

A. General Information

A1 Address Information

A1	Name of College/University:	University of Michigan
A1	Mailing Address:	500 S. State Street
A1	City/State/Zip/Country:	Ann Arbor, MI 48109 USA
A1	Street Address (if different):	
A1	City/State/Zip/Country:	
A1	Main Phone Number:	(734) 764-1817
A1	WWW Home Page Address:	umich.edu
A1	Admissions Phone Number:	(734) 764-7433
A1	Admissions Toll-Free Phone Number:	n/a
A1	Admissions Office Mailing Address:	1220 Student Activities Bldg., 515 E. Jefferson St.
A1	City/State/Zip/Country:	Ann Arbor, MI 48109-1316 USA
A1	Admissions Fax Number:	(734) 936-0740
A1	Admissions E-mail Address:	n/a, see admissions.umich.edu/contact-us
A1	If there is a separate URL for your school's online application, please specify:	apply.commonapp.org or coalitionforcollegeaccess.org
A1	If you have a mailing address other than the above to which applications should be sent, please provide:	n/a

A2 Source of institutional control (Check only one):

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

A3 Classify your undergraduate institution:

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

A4 Academic year calendar:

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

A5 Degrees offered by your institution:

A5	Certificate	<input type="checkbox"/>
A5	Diploma	<input type="checkbox"/>
A5	Associate	<input type="checkbox"/>
A5	Transfer Associate	<input type="checkbox"/>
A5	Terminal Associate	<input type="checkbox"/>
A5	Bachelor's	<input checked="" type="checkbox"/>
A5	Postbachelor's certificate	<input checked="" type="checkbox"/>
A5	Master's	<input checked="" type="checkbox"/>
A5	Post-master's certificate	<input checked="" type="checkbox"/>
A5	Doctoral degree research/scholarship	<input checked="" type="checkbox"/>
A5	Doctoral degree – professional practice	<input checked="" type="checkbox"/>
A5	Doctoral degree -- other	<input type="checkbox"/>

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women as of the institution's official fall reporting date or as of October 15, 2017. Note: Students formerly designated as "first professional" are reported in the graduate cells.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
	Undergraduates			
Degree-seeking, first-time freshmen (6,847)	3,313	3,502	15	17
Other first-year, degree-seeking (1,087)	565	484	16	22
All other degree-seeking (21,616)	10,327	10,328	575	386
Total degree-seeking (29,550)	14,205	14,314	606	425
	28,519		1,031	
All other UG enrolled for credit (271)	105	78	50	38
Total undergraduate (29,821)	14,310	14,392	656	463
	28,702		1,119	
	Graduate			
Degree-seeking, first-time (5,041)	2,358	2,517	97	69
All other degree-seeking (10,835)	5,090	4,613	721	411
All other graduate enrolled for credit (305)	139	98	37	31
Total graduate (16,181)	7,587	7,228	855	511
	14,815		1,366	
Total undergraduate and graduate (46,002)	21,897	21,620	1,511	974
	43,517		2,485	
Total all undergraduates			29,821	
Total all graduate			16,181	
GRAND TOTAL ALL STUDENTS			46,002	

B2 Enrollment by Racial/Ethnic Category. Headcount of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2017. Hispanic students are reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial are reported only under "Two or more races." (IPEDS definitions)

	Degree-Seeking First-Time First-Year		Degree-Seeking Undergraduates (include first-time first-year)		Total Undergraduates (both degree- and non-degree-seeking)	
Nonresident aliens	310	5%	2,003	7%	2,157	7%
Hispanic/Latino	479	7%	1,692	6%	1,696	6%
Black or African American, non-Hispanic	277	4%	1,258	4%	1,263	4%
White, non-Hispanic	4,145	61%	17,882	61%	17,940	60%
American Indian or Alaska Native, non-Hispanic	11	0.2%	43	0.1%	43	0.1%
Asian, non-Hispanic	943	14%	4,130	14%	4,153	14%
Native Hawaiian or other Pacific Islander, non-Hispanic	8	0.1%	16	0.05%	16	0.05%
Two or more races, non-Hispanic	302	4%	1,201	4%	1,206	4%
Race and/or ethnicity unknown	372	5%	1,325	4%	1,347	5%
TOTAL	6,847	100%	29,550	100%	29,821	100%

Persistence

B3 Number of degrees awarded from Sept. 1, 2016 to August 30, 2017

Certificate/diploma		
Associate degrees		
Bachelor's degrees	7,059	53%
Postbachelor's certificates	39	0.3%
Master's degrees	4,442	34%
Post-Master's certificates	180	1%
Doctoral degrees – research/scholarship	813	6%
Doctoral degrees – professional practice	702	5%
Doctoral degrees – other		
TOTAL	13,235	100%

Graduation Rates (For Bachelor's or Equivalent Institutions)

The items in this section correspond to data collected by the IPEDS web-based Data Collection System's Graduation Rate Survey (GRS).

