

Annual Survey of Colleges 2018

REMINDER! Help Desk assistance available at collegesurvey@collegeboard.org. WARNING! To avoid loss of new/revised data due to "timing out," please be sure to click on the SAVE button every 10 to 15 minutes. We will launch a separate survey in the spring for financial aid and cost data (Sections H and G).

You are signed in as: **ifredotovic@barry.edu**
[Log Out](#)

[User Guide](#)
[Common Data Set \(CDS\) Definitions](#)

Submission of survey data updates your institution's Big Future profile. To view your current profile at the Big Future website, click [here](#).

Barry University (FL) 4023

Survey Home

CDS View

Contact Information

CDS A0. Name of person completing survey (Not for Publication)

Name Information

Prefix	First	Middle	Last	Suffix
	Ivana		Fredotovic	

Title

Research Analyst

Office

Institutional Research

Address Information

Country

United States

Street/PO Box

11300 NE Second Avenue

City

Miami Shores

State

Florida

Zip

33161

Zip+4

Phone Number (If international, enter country code)

Country Code	Area Code	Number	Extension
1	305	981	5120

Email address

ifredotovic@barry.edu

Fax Number

Area Code Number

305 8992990

Are your responses to the CDS posted for reference on your institution's Web site?

Yes

No

If yes, please provide the URL of the corresponding Web

page: <http://www.barry.edu/institutional-research/common-data-set.html>

Printed copies of your institution's Common Data Set may be mailed to:

Annual Survey of Colleges
The College Board
11955 Democracy Drive
Reston, VA 20190-5662

Preliminary Questions

2 (CDS A5). Degrees offered by your institution:

- Certificate
 Diploma
 Associate
 Transfer
 Terminal
 Bachelor's
 Postbachelor's certificate
 Master's
 Post-master's certificate
 Doctoral degree - research/scholarship
 Doctoral degree - professional practice
 Doctoral degree - other

3 (CDS 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?

Requests for modification of open admissions requirements should be made by email to collegesurvey@collegeboard.org.

If so, check which applies:

- Open admission policy as described above for all students

Open admission policy as described above for most students, but

- selective admission for out-of-state students
 selective admission to some programs

5 (CDS D1). Fall Applicants

Does your institution enroll transfer students?

- Yes
 No

A. General Information

CDS A1. General Address Information

Name of College or University

Barry University

Mailing Address

Country

United States

Street/PO Box

11300 NE Second Avenue

City

Miami Shores

State

Florida

Zip

33161

Zip+4

6695

Street Address (if different)

Country

United States

Street/PO Box

11300 NE Second Avenue

City

Miami Shores

State

Zip

Zip+4

Florida

WWW Home Page Address

Main Phone Number (If international, enter country code)

Country Code Area Code Number Extension
City Code

1

Admissions Phone Number

Area Code Number Extension

Admissions Toll-Free Number

Area Code Number Extension

Admissions Fax Number

Area Code Number

Admissions Office Mailing Address

Country

Street/PO Box 1

Street/PO Box 2

City

State

Zip

Zip+4

Admissions E-mail Address

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

[The College Board will link to this form from your College Search profile.]

If there is a separate URL for your school's online inquiry or request information form, please specify:

[The College Board will link to this form from your College Search profile.]

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

Country

Street/PO Box 1

Street/PO Box 2

City

State

Zip

Zip+4

Region/Province Postal Code

CDS A2. Source of institutional control:

- Public
- Private (Nonprofit)
- Proprietary

CDS A3. Classify your undergraduate institution:

- Coeducational College
- Men's College
- Women's College

CDS A4. Academic year calendar:

- Semester
- Quarter
- Trimester
- 4-1-4
- Continuous
- Differs by program

Other (specify):

B. Enrollment and Persistence

CDS 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.

