

Common Data Set 2010-2011
A. GENERAL INFORMATION

A0. Respondent Information (Not for Publication)

Name:

Title:

Office:

Mailing Address:

City/State/Zip/Country:

Phone:

Fax:

E-mail Address:

Are your responses to the CDS posted for reference on your institution's Web site? Yes No

If yes, please provide the URL of the corresponding Web page:

A0A. We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide date 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 This information will not be published but will help the publishers further refine CDS items:

A1. Address Information

Name of College or University:

Mailing Address:

City:

State: Zip: Country:

Street Address (if different):

City:

State: Zip: Country:

Main Phone Number:

WWW Home Page Address:

Admissions Phone Number:

Admissions Toll-free Number:

Admissions Office Mailing Address:

City:

State: Zip: Country:

Admissions Fax Number:

Admissions E-mail 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:

A2. Source of institutional control (*check one only*)

Public

Private (nonprofit)

Proprietary

A3. Classify your undergraduate institution:

Coeducational college

Men's college

Women's college

A4. Academic year calendar

Semester

4-1-4

Quarter

Continuous

Trimester

Differs by program

(describe):

Other

(describe):

A5. Degrees offered by your institution

Certificate

Postbachelor's certificate

Diploma

Master's

Associate

Post-master's certificate

Transfer

Doctoral degree—
research/scholarship

Terminal

Doctoral degree—
professional practice

Bachelor's

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, 2010. 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	509	655	6	10	
Other first-year, degree-seeking	222	237	35	53	
All other degree-seeking	1535	2260	325	783	
<i>Total degree-seeking</i>	2266	3152	366	846	
All other undergraduates enrolled in credit courses	6	6	214	543	
<i>Total undergraduates</i>	2272	3158	580	1389	
Graduate					
Degree-seeking, first-time	52	55	67	77	
All other degree-seeking	73	112	292	526	
All other graduates enrolled in credit courses	2	9	30	148	
<i>Total graduate</i>	127	176	389	751	

Total all undergraduates:

Total all graduate:

GRAND TOTAL ALL STUDENTS:

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, 2010. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduate" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	<input type="text" value="8"/>	<input type="text" value="37"/>	<input type="text" value="45"/>
Hispanic	<input type="text" value="16"/>	<input type="text" value="58"/>	<input type="text" value="64"/>
Black or African American, non-Hispanic	<input type="text" value="64"/>	<input type="text" value="230"/>	<input type="text" value="252"/>
White, non-Hispanic	<input type="text" value="1075"/>	<input type="text" value="6154"/>	<input type="text" value="6842"/>
American Indian or Alaska Native, non-Hispanic	<input type="text" value="3"/>	<input type="text" value="18"/>	<input type="text" value="19"/>
Asian, non-Hispanic	<input type="text" value="3"/>	<input type="text" value="28"/>	<input type="text" value="29"/>
Native Hawaiian or other Pacific Islander, non-Hispanic	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>
Two or more races, non-Hispanic	<input type="text" value="7"/>	<input type="text" value="12"/>	<input type="text" value="16"/>
Race and/or ethnicity unknown	<input type="text" value="4"/>	<input type="text" value="93"/>	<input type="text" value="130"/>
Total	<input type="text" value="1180"/>	<input type="text" value="6630"/>	<input type="text" value="7399"/>

Persistence

B3. Number of degrees awarded by your institution from July 1, 2009, to June 30, 2010.

Certificate/diploma	<input type="text"/>
Associate degrees	<input type="text" value="158"/>
Bachelor's degrees	<input type="text" value="926"/>
Postbachelor's certificates	<input type="text" value="106"/>
Master's degrees	<input type="text" value="368"/>

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 2010 Web-based survey.

For Bachelor's or Equivalent Programs

Please provide data for the Fall 2004 cohort if available. If Fall 2004 cohort data are not available, provide data for the Fall 2003 cohort.

Fall 2004 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2004. Include in the cohort those who entered your institution during the summer term preceding Fall 2004.

