



2017-18
Common Data Set
 For External Publications Surveys

Note: Effective 2017-18, reporting methodology is changed for Enrollment. Please contact Institutional Research Office for details (dpatnala@lssu.edu, 906-635-2022).

A: GENERAL INFORMATION

A1. Address Information

Name of College or University	Lake Superior State University
Mailing Address, City/State/Zip	650 W. Easterday Avenue, Sault Ste. Marie, Michigan 49783-1699
Main Phone Number	906-632-6841 or 1-888-800-LSSU
WWW Home Page Address	WWW.LSSU.EDU
Admissions Phone Number	906-635-2231 or 1-888-800-LSSU
Admissions Office Mailing Address	650 W. Easterday Avenue, Sault Ste. Marie, Michigan 49783-1699
Admissions FAX number	906-635-6696
Admissions Email Address	ADMISSIONS@LSSU.EDU
Is there a separate URL application site on the Internet? If yes, specify	No

A2. Source of Institutional Control

<input checked="" type="checkbox"/>	Public
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A3. Classify your undergraduate institution

<input checked="" type="checkbox"/>	Co-educational college
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A4. Academic year calendar

<input checked="" type="checkbox"/>	Semester
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A5. Degrees offered by your institution

<input checked="" type="checkbox"/>	Certificate
	Diploma
<input checked="" type="checkbox"/>	Associate
	Transfer
	Terminal
<input checked="" type="checkbox"/>	Bachelor's
<input checked="" type="checkbox"/>	Post-bachelor's certificate
	Master's
	Post-master's certificate
	Doctoral
	First professional
	First professional certificate

B. ENROLLMENT & PERSISTENCE

B1. Institutional Enrollment—Men and Women, Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2017. Note: Report students formerly designated as "first professional" in the graduate cells. **Effective 2017-2018, Official Fall Reporting Enrollment numbers will be entered in CDS (IPEDS as well). Note: This effects the part time students count and in turn the total. Please contact IR office for details.**

Undergraduates	Full-time		Part-time		Total Full-time & Part-time
	Men	Women	Men	Women	
Degree-seeking, first-time freshmen	164	179	1	1	345
Other first-year, degree-seeking	43	26	3	3	75
All other degree-seeking	632	659	81	120	1492
Total degree-seeking	839	864	85	124	1912
All other undergraduates enrolled in credit courses	3	0	21	27	51
Total undergraduates	842	864	106	151	1963

Graduate	Full-time		Part-time		Total Full-time & Part-time
	Men	Women	Men	Women	
Degree-seeking, first-time	0	0	0	0	0
All other degree-seeking	0	0	0	0	0
All other graduates enrolled in credit courses	0	0	0	0	0
Total graduate	0	0	0	0	0

Total all undergraduates	1,963
Total all graduate & professional students	0
GRAND TOTAL ALL STUDENTS	1,963

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, 2017. 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 should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	13	129	129
Hispanic/Latino	9	34	36
Black or African American, non-Hispanic	2	17	17
White, non-Hispanic	284	1532	1572
American Indian or Alaska Native, non-Hispanic	24	157	162
Asian, non-Hispanic	2	9	11
Native Hawaiian or other Pacific Islander, non-Hispanic			
Two or more races, non-Hispanic			
Race and/or ethnicity unknown	11	34	36
Total	345	1912	1963

B3. Number of degrees awarded by your institution from July 1, 2016, to June 30, 2017.

Certificates/diplomas	24
Associate degrees	143
Bachelor's degrees	437
Postbachelor's cert.	0
Master's degrees	0
Total	604

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 Forms and Instructions for the 2017-18 Survey.

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2010 and Fall 2011 cohorts (formerly CDS B4-B11) into four groups:

- **Students who received a Federal Pell Grant***
- **Recipients of a subsidized Stafford Loan who did not receive a Pell Grant**
- **Students who did not receive either a Pell Grant or a subsidized Stafford Loan**
- **Total (all students, regardless of Pell Grant or subsidized loan status)*** Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For each graduation rate grid below, the numbers in the first three columns for Questions A-G should sum to the cohort total in the fourth column (formerly CDS B4-B11).

