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Common Data Set | Office of Institutional Research & Effectiveness

10-15-2016

2016-2017 Common Data Set - Wright State University Dayton Campus

Office of Institutional Research & Effectiveness, Wright State University

Princeton Review

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Common Data Set A: General Information (2016-2017)

Instructions and Help Glossary of Terms

***Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.**

***Please note that the survey works best with: Chrome, Firefox, or Internet Explorer.**

Respondent Information (Not for Publication)

A0

Name:	Joanie Hendricks		
Title:	Senior Reporting Analyst		
Office:	Institutional Research		
Mailing Address:	3640 Colonel Glenn Highway	350 Univ Hall	
City/State/Zip:	Dayton	OH	45435
Country:	United States		
Phone:	937-775-5244		
Fax:	937-775-3669		
Email Address	joanie.hendricks@wright.edu		
Are your responses to the CDS posted for references on your institution's Web site?	(•) Yes ( ) No		
If yes, please provide the URL of the corresponding Web page:	http://www.wright.edu/admin/institutionalresearch.		
We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, or cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.			

Address Information

A1

Name of College/University:	Wright State University		
Mailing Address:	3640 Colonel Glenn Highway		
City/State/Zip:	Dayton	OH	45435
Country:	United States		
Street Address (if different):			
Main Phone Number:	937-775-5740		
WWW Home Page Address:	www.wright.edu		
Admissions Phone Number	937-775-5700		
Admissions Toll-Free Phone Number:	800-247-1770		
Admissions Office Mailing Address:	3640 Colonel Glenn Highway	1st floor - SU	

City/State/Zip: Dayton | OH | 45435

Country: United States

Admissions Fax Number: 937-775-4410

Admissions Email Address: admissions@wright.edu

If there is a separate URL for your school's online application, please specify: https://www.wright.edu/admissions

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

City/State/Zip:

Country: United States

Source of institutional control (Check only one):

A2

(•) Public ( ) Private (nonprofit) ( ) Proprietary

Classify your undergraduate institution:

A3

(•) Coeducational college ( ) Men's college ( ) Women's college

Academic year calendar:

A4

(•) Semester
( ) Quarter
( ) Trimester
( ) 4/1/4
( ) Continuous
( ) Differs By Program
( ) Other

If you chose 'Differs', please describe here:

If you chose 'Other', please describe here:

Degrees offered by your institution:

A5

[x] Certificate
[x] Diploma
[x] Associate
[ ] Transfer Associate
[ ] Terminal Associate
[x] Bachelor's
[x] PostBachelor's certificate
[x] Master's

- [x] Post-Master's certificate
- [x] Doctoral
- [x] Doctoral/Research
- [x] Doctoral/Professional
- [ ] Doctoral Other

PLEASE NOTE THE FOLLOWING:

1) Saving the form does not Lock it. You may return at any time to make changes or update your data.

2) Once you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Save Cancel

Common Data Set B: Enrollment And Persistence (2016-2017)

Instructions and Help Glossary of Terms

***Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.**

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Institutional Enrollment - Men and Women

B1 Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2016.
Note: Report students formerly designated as "first professional" in the graduate cells.
*Nonstandard questions added by The Princeton Review

Undergraduates

	Full-Time Men	Full-Time Women		Part-Time Men	Part-Time Women		Full-Time *Gender Not Specified*	Part-Time *Gender Not Specified*
Degree-seeking, first-time freshmen	1,007	1,113	Line 1	18	36	Line 15		
Other first-year, degree-seeking	60	52	Line 2	2		Line 16		
All other degree-seeking	3,557	3,793	Lines 3-6	1,005	1,021	Lines 17-20		
Total degree-seeking	4,624	4,958		1,025	1,057			
All other undergraduates enrolled in credit courses	29	64	Line 7	322	425	Line 21		
Total undergraduates	4,653	5,022	Line 8	1,347	1,482	Line 22		

Graduate

	Men	Women		Men	Women		*Gender Not Specified*	*Gender Not Specified*
Degree-seeking, first-time	412	434	Line 11	51	69	Line 25		
All other degree-seeking	1,109	1,185	Line 12	319	420	Line 26		
All other graduates enrolled in credit courses	15	22	Line 13	36	79	Line 27		
Total graduate	1,536	1,641		406	568			

Total all undergraduates:	12,504
Total all graduate:	4,151
GRAND TOTAL ALL STUDENTS:	16,655