B4. Initial 2004 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:

B5. Of the initial 2004 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:

B6. Final 2004 cohort, after adjusting for allowable exclusions:
(Subtract question B5 from question B4)

B7. Of the initial 2004 cohort, how many completed the program in four years or less (by August 31, 2008):

B8. Of the initial 2004 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2008 and by August 31, 2009):

B9. Of the initial 2004 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2009 and by August 31, 2010):

B10. Total graduating within six years (sum of questions B7, B8, and B9):

B11. Six-year graduation rate for 2004 cohort (question B10 divided by question B6):
%

Fall 2003 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in **Fall 2003**. Include in the cohort those who entered your institution during the summer term preceding **Fall 2003**.

B4. Initial **2003** cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:

B5. Of the initial **2003** 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:

B6. Final **2003** cohort, after adjusting for allowable exclusions:
(Subtract question B5 from question B4)

B7. Of the initial **2003** cohort, how many completed the program in four years or less (by August 31, 2007):

B8. Of the initial **2003** cohort, how many completed the program in more than four years but in five years or less (after August 31, 2007 and by August 31, 2008):

B9. Of the initial **2003** cohort, how many completed the program in more than five years but in six years or less (after August 31, 2008 and by August 31, 2009):

B10. Total graduating within six years (sum of questions B7, B8, and B9):

B11. Six-year graduation rate for **2003** cohort (question B10 divided by question B6):
%

For Two-Year Institutions

Please provide data for the **2007** cohort if available. If **2007** cohort data are not available, provide data for the **2006** cohort.

2007 Cohort

B12. Initial **2007** cohort, total of first-time, full-time degree/certificate-seeking students:

B13. Of the initial **2007** 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:

B14. Final **2007** cohort, after adjusting for allowable exclusions:
(Subtract question B13 from question B12)

B15. Completers of programs of less than two years duration (total):

B16. Completers of programs of less than two years within 150 percent of normal time:

B17. Completers of programs of at least two but less than four years (total):

B18. Completers of programs of at least two but less than four years within 150 percent of normal time:

B19. Total transfers-out (within three years) to other institutions:

B20. Total transfers to two-year institutions:

B21. Total transfers to four-year institutions:

2006 Cohort

B12. Initial 2006 cohort, total of first-time, full-time degree/certificate-seeking students:

B13. Of the initial 2006 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:

B14. Final 2006 cohort, after adjusting for allowable exclusions:
(Subtract question B13 from question B12)

B15. Completers of programs of less than two years duration (total):

B16. Completers of programs of less than two years within 150 percent of normal time:

B17. Completers of programs of at least two but less than four years (total):

B18. Completers of programs of at least two but less than four years within 150 percent of normal time:

B19. Total transfers-out (within three years) to other institutions:

B20. Total transfers to two-year institutions:

B21. Total transfers to four-year institutions:

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in **Fall 2009** (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 2009** (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in **Fall 2010**? %

C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

Applications

C1. First-time, first-year (freshman) students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in **Fall 2010**. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

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

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

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

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

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

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

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

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

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 2010** admissions:

Number of qualified applicants offered a place on waiting list
Number accepting a place on the waiting list
Number of wait-listed students admitted

Is your waiting list ranked?

Yes No

If yes, do you release that information to students?

Yes No

Do you release that information to school counselors?

Yes No

Admission Requirements

C3. High school completion requirement

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

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

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

- Require
- Recommend
- Neither require nor recommend

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

	Units Required	Units Recommended
Total academic units	22	
English	4	
Mathematics	3	
Science	3	
Of these, units that must be lab	1	
Foreign language	2	
Social studies	3	
History	1	
Academic electives	7	
Computer Science		1
Visual/Performing Arts	1	
Other (<i>specify</i>) <input style="width: 150px; height: 15px;" type="text"/>	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:

- Open admission policy as described above for all students
- Open admission policy as described above for all students, but

selective admission for out-of-state students

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.

	Very Important	Important	Considered	Not Considered
<i>Academic</i>				
Rigor of secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Academic GPA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized Test Scores	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Very Important	Important	Considered	Not Considered
<i>Nonacademic</i>				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
First generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Racial/ethnic status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Level of applicant's interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SAT and ACT Policies

C8. Entrance exams

A. Does your institution make use of SAT, ACT, or SAT Subject Test scores in **admission**

decisions for first-time, first-year, degree-seeking applicants? Yes No

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2012**.

