Common Data Set 2025-2026

Welcome to the 2025-2026 Common Data Set collection!

The **Common Data Set (CDS)** initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the **College Board**, **Peterson's**, and **U.S. News & World Report**. The combined goal of this collaboration is to improve the quality and accuracy of information provided to all involved in a student's transition into higher education, as well as to reduce the reporting burden on data providers.

The CDS is a set of standards and definitions of data items rather than a survey instrument or set of data represented in a database. Each of the higher education surveys conducted by the participating publishers incorporates items from the CDS as well as unique items proprietary to each publisher. Consequently, the publishers' surveys differ in that they utilize varying numbers of items from the CDS.

Those who report data for their colleges are urged to abide by the definitions and the cohorts specified when answering CDS items. They are also urged to use the answers to CDS items when responding to the numerous survey requests they receive, by distributing photocopies of their answers, posting them on their websites, or by other effective means.

Further information about the CDS initiative can be found at **https://commondataset.org/**.

Please contact Peterson's Research at research@petersons.com should you have any questions about this PDF template.

A0. Respondent Information (Not for Publication)

First Name

Last Name

Title

Office

Address

City

State

Zip

Country

Phone Number

E-mail Address

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

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

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 This information will not be published but will help the publishers further refine CDS items.

A1. Address Information

Name of College/University	Arcadia University
Street Address	450 S. Easton Road
City	Glenside
State	Pennsylvania
Zip	19038
Country	
Main Institution Phone Number	Area Code / Phone Number / Extension
Main Institution Website	
Main Institution E-mail	1-877-272-2342

Please enter Admissions Office information below:

Street Address (if different)	
City	
State	
Zip	
Country	
Admissions Phone Number	Area Code / Phone Number / Extension
Admissions Toll-Free Phone Number	Area Code / Phone Number / Extension
Admissions E-mail Address	admiss@arcadia.edu

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

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

A2. Source of institutional control (select one only)

- ○ Public
- ◉ Private (nonprofit)
- ○ Proprietary
- ○ N/A

A3. Classify your undergraduate institution

- ◉ Coeducational college
- ○ Men's college
- ○ Women's college
- ○ N/A

A4. Academic year calendar

- ◉ Semester
- ○ Quarter
- ○ Trimester
- ○ 4-1-4
- ○ Continuous
- ○ Differs by program (describe):
- ○ Other (describe):

A5. Degrees offered by your institution

- ☐ Certificate
- ☐ Diploma
- ☐ Associate
- ☐ Transfer Associate
- ☐ Terminal Associate
- ☑ Bachelor's
- ☑ Post-bachelor's certificate
- ☑ Master's
- ☑ Post-master's certificate
- ☑ Doctoral degree research/scholarship
- ☑ Doctoral degree -- professional practice
- ☐ Doctoral degree -- other

A6. Campus Belonging Webpage

If your institution has an office or department dedicated to fostering a welcoming and supportive campus climate for individuals from all backgrounds, please provide the URL of the corresponding Web page:

https://www.arcadia.edu/life-arcadia/ibelong/

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, 2025**.

- ✓ Note: Report students formerly designated as "first professional" in the graduate cells.
- ✓ For information on reporting study abroad students please see: https://nces.ed.gov/ipeds/pdf/Reporting_Study_Abroad_Students.pdf
- ✓ In cases where gender information is not provided, IPEDS recommends distributing across the two-binary categories. However, the "Other" category can be used to report non-binary or missing data.
- ✓ Dual Enrollment: If your institution enrolls high school students in college courses for credit either within a dual enrollment program or outside of a dual enrollment program, you may report the unduplicated count as part of the full- or part-time "All other undergraduates" section.

	FULL-TIME			PART-TIME		
	Men	Women	Unknown	Men	Women	Unknown
Undergraduate Students	**Undergraduate Students**					
Degree-seeking, first-time, first-year students	198	401	1	4	2	0
Other first-year, degree-seeking students	32	40	1	39	22	1
All other degree-seeking undergraduate students	471	808	8	9	34	0
Total degree-seeking undergraduate students	701	1249	10	52	58	1
All other undergraduates enrolled in credit courses	0	0	0	26	59	7
Total Undergraduate Students	701	1249	10	78	117	8
Graduate Students	**Graduate Students**					
Degree-seeking, first-time	76	191	0	30	99	28
All other degree-seeking	88	225	1	171	387	141
All other graduates enrolled in credit courses	1	1	0	2	6	0
Total Graduate Students	165	417	1	203	492	169
Total All Students	866	1666	11	281	609	177

Total All Undergraduates	2163
Total All Graduate Students	1447
Grand Total All Students	3610

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, 2025.

