

## Common Data Set B: Enrollment and Persistence (2013-2014)

Instructions and Help Glossary of Terms

### Institutional Enrollment - Men and Women

**B1** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2013. 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	1,689	1,597	2	1
	Line 1		Line 15	
Other first-year, degree-seeking	243	120	12	4
	Line 2		Line 16	
All other degree-seeking	6,625	5,719	513	276
	Lines 3-6		Lines 17-20	
<i>Total degree-seeking</i>	8,557	7,436	527	281
All other undergraduates enrolled in credit courses	33	24	39	34
	Line 7		Line 21	
<i>Total undergraduates</i>	8,590	7,460	566	315
	Line 8		Line 22	
	Men	Women	Men	Women

### Graduate

Degree-seeking, first-time	644	425	169	203
	Line 11		Line 25	
All other degree-seeking	1,094	735	460	426
	Line 12		Line 26	

All other graduates enrolled in credit courses	12	3	39	162
	Line 13		Line 27	
Total graduate	1,750	1,163	668	791
Total all undergraduates:	16,931			
Total all graduate:	4372			
<b>GRAND TOTAL ALL STUDENTS:</b>	<b>21,303</b>			

## 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, 2013. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

	Degree-seeking FIRST-TIME FIRST-YEAR	Degree-seeking UNDER-GRADUATES (including first-time first-year)	Total UNDER-GRADUATES (both degree- and non- degree- seeking)
Nonresident aliens	27	140	189
Hispanic/Latino	89	435	439
Black or African American, non-Hispanic/Latino	194	1,052	1,057
White, non-Hispanic/Latino	2,824	14,045	14,104
American Indian or Alaska Native, non-Hispanic/Latino	5	26	26
Asian, non-Hispanic/Latino	63	297	300
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	0	16	16
Two or more races, non-Hispanic/Latino	75	140	355
Race and/or ethnicity unknown	12	354	445
<b>TOTAL</b>	<b>3289</b>	<b>16,505</b>	<b>16,931</b>

## Persistence

**B3** Number of degrees awarded by your institution from July 1, 2012 to June 30, 2013

Certificate/diploma	<input type="text"/>
Associate degrees	<input type="text"/>
Bachelor's degrees	3720
Postbachelor's certificates	<input type="text"/>
Master's degrees	1152
Post-Master's certificates	28
Doctoral degrees – research/scholarship	187
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 2013 Web-based survey.

### For Bachelor's or Equivalent Programs

Please provide data for the fall 2007 cohort if available. If fall 2007 cohort data are not available, please provide data for the fall 2006 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:	2707
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**B5**

Of the initial 2007 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	3
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**B6**

Final 2007 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)	2704
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**B7**

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

1599

**B8**

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

538

**B9**

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

93

**B10**

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

2230

**B11**

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

82.5

## Fall 2006 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2006. Include in the cohort those who entered your institution during the summer term preceding fall 2006.

**B4**

Initial 2006 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:

2,998

**B5**

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:

4

**B6**

Final 2006 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)

2,994

**B7**

Of the initial 2006 cohort, how many completed the program in four years or less (by August 31, 2010):

1,486

**B8**

Of the initial 2006 cohort, how many completed the program in more than

678

four years but in five years or less (after August 31, 2010 and by August 31, 2011):

**B9**

Of the initial 2006 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):

118

**B10**

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

2,282

**B11**

Six-year graduation rate for 2006 cohort (question B10 divided by question B6):

76.2

## For Two-Year Institutions

Please provide data for the 2010 cohort if available. If 2010 cohort data are not available, provide data for the 2009 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: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

**B14**

Final 2010 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):

**B15**

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

**B16**

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

**B17**

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

**B18**

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

**B19**

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

**B20**

Total transfers to two-year institutions:

**B21**

Total transfers to four-year institutions:

**2009 Cohort**

**B12**

Initial 2009 cohort, total of first-time, full-time degree/certificate-seeking students:

**B13**

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

**B14**

Final 2009 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 2012 (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 2012 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2013?