Fall 2011 Cohort (full-time first-time bachelor's degree-seeking undergraduate students who entered in Fall 2011 or the preceding summer term)

Fall 2011 Cohort (full-time first-time bachelor's degree-seeking undergraduate students who entered in Fall 2011 or the preceding summer term)		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)	
B4	Initial 2011 cohort of first-time, full-time bachelor's (or equivalent) degree seeking undergraduate-students	979		1,061		4,171		6,211	
B5	Subtractions from the initial 2011 cohort due to death, permanent disability, military service, foreign aid service of the federal government, or official church missions	2		0		3		5	
B6	Final adjusted 2011 cohort	977		1,061		4,168		6,206	
B7	Of the 2011 cohort, count of those who completed the program in four years or less (by August 31, 2015):	645	66.0%	788	74.3%	3,351	80.4%	4,784	77.1%
B8	Of the 2011 cohort, count of those who completed the program in more than four years but in five years or less (after August 31, 2015 and by August 31, 2016):	166	17.0%	146	13.8%	457	11.0%	769	12.4%
B9	Of the 2011 cohort, count of those who completed the program in more than five years but in six years or less (after August 31, 2016 and by August 31, 2017):	38	3.9%	26	2.5%	67	1.6%	131	2.1%
B10	Total graduating within six years	849		960		3,875		5,684	
B11	Six-year graduation rate for 2011 cohort	86.9%		90.5%		93.0%		91.6%	

Fall 2010 Cohort (full-time first-time bachelor's degree-seeking undergraduate students who entered in Fall 2010 or the preceding summer term)

	<i>Fall 2010 Cohort (full-time first-time bachelor's degree-seeking undergraduate students who entered in Fall 2010 or the preceding summer term)</i>	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)	
B4	Initial 2010 cohort of first-time, full-time bachelor's (or equivalent) degree seeking undergraduate-students	961		1,113		4,376		6,450	
B5	Subtractions from the initial 2010 cohort due to death, permanent disability, military service, foreign aid service of the federal government, or official church missions	0		4		3		7	
B6	Final adjusted 2010 cohort	961		1,109		4,373		6,443	
B7	Of the 2010 cohort, count of those who completed the program in four years or less (by August 31, 2014):	648	67.4%	798	72.0%	3,483	79.6%	4,929	76.5%
B8	Of the 2010 cohort, count of those who completed the program in more than four years but in five years or less (after August 31, 2014 and by August 31, 2015):	143	14.9%	153	13.8%	532	12.2%	828	12.9%
B9	Of the 2010 cohort, count of those who completed the program in more than five years but in six years or less (after August 31, 2015 and by August 31, 2016):	24	2.5%	15	1.4%	78	1.8%	117	1.8%
B10	Total graduating within six years	815		966		4,093		5,874	
B11	Six-year graduation rate for 2010 cohort	84.8%		87.1%		93.6%		91.2%	

Retention Rate

B22 For the cohort of all full-time bachelor's degree-seeking undergraduate students who entered as freshmen in Fall 2016 (or the preceding summer term), the percentage enrolled as of the official enrollment date in Fall 2017. (The initial cohort may be adjusted for students who departed due to death, permanent disability, service in the armed forces, foreign aid service of the federal government or official church missions.)	97.1%
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C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

Applications

- C1 First-time, first-year, (freshmen) students.** Number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2017. If applicable, includes early decision, early action, and students who began studies during immediately preceding summer term. Applicants includes only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who were notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants includes wait-listed students offered admission.

C1	Total applications by men for first-time, first-year (freshman) admission	31,664	sum = 59,886
C1	Total applications by women for first-time, first-year (freshman) admission	28,222	
C1	Total offers to men for first-time, first-year (freshman) admission	7,673	sum = 15,871 (27% of applications)
C1	Total offers to women for first-time, first-year (freshman) admission	8,198	
C1	Total full-time, first-time, first-year (freshman) men who enrolled	3,313	sum = 3,328
C1	Total part-time, first-time, first-year (freshman) men who enrolled	15	
C1	Total full-time, first-time, first-year (freshman) women who enrolled	3,502	sum = 3,519
C1	Total part-time, first-time, first-year (freshman) women who enrolled	17	
C1	Total full-time, first-time, first-year (freshman) who enrolled	6,815	sum = 6,847 (43% of admitted)
C1	Total part-time, first-time, first-year (freshman) who enrolled	32	

