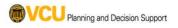


A1. Address Information

Common Data Set 2017-2018

GENERAL INFORMATION

		Virginia Commonwealth University					
		/Country: Richmond, Virginia 23284, USA					
	· · · · · · · · · · · · · · · · · · ·	Street Address (if different), City/State/Zip/Country Main Phone Number: (804)828-0100					
	WWW Home Page Address: w						
	Admissions Phone Number: (804)828-1222						
	Admissions Toll-free Number: (8						
	•	Address, City/State/Zip/Country: 821 West Franklin Street, Richmond, VA 23284-					
	2526, USA						
	Admissions Fax Number: (804)83						
	Admissions E-mail Address: ugra						
		r school's online application, please specify:					
TC	http://www.ugrad.vcu.edu/apply/in						
If yo	you have a mailing address other than	the above to which applications should be sent, please provide:					
A2.	2. Source of institutional control (a	rheck one only)					
	✓ Public✓ Private (nonprofit)						
	Proprietary						
	Портешу						
A3.	3. Classify your undergraduate ins	titution:					
	☐ Coeducational college						
	Men's college						
	Women's college						
A4.	4. Academic year calendar						
	Semester	-4					
	Quarter Con	ntinuous					
	= ` =	fers by program (describe):					
	Other (describe):	T G					
	Guier (deserracy).						
A =	5 D						
A5.	5. Degrees offered by your institution						
		Postbachelor's certificate					
		Master's					
		Post-master's certificate					
		Doctoral degree search/scholarship					
		Doctoral degree –					
		ofessional practice					
	⊠ Bachelor's	Doctoral degree – other					





B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment—**Men and Women** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2017. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART	-TIME
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	1,567	2,611	8	15
Other first-year, degree- seeking	227	257	29	38
All other degree-seeking	6,281	9,182	1,026	1,322
Total degree-seeking	8,075	12,050	1,063	1,375
All other undergraduates enrolled in credit courses	122	91	491	743
Total undergraduates	8,197	12,141	1,554	2,118
Graduate				
Degree-seeking, first-time	560	938	124	186
All other degree-seeking	1,389	2,081	386	791
All other graduates enrolled in credit courses	67	57	141	306
Total graduate	2,016	3,076	651	1,283

Total all undergraduates: <u>24,010</u>

Total all graduate: 7,026

GRAND TOTAL ALL STUDENTS: 31,036





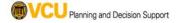
B2. Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2017. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non- degree-seeking)
Nonresident aliens	98	747	
Hispanic/Latino	433	2,080	
Black or African American, non- Hispanic	801	4,321	
White, non-Hispanic	1,747	10,339	
American Indian or Alaska Native, non- Hispanic	7	46	
Asian, non-Hispanic	647	2,956	
Native Hawaiian or other Pacific Islander, non-Hispanic	1	33	
Two or more races, non-Hispanic	353	1,446	
Race and/or ethnicity unknown	114	595	
Total	4,201	22,563	

Persistence

B3. Number of degrees awarded by your institution from July 1, 2016, to June 30, 2017.

Certificate/diploma	4
Associate degrees	
Bachelor's degrees	5,207
Postbachelor's certificates	<u> 299</u>
Master's degrees	1,455
Post-master's certificates	20
Doctoral degrees – research/scholarship	306
Doctoral degrees – professional practice	437
Doctoral degrees – other	





Graduation Rates

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

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	1,394	838	1,362	3,594
B - Of the initial 2010 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	0	1	0	1
C - Final 2010 cohort, after adjusting for allowable exclusions	1,394	837	1,362	3,593
D - Of the initial 2010 cohort, how many completed the program in four years or less (by Aug. 31, 2014)	429	314	539	1,282
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)	301	188	264	753
F - Of the initial 2010 cohort, how many	93	41	70	204



^{*}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.