92

%

**Common Data Set C: First-Time, First-Year (Freshman) Admission (2013-2014)**[Instructions and Help Glossary of Terms](#)**Applications****C1 First-time, first-year (freshman) students:**

Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2013. 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

10031

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

8573

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

18604

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

4949

Total first-time, first-year (freshman) women who were admitted	5696
Total first-time, first-year (freshman) who were admitted *	10645
Total full-time, first-time, first-year (freshman) men who enrolled	1689
Total part-time, first-time, first-year (freshman) men who enrolled	2
Total full-time, first-time, first-year (freshman) women who enrolled	1597
Total part-time, first-time, first-year (freshman) women who enrolled	1
Total full-time, first-time, first-year (freshman) who enrolled *	3286
Total part-time, first-time, first-year (freshman) who enrolled *	3

**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 2013 admissions:

Number of qualified applicants offered a place on waiting list

Number accepting a place on the waiting list

Number of wait-listed students admitted

Is your waiting list ranked?  Yes  No

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

Do you release that information to school counselors?  Yes  No

**Admission Requirements**

**C3 High school completion requirement**

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

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

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

Require  
 Recommend  
 Neither require nor recommend



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

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

	Units required	Units recommended
Total academic units	19	
English	4	
Mathematics	3	4
Science	3	
Of these, units that must be lab	3	4
Foreign language	2	3
Social Studies	1	
History	1	
Academic electives	2	
Computer Science	1	
Visual/Performing Arts	1	
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:**

	<input type="checkbox"/> Open admission policy as described above for all students
Open admission policy as described above for most students, but	<input type="checkbox"/> selective admission for out-of-state students
	<input type="checkbox"/> 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
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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"/>

**Non-Academic**

	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"/>

**C8 Entrance exams**

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

If yes, please select the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2015**.

	ADMISSIONS				
	Require	Recommend	Require for some	Consider if submitted	Not Used
SAT or ACT	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACT Only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT and SAT Subject Tests or ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT Subject Tests only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 2015**, 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?		
	<input type="radio"/> Yes	<input type="radio"/> No
E. Latest date by which SAT or ACT scores must be received for fall-term admission:	<input type="text" value="04/30"/>	
Latest date by which SAT Subject Tests scores must be received for fall-term admission:	<input type="text"/>	
F. If necessary, use this space to clarify your test policies (e.g. if tests are recommended for some students, or if tests are not required of some students):	<input type="text"/>	
G. Please indicate which tests your institution uses for placement (e.g., state tests):	<input type="checkbox"/> SAT <input type="checkbox"/> ACT <input type="checkbox"/> SAT Subject Tests <input type="checkbox"/> AP <input type="checkbox"/> CLEP <input checked="" type="checkbox"/> Institutional Exam	
State Exam (specify):	<input type="text" value="SC"/>	

## Freshman Profile

**C9 Percent and number of first-time, first-year (freshman) students enrolled in Fall 2013 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="59"/>	%
Percent submitting ACT scores	<input type="text" value="41"/>	%
Number submitting SAT scores	<input type="text"/>	

Number submitting ACT scores	<input type="text"/>	
	<b>25th percentile</b>	<b>75th percentile</b>
SAT Critical Reading	<input type="text"/>	<input type="text"/>
SAT Math	<input type="text"/>	<input type="text"/>
SAT Writing	<input type="text"/>	<input type="text"/>
SAT Essay	<input type="text"/>	<input type="text"/>
ACT Composite	26	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"/> %	<input type="text"/> %	<input type="text"/> %
600-699	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
500-599	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
400-499	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
300-399	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
200-299	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
<b>Totals (should = 100%)</b>	100 %	100 %	0 %
	ACT Composite	ACT English	ACT Math
30-36	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
24-29	<input type="text"/>	<input type="text"/>	<input type="text"/>