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

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2012**, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

- ACT with Writing component required
- ACT with Writing component recommended
- ACT with or without Writing component accepted

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

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

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

Yes No

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

admission:

Latest date by which SAT Subject Test scores must be received for fall-term

admission:

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

students):

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

SAT

ACT

SAT Subject Tests

- AP
- CLEP
- Institutional Exam

State Exam (specify):

KYOTE

Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in **Fall 2010**, 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 2010** 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 Number submitting SAT scores
 Percent submitting ACT scores Number submitting ACT scores

	25th Percentile	75th Percentile
SAT Critical Reading	<input type="text" value="430"/>	<input type="text" value="540"/>
SAT Math	<input type="text" value="470"/>	<input type="text" value="550"/>
SAT Writing	<input type="text"/>	<input type="text"/>
SAT Essay	<input type="text"/>	<input type="text"/>
ACT Composite	<input type="text" value="19"/>	<input type="text" value="24"/>
ACT Math	<input type="text" value="17"/>	<input type="text" value="23"/>
ACT English	<input type="text" value="18"/>	<input type="text" value="24"/>
ACT Writing	<input type="text"/>	<input type="text"/>

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

	SAT Critical Reading	SAT Math	SAT Writing
700-800	1.4	1.4	
600-699	10	11.6	
500-599	36	40.6	
400-499	42	43.5	
300-399	10	2.9	
200-299	0	0	
	100%	100%	100%

	ACT Composite	ACT English	ACT Math
30-36	2.5	5.8	1.7
24-29	26.1	25.7	21.2
18-23	58.7	46.4	44.7
12-17	12.7	20.5	32.3
6-11	0	1.5	0
Below 6	0	0	0
	100%	100%	100%

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

Percent in top tenth of high school graduating class	<input type="text" value="19.3"/>	
Percent in top quarter of high school graduating class	<input type="text" value="47.1"/>	Top half +
Percent in top half of high school graduating class	<input type="text" value="77.6"/>	bottom half =
	100%	
Percent in bottom half of high school graduating class	<input type="text" value="22.4"/>	
Percent in bottom quarter of high school graduating class	5.0	

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 and higher	<input type="text" value="24.4"/>
Percent who had GPA between 3.50 and 3.74	<input type="text" value="18.3"/>
Percent who had GPA between 3.25 and 3.49	<input type="text" value="17.9"/>
Percent who had GPA between 3.00 and 3.24	<input type="text" value="13.4"/>
Percent who had GPA between 2.50 and 2.99	<input type="text" value="17.7"/>
Percent who had GPA between 2.00 and 2.49	<input type="text" value="7.3"/>
Percent who had GPA between 1.00 and 1.99	<input type="text" value="1"/>
Percent who had GPA below 1.00	<input type="text" value="0"/>
	100%

C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA:

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

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

Free

Reduced

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):

By (date):

Other:

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

Must reply by (date):

No set date: X

Must reply by May 1 or within weeks if notified thereafter

Other:

Deadline for housing deposit (MM/DD):

Amount of housing deposit:

Refundable if student does not enroll?

Yes, in full

Yes, in part

No

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

Yes No

If yes, maximum period of postponement:

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? Yes No

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

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? Yes No

If "yes," please complete the following:

First or only early decision plan closing date:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

For the **Fall 2010 entering class:**

Number of early decision applications received by your institution:

Number of applicants admitted under early decision plan:

Please provide significant details about your early decision plan:

C22. Early action: Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?

Yes No

If "yes," please complete the following:

Early action closing date:

Early action notification date:

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

Yes No

D. TRANSFER ADMISSION

Fall Applicants

D1. Does your institution enroll transfer students? Yes No

(If no, please skip to Section E)

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 2010**.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	306	283	170
Women	587	563	279
Total	893	846	449

Application for Admission

D3. Indicate terms for which transfers may enroll:

Fall Winter Spring Summer

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

Yes No

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

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

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

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	Rolling Admission
Fall	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	X
Winter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Spring	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	X
Summer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	X

D10. Does an open admission policy, if reported, apply to transfer students? Yes No

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

Transfers may be admitted on probation. Interviews may be re

Transfer Credit Policies

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

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

Number: Unit type:

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

Number: Unit type:

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:

E. ACADEMIC OFFERINGS AND POLICIES

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Accelerated program | <input checked="" type="checkbox"/> Honors program |
| <input checked="" type="checkbox"/> Cooperative education program | <input checked="" type="checkbox"/> Independent study |
| <input checked="" type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Distance learning | <input type="checkbox"/> Liberal arts/career combination |

- Double major
- Dual enrollment
- English as a Second Language (ESL)
- Exchange student program (domestic)
- External degree program
- Other (specify):
- Student-designed major
- Study abroad
- Teacher certification program
- Weekend college

E2. Has been removed from the CDS.

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

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

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 2010 who fit the following categories:**

	First-time, first-year (freshman) Undergraduates students	
Percent from out of state (exclude international/nonresident aliens from the numerator and denominator)	19	15

Percent of men who join fraternities	9	10
Percent of women who join sororities	11	10
Percent who live in college-owned, -operated, or -affiliated housing	74	38
Percent who live off campus or commute	26	62
Percent of students age 25 and older	2	25
Average age of full-time students	19	22
Average age of all students (full- and part-time)	19	24

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

- | | | |
|---|---|--|
| <input type="checkbox"/> Campus Ministries | <input checked="" type="checkbox"/> Literary magazine | <input checked="" type="checkbox"/> Radio station |
| <input checked="" type="checkbox"/> Choral groups | <input checked="" type="checkbox"/> Marching band | <input checked="" type="checkbox"/> Student government |
| <input checked="" type="checkbox"/> Concert band | <input type="checkbox"/> Model UN | <input checked="" type="checkbox"/> Student newspaper |
| <input checked="" type="checkbox"/> Dance | <input checked="" type="checkbox"/> Music ensembles | <input type="checkbox"/> Student-run film society |
| <input checked="" type="checkbox"/> Drama/theater | <input checked="" type="checkbox"/> Musical theater | <input checked="" type="checkbox"/> Symphony orchestra |
| <input type="checkbox"/> International Student Organization | <input checked="" type="checkbox"/> Opera | <input checked="" type="checkbox"/> Television station |
| <input checked="" type="checkbox"/> Jazz band | <input checked="" type="checkbox"/> Pep band | <input checked="" type="checkbox"/> Yearbook |

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

Army ROTC is offered:

- On campus
- At cooperating institution (name):

Naval ROTC is offered:

- On campus
- At cooperating institution (name):

Air Force ROTC is offered:

- On campus

At cooperating institution (name):

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> Coed dorms | <input checked="" type="checkbox"/> Special housing for disabled students |
| <input type="checkbox"/> Men's dorms | <input checked="" type="checkbox"/> Special housing for international students |
| <input type="checkbox"/> Women's dorms | <input checked="" type="checkbox"/> Fraternity/sorority housing |
| <input checked="" type="checkbox"/> Apartments for married students | <input type="checkbox"/> Cooperative housing |
| <input checked="" type="checkbox"/> Apartments for single students | <input type="checkbox"/> Theme Housing |
| <input checked="" type="checkbox"/> Other housing options (specify): | <input type="checkbox"/> Wellness Housing |
- ng available at agriculture complex for ag students

G. ANNUAL EXPENSES

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

Provide **2011-2012** academic year costs of attendance for the following categories that are applicable to your institution.

- Check here if your institution's **2011-2012** 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 **2011-2012** academic year costs of attendance will be available:

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 **2011-2012** academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan.

Required fees include only charges that all full-time students must pay that are *not* included in tuition (e.g., registration, health, or activity fees.) Do *not* include optional fees (e.g., parking, laboratory use).

