



PETERSON'S
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Peterson's ID:

IPEDS ID:

Peterson's Annual Survey of Undergraduate Institutions 2011–2012

INSTITUTION INFORMATION

IN1. Official Name of Institution: _____

Location Address: _____

City: _____ ST/PR: _____ Zipcode: _____

Country (ISO 3166): _____ Official Phone: _____ - _____

Main World Wide Web (URL) Address: _____

IN2. Institution Type

Select which category most accurately describes your institution:

- | | |
|--|---|
| <input type="radio"/> Two-Year College | <input type="radio"/> Comprehensive Institution |
| <input type="radio"/> Two-Year plus Graduate | <input type="radio"/> University (offers more than two doctoral programs) |
| <input type="radio"/> Four-Year College | <input type="radio"/> Upper-Level Institution (with graduate programs) |
| <input type="radio"/> Five-Year College | <input type="radio"/> Upper-Level Institution (without graduate programs) |

IN3. Award Levels [CDS A5]

Indicate which award levels are offered by your institution (check all that apply).

- | | | |
|---|--|--|
| <input type="checkbox"/> Diploma | <input type="checkbox"/> Bachelor's | <input type="checkbox"/> Doctoral degree—research/scholarship |
| <input type="checkbox"/> Certificate | <input type="checkbox"/> Post-Bachelor's Certificate | <input type="checkbox"/> Doctoral degree—professional practice |
| <input type="checkbox"/> Transfer Associate | <input type="checkbox"/> Master's | <input type="checkbox"/> Doctoral degree—other |
| <input type="checkbox"/> Terminal Associate | <input type="checkbox"/> Post-Master's Certificate | |

IN4. Student Body

Select which best describes your undergraduate student body.

- | | |
|---|---|
| <input type="radio"/> Men Only | <input type="radio"/> Women Only |
| <input type="radio"/> Men Only Undergraduate, Graduate Coed | <input type="radio"/> Women Only Undergraduate, Graduate Coed |
| <input type="radio"/> Primarily men | <input type="radio"/> Primarily women |
| <input type="radio"/> Coeducational | |

IN5. System Components

If your institution is part of a larger educational system, give the name of the system of which you are a part. (This does not refer to consortia or other voluntary arrangements, but to administrative affiliations such as a state university system.)

Limit: 390 characters

OR give the of name of the institution with which you are administratively affiliated:

Limit: 90 characters

IN6. Institutional Finances

- a. What is the market value of the total endowment at your institution as of June 30, 2011?
- If reporting system endowment, check here:
- b. Indicate the total institutional expenditures (undergraduate and graduate) for the 2011 fiscal year for each of the four categories below. Provide all figures in WHOLE U.S. DOLLARS only; omit cents. Where exact data is not available, give estimates.
1. Total instructional expenditures for the 2011 fiscal year.
 2. Average instructional expenditures per FTE student for the 2011 fiscal year.
 3. Total research expenditures for the 2011 fiscal year all restricted and unrestricted funds from all sources.
 4. Total library operating expenditures for the 2011 fiscal year.

IN7. Campus Setting

- a. Select which best describes your campus setting:
- Urban Suburban Small Town Rural
- b. If a major metropolitan area (population over 500,000) is easily accessible from your campus (i.e., within one hour by car), identify the major metropolitan area:

Limit: 50 characters

- c. Size of campus: Acres Hectares

- d. Name of nearest commercial airport:
- Limit: 55 characters

- e. Nearest major highway:
- Limit: 50 characters

- IN8. Founding Year:**

IN9. Institutional Control

Check the appropriate box to indicate control of your institution and the source of primary support:

Private

- Private (unspecified) Proprietary
- Independent (nonprofit) Independent-religious

Denomination

or

Affiliation

Public

- Public (unspecified)
- Federal County
- State District
- Province (Canada) City
- Commonwealth (Puerto Rico) State and Local
- Territory (U.S. Territories) State-related

IN10. Academic Calendar

Select which best describes your institution's academic calendar:

- Semesters Trimesters Quarters 4-1-4 Continuous
- other (specify):

Limit: 100 characters

ENROLLMENT AND PERSISTENCE

EN1. Institutional Enrollment [CDS B1]

- a. Provide numbers of full- and part-time, men and women students reported on IPEDS Fall Enrollment Survey 2011 as of the institution's official fall reporting date or as of October 15, 2011. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
UNDERGRADUATES				
Degree seeking, first-time freshmen	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other first-year, degree-seeking	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
All other degree-seeking	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
All other undergraduates enrolled in credit courses	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total undergraduates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
GRADUATE				
Total graduate	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
TOTAL ALL STUDENTS	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- b. Total all undergraduates:
- c. Grand total all students :

EN2. Enrollment by Racial/Ethnic Category

- a. Provide numbers of degree seeking undergraduate students reported on IPEDS Fall Enrollment Survey 2011 as of the institution's official fall reporting date or as of October 15, 2011. Include international students only in the category "Nonresident aliens." 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." [CDS B2]

