

**A. General Information****A0 Respondent Information (Not for Publication)**

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

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

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

<https://www.snc.edu/oiie/cds.html>

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 This information will not be published but will help the publishers further refine CDS items.

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**A1 Address Information**

Name of College/University:	St. Norbert College
Mailing Address:	100 Grant Street
City/State/Zip/Country:	De Pere, WI 54115, USA
Street Address (if different):	
City/State/Zip/Country:	
Main Phone Number:	(920) 337-3181
WWW Home Page Address:	<a href="http://www.snc.edu">http://www.snc.edu</a>
Admissions Phone Number:	(920) 403-3005
Admissions Toll-Free Phone Number:	(800) 236-4878
Admissions Office Mailing Address:	100 Grant Street
City/State/Zip/Country:	De Pere, WI 54115, USA
Admissions Fax Number:	(920) 403-4072
Admissions E-mail Address:	<a href="mailto:admit@snc.edu">admit@snc.edu</a>

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

<https://sncspirit.org/apply/>

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

**A2 Source of institutional control (Check only one):**

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

**A3 Classify your undergraduate institution:**

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

**A4 Academic year calendar:**

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

**If your academic year has changed because of the COVID-19 pandemic, please indicate as other below.**

<input type="checkbox"/>	Other (describe):
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**A5 Degrees offered by your institution:**

<input checked="" type="checkbox"/>	Certificate
<input type="checkbox"/>	Diploma
<input type="checkbox"/>	Associate
<input type="checkbox"/>	Transfer Associate
<input type="checkbox"/>	Terminal Associate
<input checked="" type="checkbox"/>	Bachelor's
<input checked="" type="checkbox"/>	Postbachelor's certificate
<input checked="" type="checkbox"/>	Master's
<input type="checkbox"/>	Post-master's certificate
<input type="checkbox"/>	Doctoral degree research/scholarship
<input type="checkbox"/>	Doctoral degree – professional practice
<input type="checkbox"/>	Doctoral degree -- other

**A6 Diversity, Equity, and Inclusion**

If you have a diversity, equity, and inclusion office or department, please provide the URL of the corresponding Web page:

<https://www.snc.edu/diversityaffairs/>  
<https://www.snc.edu/academics/faculty/john.miller1.html>

**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 19, 2022**.

- Note: Report students formerly designated as "first professional" in the graduate cells.
- For information on reporting study abroad students please see: This Document at NCES.GOV
- If your institution collects and reports non-binary gender data, please use the "Another Gender" category.
- In cases where gender information is not provided, please distribute across the two-binary categories.

	FULL-TIME			PART-TIME	
	Men	Women	Another Gender	Men	Women
<b>Undergraduates</b>					
Degree-seeking, first-time, first-year	209	264	3	0	0
Other first-year, degree-seeking	28	27	0	0	0
All other degree-seeking	531	710	1	7	4
<b>Total degree-seeking</b>	<b>768</b>	<b>1,001</b>	<b>4</b>	<b>7</b>	<b>4</b>
All other undergraduates enrolled in	4	6	0	10	6
<b>Total undergraduates</b>	<b>772</b>	<b>1,007</b>	<b>4</b>	<b>17</b>	<b>10</b>
<b>Graduate</b>					
Degree-seeking, first-time	2	2	0	6	6
All other degree-seeking	7	4	0	16	23
All other graduates enrolled in credit				1	
<b>Total graduate</b>	<b>9</b>	<b>6</b>	<b>0</b>	<b>23</b>	<b>29</b>
<b>Total all students</b>	<b>781</b>	<b>1,013</b>	<b>4</b>	<b>40</b>	<b>39</b>

Total all undergraduates	1,814
Total all graduate	68
<b>GRAND TOTAL ALL STUDENTS</b>	<b>1,882</b>

**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**

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

Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens. Eligible non-citizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation.

[More information about other eligible \(for financial aid purposes\) non-citizens is available at https://studentaid.gov/understandaid/eligibility/requirements/non-us-citizens.](https://studentaid.gov/understandaid/eligibility/requirements/non-us-citizens)

Nonresident - A person who is not a citizen or national of the United States and who is in this country on a student visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category.

NOTE - Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories or in race/ethnicity unknown.

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree & non-degree- seeking)
Nonresidents	6	27	36
Hispanic/Latino	34	112	112
Black or African American, non-Hispanic	9	31	31
White, non-Hispanic	390	1,509	1,517
American Indian or Alaska Native, non-Hispanic	2	9	9
Asian, non-Hispanic	10	31	32

Native Hawaiian or other Pacific Islander, non-Hispanic	1	1	1
Two or more races, non-Hispanic	14	43	43
Race and/or ethnicity unknown	10	21	33
<b>TOTAL</b>	<b>476</b>	<b>1,784</b>	<b>1,814</b>

**Persistence****B3** Number of degrees awarded by your institution from July 1, 2021, to June 30, 2022.

Certificate/diploma	50
Associate degrees	0
Bachelor's degrees	489
Postbachelor's certificates	1
Master's degrees	20
Post-Master's certificates	0
Doctoral degrees –	0
Doctoral degrees – professional practice	0
Doctoral degrees – other	0

**B4-B21: Graduation Rates**

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (G

- For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the **2022-2023** Survey. <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2015 and Fall 2016 cohorts (formerly CDS

- Students who received a Federal Pell Grant\*
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan
- Total (all students, regardless of Pell Grant or subsidized loan status)

\*Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant"

For each graduation rate grid below, the numbers in the first three columns for Questions A-G should sum to the cohort total in the fourth column

**For Bachelor's or Equivalent Programs**

Please provide data for the **Fall 2016** cohort if available. If Fall 2016 cohort data are not available, provide data for the **Fall 2015** cohort.