For Bachelor's or Equivalent Programs

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

Fall 2010 Cohort

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A - Initial 2010 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	182	92	173	447
B - Of the initial 2010 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	0	0	0
C - Final 2010 cohort, after adjusting for allowable exclusions	182	92	173	447
D - Of the initial 2010 cohort, how many completed the program in four years or less (by Aug. 31, 2014)	32	15	55	102
E - Of the initial 2010 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2014 and by Aug. 31, 2015)	24	15	31	70
F - Of the initial 2010 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2015 and by Aug. 31, 2016)	7	4	5	16
G - Total graduating within six years (sum of lines D, E, and F)	63	34	91	188
H - Six-year graduation rate for 2010 cohort (G divided by C)	35%	37%	53%	42%

Fall 2011 Cohort

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A - Initial 2011 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	182	83	161	426
B - Of the initial 2011 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	1	1	1	3
C - Final 2011 cohort, after adjusting for allowable exclusions	181	82	160	423
D - Of the initial 2011 cohort, how many completed the program in four years or less (by Aug. 31, 2015)	38	22	58	118
E - Of the initial 2011 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2015 and by Aug. 31, 2016)	19	10	22	51
F - Of the initial 2011 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2016 and by Aug. 31, 2017)	5	4	10	19
G - Total graduating within six years (sum of lines D, E, and F)	62	36	90	188
H - Six-year graduation rate for 2011 cohort (G divided by C)	34%	44%	56%	45%

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2016 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2016 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2017?	67%
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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 2017. 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, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied	523
Total first-time, first-year (freshman) women who applied	657

Total first-time, first-year (freshman) men who were admitted	301
Total first-time, first-year (freshman) women who were admitted	360

Total full-time, first-time, first-year (freshman) men who enrolled	142
Total part-time, first-time, first-year (freshman) men who enrolled	3

Total full-time, first-time, first-year (freshman) women who enrolled	148
Total part-time, first-time, first-year (freshman) women who enrolled	1

C2. Freshman wait-listed students (those 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?	No
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Admission Requirements

C3. High school completion requirement

X	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?

	Required
X	Recommended
	Neither required nor recommended

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

	Units Required	Units Recommended
Total academic units	0	18
English	0	4
Mathematics	0	4
Science	0	3
Of these, units that must be lab	0	3
Foreign language	0	2
Social studies	0	2
History	0	1
Academic electives	0	0
Computer Science	0	1
Visual/Performing Arts	0	1
Other (<i>specify</i>)	0	0

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?

No

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	X			
Class rank			X	
Academic GPA	X			
Standardized test scores	X			
Application essay			X	
Recommendation(s)			X	

Nonacademic	Very important	Important	Considered	Not considered
Interview			X	
Extracurricular activities			X	
Talent / ability				X
Character / personal qualities			X	
First generation			X	
Alumni / ae relation			X	
Geographical residence			X	
State residency				X
Religious affiliation / commitment				X
Racial / ethnic status				X
Volunteer work				X
Work experience				X
Level of applicant's interest				X

SAT and ACT Policies

C8. Entrance Exams

- A. Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?

Yes

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

Fall 2020

Test Type	Require	Recommend	Require for some	Considered if submitted	Not used
SAT or ACT	X				
ACT only		X			
SAT only				X	
SAT and SAT Subject Tests or ACT				X	
SAT Subject Tests				X	

- B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for fall 2018, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

<input type="checkbox"/>	ACT with Writing component required
<input type="checkbox"/>	ACT with Writing component recommended.
X	ACT with or without Writing component accepted

If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2019 please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

<input type="checkbox"/>	SAT with Essay component required
<input type="checkbox"/>	SAT with ESSAY component recommended
X	SAT with or without ESSAY component accepted

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

	SAT essay	ACT essay
For admission		
For placement		
For advising		
In place of an application essay		
As a validity check on the application essay		
No college policy as of now	X	X
Not using essay component		

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

Yes

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

July 31st

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):

N/A

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

X	SAT
X	ACT
	SAT Subject Tests
X	AP
X	CLEP
	Institutional Exam
	State Exam (specify):

Freshman Profile

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2017, 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 2017 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. **Do convert Old SAT scores to New SAT scores using the College Board's concordance tools and tables (sat.org/concordance).**

Percent submitting ACT scores 36%
Percent submitting SAT scores 83%

Number submitting ACT scores 123
Number submitting SAT scores 287

For each assessment listed below, report the score that represents the 25th percentile (the score that 25 percent of the freshman population scored at or below) and the 75th percentile score (the score that 25 percent scored at or above).

