

A. General Information

A0 Respondent Information (Not for Publication)

A0	Name:	Daisy Venegas-Rogers	
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A0	E-mail Address:	contactir@uoregon.edu	
A0	Are your responses to the CDS posted for reference on your institution's Web site?	Yes	No
		X	
A0	If yes, please provide the URL of the corresponding Web page:	http://ir.uoregon.edu/cds	

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 This information will not be published but will help the publishers further refine CDS items.

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A1 Address Information

A1	Name of College/University:	University of Oregon
A1	Mailing Address:	1226 University of Oregon
A1	City/State/Zip/Country:	Eugene, Oregon 97403-1226
A1	Street Address (if different):	
A1	City/State/Zip/Country:	
A1	Main Phone Number:	541-346-1000
A1	WWW Home Page Address:	http://uoregon.edu/
A1	Admissions Phone Number:	541-346-3201
A1	Admissions Toll-Free Phone Number:	800-232-3825
A1	Admissions Office Mailing Address:	1217 University of Oregon
A1	City/State/Zip/Country:	Eugene, Oregon 97403-1217
A1	Admissions Fax Number:	541-346-5815
A1	Admissions E-mail Address:	uoadmit@uoregon.edu
A1	If there is a separate URL for your school's online application, please specify:	https://admissions.uoregon.edu/apply
A1	If you have a mailing address other than the above to which applications should be sent, please provide:	

A2 Source of institutional control (Check only one):

A2	Public	<input checked="" type="checkbox"/>
A2	Private (nonprofit)	<input type="checkbox"/>
A2	Proprietary	<input type="checkbox"/>

A3 Classify your undergraduate institution:

A3	Coeducational college	<input checked="" type="checkbox"/>
A3	Men's college	<input type="checkbox"/>
A3	Women's college	<input type="checkbox"/>

A4 Academic year calendar:

A4	Semester	<input type="checkbox"/>
A4	Quarter	<input checked="" type="checkbox"/>
A4	Trimester	<input type="checkbox"/>
A4	4-1-4	<input type="checkbox"/>
A4	Continuous	<input type="checkbox"/>
A4	Differs by program (describe):	<input type="text"/>
A4	Other (describe):	<input type="text"/>

A5 Degrees offered by your institution:

A5	Certificate	
A5	Diploma	
A5	Associate	
A5	Transfer Associate	
A5	Terminal Associate	
A5	Bachelor's	X
A5	Postbachelor's certificate	X
A5	Master's	X
A5	Post-master's certificate	X
A5	Doctoral degree research/scholarship	X
A5	Doctoral degree – professional practice	X
A5	Doctoral degree -- other	

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2016. Note: Report students formerly designated as "first professional" in the graduate cells.

Fall 2016 as Reported to Institutional Surveys:							
	FULL-TIME			PART-TIME			Grand Total
	Men	Women	Total	Men	Women	Total	
B1 Undergraduates							
B1 Degree-seeking, first-time freshmen	1,693	2,249	3,942	44	55	99	4,041
B1 Other first-year, degree-seeking	683	570	1,253	41	37	78	1,331
B1 All other degree-seeking	6,095	7,017	13,112	638	651	1,289	14,401
B1 <i>Total degree-seeking</i>	8,471	9,836	18,307	723	743	1,466	19,773
B1 All other undergraduates enrolled in credit courses	8	13	21	123	130	253	274
B1 <i>Total undergraduates</i>	8,479	9,849	18,328	846	873	1,719	20,047
B1 Graduate							
B1 Degree-seeking, first-time	573	633	1206	21	23	44	1,250
B1 All other degree-seeking	960	948	1908	69	72	141	2,049
B1 All other graduates enrolled in credit courses	4	5	9	98	155	253	262
B1 <i>Total graduate</i>	1537	1586	3123	188	250	438	3,561
B1						Total all undergraduates	20,047
B1						Total all graduate	3,561
B1						GRAND TOTAL ALL STUDENTS	23,608

Fall 2016 as Reported to IPEDS (corrected April 2017):							
	FULL-TIME			PART-TIME			Grand Total
	Men	Women	Total	Men	Women	Total	
B1 Undergraduates							
B1 Degree-seeking, first-time freshmen	1,693	2,249	3,942	44	55	99	4,041
B1 Other first-year, degree-seeking	585	564	1,149	75	87	162	1,311
B1 All other degree-seeking	6,194	7,024	13,218	604	601	1,205	14,423
B1 <i>Total degree-seeking</i>	8,472	9,837	18,309	723	743	1,466	19,775
B1 All other undergraduates enrolled in credit courses	8	13	21	123	130	253	274
B1 <i>Total undergraduates</i>	8,480	9,850	18,330	846	873	1,719	20,049
B1 Graduate							
B1 Degree-seeking, first-time	541	611	1152	21	23	44	1,196
B1 All other degree-seeking	947	951	1898	69	71	140	2,038
B1 All other graduates enrolled in credit courses	4	5	9	98	156	254	263
B1 <i>Total graduate</i>	1492	1567	3059	188	250	438	3,497
B1						Total all undergraduates	20,049
B1						Total all graduate	3,497
B1						GRAND TOTAL ALL STUDENTS	23,546

