

Common Data Set A: General Information (2013-2014)

[Instructions and Help](#)

[Glossary of Terms](#)

Respondent Information (Not for Publication)

A0

Name:	<input type="text" value="██████████"/>		
<input type="checkbox"/>	<input type="text" value="██████████"/>		
Office:	<input type="text" value="Institutional Analysis"/>		
Mailing Address:	<input type="text" value="MSC 3004"/>	<input type="text"/>	
City/State/Zip:	<input type="text" value="Las Cruces"/>	<input type="text" value="NM"/>	<input type="text" value="88003"/>
Country:	<input type="text" value="United States"/>		
Phone:	<input type="text" value="██████████"/>		
Fax:	<input type="text" value="██████████"/>		
<input type="checkbox"/>	<input type="text" value="██████████"/>		
Are your responses to the CDS posted for references on your institution's Web site?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
If yes, please provide the URL of the corresponding Web page:	<input type="text" value="http://oia.nmsu.edu/data-reports/natrept/cc"/>		
We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, or cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.	<input type="text"/>		

Address Information

A1

Name of College/University:	<input type="text" value="New Mexico State University"/>		
Mailing Address:	<input type="text" value="Box 30001"/>	<input type="text" value="MSC 3004"/>	
City/State/Zip:	<input type="text" value="Las Cruces"/>	<input type="text" value="NM"/>	<input type="text" value="88003-8001"/>
Country:	<input type="text" value="United States"/>		
Street Address (if different):	<input type="text"/>		
Main Phone Number:	<input type="text" value="575-646-0111"/>		
WWW Home Page Address:	<input type="text" value="www.nmsu.edu"/>		
Admissions Phone Number	<input type="text" value="575-646-3121"/>		
Admissions Toll-Free Phone Number:	<input type="text" value="800-662-6678"/>		
Admissions Office Mailing Address:	<input type="text" value="Box 30001"/>	<input type="text" value="MSC 3004"/>	

	BOX 30001	MSC 3A
City/State/Zip:	Las Cruces	NM 88003-8001
Country:	United States ▼	
Admissions Fax Number:	575-646-6330	
Admissions Email Address:	admissions@nmsu.edu	
If there is a separate URL for your school's online application, please specify:	http://prospective.nmsu.edu/apply/index.ht	
If you have a mailing address other than the above to which applications should be sent, please provide:		
City/State/Zip:		
Country:	▼	

Source of institutional control (Check only one):

A2

 Public Private (nonprofit) Proprietary

Classify your undergraduate institution:

A3

 Coeducational college Men's college Women's college

Academic year calendar:

A4

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

If you chose 'Differs', please describe here:

If you chose 'Other', please describe here:

Degrees offered by your institution:

A5

 Certificate Diploma Associate Transfer Associate

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

Common Data Set B: Enrollment And Persistence (2013-2014)

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

Institutional Enrollment - Men and Women

B1 Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2013. 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	<input type="text" value="881"/>	<input type="text" value="1,021"/>	Line 1	<input type="text" value="7"/>	<input type="text" value="9"/>	Line 15
Other first-year, degree-seeking	<input type="text" value="303"/>	<input type="text" value="226"/>	Line 2	<input type="text" value="50"/>	<input type="text" value="35"/>	Line 16
All other degree-seeking	<input type="text" value="4,147"/>	<input type="text" value="4,637"/>	Lines 3-6	<input type="text" value="709"/>	<input type="text" value="861"/>	Lines 17-20
<i>Total degree-seeking</i>	<input type="text" value="5,331"/>	<input type="text" value="5,884"/>		<input type="text" value="766"/>	<input type="text" value="905"/>	
All other undergraduates enrolled in credit courses	<input type="text" value="35"/>	<input type="text" value="47"/>	Line 7	<input type="text" value="233"/>	<input type="text" value="381"/>	Line 21
<i>Total undergraduates</i>	<input type="text" value="5,366"/>	<input type="text" value="5,931"/>	Line 8	<input type="text" value="999"/>	<input type="text" value="1,286"/>	Line 22