- C2 Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability)**

		Yes	No
C2	Do you have a policy of placing students on a waiting list?	X	
C2	If yes, please answer the questions below for Fall 2017 admissions:		
C2	Number of qualified applications offered a place on waiting list	11,127	
C2	Number of applications accepting a place on the waiting list	4,124	
C2	Number of wait-listed applications sent admission offers	470	
		Yes	No
C2	Is your waiting list ranked?		X

Admission Requirements

- C3 High school completion requirement**

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

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

C4	Require	
C4	Recommend	X
C4	Neither require nor recommend	

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

		Units Required	Units Recommended
C5	Total academic units	16	23+
C5	English	4	4
C5	Mathematics	3-4	4
C5	Science	3-4	4
C5	<i>Of these, units that must be lab</i>	1	1
C5	Foreign language	2 (for LSA)	4
C5	Social studies	1	1
C5	History	3	3
C5	Academic electives	varies	varies
C5	Computer Science	(blank)	1
C5	Visual/Performing Arts	(blank)	2
C5	Other (specify)	Varies by school and college	IB, AP, A Levels, honors, advanced, accelerated,

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

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

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

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

Note regarding interviews: Some applicants to Music, Theatre and Dance and some applicants to the College of Engineering may be interviewed

SAT and ACT Policies

C8 Entrance exams

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

C8A Place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2017.

	ADMISSION				
	Require	Recommend	Require for Some	Consider if Submitted	Not Used
C8A	SAT or ACT	X			
C8A	ACT only				
C8A	SAT only				
C8A	SAT and SAT Subject Tests or ACT			X	
C8A	SAT Subject Tests only		X		

C8B If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2017, please indicate which ONE of the following applies: (regardless of whether the writing score will be used in the admissions process):

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

Common Data Set 2017-2018

C8B If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2017 please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process:

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

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

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

C8D In addition, does your institution use applicants' test scores for academic advising? Yes No
 X

C8E Latest date by which SAT or ACT scores must be received for fall-term admission Feb. 1

C8E Latest date by which SAT Subject Test scores must be received for fall-term admission n/a

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): International and home-schooled students should review policies at: admissions.umich.edu

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

C8G	SAT:	
C8G	ACT:	
C8G	SAT Subject Tests:	
C8G	AP:	see admissions.umich.edu/apply/freshmen-applicants/ap-ib-credit
C8G	CLEP:	
C8G	Institutional Exam:	X
C8G	State Exam (specify):	

Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2017, including students who began studies during summer, nonresident aliens, and students admitted under special arrangements.

C9 Percent and number of first-time, first-year (freshman) students enrolled in Fall 2017 who submitted national standardized (SAT/ACT) test scores. Includes information for ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores. Does 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. Does not convert SAT scores to ACT scores and vice versa. Old SAT scores are converted to New SAT scores using the College Board's concordance tools and tables (sat.org/concordance).

C9	Percent submitting SAT scores	52%	Number submitting SAT scores	3,534
C9	Percent submitting ACT scores	74%	Number submitting ACT scores	5,035
C9			25th Percentile	75th Percentile
C9	SAT Evidence-based Reading and Writing		660	730
C9	SAT Math		670	770
C9	SAT Writing		n/a	n/a
C9	SAT Essay		n/a	n/a
C9			25th Percentile	75th Percentile
C9	ACT Composite		30	33
C9	ACT Math		28	34
C9	ACT English		30	35
C9	ACT Writing		23	27

Common Data Set 2017-2018

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

C9		SAT Evidence-based Reading and Writing	SAT Math	
C9	700-800	52.1%	61.6%	
C9	600-699	41.9%	28.8%	
C9	500-599	5.7%	9.1%	
C9	400-499	0.3%	0.5%	
C9	300-399	0.0%	0.0%	
C9	200-299	0.0%	0.0%	
	Totals should = 100%	100.0%	100.0%	
C9		ACT Composite	ACT English	ACT Math
C9	30-36	78.5%	81.4%	66.7%
C9	24-29	19.6%	15.9%	30.6%
C9	18-23	1.8%	2.4%	2.4%
C9	12-17	0.1%	0.5%	0.3%
C9	6-11	0.0%	0.0%	0.0%
C9	Below 6	0.0%	0.0%	0.0%
	Totals should = 100%	100%	100%	100%

C10 Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges

C10	Percent in top tenth of high school graduating class	applicants not required to submit class rank
C10	Percent in top quarter of high school graduating class	
C10	Percent in top half of high school graduating class	
C10	Percent in bottom half of high school graduating class	
C10	Percent in bottom quarter of high school graduating class	
C10	Percent of total first-time, first-year (freshmen) students who submitted high school class rank:	

C11 Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who reported high school grade-point averages apportioned to each of the following ranges (using 4.0 scale).