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

Racial/ethnic destinations are requested only for United States citizens, residents, and other eligible non-citizens.

Eligible non-citizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not an F-1 non-immigrant student visa at the time of high school graduation.

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

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

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

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

Dual Enrollment: If your institution enrolls high school students in college courses for credit either within a dual enrollment program or outside of a dual enrollment program, you may report the unduplicated count as part of the non-degree-seeking students included in the "Total Undergraduates (both degree & non-degree-seeking)" section.

Racial/Ethnic Category	**Degree-seeking First-time First year**	**Degree-seeking Undergraduates** (include first-time first-year)	**Total Undergraduates** (both degree- and non-degree-seeking)
Nonresidents	12	105	105
Hispanic/Latino	92	253	265
Black or African American, non-Hispanic	116	352	379
White, non-Hispanic	290	1091	1114
American Indian or Alaska Native, non-Hispanic	1	8	8
Asian, non-Hispanic	31	92	104
Native Hawaiian or other Pacific Islander, non-Hispanic	3	4	4
Two or more races, non-Hispanic	41	106	109
Race and/or ethnicity unknown	20	60	75
Total	606	2071	2163

B3. Persistence

Number of degrees awarded by your institution from July 1, 2024, to June 30, 2025.

AWARD TYPE	# AWARDED
Certificate/diploma:	
Associate degrees:	
Bachelor's degrees:	428
Post-bachelor's certificates:	120
Master's degrees:	243
Post-master's certificates:	12
Doctoral degrees – research/scholarship:	10
Doctoral degrees – professional practice:	275
Doctoral degrees – other:	

B4-B21: Graduation Rates

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

- ✓ For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2025-2026 Survey. https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2018 and Fall 2019 cohorts (formerly CDS B4-B11) into four groups:

- Students who received a Federal Pell Grant*
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan
- Total (all students, regardless of Pell Grant or subsidized loan status)
  - * Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For each graduation rate grid below, the numbers in the first three columns for Questions A-G should sum to the cohort total in the fourth column (formerly CDS B4-B11).

For Bachelor's or Equivalent Programs

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

Fall 2019 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 2019 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students**	209	161	159	529
B	**Of the initial 2019 cohort, how many did not persist and did not graduate for the following reasons:** • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions	0	0	0	0
C	**Final 2019 cohort, after adjusting for allowable exclusions**	209	161	159	529
D	**Of the initial 2019 cohort, how many completed the program in four years or less (by Aug. 31, 2023)**	87	86	103	276

		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)
E	Of the initial 2019 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2023 and by Aug. 31, 2024)	6	14	4	24
F	Of the initial 2019 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2024 and by Aug. 31, 2025)	3	0	4	7
G	Total graduating within six years (sum of lines D, E, and F)	96	100	111	307
H	Six-year graduation rate for 2019 cohort (G divided by C)	45.90	62.10	69.80	58.00

Fall 2018 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 2018 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students**	201	177	94	472
B	**Of the initial 2018 cohort, how many did not persist and did not graduate for the following reasons:** • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • **Report Total Allowable Exclusions**	0	0	0	0
C	**Final 2018 cohort, after adjusting for allowable exclusions**	201	177	94	472
D	**Of the initial 2018 cohort, how many completed the program in four years or less (by Aug. 31, 2022)**	99	112	66	277
E	**Of the initial 2018 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2022 and by Aug. 31, 2023)**	16	8	5	29
F	**Of the initial 2018 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2023 and by Aug. 31, 2024)**	7	2	0	9
G	**Total graduating within six years (sum of lines D, E, and F)**	122	122	71	315
H	**Six-year graduation rate for 2018 cohort (G divided by C)**	60.70	68.90	75.50	66.70

For Two-Year Institutions

Please provide data for the **2022** cohort if available. If **2022** cohort data are not available, provide data for the **2021** cohort.

		2022 Cohort	2021 Cohort
B12	Initial cohort, total of first-time, full-time degree/certificate-seeking students:		
B13	Of the initial cohort, how many did not persist and did not graduate for the following reasons: • Death • Permanently Disability • Service in the armed forces, • Foreign aid service of the federal government • Official church missions • Report total allowable exclusions		
B14	Final cohort, after adjusting for allowable exclusions:		
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:		

B22. Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2024 (or the preceding summer term).