	%	%	%
18-23	<input type="text"/>	<input type="text"/>	<input type="text"/>
	%	%	%
12-17	<input type="text"/>	<input type="text"/>	<input type="text"/>
	%	%	%
6-11	<input type="text"/>	0	0
	%	%	%
below 6	0	0	0
	%	%	%
<b>Totals (should = 100%)</b>	100	0	0
	%	%	%

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

Percent in top tenth of high school graduating class	<input type="text"/>	%
Percent in top quarter of high school graduating class	<input type="text"/>	%
<i>Top half + bottom half = 100%</i>		
Percent in top half of high school graduating class	<input type="text"/>	%
Percent in bottom half of high school graduating class	<input type="text"/>	%
<b>Totals (should = 100%)</b>	100	%
Percent in bottom quarter of high school graduating class	<input type="text"/>	%
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	100	%

**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	82	%
Percent who had GPA between 3.50 and 3.74	9	%
Percent who had GPA between 3.25 and 3.49	5	%
Percent who had GPA between 3.0 and 3.24	2	%
Percent who had GPA between 2.50 and 2.99	2	%
Percent who had GPA between 2.0 and 2.49	<input type="text"/>	%

Percent who had GPA between 1.0 and 1.99	<input type="text" value="0"/> %
Percent who had GPA below 1.0	<input type="text" value="0"/> %
<b>Totals (should = 100%)</b>	<input type="text" value="100"/> %

**C12**

Average high school GPA of all degree-seeking, first-time, first year (freshman) students who submitted GPA:	<input type="text"/>
Percent of total first-time, first-year (freshman) students who submitted high school GPA:	<input type="text" value="100"/> %

**Admission Policies**

**C13 Application Fee**

Does your institution have an application fee?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Amount of application fee	<input type="text" value="100"/>
Can it be waived for applicants with financial need?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:	
Same fee:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Free:	<input type="radio"/> Yes <input type="radio"/> No
Reduced:	<input type="radio"/> Yes <input type="radio"/> No
Can on-line application fee be waived for applicants with financial need?	<input checked="" type="radio"/> Yes <input type="radio"/> No

**C14 Application Closing Date**

Does your institution have an application closing date?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Application closing date (Fall):	<input type="text" value="05/01"/>
Priority date:	<input type="text" value="12/01"/>

**C15**

Are first-time, first-year students accepted for terms other than the fall?	<input checked="" type="radio"/> Yes <input type="radio"/> No
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**C16 Notification to applicants of admission decision sent (fill in one only)**

On a rolling basis beginning (date):	<input type="text" value="2/15"/>
By (date):	<input type="text"/>
Other:	<input type="text"/>

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

Must reply by (date):	<input type="text" value="05/01"/>
	<input type="checkbox"/> No set date
Must reply by May 1 or within	<input type="text" value="4"/> weeks if notified thereafter
Other:	<input type="text"/>
Deadline for housing deposit (MMDD):	<input type="text"/> / <input type="text"/>
Amount of housing deposit:	<input type="text" value="\$50.00"/>
Refundable if student does not enroll?	<input type="radio"/> Yes, in full <input type="radio"/> Yes, in part <input checked="" type="radio"/> No

**C18 Deferred admission:**

Does your institution allow students to postpone enrollment after admission?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, maximum period of postponement:	<input type="text"/>

**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?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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**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?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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If "yes," please complete the following:

First or only early decision plan closing date:	<input type="text"/>
First or only early decision plan notification date:	<input type="text"/>
Other early decision plan closing date:	<input type="text"/>
Other early decision plan notification date:	<input type="text"/>

**For the Fall 2013 entering class:**

Number of early decision applications received by your institution:	<input type="text"/>
Number of applicants admitted under early decision plan:	<input type="text"/>



Please provide significant details about your early decision plan.