C11	Percent who had GPA of 3.75 and higher	80.9%
C11	Percent who had GPA between 3.50 and 3.74	16.0%
C11	Percent who had GPA between 3.25 and 3.49	1.8%
C11	Percent who had GPA between 3.00 and 3.24	0.8%
C11	Percent who had GPA between 2.50 and 2.99	0.5%
C11	Percent who had GPA between 2.0 and 2.49	0.0%
C11	Percent who had GPA between 1.0 and 1.99	0.0%
C11	Percent who had GPA below 1.0	0.0%
	Totals should = 100%	100%

C12	Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA:	3.85
C12	Percent of total first-time, first-year (freshman) students who submitted high school	97.1%

Admission Policies

C13 Application Fee

C13		Yes	No
C13	Does your institution have an application fee?	X	
C13	Amount of application fee:	\$75	
C13		Yes	No
C13	Can it be waived for applicants with financial need?	X (except for student visa holders)	

C13 If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:

C13	Same fee:	X		
C13	Free:			
C13	Reduced:		Yes	No
C13	Can on-line application fee be waived for applicants with financial need?	X (except for student visa holders)		

C14 Application closing date

C14		Yes	No
C14	Does your institution have an application closing	X	
C14	Application closing date (fall):	Feb. 1	
C14	Priority date:	Nov. 1 - Early Action Program	
C15		Yes	No
C15	Are first-time, first-year students accepted for terms other than the	X (only for LSA)	

C16 Notification to applicants of admission decision sent

C16	On a rolling basis beginning (date):
C16	By (date): 12/24 for early action completed files
C16	Other: students who apply by 2/1 will receive a decision by early April

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

C17	Must reply by (date):	May 1
C17	No set date:	
C17	Must reply by May 1 or within ____ weeks if notified thereafter	2
C17	Other:	
C17	Deadline for housing deposit (MM/DD):	
C17	Amount of housing deposit:	n/a
C17	Refundable if student does not enroll?	
C17	Yes, in full	
C17	Yes, in part	
C17	No	

C18 Deferred admission

C18		Yes	No
C18	Does your institution allow students to postpone enrollment after admission?	X	
C18	If yes, maximum period of postponement:	usually 1 year	

C19 Early admission of high school students

C19		Yes	No
C19	Does your institution allow high school students to enroll as full-time, first-time, first-		X

C20 Common Application

Question removed from CDS.

Early Decision and Early Action Plans**C21 Early Decision**

C21		Yes	No
C21	Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment?		X

If "yes," please complete the following:

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

C21 For the Fall 2017 entering class:

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

Common Data Set 2017-2018

C22 Early action

C22		Yes	No
C22	Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?	X	

C22 If "yes," please complete the following:

C22	Early action closing date	Nov. 1
C22	Early action notification date	Dec. 24

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

C22	Yes	No
C22		X

D. TRANSFER ADMISSION**Fall Applicants**

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

D2 Headcount of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2017.

D2		Applicants	Admitted Applicants	Enrolled Applicants
D2	Men	2,364	840	581
D2	Women	1,777	731	484
D2	Unidentified	0	0	0
D2	Total	4,141	1,571	1,065

Application for Admission

D3 Indicate terms for which transfers may enroll:

D3	Fall	X
D3	Winter	X (some colleges)
D3	Spring	X (some colleges)
D3	Summer	X (some colleges)

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

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

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

D6	If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):	
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D7	If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):	
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D8	List any other application requirements specific to transfer applicants: admissions.umich.edu/apply/transfer-students
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Common Data Set 2017-2018

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

D9		Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
D9	Fall		February 1		depends on school/college	
D9	Winter		October 1		depends on school/college	
D9	Spring		February 1		depends on school/college	
D9	Summer		February 1		depends on school/college	
D10				Yes	No	
D10	Does an open admission policy, if reported, apply to transfer students?					

D11 Describe additional requirements for transfer admission, if applicable:

admissions.umich.edu/apply/transfer-students

Transfer Credit Policies

D12	Report the lowest grade earned for any course that may be transferred for credit:	C
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D13		Number	Unit Type
D13	Maximum number of credits or courses that may be transferred from a two-year institution:	62 (if AA or AS degree earned and credits are transferable)	Transferable semester credits

D14		Number	Unit Type
D14	Maximum number of credits or courses that may be transferred from a four-year institution:	60	Transferable semester credits