Graduate

Degree-seeking, first-time	<input type="text" value="201"/>	<input type="text" value="266"/>	Line 11	<input type="text" value="81"/>	<input type="text" value="157"/>	Line 25
All other degree-seeking	<input type="text" value="561"/>	<input type="text" value="672"/>	Line 12	<input type="text" value="459"/>	<input type="text" value="729"/>	Line 26
All other graduates enrolled in credit courses	<input type="text" value="7"/>	<input type="text" value="2"/>	Line 13	<input type="text" value="16"/>	<input type="text" value="32"/>	Line 27
<i>Total graduate</i>	<input type="text" value="769"/>	<input type="text" value="940"/>		<input type="text" value="556"/>	<input type="text" value="918"/>	
Total all undergraduates:	<input type="text" value="13,582"/>					
Total all graduate:	<input type="text" value="3,183"/>					
GRAND TOTAL ALL STUDENTS:	<input type="text" value="16,765"/>					

Enrollment by Racial/Ethnic Category

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official Fall reporting date or as of October 15, 2013. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

	Degree-seeking FIRST-TIME FIRST-YEAR	Degree-seeking UNDER-GRADUATES (including first-time first-year)	Total UNDER-GRADUATES (both degree- and non-degree-seeking)

Nonresident aliens	39	536	610
Hispanic/Latino	1,072	6,701	7,043
Black or African American, non-Hispanic/Latino	69	389	409
White, non-Hispanic/Latino	596	4,156	4,350
American Indian or Alaska Native, non-Hispanic/Latino	40	312	325
Asian, non-Hispanic/Latino	21	150	163
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	5	35	36
Two or more races, non-Hispanic/Latino	35	163	170
Race and/or ethnicity unknown	41	444	476
TOTAL	1,918	12,886	13,582

Persistence

B3 Number of degrees awarded by your institution from July 1, 2012 to June 30, 2013

Certificate/diploma	
Associate degrees	25
Bachelor's degrees	2,599
Postbachelor's certificates	22
Master's degrees	800
Post-Master's certificates	10
Doctoral degrees – research/scholarship	132
Doctoral degrees – professional practice	
Doctoral degrees – other	

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2013 Web-based survey.

For Bachelor's or Equivalent Programs

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

Fall 2007 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2007. Include in the cohort those who entered your institution during the summer term preceding fall 2007.

B4

Initial 2007 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 2,105

B5

Of the initial 2007 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: 2

B6

Final 2007 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4) 2,103

B7

Of the initial 2007 cohort, how many completed the program in four years or less (by August 31, 2011): 329

B8

Of the initial 2007 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2011 and by August 31, 2012): 441

B9

Of the initial 2007 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2012 and by August 31, 2013): 141

B10

Total graduating within six years (sum of questions B7, B8, and B9): 911

B11

Six-year graduation rate for 2007 cohort (question B10 divided by question B6): 45.7

Fall 2006 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2006. Include in the cohort those who entered your institution during the summer term preceding fall 2006.

B4

Initial 2006 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 2,078

B5

Of the initial 2006 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: 5

B6

Final 2006 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4) 2,073

B7

Of the initial 2006 cohort, how many completed the program in four years or less (by August 31, 2010): 286

B8

Of the initial 2006 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2010 and by August 31, 2011): 469

B9

Of the initial 2006 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2011 and by August 31, 2012):

B10

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

B11

Six-year graduation rate for 2006 cohort (question B10 divided by question B6):

For Two-Year Institutions

Please provide data for the 2010 cohort if available. If 2010 cohort data are not available, provide data for the 2009 cohort.

2010 Cohort

B12

Initial 2010 cohort, total of first-time, full-time degree/certificate-seeking students:

B13

Of the initial 2010 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

B14

Final 2010 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):

B15

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

B16

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

B17

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

B18

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

B19

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

B20

Total transfers to two-year institutions:

B21

Total transfers to four-year institutions:

2009 Cohort

B12

Initial 2009 cohort, total of first-time, full-time degree/certificate-seeking students:

B13

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

B14

Final 2009 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):

B15

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

B16

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

B17

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

B18

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

B19

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

B20

Total transfers to two-year institutions:

B21

Total transfers to four-year institutions:

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2012 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshman in Fall 2012 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2013?