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, 2016. 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 Freshmen	% Degree-Seeking First-Time Freshmen	Degree-Seeking Undergraduates (include first-time first-year)	% Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
B2 Nonresident aliens	288	7%	2,571	13%	
B2 Hispanic/Latino	524	13%	2,194	11%	
B2 Black or African American, non-Hispanic	109	3%	406	2%	
B2 White, non-Hispanic	2,447	61%	11,643	59%	
B2 American Indian or Alaska Native, non-Hispanic	21	1%	105	1%	
B2 Asian, non-Hispanic	232	6%	1,103	6%	
B2 Native Hawaiian or other Pacific Islander, non-Hispanic	26	1%	87	0%	
B2 Two or more races, non-Hispanic	331	8%	1,419	7%	
B2 Race and/or ethnicity unknown	63	2%	245	1%	
B2 TOTAL	4,041	100%	19,773	100%	

Original #s not changed; corrected numbers from above include 1 additional nonresident alien and 1 additional white degree seeking UG (not FTFTF).

Persistence

B3 Number of degrees awarded from July 1, 2015 to June 30, 2016

B3 Certificate/diploma	
B3 Associate degrees	
B3 Bachelor's degrees	4,661
B3 Postbachelor's certificates	232
B3 Master's degrees	908
B3 Post-Master's certificates	87
B3 Doctoral degrees – research/scholarship	159
B3 Doctoral degrees – professional practice	132
B3 Doctoral degrees – other	

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2015 Web-based survey.

For Bachelor's or Equivalent Programs

Please provide data for the Fall 2010 cohort if available. If Fall 2010 cohort data are not available, provide data for the Fall 2009 cohort.

Fall 2010 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2010. Include in the cohort those who entered your institution during the summer term preceding Fall 2010.

B4 Initial 2010 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	3,845
B5 Of the initial 2010 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	4

Common Data Set 2016-2017

B6	Final 2010 cohort, after adjusting for allowable exclusions: (subtract question B5 from question B4)	3,841
B7	Of the initial 2010 cohort, how many completed the program in four years or less (by August 31, 2014):	1,919
B8	Of the initial 2010 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2014 and by August 31, 2015):	710
B9	Of the initial 2010 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2015 and by August 31, 2016):	139
B10	Total graduating within six years (sum of questions B7, B8, and B9):	2,768
B11	Six-year graduation rate for 2010 cohort (question B10 divided by question B6):	72%

Fall 2009 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2009. Include in the cohort those who entered your institution during the summer term preceding Fall 2009.

B4	Initial 2008 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	3,724
B5	Of the initial 2009 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	4
B6	Final 2009 cohort, after adjusting for allowable exclusions: (subtract question B5 from question B4)	3,720
B7	Of the initial 2009 cohort, how many completed the program in four years or less (by August 31, 2013):	1,873
B8	Of the initial 2009 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2013 and by August 31, 2014):	658
B9	Of the initial 2008 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2013 and by August 31, 2014):	135
B10	Total graduating within six years (sum of questions B7, B8, and B9):	2,666
B11	Six-year graduation rate for 2009 cohort (question B10 divided by question B6):	72%

For Two-Year Institutions

Please provide data for the 2013 cohort if available. If 2013 cohort data are not available, provide data for the 2012 cohort.

2013 Cohort

B12	Initial 2013 cohort, total of first-time, full-time degree/certificate-seeking students:	
B13	Of the initial 2013 cohort, how many did not persist and did not graduate for the	
B14	Final 2013 cohort, after adjusting for allowable exclusions (Subtract question B13	
B15	Completers of programs of less than two years duration (total):	
B16	Completers of programs of less than two years within 150 percent of normal time:	
B17	Completers of programs of at least two but less than four years (total):	
B18	Completers of programs of at least two but less than four-years within 150 percent	
B19	Total transfers-out (within three years) to other institutions:	
B20	Total transfers to two-year institutions:	
B21	Total transfers to four-year institutions:	

2012 Cohort

B12	Initial 2012 cohort, total of first-time, full-time degree/certificate-seeking students:	
B13	Of the initial 2012 cohort, how many did not persist and did not graduate for the	
B14	Final 2012 cohort, after adjusting for allowable exclusions (Subtract question B13	
B15	Completers of programs of less than two years duration (total):	
B16	Completers of programs of less than two years within 150 percent of normal time:	
B17	Completers of programs of at least two but less than four years (total):	
B18	Completers of programs of at least two but less than four-years within 150 percent	

B19	Total transfers-out (within three years) to other institutions:	
B20	Total transfers to two-year institutions:	
B21	Total transfers to four-year institutions:	

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2015 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22	For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2014 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2016?	86.9%
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C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

Applications

C1 **First-time, first-year, (freshmen) students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2016. 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.**