	FULL-TIME		PART-TIME	
	Male	Female	Male	Female
Undergraduates				
Degree-seeking, first-time freshmen	183	421	0	0
Other first-year, degree-seeking	147	188	86	60
All other degree-seeking	799	1225	169	181
<i>Total degree-seeking</i>	1129	1834	255	241
All other undergraduates enrolled in credit courses	12	16	8	10
<i>Total undergraduates</i>	1141	1850	263	251
Graduate				
Degree-seeking, first-time	255	516	88	285
All other degree-seeking	486	889	297	918
All other graduates enrolled in credit courses	0	2	34	83
<i>Total graduate</i>	741	1407	419	1286

Total all undergraduates:

Total all graduate students:

Total full-time undergraduate degree-seeking students:

Total of all undergraduate degree-seeking students:

CDS 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	<input type="text" value="37"/>	<input type="text" value="280"/>	<input type="text" value="295"/>

Hispanic/Latino	<input type="text" value="215"/>	<input type="text" value="1176"/>	<input type="text" value="1186"/>
Black or African American, non-Hispanic	<input type="text" value="257"/>	<input type="text" value="1185"/>	<input type="text" value="1190"/>
White, non-Hispanic	<input type="text" value="70"/>	<input type="text" value="672"/>	<input type="text" value="684"/>
American Indian or Alaska Native, non-Hispanic	<input type="text" value="5"/>	<input type="text" value="16"/>	<input type="text" value="16"/>
Asian, non-Hispanic	<input type="text" value="11"/>	<input type="text" value="38"/>	<input type="text" value="40"/>
Native Hawaiian or other Pacific Islander, non-Hispanic	<input type="text" value="2"/>	<input type="text" value="7"/>	<input type="text" value="7"/>
Two or more races, non-Hispanic	<input type="text" value="4"/>	<input type="text" value="43"/>	<input type="text" value="43"/>
Race and/or ethnicity unknown	<input type="text" value="3"/>	<input type="text" value="42"/>	<input type="text" value="44"/>
Total	<input type="text" value="604"/>	<input type="text" value="3459"/>	<input type="text" value="3505"/>

Persistence

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

<input type="text"/>	Certificate/diploma
<input type="text"/>	Associate degrees
<input type="text" value="817"/>	Bachelor's degrees
<input type="text"/>	Postbachelor's certificates
<input type="text" value="1009"/>	Master's degrees
<input type="text" value="24"/>	Post-master's certificates
<input type="text" value="37"/>	Doctoral degrees - research/scholarship
<input type="text" value="244"/>	Doctoral degrees - professional practice
<input type="text"/>	Doctoral degrees - other

(The next question is CDS B11.)

Graduation Rates

The following items 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 2017 Web-based survey. Please provide data for the Fall 2011 cohort if available. If not available, provide data for the Fall 2010 cohort.

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2011. Include in the cohort those who entered your institution during the summer term preceding Fall 2011.

CDS B11. Six-year graduation rate for 2011 cohort:

Six-year graduation rate for 2010 cohort:

For the following question, please use the same methodology and exclusions used in calculating B11 to calculate the six-year graduation rate for Federal Pell Grant recipients in the 2011 cohort. If not available, provide data for the Fall 2010 cohort.

CDS B11.1. Six-year graduation rate for recipients of a Federal Pell Grant in the 2011 cohort:

Six-year graduation rate for recipients of a Federal Pell Grant in the 2010 cohort:

CDS B12. Six-year graduation rate for recipients of a subsidized Stafford Loan who did not receive a Pell Grant in the 2011 cohort:

Six-year graduation rate for recipients of a subsidized Stafford Loan who did not receive a Pell Grant in the 2010 cohort:

CDS B13. Six-year graduation rate for students who did not receive either a Pell Grant or a subsidized Stafford Loan in the 2011 cohort:

Six-year graduation rate for students who did not receive either a Pell Grant or a subsidized Stafford Loan in the 2010 cohort:

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, 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.

CDS 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?

C. Freshman Admission

CDS 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, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

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

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

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

Total first-time, first-year (freshman) women admitted

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

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

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

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

Total first-time, first-year (degree-seeking) **applied**

Total first-time, first-year (degree-seeking) **admitted**

Total first-time, first-year (degree-seeking) **enrolled**

CDS 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 2017 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

CDS 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

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

- Require
- Recommend
- Neither require nor recommend

CDS 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	13	16
English		4
Math		3
Science		3
Of these, units that must be lab		
Foreign Language		
Social Studies		3
History		
Computer Science		
Visual/Performing Arts		
Academic Elective		

Other (specify):

For nursing program, 1 chemistry, 1 biology, algebra II required. For biology and allied health programs, 2 laboratory science including biology and chemistry, 3.5 math required. For math program, 4 math including algebra, geometry, trigonometry, required. For chemistry program, 3 math, 1 chemistry with lab required.

