

Common Data Set A: General Information (2015-2016)

Respondent Information (Not for Publication)

A0

Name:	Kathy Griffith		
Title:	Director of Assessment and Reporting		
Office:			
Mailing Address:	800 Martinsburg Rd.		
City/State/Zip:	Mount Vernon	OH	43050
Country:	United States		
Phone:	740-392-6868		
Fax:	740-3990-8697		
Email Address	kgriffit@mvnu.edu		
Are your responses to the CDS posted for references on your institution's Web site?	<input checked="" type="radio"/> Yes <input type="radio"/> No		
If yes, please provide the URL of the corresponding Web page:	www.mvnu.edu/institutionaleffectiveness		
We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, or 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 This information will not be published but will help the publishers further refine CDS items.	<div style="border: 1px solid gray; height: 60px;"></div>		

Address Information

A1

Name of College/University:	Mount Vernon Nazarene University		
Mailing Address:	800 Martinsburg Road		
City/State/Zip:	Mount Vernon	OH	43050
Country:	United States		
Street Address (if different):			
Main Phone Number:	740-392-6868		
WWW Home Page Address:	www.mvnu.edu		
Admissions Phone Number	740-392-6868		
Admissions Toll-Free Phone Number:	866-462-6868		
Admissions Office Mailing Address:	800 Martinsburg Road		
City/State/Zip:	Mount Vernon	OH	43050

Country:

Admissions Fax Number:

Admissions Email Address:

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

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

City/State/Zip:

Country:

Source of institutional control (Check only one):

A2

Public Private (nonprofit) Proprietary

Classify your undergraduate institution:

A3

Coeducational college Men's college Women's college

Academic year calendar:

A4

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

If you chose 'Differs', please describe here:

If you chose 'Other', please describe here:

Degrees offered by your institution:

A5

Certificate Diploma Associate Transfer Associate Terminal Associate

- Bachelor's
- PostBachelor's certificate
- Master's
- Post-Master's certificate
- Doctoral
- Doctoral/Research
- Doctoral/Professional
- Doctoral Other

Common Data Set B: Enrollment And Persistence (2015-2016)

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

Institutional Enrollment - Men and Women

B1 Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2015. Note: Report students formerly designated as "first professional" in the graduate cells.

	Full-Time		Part-Time	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	146	210	1	1
Other first-year, degree-seeking	13	8	4	2
All other degree-seeking	390	668	87	167
<i>Total degree-seeking</i>	549	886	92	170
All other undergraduates enrolled	11	20	21	39
<i>Total undergraduates</i>	560	906	113	209

Graduate

Degree-seeking, first-time	9	15	22	29
All other degree-seeking	60	150	13	41
All other graduates enrolled	0	0	1	3
<i>Total graduate</i>	69	165	36	73
Total all undergraduates:	1,788			
Total all graduate:	343			
GRAND TOTAL ALL STUDENTS:	2,131			

Enrollment by Racial/Ethnic Category

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official Fall reporting date or as of October 15, 2015. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

	Degree-seeking FIRST-TIME FIRST-YEAR	Degree-seeking UNDER-GRADUATES (including first-time first-year)	Total UNDER-GRADUATES (both degree- and non-degree-seeking)
Nonresident aliens	2	20	20
Hispanic/Latino	11	41	41
Black or African American, non-Hispanic/Latino	12	80	80
White, non-Hispanic/Latino	311	1,439	1,516
American Indian or Alaska Native, non-Hispanic/Latino	0	1	1
Asian, non-Hispanic/Latino	1	7	8
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	1	4	4
Two or more races, non-Hispanic/Latino	16	28	31
Race and/or ethnicity unknown	4	77	87
TOTAL	358	1,697	1,788

Persistence

B3 Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015

Certificate/diploma	
Associate degrees	9
Bachelor's degrees	528
Postbachelor's certificates	
Master's degrees	211
Post-Master's certificates	
Doctoral degrees – research/scholarship	
Doctoral degrees – professional practice	
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 2009 cohort if available. If fall 2009 cohort data are not available, please provide data for the fall 2008 cohort.