Enrollment by Racial/Ethnic Category

B2 **Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students for each of the following categories as of the institution's official Fall reporting date or as of October 15, 2016. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

	Degree-seeking FIRST-TIME	Degree-seeking UNDER-	Total UNDER-GRADUATES

	FIRST-YEAR	GRADUATES (including first-time first-year)	(both degree- and non-degree-seeking)
Nonresident aliens	16	463	545
Hispanic/Latino	86	415	435
Black or African American, non-Hispanic/Latino	352	1,373	1,411
White, non-Hispanic/Latino	1,642	8,561	9,158
American Indian or Alaska Native, non-Hispanic/Latino	3	12	16
Asian, non-Hispanic/Latino	55	318	368
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	2	9	9
Two or more races, non-Hispanic/Latino	123	475	501
Race and/or ethnicity unknown	9	38	61
TOTAL	2,288	11,664	12,504

Persistence

B3 Number of degrees awarded by your institution from July 1, 2015 to June 30, 2016

Certificate/diploma	48
Associate degrees	60
Bachelor's degrees	2,334
Postbachelor's certificates	133
Master's degrees	1,287
Post-Master's certificates	9
Doctoral degrees – research/scholarship	51
Doctoral degrees – professional practice	117
Doctoral degrees – other	

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2016 Web-based survey.

For Bachelor's or Equivalent Programs

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

Fall 2010 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2010. Include in the cohort those who entered your institution during the summer term preceding fall 2010.

B4

Initial 2010 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 2,744

B5

Of the initial 2010 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: 5

B6

Final 2010 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4) 2,739

B7

Of the initial 2010 cohort, how many completed the program in four years or less (by August 31, 2014): 530

B8

Of the initial 2010 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2014 and by August 31, 2015): 326

B9

Of the initial 2010 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2015 and by August 31, 2016): 120

B10

Total graduating within six years (sum of questions B7, B8, and B9): 976

B11

Six-year graduation rate for 2010 cohort (question B10 divided by question B6): 36 %

Fall 2009 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2009. Include in the cohort those who entered your institution during the summer term preceding fall 2009.

B4

Initial 2009 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 2,469

B5

Of the initial 2009 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: 6

B6

Final 2009 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4) 2,463

B7

Of the initial 2009 cohort, how many completed the program in four years or less (by August 31, 2013): 518

B8

Of the initial 2009 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2013 and by August 31, 2014): 337

B9

Of the initial 2009 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2014 and by August 31, 2015): 123

B10

Total graduating within six years (sum of questions B7, B8, and B9): 978

B11

Six-year graduation rate for 2009 cohort (question B10 divided by question B6): 40 %

For Two-Year Institutions

Please provide data for the 2013 cohort if available. If 2013 cohort data are not available, provide data for the 2012 cohort.

2013 Cohort

B12

Initial 2013 cohort, total of first-time, full-time degree/certificate-seeking students:

B13

Of the initial 2013 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

B14

Final 2013 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):

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:

2012 Cohort

B12

Initial 2012 cohort, total of first-time, full-time degree/certificate-seeking students:

B13

Of the initial 2012 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the

armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

B14

Final 2012 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):

B15

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

B16

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

B17

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

B18

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

B19

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

B20

Total transfers to two-year institutions:

B21

Total transfers to four-year institutions:

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2015 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshman in Fall 2015 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2016?

66 %

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2) Once you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Save Cancel

Common Data Set C: First-Time, First-Year (Freshman) Admission (2016-2017)

Instructions and Help Glossary of Terms

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Applications

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

Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2016. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

***Nonstandard field added by The Princeton Review**
****Please fill in this field, only if you cannot provide the men/women breakdown.**

Total first-time, first-year (freshman) men who applied	2,641
Total first-time, first-year (freshman) women who applied	3,256
*Total first-time, first-year (freshman) gender not specified who applied	
**Total first-time, first-year (freshman) who applied	5,897
Total first-time, first-year (freshman) men who were admitted	2,497
Total first-time, first-year (freshman) women who were admitted	3,119
*Total first-time, first-year (freshman) gender not specifed who were admitted	
**Total first-time, first-year (freshman) who were admitted	5,616
Total full-time, first-time, first-year (freshman) men who enrolled	1,067
Total part-time, first-time, first-year (freshman) men who enrolled	20
Total full-time, first-time, first-year (freshman) women who enrolled	1,165
Total part-time, first-time , first-year (freshman) women who enrolled	36
*Total full-time, first-time , first-year (freshman) gender not specified who enrolled	
*Total part-time, first-time , first-year (freshman) gender not specified who enrolled	
Total full-time, first-time , first-year (freshman) who enrolled *	2,232
Total part-time, first-time , first-year (freshman) who enrolled *	56