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

	Very Important	Important	Considered	Not considered
Academic				
Rigor of secondary school record	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Class Rank	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Academic GPA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>
Nonacademic				
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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Character/Personal Qualities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
First generation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Alumni/ae Relation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Geographical Residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State Residency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Religious Affiliation or 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>

SAT and ACT Policies

CDS C8. Entrance exams

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

Yes

No

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2019**.

	Require	Recommend	Require for Some	Consider if Submitted	Not Used
SAT or ACT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- ACT with Writing required
- ACT with Writing recommended
- ACT with or without Writing 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). Please note: The College Board launched a redesigned SAT in Spring 2016 that has an optional Essay component.

- SAT with Essay required
- SAT with Essay recommended
- SAT with or without Essay accepted

C. Indicate how your institution will use the **SAT or ACT essay component**; check all that apply:

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

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

Yes

No

E. Latest date by which SAT or ACT scores must be received for fall-term admission? (MM/DD)

Latest date by which SAT Subject Test scores must be received for fall-term admission? (MM/DD)

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

G. Please indicate which tests your institution uses for **placement**:

- SAT
- ACT
- SAT Subject Tests
- AP
- CLEP
- Institutional exam
- State exam

If State exam is selected above, please specify:

Freshman Profile

Provide percentages 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.

CDS 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, first-time, first-year (freshman) degree-seeking 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. For tools and tables go to sat.org/concordance. Please report the 25th/75th percentiles of the sum of the 3 SAT Essay scores or leave this item blank if you're unable to calculate the sum and percentiles.

Please note: Fall 2016 (prior year data for reference) for the SAT is not shown as the test has changed and sections cannot be compared.

	Fall 2017	Fall 2016 (prior year data for reference)
Percent submitting SAT scores	<input type="text" value="64"/>	67
Percent submitting ACT scores	<input type="text" value="36"/>	37

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).

	Fall 2017		Fall 2016 (prior year data for reference)	
	25th Percentile	75th Percentile	25th Percentile	75th Percentile
SAT Evidence-Based Reading and Writing	<input type="text" value="410"/>	<input type="text" value="440"/>	<input type="text" value="410"/>	<input type="text" value="440"/>
SAT Math	<input type="text" value="500"/>	<input type="text" value="520"/>	<input type="text" value="500"/>	<input type="text" value="520"/>
SAT Essay	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ACT Composite	<input type="text" value="17"/>	<input type="text" value="20"/>	18	21
ACT Math	<input type="text" value="16"/>	<input type="text" value="20"/>	16	21
ACT English	<input type="text" value="16"/>	<input type="text" value="21"/>	16	22
ACT Reading	<input type="text" value="18"/>	<input type="text" value="22"/>	<input type="text"/>	<input type="text"/>
ACT Science	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ACT Writing	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Fall 2017

	SAT Evidence-Based Reading and Writing	SAT Math
700-800	1	
600-699	3	2
500-599	39	26
400-499	53	55
300-399	4	17
200-299		
Total	100%	100%

	Fall 2017					Fall 2016 (prior year data for reference)				
	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	1	1		5		1	2		3	
24-29	7	11	8	12		9	9	11	21	
18-23	63	44	35	63		71	49	48	59	
12-17	28	43	57	20		19	37	41	16	
6-11	1	1		1			3		1	
Below 6										
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

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

- Percent in top tenth of high school graduating class
- Percent in top quarter of high school graduating class
- Percent in top half of high school graduating class
- Percent in bottom half of high school graduating class
- Percent in bottom quarter of high school graduating class
- Percent of total first-time, first-year (freshman) students who submitted high school class rank

CDS C11. Percent 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
- Percent who had GPA between 3.50 and 3.74
- Percent who had GPA between 3.25 and 3.49
- Percent who had GPA between 3.00 and 3.24
- Percent who had GPA between 2.50 and 2.99
- Percent who had GPA between 2.0 and 2.49
- Percent who had GPA between 1.0 and 1.99
- Percent who had GPA below 1.0

(The next question is CDS C13.)

