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## Best Colleges – Main Survey

Date submitted
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05/12/2016 18:00:56
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### Introduction

U.S. News has begun collecting data for the 2017 edition of Best Colleges. The U.S. News surveys ask about many aspects of your institution that are important to potential college applicants across the country, other educational intuitions, and the public at large.

U.S. News's statistical data collection system has been redesigned. As a result of this redesign, the surveys themselves now have significantly more validation built-in as part of the initial data entry process. This validation is intended to make the entering of incorrect or incomplete data more difficult. Also, new this year, U.S. News has changed the way we do the assessment and verification stage. The assessment and verification processes are now incorporated as separate steps in the data collection process and will no longer be done via paper. U.S. News hopes these improvements will make the data collection process shorter and easier.

There are 3 steps in the U.S. News data collection process:

**Step 1: Data** - Fill in as much of the survey as possible.

**Step 2: Assessment** - After filling in your data, navigate to the 'Main Survey Assessment' section. The assessment runs a comparison between your current data and the data submitted last year. The assessment will identify potential errors between the two years of data. For more information please go to the main assessment section.

**Step 3: Verification** - After reviewing the assessment and fixing any remaining errors, navigate to the section titled 'Verification'. This is where the survey submission takes place. Please take some time to review your survey data one last time. When you are ready, please select the check box, fill out the identification information and hit the red 'Submit Survey' button.

### Important Icons

- The red asterisk located next to a few question numbers indicated that the question is mandatory. If they question is not answered you will be unable to submit the survey. All assessment flags are mandatory and must be addressed.

The red x indicates that you have not filled out the question correctly. There will be a line of text that accompanies the icon letting you know what the exact problem is. Once the issue is corrected, the x will disappear. All failed validations must be fixed before they survey can be submitted.

The gold shield indicates that the question is used in the Best Colleges rankings calculation.

The question mark indicates a tip on how to answer that particular question.

The checkbox indicates the assessment section of the survey.

The upward arrow indicates the verification section of the survey. This is where the submission button is located.

### Entering Data

To move between fields, you may either click on the field you wish to move to or press the Tab key until you reach that field. To move between individual pages of the survey, click on the "Next" or "Previous" links at the bottom of the page. You may also click on the section links listed in the index on the right-hand side of the screen and go to any page in the survey.

### Saving Data

Saving data happens when a few actions are taken. One, you select the 'Next' button at the bottom of the page. Two, you select and navigate to another section in the question index. Three, you hit the 'Save' button at the bottom of a page. If you plan on leaving the survey before completion, please hit the save button before exiting the survey.

### Getting Help

If you have questions or encounter problems while you are completing the survey, click the "Help" button on the top right-hand side of the screen. This will direct you to the data collector assigned to your institution.

### The Common Data Set

U.S. News is again using questions from the Common Data Set (CDS). The CDS initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Thomson Peterson's, and U.S. News & World Report. We hope that this effort to standardize data definitions makes it easier to complete our questionnaire.

For easy reference, all CDS items are noted throughout the Main and Financial Aid surveys. The CDS does not cover any of the questions on the Finance survey. Please note that some of the questions used in the Best Colleges rankings are unique to the U.S. News survey and are not included on the CDS. After you have submitted your CDS, you will have an opportunity to submit

information for these questions.

*All CDS submissions must be received by April 29, 2016 in order to allow enough time for data entry and processing in-house.*  
Please contact your data collector for more information.

### **New Questions:**

#### **Main**

- 63: SAT essay policies
- 132: Transfer students with associates degrees or community college credits

#### **Financial Aid**

- 24: Full grid for students borrowing from federal, non-federal, and any loan sources.

### **Questions Used in the Best Colleges Ranking**

The questions or question areas listed below are the data points that are used in the U.S. News Best Colleges ranking calculations. More details on the U.S. News Best Colleges rankings can be found here: <http://www.usnews.com/education/best-colleges/articles/2014/09/08/best-colleges-2015-about-the-rankings-methodology>

Please note: The primary factor used to determine whether a school will be eligible to be ranked in the 2017 edition of the U.S. News Best Colleges rankings is question 60: Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?