RACIAL/ETHNIC CATEGORY	NUMBER OF UNDERGRADUATES
Nonresident aliens	
Hispanic/Latino	
Black or African American, non-Hispanic/Latino	
White, non-Hispanic/Latino	
American Indian or Alaska Native, non-Hispanic/Latino	
Asian, non-Hispanic/Latino	
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	
Two or more races, non-Hispanic/Latino	
Race/ethnicity unknown	
TOTAL	

b. From how many U.S. states and territories (including D.C. and Puerto Rico; for Canadian schools: provinces and territories) do current undergraduates come?	<input type="text"/>
c. From how many foreign countries do current undergraduates come?	<input type="text"/>
d. Percent of degree-seeking undergraduates who are from out-of-state (exclude international/nonresident aliens from the numerator and denominator): [CDS F1]	<input type="text"/> %
e. Percent of degree-seeking undergraduates age 25 and older: [CDS F1]	<input type="text"/> %
f. Provide the number of students who enrolled as degree-seeking transfer students in fall 2011 [CDS D2]:	<input type="text"/>

EN3. Retention Rates [CDS B22]

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2010 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

- a. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduates students who entered your institution as freshmen in fall 2010 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2011? %

EN4. Freshman Profile

- a. Average high school GPA of all degree-seeking first-time, first-year (freshmen) students who submitted GPA: [CDS C12]
- b. Percentage of total first-time, first-year (freshmen) students who submitted high school GPA: [CDS C12] %
- c. Percentage of all degree-seeking first-time, first-year (freshmen) 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): [CDS C10]
- | | |
|--|------------------------|
| Percent in top tenth of high school graduating class | <input type="text"/> % |
| Percent in top quarter of high school graduating class | <input type="text"/> % |
| Percent in top half of high school graduating class | <input type="text"/> % |
| Percent of total first-time, first-year (freshmen) students who submitted high school class rank | <input type="text"/> % |

- d. Give the number of degree-seeking first-time, first-year (freshmen) students in each of the following categories:

National Merit Scholars	<input type="text"/>	Student government officers	<input type="text"/>
Senior class presidents	<input type="text"/>	Valedictorians	<input type="text"/>

EN5. Persistence

Number of degrees awarded by your institution from July 1, 2010, to June 30, 2011 [CDS B3].

Certificate/diploma	<input type="text"/>	Post-master's certificates	<input type="text"/>
Associate degrees	<input type="text"/>	Doctoral degrees—research/scholarship	<input type="text"/>
Bachelor's degrees	<input type="text"/>	Doctoral degrees—professional practice	<input type="text"/>
Postbachelor's certificates	<input type="text"/>	Doctoral degrees—other	<input type="text"/>
Master's degrees	<input type="text"/>		

GRADUATION RATES

EN6. For Two-Year Institutions [CDS B12-B21]

Cohort Year

Please provide data for the 2008 cohort if available. If 2008 cohort data are not available, provide data for the 2007 cohort.

a. Initial 2008 cohort, total of first-time, full-time degree/certificate-seeking students:	<input type="text"/>
b. Of the initial 2008 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	<input type="text"/>
c. Final 2008 cohort, after adjusting for allowable exclusions (Subtract line b from line a):	<input type="text"/>
d. Completers of programs of less than two years duration (total):	<input type="text"/>
e. Completers of programs of less than two years within 150 percent of normal time:	<input type="text"/>
f. Completers of programs of at least two but less than four years (total):	<input type="text"/>
g. Completers of programs of at least two but less than four-years w/i 150% of normal time:	<input type="text"/>
h. Total transfers-out (within three years) to other institutions:	<input type="text"/>
i. Total transfers to two-year institutions:	<input type="text"/>
j. Total transfers to four-year institutions:	<input type="text"/>

EN7. Graduate Career Data

What percentage of students completing a transfer associate program in the last academic year went directly on to a four-year institution? %

GRADUATION RATES

EN6. For Four-Year Institutions [CDS B4-B11]

Cohort Year

Please provide data for the 2005 cohort if available. If 2005 cohort data are not available, provide data for the 2004 cohort.

a. Initial 2005 cohort, total of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students:	<input type="text"/>
b. Of the initial 2005 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	<input type="text"/>
c. Final 2005 cohort, after adjusting for allowable exclusions (Subtract line b from line a):	<input type="text"/>
d. Of the initial cohort, how many completed the program in four years or less (by August 31, 2009):	<input type="text"/>
e. Of the initial cohort, how many completed the program in more than four years but in five years or less (after August 31, 2009 but by August 31, 2010):	<input type="text"/>
f. Of the initial cohort, how many completed the program in more than five years but in six years or less (after August 31, 2010 but by August 31, 2011):	<input type="text"/>
g. Total graduating within six years (sum of lines d, e, and f):	<input type="text"/>
h. Six-year graduation rate for 2005 cohort (line g divided by line c):	<input type="text"/>

EN7. Graduate Career Data

What percentage of students completing a bachelor's program in the last academic year went directly on to a graduate/professional school? %

EN8. Degrees conferred between July 1, 2010 and June 30, 2011—Reference: IPEDS Completions, Part A

For each of the following discipline areas, provide the *percentage* of associate, and bachelor's degrees awarded. [CDS J]

CATEGORY	ASSOCIATE		BACHELOR		CIP CATEGORY
		%		%	
Agriculture		%		%	01
Natural resources and conservation		%		%	03
Architecture		%		%	04
Area, ethnic, and gender studies		%		%	05
Communication/Journalism		%		%	09
Communication technologies		%		%	10
Computer and information sciences		%		%	11
Personal and culinary services		%		%	12
Education		%		%	13
Engineering		%		%	14
Engineering technologies		%		%	15
Foreign languages, literatures, and linguistics		%		%	16
Family and consumer sciences		%		%	19
Law/legal studies		%		%	22
English		%		%	23
Liberal arts/general studies		%		%	24
Library science		%		%	25
Biological/life sciences		%		%	26
Mathematics and statistics		%		%	27
Military science and military technologies		%		%	28 and 29
Interdisciplinary studies		%		%	30
Parks and recreation		%		%	31
Philosophy and religious studies		%		%	38
Theology and religious vocations		%		%	39
Physical sciences		%		%	40
Science technologies		%		%	41
Psychology		%		%	42
Homeland security, law enforcement, firefighting, and protective services		%		%	43
Public administration and social services		%		%	44
Social sciences		%		%	45
Construction trades		%		%	46
Mechanic and repair technologies		%		%	47
Precision production		%		%	48
Transportation and materials moving		%		%	49
Visual and performing arts		%		%	50
Health professions and related programs		%		%	51
Business/marketing		%		%	52
History		%		%	54
Other		%		%	
TOTAL		%		%	