Admission Policies and Procedures: Fall 2019

CDS C13. Application fee
Does your institution have an application fee?

- Yes
- No

Amount of application fee \$

Can it be waived for applicants with financial need?

Yes

No

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

Same fee

Free

Reduced

Can online application fee be waived for applicants with financial need?

Yes

No

CDS C14. Application closing date

Does your institution have an application closing date?

Yes

No

Application closing date (fall) (MM/DD)

(Closing date requested above is for Fall 2019-2020 term.)

Priority date (MM/DD)

(Priority date requested above is for Fall 2019-2020 term.)

[Note: Fall 2019-2020 application closing date and priority date will be updated to the College Board website on May 1, 2018. Until then we will continue to display the Fall 2018-2019 closing date and priority date collected in last year's survey.]

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

On a rolling basis

Yes

No

Beginning date (MM/DD)

By date (MM/DD)

Other:

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

Must reply by date (MM/DD)

No set date

Yes

No

Must reply by May 1 (CRDA) or within

weeks if notified thereafter

Other

Deadline for housing deposit:

MM/DD

Amount of housing deposit \$

Refundable if student does not enroll?

Yes, in full

Yes, in part

No

CDS C18. **Deferred admission:** Does your institution allow students to postpone enrollment after admission?

Yes

No

CDS C19. **Early Admission of high school students:** Does your institution allow high school students to enroll as full-time, first-year (freshman) students one year or more before high school graduation?

- Yes
- No

Early Decision and Early Action Plans

CDS C21. **Early decision:** Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment?

- Yes
- No

If "yes", please complete the following:

First or only early decision plan closing date (MM/DD)

First or only early decision plan notification date (MM/DD)

Other early decision plan closing date (MM/DD)

Other early decision plan notification date (MM/DD)

For the Fall 2017 entering class:

Number of early decision applications received by your institution

Number of applicants admitted under early decision plan

Please provide additional details about your early decision plan, if necessary:

CDS 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 (MM/DD)

Early action notification date (MM/DD)

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

- Yes
- No

D. Transfer Admission

CDS D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2017.

	Applicants	Admitted applicants	Enrolled applicants
Total	<input type="text" value="1284"/>	<input type="text" value="909"/>	<input type="text" value="548"/>

Application for Admission

CDS D3. Indicate terms for which transfers may enroll:

- Fall
- Winter
- Spring
- Summer

CDS D4. Must a transfer applicant have a minimum number of credits or else apply as an entering freshman?

- Yes
- No

If yes, what is the minimum number of credits?

CDS D5. Check 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="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College Transcript(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay or Personal Statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standardized Test Scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Statement of Good Standing from Prior Institution(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

(The next question is CDS D9.)

CDS 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 (MM/DD)	Closing date (MM/DD)	Notification date (MM/DD)	Reply date (MM/DD)	Rolling admission
Fall	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>

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

Yes

No

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

^
v

Transfer Credit Policies

CDS D12. Report the lowest grade earned for any course that may be transferred for credit (use a 4.0 scale):

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

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

CDS D15. Minimum number of credits that transfer students must complete at your institution to earn an associate degree:

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

CDS D17. Describe other transfer credit policies:

^
v

Institutions To Which/From Which Students Transfer

E. Academic Offerings and Policies.

CDS E1. Special Study Options: Identify those programs available at your institution. Refer to the [Common Data Set \(CDS\) glossary](#) for definitions.

- Accelerated program
- Cooperative education program
- Cross-registration
- Distance learning
- Double major
- Dual enrollment

- English as a Second Language
- Exchange student program (domestic)
- External degree program
- Honors program
- Independent study
- Internships
- Liberal arts/career combination
- Student-designed major
- Study abroad
- Teacher certification program
- Weekend college

Other (specify):

F. Student Life

CDS F1. Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2017 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	38	20
Percent of men who join fraternities	<input type="text"/>	<input type="text"/>
Percent of women who join sororities	<input type="text"/>	<input type="text"/>
Percent who live in college-owned, -operated, or -affiliated housing	67	30 <input type="text"/>
Percent who live off campus or commute	33	70 <input type="text"/>
Percent of students age 25 and older	1	43