completed the program in more than five years but in six years or less (after Aug. 31, 2015 and by Aug. 31, 2016)				
G - Total graduating within six years (sum	823	543	873	2,239
of lines D, E, and F)				
H - Six-year graduation rate for 2010	59%	64.9%	64.1%	62.3%
cohort (G divided by C)				

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-	1,382	924	1,470	3,776
seeking undergraduate students				
B - Of the initial 2011 cohort, how many	0	6	0	6
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				
C - Final 2011 cohort, after adjusting for allowable exclusions	1,382	918	1,470	3,770
D - Of the initial 2011 cohort, how many	500	373	630	1,503
completed the program in four years or less (by Aug. 31, 2015)				
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, 2015 and by Aug. 31, 2016)	280	158	243	681
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, 2016 and by Aug. 31, 2017)	83	40	63	186
G - Total graduating within six years (sum of lines D, E, and F)	863	571	936	2,370
H - Six-year graduation rate for 2011 cohort (G divided by C)	62.4%	62.2%	63.6%	62.9%





For Two-Year Institutions

Please provide data for the 2014 cohort if available. If 2014 cohort data are not available, provide data for the 2013 cohort.

<u>2013 Cohort</u>	<u>2014 Cohort</u>
B12 . Initial 2013 cohort, total of first-time, full-time degree/certificate-seeking students:	B12. Initial 2014 cohort, total of first-time, full-time degree/certificate-seeking students:
B13. Of the initial 2013 cohort, how many did not persist and did not graduate for the following reasons: death, permanently disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	B13. Of the initial 2014 cohort, how many did not persist and did not graduate for the following reasons: death, permanently disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:
B14. Final 2013 cohort, after adjusting for allowable exclusions(Subtract question B13 from question B12)	B14. Final 2014 cohort, after adjusting for allowable exclusions(Subtract question B13 from question B12)
B15. Completers of programs of less than two years duration (total):	B15. Completers of programs of less than two years duration (total):
B16. Completers of programs of less than two years within 150 percent of normal time:	B16. Completers of programs of less than two years within 150 percent of normal time:
B17. Completers of programs of at least two but less than four years (total):	B17. Completers of programs of at least two but less than four years (total):
B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:	B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:
B19. Total transfers-out (within three years) to other institutions:	B19. Total transfers-out (within three years) to other institutions:
B20. Total transfers to two-year institutions:	B20. Total transfers to two-year institutions:
B21. Total transfers to four-year institutions:	B21. Total transfers to four-year institutions:

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2016 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2016 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2017? <u>83</u> %





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

Ann	Innot	Onc
App	ша	

C1. First-time, first-year (freshman) students: Provide the number of applied, were admitted, and enrolled (full- or part-time) in Fall 20 who began studies during summer in this cohort. Applicants should requirements for consideration for admission (i.e., who completed of one of the following actions: admission, non-admission, placem applicant or institution). Admitted applicants should include wait-admission.	17. Include early decision, early action, and students d include only those students who fulfilled the actionable applications) and who have been notified tent on waiting list, or application withdrawn (by
Total first-time, first-year (freshman) men who applied Total first-time, first-year (freshman) women who applied	6,412 10,435
Total first-time, first-year (freshman) men who were admitted Total first-time, first-year (freshman) women who were admitted	<u>4,795</u> <u>8,106</u>
Total full-time, first-time, first-year (freshman) men who enrolled Total part-time, first-time, first-year (freshman) men who enrolled	
Total full-time, first-time, first-year (freshman) women who enroll Total part-time, first-time, first-year (freshman) women who enrol	
C2. Freshman wait-listed students (students who met admission recontingent on space availability) Do you have a policy of placing students on a waiting list? Y If yes, please answer the questions below for Fall 2017 admissions	es No
Number of qualified applicants offered a place on waiting list Number accepting a place on the waiting list Number of wait-listed students admitted 195	<u>886</u>
Is your waiting list ranked? If yes, do you release that information to students? Do you release that information to school counselors?	
Admission Requirements C3. High school completion requirement Check the appropriate box to identify your high school completio 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	n requirement for degree-seeking entering students:
C4. Does your institution require or recommend a general college-	preparatory program for degree-seeking students?
☐ Require☐ Recommend☐ Neither require nor recommend	