- ✓ The initial cohort may be adjusted for students who departed for the following reasons:
  - * Death
  - * Permanent Disability
  - * Service in the armed forces
  - * Foreign aid service of the federal government
  - * Official church missions
  - * No other adjustments to the initial cohort should be made.

Report the number of all first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2024 (or the preceding summer term).	598
From this group, identify how many were still enrolled at your institution as of the official enrollment date in Fall 2025.	448
Calculate the percentage of the Fall 2024 entering cohort who remained enrolled on the official census date.	75

Total students retained = students from the Fall 2024 cohort who are still enrolled as of Fall 2025 + students from Fall 2024 cohort who completed their bachelor's program as of Fall 2025

(Students from the Fall 2024 cohort still enrolled as of Fall 2025 + Students from Fall 2024 cohort who completed their bachelor's program as of Fall 2025)/(Adjusted Fall 2024 cohort) *100

Note: The number of first-time students seeking a bachelor's degree (or equivalent) who attain a bachelor's degree (or equivalent) by their second fall term is expected to be zero or very small. In exceptional cases when a first-time student does satisfy all degree requirements including full credit completion (e.g., typically 120 credit hours) and is awarded a bachelor's degree (or equivalent) by their second fall term, they are to be considered "retained" for EF reporting purposes.

C. FIRST-TIME, FIRST-YEAR ADMISSION

C1-C2: Applications

C1. First-time, first-year students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2025.

- ✓ Include early decision, early action, and students who began studies during summer in this cohort.
- ✓ Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).
- ✓ Admitted applicants should include wait-listed students who were subsequently offered admission.
- ✓ In cases where non-binary gender information is provided, IPEDS recommends distributing across the two-binary categories.
- ✓ Note that recent high school graduates and other students without prior postsecondary experience will still be considered "first-time students" for fall enrollment reporting purposes even if they enrolled in the summer prior to fall enrollment.
- ✓ Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2025.

FIRST-TIME, FIRST-YEAR STUDENT APPLICANTS	TOTAL
Total first-time, first-year men who applied	7179
Total first-time, first-year women who applied	3695
Total first-time, first-year unknown sex who applied	45

FIRST-TIME, FIRST-YEAR STUDENT ADMITS	TOTAL
Total first-time, first-year men who were admitted	2543
Total first-time, first-year women who were admitted	5570
Total first-time, first-year unknown sex who were admitted	19

FIRST-TIME, FIRST-YEAR STUDENT ENROLLEES	TOTAL
Total first-time, first-year men who enrolled	202
Total first-time, first-year women who enrolled	403
Total first-time, first-year unknown sex who enrolled	1

FIRST-TIME, FIRST-YEAR STUDENT ENROLLEES BY STATUS	TOTAL
Total full-time, first-time, first-year men who enrolled	198
Total part-time, first-time, first-year men who enrolled	4
Total full-time, first-time, first-year women who enrolled	401
Total part-time, first-time, first-year women who enrolled	2
Total full-time, first-time, first-year unknown sex who enrolled	1
Total part-time, first-time, first-year unknown sex who enrolled	0

If available, please provide residency breakdowns for total applicants, admits, and enrolled students: Fall 2025

FIRST-TIME, FIRST-YEAR STUDENT APPLICANTS	IN-STATE	OUT-OF-STATE	INTERNATIONAL	UNKNOWN	TOTAL
Total first-time, first-year (degree-seeking) who applied	6150	3898	871	0	10919
Total first-time, first-year (degree-seeking) who were admitted	4965	2988	179	0	8132
Total first-time, first-year (degree-seeking) enrolled	390	204	12	0	606

C2. First time, first-year 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** **N/A**

If yes, please answer the questions below for Fall 2025 admissions:

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

Is your waiting list ranked? ☐ **Yes** ☐ **No** **N/A**

⇒ If yes, do you release that information to students? ☐ **Yes** ☐ **No** ☐ **N/A**

⇒ Do you release that information to school counselors? ☐ **Yes** ☐ **No** ☐ **N/A**

C3-C5: Admission Requirements

C3. High school completion requirement

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

- ☑ High school diploma is required and GED is accepted
- ☐ High school diploma is required and GED is not accepted
- ☐ High school diploma or equivalent is not required
- ☐ N/A

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

- ☐ Require
- ☐ Recommend
- ☐ Neither require nor recommend
- ☐ N/A

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		
English		
Mathematics		
Science		
Of these, units that must be lab		
Foreign language		
Social studies		
History		
Academic electives		
Computer Science		
Visual/Performing Arts		
Other *(specify)*		

C6-C7: Basis for Selection

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

If so, check which applies:

☐ Open admission policy as described above for all students ☑ N/A

Open admission policy as described above for most students, but

☐ Selective admission for out-of-state students
☐ Selective admission to some programs ☑ N/A
☐ Other (explain): ☑ N/A

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

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

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

Those interested in an Acting major (with or without a Musical Theater concentration) must complete an audition, and those interested in Studio Art, Scientific Illustration, or Art Therapy must complete a portfolio review.

