
- Drama/theater
- International Student Organization
- Jazz band
- Literary magazine
- Marching band
- Model UN
- Music ensembles
- Musical theater
- Opera
- Pep band
- Radio station
- Student government
- Student newspaper

- Student-run film society
- Symphony orchestra
- Television station
- Yearbook

## ROTC

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

Army ROTC is offered:

- On campus
- At cooperating institutions (name):

Navy ROTC is offered:

- On campus
- At cooperating institutions (name):

Air Force ROTC is offered:

- On campus
- At cooperating institutions (name):

## Housing

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

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

If you selected Other please specify:

Learning- living communities.

## Common Data Set G: Annual Expenses

### Annual Expenses

Provide 2010-2011 academic year costs for the following categories that are applicable to your institution.

**G0**

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

- Check here if your institution's 2010-2011 academic year costs are not available at this time

and provide an approximate date (i.e., month/day) when your institution's final 2010-2011 academic year costs will be available:

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

**G1** List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2010-2011 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are NOT included in tuition (e.g., registration, health, or activity fees.) Do NOT include optional fees (e.g., parking, laboratory use).

|   | First-Year                              | Under-graduates      |
|---|---|----------------------|
| PRIVATE INSTITUTIONS Tuition:   | <input type="text"/>                    | <input type="text"/> |
| PUBLIC INSTITUTIONS Tuition: (in-district)  | \$12,319.00                             | \$12,319.00          |
| In-state: (out-of-district)   | \$12,319.00                             | \$12,319.00          |
| Out-of-state:   | \$27,858.00                             | \$27,858.00          |
| NONRESIDENT ALIENS Tuition:   | \$27,858.00                             | \$27,858.00          |
| REQUIRED FEES:  | \$500.00                                | \$500.00             |
| ROOM AND BOARD: (on-campus)   | <input type="text"/>                    | <input type="text"/> |
| ROOM ONLY: (on-campus)  | \$4,258.00                              | \$4,258.00           |
| BOARD ONLY: (on-campus meal plan)   | \$2,776.00                              | \$2,776.00           |
| Comprehensive tuition/room/board fee (if your college cannot provide separate tuition/room/board/fees): | <input type="text"/>                    |                      |
| Other:  | <input type="text" value="\$1,250.00"/> |                      |

**G2** Number of credits per term a student can take for the stated full-time tuition Minimum  Maximum

**G3** Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?  Yes  No

**G4** Do tuition and fees vary by undergraduate instructional program?  Yes  No

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

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

**G5**

|   | Residents            | Commuters (living at home) | Commuters (not living at home) |
|---|----------------------|----------------------------|--------------------------------|
| Books and supplies:   | \$940.00             | \$940.00                   | \$940.00                       |
| Room only:  | <input type="text"/> | <input type="text"/>       | <input type="text"/>           |
| Board only:   | <input type="text"/> | <input type="text"/>       | <input type="text"/>           |
| Room and board total (if your college cannot provide separate room and board figures for commuters not living at home): | <input type="text"/> | <input type="text"/>       | <input type="text"/>           |

|                 |            |            |            |
|-----------------|------------|------------|------------|
| Transportation: | \$3,199.00 |            | \$3,199.00 |
| Other expenses: | \$2,006.00 | \$2,006.00 | \$2,006.00 |

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

**G6**

|                                    |            |
|------------------------------------|------------|
| PRIVATE INSTITUTIONS:              |            |
| PUBLIC INSTITUTIONS: (in-district) | \$499.00   |
| In-state: (out-of-district)        | \$499.00   |
| Out-of-state:                      | \$1,171.00 |
| NONRESIDENT ALIENS:                | \$1,171.00 |

### Common Data Set H: Financial Aid

#### 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 2009-2010 academic year (see the next item below), use the 2009-2010 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:  2010-2011 estimated or  2009-2010 final

Which needs-analysis methodology does your institution use in awarding institutional aid?  Federal methodology (FM)  Institutional methodology (IM)  Both FM and IM

|  |  |
|--|--|
| <b>Need-based \$<br/>(Include<br/>non-need-based<br/>aid used to meet<br/>need.)</b> | <b>Non-need-based \$<br/>(Exclude<br/>non-need-based<br/>aid used to meet<br/>need.)</b> |
|--|--|