D15	Minimum number of credits that transfers must complete at your institution to earn an associate degree:	n/a
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D16	Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:	60
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D17 Describe other transfer credit policies:

admissions.umich.edu/apply/transfer-students

E. ACADEMIC OFFERINGS AND POLICIES

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

E1	Accelerated program	x
E1	Cooperative education program	x
E1	Cross-registration	x
E1	Distance learning	x
E1	Double major	x
E1	Dual enrollment	x
E1	English as a Second Language (ESL)	x
E1	Exchange student program (domestic)	x
E1	External degree program	x
E1	Honors Program	x
E1	Independent study	x
E1	Internships	x
E1	Liberal arts/career combination	x
E1	Student-designed major	x
E1	Study abroad	x
E1	Teacher certification program	x
E1	Weekend college	x
E1	Other (specify): Dual and combined baccalaureate degree options in the College of Engineering; dual degree options in the Ross School of Business; College of Literature, Science and the Arts; School of Kinesiology; School of Music, Theater & Dance; Penny W. Stamps School of Art & Design; and Taubman College of Architecture and Urban Planning. Sequential or concurrent UG-Grad studies.	

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

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

E3	Arts/fine arts	
E3	Computer literacy	
E3	English (including composition)	x
E3	Foreign languages	x
E3	History	
E3	Humanities	x
E3	Mathematics	
E3	Philosophy	
E3	Sciences (biological or physical)	x
E3	Social science	x
E3	Other (describe): Academic requirements vary by program. For the College of Literature, Science, and the Arts most students must complete 7 credits in each of the following three areas: Natural Science, Social Science, and Humanities, for a total of 21 credits. Students must also complete 3 additional credits in three of the following five areas: Natural Science, Social Science, and Humanities, Mathematical and Symbolic Analysis, and Creative Expression, for a total of 9 credits. All students admitted to the college must also meet the quantitative reasoning requirement, designed to ensure that every graduate receives a certain level of proficiency in using and analyzing quantitative information. To graduate, students must complete a minimum of 120 credits with a cumulative GPA of 2.0. Degree programs in other undergraduate schools and colleges have similar, but not identical, requirements.	

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

F. STUDENT LIFE

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

F1		First-time, first-year (freshman) students	Undergraduates
F1	Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	46%	41%
F1	Percent of men who join fraternities	n/a	17%
F1	Percent of women who join sororities	n/a	25%
F1	Percent who live in college-owned, -operated, or -affiliated housing	98%	32%
F1	Percent who live off campus or commute	2%	68%
F1	Percent of students age 25 and older	0%	1%
F1	Average age of full-time students	18	20
F1	Average age of all students (full- and part-time)	18	20

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

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

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

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

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

F4	Coed dorms	X
F4	Men's dorms	
F4	Women's dorms	X
F4	Apartments for married students	X
F4	Apartments for single students	X
F4	Special housing for disabled students	X
F4	Special housing for international students	
F4	Fraternity/sorority housing	X
F4	Cooperative housing	X
F4	Theme housing	X
F4	Wellness housing (alcohol-, drug-, smoke-free)	X
F4	Other housing options (specify): living-learning communities, substance-free housing, gender neutral	

G. ANNUAL EXPENSES

G0 Please provide the URL of your institution's net price calculator: npc.collegeboard.org/student/app/umich

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

☒ Check here if your institution's 2018-2019 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 2018-2019 academic year costs of attendance will be available: July 1, 2017

G1 Undergraduate full-time tuition, required fees, room and board. List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2017-2018 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are not included in tuition (e.g., registration, health, or activity fees.) Do not include optional fees (e.g., parking, laboratory use).

G1		First-Year	Undergraduates*
G1	PRIVATE INSTITUTIONS Tuition:		
G1	PUBLIC INSTITUTIONS Tuition: In-district		
G1	PUBLIC INSTITUTIONS In-state (out-of-district):	\$14,498	\$15,433
G1	PUBLIC INSTITUTIONS Out-of-state:	\$47,148	\$48,814
G1	NONRESIDENT ALIENS Tuition:	\$47,148	\$48,814
G1	REQUIRED FEES:	\$328	\$328
G1	ROOM AND BOARD: (on-campus)	\$11,198	\$11,198
G1	ROOM ONLY: (on-campus)		
G1	BOARD ONLY: (on-campus meal plan)		

* Average of lower division and upper division rates

G1	Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees):	n/a
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G1 Other:

G2		Minimum	Maximum
G2	Number of credits per term a student can take for the stated full-time tuition	12	18

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

Common Data Set 2017-2018

G4		Yes	No
G4	Do tuition and fees vary by undergraduate instructional program?	x	
G4	If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1?	37%	