Assessment	25th Percentile Score	75th Percentile Score
SAT Evidence-Based Reading and Writing	500	600
SAT Math	490	580
SAT Essay	-	-
ACT Composite	19	26
ACT Math	17	25
ACT English	18	25
ACT Writing	-	-

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	3%	1%
600-699	25%	16%
500-599	49%	53%
400-499	22%	27%
300-399	1%	3%
200-299	0	0
	100%	100%

Score Range	ACT Composite	ACT English	ACT Math
30-36	4%	11%	2%
24-29	33%	24%	34%
18-23	47%	42%	37%
12-17	16%	19%	27%
6-11	0	4%	0
Below 6	0	0	0
	100%	100%	100%

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

High school rank ranges	Percent
Top 10th of high school graduating class	15%
Top quarter of high school graduating class	37%
Top half of high school graduating class	73%
Bottom half of high school graduating class	27%
Bottom quarter of high school graduating class	20%
Percent of freshmen who submitted high school class rank	69%

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 and higher	24%
Percent who had GPA between 3.50 and 3.74	19%
Percent who had GPA between 3.25 and 3.49	18%
Percent who had GPA between 3.00 and 3.24	11%
Percent who had GPA between 2.50 and 2.99	17%
Percent who had GPA between 2.0 and 2.49	8%
Percent who had GPA between 1.0 and 1.99	1%
Percent who had GPA below 1.0	0
	100%

C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA:Percent of total first-time, first-year (freshman) students who submitted high school GPA: 86%**Admission Policies****C13. Application fee (undergraduate)**

Does your institution have an application fee?	No
Amount of application fee	0
Can it be waived for applicants with financial need?	No
Cost of on-line application	0
Can on-line application fee be waived for applicants with financial need?	-

C14. Application closing date

Does your institution have an application closing date?	Yes
Application closing date for fall	Rolling
Priority date	March 1 st

C15. Are first-time, first-year students accepted for terms other than the fall?**C16. Notification to applicants of admission decision sent:****C17. Reply policy for admitted applicants:****C18. Deferred admission:** Allow students to postpone enrollment after admission? Maximum postponement?**C19. Early admission of high school students:** Allow high school students to enroll full-time one year or more before high school graduation?**C20. Common Application:** Question removed from CDS. (Initiated during 2006-2007 cycle)

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 attend if accepted) for first-time, first-year (freshman) applicants for fall enrollment?

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?

D. TRANSFER ADMISSION

Fall Applicants

D1. Does your institution enroll transfer students?

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

D2. Provide the number of degree-seeking transfer students who applied, were admitted, and enrolled (full or part-time) in fall of the current academic year.

Fall 2017	Applicants	Admitted Applicants	Enrolled Applicants
Men	142	109	78
Women	187	126	85
Total	329	235	163

Application for Admission

D3. Indicate terms for which transfers may enroll:

D4. Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman? If yes, what is the minimum number of credits?

D5. Indicate all items required of transfer student to apply for admission:

Application document	Required of all	Recommended for all	Recommended for some	Required for some	Not required
High school transcript				X	
College transcript(s)	X				
Essay or personal statement			X		
Interview			X		
Standardized test scores				X	

Statement of good standing from prior institution(s)		X			
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D6. If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):

N/A

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

2.0

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

NONE

D9. List application priority, 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.

Semester	Priority date	Closing date	Notification date	Reply date	Rolling admission
Fall					X
Spring					X
Summer					X

D10. Does an open admission policy, if reported, apply to transfer students?