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 2009 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:

302

B5

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

1

B6

Final 2009 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)

301

B7

Of the initial 2009 cohort, how many completed the program in four years or less (by August 31, 2013):

144

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):

30

B9

Of the initial 2009 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2014 and by August 31, 2015):

2

B10

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

176

B11

Six-year graduation rate for 2009 cohort (question B10 divided by question B6):

59

%

Fall 2008 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2008. Include in the cohort those who entered your institution during the summer term preceding fall 2008.

B4

Initial 2008 cohort of first-time, full-time bachelor's (or equivalent) degree-

368

seeking undergraduate students; total all students:

B5

Of the initial 2008 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

0

B6

Final 2008 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)

368

B7

Of the initial 2008 cohort, how many completed the program in four years or less (by August 31, 2012):

183

B8

Of the initial 2008 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2012 and by August 31, 2013):

28

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):

5

B10

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

216

B11

Six-year graduation rate for 2008 cohort (question B10 divided by question B6):

59

%

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2014 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshman in Fall 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 2015?

80

%

Common Data Set C: First-Time, First-Year (Freshman) Admission (2015-2016)

Instructions and Help Glossary of Terms

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

Applications

C1 First-time, first-year (freshman) students:

Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2015. 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	<input type="text" value="397"/>
Total first-time, first-year (freshman) women who applied	<input type="text" value="662"/>
**Total first-time, first-year (freshman) who applied	<input type="text" value="1,059"/>
Total first-time, first-year (freshman) men who were admitted	<input type="text" value="312"/>
Total first-time, first-year (freshman) women who were admitted	<input type="text" value="510"/>
**Total first-time, first-year (freshman) who were admitted	<input type="text" value="822"/>
Total full-time, first-time, first-year (freshman) men who enrolled	<input type="text" value="146"/>
Total part-time, first-time, first-year (freshman) men who enrolled	<input type="text" value="1"/>
Total full-time, first-time, first-year (freshman) women who enrolled	<input type="text" value="210"/>
Total part-time, first-time, first-year (freshman) women who enrolled	<input type="text" value="1"/>
Total full-time, first-time, first-year (freshman) who enrolled *	<input type="text" value="356"/>
Total part-time, first-time, first-year (freshman) who enrolled *	<input type="text" value="2"/>

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 2015 admissions:

Number of qualified applicants offered a place on waiting list

Number accepting a place on the waiting list

Number of wait-listed students admitted

Is your waiting list ranked? Yes No

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

Do you release that information to school counselors? Yes No

Admission Requirements

C3 High school completion requirement

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

	<input checked="" type="checkbox"/> High school diploma is required and GED is accepted
	<input type="checkbox"/> High school diploma is required and GED is not accepted
	<input type="checkbox"/> High school diploma or equivalent is not required

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

	<input type="radio"/> Require
	<input checked="" type="radio"/> Recommend
	<input type="radio"/> Neither require nor recommend

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

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

	Units required	Units recommended
Total academic units		21
English		4
Mathematics		4
Science		3
Of these, units that must be lab		3
Foreign language	2	3
Social Studies		3
History		
Academic electives		2
Computer Science		
Visual/Performing Arts		1
Other (explain)	Health and Physical Education	1

Basis for Selection

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

	<input type="checkbox"/> Open admission policy as described above for all students
Open admission policy as described above for most students, but	<input type="checkbox"/> selective admission for out-of-state students
	<input type="checkbox"/> selective admission to some programs
Other (explain)	

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

admission decisions.

Academic

	Very important	Important	Considered	Not considered
Rigor of secondary school record	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class rank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Academic GPA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized test scores	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application Essay	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Recommendation(s)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Non-Academic

	Very important	Important	Considered	Not considered
Interview	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Talent/ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Character/personal qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
First Generation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Alumni/ae relation	<input type="radio"/>	<input 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/commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Racial/ethnic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Level of applicant's interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

SAT and ACT Policies

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, please select the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2017**.