C1	Total first-time, first-year (freshman) men who applied	9,665
C1	Total first-time, first-year (freshman) women who applied	12,156
	Total first-time, first year (freshmen) who applied	21,821
C1	Total first-time, first-year (freshman) men who were admitted	6,990
C1	Total first-time, first-year (freshman) women who were admitted	10,002
	Total first-time, first year (freshmen) who were admitted	16,992
	Acceptance Rate	78%
C1	Total full-time, first-time, first-year (freshman) men who enrolled	1,693
C1	Total part-time, first-time, first-year (freshman) men who enrolled	44
	Total first-time, first-year (freshmen) men who enrolled	1,737
C1	Total full-time, first-time, first-year (freshman) women who enrolled	2,249
C1	Total part-time, first-time, first-year (freshman) women who enrolled	55
	Total first-time, first-year (freshmen) women who enrolled	2,304
	Total FULL-TIME, first time, first-year (freshman) who enrolled	3,942
	Total PART-TIME, first time, first-year (freshman) who enrolled	99
	Total first-time, first-year, freshmen who enrolled	4,041
	Yield Rate	24%

C2	Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability)	
	Yes	No
C2	Do you have a policy of placing students on a waiting list?	X

C2	If yes, please answer the questions below for Fall 2016 admissions:	
C2	Number of qualified applicants offered a place on waiting list	998
C2	Number accepting a place on the waiting list	444
C2	Number of wait-listed students admitted	388
	Yes	No
C2	Is your waiting list ranked?	X
C2	If yes, do you release that information to students?	
C2	Do you release that information to school counselors?	

Admission Requirements

C3	High school completion requirement	
C3	High school diploma is required and GED is accepted	X
C3	High school diploma is required and GED is not accepted	
C3	High school diploma or equivalent is not required	

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

C4	Require	X
C4	Recommend	
C4	Neither require nor recommend	

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

	Units Required	Units Recommended
C5 Total academic units	15	
C5 English	4	
C5 Mathematics	3	
C5 Science	3	
C5 Of these, units that must be lab		1
C5 Foreign language	2	
C5 Social studies	3	
C5 History		
C5 Academic electives		
C5 Computer Science		
C5 Visual/Performing Arts		
C5 Other (specify)		

Basis for Selection

C6 Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? If so, check which applies:

C6	Open admission policy as described above for all students	
C6	Open admission policy as described above for most students, but--	
C6	selective admission for out-of-state students	
C6	selective admission to some programs	
C6	other (explain):	

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

	Very Important	Important	Considered	Not Considered
Academic				
C7	Rigor of secondary school record	X		
C7	Class rank		X	
C7	Academic GPA	X		
C7	Standardized test scores		X	
C7	Application Essay		X	
C7	Recommendation(s)			X
Nonacademic				
C7	Interview			X
C7	Extracurricular activities		X	
C7	Talent/ability		X	
C7	Character/personal qualities		X	
C7	First generation		X	
C7	Alumni/ae relation			X
C7	Geographical residence		X	
C7	State residency		X	
C7	Religious affiliation/commitment			X
C7	Racial/ethnic status		X	
C7	Volunteer work		X	
C7	Work experience		X	
C7	Level of applicant's interest			X

SAT and ACT Policies

C8 Entrance exams

	Yes	No
C8A Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?	X	

C8A If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2018.

C8A	ADMISSION				
	Require	Recommend	Require for Some	Consider if Submitted	Not Used
C8A SAT or ACT	X				
C8A ACT only					
C8A SAT only					
C8A SAT and SAT Subject Tests or ACT			X (homeschooled students or students from non-accredited high schools)		
C8A SAT Subject Tests only					

C8B 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):

C8B ACT with writing required	
C8B ACT with writing recommended	
C8B ACT with or without writing accepted	X

C8B If your institution will make use of the SAT 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 Essay score will be used in the admissions process):

C8B SAT with Essay component required	
C8B SAT with Essay component recommended	
C8B SAT with or without Essay component accepted	X

C8C Please indicate how your institution will use the SAT or ACT writing component; check all that apply:

C8C	SAT essay	ACT essay
C8C For admission		
C8C For placement		
C8C For advising		
C8C In place of an application essay		
C8C As a validity check on the application essay		
C8C No college policy as of now	X	X
C8C Not using essay component		

C8D In addition, does your institution use applicants' test scores for academic advising?

C8D	Yes	No
	X	

C8E Latest date by which SAT or ACT scores must be received for fall-term admission	2/15
C8E Latest date by which SAT Subject Test scores must be received for fall-term admission	2/15

C8F 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):

C8F Complete information on UO policies for the revised SAT can be found at <http://admissions.uoregon.edu/newSAT>. Applicants to architecture or interior architecture must submit SAT Reasoning Test or ACT scores regardless of class level. SAT Subject Tests in Math I or II, and a second test of choice are required for home schooled and students from non-accredited high schools.

C8G Please indicate which tests your institution uses for placement (e.g., state tests):

C8G	SAT	X	
C8G	ACT	X	
C8G	SAT Subject Tests		
C8G	AP	X	(if you have specific scores you can receive credit)
C8G	CLEP	X	(if you have specific scores you can receive credit)
C8G	Institutional Exam	X	
C8G	State Exam (specify): Incoming students can ask to have SBAC Math scores considered along with institutional exams to determine freshman course placement	X	

Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2016, 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 2016 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 New SAT scores (2016) to Old SAT scores using the College Board's concordance tools and tables (sat.org/concordance).