ADMISSION

AD1. Applications

- a. Provide the number of degree-seeking first-time, first-year (freshmen) students (or entering class for upper-level institutions) who applied, were admitted, and enrolled (full- or part-time) in fall 2011. Include early decision, early action applicants, and students who began studies during the summer in this cohort. Applicants include all students who fulfilled the requirements for consideration for admission (including payment or waiver of the application fee, if any) and who have been notified of one of the following actions: admission, non-admission, placement on a waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. [CDS C1]

APPLICANTS FOR ADMISSION AS DEGREE-SEEKING 1ST-TIME, 1ST YEAR STUDENTS

	Men	Women	Total
Total applied	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total accepted	<input type="text"/>	<input type="text"/>	<input type="text"/>

- b. Does your institution offer an Early Decision Plan [CDS C21]? Yes No n/a

If yes, please provide the numbers of students who applied and were admitted in fall 2011 as Early Decision applicants:

EARLY DECISION

Total applied	<input type="text"/>
Total admitted	<input type="text"/>

- c. Does your institution offer an Early Action Plan [CDS C22]? Yes No n/a

If yes, please provide the numbers of students who applied and were admitted enrolled in fall 2011 as Early Action applicants:

EARLY ACTION

Total applied	<input type="text"/>
Total admitted	<input type="text"/>

- d. Does your institution have a policy of placing students on a wait list [CDS C2]? Yes No n/a

If yes, please provide the numbers of students who were placed on, who accepted a place on, and were admitted in fall 2011 from a wait list:

WAIT LIST

Total placed on wait list	<input type="text"/>
Total who accepted place on wait list	<input type="text"/>
Total wait-listed students admitted	<input type="text"/>

AD2. Application Requirements

- a. Check the appropriate boxes to indicate which of the following you *require for all*, *recommend*, or *require for some* applicants prior to making admission decisions. Specify the **number** of letters of recommendation on the blanks provided, and specify the high school and/or college grade point averages in the blanks provided.

	Require for all	Recommend for all	Require for some
Written essay or personal statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transcript of high school record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letter(s) of recommendation	<input type="text"/>	<input type="text"/>	<input type="text"/>
Minimum high school GPA (on 4.0 scale)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other requirements (specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Limit: 300 characters

- b. Give the application fee for your institution [CDS C13]. \$

AD3. Application Deadlines and Notification Dates

Indicate your institution's deadlines for accepting applications and dates for notifying applicants of acceptance or rejection for each applicable category below.

	Application Closing Date		Continuous	Notification Date		Continuous
a. Fall freshmen	<input type="text"/>	/ <input type="text"/>	<input type="checkbox"/>	<input type="text"/>	/ <input type="text"/>	<input type="checkbox"/>
b. Out-of-state fall freshmen	<input type="text"/>	/ <input type="text"/>	<input type="checkbox"/>	<input type="text"/>	/ <input type="text"/>	<input type="checkbox"/>
c. Early Decision plan	<input type="text"/>	/ <input type="text"/>	<input type="checkbox"/>	<input type="text"/>	/ <input type="text"/>	<input type="checkbox"/>
d. Other Early Decision plan	<input type="text"/>	/ <input type="text"/>	<input type="checkbox"/>	<input type="text"/>	/ <input type="text"/>	<input type="checkbox"/>
e. Early action	<input type="text"/>	/ <input type="text"/>	<input type="checkbox"/>	<input type="text"/>	/ <input type="text"/>	<input type="checkbox"/>
f. Transfer	<input type="text"/>	/ <input type="text"/>	<input type="checkbox"/>	<input type="text"/>	/ <input type="text"/>	<input type="checkbox"/>

AD4. Admission Policies

a. Indicate your high school completion requirement for entering students: [CDS C3]

- 1. High school diploma is required and GED is accepted
- 2. High school diploma is required and GED is not accepted
- 3. High school diploma or equivalent is not required

b. If your high school completion requirement is different for a particular program or group of students, indicate which requirement (1, 2, or 3 above) applies and specify the program or group:

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Limit: 340 characters

c. Check yes or no for each of the following in accordance with your institution's admissions policies.