**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 (2013-2014)

[Instructions and Help Glossary of Terms](#)

#### Fall Applicants

**D1**

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

 Yes  No

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

 Yes  No

**D2** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2013.

	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>	<b>2477</b>	<b>1572</b>	<b>1147</b>

#### Application for Admission

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

 Fall  
 Winter  
 Spring  
 Summer

**D4**

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

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

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

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
High school transcript	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
College transcript(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essay or personal statement	<input 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:

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

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

**D14**

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

**D15**

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

**D16**

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

D17

Describe other transfer credit policies:

**PLEASE NOTE THE FOLLOWING:**

### Common Data Set E: Academic Offerings And Policies (2013-2014)

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

#### Special study options:

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

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

	<input type="checkbox"/> Weekend college <input type="checkbox"/> Other (please specify)
If you selected Other please specify:	<div style="border: 1px solid black; height: 60px;"></div>

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

	<input type="checkbox"/> Arts/fine arts <input checked="" type="checkbox"/> Computer literacy <input checked="" type="checkbox"/> English (including composition) <input type="checkbox"/> Foreign languages <input type="checkbox"/> History <input type="checkbox"/> Humanities <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Philosophy <input type="checkbox"/> Sciences (biological or physical) <input type="checkbox"/> Social science <input checked="" type="checkbox"/> Other (please specify)
If you selected Other please specify:	<div style="border: 1px solid black; height: 60px;"></div>

PLEASE NOTE THE FOLLOWING:

**Common Data Set F: Student Life (2013-2014)**

[Instructions and Help Glossary of Terms](#)

**Enrollment**

F1 Percentages of first-times, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2013

who fit the following categories:

	First-time, first-year (freshman) students	Under- graduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	39 %	35 %
Percent of men who join fraternities	18 %	22 %
Percent of women who join sororities	48 %	48 %
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

<input type="checkbox"/>	Campus Ministries
<input checked="" type="checkbox"/>	Choral groups
<input checked="" type="checkbox"/>	Concert band
<input checked="" type="checkbox"/>	Dance
<input checked="" type="checkbox"/>	Drama/theater
<input type="checkbox"/>	International Student Organization
<input checked="" type="checkbox"/>	Jazz band
<input checked="" type="checkbox"/>	Literary magazine
<input checked="" type="checkbox"/>	Marching band
<input type="checkbox"/>	Model UN
<input checked="" type="checkbox"/>	Music ensembles
<input type="checkbox"/>	Musical theater

<input type="checkbox"/>	Opera
<input checked="" type="checkbox"/>	Pep band
<input checked="" type="checkbox"/>	Radio station
<input checked="" type="checkbox"/>	Student government
<input checked="" type="checkbox"/>	Student newspaper
<input type="checkbox"/>	Student-run film society
<input type="checkbox"/>	Symphony orchestra
<input checked="" type="checkbox"/>	Television station
<input checked="" type="checkbox"/>	Yearbook

**ROTC**

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

Army ROTC is offered:	<input checked="" type="checkbox"/> On campus
	<input type="checkbox"/> At cooperating institutions (name):
	<input type="text"/>
Navy ROTC is offered:	<input type="checkbox"/> On campus
	<input type="checkbox"/> At cooperating institutions (name):
	<input type="text"/>
Air Force ROTC is offered:	<input checked="" type="checkbox"/> On campus
	<input type="checkbox"/> At cooperating institutions (name):
	<input type="text"/>

**Housing**

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

	<input checked="" type="checkbox"/> Coed dorms <input type="checkbox"/> Special housing for disabled student <input checked="" type="checkbox"/> Men's dorms <input checked="" type="checkbox"/> Special housing for international students <input checked="" type="checkbox"/> Women's dorms <input checked="" type="checkbox"/> Fraternity/sorority housing <input type="checkbox"/> Apartments for married students <input type="checkbox"/> Cooperative housing <input checked="" type="checkbox"/> Apartments for single students <input checked="" type="checkbox"/> Wellness housing <input checked="" type="checkbox"/> Theme housing <input checked="" type="checkbox"/> Other (please specify)
If you selected Other please specify:	<div style="border: 1px solid black; height: 40px;"></div>

### Common Data Set G: Annual Expenses (2013-2014)

[Instructions and Help Glossary of Terms](#)