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

	Units Required	Units Recommended
Total academic units	20	24
English	4	4
Mathematics	3	4
Science	3	4
Of these, units that must be lab	1	1
Foreign language	2	3
Social studies	1	1
History	2	3
Academic electives		
Computer Science		
Visual/Performing Arts		1
Other (specify)		

Basis for Selection C6. Do you have an open admission polequivalency diplomas are admitted which applies:				
Open admission policy as described Open admission policy as described selective admission for out-of selective admission to some p	above for most students, buf-state students	ıt		
other (explain)	=			
C7. Relative importance of each of the degree-seeking (freshman) admiss		nonacademic factor Important	rs in your first-tim Considered	e, first-year, Not Considered
Academic				
Rigor of secondary school record	\boxtimes			
Class rank			\boxtimes	
Academic GPA	\boxtimes			
Standardized test scores			\boxtimes	Ц
Application Essay	닏	\boxtimes		
Recommendation			\boxtimes	
Nonacademic				
Interview	닏			\boxtimes
Extracurricular activities	닏	\sqcup	×	片
Talent/ability	1 1	1 1	IXI	1 1



Character/personal qualities

Religious affiliation/commitment

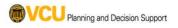
First generation Alumni/ae relation Geographical residence

State residency



Racial/ethnic status Volunteer work Work experience Level of applicant's interest						
SAT and ACT Policies						
C8. Entrance exams						
A. Does your institution make use of SA degree-seeking applicants? ☐ Yes		or SAT Subject T	est scores in adm	ission decisions f	or first-time, firs	st-year.
If yes, place check marks in the appropriate Fall 2019.	riate boxes	below to reflect	your institution's	policies for use in	admission for	
	Require	Recommend	ADMISSION Require for	Consider If	Not Used	
SAT or ACT ACT only SAT only SAT and SAT Subject Tests or ACT SAT Subject Tests			Some	Submitted		
B. If your institution will make use of the Fall 2019 please indicate which ONE of admissions process): ACT with writing required ACT with writing recommended. X ACT with or without writing accept	f the follow					
If your institution will make use of the Stall 2019 please indicate which ONE of admissions process): SAT with Essay component require SAT with essay component recomponent reco	f the follow ed mmended	ving applies (rega				
C. Please indicate how your institution	will use the	e SAT or ACT es	say component; cl	heck all that apply	y.	

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





students admitted under special arrangements.

Common Data Set 2017-2018

D. In addition	, does your institution use applicants' test scores for academic advising?
	yes X no
E. Latest da	te by which SAT or ACT scores must be received for fall-term admission Varies
	te by which SAT Subject Test scores must be received for fall-term admission N/A
F. If necess	ary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are red of some students): Not required of freshman applicants over 22. Test score optional for some
freshma	n who meet specific criteria.
SAT ACT SAT Sub AP CLEP Institutio	idicate which tests your institution uses for placement (e.g., state tests):
Freshman l	rofile
	mation for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students
enrolled in Fa	Il 2017, including students who began studies during summer, international students/nonresident aliens, and

C9. Percent and number of first-time, first-year (freshman) students enrolled in Fall 2017 who submitted national standardized (SAT/ACT) test scores. Include information for ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores. Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. Do convert Old SAT scores to New SAT scores using the College Board's concordance tools and tables (sat.org/concordance).