 %

Common Data Set C: First-Time, First-Year (Freshman) Admission (2013-2014)

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

Applications

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

Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2013. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

For each of the sections below, please fill in either the breakdown of men/women or the total applied, admitted and enrolled.

*Please fill in this field, only if you cannot provide the men/women breakdown.

Total first-time, first-year (freshman) men who applied	2,427
Total first-time, first-year (freshman) women who applied	2,935
Total first-time, first-year (freshman) who applied *	5,362
Total first-time, first-year (freshman) men who were admitted	2,035
Total first-time, first-year (freshman) women who were admitted	2,533
Total first-time, first-year (freshman) who were admitted *	4,568
Total full-time, first-time, first-year (freshman) men who enrolled	881
Total part-time, first-time, first-year (freshman) men who enrolled	7
Total full-time, first-time, first-year (freshman) women who enrolled	1,021
Total part-time, first-time, first-year (freshman) women who enrolled	9
Total full-time, first-time, first-year (freshman) who enrolled *	1,902
Total part-time, first-time, first-year (freshman) who enrolled *	16

C2 Freshman wait-listed students

(students who met admission requirements but whose final admission was contingent on space availability)

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

If yes, please answer the questions below for Fall 2013 admissions:

Number of qualified applicants offered a place on waiting list

Number accepting a place on the waiting list

Number of wait-listed students admitted

Is your waiting list ranked? Yes No

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

Do you release that information to school counselors? Yes No

Admission Requirements

C3 High school completion requirement

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

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

High school diploma or equivalent is not required

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

- Require
- Recommend
- Neither require nor recommend

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

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

	Units required	Units recommended
Total academic units	10	
English	4	
Mathematics	3	
Science	2	
Of these, units that must be lab	2	
Foreign language	1	
Social Studies		
History		
Academic electives		
Computer Science		
Visual/Performing Arts		
Other (explain)	English must include at least 2 composition	

Basis for Selection

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

Open admission policy as described above for all students

- Open admission policy as described above for most students, but
 - selective admission for out-of-state students
 - selective admission to some programs

Other (explain)

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

Academic

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

Non-Academic

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

SAT and ACT Policies

C8 Entrance exams

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

If yes, please select the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2015**.

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

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT and SAT Subject Tests or ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT Subject Tests only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2015**, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

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

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

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

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

Yes No

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

Latest date by which SAT Subject Tests scores must be received for fall-term admission:

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

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

- SAT
- ACT
- SAT Subject Tests
- AP
- CLEP
- Institutional Exam

State Exam (specify):

Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2013, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9 Percent and number of first-time, first-year (freshman) students enrolled in Fall 2013 who submitted national standardized (SAT/ACT) test scores.

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

Percent submitting SAT scores	<input type="text" value="23"/> %
Percent submitting ACT scores	<input type="text" value="84"/> %
Number submitting SAT scores	<input type="text" value="446"/>
Number submitting ACT scores	<input type="text" value="1,618"/>

	25th percentile	75th percentile
SAT Critical Reading	<input type="text" value="410"/>	<input type="text" value="540"/>
SAT Math	<input type="text" value="430"/>	<input type="text" value="530"/>
SAT Writing	<input type="text" value="400"/>	<input type="text" value="520"/>
SAT Essay	<input type="text"/>	<input type="text"/>
ACT Composite	<input type="text" value="18"/>	<input type="text" value="24"/>
ACT Math	<input type="text" value="17"/>	<input type="text" value="24"/>
ACT English	<input type="text" value="17"/>	<input type="text" value="24"/>
ACT Writing	<input type="text"/>	<input type="text"/>

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

	SAT Critical Reading	SAT Math	SAT Writing
700-800	<input type="text" value="2"/> %	<input type="text" value="1"/> %	<input type="text" value="0"/> %
600-699	<input type="text" value="9"/> %	<input type="text" value="11"/> %	<input type="text" value="6"/> %
500-599	<input type="text" value="33"/> %	<input type="text" value="32"/> %	<input type="text" value="27"/> %
400-499	<input type="text" value="40"/> %	<input type="text" value="45"/> %	<input type="text" value="47"/> %
300-399	<input type="text" value="15"/> %	<input type="text" value="11"/> %	<input type="text" value="18"/> %
200-299	<input type="text" value="1"/> %	<input type="text" value="0"/> %	<input type="text" value="2"/> %
Totals (should = 100%)	<input type="text" value="100"/> %	<input type="text" value="100"/> %	<input type="text" value="100"/> %
	ACT Composite	ACT English	ACT Math
30-36			