## Annual Expenses

Provide 2014-2015 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.	<input type="text" value="http://workgroups.clemson.edu/A_A_5690"/>
	<input type="checkbox"/> Check here if your institution's 2014-2015 academic year costs are not available at this time <input checked="" type="checkbox"/> Check here if you are providing 2013-2014 tuition until 2014-2015 costs are available
and provide an approximate date (i.e., month/day) when your institution's final 2014-2015 academic year costs will be available:	<input type="text" value="07/29"/>

## 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 2014-2015 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:		
PUBLIC INSTITUTIONS Tuition: (in-district)	\$13,382	\$13,382
In-state: (out-of-district)	\$13,382	\$13,382
Out-of-state:	\$30,826	\$30,826
NONRESIDENT ALIENS Tuition:	\$30,826	\$30,826
REQUIRED FEES:		
ROOM AND BOARD: (on-campus)	\$8,142	\$8,142
ROOM ONLY: (on-campus)		
BOARD ONLY: (on-campus meal plan)		
Comprehensive tuition/room/board fee (if your college cannot provide separate tuition/room/board/fees):		
Other:		

**G2**

Number of credits per term a student can take for the stated full-time tuition	Minimum	12	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? % 20

**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:	\$1,112	\$1,112	\$1,112

Room only:			
Board only:			
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			
Transportation:	\$3,698	\$3,698	\$3,698
Other expenses:			

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

G6

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS: (in-district)	546
In-state: (out-of-district)	546
Out-of-state:	1,303
NONRESIDENT ALIENS:	1,303

**Common Data Set H: Financial Aid (2013-2014)**

[Instructions and Help Glossary of Terms](#)

**Aid Awarded to Enrolled Undergraduates**

**H1** Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates**) in the following categories. (Note: If the data being reported are final figures for the 2012-2013 academic year (see the next item below), use the 2012-2013 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:

<input checked="" type="radio"/>	2013-	<input type="radio"/>	2012-
	2014		2013
	estimated		final
	or		

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 \$</b> (Include non-need-based)	<b>Non-need-based \$</b> (Exclude non-need-based)
--	--	--

	aid used to meet need.)	aid used to meet need.)
--	-------------------------	-------------------------

**Scholarships/Grants**

Federal	13393524	\$0.00
State (i.e., all states, not only the state in which your institution is located)	24149616	24296792
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	13769203	17795224
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	3138892	2092935
<b>Total Scholarships/Grants</b>	<b>54451235</b>	<b>44184951</b>

**Self-Help**

Student Loans from all sources (excluding parent loans)	56193828	14772943
Federal Work Study	1872572	
State and other (e.g., institutional) workstudy/ employment (Note: Excludes Federal Work-Study captured above.)	\$0.00	
<b>Total Self-Help</b>	<b>58066400</b>	<b>14772943</b>

**Other**

Parent Loans	16922019	3993107
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	1681082	1886629
Athletic Awards	4931200	4610163

**Number of Enrolled Students Awarded Aid**

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

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

	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2012 cohort)	3266	15838	893
b) Number of students in line a who applied for need-based financial aid	2591	10203	470

c) Number of students in line <b>b</b> who were determined to have financial need	1620	7487	368
d) Number of students in line <b>c</b> who were awarded any financial aid	1578	7221	325
e) Number of students in line <b>d</b> who were awarded any need-based scholarship or grant aid	717	3269	157
f) Number of students in line <b>d</b> who were awarded any need-based self-help aid	989	5251	237
g) Number of students in line <b>d</b> who were awarded any non-need-based scholarship or grant aid	1034	3156	76
h) Number of students in line <b>d</b> whose need was fully met ( <u>exclude PLUS loans, unsubsidized loans and private alternative loans.</u> )	574	2355	33
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> )	36 %	32 %	10 %
j) The average financial aid package of those in line <b>d</b> . Exclude any resources that were awarded to replace EFC ( <u>PLUS loans, unsubsidized loans and private alternative loans.</u> )	12487	11253	7901
k) Average need-based scholarship and grant aid of those in line <b>e</b>	3398	3993	2946
l) Average need-based self-help award ( <u>excluding PLUS loans, unsubsidized loans and private alternative loans</u> ) of those in line <b>f</b>	3939	4777	4208
m) Average need-based loan ( <u>excluding PLUS loans, unsubsidized loans and private alternative loans</u> ) of those in line <b>f</b> who were awarded a need-based loan	3496	4412	4080