Percent submitting SAT scores	<u>78%_</u>	Number submitting SAT scores	3,266
Percent submitting ACT scores	<u>24%_</u>	Number submitting ACT scores	1,024

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

Assessment	25th Percentile Score	75th Percentile Score
SAT Evidence-Based Reading and Writing	556	672
SAT Math	520	620
SAT Essay	6	8
ACT Composite	21	28
ACT Math	19	26
ACT English	21	28
ACT Writing		





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

Score	SAT Evidence-Based	SAT Math
Range	Reading and Writing	
700-800	8.82	6.52
600-699	40.51	27.62
500-599	44.43	53.46
400-499	6.22	12.09
300-399	.03	.31
200-299		
	100%	100%

Score	ACT	ACT	ACT Math
Range	Composite	English	
30-36	14.84	20.80	10.06
24-29	39.06	30.76	39.84
18-23	42.09	37.50	36.04
12-17	3.91	10.25	14.06
6-11	0.10	0.68	
Below 6			
	100%	100%	100%

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

Percent in top tenth of high school graduating class
Percent in top quarter of high school graduating class
Percent in top half of high school graduating class
45.90

Percent in top half of high school graduating class Percent in bottom half of high school graduating class

Percent in bottom half of high school graduating class 54.10 Percent in bottom quarter of high school graduating class 2.76 Top half + bottom half = 100%.

Percent of total first-time, first-year (freshman) students who submitted high school class rank: 66%

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

Percent who had GPA of 3.75 and higher 40.14
Percent who had GPA between 3.50 and 3.74
Percent who had GPA between 3.25 and 3.49
18.82

Percent who had GPA between 2.50 and 2.99 7.62

Percent who had GPA between 3.00 and 3.24

Percent who had GPA between 2.0 and 2.49 <u>.53</u>

Percent who had GPA between 1.0 and 1.99 Percent who had GPA below 1.0

100%

12.76





C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA: 3.63

Percent of total first-time, first-year (freshman) students who	submitted h	igh school GPA: 98.14%
Admission Policies		
C13. Application fee		
Does your institution have an application fee? Amount of application fee: \$65	⊠ Yes	□ No
Can it be waived for applicants with financial need?	⊠ Yes	□ No
If you have an application fee and an on-line application opti Same fee: Free: Reduced:	on, please in	dicate policy for students who apply on-line:
Can on-line application fee be waived for applicants with fina	ancial need?	Yes/no
C14. Application closing date		
Does your institution have an application closing date? Application closing date (fall): Priority date:	⊠ Yes	□ No
C15. Are first-time, first-year students accepted for terms of	ner than the	fall? ⊠ Yes □ No
${\bf C16.Notificationtoapplicantsofadmissiondecisionsent}(\it{fill}$	in one only)	
On a rolling basis beginning (date): November By (date): Other:		
C17. Reply policy for admitted applicants (fill in one only)		
Must reply by (date): No set date: Must reply by May 1 or within 2 weeks if notified thereafter Other:		
Deadline for housing deposit (MMDD): <u>06/26</u> Amount of housing deposit: <u>\$250</u> Refundable if student does not enroll? Yes, in full Yes, in part X No		
C18. Deferred admission: Does your institution allow students ☐ Yes ☐ No If yes, maximum period of postponement:	to postpone 6	enrollment after admission?
C19. Early admission of high school students: Does your institution, first-year (freshman) students one year or more before		

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





Early Decision and Early Action Plans

	be notified of	an admission de	nstitution offer an early de ecision well in advance of t-time, first-year (freshman	the regular notification da	ate and that asks st	udents to commit to
	If "yes," pleas	se complete the	following:			
		early decision plearly decision pl	an closing date _ an notification date _			
		ecision plan clos ecision plan noti				
	For the Fall	2017 entering c	lass:			
			lications received by your d under early decision pla		_	
	Please provid	e significant det	ails about your early decis	ion plan:		
	in advance of ☐ Yes ☐ Yes," please Early action of Early action results act	the regular notice. No se complete the closing date notification date	a nonbinding early action prication date but do not hat following: tive" plan under which you	ve to commit to attending	your college?	
-	•	I ☑ No	1	11	, ,	•
			D. TRANSF	ER ADMISSION		
Fall	Applicants					
D1.	(If no, please If yes, may t	e skip to Section ransfer students	ransfer students? Yes E) earn advanced standing cr ? Yes No		ts earned from cou	rse work completed
D2.	Provide the r 2017.	number of studer	nts who applied, were adm	nitted, and enrolled as deg	ree-seeking transfe	er students in Fall
		Applicants	Admitted Applicants	Enrolled Applicants		
	Men	1879	1282	837		
	Women	2553	1684	1074		
	Total	4432	2966	1911		