N/A: no open admission

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

N/A

Transfer credit policies

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

C-

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

N/A. Any number of credits may be transferred. Credit use is restricted by degree completion requirements.

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

N/A. Any number of credits may be transferred. Credit use is restricted by degree completion requirements.

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

16 OF FINAL 20 CREDITS

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

32 OF FINAL 40 CREDITS AND 50% OF 300 AND 400 LEVEL DEPARTMENTAL CREDITS

D17. Describe other transfer credit policies:

NONE

E. ACADEMIC OFFERINGS AND POLICIES**E1. Special study options:** Identify those programs available at your institution. Refer to definitions.

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

E2. Core Curriculum: Has been removed from the CDS.**E3. Areas in which all or most students are required to complete some course work prior to graduation.**

	Arts/fine arts		X	Humanities
	Computer literacy		X	Mathematics
X	English (including composition)			Philosophy
	Foreign languages		X	Sciences (biological or physical)
	History		X	Social science
X	Other – Communication		X	Other - Diversity

F. STUDENT LIFE**F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall semester of the current year that fit the following categories:**

Fall 2017	FTIC, 1st-year	All Undergraduates
Percent who are from out of state (exclude international students & non-resident aliens)	8%	6%
Percent of men who join fraternities	n/a	n/a
Percent of women who join sororities	n/a	n/a
Percent who live in college-owned-operated housing	81%	40%
Percent who live off-campus or commute	19%	60%
Percent of students age 25 and older	1%	14%
Average age of full-time students	18	21
Average age of all students (full- and part-time)	20	22

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

X	Campus Ministries		X	Literary magazine		X	Radio station
X	Choral groups			Marching band		X	Student government
	Concert band			Model UN		X	Student newspaper
X	Dance			Music ensembles			Student-run film society
X	Drama/theater			Musical theater			Symphony orchestra
X	International Student Organization			Opera			Television station
	Jazz band		X	Pep band			Yearbook

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

None

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

X	Co-ed dorms			Special housing for disabled students
X	Men's dorms			Special housing for international students
X	Women's dorms			Fraternity/sorority housing
	Apartments for married students			Cooperative housing
X	Apartments for single students			
X	Other: Honors House			

G. ANNUAL EXPENSES

Provide 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:<http://www.lssu.edu/finaid/calculator.php>**G1. Undergraduate full-time tuition, required fees, room and board**

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2018-2019 academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. **Required fees** include only charges that all full-time students must pay that are **not** included in tuition (e.g., registration, health, or activity fees.) Do **not** include optional fees (e.g., parking, laboratory use).

	FIRST-YEAR	UNDERGRADUATES
PRIVATE INSTITUTION Tuition:	N/A	N/A
PUBLIC INSTITUTION Tuition:	N/A	N/A
In-district:		
In-state (out-of-district):	11,640	11,640
Out-of-state:	11,640	11,640
NONRESIDENT ALIEN: Tuition:	11,640	11,640
REQUIRED FEES:	450	190
ROOM AND BOARD: (on-campus)	9,882	9,882
ROOM ONLY: (on-campus)	NA	NA
BOARD ONLY: (on-campus meal plan)	NA	NA

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

G3. Do tuition and fees vary by year of study (e.g., freshman...senior)?

G4. Do tuition and fees vary by undergraduate instructional program?

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

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

2018-2019	Residents of campus housing	Commuters (living at home)	Commuters (not living at home)
Books only	1,100	1,100	1,100
Room only	9,882	4,950	7,800
Board only			
Transportation	600	600	1,200
Other expenses	1600	1600	1600

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

2018-19	Per-credit-hour charges
In-state (Michigan Resident)	485
Non-Resident from Ontario, Canada	485
Non-Resident from the Midwest Consortium	485
Non-Resident not from Ontario or the Midwest	485

H.FINANCIAL AID

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

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

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

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

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

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

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

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

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

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

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

- Non-need institutional grants
- Non-need tuition waivers
- Non-need athletic awards
- Non-need federal grants
- Non-need state grants
- Non-need outside grants
- Non-need student loans
- Non-need parent loans
- Non-need work

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

Private student loans: A nonfederal loan made by a lender such as a bank, credit union or private lender used to pay for up to the annual cost of education, less any financial aid received.