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

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2017** 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 2017** please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

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

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

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

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

	<input checked="" type="radio"/> Yes <input type="radio"/> No
E. Latest date by which SAT or ACT scores must be received for fall-term admission:	<input type="text" value="06/01"/>
Latest date by which SAT Subject Tests scores must be received for fall-term admission:	<input type="text" value="06/01"/>
F. If necessary, use this space to clarify your test policies (e.g. if tests are recommended for some students, or if tests are not required of some students):	<input type="text"/>
G. Please indicate which tests your institution uses for placement (e.g., state tests):	<input checked="" type="checkbox"/> SAT <input checked="" type="checkbox"/> ACT <input type="checkbox"/> SAT Subject Tests <input checked="" type="checkbox"/> AP <input checked="" type="checkbox"/> CLEP <input checked="" type="checkbox"/> Institutional Exam
State Exam (specify):	<input type="text"/>

Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2015, 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 2015 who submitted national standardized (SAT/ACT) test scores.

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

Percent submitting SAT scores	<input type="text" value="10"/> %
Percent submitting ACT scores	<input type="text" value="95"/> %
Number submitting SAT scores	<input type="text" value="37"/>
Number submitting ACT scores	<input type="text" value="340"/>
	25th percentile 75th percentile
SAT Critical Reading	<input type="text" value="450"/> <input type="text" value="550"/>
SAT Math	<input type="text" value="460"/> <input type="text" value="580"/>
SAT Writing	<input type="text"/> <input type="text"/>

SAT Essay		
ACT Composite	20	25
ACT Math	19	25
ACT English	19	26
ACT Writing		

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

	SAT Critical Reading	SAT Math	SAT Writing
700-800	0 %	0 %	
600-699	11 %	19 %	
500-599	41 %	38 %	
400-499	36 %	32 %	
300-399	11 %	11 %	
200-299	0 %	0 %	0 %
Totals (should = 100%)	97.300 %	100 %	0 %

	ACT Composite	ACT English	ACT Math
30-36	3.82 %	10 %	2.94 %
24-29	36.47 %	30.59 %	39.71 %
18-23	49.71 %	42.94 %	41.76 %
12-17	10 %	15.59 %	15.59 %
6-11	0 %	.88 %	0 %
below 6	0 %	0 %	0 %
Totals (should = 100%)	100 %	100 %	100 %

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

Percent in top tenth of high school graduating class	15 %
Percent in top quarter of high school graduating class	30 %

Top half + bottom half = 100%

Percent in top half of high school graduating class	52 %
Percent in bottom half of high school graduating class	48 %
Totals (should = 100%)	100 %
Percent in bottom quarter of high school graduating class	5 %

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

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

Percent who had GPA of 3.75 or higher %

Percent who had GPA between 3.50 and 3.74 %

Percent who had GPA between 3.25 and 3.49 %

Percent who had GPA between 3.0 and 3.24 %

Percent who had GPA between 2.50 and 2.99 %

Percent who had GPA between 2.0 and 2.49 %

Percent who had GPA between 1.0 and 1.99 %

Percent who had GPA below 1.0 %

Totals (should = 100%) %

C12

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

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

Admission Policies

C13 Application Fee

Does your institution have an application fee? Yes No

Amount of application fee

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

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

Same fee: Yes No

Free: Yes No

Reduced: Yes No

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

C14 Application Closing Date

Does your institution have an application closing date? Yes No

Application closing date (Fall):

Priority date:

C15

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

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

On a rolling basis beginning (date):	<input type="text" value="09/01"/>
By (date):	<input type="text"/>
Other:	<input type="text"/>