**Fall 2016 Cohort**

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
<b>A</b>				
Initial 2016 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	132	222	212	566
<b>B</b>				
Of the initial 2016 cohort, how many did not persist and did not graduate for the following reasons: • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions	0	0	0	0
<b>C</b>				
Final 2016 cohort, after adjusting for allowable exclusions	132	222	212	566

<b>D</b>	Of the initial 2016 cohort, how many completed the program in four years or less (by Aug. 31, 2020)	90	151	151	392
<b>E</b>	Of the initial 2016 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2020 and by Aug. 31, 2021)	2	6	7	15
<b>F</b>	Of the initial 2016 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2021 and by Aug. 31, 2022)	0	0	0	0
<b>G</b>	Total graduating within six years (sum of lines D, E, and F)	92	157	158	407
<b>H</b>	Six-year graduation rate for 2016 cohort (G divided by C)	70%	71%	75%	72%

**Fall 2015 Cohort**

		<b>Recipients of a Federal Pell Grant</b>	<b>Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant</b>	<b>Students who did not receive either a Pell Grant or a subsidized Stafford Loan</b>	<b>Total</b> (sum of 3 columns to the left)
<b>A</b>	Initial 2015 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	169	245	179	593
<b>B</b>	Of the initial 2015 cohort, how many did not persist and did not graduate for the following reasons: • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions	0	0	0	0
<b>C</b>	Final 2015 cohort, after adjusting for allowable exclusions	169	245	179	593
<b>D</b>	Of the initial 2015 cohort, how many completed the program in four years or less (by Aug. 31, 2019)	120	193	132	445
<b>E</b>	Of the initial 2015 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2019 and by Aug. 31, 2020)	7	5	4	16
<b>F</b>	Of the initial 2015 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2020 and by Aug. 31, 2021)	2	0	0	2
<b>G</b>	Total graduating within six years (sum of lines D, E, and F)	129	198	136	463
<b>H</b>	Six-year graduation rate for 2015 cohort (G divided by C)	76.33%	80.82%	75.98%	78.08%

**For Two-Year Institutions**

Please provide data for the **2019** cohort if available. If **2019** cohort data are not available, provide data for the **2018** cohort.

		2019 Cohort	2018 Cohort
<b>B12</b>	Initial cohort, total of first-time, full-time degree/certificate-seeking students:		
<b>B13</b>	Of the initial cohort, how many did not persist and did not graduate for the following reasons: <ul style="list-style-type: none"> <li>• Death</li> <li>• Permanently Disability</li> <li>• Service in the armed forces,</li> <li>• Foreign aid service of the federal government</li> <li>• Official church missions</li> <li>• Report total allowable exclusions</li> </ul>		
<b>B14</b>	Final cohort, after adjusting for allowable exclusions:	0	0
<b>B15</b>	Completers of programs of less than two years duration (total):		
<b>B16</b>	Completers of programs of less than two years within 150 percent of normal time:		
<b>B17</b>	Completers of programs of at least two but less than four years (total):		
<b>B18</b>	Completers of programs of at least two but less than four-years within 150 percent of normal time:		
<b>B19</b>	Total transfers-out (within three years) to other institutions:		
<b>B20</b>	Total transfers to two-year institutions:		
<b>B21</b>	Total transfers to four-year institutions:		

**B22. Retention Rates**

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2021 (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
- \* Official church missions
- \* No other adjustments to the initial cohort should be made.

<b>B22</b>	For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as first-year students in Fall 2021 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2022.	81.85%
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Another Gender
0
0
0
0
4
4
1
0
1
5

· 19, 2022.

**C. FIRST-TIME, FIRST-YEAR ADMISSION****C1-C2: Applications**

**C1 First-time, first-year students:** Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in **Fall 2022**.

- 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).
- Since the total may include students who did not provide gender data, the detail need not sum to the total.
- If your institution collects and reports non-binary gender data, please use the "Another Gender" category.
- Note that recent high school graduates and other students without prior postsecondary experience will still be considered "first-time students" for fall enrollment reporting purposes even if they enrolled in the summer prior to fall enrollment.