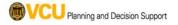
Application for Admission





Indicate all i	tems required of tran	sfer students to app	ly for admission:			
		-		Recommended	Required of	Not requ
High school	ol transcript	of All	of All	of Some	Some X	
College tra	-	X			Λ	
	ersonal statement	X				
Interview	crsonar statement	74			X	
	ed test scores				X	
	of good standing					X
~						
(on a 4.0 scal . If a minimum (on a 4.0 sca	institution(s) n high school grade poets: n college grade point tele): r application requires	average is required	of transfer applicant			
If a minimum (on a 4.0 scal). If a minimum (on a 4.0 scal). List any othe	n high school grade poel:n college grade point ale):	average is required nents specific to tra	of transfer applicant nsfer applicants:	ts, specify for transfer studer		
If a minimum (on a 4.0 scal). If a minimum (on a 4.0 scal). List any othe	n high school grade poel: n college grade point ale): r application requirent ion priority, closing,	average is required nents specific to tra	of transfer applicant nsfer applicants:	ts, specify for transfer studer admission" colum	ate Ro	are
If a minimum (on a 4.0 scal). If a minimum (on a 4.0 scal). List any othe	n high school grade pee): n college grade point ale): r application requirent ion priority, closing, attinuous or rolling base Priority Date	average is required nents specific to tra notification, and ca sis, place a check n	of transfer applicant nsfer applicants: ndidate reply dates that in the "Rolling"	ts, specify for transfer studer admission" colum	ate Ro	are
If a minimum (on a 4.0 scal). If a minimum (on a 4.0 scal). List any othe. List application iewed on a con	n high school grade pee): n college grade point ale): r application requirent ion priority, closing, attinuous or rolling ba	nents specific to tra notification, and casis, place a check m	of transfer applicant nsfer applicants: ndidate reply dates that in the "Rolling"	for transfer studer admission" colum	ate Ro	are
If a minimum (on a 4.0 scal) If a minimum (on a 4.0 scal) List any othe List application in a con	n high school grade pee): n college grade point ale): r application requirent ion priority, closing, attinuous or rolling base Priority Date	nents specific to tra notification, and casis, place a check m	of transfer applicant nsfer applicants: ndidate reply dates that in the "Rolling"	for transfer studer admission" colum	ate Ro	are

Transfer Credit Policies





- **D12.** Report the lowest grade earned for any course that may be transferred for credit: \underline{C}
- **D13.** Maximum number of credits or courses that may be transferred from a two-year institution:

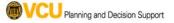
Number 90 Unit type credits

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

Number 90 Unit type <u>credits</u>

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

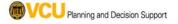
All credits taken at regionally accredited institutions that meet the VCU transfer requirements may be posted to the VCU transcript. However, there may be a difference between the credits VCU will post and the credits each VCU department/school will apply to the desired degree program. Students should meet with their program advisers, who will assist them in determining their VCU degree requirements and will advise them on what transfer courses the program specifically will apply toward their degree requirements. Regardless of how many transfer credits are accepted, students must satisfy all VCU graduation requirements noted in the graduation checklist, including the following: completion of at least 25 percent of the semester – hour credits required for their bachelor's degree program at VCU; completion of at least 30 of the last 45 semester hour credits.