- | | | | | | | | |
|--------------------------------------|---------------------------|--------------------------|---------------------------|------------------------|---------------------------|--------------------------|---------------------------|
| Early Admission | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> n/a | Open Admission | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> n/a |
| Deferred Admission | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> n/a | Preferential Admission | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> n/a |
| International Baccalaureate accepted | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> n/a | | | | |

d. If your institution has an open admission policy that applies only to certain programs or student groups, please describe: [CDS C6]

<input type="text"/>

Limit: 260 characters

e. If your institution has a preferential admission policy (gives first or special consideration to qualified students in certain geographical, religious, or other groups based on institutional support or control), please indicate which group(s) are given preference:

<input type="text"/>

Limit: 145 characters

AD5. Entrance Exams

a. Does your institution make use of SAT, SAT subject tests, or ACT, or other standardized test scores in admission decisions for first-time, first-year applicants? [CDS C8A] Yes No n/a

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

	Admission		
	Require	Require for some	Recommend
SAT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify below):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="text"/>

Limit: 300 characters

- b. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for fall 2013, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process): [CDS C8B]
- 1. ACT with Writing component required
 - 2. ACT with Writing component recommended
 - 3. ACT with or without Writing component accepted
 - 4. n/a

c. Please indicate how your institution will use the SAT or ACT essay component; check all that apply [CDS C8C]

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

d. If you currently require the SAT or ACT, are you considering changing this policy to make these tests optional in the future? Yes No n/a

e. Of the freshmen (or entering students) who submitted SAT and ACT scores, what percentage submitted: [CDS C9]

SAT scores % ACT scores %

AD6. Entrance Exam—test score submission deadlines [CDS C8E]

- a. Latest date by which SAT Reasoning Test or ACT scores must be received for fall-term admission /
- b. Latest date by which SAT Subject Test scores must be received for fall-term admission /

AD7. Entrance Exam—Test Scores

a. If you require or recommend the SAT or ACT, write in the approximate *percentages* of your freshman (or entering) class who received SAT critical reading, mathematics, writing and/or ACT composite scores in each of the following intervals [CDS C9]

	200-299	300-399	400-499	500-599	600-699	700-800
SAT Critical Reading	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
SAT Math	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
SAT Writing	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	below 6	6-11	12-17	18-23	24-29	30-36
ACT Comp.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Each row must total 100%

b. Please enter average test scores for all full-time and part-time first-year degree-seeking students enrolled in fall 2011.

	SAT Critical Reading	SAT Math	SAT Writing	ACT Composite
2011 enrolled first-year degree seeking students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

c. The 25th percentile is the score that 25 percent of students scored at or below; the 75th percentile score is the score that 25 percent of students scored at or above [CDS C9].

Test	25 th Percentile	75 th Percentile
SAT Critical Reading	<input type="text"/>	<input type="text"/>
SAT Math	<input type="text"/>	<input type="text"/>
SAT Writing	<input type="text"/>	<input type="text"/>
ACT Composite	<input type="text"/>	<input type="text"/>

AD8. Entrance Difficulty Level

Listed below are five levels of entrance difficulty based on the percentage of applicants accepted, high school class rank, and standardized test scores. Refer to instructions, read the definitions carefully, and enter your assessments below to guide students in their college plans.

	Most Difficult	Very Difficult	Moderately Difficult	Minimally Difficult	Non-competitive	n/a
Overall (for all or most)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-state (if different than overall)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific group or program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(specify):

Limit: 250 characters

AD9. Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions [CDS C7].

	very important	important	considered	not considered	not applicable
Academic					
Rigor of secondary school record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class rank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application Essay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-academic					
Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talent/ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Character/personal qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First generation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumni/ae relation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geographical residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State residency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious affiliation/commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial/ethnic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of applicant's interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

AD10. Applications, Viewbooks, and Videos

- a. Does your admission office accept Electronic applications? Yes No n/a
- b. Which of the following is available to prospective students through your admission office?
 Admission Video Yes No n/a Electronic viewbook Yes No n/a

AD11. Transfer Admission

- a. Indicate terms for which transfers may enroll: [CDS D3]
 Fall Winter Spring Summer
- b. Minimum number of credits or courses that transfers must complete at your institution to earn a bachelor's degree: [CDS D16]
 Number Unit
- c. Minimum number of credits or courses that transfers must complete at your institution to earn an associate degree: [CDS D15]
 Number Unit

AD12. Transfer of credit/advanced standing policies

- a. Does your institution generally accept credits in transfer from other accredited institutions? Yes No n/a
- b. Does your institution accept ACE recommendations for credit? Yes No n/a
- c. Does your institution accept:
 CLEP subject DANTES / DSST Excelsior College Exams
 CLEP general Life Long Learning
- d. Please indicate the age limit (in years) for completed credits/courses to be transferred to your institution: years
 Check here if no age limit exists for completed credits/courses to be transferred to your institution

ACADEMICS

AC1. Faculty

- a. Give the number of full-time and part-time faculty members teaching at your institution, or give the total if a breakdown is not available. Do not use FTE figures [CDS I-1].

	Full-Time	Part-Time	Total
Total number of instructional faculty	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total number who are women	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total number who are men	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total number with doctorate or other terminal degree	<input type="text"/>	<input type="text"/>	<input type="text"/>

- b. Student to Faculty Ratio (CDS I-2)
 Report the fall 2011 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 programs 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 2011 Student to Faculty ratio: : 1
 (Based on students and faculty)

AC2 Special Programs

- a. If your institution offers off-campus study (formal arrangement with one or more *domestic* institutions under which your students may take courses at the other institution(s) for credit), give the name of the consortium, exchange program, or institution(s) involved. Give specific branch locations of institutions where appropriate.

Limit: 530 characters

- b. Check Yes or No to identify programs, academic services, and special opportunities offered at your institution.