Total first-time, first-year men who applied	1807
Total first-time, first-year women who applied	2076
Total first-time, first-year another gender who applied	35

3918 applicants

Total first-time, first-year men who were admitted	1433
Total first-time, first-year women who were admitted	1827
Total first-time, first-year another gender who were admitted	15

3275 admits

Total full-time, first-time, first-year men who enrolled	209
Total part-time, first-time, first-year men who enrolled	0

209 men enrolled

Total full-time, first-time, first-year women who enrolled	264
Total part-time, first-time, first-year women who enrolled	0

264 women enrolled

Total full-time, first-time, another gender who enrolled	3
Total part-time, first-time, another gender who enrolled	0

3 another gender e

476 total enrolled

**C2 First-time, first-year wait-listed students**

Students who met admission requirements but whose final admission was contingent on space availability

	Yes	No
Do you have a policy of placing students on a waiting list?		X

If yes, please answer the questions below for **Fall 2022** admissions:

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

	Yes	No
Is your waiting list ranked?		X
If yes, do you release that information to students?		X
Do you release that information to school counselors?		X

**C3-C5: 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



<input checked="" type="checkbox"/>	Recommend
<input type="checkbox"/>	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	Units
Total academic units		
English	4	4
Mathematics	3	3
Science	2	3
Of these, units that must be		
Foreign language		3-4
Social studies		3
History		3
Academic electives		
Computer Science		
Visual/Performing Arts		
Other ( <i>specify</i> )		

**C6-C7: 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 most students, but--

☐ selective admission for out-of-state students

☐ selective admission to some programs

☒ other (explain):

we do review academic records for acceptance, test scores are optional

- C7 Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking general (not including programs with specific criteria) admissions decisions.**

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

Please provide additional information if the importance of any specific academic or nonacademic factors differ by academic program:

**C8: SAT and ACT Policies**

Entrance exams

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

X	
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**C8A** If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2023**.

	ADMISSION				
	Require	Recommend	Require for Some	Consider if Submitted	Not Considered
SAT or ACT				X	
ACT Only				X	
SAT Only				X	

**C8B** Has been removed from the CDS.

**C8C** Has been removed from the CDS.

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

	Yes
X	No

**C8E** 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

rolling admission  
rolling admission

**C8F** If necessary, use this space to clarify your test policies (e. g., if tests are recommended for some students, or if tests are not required of some students due to differences by academic program, student academic background, or if other examinations may be considered in lieu of the SAT and ACT):

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

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

### C9-C12: First-time, first-year Profile

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year students** enrolled in **Fall 2022**, including students who began studies during summer, international students/nonresidents, and students admitted under special arrangements.

**C9** Percent and number of first-time, first-year students enrolled in Fall **2022** who submitted national standardized (SAT/ACT) test scores.

- Include information for **ALL enrolled, degree-seeking, first-time, first-year 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.
- If a student submitted multiple sets of scores for a single test, report this information according to how you use the data. For example:
  - If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
  - If you average the scores, use the average to report the scores.

	Percent	Number
Submitting SAT Scores	10%	49
Submitting ACT Scores	52%	247

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

Assessment	25th Percentile	50th Percentile	75th Percentile
SAT Composite			
SAT Evidence-Based Reading and	500	570	640
SAT Math	510	550	630
ACT Composite	21	24	27
ACT Math	21	24	26
ACT English	21	24	27
ACT Writing			
ACT Science	21	24	26
ACT Reading	21	24	30

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

Score Range	SAT Evidence-	SAT Math
700-800	12.25%	6.12%
600-699	30.61%	32.65%
500-599	36.73%	44.90%
400-499	18.37%	16.33%
300-399	2.04%	0.00%
200-299	0.00%	0.00%
Totals should = 100%	100.00%	100.00%

Score Range	SAT Composite
1400-1600	8.16%
1200-1399	32.65%
1000-1199	40.82%
800-999	16.33%
600-799	2.04%
400-599	0.00%
Totals should = 100%	100.00%

Score Range	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	12.96%	15.38%	9.31%	29.15%	10.93%
24-29	44.13%	36.44%	44.13%	27.53%	42.92%
18-23	35.22%	35.63%	34.82%	31.99%	40.08%
12-17	7.69%	10.93%	11.74%	10.93%	6.07%
6-11	0.00%	1.62%	0.00%	0.40%	0.00%
Below 6	0.00%	0.00%	0.00%	0.00%	0.00%
Totals should = 100%	100.00%	100.00%	100.00%	100.00%	100.00%

**C10** Percent of all degree-seeking, first-time, first-year 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)

Assessment	Percent
Percent in top tenth of high school graduating class	27.0%
Percent in top quarter of high school graduating class	63.0%
Percent in top half of high school graduating class	90.0%

Top half +

Percent in bottom half of high school graduating class	9.5%	bottom half = 100%
Percent in bottom quarter of high school graduating class	0.5%	
Percent of total first-time, first-year students who submitted high school class rank:	31	

**C11 Percentage of all enrolled, degree-seeking, first-time, first-year 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.**

Score Range	Percent
Percent who had GPA of 4.0	17.15%
Percent who had GPA between 3.75 and 3.99	27.62%
Percent who had GPA between 3.50 and 3.74	20.92%
Percent who had GPA between 3.25 and 3.49	11.51%
Percent who had GPA between 3.00 and 3.24	12.34%
Percent who had GPA between 2.50 and 2.99	9.00%
Percent who had GPA between 2.0 and 2.49	1.46%
Percent who had GPA between 1.0 and 1.99	0.00%
Percent who had GPA below 1.0	0.00%
Totals should = 100%	100.00%

**C12** Average high school GPA of all degree-seeking, first-time, first-year students who submitted GPA:

3.58

Percent of total first-time, first-year students who submitted high school GPA:

100.00%

### C13-C20: Admission Policies

#### C13 Application Fee

If your institution has waived its application fee for the Fall 2022 admission cycle please select no.