C8: SAT and ACT Policies

C8A. Entrance exams

Does your institution make use of SAT or ACT scores in **admission** decisions for first-time, first-year, degree-seeking applicants:

☑ **Yes** ☐ **No** ☐ **N/A**

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2027.

	Required to be considered for admission	Required for some	Recommended	Not required for admission, but consider if submitted	Not considered for admission, even if submitted
SAT or ACT	☐	☐	☐	✓	☐
ACT Only	☐	☐	☐	☐	☐
SAT Only	☐	☐	☐	☐	☐

C8B. Has been removed from the CDS.

C8C. Has been removed from the CDS.

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

☐ Yes ☐ No ☐ N/A

C8E.

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

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

Arcadia adopted a standardized-test optional admissions policy. Exemptions include homeschooled applicants (scores can be self-reported) and international applicants (must submit SAT or ACT if not submitting a TOEFL, IELTS, Duolingo, or iTep). Students

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

- ☐ SAT
- ☐ ACT
- ☐ AP
- ☐ CLEP
- ☐ Institutional Exam
- ☐ State Exam (specify):

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

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year students** enrolled in **Fall 2025**, including students who began studies during summer, international students/ nonresident, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year students enrolled in Fall 2025 who submitted national standardized (SAT/ACT) test scores.

- ✓ Include information for **ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores**.
- ✓ Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item.
- ✓ Do not convert SAT scores to ACT scores and vice versa.
- ✓ If a student submitted multiple sets of scores for a single test, report this information according to how you use the data. For example:
  - If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
  - If you average the scores, use the average to report the scores.

	Percent	Number
Submitting SAT Scores	13.00	78
Submitting ACT Scores	2.00	12

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

Assessment	25th Percentile Score	50th Percentile Score	75th Percentile Score
SAT Composite	1040	1140	1230
SAT Evidence-Based Reading and Writing	550	590	650
SAT Math	480	550	608
ACT Composite	22	28	28
ACT Math	17	25	26
ACT English	21	29	30
ACT Writing			
ACT Science	20	25	26
ACT Reading	24	29	33

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	7.70	2.60
600-699	41.00	24.40
500-599	41.00	41.00
400-499	10.30	28.20
300-399	0.00	3.80
200-299	0.00	0.00
Total should be 100%		

Score Range	SAT Composite
1400-1600	1.30
1200-1399	35.90
1000-1199	47.40
800-999	14.10
600-799	1.30
400-599	0.00
Total should be 100%	100.00

Score Range	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	16.60	50.00	16.60	8.30	50.00
24-29	41.70	16.70	41.70	58.40	25.00
18-23	41.70	16.70	0.00	33.30	25.00
12-17	0.00	16.70	41.70	0.00	0.00
6-11	0.00	0.00	0.00	0.00	0.00
Below 6	0.00	0.00	0.00	0.00	0.00
	100%	100%	100%	100%	100%

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

Assessment	Percent
Percent in top tenth of high school graduating class	23.00
Percent in top quarter of high school graduating class	48.00
Percent in top half of high school graduating class	78.00
Percent in bottom half of high school graduating class	22.00
Percent in bottom quarter of high school graduating class	4.00
Percent of total first-time, first-year students who submitted high school class rank:	47.00

} Top half + bottom half = 100%.

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

- ✓ **Report information only for those students from whom you collected high school GPA.**
- ✓ **If you are able to report GPA ranges separately for students that also submitted at least one test score versus those who did not submit a test score, please do so in the respective columns. If you are unable to report these data, please report the ranges for all students.**

Score Range	Percent (Students who submitted scores)	Percent (Students who did not submit scores)	Percent (All enrolled students)
Percent who had GPA of 4.0	8.10	5.70	6.00
Percent who had GPA between 3.75 and 3.99	18.40	21.40	21.10
Percent who had GPA between 3.50 and 3.74	31.00	21.00	22.50
Percent who had GPA between 3.25 and 3.49	12.60	18.50	17.60
Percent who had GPA between 3.00 and 3.24	16.10	15.90	15.90
Percent who had GPA between 2.50 and 2.99	10.30	13.40	12.90
Percent who had GPA between 2.0 and 2.49	3.50	4.10	4.00
Percent who had GPA between 1.0 and 1.99	0.00	0.00	0.00
Percent who had GPA below 1.0	0.00	0.00	0.00
Totals should = 100%	100.00	100.00	100.00