**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 <b>a</b> 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)	894	3523	157
o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line <b>n</b>	7456	6167	4333
p) Number of students in line <b>a</b> who were awarded an institutional non-need-based athletic grant or scholarship	117	482	22
q) Average dollar amount of institutional non-need-based athletic grants and scholarships awarded to students in line <b>p</b>	10267	8990	7116

**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: \* 2013 undergraduate class who graduated between July 1, 2012 and June 30, 2013 who started at your institution as first-time students and received a bachelor's degree between July 1, 2012 and June 30, 2013. \* 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.	49 %
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**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.	48 %
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**H5**

Report the average per-undergraduate-borrower cumulative principal borrowed of those in line H4.	34114
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**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.	26934
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**Aid to Undergraduate Degree-seeking Nonresident Aliens**

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

	<input type="checkbox"/> Institutional need-based scholarship or grant aid is available <input type="checkbox"/> Institutional non-need-based scholarship or grant aid is available <input checked="" type="checkbox"/> 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:	<input type="text"/>
Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	<input type="text"/>
Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	<input type="text"/>

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

	<input type="checkbox"/> Institution's own financial aid form <input type="checkbox"/> CSS/Financial Aid PROFILE <input type="checkbox"/> International Student's Financial Aid Application <input checked="" type="checkbox"/> International Student's Certification of Finances <input type="checkbox"/> Other (please specify)
If you selected Other please specify:	<input type="text"/>

**Process for First-Year/Freshman Students**

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

	<input checked="" type="checkbox"/> FAFSA <input type="checkbox"/> Institution's own financial aid form <input type="checkbox"/> CSS/Financial Aid PROFILE <input type="checkbox"/> State aid form <input type="checkbox"/> Noncustodial PROFILE <input type="checkbox"/> Business/Farm Supplement <input type="checkbox"/> Other (please specify)
If you selected Other please specify:	<input type="text"/>

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

Priority date for filing required financial aid forms:	<input type="text" value="04/01"/>
Deadline for filing required financial aid forms:	<input type="text"/>
	<input type="checkbox"/> 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):	<input type="text"/>
b.) Students notified on a rolling basis:	<input checked="" type="radio"/> Yes <input type="radio"/> No
If yes, starting date:	<input type="text" value="04/01"/>

**H11** Indicate reply dates:

Students must reply by (date):	<input type="text"/>
or within	<input type="text" value="3"/> weeks of notification.

## Types of Aid Available

**H12** Loans

<b>FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)</b>	<input checked="" type="checkbox"/> Direct Subsidized Stafford Loans
	<input checked="" type="checkbox"/> Direct Unsubsidized Stafford Loans
	<input checked="" type="checkbox"/> Direct PLUS loans
	<input checked="" type="checkbox"/> Federal Perkins Loans
	<input type="checkbox"/> Federal Nursing Loans
	<input checked="" type="checkbox"/> State Loans
	<input checked="" type="checkbox"/> College/university loans from institutional funds
	<input type="checkbox"/> Other (please specify)
If you selected Other please specify:	<input type="text"/>

**H13** Scholarships and Grants

Need-based:	<input checked="" type="checkbox"/> Federal Pell
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	<input checked="" type="checkbox"/> SEOG <input checked="" type="checkbox"/> State scholarships/grants <input checked="" type="checkbox"/> Private scholarships <input checked="" type="checkbox"/> College/university scholarship or grant aid from institutional funds <input type="checkbox"/> United Negro College Fund <input checked="" type="checkbox"/> Federal Nursing Scholarships <input type="checkbox"/> Other (please specify)
If you selected Other please specify:	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>