	Yes	No
Does your institution have an application fee?		X

Amount of application fee:

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

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

<input type="checkbox"/>	Same fee
<input checked="" type="checkbox"/>	Free
<input type="checkbox"/>	Reduced

Can on-line application fee be waived for applicants with financial need?

	Yes	No
	X	

#### C14 Application closing date

Does your institution have an application closing date?

	Yes	No
		X

	Date
Application closing date (fall)	
Priority Date	

**C15** Are first-time, first-year students accepted for terms other than the fall?

	Yes	No
	X	

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

<input type="checkbox"/>	On a rolling basis beginning (date):	_____
<input type="checkbox"/>	By (date):	_____
<input checked="" type="checkbox"/>	Other:	Applicants are typically informed within 10 college-business days of a completed application, and ar

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

<input type="checkbox"/>	Must reply by (date):	_____
<input checked="" type="checkbox"/>	No set date	_____
<input type="checkbox"/>	Must reply by May 1st or within	_____ weeks if notified thereafter
<input type="checkbox"/>	Other:	_____

Deadline for housing deposit (MMDD): \_\_\_\_\_

Amount of housing deposit: \_\_\_\_\_ 100

Refundable if student does not enroll?

<input type="checkbox"/>	Yes, in full
<input type="checkbox"/>	Yes, in part
<input checked="" type="checkbox"/>	No

**C18 Deferred admission**

	Yes	No
Does your institution allow students to postpone enrollment after admission?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, maximum period of postponement:	_____ none	

**C19 Early admission of high school students**

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

**C20 Common Application:** Question removed from CDS. (Initiated during 2006-2007 cycle)**C21-C22: Early Decision and Early Action Plans****C21 Early Decision**

	Yes	No
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 applicants for fall enrollment?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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 2022 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**

	Yes	No
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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If "yes," please complete the following:

Early action closing date

Early action notification date

	Yes	No
Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?		X

**D. TRANSFER ADMISSION****D1-D2: Fall Applicants**

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

**D2** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in **Fall 2022**.

If your institution collects and reports non-binary gender data, please use the "Another Gender" category.

	Applicants	Admitted	Enrolled
Men	61	19	19
Women	44	16	15
Another Gender	2	1	1
<b>Total</b>	<b>107</b>	<b>36</b>	<b>35</b>

**D3-D11: Application for Admission**

**D3** Indicate terms for which transfers may enroll:

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

	Yes	No
<b>D4</b> Must a transfer applicant have a minimum number of credits completed or else must apply as an entering first-year student?		X

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	X				
College transcript(s)	X				
Essay or personal statement					X
Interview					X
Standardized test scores					X
Statement of good standing from prior institution(s)					X

**D6** If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale): \_\_\_\_\_ 2 \_\_\_\_\_

**D7** If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): \_\_\_\_\_ 2 \_\_\_\_\_

**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
<b>D9</b> Fall					X
<b>D9</b> Winter					
<b>D9</b> Spring					X
<b>D9</b> Summer					

Yes No

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

x	
---	--

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

---

**D12-D17: Transfer Credit Policies**

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

C

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

Number	Unit Type
60	Credits

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

Number	Unit Type
60	Credits

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

N/A
-----

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

32.00
-------

**D17** Describe other transfer credit policies:

Transfer students must complete at least 32 semester credits at St. Norbert College of the 128 credits required for graduation at St. Norbert College. In addition, 25 percent of advanced courses (at the 300 or 400 level) in any major must be taken at St. Norbert College. Minors require eight credits or one third of the minor to be completed at St. Norbert College.

All baccalaureate candidates must spend their senior year in residence at St. Norbert College. Students are considered to be "in residence" if they register for their final 32 semester credits at St. Norbert College. Exceptions to the senior residency requirement may be made by petition to the registrar or academic dean for students having attended St. Norbert College full time for eight semesters.