	First-time, first-year (freshman) students	Undergraduates
Average age of full-time students	18 <input type="text"/>	26 <input type="text"/>
Average age of all students (full- and part-time)	18 <input type="text"/>	28 <input type="text"/>

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

- Campus ministries
- Choral groups
- Concert band
- Dance
- Drama/Theater
- International student organization
- Jazz band
- Literary magazine
- Marching band
- Model UN
- Music ensembles
- Musical theater
- Opera
- Pep Band
- Radio station
- Student government
- Student newspaper

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

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

Army ROTC is offered:

On Campus At cooperating institution

-

Naval ROTC is offered:

On Campus At cooperating institution

-

Air Force ROTC is offered:

On Campus At cooperating institution

-

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

- Coed dorms
- Men's dorms
- Women's dorms
- Apartments for married students
- Apartments for single students
- Special housing for disabled students
- Special housing for international students
- Fraternity/sorority housing
- Cooperative housing
- Theme housing
- Wellness housing (alcohol/drug/smoke-free)
- Gender-neutral housing

Other housing options (specify):

Graduate housing available.

G. Annual Expenses (G0-G7)

CDS G0. Provide the URL of your institution's net price calculator:

Provide 2018-2019 academic year costs of attendance for the following categories that are applicable to your institution.

CDS G1 (fr). Undergraduate full-time tuition, required fees, room and board. *(If costs vary by class, provide Freshman costs.)*

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). Do not include freshmen orientation fees.

[Required fees should not include application fee.]

- Tuition and fees provided are **firm and final** for Academic Year 2018-2019.
- Academic Year 2018-2019 tuition and fee figures provided are **projections**.
- Academic Year 2018-2019 tuition and fee figures are **not available** at this time.

Estimated date when final figures will be available (MM/DD)

	2017-2018 (prior year)	2018-2019 (first-year students)
Private institution tuition:	\$ 29700	\$ <input type="text" value="29700"/>
Public institution tuition, in-district:	\$	\$ <input type="text"/>
In-state, out-of-district tuition (provide only if different from the in-district rate):	\$	\$ <input type="text"/>
Out-of-state tuition:	\$	\$ <input type="text"/>
Tuition/nonresident aliens (provide only if different from tuition for domestic first-year students):	\$	\$ <input type="text"/>
Required fees:	\$	\$ <input type="text" value="150"/>
Room and board (on-campus):	\$ 11100	\$ <input type="text" value="11100"/>
Room only on-campus (provide only if room AND board not available):	\$	\$ <input type="text"/>
Comprehensive tuition and room/board fee (provide only if school cannot separate tuition from room/board fees):	\$	\$ <input type="text"/>
Other cost information (2018-2019)		
Other cost information (Prior Year, 2017-2018)		

CDS G1 (ug). [Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.](#)

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

[Examples of "tiered" plans would include a two-tiered structure (freshmen/sophomores charged according to one cost schedule and junior/seniors according to another) or a multi-tiered structure that contains a different tuition/fee cost schedule for each of the four undergraduate classes.]

- Yes
- No

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

Books and supplies	\$ <input type="text" value="1500"/>
Residents (on-campus)	
Transportation	\$ <input type="text" value="1884"/>
Other expenses	\$ <input type="text" value="2516"/>
Commuters (living at home)	
Board only	\$ <input type="text" value="1500"/>
Transportation	\$ <input type="text" value="1834"/>
Other expenses	\$ <input type="text" value="1216"/>
Commuters (not living at home)	
Room only	\$ <input type="text"/>
Board only	\$ <input type="text"/>
Total room and board (if your college cannot provide separate room and board figures for commuters not living at home)	\$ <input type="text" value="11400"/>
Transportation	\$ <input type="text" value="2934"/>
Other expenses	\$ <input type="text" value="3616"/>

CDS G6. Undergraduate per-credit-hour charges (tuition only). *(If costs vary by class, provide Freshman costs.)*

	2017-2018	2018-2019
Private institutions:	\$ 925	\$ <input type="text" value="925"/>
Public institutions in-district:	\$	\$ <input type="text"/>
In-state, out-of-district (provide only if different from the in-district rate):	\$	\$ <input type="text"/>
Out-of-state:	\$	\$ <input type="text"/>
Nonresident aliens (provide only if different from figure for domestic first-year students):	\$	\$ <input type="text"/>

H. Financial Aid

Financial Aid

CDS H1. Aid Awarded to Enrolled Undergraduates

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 2016-2017 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" in the definitions section above.)