Academic remediation	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
Accelerated degree program	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
Advanced placement credit	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
Cooperative (work-study) program	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
Distance learning	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
Double-major	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
English as a Second Language	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
Freshman Honors College	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
Honors program	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
Independent study	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
Internship program	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
Learning disabilities services	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
Off-campus study	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
Study Abroad	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
Student-designed majors	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a
Summer session for credit	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> n/a

- c. Does your institution offer an Orientation Program before the start of fall classes to prepare new students for college life? Yes No n/a

- d. Check the appropriate box(es) to indicate what ROTC programs, if any, are available to your students. [CDS F3]

	Army ROTC	Navy ROTC	Air Force ROTC
Branch unit at your institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Available at a cooperating host institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n/a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- e. What proportion of your degree programs are offered as an online option? none some all n/a
 online programs only

AC3. Programs for Nontraditional Students

- a. Part-Time Degree Study Does your institution offer part-time undergraduate degree programs (i.e., can a student earn a degree by attending class *exclusively* part-time)? Yes No n/a
 Courses are offered for part-time students during:

Daytime Evenings Weekends Summer

- b. Adult/Returning Students Does your institution offer formal programs for those who have previously completed or withdrawn from a full-time school or college program? Yes No n/a

- c. External Degree Program [CDS E1] Does your institution offer a program of study in which students earn credits towards a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance. Yes No n/a

AC4. Graduation Requirements

- a. Does your institution have a core curriculum or university-wide distribution requirements that must be satisfied in order to graduate? Yes No n/a
- b. Is there a foreign language requirement for *all* students? Yes No n/a
- c. Is there a math/science requirement for *all* students? Yes No n/a
- d. Is there a computer requirement for *all* students? Yes No n/a
- e. Is an internship required for *all* students? Yes No n/a
 - 1. If no, is an internship required for some majors only? Yes No n/a
- f. Is a senior project required for *all* students? Yes No n/a
 - 1. If no, is a senior project required for some majors only? Yes No n/a
 - 2. Is a senior project required for Honors Program students? Yes No n/a
- g. For institutions offering graduate work: May undergraduates take graduate courses for credit on your campus? Yes No n/a

h. What is the minimum number of units (courses, credits, etc.) required to graduate with an associate degree?

Limit: 125 characters

i. What is the minimum number of units (courses, credits, etc.) required to graduate with a bachelor's degree?

Limit: 125 characters

j. Does your institution have a final year or final semester residency requirement? Yes No n/a

k. 3-2 Degree Program. Formal arrangement for three years of liberal arts study followed by two years in a professional program, resulting in two bachelor's degrees or a bachelor's and a master's degree. Yes No n/a

If yes, check the appropriate box(es) below to indicate in what *professional* field(s) such a program is available to students at *your* institution.

Professional Field *Institution(s) where program is completed if not your own (cite branch locations where appropriate.)*

Business Administration

Limit: 250 characters

Engineering

Limit: 250 characters

Forestry

Limit: 250 characters

Nursing

Limit: 250 characters

Social Work

Limit: 250 characters

Other (specify)

Limit: 300 characters

EX1. TYPICAL UNDERGRADUATE FULL-TIME TUITION [CDS G1]

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2012-2013 academic year. A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. 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). Expenses reported last year by your institution have been preprinted in the grids below. Please feel free to submit a complete tuition and fee schedule in lieu of updating this question.

If undergraduate charges are not reported in U.S. dollars, specify the applicable currency:

Please provide the URL for your institution's net price calculator [CDS G0]: Limit: 250 characters

Specify the typical number of units (i.e., credits, courses) taken by a full-time under-graduate student in a FULL academic year:

<u>2012-13</u>	-of-	
----------------	------	--

<u>2011-12</u>	-of-	
----------------	------	--

PRIVATE INSTITUTIONS:

Tuition for all students	
--------------------------	--

--	--

PUBLIC INSTITUTIONS:

In-District Tuition:	
In-State:	
Out-of-State:	
International Students--non-resident aliens:	

TYPICAL UNDERGRADUATE FULL-TIME REQUIRED FEES [CDS G1]

Full-Time (full academic year):	
---------------------------------	--

--	--

UNDERGRADUATE HOUSING [CDS G1]

Room & Board:	
Room <i>Only</i> :	

ESTIMATED EXPENSES [CDS G5]

	<u>2012-13</u>		
	Residents	Commuters living at home	Commuters <i>not</i> living at home
Books & Supplies			
Room Only			
Board Only			
Transportation			
Other			

	<u>2011-12</u>		
	Residents	Commuters living at home	Commuters <i>not</i> living at home

If your institution charges an additional one-time required fee above and beyond the tuition, fees, and estimated expenses listed above, specify the amount:

--	--

If your institution **only** charges a **comprehensive fee** (covering tuition, fees, room and board) please specify the fee: [CDS G1]:

--	--

EX2. OTHER UNDERGRADUATE NON-RESIDENT EXPENSES

If your institution offers reduced full-time tuition and/or fees for nonresidents based on an agreement with other states, counties or other regional arrangement, please specify the typical undergraduate full-time tuition and required fees:

<u>2012-13</u>	
Full Time Tuition:	
Mandatory Fees:	

<u>2011-12</u>	

Please list the geographic areas (e.g., states, counties etc.) or participating institutions covered by this agreement as well as any special features that apply:

<u>2012-13</u>

<u>2011-12</u>

EX3. TYPICAL UNDERGRADUATE PART-TIME TUITION -- List the typical per-unit charges paid by part-time students. [CDS G6]

a. Typical Part-Time Tuition

PRIVATE INSTITUTIONS:

2012-13

Tuition for all students		-per-	
--------------------------	--	-------	--

2011-12

	-per-	
--	-------	--

PUBLIC INSTITUTIONS:

In-District Tuition:		-per-	
In-State:		-per-	
Out-of-State:		-per-	

	-per-	
	-per-	
	-per-	

b. Typical Required Fees for Part-Time Students

Per-credit fees:		-per-	
Per-term fees:		-per-	

	-per-	
	-per-	

Check the appropriate boxes below to indicate reasons for variance in full-time tuition, part-time tuition, and room and board:

EX4. a. TUITION AND FEES VARY ACCORDING TO:

- Academic Program Full-time Part-time Both N/A
- Campus/Location Full-time Part-time Both N/A
- Class time (day, evening, etc.) Full-time Part-time Both N/A
- Course/credit load Full-time Part-time Both N/A
- Course level (100, 200, etc.) Full-time Part-time Both N/A
- Degree Level (associate, bachelor) Full-time Part-time Both N/A
- Reciprocity agreements Full-time Part-time Both N/A
- Student Level (freshman, sophomore, etc.) Full-time Part-time Both N/A

b. ROOM AND BOARD CHARGES VARY ACCORDING TO:

- Board plan selected (i.e., 12-meal plan, 19-meal plan, etc.)
- Campus/location
- Gender (i.e., different costs for men's/women's housing)
- Housing facility selected (i.e., dorm, apartment, etc.)
- Student level (freshman, sophomore, etc.)

EX5. Do you have a Guaranteed Tuition Plan whereby *all entering students within each class* will pay the same tuition throughout their entire term of enrollment (i.e., from entrance to graduation)?

- Yes No N/A

EX6. Do you have a Tuition Prepayment Plan whereby a student can lock in the *current tuition rate* for the entire term of enrollment (from entrance to graduation) by paying the full amount in advance rather than year by year?

- Yes No N/A

EX7. Check each of the following alternative tuition payment plans offered to undergraduate students by your institution:

- Installments Deferred Payments

EX8. Check each of the following student groups for whom your institution provides full or partial waiver of undergraduate tuition:

- Minority Students Adult Students Senior citizens
 Employees or children of employees Children of Alumni

FS1. Libraries

- a. Main library name: Limit: 70 characters
- b. Number of other libraries on campus:
- c. Number of books, serial backfiles, and government documents (paper and electronic titles) that are accessible through the library's catalog - include bound periodicals and newspapers and exclude microforms:
- d. Number of current serial subscriptions (paper, microform and electronic titles): - include periodicals, newspapers, and government documents:
- e. Number of microforms(units):
- f. Number of video and audio (units):
- g. Does your library maintain an On-line Public Access Catalog (OPAC)? Yes No n/a
1. If yes, is it accessible from computers other than those located in the library? Yes No n/a
2. Are other college library catalogs available through your OPAC? Yes No n/a
- h. Does your library maintain its own World Wide Web page? Yes No n/a
1. If yes, does your library provide electronic reserves on its Web page? Yes No n/a

FS2. Computer Facilities

- a. How many computers/terminals are available on campus for general student use?
- b. How many ports are available on campus for general student use?
- c. Which of the following are accessible to students?
- Campus intranet
 - Computer help desk
 - Free student e-mail accounts
 - Online (class) grades
 - Online (class) registration
 - Online (class) schedules
- Other—specify: Limit: 255 characters
- d. Is your institution equipped with a campuswide network? Yes No n/a
1. If yes, can this network be accessed from student residence rooms? Yes No n/a
2. Can it be accessed from off campus (e.g., through a modem or telnet)? Yes No n/a
- e. Percentage of college-owned or -operated housing units that are wired for high speed Internet access: %
- f. Is your institution equipped with a wireless campus network? Yes No n/a
1. If yes, wireless service is available: Throughout the entire campus
- or** in Classrooms Dorm rooms Student centers
- Computer centers Learning centers
- Computer labs Libraries
- g. Is there at least one staffed computer lab on campus available to undergraduate students? Yes No n/a
1. If yes, is at least one staffed computer lab open 24 hours a day while school is in session? Yes No n/a
2. How many days a week is it open while school is in session?
3. Does the staff provide training or assistance to undergraduates in the use of:
- software: Yes No n/a Internet: Yes No n/a computers: Yes No n/a
- h. Are enrolled undergraduate students required to have their own computer? Yes No n/a
1. Is a computer purchase or lease plan available through your institution? Yes No n/a
- i. Check here if laptop computers are provided for all enrolled undergraduate students:

FS3. Career Center

- a. Indicate the number of full-time and part-time staff in your career center: Full-time staff Part-time staff
- b. Check the appropriate box(es) to indicate which of the following are available to undergraduates at your institution.
- | | All students | Full-Time Only | n/a |
|---|---------------------------|---------------------------|---------------------------|
| 1. Individual career counseling/planning: | <input type="radio"/> All | <input type="radio"/> F-T | <input type="radio"/> n/a |
| 2. Group career counseling/planning: | <input type="radio"/> All | <input type="radio"/> F-T | <input type="radio"/> n/a |
| 3. Individual job placement: | <input type="radio"/> All | <input type="radio"/> F-T | <input type="radio"/> n/a |
| 4. Employer recruitment on campus: | <input type="radio"/> All | <input type="radio"/> F-T | <input type="radio"/> n/a |
- c. Indicate which services are available to students through the career center (check all that apply):
- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Career/interest testing | <input type="checkbox"/> Job interviews | Other (specify): <input type="text"/> |
| <input type="checkbox"/> Career library | <input type="checkbox"/> Resume preparation | |
| <input type="checkbox"/> Job bank | <input type="checkbox"/> Resume referral | |
| <input type="checkbox"/> Job fairs | <input type="checkbox"/> Interview workshops | |
- Limit: 100 characters
- d. What percentage of the last graduating class was counseled by placement services last year? %
- e. Give the total number of organizations that recruited on your campus during the last academic year (include companies, corporations, government agencies, and nonprofit organizations).
- f. Of students graduating last year, what percentage had offers for full-time jobs within 6 months of graduation? %
- g. What was the average base annual starting salary of the students who were employed within 6 months of graduation? \$
- h. Does the career center offer a program whereby undergraduates can contact alumni for networking and mentoring purposes to facilitate job searches and career development? Yes No n/a