---

**D18-D22: Military Service Transfer Credit Policies**

**D18** Does your institution accept the following military/veteran transfer credits:

	Yes	No
American Council on Education (ACE)	x	
College Level Examination Program (CLEP)	x	
DANTES Subject Standardized Tests (DSST)	x	

**D19** Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):

Number	Unit Type
6	Semester Credits

**D20** Maximum number of credits or courses that may be transferred based on Department of Defense supported prior learning assessments (College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST)):

Number	Unit Type

**D21** Are the military/veteran credit transfer policies published on your website?

Yes	No
	x

If yes, please provide the URL where the policy can be located:

---

**D22** Describe other military/veteran transfer credit policies unique to your institution:

---



## E. ACADEMIC OFFERINGS AND POLICIES

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

<input type="checkbox"/>	Accelerated program
<input type="checkbox"/>	Comprehensive transition and postsecondary program for students with intellectual disabilities
<input type="checkbox"/>	Cross-registration
<input checked="" type="checkbox"/>	Distance learning
<input checked="" type="checkbox"/>	Double major
<input checked="" type="checkbox"/>	Dual enrollment
<input checked="" type="checkbox"/>	English as a Second Language (ESL)
<input checked="" 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 type="checkbox"/>	Liberal arts/career combination
<input checked="" type="checkbox"/>	Student-designed major
<input checked="" type="checkbox"/>	Study abroad
<input checked="" type="checkbox"/>	Teacher certification program
<input checked="" type="checkbox"/>	Undergraduate Research
<input type="checkbox"/>	Weekend college
<input checked="" type="checkbox"/>	Other (specify):
Foundation for International Education (London) Internships; Washington Semester	

**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:**

<input checked="" type="checkbox"/>	Arts/fine arts
<input type="checkbox"/>	Computer literacy
<input checked="" type="checkbox"/>	English (including composition)
<input checked="" type="checkbox"/>	Foreign languages
<input checked="" type="checkbox"/>	History
<input type="checkbox"/>	Physical Education
<input checked="" type="checkbox"/>	Humanities
<input checked="" type="checkbox"/>	Intensive writing
<input checked="" type="checkbox"/>	Mathematics
<input checked="" type="checkbox"/>	Philosophy
<input checked="" type="checkbox"/>	Sciences (biological or physical)
<input checked="" type="checkbox"/>	Social science
<input checked="" type="checkbox"/>	Other (describe):
Theology or Religious Studies	

## F. STUDENT LIFE

**F1 Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates enrolled in Fall 2022 who fit the following categories:**

	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresidents from the numerator and denominator)	28%	27%
Percent of men who join fraternities	10%	15%
Percent of women who join sororities	3%	10%
Percent who live in college-owned, -operated, or -affiliated housing	92%	86%
Percent who live off campus or commute	8%	12%
Percent of students age 25 and older	0%	1%
Average age of full-time students	18	20
Average age of all students (full- and part-time)	18	20

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

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

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

	Marine Option (for Naval ROTC)	On Campus	At Cooperating Institution	Name of Cooperating Institution
Army ROTC is offered:		x	x	UW Oshkosh
Naval ROTC is offered:				
Air Force ROTC is offered:				

**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 type="checkbox"/>	Men's dorms
<input type="checkbox"/>	Women's dorms
<input type="checkbox"/>	Apartments for married students
<input checked="" type="checkbox"/>	Apartments for single students
<input checked="" type="checkbox"/>	Special housing for disabled students
<input type="checkbox"/>	Special housing for international students
<input type="checkbox"/>	Fraternity/sorority housing
<input type="checkbox"/>	Cooperative housing
<input checked="" type="checkbox"/>	Theme housing
<input checked="" type="checkbox"/>	Wellness housing
<input checked="" type="checkbox"/>	Living Learning Communities
<input checked="" type="checkbox"/>	Other housing options (specify):

G. ANNUAL EXPENSES

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

Provide 2023-2024 academic year costs of attendance for the following categories that are applicable to your institution.

☐ Check here if your institution's 2023-2024 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 2023-2024 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 2023-2024** 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
<b>PRIVATE INSTITUTIONS</b>		
Tuition:	\$43,532	\$43,532
<b>PUBLIC INSTITUTIONS</b>		
Tuition: In-district		
Tuition: In-state (out-of-district):		
Tuition: Out-of-state:	\$43,532	\$43,532
Tuition: Non-resident	\$43,532	\$43,532
<b>FOR ALL INSTITUTIONS</b>		
Required Fees	\$900	\$900
Room and Board (on-campus):	\$12,698	\$13,523
Room Only (on-campus):	\$6,708	\$7,533
Board Only (on-campus meal plan):	\$5,990	\$5,990

Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees):

Other:

	Minimum	Maximum
G2 Number of credits per term a student can take for the stated full-time tuition.	12	18
	Yes	No
G3 Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?		x
G4 Do tuition and fees vary by undergraduate instructional program?		x

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

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$810	\$810	\$810
Room only:			\$6,372
Board only:		\$2,134	\$2,782
Room and board total*			
Transportation:	\$576	\$1,874	\$1,620
Other expenses:	\$792	\$792	\$792

\* If your college cannot provide separate room and board figures for commuters not living at home

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

PRIVATE INSTITUTIONS:	\$1,360.00
PUBLIC INSTITUTIONS:	
In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENTS:	\$1,360.00

## H. FINANCIAL AID

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

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

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

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

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

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

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

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

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

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

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

- |                                  |                            |
|----------------------------------|----------------------------|
| 1. Non-need institutional grants | 6. Non-need outside grants |
| 2. Non-need tuition waivers      | 7. Non-need student loans  |
| 3. Non-need athletic awards      | 8. Non-need parent loans   |
| 4. Non-need federal grants       | 9. Non-need work           |
| 5. Non-need state grants         |                            |