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

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

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 2016-2017 academic year (see the next item below), use the 2017-2018 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.)

Aid that is non-need-based but is used to meet need should be counted as need-based aid.

If data reported are not for the current award year, what is the award year of the reported data?

2016-17 Final

Which needs-analysis methodology does your institution use in awarding institutional aid? (Formerly H3)

	Federal Methodology
	Institutional Methodology
X	Both FM and IM

	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
	\$	\$
Scholarships/Grants		
Federal	\$3,499,686	-
State (i.e., all states, not only the state in which your institution is located)	\$2,820,675	-
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$3,942,365	-
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$6,693,94	-
Total Scholarships/Grants	\$10,932,120	-
Self-Help		
Student loans from all sources (excluding parent loans)	\$4,742,197	\$5,495,481
Federal Work-Study	\$307,611	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$212,450	\$629,004
Total Self-Help	\$5,262,258	\$6,124,485
Parent Loans		\$2,259,363
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$1,432,264	
Athletic Awards	\$1,391,091	

H2. Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2017 cohort)	370	1811	252
b) Number of students in line a who applied for need-based financial aid	330	1450	189
c) Number of students in line b who were determined to have financial need	263	1183	159
d) Number of students in line c who were awarded any financial aid	259	1164	142
e) Number of students in line d who were awarded any need-based scholarship or grant aid	245	1018	119
f) Number of students in line d who were awarded any need-based self-help aid	175	895	97
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	0	0	0
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)	62	213	7
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	58%	47%	26%
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>)	\$12,640	\$11,557	\$6,423
k) Average need-based scholarship or grant award of those in line e	\$10,359	\$8,582	\$4,035
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$4,132	\$5,089	\$4,254
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	\$3,599	\$4,613	\$4,211

H2A. Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. 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)	20	182	14
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$6,693	\$6,614	\$5,429
p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	10	70	-
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$9,181	\$12,039	-

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

Include:

- * 2017 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2016 and June 30, 2017.
- * only loans made to students who borrowed while enrolled at your institution.
- * co-signed loans.

Exclude:

- * students who transferred in.
- * money borrowed at other institutions.
- * parent loans
- * students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree).

H4. Provide the number of students in the 2017 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2016 and June 30, 2017. Exclude students who transferred into your institution.

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H5. Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed. NOTE: The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.

Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	184	74%	\$27,405
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	178	72%	\$24,744
c) Institutional loan programs.	-	-	-
d) State loan programs.	-	-	-
e) Private student loans made by a bank or lender.	35	14%	\$18,229

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 financial aid for undergraduate international students

	Institutional need-based financial aid is available for international students
X	Institutional non-need-based financial aid is available for international students
	Institutional financial aid is not available for international students

If Institutional need-based financial aid is available for undergraduate international students, provide the number of international students who received need-based or non-need-based aid in the last academic year:

n/a

Average dollar amount awarded to international students in the last academic year:

n/a

Total dollar amount awarded to international students in the last academic year:

n/a

Process for First-Year/freshman Students

H7. Check off all financial aid forms which domestic first-year (freshman) financial aid applicants must submit:

X	FAFSA
	Institution's own financial aid form
	CSS/Financial Aid PROFILE
	State aid form
	Noncustodial (Divorced/Separated) Parent's Statement
	Business/Farm Supplement
	Other

H8. Check off all financial aid forms which international (non-resident alien) first-year (freshman) financial aid applicants must submit:

	Institution's own financial aid form
	CSS/Financial Aid PROFILE
	State aid form
	Foreign Student's Financial Aid Application
	Foreign Student's Certification of Finances
X	Other (OSAP form-Canadians/Ontario)

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

Priority date for filing required financial aid forms	March 1 st
Deadline for filing required financial aid forms	
No deadline for filing required forms (applications processed on a rolling basis)	X

H10. Indicate notification dates for first-year (freshman) students:

	Students notified on or about (date):	
X	Students notified on a rolling basis beginning:	October 1 st