The answer to this question must be "Yes" in order for a school to be ranked in the 2017 edition of the U.S. News Best Colleges rankings. A school that answers "No" will not be included in the rankings and will be listed as an "Unranked School." Test optional schools should answer question 60 as Yes. Only schools that don't use SAT or ACT test at all in admission should answer as No.

If you have questions on the Best Colleges ranking methodology, which schools qualify to be ranked or unranked, U.S. News publications or how these statistical surveys are used in the rankings, contact Bob Morse, Chief Data Strategist, at [rmorse@usnews.com](mailto:rmorse@usnews.com).

### **Main Statistical Survey**

- 2015 Fall enrollment: 29-32
- 2014 Fall enrollment: 33-36
- 6-Year Graduation rates: 39, 40, 45
- Freshman retention rates: 46 & 47
- Freshman applications and acceptances: 49
- SAT and ACT scores and testing policies: 60, 61, 69-73, 75
- SAT/ACT score reporting inclusion for all students: 80
- High school class standing: 82
- Undergraduate alumni giving: 150-152
- Faculty salaries: 153
- Total number of instructional faculty (current year): 155 all three columns
- Total number with doctorate or other terminal degree (current year): 155 full-time column
- Total number of instructional faculty (last year): 156 all three columns.
- Total number with doctorate or other terminal degree (last year): 156 full-time column
- Student to faculty ratio: 157-158
- Class sections: 159

*Note: Not all last year's ranking indicators listed above are used in the calculation. Some are used only when current year data is not provided.*

### **Finance Survey**

All expenditure questions from both years. This information is used to compute the financial resources per student variable in the Best Colleges rankings.

### **Diversity Rankings**

Uses column labeled "Degree-Seeking Undergraduates" in question 37, Enrollment by Racial & Ethnic Category) from the Main statistical survey.

### **Best Values Rankings**

- Estimated expenses for a typical full-time undergraduate students: question 10 (both residents columns)
- Need-Based Aid for full-time undergraduate students: question 14 only current year actual or estimated is accepted In state/Out-of-state student aid awarded: question 43-45 (public institutions only)

Important Notice: U.S. News in its discretion will attempt to do cross-checking of data from what information schools have submitted on their Fall 2015 IPEDS Institutional Characteristics survey that appears on the U.S. Department of Education's College Navigator web site <http://nces.ed.gov/collegenavigator/> or can be downloaded from the IPEDS website, provided that the schools are ultimately responsible for the accuracy of the data that they submit. If you need more details on how the cross-checking or missing data fill-ins will work, contact Bob Morse at [rmorse@usnews.com](mailto:rmorse@usnews.com).

On behalf of the data collectors, reporters, and editors here at U.S. News and our many appreciative readers, thank you for your time and effort.

**Matthew Mason, Data Collection Manager**  
**Robert J. Morse, Chief Data Strategist**  
**U.S. News & World Report**

## General Information

If any of the general information is incorrect, please enter the correct information. Note that cross-references to Common Data Set items appear in parentheses as (CDS xx), next to our questions.

For any assistance, please contact your data collector by clicking the 'Help' icon at the top of the survey.

Survey Contact #1 [Name:]

Preston Bost

Survey Contact #1 [Job Title:]

Director of Institutional Research

Survey Contact #1 [Email:]

bostp@wabash.edu

Survey Contact #1 [Phone:]

7653616288

Survey Contact #2 [Name:]

Survey Contact #2 [Job Title:]

Survey Contact #2 [Email:]

Survey Contact #2 [Phone:]

Survey Contact #3 [Name:]

Survey Contact #3 [Job Title:]

Survey Contact #3 [Email:]

Survey Contact #3 [Phone:]

Name of college or university:

Wabash College

Mailing address:
PO Box 352
City:
Crawfordsville
State:
Indiana
Zip:
47933
International Postal Code (If applicable):
Main phone:
7653616100
International Phone (If applicable):
Source of institutional control:
Private (nonprofit) [Pvt]
In what year was your institution founded?
1832
Religious Affiliation:
Which of the following best describes the campus setting of your institution?
City [City]
Classify your undergraduate institution:
Men's college [Mens]
Academic Year Calendar:
Semester [Sem]
Academic Year Calendar: [Comment]
Degrees Offered by your Institution: [Certificate ]
Degrees Offered by your Institution: [Diploma ]
Degrees Offered by your Institution: [Associate ]
Degrees Offered by your Institution: [Transfer]
Degrees Offered by your Institution: [Terminal]
Degrees Offered by your Institution: [Bachelor's ]
Yes [Y]
Degrees Offered by your Institution: [Post-bachelor's certificate]