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

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

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

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

**DO NOT INCLUDE ANY AID RELATED TO THE CARES ACT OR UNIQUE THE COVID-19 PANDEMIC**

### 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.

- If the data being reported are final figures for the 2021-2022 academic year (see the next item below), use the 2021-2022 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.
- **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

**2022-2023  
estimated**

**2021-2022 Final**

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

	x
--	---

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

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

	Need-based	Non-need-based
<b>Scholarships/Grants</b>		
<b>Federal</b>	\$1,918,538	\$3,772
<b>State</b> all states, not only the state in which your institution is located	\$1,753,528	\$28,688
<b>Institutional:</b> Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$27,225,070	\$11,294,197
<b>Scholarships/grants from external sources</b> (e.g. Kiwanis, National Merit) not awarded by the college	\$1,576,530	\$509,342
<b>Total Scholarships/Grants</b>	<b>\$32,473,665</b>	<b>\$11,835,998</b>
<b>Self-Help</b>		
Student loans from all sources (excluding parent loans)	\$13,599,249	\$843,250
Federal Work-Study	\$1,420,301	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$558,608	\$271,582
<b>Total Self-Help</b>	<b>\$15,578,158</b>	<b>\$1,114,832</b>
<b>Parent Loans</b>	\$3,355,235	\$439,300
<b>Tuition Waivers</b> Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$2,975,678	\$727,604
<b>Athletic Awards</b>	\$0	\$0

**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.
- In the chart below, students may be counted in more than one row, and full-time, first-time, first-year students should also be counted as full-time undergraduates.
- **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

		Full-time First-time First-year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
<b>A</b>	Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2022 cohort)	584	1905	36
<b>B</b>	Number of students in line <b>a</b> who applied for need-based financial aid	524	1565	13
<b>C</b>	Number of students in line <b>b</b> who were determined to have	410	1291	7
<b>D</b>	Number of students in line <b>c</b> who were awarded any financial	410	1291	7
<b>E</b>	Number of students in line <b>d</b> who were awarded any need-	399	1241	7
<b>F</b>	Number of students in line <b>d</b> who were awarded any need-	266	906	3
<b>G</b>	Number of students in line <b>d</b> who were awarded any non-	10	43	0
<b>H</b>	Number of students in line <b>d</b> whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	161	433	0
<b>I</b>	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)	87.1%	84.0%	68.8%
<b>J</b>	The average financial aid package of those in line <b>d</b> . Exclude	\$ 31,685	\$ 30,281	\$ 15,030
<b>K</b>	Average need-based scholarship and grant award of those in	\$ 28,235	\$ 24,954	\$ 8,187
<b>L</b>	Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line <b>f</b>	\$ 3,949	\$ 5,282	\$ 1,374
<b>M</b>	Average need-based loan (excluding PLUS loans,...	\$ 3,160	\$ 4,299	\$ 1,662

**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.
- In the chart below, students may be counted in more than one row, and full-time, first-time, first-year students should also be
- Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

		Full-time First-time First-year	Full-time Undergrad (Incl. Fresh.)	Less Than Full-time Undergrad
N	Number of students in line <b>a</b> 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)	166	580	7
O	Average dollar amount of institutional non-need-based	\$ 22,979	\$ 19,552	\$ 8,103
P	Number of students in line <b>a</b> who were awarded an	0	0	0
Q	Average dollar amount of institutional non-need-based athletic	\$ 0	\$ 0	\$ 0

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

Include:

- 2022** undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, **2021** and June 30, **2022**.
- 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).
- Any aid related to the CARE Act or unique the COVID-19 pandemic.**

**H4 Provide the number of students in the 2022 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2021 and June 30, 2022. Exclude students who transferred into your institution.**

446

**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.**

- The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources.
- The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.

Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per- undergraduate- borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
---------------------	---	--	--

A	Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	321	71.97%	\$40,207
B	Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	317	71.08%	\$22,875
C	Institutional loan programs.	0	0.00%	\$0
D	State loan programs.	1	0.22%	\$30,000
E	Private student loans made by a bank or lender.	122	27.35%	\$45,879

**Aid to Undergraduate Degree-seeking Nonresidents**

- 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 nonresidents:

<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 nonresidents, provide the number of undergraduate degree-seeking nonresidents who were awarded need-based or non-need-based aid:

23

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresidents:

\$27,809

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresidents:

\$639,596

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

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

**Process for First-Year Students**

**H8** Check off all financial aid forms domestic first-year financial aid applicants must submit:

<input checked="" type="checkbox"/>	FAFSA
<input type="checkbox"/>	Institution's own financial aid form
<input type="checkbox"/>	CSS/Financial Aid PROFILE
<input type="checkbox"/>	State aid form
<input type="checkbox"/>	Noncustodial PROFILE
<input type="checkbox"/>	Business/Farm Supplement
<input type="checkbox"/>	Other (specify):