#### Scholarships/Grants

|   |                       |                        |
|---|-----------------------|------------------------|
| Federal   | \$5,439,383.00        | \$0.00                 |
| State (i.e., all states, not only the state in which your institution is located)   | \$2,043,362.00        | \$28,833,795.00        |
| Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below). | \$965,038.00          | \$6,996,715.00         |
| Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college  | \$1,452,988.00        | \$4,358,966.00         |
| <b>Total Scholarships/Grants</b>  | <b>\$9,900,771.00</b> | <b>\$40,189,476.00</b> |

#### Self-Help

|   |                 |                 |
|---|-----------------|-----------------|
| Student Loans from all sources (excluding parent loans) | \$16,556,220.00 | \$24,282,046.00 |
| Federal Work Study                                      | \$1,322,615.00  |                 |

|   |                 |                 |
|---|-----------------|-----------------|
| State and other (e.g., institutional) workstudy/ employment (Note: Excludes Federal Work-Study captured above.) | \$0.00          | \$32,524,046.00 |
| <b>Total Self-Help</b>  | \$17,878,835.00 | \$32,524,046.00 |

**Other**

|   |        |                 |
|---|--------|-----------------|
| Parent Loans  | \$0.00 | \$11,476,545.00 |
| Tuition Waivers<br>Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere. | \$0.00 | \$8,798,100.00  |
| Athletic Awards   | \$0.00 | \$4,051,059.00  |

**Number of Enrolled Students Awarded Aid**

**H2** List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1.

**Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.**

|  | First-time<br>Full-time<br>Freshmen | Full-time<br>Undergrad<br>(inc. fresh) | Less than<br>Full-time<br>Undergrad |
|--|-------------------------------------|--|-------------------------------------|
| a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2009 cohort)  | 2,904                               | 13,783                                 | 866                                 |
| b) Number of students in line a who applied for need-based financial aid   | 1,898                               | 7,325                                  | 444                                 |
| c) Number of students in line b who were determined to have financial need   | 1,249                               | 5,422                                  | 356                                 |
| d) Number of students in line c who were awarded any financial aid   | 1,221                               | 5,206                                  | 322                                 |
| e) Number of students in line d who were awarded any need-based scholarship or grant aid   | 444                                 | 2,468                                  | 160                                 |
| f) Number of students in line d who were awarded any need-based self-help aid  | 711                                 | 3,899                                  | 260                                 |
| g) Number of students in line d who were awarded any non-need-based scholarship or grant aid   | 1,100                               | 3,029                                  | 153                                 |
| h) Number of students in line d whose need was fully met ( <u>exclude PLUS loans, unsubsidized loans and private alternative loans.</u> )  | 464                                 | 1,371                                  | 35                                  |
| 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> ) | 30.00 %                             | 39.00 %                                | 39.00 %                             |
| 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> )   | \$10,712.00                         | \$9,154.00                             | \$6,514.00                          |
| k) Average need-based scholarship and grant aid of those in line e   | \$3,508.00                          | \$3,337.00                             | \$2,492.00                          |
| l) Average need-based self-help award ( <u>excluding PLUS loans, unsubsidized loans and private alternative loans</u> ) of those in line f   | \$3,410.00                          | \$4,450.00                             | \$3,986.00                          |
| 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   | \$3,017.00                          | \$4,192.00                             | \$3,894.00                          |

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

|  | First-time Full-time Freshmen | Full-time Undergrad (inc. fresh) | Less than Full-time Undergrad |
|--|-------------------------------|----------------------------------|-------------------------------|
| n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits) | 739                           | 2,469                            | 17                            |
| o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line n  | \$4,542.00                    | \$3,671.00                       | \$2,522.00                    |
| p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship   | 99                            | 389                              | 1                             |
| q) Average dollar amount of institutional non-need-based athletic grants and scholarships awarded to students in line p  | \$9,353.00                    | \$9,881.00                       | \$3,828.00                    |

**H3** Incorporated into H1 above.

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

Include: \* 2010 undergraduate class who graduated between July 1, 2009 and June 30, 2010 who started at your institution as first-time students and received a bachelor's degree between July 1, 2009 and June 30, 2010. \* only loans made to students who borrowed while enrolled at your institution. \* co-signed loans.