Campus Life

CL1. Housing

- a. Is college-owned or -operated housing available to undergraduates at your institution? Yes No n/a
If yes, please complete the following:
- b. Is campus housing (check all that apply):
- | | | |
|---------------------------------------|---|--|
| <input type="checkbox"/> Campus-owned | <input type="checkbox"/> Leased by the school | <input type="checkbox"/> Provided by a third party |
|---------------------------------------|---|--|
- c. How many students is your undergraduate college housing designed to accommodate?
- d. How many of your undergraduates are living in college housing during the current academic year?
- e. Provide the percent of undergraduate students remaining on campus during a typical weekend. %
- f. Provide the percent of full-time undergraduate students who live off-campus or commute [CDS F1]. %
- g. Check the phrase that best describes your institution's policy toward freshman applicants for college housing:
- | | |
|---|---|
| <input type="radio"/> No special consideration for freshman applicants. | <input type="radio"/> Freshman applicants guaranteed college housing. |
| <input type="radio"/> Freshman applicants given priority for college housing. | <input type="radio"/> n/a |
- h. Are students ever required to live on campus? Yes No n/a
If yes, please check one of the following:
Students are generally required to live on campus -
- | | | | | |
|--|--|---|---|---------------------------|
| <input type="radio"/> freshman year only | <input type="radio"/> through sophomore year | <input type="radio"/> through junior year | <input type="radio"/> through senior year | <input type="radio"/> n/a |
|--|--|---|---|---------------------------|
- i. Indicate which housing options are offered by your institution (check all that apply): [CDS F4]
- | | | |
|---|---|--|
| <input type="checkbox"/> Coed housing | <input type="checkbox"/> Special housing for disabled | <input type="checkbox"/> Cooperative housing |
| <input type="checkbox"/> Women-only housing | <input type="checkbox"/> Men-only housing | |
- j. Provide the percentage of undergraduate students who live in college-owned, -operated, or -affiliated housing [CDS F1]: %
- k. Are first-year (freshmen) students permitted to register or park a car on campus? Yes No n/a

CL2. Student Activities

- a. Student-run campus newspaper Yes No n/a
- b. Drama/theater group Yes No n/a
- c. Student-run radio station Yes No n/a
- d. Student-run television station Yes No n/a
- e. Marching band Yes No n/a
- f. Choral groups Yes No n/a
- g. Student Services. Does your institution provide:
 - legal services? (not pre-law advising) Yes No n/a
 - health clinic? Yes No n/a
 - personal/psychological counseling? Yes No n/a
 - women's center? Yes No n/a
- h. Social Organizations. Does your institution have:
 - national (Greek letter) fraternities? Yes No n/a
 - national (Greek letter) sororities? Yes No n/a
 - local fraternities? Yes No n/a
 - local sororities? Yes No n/a
 - other (specify): Yes No n/a

Limit: 50 characters

i. Roughly what percentages of eligible undergraduate men and women are members of these social organizations during the current academic year? Men % Women %

j. How many student organizations and groups open to all (e.g., community service organizations, drama club, Amnesty International) does your institution have?

List the five with the largest participation

1.	
2.	
3.	
4.	
5.	

Limit: 120 characters each

k. Name up to three campus-wide annual events that the majority of students on campus participate in or attend

1.	
2.	
3.	

Limit: 120 characters each

CL3. Campus Security and Safety Indicate which of the following security and safety measures are available at your institution. Check all that apply.

- 24-hour emergency telephone/alarm devices Student patrols
- 24-hour patrols by trained security personnel Late night transport/escort service
- Electronically operated dormitory entrances (e.g., access only with key, security card)

Other:

Limit: 135 characters

Athletics

AT1.

a. **Athletic Associations:** Check the appropriate box(es) to indicate whether your institution belongs to one or more of the following national athletic associations

National Collegiate Athletic Association (NCAA):

Select the overall NCAA division in the drop-down box and specify by sport below.

- National Association of Intercollegiate Athletics (NAIA)
- National Christian College Athletic Association
- National Junior College Athletic Association (NJCAA)
- United States Collegiate Athletic Association (USCAA)
- Canadian Interuniversity Sport (CIS)

b. **Sports:** For each of the sports listed below that your institution offers, check the appropriate box(es) to indicate whether each is available for men and/or women as an **intramural** and/or **intercollegiate** activity, and whether scholarships or grants-in-aid are offered in each **intercollegiate** sport. For club sports, select as appropriate under intramural or intercollegiate. For each **NCAA** intercollegiate sport, select its classification in Division I, II, or III as appropriate for men and/or women. (For Division I football, indicate for I-A or I-B as appropriate.)