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

G5		On-Campus	Commuters (living at home)	Off-Campus
G5	Books and supplies	\$1,048	\$1,048	\$1,048
G5	Room only			
G5	Board only			
G5	Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):	\$11,198	\$4,814	\$11,198
G5	Transportation			
G5	Other expenses	\$2,454	\$2,454	\$2,454

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

G6	PRIVATE INSTITUTIONS:	
G6	PUBLIC INSTITUTIONS In-district:	
G6	PUBLIC INSTITUTIONS In-state (out-of-district):	Lower Division: First credit hour, \$949; Add'l hours, \$573. Upper Division: First credit hour, \$1,027, Add'l hours, \$651. \$164 in fees per semester.
G6	PUBLIC INSTITUTIONS Out-of-state:	Lower Division: First credit hour, \$2,310; Add'l hours, \$1,934. Upper Division: First credit hour, \$2,448, Add'l hours, \$2,072. \$164 in fees per semester.
G6	NONRESIDENT ALIENS:	Lower Division: First credit hour, \$2,310; Add'l hours, \$1,934. Upper Division: First credit hour, \$2,448, Add'l hours, \$2,072. \$164 in fees per semester.

H. FINANCIAL AID

Aid Awarded to Enrolled Undergraduates

Enter total dollar amounts awarded to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates) in the following categories. (Note: If the data being reported are final figures for the 2016-2017 academic year (see the next item below), use the 2016-2017 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). Aid that is non-need-based but that was used to meet need should be reported in the need-based aid columns. (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)

H1		2017-2018 estimated	2016-2017 final
H1	Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below:		X
H3	Which needs-analysis methodology does your institution use in awarding institutional aid?		
H3	Federal methodology (FM)		
H3	Institutional methodology (IM)		
H3	Both FM and IM	X	
H1		Need-based \$ (Include non-need-based aid used to meet need.)	Non-need-based \$ (Exclude non-need-based aid used to meet need.)
H1	Scholarships/Grants		
H1	Federal	\$21,600,852	\$7,230,064
H1	State (i.e., all states, not only the state in which your institution is located)	\$547,325	\$2,118,136
H1	Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$149,143,493	\$60,644,319
H1	Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college		\$16,371,863
H1	Total Scholarships/Grants	\$171,291,670	\$86,364,382
H1	Self-Help		
H1	Student loans from all sources (excluding parent loans)	\$36,050,004	\$35,849,499
H1	Federal Work-Study	\$14,190,629	
H1	State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)		
H1	Total Self-Help	\$50,240,633	\$35,849,499
H1	Other		
H1	Parent Loans		\$27,542,137
H1	Tuition Waivers. Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.		
H1	Athletic Awards		\$22,134,910

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

H2		First-time Full-time Freshmen	Full-time Undergraduate (Incl. Fresh.)	Less Than Full-time Undergraduate
H2	a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2016 cohort)	6,675	27,833	928
H2	b) Number of students in line a who applied for need-based financial aid	4,541	14,512	328
H2	c) Number of students in line b who were determined to have financial need	2,746	10,685	241
H2	d) Number of students in line c who were awarded any financial aid	2,621	10,371	217
H2	e) Number of students in line d who were awarded any need-based scholarship or grant aid	2,145	8,533	170
H2	f) Number of students in line d who were awarded any need-based self-help aid	1,889	8,278	180
H2	g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	1,971	6,836	80

Common Data Set 2017-2018

H2	h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)	1,975	8,344	185
H2	i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	92%	93%	94%
H2	j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	\$27,050	\$26,477	\$14,075
H2	k) Average need-based scholarship and grant award of those in line e	\$19,099	\$19,648	\$9,667
H2	l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$5,225	\$5,926	\$5,780
H2	m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who were awarded a need-based loan	\$4,295	\$5,314	\$5,295

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

H2A		First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh.)	Less Than Full-time Undergrad
H2A	n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	939	3,611	62
H2A	o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$4,732	\$5,568	\$3,275
H2A	p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	165	711	15
H2A	q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$31,758	\$30,756	\$17,804

H3 Incorporated into H1 above.

Note: CDS H4 and H5 include (or exclude) the following graduates and loan types:

* 2017 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2016 and June 30, 2017.

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

* co-signed loans.

Exclude: students who transferred in, borrowed money at other institutions, had parent loans, did not graduate or graduated with another degree or certificate other than a bachelor's degree.