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

**H4** Provide the percentage of the class (defined above) who borrowed at any time through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and Unsubsidized, private loans that were certified by your institution, etc.; exclude parent loans). Include both Federal Direct Student Loans and Federal Family Education Loans.  %

**H4A** Provide the percentage of the class (defined above) who borrowed at any time through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. NOTE: exclude all institutional, state, private alternative loans and parent loans.

**H5** Report the average per-undergraduate-borrower cumulative principal borrowed of those in line H4.

**H5A** Report the average per-undergraduate-borrower cumulative principal borrowed, of those in H4a, through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. These are listed in line 4a. NOTE: exclude all institutional, state, private alternative loans and exclude parent loans.

## Aid to Undergraduate Degree-seeking Nonresident Aliens

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

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

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

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

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

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

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

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

If you selected Other please specify:

## Process for First-Year/Freshman Students

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

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

If you selected Other please specify:

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

Priority date for filing required financial aid forms:

Deadline for filing required financial aid forms:

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

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

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

b.) Students notified on a rolling basis:

 Yes  No

If yes, starting date:

**H11** Indicate reply dates:

Students must reply by (date):

or within

 weeks of notification.

## Types of Aid Available

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

**H12** Loans

### FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS loans
- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (please specify)

If you selected Other please specify:

**H13** Scholarships and Grants

Need-based:

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

If you selected Other please specify:

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

|                          | Non-need                            | Need-based                          |
|--------------------------|-------------------------------------|-------------------------------------|
| Academics                | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Alumni affiliation       | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Art                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Athletics                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Job skills               | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                          |                                     | <b>Non-need</b>                     |
| ROTC                     |                                     | <input checked="" type="checkbox"/> |
|                          | <b>Non-need</b>                     | <b>Need-based</b>                   |
| Leadership               | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Minority status          | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Music/drama              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Religious affiliation    | <input type="checkbox"/>            | <input type="checkbox"/>            |
| State/district residency | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

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

Due to the current changes in the world economy, data is not accessible as we examine our current structures and the availability of funds to all students.

## Common Data Set I: Instructional Faculty And Class Size

### Instructional Faculty

**Please report number of instructional faculty members in each category for Fall 2010. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.**

**I-1** The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-

research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

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

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

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

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

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

|   | Full time | Part time | Total |
|---|-----------|-----------|-------|
| a.) Total number of instructional faculty   | 1044      | 134       | 1178  |
| b.) Total number who are members of minority groups   | 0         | 0         | 0     |
| c.) Total number who are women  | 351       | 49        | 400   |
| d.) Total number who are men  | 693       | 85        | 778   |
| e.) Total number who are non-resident aliens (international)  | 0         | 0         | 0     |
| f.) Total number with doctorate, or other terminal degree   | 916       | 86        | 1002  |
| g.) Total number whose highest degree is a master's but not a terminal master's   | 120       | 37        | 157   |
| h.) Total number whose highest degree is a bachelor's   | 6         | 9         | 15    |
| i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)                 | 2         | 2         | 4     |
| j.) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students |           |           |       |

## Student to Faculty Ratio

I-2 Report the Fall 2010 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 2010 Student to Faculty ratio:  to 1 based on  students and  faculty

## Undergraduate Class Size

I-3 In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2010 term.

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

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

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2010. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

**Number of Class Sections with Undergraduates Enrolled.**

Undergraduate Class Size (provide numbers)

|                    | 2-9                              | 10-19                            | 20-29                            | 30-39                            | 40-49                            | 50-99                            | 100+                            | Total                             |
|--------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|---------------------------------|-----------------------------------|
| Class Sections     | <input type="text" value="368"/> | <input type="text" value="850"/> | <input type="text" value="299"/> | <input type="text" value="388"/> | <input type="text" value="171"/> | <input type="text" value="232"/> | <input type="text" value="88"/> | <input type="text" value="2396"/> |
| Class Sub-Sections | <input type="text" value="155"/> | <input type="text" value="396"/> | <input type="text" value="258"/> | <input type="text" value="25"/>  | <input type="text" value="8"/>   | <input type="text" value="30"/>  | <input type="text" value="5"/>  | <input type="text" value="877"/>  |