	FIRST-YEAR	UNDERGRADUATES
PRIVATE INSTITUTIONS	<input type="text"/>	<input type="text"/>
Tuition:		
PUBLIC INSTITUTIONS	<input type="text"/>	<input type="text"/>
Tuition:		
In-District:		
In-state (out-of-district):	<input type="text"/>	<input type="text"/>
Out-of-state:	<input type="text"/>	<input type="text"/>
NONRESIDENT ALIENS	<input type="text"/>	<input type="text"/>
Tuition:		
REQUIRED FEES:	<input type="text"/>	<input type="text"/>
ROOM AND BOARD (on-campus):	<input type="text"/>	<input type="text"/>
ROOM ONLY: (on-campus)	<input type="text"/>	<input type="text"/>
BOARD ONLY: (on-campus meal plan)	<input type="text"/>	<input type="text"/>

Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and 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)? No Yes

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

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	<input type="text" value="984"/>	<input type="text" value="984"/>	<input type="text" value="984"/>
Room only:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Board only:	<input type="text"/>	<input type="text" value="2000"/>	<input type="text"/>
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):	<input type="text"/>	<input type="text"/>	<input type="text" value="6582"/>
Transportation:	<input type="text" value="800"/>	<input type="text" value="1650"/>	<input type="text" value="800"/>
Other expenses:	<input type="text" value="1500"/>	<input type="text" value="1500"/>	<input type="text" value="1500"/>

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

PRIVATE INSTITUTIONS:	<input type="text"/>
PUBLIC INSTITUTIONS:	<input type="text"/>
In-district:	<input type="text" value="246"/>
In-state (out-of-district):	<input type="text"/>
Out-of-state:	<input type="text" value="615"/>
NONRESIDENT ALIENS:	<input type="text"/>

H. FINANCIAL AID

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 2009-2010 academic year (see the next item below), use the 2009-2010 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.)**

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

2010-2011 estimated or 2009-2010 final

H3: 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 need.)	Non-need-based (Exclude non-need-based aid used to meet need.)
	\$	\$
Scholarships/Grants		
Federal	13368711	86988
State (i.e., all states, not only the state in which your institution is located)	2235150	4357732
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below)	229056	11119488
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	0	1407481
Total Scholarships/Grants	15832917	1697689
Self-Help		

Student loans from all sources (excluding parent loans)	11506179	13991803
Federal Work-Study	1252358	
State and other (e.g., institutional) work-study/employment (Note: Exclude Federal Work-Study captured above.)	0	1444882
Total Self-Help	12758537	15436685
Parent Loans	0	1635618
Tuition Waivers Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	0	1113627
Athletic Awards	0	1680196

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

	First-time Full-time Freshman	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2010 cohort)	1239	5579	1146
b) Number of students in line a who applied for need-based financial aid	1139	4674	842
c) Number of students in line b who were determined to have financial need	927	3956	753
d) Number of students in line c who were awarded any financial aid	922	3883	702
e) Number of students in line d who were awarded any need-based scholarship or grant aid	599	2671	528
f) Number of students in line d who were awarded any need-based self-help aid	624	2783	508
g) Number of students in line d who were awarded any non-need-	814	2294	92

based scholarship or grant aid			
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	304	1460	172
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)	75.5 %	73.8 %	57.9 %
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)	\$ 9432	\$ 9447	\$ 6323
k) Average need-based scholarship or grant award of those in line e	\$ 5602	\$ 5224	\$ 3555
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$ 3211	\$ 3887	\$ 3876
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	\$ 2813	\$ 3657	\$ 3835

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

	First-time Full-time Freshman	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	143	741	5
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$ 5782	\$ 6526	\$ 1918
p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	59	265	1
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$ 5839	\$ 6510	\$ 702

H3. Incorporated into H1 above.

Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4, H4a, H5 and H5a.

Include:

* 2010 undergraduate class who graduated between July 1, 2009 and June 30, 2010 who started at your institution as first time students and received a bachelor's degree between July 1, 2009 and June 30, 2010.

- * only loans made to students who borrowed while enrolled at your institution.
- * co-signed loans.

Exclude:

- * those who transferred in.
- * money borrowed at other institutions.