	3	%	6	%	3	%
24-29	25	%	20	%	26	%
18-23	50	%	42	%	41	%
12-17	22	%	29	%	30	%
6-11	0	%	3	%	0	%
below 6	0	%	0	%	0	%
Totals (should = 100%)	100	%	100	%	100	%

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

Percent in top tenth of high school graduating class	21	%
Percent in top quarter of high school graduating class	47	%
<i>Top half + bottom half = 100%</i>		
Percent in top half of high school graduating class	80	%
Percent in bottom half of high school graduating class	20	%
Totals (should = 100%)	100	%
Percent in bottom quarter of high school graduating class	4	%
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	82	%

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

Percent who had GPA of 3.75 or higher	27	%
Percent who had GPA between 3.50 and 3.74	17	%
Percent who had GPA between 3.25 and 3.49	16	%
Percent who had GPA between 3.0 and 3.24	18	%
Percent who had GPA between 2.50 and 2.99	19	%
Percent who had GPA between 2.0 and 2.49	3	%
Percent who had GPA between 1.0 and 1.99	0	%
Percent who had GPA below 1.0		%
Totals (should = 100%)	100	%

C12

Average high school GPA of all degree-seeking, first-time, first year (freshman) students who submitted GPA:	3.39	
Percent of total first-time, first-year (freshman) students who submitted high school GPA:	99.5	%

C13 Application Fee

Does your institution have an application fee?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Amount of application fee	<input type="text" value="\$20.00"/>
Can it be waived for applicants with financial need?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:	
Same fee:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Free:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Reduced:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Can on-line application fee be waived for applicants with financial need?	<input type="radio"/> Yes <input checked="" type="radio"/> No

C14 Application Closing Date

Does your institution have an application closing date?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Application closing date (Fall):	<input type="text"/>
Priority date:	<input type="text"/>

C15

Are first-time, first-year students accepted for terms other than the fall?	<input checked="" type="radio"/> Yes <input type="radio"/> No
---	---

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

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

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

Must reply by (date):	<input type="text"/>
	<input checked="" type="checkbox"/> No set date
Must reply by May 1 or within	<input type="text"/> weeks if notified thereafter
Other:	<input type="text"/>
Deadline for housing deposit (MMDD):	<input type="text" value="07"/> / <input type="text" value="01"/>
Amount of housing deposit:	<input type="text" value="\$100"/>
Refundable if student does not enroll?	<input type="radio"/> Yes, in full <input type="radio"/> Yes, in part <input checked="" type="radio"/> No

C18 Deferred admission:

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

C19 Early admission of high school students:

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

Early Decision and Early Action Plans

C21 Early decision

Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for Fall enrollment?

Yes No

If "yes," please complete the following:

First or only early decision plan closing date:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

For the Fall 2013 entering class:

Number of early decision applications received by your institution:

Number of applicants admitted under early decision plan:

Please provide significant details about your early decision plan.

C22 Early action:

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

Yes No

If "yes," please complete the following:

Early action closing date:

Early action notification date:

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

Yes No

Common Data Set D: Transfer Admission (2013-2014)

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

Fall Applicants

D1

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

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities? Yes No

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2013.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	674	591	376
Women	589	523	291
Total	1,263	1,114	667

Application for Admission

D3 Indicate terms for which transfers may enroll:

- Fall
 Winter
 Spring
 Summer

D4

Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman? Yes No

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

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

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

D6

If a minimum high school grade point average is required of transfer

applicants, specify (on a 4.0 scale):

D7

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

D8

List any other application requirements specific to transfer applicants:

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

	Priority Date	Closing Date	Notification Date	Reply date	
Fall	<input type="text" value="8/01"/>	<input type="text" value="8/15"/>	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/> Rolling Admission
Winter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Rolling Admission
Spring	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/> Rolling Admission
Summer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/> Rolling Admission