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

Must reply by (date):	<input type="text"/>
	<input checked="" type="checkbox"/> No set date
Must reply by May 1 or within	<input type="text"/> weeks if notified thereafter
Other:	<input type="text"/>
Deadline for housing deposit (MMDD):	<input type="text" value="05"/> / <input type="text" value="01"/>
Amount of housing deposit:	<input type="text" value="\$150.00"/>
Refundable if student does not enroll?	<input checked="" type="radio"/> Yes, in full <input type="radio"/> Yes, in part <input type="radio"/> No

C18 Deferred admission:

Does your institution allow students to postpone enrollment after admission?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If yes, maximum period of postponement:	<input type="text" value="1 year"/>

C19 Early admission of high school students:

Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?	<input type="radio"/> Yes <input checked="" type="radio"/> No
---	---

Early Decision and Early Action Plans

C21 Early decision

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

If "yes," please complete the following:

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

For the Fall 2015 entering class:

Number of early decision applications received by your institution:	<input type="text"/>
Number of applicants admitted under early decision plan:	<input type="text"/>
Please provide significant details about your early decision plan.	<input type="text"/>

C22 Early action:

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

Yes No

If "yes," please complete the following:

Early action closing date:

Early action notification date:

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

Yes No

Early action II closing date:

Early action II notification date:

Common Data Set D: Transfer Admission (2015-2016)

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

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

Fall Applicants

D1

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

Yes No

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

Yes No

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2015.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	60	33	22
Women	75	44	25
Total	135	77	47

Application for Admission

D3 Indicate terms for which transfers may enroll:

Fall
 Winter
 Spring
 Summer

D4

Must a transfer applicant have a minimum number of credits completed or

Yes No

else must apply as an entering freshman?

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

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

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
High school transcript	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College transcript(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essay or personal statement	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Standardized test score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Statement of good standing from prior institution(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D6

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

D7

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

D8

List any other application requirements specific to transfer applicants:

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

	Priority Date	Closing Date	Notification Date	Reply date	
Fall	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
					<input checked="" type="checkbox"/> Rolling Admission
Winter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
					<input type="checkbox"/> Rolling Admission
Spring	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

	<input checked="" type="checkbox"/> Rolling Admission
Summer	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	<input type="checkbox"/> Rolling Admission

D10

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

D11

Describe additional requirements for transfer admission, if applicable:

Transfer Credit Policies

D12

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

D13

	Number	Unit Type
Maximum number of credits or courses that may be transferred from a two-year institution:	64	credit hours

D14

	Number	Unit Type
Maximum number of credits or courses that may be transferred from a four-year institution:	94	credit hours

D15

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

D16

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

D17

Describe other transfer credit policies:

Common Data Set E: Academic Offerings And Policies (2015-2016)

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

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Special study options:

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

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

If you selected Other please specify:

Cooperative pre-occupational therapy/physical therapy/physician's assistant programs with Chatham University, and articulation agreements with Columbus State Community College, Marion Technical College, Zeno

E2 This question has been removed from the CDS.

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

E3

	<input checked="" type="checkbox"/> Arts/fine arts
	<input type="checkbox"/> Computer literacy
	<input checked="" type="checkbox"/> English (including composition)
	<input type="checkbox"/> Foreign languages
	<input checked="" type="checkbox"/> History

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

If you selected Other please specify:

Health and Physical Education
 Please note: Foreign Language - students who have not completed two years of one foreign language in high school will be required to take foreign language at MV/NLL. American Sign

Common Data Set F: Student Life (2015-2016)

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

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Enrollment

F1 Percentages of first-times, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories:

	First-time, first-year (freshman) students	Under-graduates
Percent who are from out of state (exclude international/nonresident aliens)	10 %	8 %
Percent of men who join fraternities	0 %	0 %
Percent of women who join sororities	0 %	0 %
Percent who live in college-owned, -operated, or -affiliated housing	92 %	58 %
Percent who live off campus or commute	8 %	42 %
Percent of students age 25 and older	0 %	27 %
Average age of full-time students	19	28
Average age of all students (full- and part-time)	19	28

Activities offered

F2 Identify those programs available at your institution

- Campus Ministries
- Choral groups

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

ROTC

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

Army ROTC is offered:

On campus

At cooperating institutions (name):

Navy ROTC is offered:

On campus

At cooperating institutions (name):

Air Force ROTC is offered:

On campus

At cooperating institutions (name):

Housing

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

Coed dorms

Special housing for disabled student

Men's dorms

Special housing for international students

Women's dorms

Fraternity/sorority housing

Apartments for married students

Cooperative housing

Apartments for single students

Wellness housing

Theme housing

Other (please specify)

If you selected Other please specify:

Common Data Set G: Annual Expenses (2015-2016)

[Instructions and Help Glossary of Terms](#)

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Annual Expenses

Provide 2016-2017 academic year costs for the following categories that are applicable to your institution.

G0

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

Check here if your institution's 2016-2017 academic year costs are not available at this time

Check here if you are providing 2015-2016 tuition until 2016-2017 costs are available

and provide an approximate date (i.e., month/day) when your institution's final 2016-2017 academic year costs will be available:

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

G1 List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2016-2017 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are NOT included in tuition (e.g., registration, health, or activity fees.) Do NOT include optional fees (e.g., parking, laboratory use).

	First-Year	Under-graduates
PRIVATE INSTITUTIONS Tuition:	26700	26700
PUBLIC INSTITUTIONS Tuition: (in-district)		
In-state: (out-of-district)		
Out-of-state:		
NONRESIDENT ALIENS Tuition:		
REQUIRED FEES:	250	250
ROOM AND BOARD: (on-campus)	7550	7550
ROOM ONLY: (on-campus)	4218	4218
BOARD ONLY: (on-campus meal plan)	3332	3332
Comprehensive tuition/room/board fee (if your college cannot provide separate tuition/room/board/fees):		
Other:		

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

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

G4 Do tuition and fees vary by undergraduate instructional program? Yes No
If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1? %

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

G5

	Residents	Commuters (living at home)	Commuters (not living at home)

Books and supplies:	1400	1400	1400
Room only:	4218		
Board only:	3332		
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			4050
Transportation:	850	1400	1400
Other expenses:	2416	2416	2416

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

G6

PRIVATE INSTITUTIONS:	742
PUBLIC INSTITUTIONS: (in-district)	
In-state: (out-of-district)	
Out-of-state:	
NONRESIDENT ALIENS:	

Common Data Set H: Financial Aid (2015-2016)

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

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Aid Awarded to Enrolled Undergraduates

H1 Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, "total degree-seeking undergraduates"**) in the following categories. (Note: If the data being reported are final figures for the 2014-2015 academic year (see the next item below), use the 2014-2015 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)

Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below:

2015-2016 estimated or 2014-2015 final

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

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

	Need-based \$ (Include non-need-based aid used to meet	Non-need-based \$ (Exclude non-need-based aid used to meet
--	---	---

	need.)	need.)
--	--------	--------

Scholarships/Grants

Federal	1868654	1868654
State (i.e., all states, not only the state in which your institution is located)	502403	
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	13174824	2409130
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	205632	29075
Total Scholarships/Grants	15751513	4306859

Self-Help

Student Loans from all sources (excluding parent loans)	20307387	2864975
Federal Work Study	126029	
State and other (e.g., institutional) workstudy/ employment (Note: Excludes Federal Work-Study captured above.)		22250
Total Self-Help	20433416	2887225

Other

Parent Loans	1919244	180801
Tuition Waivers		
Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.		
Athletic Awards	208175	678510

Number of Enrolled Students Awarded Aid

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

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

	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2015 cohort)	360	1,907	331
b) Number of students in line a who applied for need-based financial aid	340	1,608	102
c) Number of students in line b who were determined to have financial need	303	1,355	54
d) Number of students in line c who were awarded any financial aid	297	917	5
e) Number of students in line d who were awarded any need-based scholarship or grant aid	297	917	5
f) Number of students in line d who were awarded any need-based self-help aid	244	791	5
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	113	394	0

h) Number of students in line d whose need was fully met (<u>exclude PLUS, unsubsidized loans and private alternative loans.</u>)	113	394	0
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans and private alternative loans</u>)	69 %	67 %	32 %
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans and private alternative loans.</u>)	23299	22264	10000
k) Average need-based scholarship and grant aid of those in line e	20801	18829	6789
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans and private alternative loans</u>) of those in line f	2738	4407	3211
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans and private alternative loans</u>) of those in line f who were awarded a need-based loan	2526	4191	2851