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

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

If yes, please answer the questions below for Fall 2016 admissions:

Number of qualified applicants offered a place on waiting list	
Number accepting a place on the waiting list	
Number of wait-listed students admitted	
Is your waiting list ranked?	○ Yes ○ No
If yes, do you release that information to students?	○ Yes ○ No
Do you release that information to school counselors?	○ Yes ○ No

Admission Requirements

C3 High school completion requirement

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

- [x] High school diploma is required and GED is accepted
- [ ] High school diploma is required and GED is not accepted
- [ ] High school diploma or equivalent is not required

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

- (•) Require
- ( ) Recommend
- ( ) Neither require nor recommend

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

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

	Units required	Units recommended
Total academic units	16	
English	4	
Mathematics	4	
Science	3	
Of these, units that must be lab	3	
Foreign language		2
Social Studies	3	
History		
Academic electives		
Computer Science		
Visual/Performing Arts		1
Other (explain) 5 core courses as prescribed by Ohio Core		

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:

- [x] Open admission policy as described above for all students

Open admission policy as described above for most students, but

- [ ] selective admission for out-of-state students
- [ ] selective admission to some programs

Other (explain) Liberal admission policy

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

Academic

	Very important	Important	Considered	Not considered
Rigor of secondary school record	◉	○	○	○
Class rank	○	◉	○	○
Academic GPA	◉	○	○	○
Standardized test scores	◉	○	○	○
Application Essay	○	○	○	◉
Recommendation(s)	○	○	◉	○

Non-Academic

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

SAT and ACT Policies

C8 Entrance exams

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

If yes, please select the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2018.**

			ADMISSIONS		
	Require	Recommend	Require for some	Consider if submitted	Not Used
SAT or ACT	◉	○	○	○	○

ACT Only	○	○	○	○	○
SAT only	○	○	○	○	○
SAT and SAT Subject Tests or ACT	○	○	○	○	○
SAT Subject Tests only	○	○	○	○	○

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2018** please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

- ○ ACT with Writing required
- ○ ACT with Writing recommended
- ◉ ACT with or without writing accepted

If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2018** please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

- ○ SAT with Essay component required
- ○ SAT with Essay component recommended
- ◉ SAT with or without Essay component accepted

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

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

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

◉ Yes ○ No

E. Latest date by which SAT or ACT scores must be received for fall-term admission: 8/19

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

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

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

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

State Exam (specify):

Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2016, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9 Percent and number of first-time, first-year (freshman) students enrolled in Fall 2016 who submitted national standardized (SAT/ACT) test scores.

Include information for **ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores.** Do not include partial test scores (e.g. mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. ***Do* convert New SAT scores (2016) to Old SAT scores using the College Board's concordance tools and tables.**

The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

Percent submitting SAT scores	11 %
Percent submitting ACT scores	94 %
Number submitting SAT scores	255
Number submitting ACT scores	2162

	25th percentile	75th percentile
SAT Critical Reading	460	600
SAT Math	470	610
SAT Writing	430	563
SAT Essay	6	8
ACT Composite	18	25
ACT Math	18	26
ACT English	17	25
ACT Writing		

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

	SAT Critical Reading	SAT Math	SAT Writing
700-800	5 %	6 %	3 %
600-699	20 %	25 %	14 %
500-599	34 %	34 %	27 %
400-499	33 %	27 %	39 %
300-399	7 %	7 %	16 %
200-299	1 %	1 %	1 %
Totals (should = 100%)	**100** %	**100** %	**100** %

	ACT	ACT	ACT Math

	Composite	English	
30-36	7 %	9 %	6 %
24-29	30 %	24 %	35 %
18-23	44 %	39 %	34 %
12-17	18 %	25 %	24 %
6-11	1 %	3 %	1 %
below 6	0 %	0 %	0 %
Totals (should = 100%)	**100** %	**100** %	**100** %

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

Percent in top tenth of high school graduating class	18 %
Percent in top quarter of high school graduating class	38 %
Top half + bottom half = 100%	
Percent in top half of high school graduating class	68 %
Percent in bottom half of high school graduating class	32 %
Totals (should = 100%)	**100** %
Percent in bottom quarter of high school graduating class	10 %
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	80 %