D10

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

D11

Describe additional requirements for transfer admission, if applicable:

Transfer Credit Policies

D12

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

D13

	Number	Unit Type
Maximum number of credits or courses that may be transferred from a two-year institution:	<input type="text"/>	<input type="text"/>

D14

	Number	Unit Type
Maximum number of credits or courses that may be transferred from a four-year institution:	<input type="text"/>	<input type="text"/>

D15

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

D16

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

D17

Describe other transfer credit policies:

Common Data Set E: Academic Offerings And Policies (2013-2014)

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

Special study options:

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

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

If you selected Other please specify:

E2 This question has been removed from the CDS.

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

E3

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

If you selected Other please specify:

Common Data Set F: Student Life (2013-2014)

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

Enrollment

F1 Percentages of first-times, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2013 who fit the following categories:

	First-time, first-year (freshman) students	Under-graduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	26 %	25 %
Percent of men who join fraternities	2 %	2 %
Percent of women who join sororities	3 %	3 %
Percent who live in college-owned, -operated, or -affiliated housing	50 %	18 %
Percent who live off campus or commute	50 %	82 %
Percent of students age 25 and older	.3 %	24 %
Average age of full-time students	18	22
Average age of all students (full- and part-time)	18	26

Activities offered

F2 Identify those programs available at your institution

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

ROTC

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

Army ROTC is offered:

- On campus
- At cooperating institutions (name):

Navy ROTC is offered:

- On campus
- At cooperating institutions (name):

Air Force ROTC is offered:

- On campus
- At cooperating institutions (name):

Housing

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

- Coed dorms
- Special housing for disabled student
- Men's dorms
- Special housing for international students
- Women's dorms
- Fraternity/sorority housing
- Apartments for married students
- Cooperative housing
- Apartments for single students
-
- Wellness housing
- Theme housing
- Other (please specify)

If you selected Other please specify:

Common Data Set G: Annual Expenses (2013-2014)

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

Annual Expenses

Provide 2014-2015 academic year costs for the following categories that are applicable to your institution.

G0

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

- Check here if your institution's 2014-2015 academic year costs are not available at this time
- Check here if you are providing 2013-2014 tuition until 2014-2015 costs are available

and provide an approximate date (i.e., month/day) when your institution's final 2014-2015 academic year costs will be available:

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

- G1** List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2014-2015 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are NOT included in tuition (e.g., registration, health, or activity fees.) Do NOT include optional fees (e.g., parking, laboratory use).

	First-Year	Under-graduates
PRIVATE INSTITUTIONS Tuition:	<input type="text"/>	<input type="text"/>
PUBLIC INSTITUTIONS Tuition: (in-district)	<input type="text"/>	<input type="text"/>
In-state: (out-of-district)	<input type="text"/>	<input type="text"/>
Out-of-state:	<input type="text"/>	<input type="text"/>
NONRESIDENT ALIENS Tuition:	<input type="text"/>	<input type="text"/>
REQUIRED FEES:	<input type="text"/>	<input type="text"/>
ROOM AND BOARD: (on-campus)	<input type="text"/>	<input type="text"/>
ROOM ONLY: (on-campus)	<input type="text"/>	<input type="text"/>
BOARD ONLY: (on-campus meal plan)	<input type="text"/>	<input type="text"/>
Comprehensive tuition/room/board fee (if your college cannot provide separate tuition/room/board/fees):	<input type="text"/>	
Other:	<input type="text"/>	

G2

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

Minimum

Maximum

G3

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

G4

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

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

%

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

G5

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	<input type="text" value="\$1,084"/>	<input type="text" value="\$1,084"/>	<input type="text" value="\$1,084"/>
Room only:	<input type="text" value="\$3,946"/>	<input type="text"/>	<input type="text"/>
Board only:	<input type="text" value="\$3,346"/>	<input type="text"/>	<input type="text"/>
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):	<input type="text"/>	<input type="text"/>	<input type="text"/>
Transportation:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other expenses:	<input type="text" value="\$3,216"/>	<input type="text" value="\$3,216"/>	<input type="text" value="\$3,216"/>