## Common Data Set J: Degrees Conferred

### Degrees conferred between July 1, 2009 and June 30, 2010

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

| Category                                | Diploma/<br>Certificates | Associate              | Bachelor's                       | CIP 2000<br>Categories to<br>Include |
|---|--------------------------|------------------------|----------------------------------|--------------------------------------|
| Agriculture                             | <input type="text"/> %   | <input type="text"/> % | <input type="text" value="6"/> % | 1                                    |
| Natural resources/environmental science | <input type="text"/> %   | <input type="text"/> % | <input type="text" value="2"/> % | 3                                    |
| Architecture                            | <input type="text"/> %   | <input type="text"/> % | <input type="text" value="2"/> % | 4                                    |
| Area and ethnic studies                 | <input type="text"/> %   | <input type="text"/> % | <input type="text"/> %           | 5                                    |
| Communications/journalism               | <input type="text"/> %   | <input type="text"/> % | <input type="text"/> %           | 9                                    |

|   |                      |   |                      |   |                                 |   |         |
|---|----------------------|---|----------------------|---|---------------------------------|---|---------|
| Communication technologies  | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/>            | % | 10      |
| Computer and information sciences   | <input type="text"/> | % | <input type="text"/> | % | <input type="text" value="2"/>  | % | 11      |
| Personal and culinary services  | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/>            | % | 12      |
| Education   | <input type="text"/> | % | <input type="text"/> | % | <input type="text" value="6"/>  | % | 13      |
| Engineering   | <input type="text"/> | % | <input type="text"/> | % | <input type="text" value="16"/> | % | 14      |
| Engineering technologies  | <input type="text"/> | % | <input type="text"/> | % | <input type="text" value="1"/>  | % | 15      |
| Foreign languages and literature  | <input type="text"/> | % | <input type="text"/> | % | <input type="text" value="2"/>  | % | 16      |
| Family and consumer sciences  | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/>            | % | 19      |
| Law/legal studies   | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/>            | % | 22      |
| English   | <input type="text"/> | % | <input type="text"/> | % | <input type="text" value="4"/>  | % | 23      |
| Liberal arts/general studies  | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/>            | % | 24      |
| Library science   | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/>            | % | 25      |
| Biological/life sciences  | <input type="text"/> | % | <input type="text"/> | % | <input type="text" value="6"/>  | % | 26      |
| Mathematics and statistics  | <input type="text"/> | % | <input type="text"/> | % | <input type="text" value="1"/>  | % | 27      |
| Military science and military technologies                                | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/>            | % | 28 & 29 |
| Interdisciplinary studies   | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/>            | % | 30      |
| Parks and recreation  | <input type="text"/> | % | <input type="text"/> | % | <input type="text" value="3"/>  | % | 31      |
| Philosophy and religious studies  | <input type="text"/> | % | <input type="text"/> | % | <input type="text" value="1"/>  | % | 38      |
| Theology and religious vocations  | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/>            | % | 39      |
| Physical sciences   | <input type="text"/> | % | <input type="text"/> | % | <input type="text" value="2"/>  | % | 40      |
| Science technologies  | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/>            | % | 41      |
| Psychology  | <input type="text"/> | % | <input type="text"/> | % | <input type="text" value="5"/>  | % | 42      |
| Homeland Security, law enforcement, firefighting, and protective services | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/>            | % | 43      |
| Public administration and social services                                 | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/>            | % | 44      |
| Social sciences   | <input type="text"/> | % | <input type="text"/> | % | <input type="text" value="8"/>  | % | 45      |
| Construction trades   | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/>            | % | 46      |

|   |                      |   |                      |   |                      |   |                      |
|---|----------------------|---|----------------------|---|----------------------|---|----------------------|
| Mechanic and repair technologies        | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/> | % | 47                   |
| Precision production                    | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/> | % | 48                   |
| Transportation and materials moving     | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/> | % | 49                   |
| Visual and performing arts              | <input type="text"/> | % | <input type="text"/> | % | 3                    | % | 50                   |
| Health professions and related sciences | <input type="text"/> | % | <input type="text"/> | % | 8                    | % | 51                   |
| Business/marketing                      | <input type="text"/> | % | <input type="text"/> | % | 20                   | % | 52                   |
| History                                 | <input type="text"/> | % | <input type="text"/> | % | 2                    | % | 54                   |
| Other                                   | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/> | % | <input type="text"/> |
| <b>Totals (should = 100%)</b>           | 0                    | % | 0                    | % | 100                  | % |                      |