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

	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	57	552	1
o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line n	14,522	14,509	7,800
p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship	13	42	0
q) Average dollar amount of institutional non-need-based athletic grants and scholarships awarded to students in line p	5,154	6,750	0

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: * 2015 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2014 and June 30, 2015. * 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 2015 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2014 and June 30, 2015. Exclude students who transferred into your institution.	# 427
--	-------

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.

	Number in the class (defined in H4 above) who borrowed	Percent of the class (defined above) who borrowed (nearest 1%)	Average per-undergrad-borrower cumulative principal borrowed, of those in the first column
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.	323	76	28802
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	320	75	2554
c) Institutional loan programs.	0	0	0
d) State loan programs.	1	0	75
e) Private alternative loans made by a bank or lender.	44	10	25589

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:

	<input checked="" type="checkbox"/> Institutional need-based scholarship or grant aid is available <input checked="" type="checkbox"/> Institutional non-need-based scholarship or grant aid is available <input type="checkbox"/> Institutional scholarship or grant aid is not available
If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid:	26
Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	7742
Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	201299

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

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

If you selected Other please specify:

Process for First-Year/Freshman Students

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

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

If you selected Other please specify:

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

Priority date for filing required financial aid forms:

3/1

Deadline for filing required financial aid forms:

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

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

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

b.) Students notified on a rolling basis:

Yes No

If yes, starting date:

3/04

H11 Indicate reply dates:

Students must reply by (date):

or within

weeks of notification.

Types of Aid Available

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

H12 Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans

	<input checked="" type="checkbox"/> Direct PLUS loans
	<input checked="" type="checkbox"/> Federal Perkins Loans
	<input type="checkbox"/> Federal Nursing Loans
	<input checked="" type="checkbox"/> State Loans
	<input type="checkbox"/> College/university loans from institutional funds
	<input checked="" type="checkbox"/> Other (please specify)
If you selected Other please specify:	<input type="text"/>

H13 Scholarships and Grants

Need-based:	<input checked="" type="checkbox"/> Federal Pell
	<input checked="" type="checkbox"/> SEOG
	<input checked="" type="checkbox"/> State scholarships/grants
	<input checked="" type="checkbox"/> Private scholarships
	<input checked="" type="checkbox"/> College/university scholarship or grant aid from institutional funds
	<input type="checkbox"/> United Negro College Fund
	<input type="checkbox"/> Federal Nursing Scholarships
	<input type="checkbox"/> Other (please specify)
If you selected Other please specify:	<input type="text"/>

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

	Non-need	Need-based
Academics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Alumni affiliation	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Athletics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Job skills	<input type="checkbox"/>	<input type="checkbox"/>

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

	Non-need	Need-based
Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Minority status	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Music/drama	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religious affiliation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State/district residency	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Common Data Set I: Instructional Faculty And Class Size (2015-2016)

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

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Instructional Faculty

Please report number of instructional faculty members in each category for Fall 2015. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

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

(g) replacement faculty for faculty on sabbatical leave or leave with pay**Exclude****Include**

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

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

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

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

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

	Full time	Part time	Total
a.) Total number of instructional faculty	61	181	242
b.) Total number who are members of minority groups	2	4	6
c.) Total number who are women	23	95	118
d.) Total number who are men	38	86	124
e.) Total number who are non-resident aliens (international)	1	0	1
f.) Total number with doctorate, or other terminal degree	45	44	89
g.) Total number whose highest degree is a master's but not a terminal master's	16	131	147
h.) Total number whose highest degree is a bachelor's	0	6	6
i.) Total number whose highest degree is unknown or other (Note: Items f , g , h , and i must sum up to item a .)	0	0	0
j.) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students	1	0	1

Student to Faculty Ratio

I- Report the Fall 2015 ratio of full-time equivalent students (full-time plus 1/3 part 2 time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2015 Student to Faculty ratio: **13** to 1 based on **1,573** students and **121** faculty

Undergraduate Class Size

I-3 In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2015 term.