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

G6

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

Common Data Set H: Financial Aid (2013-2014)

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

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 2012-2013 academic year (see the next item below), use the 2012-2013 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column. (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)**

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

2013-2014 estimated or 2012-2013 final

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

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

	Need-based \$ (Include non-need-based aid used to meet need.)	Non-need-based \$ (Exclude non-need-based aid used to meet need.)
Scholarships/Grants		
Federal	<input type="text" value="25,021,973"/>	<input type="text" value="312,970"/>
State (i.e., all states, not only the state in which your institution is located)	<input type="text" value="12,514,360"/>	<input type="text" value="7,014,748"/>
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	<input type="text" value="5,467,092"/>	<input type="text" value="3,278,211"/>
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	<input type="text" value="123,527"/>	<input type="text" value="46,938"/>
Total Scholarships/Grants	<input type="text" value="43,126,952"/>	<input type="text" value="10,652,867"/>
Self-Help		
Student Loans from all sources (excluding parent loans)	<input type="text" value="34,291,576"/>	<input type="text" value="8,705,488"/>
Federal Work Study	<input type="text" value="856,856"/>	<input type="text"/>
State and other (e.g., institutional) workstudy/ employment (Note: Excludes Federal Work-Study captured above.)	<input type="text" value="1,398,874"/>	<input type="text" value="343,138"/>
Total Self-Help	<input type="text" value="36,547,306"/>	<input type="text" value="9,048,626"/>
Other		
Parent Loans	<input type="text" value="140,157"/>	<input type="text" value="918,819"/>
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	<input type="text" value="18,472,535"/>	<input type="text" value="9,941,922"/>
Athletic Awards	<input type="text" value="903,728"/>	<input type="text" value="2,697,524"/>

Number of Enrolled Students Awarded Aid

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

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

	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2012 cohort)	2,034	11,584	1,815
b) Number of students in line a who applied for need-based financial aid	1,800	8,689	883
c) Number of students in line b who were determined to have financial need	1,416	7,546	844
d) Number of students in line c who were awarded any financial aid	1,416	7,546	844
e) Number of students in line d who were awarded any need-based scholarship or grant aid	1,391	7,104	647
f) Number of students in line d who were awarded any need-based self-help aid	738	5,094	655
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	140	558	2
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans and private alternative loans.</u>)	197	757	34
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>)	67.1 %	64.5 %	43.1 %
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>)	\$9,463	\$9,845	\$6,554
k) Average need-based scholarship and grant aid of those in line e	\$7,917	\$8,158	\$3,741
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans and private alternative loans</u>) of those in line f	\$3,072	\$3,935	\$3,280
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	\$2,706	\$3,526	\$3,215

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

	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	392	1,210	26
o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line n	\$2,516	\$2,156	\$1,072
p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship	32	178	2

q) Average dollar amount of institutional non-need-based athletic grants and scholarships awarded to students in line p

\$9,942

\$11,377

\$8,820

H3 Incorporated into H1 above.

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

Include: * 2013 undergraduate class who graduated between July 1, 2012 and June 30, 2013 who started at your institution as first-time students and received a bachelor's degree between July 1, 2012 and June 30, 2013. * only loans made to students who borrowed while enrolled at your institution. * co-signed loans.

Exclude: * those who transferred in. * money borrowed at other institutions.

H4

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

54.6 %

H4A

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

53.4 %

H5

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

\$19,382

H5A

Report the average per-undergraduate-borrower cumulative principal borrowed, of those in H4a, through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. These are listed in line 4a. NOTE: exclude all institutional, state, private alternative loans and exclude parent loans.

\$19,366

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:

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

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid:

204

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

\$13,674

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

\$2,789,523

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 (please specify)

If you selected Other please specify:

FAFSA

Process for First-Year/Freshman Students

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

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

If you selected Other please specify:

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

Priority date for filing required financial aid forms:

01/01

Deadline for filing required financial aid forms:

03/01

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

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

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

11/15

b.) Students notified on a rolling basis:

Yes No

If yes, starting date:

H11 Indicate reply dates:

Students must reply by (date):

or within

weeks of notification.