C9	Percent submitting SAT scores	64%	Number submitting SAT scores	2,605
C9	Percent submitting ACT scores	50%	Number submitting ACT scores	2,015

C9		25th Percentile	75th Percentile
C9	SAT Critical Reading	490	610
C9	SAT Math	490	610
	SAT Writing	480	600
	SAT Essay	7	8
C9	ACT Composite	22	27
C9	ACT Math	21	27
C9	ACT English	21	28
C9	ACT Writing	7	8

C9 Percent of first-time, first-year (freshman) students with scores in each range:

C9		SAT Critical Reading	SAT Math	SAT Writing
C9	700-800	5%	4%	4%
C9	600-699	28%	27%	23%
C9	500-599	41%	42%	43%
C9	400-499	22%	23%	26%
C9	300-399	4%	4%	4%
C9	200-299	0%	0%	0%
	Totals should = 100%	100%	100%	100%
C9		ACT Composite	ACT English	ACT Math
C9	30-36	12%	18%	8%
C9	24-29	50%	40%	50%
C9	18-23	34%	32%	32%
C9	12-17	4%	9%	10%
C9	6-11	0%	1%	0%
C9	Below 6			
	Totals should = 100%	100%	100.0%	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).

C10	Percent in top tenth of high school graduating class	25%	
C10	Percent in top quarter of high school graduating class	60%	
C10	Percent in top half of high school graduating class	91%	Top half + bottom half = 100%
C10	Percent in bottom half of high school graduating class	9%	
C10	Percent in bottom quarter of high school graduating class	1%	
C10	Percent of total first-time, first-year (freshmen) students who submitted high school class rank:		21%

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.

C11	Percent who had GPA of 3.75 and higher	34%
C11	Percent who had GPA between 3.50 and 3.74	25%
C11	Percent who had GPA between 3.25 and 3.49	23%
C11	Percent who had GPA between 3.00 and 3.24	15%
C11	Percent who had GPA between 2.50 and 2.99	3%
C11	Percent who had GPA between 2.0 and 2.49	0%
C11	Percent who had GPA between 1.0 and 1.99	
C11	Percent who had GPA below 1.0	
	Totals should = 100%	100%

C12	Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA:	3.58
C12	Percent of total first-time, first-year (freshman) students who submitted high school GPA:	99.8%

Admission Policies

C13 Application Fee

C13		Yes	No
C13	Does your institution have an application fee?	X	
C13	Amount of application fee:	\$65.00	
C13		Yes	No
C13	Can it be waived for applicants with financial need?	X	

C13 If you have an application fee and an on-line application option,

C13 Same fee:	X
C13 Free:	
C13 Reduced:	

C13		Yes	No
C13	Can on-line application fee be waived for applicants with financial need?	X	

C14 Application closing date

C14		Yes	No
C14	Does your institution have an application closing date?	X	
C14	Application closing date (fall):	1/15	
C14	Priority date:		

C15		Yes	No
C15	Are first-time, first-year students accepted for terms other than	X	

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

C16	On a rolling basis beginning (date):	1-Apr
C16	By (date):	
C16	Other:	

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

C17	Must reply by (date):	
C17	No set date:	
C17	Must reply by May 1 or within _4_ weeks if notified thereafter	X

C17	Other:	
C17	Deadline for housing deposit (MM/DD):	
C17	Amount of housing deposit:	\$ 350.00
C17	Refundable if student does not enroll?	
C17	Yes, in full	
C17	Yes, in part	X
C17	No	

C18 Deferred admission

C18		Yes	No
C18	Does your institution allow students to postpone enrollment after admission?		X
C18	If yes, maximum period of postponement:		

C19 Early admission of high school students

C19		Yes	No
C19	Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?		X

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

Early Decision and Early Action Plans

C21 Early Decision

C21		Yes	No
C21	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?		X

C21 If "yes," please complete the following:

C21	First or only early decision plan closing date	
C21	First or only early decision plan notification date	
C21	Other early decision plan closing date	
C21	Other early decision plan notification date	

C21 For the Fall 2016 entering class:

C21	Number of early decision applications received by your institution	
C21	Number of applicants admitted under early decision plan	
C21	Please provide significant details about your early decision plan:	

C22 Early action

C22		Yes	No
C22	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?	X	

C22 If "yes," please complete the following:

C22	Early action closing date	11/1
C22	Early action notification date	12/15

C22 Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?

C22	Yes	No
C22		X

D. TRANSFER ADMISSION

Fall Applicants

D1		Yes	No
D1	Does your institution enroll transfer students? (If no, please skip to Section E)	X	
D1	If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?	X	

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2016.