H4. Provide the percentage of the class (defined above) who borrowed at any time through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and Unsubsidized, private loans that were certified by your institution, etc.; exclude parent loans). Include both

Federal Direct Student Loans and Federal Family Education Loans. %

H4a. Provide the percentage of the class (defined above) who borrowed at any time through federal loan programs—Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. NOTE: exclude all

institutional, state, private alternative loans and parent loans. %

H5. Report the average per-undergraduate-borrower cumulative principal borrowed of those in line H4. \$

H5a. Report the average per-undergraduate-borrower cumulative principal borrowed, of those in H4a, through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. These are listed in line H4a. NOTE: exclude all institutional, state, private alternative loans and

exclude parent loans. \$

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 or grant aid for undergraduate degree-seeking nonresident aliens:

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

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

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

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

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

Process for First-Year/Freshman Students

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:

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

Priority date for filing required financial aid forms:

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:

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
- Direct PLUS Loans

Federal Perkins Loans

Federal Nursing Loans

State Loans

College/university loans from institutional funds

Other (specify):

H13. Scholarships and Grants

Need-Based:

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

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

Non-need	Need-based		Non-need	Need-based	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Academics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leadership
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Alumni affiliations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Minority status
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Art	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Music/drama
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Athletics	<input type="checkbox"/>	<input type="checkbox"/>	Religious affiliation
<input type="checkbox"/>	<input type="checkbox"/>	Job skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	State/district residency
<input checked="" type="checkbox"/>		ROTC			

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

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for **Fall 2010**. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP. The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

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

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

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

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

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

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

--

	Full-time	Part-time	Total
a.) Total number of instructional faculty	374	88	462
b.) Total number who are members of minority groups	45	6	51
c.) Total number who are women	180	51	231
d.) Total number who are men	194	37	231
e.) Total number who are nonresident aliens (international)			
f.) Total number with doctorate or other terminal degree			
g.) Total number whose highest degree is a master's but not a terminal master's			
h.) Total number whose highest degree is a bachelor's			
i.) Total number whose highest degree is unknown or other (Note: Items f , g , h , and i must sum up to item a .)			
j.) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students			

I-2. Student to Faculty Ratio

Report the **Fall 2010** ratio of full-time equivalent students (full-time plus 1/3 part-time) to full-time equivalent instructional faculty (full-time plus 1/3 part-time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2010 Student to Faculty ratio: to 1 (based on 8842 students and 462 faculty).

I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the **Fall 2010** 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 2010**. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	339	324	374	111	57	37	4	1246
	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUBSECTIONS	1	7	5					13

J. DEGREES CONFERRED

Degrees conferred between July 1, 2009 and June 30, 2010

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 2000 Categories to Include
Agriculture	0	0	4	1

Natural resources/environmental science				3	
Architecture				4	
Area and ethnic studies				5	
Communication/journalism			3	9	
Communication technologies				10	
Computer and information sciences			1	11	
Personal and culinary services				12	
Education			14	13	
Engineering				14	
Engineering technologies		4	3	15	
Foreign languages and literature			1	16	
Family and consumer sciences		1		19	
Law/legal studies			1	22	
English			2	23	
Liberal arts/general studies		30	13	24	
Library science				25	
Biological/life sciences			5	26	
Mathematics and statistics			2	27	
Military science and military technologies				28 & 29	
Interdisciplinary studies				30	
Parks and recreation			5	31	
Philosophy and religious studies			2	38	
Theology and religious vocations				39	
Physical sciences			2	40	
Science technologies				41	
Psychology			2	42	
Homeland Security, law enforcement, firefighting, and protective services				43	
Public administration and social services			6	44	
Social sciences			7	45	

Construction trades				46	
Mechanic and repair technologies				47	
Precision production				48	
Transportation and materials moving				49	
Visual and performing arts			5	50	
Health professions and related sciences		68	8	51	
Business/marketing		3	12	52	
History			1	54	
Other					
TOTAL	100%	100%	100%		

Common Data Set Definitions

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

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

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

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

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

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

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community recognition.

Applicant (first-time, first-year): An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and

who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).

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

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

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

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

Black, non-Hispanic: A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Freshman: A first-year undergraduate student.

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

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

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

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

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

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

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

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

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

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

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

International students: See **Nonresident alien**.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

At Least 2 But Less Than 4 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 40 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.

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

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

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

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

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

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

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

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

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

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

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

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

Resident alien or other eligible non-citizen: A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-15], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, conditional Entrant Parolee or Cuban-Haitian).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Volunteer work (as admission factor): Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.

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

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

White, non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

***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

Aid awarded: The dollar amounts offered to financial aid applicants.

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

Indebtedness: Aggregate dollar amount borrowed through any loan programs (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.

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

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