Types of Aid Available

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

H12 Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS loans

- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (please specify)

If you selected Other please specify:

--	--

H13 Scholarships and Grants

Need-based:

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

If you selected Other please specify:

--

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

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

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

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

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

--	--

Common Data Set I: Instructional Faculty And Class Size (2013-2014)

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

Instructional Faculty

Please report number of instructional faculty members in each category for Fall 2013. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

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

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

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

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

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

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

	Full time	Part time	Total
--	-----------	-----------	-------

a.) Total number of instructional faculty	699	417	1,116
b.) Total number who are members of minority groups	195	107	302
c.) Total number who are women	309	244	553
d.) Total number who are men	390	173	563
e.) Total number who are non-resident aliens (international)	33	12	45
f.) Total number with doctorate, or other terminal degree	619	169	788
g.) Total number whose highest degree is a master's but not a terminal master's	64	133	197
h.) Total number whose highest degree is a bachelor's			

h.) Total number whose highest degree is a bachelor's	11	60	71
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	5	55	60
j.) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students			

Student to Faculty Ratio

- I-2** Report the Fall 2013 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 2013 Student to Faculty ratio:

to 1 based on

students and

faculty

Undergraduate Class Size

- I-3** In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2013 term.

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

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

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2013. 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
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Class Sections

Class Sub-Sections

Common Data Set J: Degrees Conferred (2013-2014)

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

Degrees conferred between July 1, 2012 and June 30, 2013

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

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
Agriculture	<input type="text"/> %	<input type="text"/> %	<input type="text" value="4"/> %	1
Natural resources and conservation	<input type="text"/> %	<input type="text"/> %	<input type="text" value="1"/> %	3
Architecture	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	4
Area, ethnic, and gender studies	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	5
Communications/journalism	<input type="text"/> %	<input type="text"/> %	<input type="text" value="1"/> %	9
Communication technologies	<input type="text"/> %	<input type="text"/> %	<input type="text" value="1"/> %	10
Computer and information sciences	<input type="text"/> %	<input type="text"/> %	<input type="text" value="3"/> %	11
Personal and culinary services	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	12
Education	<input type="text"/> %	<input type="text"/> %	<input type="text" value="7"/> %	13
Engineering	<input type="text"/> %	<input type="text"/> %	<input type="text" value="8"/> %	14
Engineering technologies	<input type="text"/> %	<input type="text"/> %	<input type="text" value="3"/> %	15
Foreign languages, literatures, and linguistics	<input type="text"/> %	<input type="text"/> %	<input type="text" value="2"/> %	16
Family and consumer sciences	<input type="text"/> %	<input type="text"/> %	<input type="text" value="2"/> %	19
Law/legal studies	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	22
English	<input type="text"/> %	<input type="text"/> %	<input type="text" value="3"/> %	23
Liberal arts/general studies	<input type="text"/> %	<input type="text"/> %	<input type="text" value="7"/> %	24
Library science	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	25
Biological/life sciences	<input type="text"/> %	<input type="text"/> %	<input type="text" value="6"/> %	26

Mathematics and statistics	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value=".5"/>	%	27
Military science and military technologies	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	29
Interdisciplinary studies	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	30
Parks and recreation	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="2"/>	%	31
Philosophy and religious studies	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value=".5"/>	%	38
Theology and religious vocations	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	39
Physical sciences	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="1"/>	%	40
Science technologies	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	41
Psychology	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="4"/>	%	42
Homeland Security, law enforcement, firefighting, and protective services	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="7"/>	%	43
Public administration and social services	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="2"/>	%	44
Social sciences	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="6"/>	%	45
Construction trades	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	46
Mechanic and repair technologies	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	47
Precision production	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	48
Transportation and materials moving	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	49
Visual and performing arts	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="4"/>	%	50
Health professions and related programs	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="6"/>	%	51
Business/marketing	<input type="text"/>	%	<input type="text" value="100"/>	%	<input type="text" value="18"/>	%	52
History	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="2"/>	%	54
Other	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>
Totals (should = 100%)	<input type="text" value="0"/>	%	<input type="text" value="100"/>	%	<input type="text" value="101"/>	%	