Indicate academic year for which data are reported for items **H1, H1A, H2, H2A, H3, and H6**:

- 2017-2018 estimated
- 2016-2017 final

Which needs-analysis methodology does your institution use in awarding institutional aid?

- Federal methodology (FM)
- Institutional methodology (IM)
- Both FM and IM

[Survey respondents are encouraged to use zeros throughout the H section, if/when appropriate. Blanks will not be populated automatically with zeros.]

Need-based aid (include non-need-based aid used to meet need) \$

Non-need-based aid (exclude non-need-based aid used to meet need) \$

Scholarships/grants

Federal

\$ 8342193.41

\$ 25525

State (i.e., all states, not only the state in which your institution is located)

\$ 1499210

\$ 4853471

Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below)

\$ 7541233.26

\$ 21567683.8

Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college

\$ 8250

\$ 768134.82

Total scholarships/grants

\$ 17390887

\$ 27214815

Self-Help

Student loans from all sources (excluding parent loans)

\$ 7924815

\$ 9415214

Federal work-study

\$ 2534468

State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)

\$

\$ 349776.31

Total self-help

\$ 7924815

\$ 9764990

Parent loans

\$

\$ 2678544

Tuition waivers

(Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.)

\$

\$ 1307705

Athletic awards

\$

\$ 3171199.35

CDS 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 fresh
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2017 cohort)	604	2992	512
b) Number of students in line a who applied for need-based financial aid	557	2325	218
c) Number of students in line b who were determined to have financial need	539	2256	206
d) Number of students in line c who were awarded any financial aid	538	2209	179
e) Number of students in line d who were awarded any need-based scholarship or grant aid	474	1813	99
f) Number of students in line d who were awarded any need-based self-help aid	458	1812	141
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	537	2088	66
	31	86	0

h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)			
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 (PLUS loans, unsubsidized loans, and private alternative loans)	68	55	20
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$ 27266	\$ 22133	\$ 6860
k) Average need-based scholarship or grant award of those in line e	\$ 10631	\$ 9369	\$ 3406
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$ 4882	\$ 5404	\$ 4119
m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who received a need-based loan	\$ 3205	\$ 4290	\$ 4084

CDS H2A. Number of Enrolled Students Awarded Non-need-based Grants and Scholarships:

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 grant or scholarship 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 Freshman	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those receiving athletic awards and tuition benefits)	52	259	4
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$ 10501	\$ 10068	\$ 3938
p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	31	157	1
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$ 16346	\$ 20135	\$ 10005

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)

CDS 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.

CDS 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 Loans	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	61	70 %	\$ 38176
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	61	70 %	\$ 34280

- c) Institutional loan programs. % \$
- d) State loan programs. % \$
- e) Private student loans made by a bank or lender. % \$

CDS H6. Indicate your institution's policy regarding institutional grant or scholarship aid for undergraduate, degree-seeking non-resident aliens.

- Institutional need-based grant or scholarship aid is available.
- Institutional non-need-based grant or scholarship aid is available.
- Institutional grant and scholarship 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 institutional need-based or non-need based aid:

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

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

CDS H7. Check all financial aid forms nonresident alien first-year financial aid applicants must submit:

- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- International Student's Financial Aid Application
- International Student's Certification of Finances

Other:

Process for First-Year/Freshman Students

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

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

Other:

If CSS PROFILE is required of some students, please outline policy

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

Does your institution have a deadline for filing required financial aid forms?

Yes

No

Priority date (MM/DD)

Filing deadline (MM/DD)

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

a. Students notified on or about (MM/DD) 10/15

b. Students notified on a rolling basis:

If b is checked, starting date (MM/DD)

CDS H11. Indicate reply dates

Students must reply by (MM/DD)

or within the following number of weeks of notification: 1

(The next question is CDS H14.)

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

	Non-need	Need-based
Academics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alumni Affiliation	<input checked="" 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"/>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Minority Status	<input type="checkbox"/>	<input type="checkbox"/>
Music/Drama	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religious Affiliation	<input type="checkbox"/>	<input type="checkbox"/>
ROTC	<input type="checkbox"/>	<input type="checkbox"/>
State/District Residency	<input type="checkbox"/>	<input type="checkbox"/>

(Next three questions for transfer students only.)