**H9** Indicate filing dates for first-year students:

Priority date for filing required financial aid forms: 1-Jan

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 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:

**1-Jan**

\_\_\_\_\_

**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**

<input checked="" type="checkbox"/>	Direct Subsidized Stafford Loans
<input checked="" type="checkbox"/>	Direct Unsubsidized Stafford Loans
<input checked="" type="checkbox"/>	Direct PLUS Loans
<input type="checkbox"/>	Federal Perkins Loans
<input type="checkbox"/>	Federal Nursing Loans
<input checked="" type="checkbox"/>	State Loans
<input checked="" type="checkbox"/>	College/university loans from institutional funds
<input type="checkbox"/>	Other (specify):

\_\_\_\_\_

**H13 Need Based Scholarships and Grants**

<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 Scholarship
<input type="checkbox"/>	Other (specify):

\_\_\_\_\_

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

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

**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:

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Are these policies related to the COVID-19 pandemic?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

## I. INSTRUCTIONAL FACULTY AND CLASS SIZE

### I-1. Please report the number of instructional faculty members in each category for **Fall 2022**. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

		Full-time	Part-time
A	Instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
B	Administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
C	Other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
D	Undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
E	Faculty on sabbatical or leave with pay	Include	Exclude
F	Faculty on leave without pay	Exclude	Exclude
G	Replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

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

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

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

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

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

I-1.		Full-Time	Part-Time	Total
A	Total number of instructional faculty	140	59	199
B	Total number who are members of minority groups	13	5	18
C	Total number who are women	72	23	95
D	Total number who are men	68	36	104
E	Total number who are nonresidents (international)	8	0	8
F	Total number with doctorate, or other terminal degree	134	25	159
G	Total number whose highest degree is a master's but not a terminal master's	6	23	29
H	Total number whose highest degree is a bachelor's	0	4	4
I	Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	0	7	7
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	0	9	9

### I-2. Student to Faculty Ratio

Report the Fall 2022 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 2022 Student to Faculty ratio	11.6	to 1	(based on	1814	students
			and	157	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 2022 term.

- **Please include classes that have been moved online in response to the COVID-19 pandemic.**

**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 2022. 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
<b>CLASS SECTIONS</b>	64	150	138	33	0	0	0	385
	16.62%	38.96%	35.84%	8.57%	0.00%	0.00%	0.00%	100.00%
	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
<b>CLASS SUB-SECTIONS</b>	13	30	25	1	0	0	0	69
	18.84%	43.48%	36.23%	1.45%	0.00%	0.00%	0.00%	100.00%

**J. Disciplinary areas of DEGREES CONFERRED****J1 Degrees conferred between July 1, 2021 and June 30, 2022**

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. For each discipline area, use majors, not headcount (e.g., students with one degree but a double major will be represented twice). Calculate the 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 CIP code 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
Agriculture	0%	0%	0%
Natural resources and conservation	0%	0%	1%
Architecture	0%	0%	0%
Area, ethnic, and gender studies	0%	0%	1%
Communication/journalism	0%	0%	7%
Communication technologies	0%	0%	0%
Computer and information sciences	0%	0%	2%
Personal and culinary services	0%	0%	0%
Education	0%	0%	13%
Engineering	0%	0%	0%
Engineering technologies	0%	0%	0%
Foreign languages, literatures, and linguistics	80%	0%	2%
Family and consumer sciences	0%	0%	0%
Law/legal studies	20%	0%	0%
English	0%	0%	3%
Liberal arts/general studies	0%	0%	0%
Library science	0%	0%	0%
Biological/life sciences	0%	0%	9%
Mathematics and statistics	0%	0%	1%
Military science and military technologies	0%	0%	0%
Interdisciplinary studies	0%	0%	3%
Parks and recreation	0%	0%	0%
Philosophy and religious studies	0%	0%	2%
Theology and religious vocations	0%	0%	0%
Physical sciences	0%	0%	2%
Science technologies	0%	0%	0%
Psychology	0%	0%	7%
Homeland Security, law enforcement, firefighting, and	0%	0%	0%
Public administration and social services	0%	0%	2%
Social sciences	0%	0%	12%
Construction trades	0%	0%	0%
Mechanic and repair technologies	0%	0%	0%
Precision production	0%	0%	0%
Transportation and materials moving	0%	0%	0%
Visual and performing arts	0%	0%	2%
Health professions and related programs	0%	0%	0%
Business/marketing	0%	0%	30%
History	0%	0%	1%
Other	0%	0%	0%
<b>TOTAL (should = 100%)</b>	<b>100.00%</b>	<b>0.00%</b>	<b>100.00%</b>

1. To determine the percentage from your Grand Total by 1st Majors

CIP 2020 Categories to Include
01
03
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28 & 29
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## 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' survey.