D2		Applicants	Admitted Applicants	Enrolled Applicants
D2	Men	1,594	942	595
D2	Women	1,692	1,061	586
D2	Total	3,286	2,003	1,181

Application for Admission

D3 Indicate terms for which transfers may enroll:

D3	Fall	<input checked="" type="checkbox"/>
D3	Winter	<input checked="" type="checkbox"/>
D3	Spring	<input checked="" type="checkbox"/>
D3	Summer	<input checked="" type="checkbox"/>

D4		Yes	No
D4	Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?	X	
D4	If yes, what is the minimum number of credits and the unit of measure?	36	

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

D5		Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
D5	High school transcript				X	
D5	College transcript(s)	X				
D5	Essay or personal statement			X		
D5	Interview					X
D5	Standardized test scores				X	
D5	Statement of good standing from prior institution(s)					X

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

D7	If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):	2.25 Oregon Residents	2.5 Nonresidents
----	--------------------------------------------------------------------------------------------------------	-----------------------	------------------

D8 List any other application requirements specific to transfer applicants: Admission decisions for transfer applicants with less than 36 quarter credits (23 semester) will be based on both freshmen and transfer requirements. Transfer applicants must be eligible to return to most recent institution and have: one college-level composition and one college-level math course with grades of C- or better, P (pass), or S (satisfactory); earned a 2.25 GPA if Oregon resident and 2.50 if non-resident; and demonstrate language proficiency. Applicants to the School of Architecture or Robert Clark's Honors College must submit SAT or ACT scores.

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.

D9	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
D9	Fall	3/15	5/15		
D9	Winter		10/15		
D9	Spring		2/1		
D9	Summer		4/15		

D10	Yes	No
D10		X

D11 Describe additional requirements for transfer admission, if applicable:

Transfer Credit Policies

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

D13	Number	Unit Type
D13	124	credits

D14	Number	Unit Type
D14	no max	

D15	Minimum number of credits that transfers must complete at your institution to earn an associate degree:	n/a
-----	---------------------------------------------------------------------------------------------------------	-----

D16	Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:	45.00
-----	---------------------------------------------------------------------------------------------------------	-------

D17 Describe other transfer credit policies:
D17 The University of Oregon accepts transfer credit from regionally accredited colleges and universities. Credits earned at junior colleges and community colleges are always transferred at the lower division level.

E. ACADEMIC OFFERINGS AND POLICIES

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

E1	Accelerated program	
E1	Cooperative education program	
E1	Cross-registration	
E1	Distance learning	X
E1	Double major	X
E1	Dual enrollment	X
E1	English as a Second Language (ESL)	X
E1	Exchange student program (domestic)	X
E1	External degree program	
E1	Honors Program	X
E1	Independent study	X
E1	Internships	X
E1	Liberal arts/career combination	X
E1	Student-designed major	X
E1	Study abroad	X
E1	Teacher certification program	X
E1	Weekend college	
E1	Other (specify): Dual Enrollment program for University of Oregon students with Lane Community College and Southwestern Community College. Semester at Sea program. Professional Distinctions Program.	X

E2 This question has been removed from the Common Data Set.

E3 Areas in which all or most students are required to complete some course work prior to graduation:

E3	Arts/fine arts	
E3	Computer literacy	
E3	English (including composition)	X
E3	Foreign languages	
E3	History	
E3	Humanities	X
E3	Mathematics	
E3	Philosophy	
E3	Sciences (biological or physical)	X
E3	Social science	X
E3	Other (describe): To earn a Bachelor of Science (BS) degree, you must complete the equivalent of one year of college-level work in mathematics or computer and information science. To earn a Bachelor of Arts (BA) degree, you must be proficient in a foreign language at the level attained by two years of university-level work.	X

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

F. STUDENT LIFE

F1 Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2016 who fit the following categories:

F1		First-time, first-year (freshman) students	Under-graduates
F1	Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	48%	42%
F1	Percent of men who join fraternities		14%
F1	Percent of women who join sororities		22%
F1	Percent who live in college-owned, -operated, or -affiliated housing	79%	19%
F1	Percent who live off campus or commute	21%	81%
F1	Percent of students age 25 and older	0%	7%
F1	Average age of full-time students	19	21
F1	Average age of all students (full- and part-time)	19	21

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

F2	Campus Ministries	X
F2	Choral groups	X
F2	Concert band	X
F2	Dance	X
F2	Drama/theater	X
F2	International Student Organization	X
F2	Jazz band	X
F2	Literary magazine	X
F2	Marching band	X
F2	Model UN	
F2	Music ensembles	X
F2	Musical theater	X
F2	Opera	X
F2	Pep band	X
F2	Radio station	X
F2	Student government	X
F2	Student newspaper	X
F2	Student-run film society	X
F2	Symphony orchestra	X
F2	Television station	X
F2	Yearbook	

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

F3		On Campus	At Cooperating Institution	Name of Cooperating Institution
F3	Army ROTC is offered:	X		
F3	Naval ROTC is offered:			
F3	Air Force ROTC is offered:		X	Oregon State University

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

F4	Coed dorms	X
F4	Men's dorms	
F4	Women's dorms	
F4	Apartments for married students	X
F4	Apartments for single students	X
F4	Special housing for disabled students	
F4	Special housing for international students	
F4	Fraternity/sorority housing	X
F4	Cooperative housing	X
F4	Theme housing	X
F4	Wellness housing	X
F4	Other housing options (specify):	X
Residence Halls have separate men's and women's floors, graduate student housing and family housing available.		

G. ANNUAL EXPENSES

G0 Please provide the URL of your institution's net price calculator:

Provide 2017-2018 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2017-2018 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2017-2018 academic year costs of attendance will be available:
6/1/2017

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 2017-2018 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, 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).