H11. Indicate reply dates:

X	Students must reply by (date):	May 1 st
X	Must reply within (#) weeks of notification:	3

Types of Aid Available

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

H12. Loans**FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)**

X	Direct Subsidized Stafford Loans
X	Direct Unsubsidized Stafford Loans
X	Direct PLUS Loans

OTHER LOANS

X	Federal Perkins Loans
X	Federal Nursing Loans
	State Loans
	College/university loans from institutional funds
X	Other: Alternative Loans

H13. Scholarships and Grants**Need based:**

X	Federal Pell
X	SEOG
X	State scholarships/grants
X	Private scholarships
X	College/university gift aid from institutional funds
	United Negro College Fund
	Federal Nursing Scholarship
X	Other: third party payments
X	Federal Occupational Educational Grant
X	ACG Grant
X	SMART Grant

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

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

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for Fall 2017. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral 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 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 instruction 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 Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

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

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

	Full-time	Part-time	Total
a.) Total number of instructional faculty	97	55	152
b.) Total number who are members of minority groups	6	3	9
c.) Total number who are women	42	34	76
d.) Total number who are men	55	21	76
e.) Total number who are nonresident aliens (international)	10	9	19
f.) Total number with doctorate, or other terminal degree	66	9	75
g.) Total number whose highest degree is a master's but not a terminal master's	24	22	46
h.) Total number whose highest degree is a bachelor's	1	16	17
i.) Total number whose highest degree is unknown or other (Note: Items f , g , h , and i must sum up to item a .)	6	8	14
j.) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	0	0	0

I-2. Student to Faculty Ratio

Report the Fall 2017 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 2017 Student to Faculty ratio: 17 to 1

I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2017 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 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 2017. 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	58	138	93	39	12	22	1	363

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	98	108	26	2	1	0	0	235

J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2016 and June 30, 2017

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/ Certificate s	Associat e	Bachelor's	CIP 2010 Categories to Include
Agriculture				1
Natural resources and conservation		6%	7%	3
Architecture				4
Area, ethnic, and gender studies				5
Communication/journalism			1%	9
Communication technologies				10
Computer and information sciences		7%	3%	11
Personal and culinary services				12
Education		3%	4%	13
Engineering		1%	7%	14
Engineering technologies		3%	4%	15
Foreign languages, literatures, and linguistics				16
Family and consumer sciences				19
Law/legal studies				22
English			1%	23
Liberal arts/general studies		10%	2%	24
Library science				25
Biological/life sciences			4%	26
Mathematics and statistics			1%	27
Military science and military technologies				28 and 29
Interdisciplinary studies			1%	30
Parks and recreation		8%	6%	31

Philosophy and religious studies				38
Theology and religious vocations				39
Physical sciences		1%	2%	40
Science technologies				41
Psychology			4%	42
Homeland Security, law enforcement, firefighting, and protective services		43%	21%	43
Public administration and social services		3%		44
Social sciences			3%	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts			1%	50
Health professions and related programs	100%	11%	14%	51
Business/marketing		5%	15%	52
History			0	54
Other				
TOTAL	100%	100%	100%	

Common Data Set Definitions

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

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

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

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

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

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

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and maintaining tribal affiliation or community attachment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Degree: An award conferred by a college, university, or other postsecondary education institution as official

recognition for the successful completion of a program of studies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

First-year student: A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.

Freshman: A first-year undergraduate student.

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

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

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

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

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

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

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

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

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

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

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

International student: See **Nonresident alien**.

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

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

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

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

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

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

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

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

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

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

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

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

Open admission: Admission policy under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Race/ethnicity unknown: Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Volunteer work (as admission factor): Special consideration given to students for activity done on a volunteer

basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.

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

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

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

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

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

Financial Aid Definitions

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

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

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

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

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

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

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

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

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

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

- Non-need institutional grants
- Non-need tuition waivers
- Non-need athletic awards
- Non-need federal grants
- Non-need state grants
- Non-need outside grants
- Non-need student loans
- Non-need parent loans
- Non-need work

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

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