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

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

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2015. 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):

Students	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class Sections	170	167	79	24	21	12	0	473

Common Data Set J: Degrees Conferred (2015-2016)

[Instructions and Help Glossary of Terms](#)

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Degrees conferred between July 1, 2014 and June 30, 2015

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

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
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
Communications/journalism	<input type="text"/> %	<input type="text"/> %	3.1 %	9
Communication technologies	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	10

Computer and information sciences	<input type="text"/>	%	<input type="text"/>	%	1.2	%	11
Personal and culinary services	<input type="text"/>	%	<input type="text"/>	%		%	12
Education	<input type="text"/>	%	<input type="text"/>	%	10.6	%	13
Engineering	<input type="text"/>	%	<input type="text"/>	%		%	14
Engineering technologies	<input type="text"/>	%	<input type="text"/>	%		%	15
Foreign languages, literatures, and linguistics	<input type="text"/>	%	<input type="text"/>	%	.35	%	16
Family and consumer sciences	<input type="text"/>	%	12.5	%	.35	%	19
Law/legal studies	<input type="text"/>	%	<input type="text"/>	%		%	22
English	<input type="text"/>	%	<input type="text"/>	%	1.2	%	23
Liberal arts/general studies	<input type="text"/>	%	37.5	%		%	24
Library science	<input type="text"/>	%	<input type="text"/>	%		%	25
Biological/life sciences	<input type="text"/>	%	<input type="text"/>	%	3.8	%	26
Mathematics and statistics	<input type="text"/>	%	<input type="text"/>	%	1.7	%	27
Military science and military technologies	<input type="text"/>	%	<input type="text"/>	%		%	29
Interdisciplinary studies	<input type="text"/>	%	<input type="text"/>	%		%	30
Parks and recreation	<input type="text"/>	%	<input type="text"/>	%	2.1	%	31
Philosophy and religious studies	<input type="text"/>	%	<input type="text"/>	%	3.1	%	38
Theology and religious vocations	<input type="text"/>	%	<input type="text"/>	%	3.7	%	39
Physical sciences	<input type="text"/>	%	<input type="text"/>	%	.35	%	40
Science technologies	<input type="text"/>	%	<input type="text"/>	%		%	41
Psychology	<input type="text"/>	%	<input type="text"/>	%	3.5	%	42
Homeland Security, law enforcement, firefighting, and protective services	<input type="text"/>	%	<input type="text"/>	%	2.3	%	43
Public administration and social services	<input type="text"/>	%	<input type="text"/>	%	14.7	%	44
Social sciences	<input type="text"/>	%	<input type="text"/>	%	2	%	45
Construction trades	<input type="text"/>	%	<input type="text"/>	%		%	46
Mechanic and repair technologies	<input type="text"/>	%	<input type="text"/>	%		%	47
Precision production	<input type="text"/>	%	<input type="text"/>	%		%	48
Transportation and materials moving	<input type="text"/>	%	<input type="text"/>	%		%	49
Visual and performing arts	<input type="text"/>	%	<input type="text"/>	%	4.7	%	50
Health professions and related programs	<input type="text"/>	%	<input type="text"/>	%	6.8	%	51

Business/marketing	<input type="text"/>	%	<input type="text" value="50"/>	%	<input type="text" value="33"/>	%	52
History	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="1.4"/>	%	54
Totals (should = 100%)	<input type="text" value="0"/>	%	<input type="text" value="100"/>	%	<input type="text" value="100"/>	%	