H4	Count of students in the 2017 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2016 and June 30, 2017. (Excludes students who transferred into your	5,885
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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

H5		Number in the class (defined in H4 above) who borrowed	Percent of the class (defined above) who borrowed (nearest 1%)	Avg. per- undergraduate- borrower cumulative principal borrowed, of those 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.	2,402	41%	\$25,712
	b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	2,349	40%	\$19,580
	c) Institutional loan programs.	126	2%	\$4,670
	d) State loan programs.	1	0%	\$13,380
	e) Private alternative loans made by a bank or lender.	391	7%	\$38,783

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

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

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

H6	If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of	N/A
H6	Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	N/A
H6	Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	N/A

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

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

Process for First-Year/Freshman Students

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

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

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

H9	Priority date for filing required financial aid forms:	April 30
H9	Deadline for filing required financial aid forms:	April 30
H9	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):

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

H11 Indicate reply dates:

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

Types of Aid Available

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

H12 **Loans**

H12 FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

H12	Direct Subsidized Stafford Loans	X
H12	Direct Unsubsidized Stafford Loans	X
H12	Direct PLUS Loans	X
H12	Federal Perkins Loans	X
H12	Federal Nursing Loans	X
H12	State Loans	
H12	College/university loans from institutional funds	X
H12	Other (specify): Health Professions Student Loans	X

H13 **Scholarships and Grants**

H13 NEED-BASED:

H13	Federal Pell	X
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Common Data Set 2017-2018

H13	SEOG	X
H13	State scholarships/grants	X
H13	Private scholarships	X
H13	College/university scholarship or grant aid from institutional funds	X
H13	United Negro College Fund	
H13	Federal Nursing Scholarship	
H13	Other (specify): Iraq and Afghanistan Service Grant, Michigan Competitive Scholarship, Michigan Grant, M-Pact, Provost's Award, TEACH Grant, MTS/Fairfax, Tappan.	X

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

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

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

The University of Michigan is committed to meeting the full demonstrated need of resident students, and provides some aid to out-of-state students. Applicants who were permanent legal residents of Michigan when undertaking active military duty, missionary work, Peace Corps, or similar service are presumed to retain their eligibility.

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

- I1 Please report the number of instructional faculty members in each category for Fall 2017.** Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

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

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

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

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

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

		Full-Time		Part-Time		Total
I1	a) Total number of instructional faculty	2852	82%	618	18%	3,470
I1	b) Total number who are members of minority groups	740	86%	121	14%	861
I1	c) Total number who are women	1191	79%	308	21%	1,499
I1	d) Total number who are men	1661	84%	310	16%	1,971
I1	e) Total number who are nonresident aliens (international)	141	95%	8	5%	149
I1	f) Total number with doctorate, or other terminal degree	2529	86%	426	14%	2,955
I1	g) Total number whose highest degree is a master's but not a terminal master's	237	65%	125	35%	362
I1	h) Total number whose highest degree is a bachelor's	78	57%	60	43%	138
I1	i) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	8	53%	7	47%	15
I1	j) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students	221	49%	227	51%	448

I2 Student to Faculty Ratio

Fall 2017 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, excludes 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. Does not count undergraduate or graduate student teaching assistants as faculty.

I2	Fall 2017 Student to Faculty ratio	15	to 1	based on	
				40,110	students
				2,761	faculty

I3 Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2017 term.

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

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

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2017. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

I3 Number of Class Sections with Undergraduates Enrolled

I3	Undergraduate Class Size Ranges								
I3	CLASS SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
I3		610	1,691	620	217	156	424	289	4,007
		15.2%	42.2%	15.5%	5.4%	3.9%	10.6%	7.2%	100%
I3	CLASS SUB-SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
I3		204	824	1,343	350	65	21	3	2,810
		7.3%	29.3%	47.8%	12.5%	2.3%	0.7%	0.1%	100%

J. DEGREES CONFERRED**J1 Degrees conferred between September 1, 2016 and August 31, 2017**

J1 For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. To determine the percentage, use majors, not headcount (e.g., students with one degree but a double major will be represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