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

Average High School GPA	3.40

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

	%
Percent Submitting GPA	98.50

C13-C20: Admission Policies

C13.Application fee

✓ **If your institution has waived its application fee for the Fall 2027 admission cycle please select no.**

Does your institution have an app lication fee? ☐ **Yes** ☑ **No** **N/A**

Amount of application fee:

Can it be waived for applicants with financial need? ☐ **Yes** ☐ **No** **N/A**

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

☐ Same Fee
☐ Free
☐ Reduced

N/A

Can on-line application fee be waived for applicants with financial need? ☐ Yes ☐ No **N/A**

C14. Application closing date

Does your institution have an application closing date? ☐ **Yes** ☑ **No** **N/A**

	Month	Day
Application closing date (fall)		
Priority Date		

C15. Are first-time, first-year students accepted for terms other than the fall? ☑ Yes ☐ No **N/A**

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

Month Day

☑ On a rolling basis beginning (date):
☐ By (date):
☐ Other:

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

Month Day

☐ Must reply by (date):
☐ No set date
☐ Must reply by May 1st or within weeks if notified thereafter
☐ Other:

Month Day

Deadline for housing deposit:

Amount of housing deposit:

Refundable if student does not enroll?

☐ Yes, in full
☐ Yes, in part
☐ No

☐ N/A

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

☑ **Yes** ☐ **No** **N/A**

If yes, maximum period of postponement:

C19. Early admission of high school students: Does your institution allow high school students to enroll as full-time, first-time, first-year students one year or more before high school graduation?

☐ **Yes** ☐ **No** **N/A**

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

C21-C22: 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 applicants for fall enrollment?

☐ **Yes** ☐ **No** **N/A**

If "yes," please complete the following: Month Day

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 2024 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** ✓ **N/A**

If "yes," please complete the following: Month Day

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** ✓ **N/A**

D. TRANSFER ADMISSION

D1-D2: Fall Applicants

D1. Does your institution enroll transfer students? ☑ **Yes** ☐ **No**
(If no, please skip to Section E)

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

☑ **Yes** ☐ **No**

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in **Fall 2025**.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	320	136	49
Women	584	228	62
Unknown	13	4	3
Total	917	368	114

D3-D11: 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 first-year student?

☐ Yes ☐ No

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

Number of credits	Unit Type

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

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: 2.50

D8. List any other application requirements specific to transfer applicants:

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

	Priority Date		Closing Date		Notification Date		Reply Date		Rolling admission
	Month	Day	Month	Day	Month	Day	Month	Day	
Fall									☑
Winter									☐
Spring									☑
Summer									☐

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

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

D12-D17: Transfer Credit Policies

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

	Number	Unit Type
D13. Maximum number of credits or courses that may be transferred from a two-year institution:	75	per credit
D14. Maximum number of credits or courses that may be transferred from a four-year institution:	90	per credit
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:

D18-D22: Military Service Transfer Credit Policies

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

	Yes	No	N/A
American Council on Education (ACE)	☐	☐	☐
College Level Examination Program (CLEP)	☐	☐	☐
DANTES Subject Standardized Tests (DSST)	☐	☐	☐

	Number	Unit Type
D19. Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):		
D20. Maximum number of credits or courses that may be transferred based on Department of Defense supported prior learning assessments (College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST)):		

D21. Are the military/veteran credit transfer policies published on your website? ☐ Yes ☐ No ☐ N/A

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

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

E. ACADEMIC OFFERINGS AND POLICIES

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

- ☑ Accelerated program
- ☑ Comprehensive transition and postsecondary program for students with intellectual disabilities
- ☑ Cross-registration
- ☑ Distance learning
- ☑ Double major
- ☑ Dual enrollment
- ☐ English as a Second Language (ESL)
- ☑ Exchange student program (domestic)
- ☐ External degree program
- ☐ Other (specify):
- ☑ Honors program
- ☑ Independent study
- ☑ Internships
- ☑ Liberal arts/career combination
- ☑ Student-designed major
- ☑ Study abroad
- ☑ Teacher certification program
- ☑ Undergraduate Research
- ☐ Weekend college

E2. Has been removed from the CDS.