Additional guidance for some terms, particularly those common with the IPEDS survey, may be found [here](https://surveys.nces.ed.gov/ipeds/public/glossary): <https://surveys.nces.ed.gov/ipeds/public/glossary>

**\*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 im

**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

**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 l

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

**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,

**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

**Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Kore

**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

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

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

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

**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 Crusad

**\*Career and placement services:** A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest invento

**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 unweig

**College-preparatory program:** Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for co

**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

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

**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

**Comprehensive transition and postsecondary program for students with intellectual disabilities:** Programs designed to support postsecondary students with intellectual disabili

**Clock hour:** A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as contact 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 co

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

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

**\*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, cer

**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 recognized postsec

**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

**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 recognized postsecondary credential. At the undergradu

**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

**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

**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 licens

**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

**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 candida

**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 da

**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 e

**External degree program:** A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal ex

**Extracurricular activities (as admission factor):** Special consideration in the admissions process given for participation in both school and nonschool-related activities of interest to

**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 th

**First-time, first-year 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-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

**\*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;

**Full-time student (undergraduate):** A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more clock 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 sy





**\*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

**Unit:** a standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, clock 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.

**Undergraduate Research:** Opportunities offered to undergraduate students to make original contributions in an academic discipline via the exploration of a specific research topic. Research

**\*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 professional

**\*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)

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

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

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

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

**Work experience (as admission factor):** Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment

Financial Aid Definitions

**External scholarships and grants:** Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit scholarships). The institution

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

**Indebtedness:** Aggregate dollar amount borrowed through any loan program (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was enrolled

**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

**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 awarded

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

- 1. Non-need institutional grants
- 2. Non-need tuition waivers
- 3. Non-need athletic awards
- 4. Non-need federal grants
- 5. Non-need state grants
- 6. Non-need outside grants
- 7. Non-need student loans
- 8. Non-need parent loans
- 9. Non-need work

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

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


/s.

mediate and long-term academic and vocational goals.  
; the regular academic term.

apse of a few years.  
i or community attachment.  
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).  
; nor is it refundable if the student is not admitted to the institution.  
a, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

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 coope

e majority of students at your institution.

e for Christ, an interdenominational Christian organization.

ries, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; es

nted.  
llege or university study.  
; of the Common Application Group.  
tments.  
students who have moved to the area to attend college.  
es obtain instruction in academic, career and technical, and independent living subjects in preparation for employment.

smetology 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.

ss.

tificate, or recognized postsecondary credential.  
:ondary credential.  
applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or recognized postsecondary credential.

ite level, this is intended to include students enrolled in vocational or occupational programs.  
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; a

n 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 :  
e 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

the college in order to participate.  
ie is not committed to enroll; the student may reply to the offer under the college's regular reply policy.

te. 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 applica

ctending the amount of time required for a degree. **See also Study abroad.**  
perience. External degree programs require minimal or no classroom attendance.  
the college, such as clubs, hobbies, student government, athletics, performing arts, etc.  
ie 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 in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).  
less than 900 clock hours.  
at some colleges, there is a fee.

stem of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign th

try scores on the Tests of General Educational Development (GED), or another state-specified examination.

ide of the regular classroom structure.

or off-campus, paid or unpaid.  
aging time, taking tests.

zed major, whether on campus or through cross-registration.  
ate in shared courses, special events, and group service projects.  
egree. 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

research, engage in debate, draft resolutions, and may participate in a national Model UN conference.

, test scores, or other qualifications.

obtaining permanent resident status (and who holds either a registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form

completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.  
ademic degrees at the doctoral level.  
ontact/clock hour requirements:

sters or 3 quarters) or in less than 900 clock hours by a student enrolled full-time.

han 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 clock hours.

han 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 clock hours.

ated by other than publicly elected or appointed officials.  
1 of risk.  
tion of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

: funds.  
here may be an additional quarter in the summer.  
is of anthropological origins. A person may be counted in only one group.  
ethnic categories.  
pletion of a program that is eligible for Title IV federal student aid. Credentials that are awarded to recognize an individual's attainment of measurable technical or industry/occupational skills, religious vocation, or observance of certain religious tenets/lifestyle.

on. Do not include application fees or optional fees such as lab fees or parking fees.

Λ, and teacher and counselor recommendations.  
nal summer session.

it with some other U.S. college or an institution of another country.  
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 (c.).

io has previously attended another college or university and earned college-level credit.

ident may transfer with or without credit.  
s.

e specially trained and certified.

research opportunities may or may not be associated with a specific course or earn credit.  
ersonal counseling on the transition from the military to a civilian life.

d) as a service to the community or the public in general.

loyment-related skills, or as explanation of student’s academic and extracurricular record.

stitution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

lled at an institution. Student loans co-signed by a parent are assumed to be the responsibility of the student and **should** be included.

s both institutional and non-institutional student aid (grants, jobs, and loans).

nd 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

orative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows stud

tablishment of a permanent reference folder; career resource materials.

nd a three-month program in January, April, and October.

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.  
i, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as “first-profession

unts: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.

ie same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

academic years of work.

1 I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional E

tional skills necessary to obtain employment or advance within an industry occupation. (Generally based on standards devel

as vocational and beauty schools, have year-round classes with no separate summer session.

1 that is used to meet need should be counted as need-based aid.