E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options: Identify those progr	rams available at your institu	ition. Refer to the glossary fo	or definitions.
Cooperative education program			
☐ Cross-registration			
□ Distance learning	Liberal arts/career		
_	combination		
Double major	Student-designed major	or	
Dual enrollment	Study abroad		
English as a Second Language	☐ Teacher certification		
(ESL)	program		
Exchange student program	☐ Weekend college		
(domestic)			
External degree program			
Other (specify):			
E2. Has been removed from the CDS.			
E3. Areas in which all or most students are re	equired to complete some c	course work prior to gradu	ation:
Arts/fine arts	☐ Humanities		
Computer literacy	Mathematics		
English (including composition)	Philosophy		
☐ Foreign languages	Sciences (biological of	or physical)	
History	Social science		
Other (describe):			
	F. STUDENT LIFE		
F1. Percentages of first-time, first-year (fresh		ents and degree-seeking un	dergraduates
enrolled in Fall 2017 who fit the following	g categories:		** 1
		First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude i	international/nonresident	(III similari) statistics	
aliens from the numerator and denominator		<u>7.90%</u>	<u>6.70%</u>
Percent of men who join fraternities			
Percent of women who join sororities			
Percent who live in college-owned, -operate	ed, or -affiliated housing		
Percent who live off campus or commute		050/	11 100/
Percent of students age 25 and older Average age of full-time students		<u>.05%</u> <u>18</u>	11.10% 21
Average age of all students (full- and part-ti	ime)	18	<u>21</u> 21





F2. Activities offered Identify those programs available at your institution. Campus Ministries ☐ Literary magazine Radio station Student government Choral groups Marching band Concert band Model UN □ Dance Music ensembles Student-run film society ☐ Drama/theater Musical theater Symphony orchestra ☐ International Student Opera Television station Organization Pep band ☐ Yearbook **F3. ROTC** (program offered in cooperation with Reserve Officers' Training Corps) Army ROTC is offered: On campus At cooperating institution (name): <u>University of Richmond</u> Naval ROTC is offered: On campus At cooperating institution (name): Air Force ROTC is offered: On campus At cooperating institution (name): F4. Housing: Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your

ution.	
Coed dorms	Special housing for disabled students
Men's dorms	Special housing for international students
☐ Women's dorms	Fraternity/sorority housing
Apartments for married students	Cooperative housing
Apartments for single students	☐ Theme housing
	Wellness housing ■
Other housing options (specify): _	-





G. ANNUAL EXPENSES

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

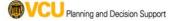
Provide 2018-2019 academic year costs of attendance for the following categories that are applicable to your institution.

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: <u>June 2018</u>

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 2018-2019 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	
and board fee (if your college co	annot provide separate tuition and	room and board
	and provide separate tarrier and	





. Do tuition and fees vary by undergraduate instructional program?			☐ Yes _	No
res, what percentage of full-time	undergraduates p	ay more than the tuiti	on and fees reported in	G1?
. Provide the estimated expenses	s for a typical full-	time undergraduate s	tudent:	
	Residents	Commuters (living at home)	Commuters (not living at home)	
Books and supplies:				
Room only:				
Board only:				
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):				
Transportation:				
Other expenses:				

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

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





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:

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.





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.

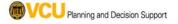
Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.

Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts awarded to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates) in the following categories. (Note: If the data being reported are final figures for the 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 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.)

entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)
Indicate the academic year for which data are reported for items H1 , H2 , H2A , and H6 below: ☐ 2017-2018 estimated or ☐ 2016-2017 final
Which needs-analysis methodology does your institution use in awarding institutional aid? (Formerly H3) Federal methodology (FM) Institutional methodology (IM) Both FM and IM

Both Five and five	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
Cah alawahing/Cwanta	\$	\$
Scholarships/Grants	20 (10 072	62.202
Federal	29,610,072	63,293
State (i.e., all states, not only the state in which your institution is located)	27,357,920	254,605
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	15,733,543	2,985,917
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	8,214,637	20,213,814
Total Scholarships/Grants	161,832,344	47,035,258
Self-Help		
Student loans from all sources (excluding parent loans)	89,236,928	25,494,196
Federal Work-Study	1,820,738	2,385
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	500	822
Total Self-Help	91058166	25497403
Parent Loans	12,764,994	12,238,899
Tuition Waivers	8,263,656	8,532,142
Note: Reporting is optional. Report tuition waivers in this row if you choose		
to report them. Do not report tuition waivers elsewhere.		
Athletic Awards	3,590,397	1,581,305