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

I. Instructional Faculty and Class Size

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.

CDS I1. 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 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 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), or theological professions (MDiv, MHL).

	Full-Time	Part-Time
a. Total number of instructional faculty	325	410
b. Total number who are members of minority groups	104	144
c. Total number who are women	184	176
d. Total number who are men	141	234

f. Total number with doctorate or other terminal degree

CDS I2. 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. If faculty teach graduate students and are not part of a stand-alone graduate school they should be included in the student to faculty ratio calculations and counts, if graduate students are not part of a stand-alone graduate school they should be included in the student to faculty ratio calculations and counts.

Fall 2017 Student to Faculty ratio: to 1 (based on students and faculty).

CDS I3. 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	<input type="text" value="218"/>	<input type="text" value="445"/>	<input type="text" value="230"/>	<input type="text" value="23"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="917"/>
Class Sub-sections	<input type="text" value="15"/>	<input type="text" value="24"/>	<input type="text" value="15"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="54"/>

J. Degrees Offered and Awarded

CDS 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.

Please note that the only certificate reported in the Degrees Conferred chart below is the certificate below the Associate degree. Any/all other certificates (i.e., Postbachelor's certificate, Post-master's certificate) should not be reported in this chart.

C=Certificate BELOW the Associate degree; A=Associate; B=Bachelor's

	Diploma/Certificate	Associate degrees	Bachelor's degrees	CIP 2010 Categories to Include
Agriculture	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
Natural resources and conservation	<input type="text"/>	<input type="text"/>	<input type="text"/>	3
Architecture	<input type="text"/>	<input type="text"/>	<input type="text"/>	4
Area, ethnic, and gender studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	5
Communication/journalism	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	9
Communication technologies	<input type="text"/>	<input type="text"/>	<input type="text"/>	10
Computer and information sciences	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	11
Personal and culinary services	<input type="text"/>	<input type="text"/>	<input type="text"/>	12
Education	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	13

Engineering	<input type="text"/>	<input type="text"/>	<input type="text"/>	14
Engineering technologies	<input type="text"/>	<input type="text"/>	<input type="text"/>	15
Foreign languages, literatures, and linguistics	<input type="text"/>	<input type="text"/>	0.1	16
Family and consumer sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>	19
Law/legal studies	<input type="text"/>	<input type="text"/>	1	22
English	<input type="text"/>	<input type="text"/>	0.2	23
Liberal arts/general studies	<input type="text"/>	<input type="text"/>	5	24
Library sciences	<input type="text"/>	<input type="text"/>	<input type="text"/>	25
Biological/life studies	<input type="text"/>	<input type="text"/>	8	26
Mathematics and statistics	<input type="text"/>	<input type="text"/>	0.1	27
Military science and military technologies	<input type="text"/>	<input type="text"/>	<input type="text"/>	28 and 29
Interdisciplinary studies	<input type="text"/>	<input type="text"/>	<input type="text"/>	30
Parks and recreation	<input type="text"/>	<input type="text"/>	2	31
Philosophy and religious studies	<input type="text"/>	<input type="text"/>	0.4	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"/>	4	42
Homeland Security, law enforcement, firefighting, and protective services	<input type="text"/>	<input type="text"/>	2	43
Public administration and social services	<input type="text"/>	<input type="text"/>	9	44
Social sciences	<input type="text"/>	<input type="text"/>	3	45
Construction trades	<input type="text"/>	<input type="text"/>	<input type="text"/>	46
Mechanic and repair technologies	<input type="text"/>	<input type="text"/>	<input type="text"/>	47
Precision production	<input type="text"/>	<input type="text"/>	<input type="text"/>	48
Transportation and materials moving	<input type="text"/>	<input type="text"/>	<input type="text"/>	49
Visual and performing arts	<input type="text"/>	<input type="text"/>	3	50
Health professions and related programs	<input type="text"/>	<input type="text"/>	21	51
Business/marketing	<input type="text"/>	<input type="text"/>	29	52
History	<input type="text"/>	<input type="text"/>	0.2	54
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Total	100%	100%	100%	

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