J1	Category (UM-Ann Arbor grants Bachelor's degrees; no undergraduate Diploma/Certificates or Associate degrees)	Bachelor's degrees (First majors)		CIP 2010 Categories to Include
J1	Agriculture		0.0%	1
J1	Natural resources and conservation	92	1.3%	3
J1	Architecture	57	0.8%	4
J1	Area, ethnic, and gender studies	91	1.3%	5
J1	Communication/journalism	234	3.3%	9
J1	Communication technologies		0.0%	10
J1	Computer and information sciences	604	8.6%	11
J1	Personal and culinary services		0.0%	12
J1	Education	72	1.0%	13
J1	Engineering	1,209	17.1%	14
J1	Engineering technologies		0.0%	15
J1	Foreign languages, literatures, and linguistics	172	2.4%	16
J1	Family and consumer sciences		0.0%	19
J1	Law/legal studies		0.0%	22
J1	English	164	2.3%	23
J1	Liberal arts/general studies	86	1.2%	24
J1	Library science		0.0%	25
J1	Biological/life sciences	662	9.4%	26
J1	Mathematics and statistics	228	3.2%	27
J1	Military science and military technologies		0.0%	28 & 29
J1	Interdisciplinary studies	233	3.3%	30
J1	Parks and recreation	263	3.7%	31
J1	Philosophy and religious studies	23	0.3%	38
J1	Theology and religious vocations		0.0%	39
J1	Physical sciences	121	1.7%	40
J1	Science technologies		0.0%	41
J1	Psychology	678	9.6%	42
J1	Homeland Security, law enforcement, firefighting, and protective services		0.0%	43
J1	Public administration and social services	74	1.0%	44
J1	Social sciences	789	11.2%	45
J1	Construction trades		0.0%	46
J1	Mechanic and repair technologies		0.0%	47
J1	Precision production		0.0%	48
J1	Transportation and materials moving		0.0%	49
J1	Visual and performing arts	375	5.3%	50
J1	Health professions and related programs	213	3.0%	51
J1	Business/marketing	535	7.6%	52
J1	History	84	1.2%	54
J1	Other		0.0%	
J1	TOTAL	7,059	100%	

Common Data Set Definitions

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

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

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

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

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

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

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

Applicant (first-time, first year): An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).

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

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

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

Bachelor's degree: An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years but 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 or African American: A person having origins in any of the black racial groups of Africa.

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

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

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

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

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

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

Certificate: See Postsecondary award, certificate, or diploma.

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

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

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

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

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.

Common Data Set 2017-2018

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 expenses.
* 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 applicant pool, without prejudice.
English as a Second Language (ESL): A course of study designed specifically for students whose native language is not English.

Common Data Set 2017-2018

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 GPA's 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 Tests of General Educational Development (GED), or another state-specified examination.
Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, South or Central 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 student: 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.

Common Data Set 2017-2018

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.
Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
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—
<i>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.</i>
<i>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.</i>
<i>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 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.</i>
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.

Common Data Set 2017-2018

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-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).
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: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
* Women's center: Center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.
Work experience (as admission factor): Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.

Financial Aid Definitions

Common Data Set 2017-2018

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

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

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

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

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

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

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

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

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

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

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

Non-need institutional grants

Non-need tuition waivers

Non-need athletic awards

Non-need federal grants

Non-need state grants

Non-need outside grants

Non-need student loans

Non-need parent loans

Non-need work

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

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

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

SUMMARY OF SIGNIFICANT CHANGES TO THE CDS FOR 2017-2018

Graduation Rates Update in Section B

A significant overhaul of the way in which graduation rates are reported for bachelor's and other equivalent programs has been implemented. No changes have been made to the reporting for two-year programs. Going forward, the CDS will ask you to disaggregate the cohorts that previously appeared in B4-B11 into the following four groups:

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

On the 2017-2018 CDS, this revised section appears as below:

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 Forms and Instructions for the 2017-18 Survey.

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2010 and Fall 2011 cohorts (formerly CDS B4-B11) into four groups:

- 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" column.

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 (formerly CDS B4-B11).

For Bachelor's or Equivalent Programs

Please provide data for the Fall 2011 cohort if available. If Fall 2011 cohort data are not available, provide data for the Fall 2010 cohort.

Fall 2010 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)
A - Initial 2010 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students				(formerly B4)
did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions				(formerly B5)
C - Final 2010 cohort, after adjusting for allowable exclusions				(formerly B6)
D - Of the initial 2010 cohort, how many completed the program in four years or less (by Aug. 31, 2014)				(formerly B7)

Common Data Set 2017-2018

E - Of the initial 2010 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2014 and by Aug. 31, 2015)				(formerly B8)
F - Of the initial 2010 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2015 and by Aug. 31, 2016)				(formerly B9)
G - Total graduating within six years (sum of lines D, E, and F)				(formerly B10)
H - Six-year graduation rate for 2010 cohort (G divided by C)	%	%	%	(formerly B11)

Fall 2011 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)
A - Initial 2011 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students				(formerly B4)
B - Of the initial 2011 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, or official church missions; total allowable exclusions				(formerly B5)
C - Final 2011 cohort, after adjusting for allowable exclusions				(formerly B6)
D - Of the initial 2011 cohort, how many completed the program in four years or less (by Aug. 31, 2014)				(formerly B7)
E - Of the initial 2011 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2014 and by Aug. 31, 2015)				(formerly B8)
F - Of the initial 2011 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2015 and by Aug. 31, 2016)				(formerly B9)
G - Total graduating within six years (sum of lines D, E, and F)				(formerly B10)
H - Six-year graduation rate for 2011 cohort (G divided by C)	%	%	%	(formerly B11)