**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"/>

	Non-need
ROTC	<input checked="" type="checkbox"/>

	Non-need	Need-based
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:

## Common Data Set I: Instructional Faculty And Class Size (2013-2014)

[Instructions and Help Glossary of Terms](#)

### Instructional Faculty

Please report number of instructional faculty members in each category for Fall 2013. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

I-1 The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or predoctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include only if they teach one or more non-clinical credit courses
(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude

(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

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

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

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

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

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

	Full time	Part time	Total
a.) Total number of instructional faculty	1101	98	1199
b.) Total number who are members of minority groups	193	11	204
c.) Total number who are women	389	38	427
d.) Total number who are men	712	60	772
e.) Total number who are non-resident aliens (international)	0	2	2
f.) Total number with doctorate, or other terminal degree	970	63	1033
g.) Total number whose highest degree is a master's but not a terminal master's	119	28	147
h.) Total number whose highest degree is a bachelor's	7	6	13
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	0	0	0
j.) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students			

## Student to Faculty Ratio

- 1- Report the Fall 2013 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time
- 2 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 2013 Student to Faculty ratio:	17.4	19743	1134
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to 1 based students faculty  
on and

## 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 2013 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 2013. 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	407	886	345	317	221	246	108	2530
Class Sub-Sections	154	400	292	26	8	30	5	915

## Common Data Set J: Degrees Conferred (2013-2014)

[Instructions and Help Glossary of Terms](#)

### Degrees conferred between July 1, 2012 and June 30, 2013

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

compute the percentages using 1st majors only.

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
Agriculture	<input type="text"/>	<input type="text"/>	<input type="text" value="7"/>	<input type="text" value="1"/>
	%	%	%	
Natural resources and conservation	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="3"/>
	%	%	%	
Architecture	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="4"/>
	%	%	%	
Area, ethnic, and gender studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>
	%	%	%	
Communications/journalism	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="9"/>
	%	%	%	
Communication technologies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="10"/>
	%	%	%	
Computer and information sciences	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="11"/>
	%	%	%	
Personal and culinary services	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="12"/>
	%	%	%	
Education	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="13"/>
	%	%	%	
Engineering	<input type="text"/>	<input type="text"/>	<input type="text" value="17"/>	<input type="text" value="14"/>
	%	%	%	
Engineering technologies	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="15"/>
	%	%	%	
Foreign languages, literatures, and linguistics	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="16"/>
	%	%	%	
Family and consumer sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="19"/>
	%	%	%	
Law/legal studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="22"/>
	%	%	%	
English	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="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"/>	9	
	%	%	%	26
Mathematics and statistics	<input type="text"/>	<input type="text"/>	1	
	%	%	%	27
Military science and military technologies	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	%	%	%	29
Interdisciplinary studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	%	%	%	30
Parks and recreation	<input type="text"/>	<input type="text"/>	3	
	%	%	%	31
Philosophy and religious studies	<input type="text"/>	<input type="text"/>	1	
	%	%	%	38
Theology and religious vocations	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	%	%	%	39
Physical sciences	<input type="text"/>	<input type="text"/>	1	
	%	%	%	40
Science technologies	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	%	%	%	41
Psychology	<input type="text"/>	<input type="text"/>	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"/>	7	
	%	%	%	45
Construction trades	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	%	%	%	46
Mechanic and repair technologies	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	%	%	%	47

Precision production	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	%	%	%	48
Transportation and materials moving	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	%	%	%	49
Visual and performing arts	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	
	%	%	%	50
Health professions and related programs	<input type="text"/>	<input type="text"/>	<input type="text" value="7"/>	
	%	%	%	51
Business/marketing	<input type="text"/>	<input type="text"/>	<input type="text" value="19"/>	
	%	%	%	52
History	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	
	%	%	%	54
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	%	%	%	
<b>Totals (should = 100%)</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="100"/>	
	%	%	%	