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

- ☐ Arts/fine arts
- ☐ Computer literacy
- ☐ English (including composition)
- ☐ Foreign languages
- ☐ History
- ☐ Humanities
- ☐ Mathematics
- ☐ Philosophy
- ☐ Sciences (biological or physical)
- ☐ Social science
- ☑ Other (specify): https://www.arcadia.edu/academics/teaching-le
- ☐ Physical Education
- ☐ Intensive writing

F. STUDENT LIFE

F1. Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates enrolled in Fall 2025 who fit the following categories:

	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresident from the numerator and denominator)	34.00	33.00
Percent of men who join fraternities	0.00	0.00
Percent of women who join sororities	0.00	0.00
Percent who live in college-owned, -operated, or -affiliated housing	77.00	59.00
Percent who live off campus or commute	23.00	41.00
Percent of students age 25 and older	0.00	3.00
Average age of full-time students	18.00	20.00
Average age of all students (full- and part-time)	18.00	20.00

F2. Activities offered 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

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

Army ROTC is offered:

- ☐ On campus
- ☐ At cooperating institution (name):

Naval ROTC is offered:

- ☐ Marine Option
- ☐ On campus
- ☐ At cooperating institution (name):

Air Force ROTC is offered:

- ☐ On campus
- ☐ At cooperating institution (name):

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

- ☑ Coed residence halls
- ☐ Men's residence halls
- ☐ Women's residence dorms
- ☐ Apartments for married students
- ☐ Apartments for single students
- ☑ Special housing for disabled students
- ☐ Special housing for international students
- ☐ Fraternity/sorority housing
- ☐ Cooperative housing
- ☑ Theme housing
- ☐ Wellness Housing
- ☐ Living Learning Communities
- ☑ Other housing options (specify): Single-gender floors, coed floors, or gender-ne

G. ANNUAL EXPENSES

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

https://www.arcadia.edu/admissions/tuition-financing/net-price-calculator/

Provide 2026-2027 academic year costs of attendance for the following categories that are applicable to your institution.

☐ Check here if your institution's 2026-2027 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 2026-2027 academic year costs of attendance will be available:

G1. Undergraduate full-time tuition, required fees, food and housing

List the typical tuition, required fees, and food and housing for a full-time undergraduate student for the **FULL 2026-2027** 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.
- ✓ Food and housing is defined as double occupancy and 19 meals per week or the maximum meal plan.
- ✓ **Required fees** include only charges that all full-time students must pay that are ***not*** included in tuition (e.g., registration, health, or activity fees.)
- ✓ Do ***not*** include optional fees (e.g., parking, laboratory use).

	FIRST-YEAR	UNDERGRADUATES
PRIVATE INSTITUTION		
Tuition:	$51230.00	$51230.00
PUBLIC INSTITUTION		
Tuition: In-district:		
Tuition: In-state (out-of-district):		
Tuition: Out-of-state:		
Tuition: Non-resident		
FOR ALL INSTITUTIONS		
Required Fees	$1080.00	$980.00
Food and Housing (on-campus):	$15400.00	$15400.00
Housing Only (on-campus):	$8920.00	$8920.00
Food Only (on-campus meal plan):	$6480.00	$6480.00

Comprehensive tuition and food and housing fees (if your college cannot provide separate tuition and food and housing fees):

Other:

G2. Number of credits per term a student can take for the stated full-time tuition.

Minimum	Maximum

G3. Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?

☐ Yes ☑ No ☐ N/A

G4. Do tuition and fees vary by undergraduate instructional program?

☐ Yes ☑ No ☐ N/A

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

⇒

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	$1500.00	$1500.00	$1500.00
Housing only:	Not Applicable	Not Applicable	
Food only:	Not Applicable		
Food and housing total*	Not Applicable	Not Applicable	
Transportation:	$500.00	$2500.00	$2500.00
Other expenses:	$850.00	$850.00	$850.00

* If your college cannot provide separate food and housing figures for commuters not living at home

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

PRIVATE INSTITUTIONS:	$850.00
PUBLIC INSTITUTIONS:	
In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENTS:	

H. FINANCIAL AID

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

- ✓ If the data being reported are final figures for the 2024-2025 academic year (see the next item below), use the 2024-2025 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:

☐ 2025-2026 Estimated or ☐ 2024-2025 Final ☑ N/A

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

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

	Need-based (Include non-need-based aid use to meet need.)	**Non-need-based** (Exclude non-need-based aid use to meet need.)
Scholarships/Grants	Not Applicable	
Federal		
State all states, not only the state in which your institution is located		
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).		
Scholarships/grants from external sources (e.g. Kiwanis, National Merit) not awarded by the college		
Total Scholarships/Grants	$0.00	$0.00
Self-Help	Not Applicable	Not Applicable
Student loans from all sources (excluding parent loans)		
Federal Work-Study		Not Applicable
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)		
Total Self-Help	$0.00	$0.00
Parent Loans		

	Need-based (Include non-need-based aid use to meet need.)	**Non-need-based** (Exclude non-need-based aid use to meet need.)
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.		
Athletic Awards		

H2. Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source.