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

Percent who had GPA of 3.75 or higher	28 %
Percent who had GPA between 3.50 and 3.74	13 %
Percent who had GPA between 3.25 and 3.49	13 %
Percent who had GPA between 3.0 and 3.24	13 %
Percent who had GPA between 2.50 and 2.99	22 %
Percent who had GPA between 2.0 and 2.49	11 %
Percent who had GPA between 1.0 and 1.99	%
Percent who had GPA below 1.0	0 %
Totals (should = 100%)	**100** %

C12

Average high school GPA of all degree-seeking, first-time, first year (freshman) students who submitted GPA:	3.30
Percent of total first-time, first-year (freshman) students who submitted high school GPA:	99 %

Admission Policies

C13 Application Fee

Does your institution have an application fee? (•) Yes ( ) No

Amount of application fee: $30.00

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

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

Same fee: (•) Yes ( ) No

Free: ( ) Yes (•) No

Reduced: ( ) Yes (•) No

Can on-line application fee be waived for applicants with financial need? (•) Yes ( ) No

C14 Application Closing Date

Does your institution have an application closing date? ( ) Yes (•) No

Application closing date (Fall):

Priority date:

C15

Are first-time, first-year students accepted for terms other than the fall? (•) Yes ( ) No

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

On a rolling basis beginning (date): 08/01

By (date):

Other:

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

Must reply by (date):

[x] No set date

Must reply by May 1 or within 4 weeks if notified thereafter

Other:

Deadline for housing deposit (MMDD): /

Amount of housing deposit: $150.00

Refundable if student does not enroll? (•) Yes, in full ( ) Yes, in part ( ) No

C18 Deferred admission:

Does your institution allow students to postpone enrollment after admission? (•) Yes ( ) No

If yes, maximum period of postponement: One Year

C19 Early admission of high school students:

Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation? ( ) Yes (•) No

Early Decision and Early Action Plans

C21 Early decision

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

If "yes," please complete the following:

First or only early decision plan closing date:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

For the Fall 2016 entering class:

Number of early decision applications received by your institution:

Number of applicants admitted under early decision plan:

Please provide significant details about your early decision plan.

C22 Early action:

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

If "yes," please complete the following:

Early action closing date:

Early action notification date:

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

Early action II closing date:

Early action II notification date:

PLEASE NOTE THE FOLLOWING:

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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Save Cancel

Common Data Set D: Transfer Admission (2016-2017)

Instructions and Help Glossary of Terms

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Fall Applicants

D1

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

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

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2016.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	749	690	446
Women	773	724	475
Total	1,522	1,384	921

Application for Admission

D3 Indicate terms for which transfers may enroll:

- [x] Fall
- [ ] Winter
- [x] Spring
- [x] Summer

D4

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

If yes, what is the minimum number of credits and the unit of measure? 9 semester hrs

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 score	( )	( )	( )	(•)	( )
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): 2.0

D7

If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.0

D8

List any other application requirements specific to transfer applicants: https://www.wright.edu/transfer/admissions/transfer-student-application

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

	Priority Date	Closing Date	Notification Date	Reply date	
Fall					☑ Rolling Admission
Winter					☐ Rolling Admission
Spring					☑ Rolling Admission
Summer					☑ Rolling Admission

D10

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

D11

Describe additional requirements for transfer admission, if applicable: Students with a GPA below 2.0 must petition; Students with junior standing must be finished or nealy finished with admission requirements to their major.

Transfer Credit Policies

D12

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

D13

	Number	Unit Type
Maximum number of credits or courses that may be transferred from a two-year institution:		

D14

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

D15

Minimum number of credits that transfers must complete at your institution to earn an associate degree: 15

D16

Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree: 30

D17

Describe other transfer credit policies: Students who have completed the Ohio Transfer Module have completed WSU general education requirements.

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Save Cancel

Common Data Set E: Academic Offerings And Policies (2016-2017)

Instructions and Help Glossary of Terms

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Special study options:

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

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

If you selected Other please specify: off campus study options - Semester at Sea

E2 This question has been removed from the CDS.