2016-17 Costs		
	First-Year	Undergraduates
G1 PRIVATE INSTITUTIONS Tuition:		
G1 PUBLIC INSTITUTIONS Tuition:		
In-district	\$8,910	\$8,910
G1 PUBLIC INSTITUTIONS In-state (out-of-district):	\$8,910	\$8,910
G1 PUBLIC INSTITUTIONS Out-of-state:	\$31,590	\$31,590
NONRESIDENT ALIENS Tuition:	\$31,590	\$31,590
G1 REQUIRED FEES:	\$1,852	\$1,852
G1 ROOM AND BOARD: (on-campus)	\$12,210	\$12,210
G1 ROOM ONLY: (on-campus)		
BOARD ONLY: (on-campus meal plan)		
G1 Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees):		

Based on max meal plan per CDS definitions

G1 Other:

	Minimum	Maximum
G2 Number of credits per term a student can take for the stated full-time tuition	15	15

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

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

G4 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:

G5		Residents	Commuters (living at home)	Commuters (not living at home)
G5	Books and supplies	\$1,122	\$1,122	\$1,122
G5	Room only			
G5	Board only			
G5	Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			\$9,807
G5	Transportation	\$360	\$360	\$360 to \$1,257
G5	Other expenses	\$1,989	\$1,989	\$1,989

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

G6	PRIVATE INSTITUTIONS:	
G6	PUBLIC INSTITUTIONS In-district:	\$198.00
G6	PUBLIC INSTITUTIONS In-state (out-of-district):	\$198.00
G6	PUBLIC INSTITUTIONS Out-of-state:	\$702.00
	NONRESIDENT ALIENS:	\$702.00

H. FINANCIAL AID

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 2015-2016 academic year (see the next item below), use the 2015-2016 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 columns. (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.)

H1		2016-2017 estimated	2015-2016 final
H1	Indicate the academic year for which data are reported for items H1,		X

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

H3	Federal methodology (FM)	X
H3	Institutional methodology (IM)	
H3	Both FM and IM	

H1		Need-based \$ (Include non-need-based aid used to meet need.)	Non-need-based \$ (Exclude non-need-based aid used to meet need.)
H1	Scholarships/Grants		
H1	Federal	\$23,172,124	\$13,471
H1	State (i.e., all states, not only the state in which your institution is located)	\$6,275,008	\$0
H1	Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition	\$18,100,154	\$16,179,440
H1	Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$6,040,242	\$23,150
H1	Total Scholarships/Grants	\$53,587,528	\$16,216,061
H1	Self-Help		
H1	Student loans from all sources (excluding parent loans)	\$40,491,637	\$23,626,099
H1	Federal Work-Study	\$4,472,403	
H1	State and other (e.g., institutional) work-study/employment (Note:)		\$208,000
H1	Total Self-Help	\$44,964,040	\$23,834,099
H1	Other		
H1	Parent Loans	\$24,098,161	\$33,254,667
H1	Tuition Waivers	\$3,926,273	\$2,809,704
H1	Athletic Awards	\$2,589,050	\$8,376,291

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.

H2		First-time Full-time Freshmen	Full-time Undergraduate (Incl. Fresh.)	Less Than Full-time Undergraduate
H2	a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2016 cohort)	4,047	18,604	1,616
H2	b) Number of students in line a who applied for need-based financial aid	3,037	10,783	799
H2	c) Number of students in line b who were determined to have financial need	2,059	8,245	678
H2	d) Number of students in line c who were awarded any financial aid	1,926	7,826	574

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H2	e) Number of students in line d who were awarded any need-based scholarship or grant aid	1,511	6,056	427
H2	f) Number of students in line d who were awarded any need-based self-help aid	1,459	6,270	448
H2	g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	118	217	2
H2	h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	140	509	10
H2	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)	61.5%	63.0%	43.0%
H2	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)	\$ 10,812	\$ 10,879	\$ 6,641
H2	k) Average need-based scholarship and grant award of those in line e	\$ 9,185	\$ 8,320	\$ 4,229
H2	l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$ 4,329	\$ 5,017	\$ 4,048
H2	m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan	\$ 4,045	\$ 4,658	\$ 3,848

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.

H2A		First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh.)	Less Than Full-time Undergrad
H2A	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)	698	2,517	67
H2A	o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$ 6,133	\$ 5,434	\$ 3,656
H2A	p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	70	351	10
H2A	q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$ 28,427	\$ 24,841	\$ 10,260

H3 Incorporated into H1 above.

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

Include:

- * 2016 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2015 and June 30, 2016.
- * 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 2016 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2015 and June 30, 2016. Exclude students who transferred into your institution	3,220
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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.**

H5	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.	1,504	47%	\$25,542
	b) Federal loan programs: Federal Perkins,	1,470	46%	\$22,047
	c) Institutional loan programs.	0	0%	\$0
	d) State loan programs.	0	0%	\$0
	e) Private student loans made by a bank or lender.	167	5%	\$35,962

Aid to Undergraduate Degree-seeking Nonresident Aliens (Note: Report numbers and dollar amounts for the same academic year checked in item H1.)