- ✓ **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.**
- ✓ Numbers should reflect the cohort awarded the dollars reported in H1.
- ✓ In the chart below, students may be counted in more than one row, and full-time, first-time, first-year students should also be counted as full-time undergraduates.

	Number of Enrolled Students Awarded Aids	**Full-time First-time First-year**	**Full-time Undergrad** (Incl. Fresh)	**Less Than Full-time Undergrad**
A	Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2024 cohort)			
B	Number of students in line **a** who applied for need-based financial aid			
C	Number of students in line **b** who were determined to have financial need			
D	Number of students in line **c** who were awarded any financial aid			
E	Number of students in line **d** who were awarded any need-based scholarship or grant aid			
F	Number of students in line **d** who were awarded any need-based self-help aid			
G	Number of students in line **d** who were awarded any non-need-based scholarship or grant aid			
H	Number of students in line **d** whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)			
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)			
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)			
K	Average need-based scholarship or grant award of those in line **e**			
L	Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line **f** who were awarded a need-based loan			

		Full-time First-time First-year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
M	Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line **f** who were awarded a need-based loan			

H2A. Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid.

- ✓ Numbers should reflect the cohort awarded the dollars reported in H1.
- ✓ In the chart below, students may be counted in more than one row, and full-time, first-time, first-year should also be counted as full-time undergraduates.

	Number of Enrolled Students Awarded Non-need-based Scholarships and Grants	Full-time First-time First-year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
N	Number of students in line **a** who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)			
O	Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line **n**			
P	Number of students in line **a** who were awarded an institutional non-need-based athletic scholarship or grant			
Q	Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line **p**			

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

Include:

- 2025 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2024 and June 30, 2025.
- 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 2025 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2024 and June 30, 2025. Exclude students who transferred into your institution.

H5. Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed.

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

	Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest
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			
B	Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans			
C	Institutional loan programs			
D	State loan programs			
E	Private student loans made by a bank or lender			

H6-H7: Aid to Undergraduate Degree-seeking Nonresidents

- **Report numbers and dollar amounts for the same academic year checked in item H1**

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

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

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

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

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

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

- ☐ Institution's own financial aid form
- ☐ CSS Profile
- ☐ Other (specify): ☐

Process for First-Year Students

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

- ☐ FAFSA
- ☐ Institution's own financial aid form
- ☐ CSS Profile
- ☐ State aid form
- ☐ Noncustodial Profile
- ☐ Business/Farm Supplement
- ☐ Other: ☐

H9. Indicate filing dates for first-year students:

	Month	Day
☐ Priority date for filing required financial aid forms	☐	☐
☐ Deadline for filing required financial aid forms	☐	☐

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

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

	Month	Day
☐ Students notified on or about (date)	☐	☐
☐ Students notified on a rolling basis If yes, starting date	☐	☐

H11. Indicate reply dates:

	Month	Day
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 Subsidized Loans
- ☐ Federal Direct Unsubsidized Loans
- ☐ Federal Direct PLUS Loans
- ☐ Federal Nursing Loans
- ☐ State Loans
- ☐ College/University loans from institutional fund
- ☐ Other (specify): _____

H13. Need Based Scholarships and Grants

- ☐ Federal Pell
- ☐ Federal 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 Based	Need-Based
Academics	☐	☐
Alumni affiliation	☐	☐
Art	☐	☐
Athletics	☐	☐
Job skills	☐	☐
ROTC	☐	Not Applicable
Leadership	☐	☐
Music/drama	☐	☐
Religious affiliation	☐	☐
State/district residency	☐	☐

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 2025. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

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

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

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

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

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

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

		Full-time	Part-time	Total
A	Total number of instructional faculty	149	289	438
B	Total number who are members of minority groups	28	63	91
C	Total number who are women	91	172	263
D	Total number who are men	55	108	163
E	Total number who are nonresidents (international)	0	0	0
F	Total number with doctorate, or other terminal degree	141	139	280
G	Total number whose highest degree is a master's but not a terminal master's	7	113	120
H	Total number whose highest degree is a bachelor's	1	31	32
I	Total number whose highest degree is unknown or other (Note: Items **f**, **g**, **h**, and **i** must sum up to item **a**.)	0	6	6
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	37	22	59