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

E3

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

If you selected Other please specify: Communication; Global Traditions

Common Data Set F: Student Life (2016-2017)

Instructions and Help Glossary of Terms

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Enrollment

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

	First-time, first-year (freshman) students	Under-graduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	3 %	2 %
Percent of men who join fraternities	4 %	4 %
Percent of women who join sororities	5 %	7 %
Percent who live in college-owned, -operated, or -affiliated housing	54 %	20 %
Percent who live off campus or commute	46 %	80 %
Percent of students age 25 and older	1 %	18 %
Average age of full-time students	18	21
Average age of all students (full- and part-time)	18	23

Activities offered

F2 Identify those programs available at your institution

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

- [x] Television station
- [ ] Yearbook

ROTC

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

Army ROTC is offered:

- [x] On campus
- [ ] At cooperating institutions (name):

Navy ROTC is offered:

- [ ] On campus
- [ ] At cooperating institutions (name):

Air Force ROTC is offered:

- [x] On campus
- [ ] At cooperating institutions (name):

Housing

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

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

If you selected Other please specify:

Honors dorm, institutional apartments available, STEM Living Learning Community available

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Common Data Set I: Instructional Faculty And Class Size (2016-2017)

Instructions and Help Glossary of Terms

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Instructional Faculty

Please report number of instructional faculty members in each category for Fall 2016. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

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

Full-time instructional faculty: faculty employed on a full-time basis for instruction (including those with released time for research)
Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.
Minority faculty: includes faculty who designate themselves as black, non-Hispanic; American Indian or Alaskan native; Asian, Native Hawaiian or other Pacific Islander; or Hispanic.
Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as "first professional," including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).
Terminal degree: the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

	Full time	Part time	Total
a.) Total number of instructional faculty	652	458	1,110
b.) Total number who are members of minority groups	156	68	224
c.) Total number who are women	295	246	541
d.) Total number who are men	357	212	569
e.) Total number who are non-resident aliens (international)			
f.) Total number with doctorate, or other terminal degree	410	56	466

g.) Total number whose highest degree is a master's but not a terminal master's	153	289	442
h.) Total number whose highest degree is a bachelor's	58	80	138
i.) Total number whose highest degree is unknown or other (Note: Items **f**, **g**, **h**, and **i** must sum up to item **a**.)	31	33	64
j.) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students			

Student to Faculty Ratio

I-2 Report the Fall 2016 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2016 Student to Faculty ratio: 17 to 1 based on 13,566 students and 805 faculty

Undergraduate Class Size

I-3 In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2016 term.

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

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

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2016. 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	205	186	88	210	344	388	33	1,454
Class Sub-Sections	178	19	15	23	196	207	2	640

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Name:

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Common Data Set J: Degrees Conferred (2016-2017)

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Degrees conferred between July 1, 2015 and June 30, 2016

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

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
Agriculture	%	%	%	1
Natural resources and conservation	%	%	%	3
Architecture	%	%	%	4
Area, ethnic, and gender studies	%	%	%	5
Communications/journalism	%	7 %	3 %	9
Communication technologies	%	%	%	10
Computer and information sciences	%	%	3 %	11
Personal and culinary services	%	%	%	12
Education	17 %	%	6 %	13
Engineering	%	%	12 %	14
Engineering technologies	%	33 %	%	15
Foreign languages, literatures, and linguistics	%	%	2 %	16
Family and consumer sciences	%	%	%	19
Law/legal studies	%	%	%	22
English	4 %	%	3 %	23
Liberal arts/general studies	%	%	%	24
Library science	%	%	%	25
Biological/life sciences	%	3 %	5 %	26

Mathematics and statistics		%		%	1	%	27
Military science and military technologies		%		%		%	29
Interdisciplinary studies	17	%	3	%	3	%	30
Parks and recreation		%		%	1	%	31
Philosophy and religious studies		%		%	1	%	38
Theology and religious vocations		%		%		%	39
Physical sciences		%	2	%	2	%	40
Science technologies		%		%		%	41
Psychology		%	7	%	7	%	42
Homeland Security, law enforcement, firefighting, and protective services		%		%		%	43
Public administration and social services		%	5	%	2	%	44
Social sciences	15	%		%	7	%	45
Construction trades		%		%		%	46
Mechanic and repair technologies		%		%		%	47
Precision production		%		%		%	48
Transportation and materials moving		%		%		%	49
Visual and performing arts		%	3	%	5	%	50
Health professions and related programs		%		%	10	%	51
Business/marketing	47	%	37	%	26	%	52
History		%		%	1	%	54
Other		%		%		%	
Totals (should = 100%)	**100**	%	**100**	%	**100**	%	

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