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

H6	Institutional need-based scholarship or grant aid is available	X
H6	Institutional non-need-based scholarship or grant aid is available	X
H6	Institutional scholarship or grant aid is not available	

H6	If institutional financial aid is available for undergraduate degree-seeking nonresident	139
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H6	Average dollar amount of institutional financial aid awarded to undergraduate degree-	\$9,109
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H6	Total dollar amount of institutional financial aid awarded to undergraduate degree-	\$1,253,665
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H7 Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

H7	Institution's own financial aid form	X
H7	CSS/Financial Aid PROFILE	
H7	International Student's Financial Aid Application	X
H7	International Student's Certification of Finances	X
H7	Other (specify):	

Process for First-Year/Freshman Students

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

H8	FAFSA	X
H8	Institution's own financial aid form	
H8	CSS/Financial Aid PROFILE	
H8	State aid form	
H8	Noncustodial PROFILE	
H8	Business/Farm Supplement	
H8	Other (specify):	

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

H9	Priority date for filing required financial aid forms:	3/1
H9	Deadline for filing required financial aid forms:	
H9	No deadline for filing required forms (applications processed on a	

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

H10	a) Students notified on or about (date):		
H10		Yes	No
H10	b) Students notified on a rolling basis:	X	
H10	If yes, starting date:	4/15	

H11 Indicate reply dates:

H11	Students must reply by (date):	
H11	or within _____ weeks of notification.	4.00

Types of Aid Available

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

H12 Loans

H12 FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

H12	Direct Subsidized Stafford Loans	X
H12	Direct Unsubsidized Stafford Loans	X
H12	Direct PLUS Loans	X

H12	Federal Perkins Loans	X
H12	Federal Nursing Loans	
H12	State Loans	
H12	College/university loans from institutional funds	X
H12	Other (specify):	

H13 Scholarships and Grants

H13 NEED-BASED:

H13	Federal Pell	X
H13	SEOG	X
H13	State scholarships/grants	X
H13	Private scholarships	X
H13	College/university scholarship or grant aid from institutional funds	X
H13	United Negro College Fund	
H13	Federal Nursing Scholarship	
H13	Other (specify):	

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

H14		Non-Need Based	Need-Based
H14	Academics	X	X
H14	Alumni affiliation		
H14	Art		
H14	Athletics	X	X
H14	Job skills		
H14	ROTC	X	
H14	Leadership	X	X
H14	Minority status	X	X
H14	Music/drama	X	X
H14	Religious affiliation		
H14	State/district residency	X	

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

The Stamps Leadership Scholarship—the University of Oregon's most prestigious and generous undergraduate scholarship—is awarded competitively to outstanding incoming freshmen from Oregon. Five students per year will be awarded this merit-based scholarship by the University of Oregon in partnership with the Stamps Family Charitable Foundation. Stamps Leadership Scholars receive UO tuition, room, and board for four years of undergraduate study. Recipients will also benefit from up to \$12,000 in enrichment funds to be used over four years to help them pursue study abroad, unpaid internships, or other experiences. The total award is approximately \$110,000 over four years.

Summit and Apex Scholarships reward incoming freshmen for reaching the peak of high school achievement and encourage them to scale even greater heights by joining the University of Oregon's tradition of excellence. The Summit Scholarship awards Oregon top scholars \$20,000 over four years—\$5,000 per year; out-of-state top scholars will receive \$32,000 over four years—\$8,000 per year. The Apex Scholarship awards Oregon residents \$12,000 total—\$3,000 per year for four years; out-of-state students will receive \$16,000 total—\$4,000 per year for four years.

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

Please report the number of instructional faculty members in each category for Fall 2016. Include faculty who are on your institution's payroll on the census date your institution uses for

I1 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 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 degree: the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

	Full-Time	Part-Time	Total
I1 a) Total number of instructional faculty	1,146	555	1,701
I1 b) Total number who are members of minority groups	190	44	234
I1 c) Total number who are women	519	274	793
I1 d) Total number who are men	627	281	908
I1 e) Total number who are nonresident aliens (international)	32	11	43
I1 f) Total number with doctorate, or other terminal degree	1,115	409	1,524
I1 g) Total number whose highest degree is a master's but not a terminal master's			
I1 h) Total number whose highest degree is a bachelor's	14	51	65
I1 i) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	18	91	109
I1 j) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students	32	36	68

I2 Student to Faculty Ratio

Report the Fall 2016 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.

I2	Fall 2016 Student to Faculty ratio	17	to 1	(based on	21,825	students	and	1,287	faculty).
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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 2016 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 2016. 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.

I3 Number of Class Sections with Undergraduates Enrolled

		Undergraduate Class Size (provide numbers)							
I3	CLASS SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
I3		185	453	344	182	87	192	140	1,583
I3	CLASS SUB-SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
I3		75	377	510	82	19	16	0	1,079

J. DEGREES CONFERRED

J1 Degrees conferred between July 1, 2015 and June 30, 2016

J1 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.