I-2. Student to Faculty Ratio

Report the Fall 2025 ratio of full-time equivalent undergraduate and graduate students (full-time plus 1/3 part time) to full-time equivalent instructional faculty of undergraduate and graduate students (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 2025 Student to Faculty ratio: 11 to 1

(based on 2274 students and 201 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 2025 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 2025. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the “100+” column in the class section column and 40 times under the “20-29” column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	120	261	170	10	0	1	0	562

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	44	67	6	0	0	0	0	117

J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2024 and June 30, 2025

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 2020 Categories to Include
Agriculture			0.00	01
Natural resources and conservation			0.00	03
Architecture			0.00	04
Area, ethnic, and gender studies			0.70	05
Communication/journalism			5.40	09
Communication technologies			0.00	10
Computer and information sciences			5.60	11
Personal and culinary services			0.00	12
Education			8.90	13
Engineering			0.00	14
Engineering technologies			0.00	15
Foreign languages, literatures, and linguistics			0.70	16
Family and consumer sciences			0.00	19
Law/legal studies			0.00	22
English			3.30	23
Liberal arts/general studies			0.00	24
Library science			0.00	25
Biological/life sciences			12.60	26
Mathematics and statistics			2.30	27
Military science and military technologies			0.00	28 and 29
Interdisciplinary studies			1.90	30
Parks and recreation			4.00	31
Philosophy and religious studies			0.20	38
Theology and religious vocations			0.00	39
Physical sciences			0.70	40
Science technologies			0.00	41
Psychology			10.00	42

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2020 Categories to Include
Homeland Security, law enforcement, firefighting, and protective services			0.00	43
Public administration and social services			0.00	44
Social sciences			10.70	45
Construction trades			0.00	46
Mechanic and repair technologies			0.00	47
Precision production			0.00	48
Transportation and materials moving			0.00	49
Visual and performing arts			11.90	50
Health professions and related programs			6.30	51
Business/marketing			12.60	52
History			2.20	54
Other				
TOTAL (should be = 100%)	0.00	0.00	100.00	

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

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

Food (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.

Comprehensive transition and postsecondary program for students with intellectual disabilities: Programs designed to support postsecondary students with intellectual disabilities obtain instruction in academic, career and technical, and independent living subjects in preparation for employment.

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

Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a 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 food and housing 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 recognized postsecondary credential.

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

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 recognized postsecondary credential.

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

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

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

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or recognized postsecondary credential. At the 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: Refers to high school students enrolled in college courses for credit. In accordance with IPEDS, student performance is recorded on a college transcript and postsecondary credit is awarded for a passing grade in the course. Dual enrollment includes: All postsecondary courses, independent of course delivery mode, course location, course instructor, whether secondary credit is also offered, and whether the student enrolls through a formal state/local program or enrolls outside a formal state/local program. Dual enrollment excludes: Credit-by-exam models such as Advanced Placement (AP) and International Baccalaureate (IB) in which the student is not enrolled in a postsecondary institution.

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 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 clock hours.

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 clock hours.

***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 clock hours a week each term.

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

Grade-point average (academic high school GPA): The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common 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.**

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.

Living learning community: Residential programs that allow students to interact with students who share common interests. In addition to living together, students may also participate in shared courses, special events, and group service projects.

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: 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.

Outside a dual enrollment program: High school students who simply enroll in credit courses through your institution and are treated as regularly enrolled college students.

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

Permanent Resident 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 status (and who holds either a registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

***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/clock 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 clock 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 clock 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 clock 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.

Recognized Postsecondary Credential: Includes both Title IV eligible degrees, certificates, and other recognized postsecondary credentials. Any credential that is received after completion of a program that is eligible for Title IV federal student aid. Credentials that are awarded to recognize an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry occupation. (Generally based on standards developed or endorsed by employers or industry associations).

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.

***Developmental 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.

Food and housing (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, clock hour).

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

Unduplicated Count of High School Students Enrolled for Credit: Include all high school students enrolled in college courses for credit within or outside of a dual enrollment program.

Undergraduate Research: Opportunities offered to undergraduate students to make original contributions in an academic discipline via the exploration of a specific research topic. Research opportunities may or may not be associated with a specific course or earn credit.

***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.

Within a dual enrollment program: Program within an organized system with special guidelines that allows high school students to take college-level courses. The guidelines might have to do with entrance or eligibility requirements, funding, limits on course taking, etc.

***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:

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

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

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