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.

	aiso de counted as fun-time undergraduates.	First-time Full-time	Full-time Undergrad	Less Than Full-time
		Fun-time Freshmen	(Incl. Fresh)	Undergrad
a)	Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2017 cohort)	4,207	20,298	2,460
b)	Number of students in line a who applied for need-based financial aid	3,443	14,387	1,247
c)	Number of students in line b who were determined to have financial need	2,742	12,053	1,028
d)	Number of students in line c who were awarded any financial aid	2,647	11,655	901
e)	Number of students in line d who were awarded any need-based scholarship or grant aid	2,480	10,086	596
f)	Number of students in line d who were awarded any need-based self-help aid	2,032	9,888	742
g)	Number of students in line d who were awarded any non-need-based scholarship or grant aid	124	344	11
h)	Number of students in line d whose need was fully met (<u>exclude PLUS</u> <u>loans, unsubsidized loans, and private alternative loans</u>)	199	728	28
i)	On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	55.31%	53.06%	35.14%
j)	The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$12,175.03	\$11,622.65	\$6,108.04
k)	Average need-based scholarship or grant award of those in line e	\$9,893.49	\$8,758.25	\$3,881.46
1)	Average need-based self-help award (<u>excluding PLUS loans</u> , <u>unsubsidized loans</u> , <u>and private alternative loans</u>) of those in line f	\$3,433.87	\$4,551.82	\$4,320.49
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-	\$2.275.62	¢4.412.09	¢4 215 25
	based loan	\$3,375.63	\$4,413.08	\$4,315.35





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

		First-time Full-time	Full-time Undergrad	Less Than Full-time
		Freshmen	(Incl. Fresh)	Undergrad
n)	Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	368	1,339	25
o)	Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$6,563.67	\$7,244.82	\$1,704.16
p)	Number of students in line a who were awarded an institutional non- need-based athletic scholarship or grant	19	64	1
q)	Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$17,958.20	\$20,890.75	\$6,768.00

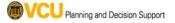
Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4 and H5. Include:

- * 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.
- * money borrowed at other institutions.
- parent loans
- * students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree.

H4. Provide the number of students in the 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. Exclude students who transferred into your institution. 2,763





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

Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate- borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	1,724	62.39%	\$31,919
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	1662	60.15%	\$25,215
c) Institutional loan programs.	10	.36	\$6,517
d) State loan programs.	0	0%	\$0
e) Private student loans made by a bank or lender.	451	16.32%	\$20,899

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

H6.	Indica	ate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking
	nonre	sident aliens:
		Institutional need-based scholarship or grant aid is available
		Institutional non-need-based scholarship or grant aid is available
		Institutional scholarship and grant aid is not available
		itutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of
	under	graduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid: 49





Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: $\frac{8,137.75}{2}$

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: \$398,750.00

H7. Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:
Institution's own financial aid form CSS/Financial Aid PROFILE International Student's Financial Aid Application International Student's Certification of Finances Other:
Process for First-Year/Freshman Students
H8. Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:
☐ FAFSA ☐ Institution's own financial aid form ☐ CSS/Financial Aid PROFILE ☐ State aid form ☐ Noncustodial PROFILE ☐ Business/Farm Supplement ☐ Other:
H9. Indicate filing dates for first-year (freshman) students:
Priority date for filing required financial aid forms: March 1 st Deadline for filing required financial aid forms: No deadline for filing required forms (applications processed on a rolling basis): Yes
H10. Indicate notification dates for first-year (freshman) students (answer a or b):
a.) Students notified on or about (date): <u>April 1st</u>
b.) Students notified on a rolling basis: yes/no If yes, starting date: <u>April 1st</u>
H11. Indicate reply dates:
Students must reply by (date): or within <u>2</u> weeks of notification.