J1	Category	Diploma/Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
J1	Agriculture			0%	1
J1	Natural resources and conservation			3%	3
J1	Architecture			2%	4
J1	Area, ethnic, and gender studies			1%	5
J1	Communication/journalism			12%	9
J1	Communication technologies			0%	10
J1	Computer and information sciences			2%	11
J1	Personal and culinary services			0%	12
J1	Education			2%	13
J1	Engineering			0%	14
J1	Engineering technologies			0%	15
J1	Foreign languages, literatures, and linguistics			3%	16
J1	Family and consumer sciences			0%	19
J1	Law/legal studies			0%	22
J1	English			2%	23
J1	Liberal arts/general studies			0%	24
J1	Library science			0%	25
J1	Biological/life sciences			9%	26
J1	Mathematics and statistics			1%	27
J1	Military science and military technologies			0%	28 & 29
J1	Interdisciplinary studies			3%	30
J1	Parks and recreation			0%	31
J1	Philosophy and religious studies			1%	38
J1	Theology and religious vocations			0%	39
J1	Physical sciences			1%	40
J1	Science technologies			0%	41
J1	Psychology			7%	42
J1	Homeland Security, law enforcement, firefighting, and protective services			0%	43
J1	Public administration and social services			3%	44
J1	Social sciences			24%	45
J1	Construction trades			0%	46
J1	Mechanic and repair technologies			0%	47
J1	Precision production			0%	48
J1	Transportation and materials moving			0%	49
J1	Visual and performing arts			7%	50
J1	Health professions and related programs			1%	51
J1	Business/marketing			15%	52
J1	History			1%	54
J1	Other				
J1	TOTAL (should = 100%)	0.00%	0.00%	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 <i>not</i> 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 <i>not</i> 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.

<p>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.</p>
<p>Contact hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.</p>
<p>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.</p>
<p>Cooperative education program: A program that provides for alternate class attendance and employment in business, industry, or government.</p>
<p>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.</p>
<p>* Counseling service: Activities designed to assist students in making plans and decisions related to their education, career, or personal development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>Cross-registration: A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.</p>
<p>Deferred admission: The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>Diploma: See Postsecondary award, certificate, or diploma.</p>
<p>Distance learning: An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>Double major: Program in which students may complete two undergraduate programs of study simultaneously.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

<p>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.</p>
<p>English as a Second Language (ESL): A course of study designed specifically for students whose native language is not English.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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).</p>
<p>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).</p>
<p>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.</p>
<p>Freshman: A first-year undergraduate student.</p>
<p>*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.</p>
<p>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.</p>
<p>Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.</p>
<p>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.</p>
<p>Graduate student: A student who holds a bachelor's or equivalent, and is taking courses at the post-baccalaureate level.</p>
<p>* Health services: Free or low cost on-campus primary and preventive health care available to students.</p>
<p>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.</p>
<p>Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.</p>
<p>Honors program: Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.</p>
<p>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.</p>
<p>In-state tuition: The tuition charged by institutions to those students who meet the state's or institution's residency requirements.</p>
<p>International student: See Nonresident alien.</p>
<p>International student group: Student groups that facilitate cultural dialogue, support a diverse campus, assist international students in acclimation and creating a social network.</p>
<p>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.</p>
<p>* 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.</p>
<p>* Legal services: Free or low cost legal advice for a range of issues (personal and other).</p>

<p>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.</p>
<p>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.</p>
<p>Minority affiliation (as admission factor): Special consideration in the admission process for members of designated racial/ethnic minority groups.</p>
<p>* Minority student center: Center with programs, activities, and/or services intended to enhance the college experience of students of color.</p>
<p>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.</p>
<p>Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.</p>
<p>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.</p>
<p>* On-campus day care: Licensed day care for students' children (usually age 3 and up); usually for a fee.</p>
<p>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.</p>
<p>Other expenses (costs): Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.</p>
<p>Out-of-state tuition: The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.</p>
<p>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.</p>
<p>* Personal counseling: One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.</p>
<p>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.</p>
<p>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.</p>
<p>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—</p>
<p><i>Less Than 1 Academic Year:</i> 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.</p>
<p><i>At Least 1 But Less Than 2 Academic Years:</i> 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.</p>
<p><i>At Least 2 But Less Than 4 Academic Years:</i> 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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>Proprietary institution: See Private for-profit institution.</p>
<p>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.</p>
<p>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.</p>

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>* Religious counseling: One-on-one or group counseling with trained professionals for students who want to explore religious problems or issues.</p>
<p>* Remedial services: Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.</p>
<p>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.</p>
<p>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).</p>
<p>Room and board (charges)—on campus: Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).</p>
<p>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.</p>
<p>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.</p>
<p>Student-designed major: A program of study based on individual interests, designed with the assistance of an adviser.</p>
<p>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.</p>
<p>* 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.</p>
<p>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.).</p>
<p>Teacher certification program: Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary schools.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>Trimester calendar system: An academic year consisting of 3 terms of about 15 weeks each.</p>
<p>Tuition: Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.</p>
<p>* 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.</p>
<p>Unit: a standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, contact hour).</p>
<p>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.</p>
<p>* 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.</p>
<p>* Visually impaired: Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.</p>

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

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 noninstitutional student aid (grants, jobs, and loans).
Need-based scholarship or grant aid: Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.
Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.
Non-need-based scholarship or grant aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.
Note: Suggested order of precedence for counting non-need money as need-based:
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.
Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.