Sport	Intramural		Intercollegiate		Scholarship		Sport	Intramural		Intercollegiate		Scholarship	
	men	wmn	men	wmn	men	wmn		men	wmn	men	wmn	men	wmn
Archery							Riflery						
Badminton							Rock climbing						
Baseball							Rugby						
Basketball							Sailing						
Bowling							X-country skiing						
Cheerleading							Skiing						
Crew							Soccer						
X-country running							Softball						
Equestrian sports							Squash						
Fencing							Swimming/diving						
Field hockey							Table tennis						
Football							Tennis						
Golf							Track and field						
Gymnastics							Ultimate Frisbee						
Ice hockey							Volleyball						
Lacrosse							Water polo						
Racquetball							Weight lifting						
							Wrestling						

Contacts

Head of the Institution

Social Title	First Name	Middle Name	Last Name	Suffix
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Title:	<input type="text"/>			
Phone:	<input type="text"/>	Extension:	<input type="text"/>	<input type="text"/>
Fax:	<input type="text"/>	Extension:	<input type="text"/>	<input type="text"/>
E-mail:	<input type="text"/>			

Contacts *(continued)*

Chief Admissions Officer

Social Title	First Name	Middle Name	Last Name	Suffix
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Title: <input style="width: 100%;" type="text"/>				
Phone: <input style="width: 150px;" type="text"/>		Extension: <input style="width: 100px;" type="text"/>		
Fax: <input style="width: 150px;" type="text"/>		Extension: <input style="width: 100px;" type="text"/>		
E-mail: <input style="width: 100%;" type="text"/>				

Freshman Application Contact

Social Title	First Name	Middle Name	Last Name	Suffix
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Title: <input style="width: 100%;" type="text"/>				
Address 1: <input style="width: 100%;" type="text"/>				
Address 2: <input style="width: 100%;" type="text"/>				
City: <input style="width: 150px;" type="text"/>		ST/PR: <input style="width: 50px;" type="text"/>	Zip: <input style="width: 50px;" type="text"/>	Country: <input style="width: 100px;" type="text"/>
Phone: <input style="width: 150px;" type="text"/>		Extension: <input style="width: 100px;" type="text"/>		
Fax: <input style="width: 150px;" type="text"/>		Extension: <input style="width: 100px;" type="text"/>		
E-mail: <input style="width: 100%;" type="text"/>				

Survey Contact

Social Title	First Name	Middle Name	Last Name	Suffix
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Title: <input style="width: 100%;" type="text"/>				
Address 1: <input style="width: 100%;" type="text"/>				
Address 2: <input style="width: 100%;" type="text"/>				
City: <input style="width: 150px;" type="text"/>		ST/PR: <input style="width: 50px;" type="text"/>	Zip: <input style="width: 50px;" type="text"/>	Country: <input style="width: 100px;" type="text"/>
Phone: <input style="width: 150px;" type="text"/>		Extension: <input style="width: 100px;" type="text"/>		
Fax: <input style="width: 150px;" type="text"/>		Extension: <input style="width: 100px;" type="text"/>		
E-mail: <input style="width: 100%;" type="text"/>				

Survey Respondent

Social Title	First Name	Middle Name	Last Name	Suffix
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Title: <input style="width: 100%;" type="text"/>				
Phone: <input style="width: 150px;" type="text"/>		Extension: <input style="width: 100px;" type="text"/>		
Fax: <input style="width: 150px;" type="text"/>		Extension: <input style="width: 100px;" type="text"/>		
E-mail: <input style="width: 100%;" type="text"/>				

delete

Majors MJ

To add a major, navigate to the first empty row, enter the CIP2010 code, and select the appropriate offering level(s): Associate, Bachelor, or both. To delete a major, check the adjacent box to the left in the "delete" column. To replace a major, delete the existing entry and add the replacement CIPCODE as new—do not write over existing CIPCODEs or descriptions: such changes cannot be recorded.

	description	CIP CODE	Assoc.	Bachelor
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
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delete

Majors MJ To add a major, navigate to the first empty row, enter the CIP2010 code, and select the appropriate offering level(s): Associate, Bachelor, or both. To delete a major, check the adjacent box to the left in the "delete" column. To replace a major, delete the existing entry and add the replacement CIPCODE as new—*do not write over existing CIPCODEs or descriptions: such changes cannot be recorded.*

	description	CIP CODE	Assoc.	Bachelor
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ADDITIONAL QUESTIONS
PQ2. For Two-Year Institutions

1. What 3 programs experienced the largest increase in enrollment at your school in the 2010-2011 academic year?

Adult/continuing education courses:

Associate degree programs:

2. Has the number of students enrolled in your school's adult/continuing education program increased or decreased in the last academic year? If so, by what percentage?

Increased %
 Decreased %

3. What was the median age of students enrolled in your school's adult/continuing education program during the 2010-2011 academic year?:

4. What is the most significant issue facing your institution?

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PQ4. For Four-Year Institutions

1. If your institution currently makes use of SAT, SAT subject tests, or ACT, or other standardized test scores in admission decisions for first-time, first-year applicants, these scores are used as a predictor of/factor in:

Freshmen retention Freshmen GPA
 Graduation in: 4 years 5 years 6 years
 College GPA
 Decisions to award merit scholarships

Other (specify):

2. Has the total number of students enrolled in online courses increased/decreased in the last academic year? And if so, by what percentage?

Increased: % Decreased: %

3. Please provide the percentage of undergraduate credits earned through online courses by students graduating between July 1, 2010 and June 30, 2011:

Associate: % Bachelor's: %

4. Of the students who enrolled as degree-seeking transfer students in fall 2011, what percentage of students transferred from:

Two-year schools: % Four-year schools: %

5. What is the most significant issue facing your institution?

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