Types of Aid Available

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





H12. Loans

\boxtimes	Direct Subsidized Stafford Loans Direct Unsubsidized Stafford Loans Direct PLUS Loans
	Federal Perkins Loans Federal Nursing Loans State Loans College/university loans from institutional funds Other (specify):
H13. Scl	holarships and Grants
	NEED-BASED: Federal Pell SEOG State scholarships/grants Private scholarships College/university scholarship or grant aid from institutional funds United Negro College Fund Federal Nursing Scholarship Other (specify):

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

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

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





I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for Fall 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:

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or predoctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include 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).





	Full-time	Part-time	Total
a.) Total number of instructional faculty	1,242	910	2,152
b.) Total number who are members of	270	163	433
minority groups			
c.) Total number who are women	603	476	1,079
d.) Total number who are men	639	434	1,073
e.) Total number who are nonresident aliens (international)	48	10	58
f.) Total number with doctorate, or other terminal degree			
g.) Total number whose highest degree is a master's but not a terminal master's			
h.) Total number whose highest degree is a bachelor's			
 i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.) 			
j.) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	123	92	215

I-2. Student to Faculty Ratio

Report the 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, 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 2017 Student to Faculty ratio: 17.75 to 1 (based on 24,705 students and 1,391.67 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 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.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS	142	594	641	345	128	203	213	2,266
SECTIONS								
	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-	118	141	178	140	8	12	11	608
SECTIONS								

J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2016 and June 30, 2017

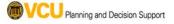
For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. To determine the percentage, use majors, not headcount (e.g., students with one degree but a double major will be represented twice).





Calculate the percentage from your institution's IPEDS Completions by using the sum of 1^{st} and 2^{nd} majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2^{nd} major as the denominator. If you prefer, you can compute the percentages using 1^{st} majors only.

Category	Diploma/	Associate	Bachelor's	CIP 2010
. ·	Certificates			Categories to Include
Agriculture				1
Natural resources and conservation			1	3
Architecture			1.79	4
Area, ethnic, and gender studies			5.57	5
Communication/journalism				9
Communication technologies				10
Computer and information sciences			3.99	11
Personal and culinary services				12
Education			5.38	13
Engineering			4.88	14
Engineering technologies				15
Foreign languages, literatures, and linguistics			0.58	16
Family and consumer sciences				19
Law/legal studies				22
English			2.29	23
Liberal arts/general studies				24
Library science				25
Biological/life sciences			6.99	26
Mathematics and statistics			1.44	27
Military science and military technologies				28 and 29
Interdisciplinary studies			5.63	30
Parks and recreation				31
Philosophy and religious studies			0.65	38
Theology and religious vocations				39
Physical sciences			3	40
Science technologies				41
Psychology			9.85	42
Homeland Security, law enforcement,			6.57	43
firefighting, and protective services				
Public administration and social services			1.92	44
Social sciences			5.68	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts			11.22	50
Health professions and related programs			6.55	51
Business/marketing			13.54	52
History			1.50	54
Other				
TOTAL	100%	100%	100%	





Common Data Set Definitions

- All definitions related to the financial aid section appear at the end of the Definitions document.
- ♦ Items preceded by an asterisk (*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys.
- *Academic advisement: Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.

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

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

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

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

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.

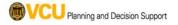
*Counseling service: Activities designed to assist students in making plans and decisions related to their education, career, or personal development.

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.

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.

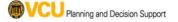
Graduate student: A student who holds a bachelor's or equivalent, and is taking courses at the post-baccalaureate level.

*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.

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—

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

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

At Least 2 But Less Than 4 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.

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

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

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

Proprietary institution: See Private for-profit institution.

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

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

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

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

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





- *Religious counseling: One-on-one or group counseling with trained professionals for students who want to explore religious problems or issues.
- *Remedial services: Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

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

Resident alien or other eligible non-citizen: A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-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.

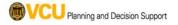
Wait list: List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.

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

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 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:

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.

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