Degrees Offered by your Institution: [Master's]
Degrees Offered by your Institution: [Post-master's certificate]
Degrees Offered by your Institution: [Doctoral degree - research/scholarship ]
Degrees Offered by your Institution: [Doctoral degree - professional practice ]
Degrees Offered by your Institution: [Doctoral degree - other ]
President's Contact Info: [Name:]
Dr. Gregory D. Hess
President's Contact Info: [Phone:]
7653616221
President's Contact Info: [Email: ]
president@wabash.edu
Public Relations Contacts:
These contacts will receive the embargoed ranking information prior to the official rankings release. Please do not list the survey contacts here. The survey contacts will also receive the embargoed information prior to the official release. [Contact 1 - Name:]
Kim Johnson
Public Relations Contacts:
These contacts will receive the embargoed ranking information prior to the official rankings release. Please do not list the survey contacts here. The survey contacts will also receive the embargoed information prior to the official release. [Contact 1 - Email:]
johnsonk@wabash.edu
Public Relations Contacts:
These contacts will receive the embargoed ranking information prior to the official rankings release. Please do not list the survey contacts here. The survey contacts will also receive the embargoed information prior to the official release. [Contact 1 - Phone:]
7653616209
Public Relations Contacts:
These contacts will receive the embargoed ranking information prior to the official rankings release. Please do not list the survey contacts here. The survey contacts will also receive the embargoed information prior to the official release. [Contact 2 - Name:]
Public Relations Contacts:
These contacts will receive the embargoed ranking information prior to the official rankings release. Please do not list the survey contacts here. The survey contacts will also receive the embargoed information prior to the official release. [Contact 2 - Email:]
Public Relations Contacts:
These contacts will receive the embargoed ranking information prior to the official rankings release. Please do not list the survey contacts here. The survey contacts will also receive the embargoed information prior to the official release. [Contact 2 - Phone:]
Respondent information. Who is completing this survey? [Name:]
Preston R. Bost
Respondent information. Who is completing this survey? [Title:]
Director of Institutional Research

Respondent information. Who is completing this survey? [Email:]
bostp@wabash.edu
Respondent information. Who is completing this survey? [ Phone:]
7653616288
Admissions office mailing address:
PO Box 352
City:
Crawfordsville
State:
Indiana [IN]
Zip:
47933
Admissions phone number:
8003455385
Admissions Email address:
admissions@wabash.edu
WWW home page address:
http://www.wabash.edu
Is there a separate URL application site on the Internet? If so, please specify:
http://www.wabash.edu/admissions/apply/
Do you accept the Common Application?
Yes [Y]
What year did you begin accepting the Common Application?

## 2015 Enrollment

**Institutional Enrollment:** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2015 Note: Report students formerly designated as "first professional" in the graduate cells. Last year's enrollment grid is included for your reference

2015 Enrollment [Degree-seeking, first-time freshmen][Full-Time: Men]
238
2015 Enrollment [Degree-seeking, first-time freshmen][Full-Time: Women]
0
2015 Enrollment [Degree-seeking, first-time freshmen][Part-Time: Men]
0
2015 Enrollment [Degree-seeking, first-time freshmen][Part-Time: Women]
0
2015 Enrollment [Other first-year, degree-seeking ][Full-Time: Men]
0
2015 Enrollment [Other first-year, degree-seeking ][Full-Time: Women]
0
2015 Enrollment [Other first-year, degree-seeking ][Part-Time: Men]
0

2015 Enrollment [Other first-year, degree-seeking ][Part-Time: Women]	0
2015 Enrollment [All other degree- seeking ][Full-Time: Men]	629
2015 Enrollment [All other degree- seeking ][Full-Time: Women]	0
2015 Enrollment [All other degree- seeking ][Part-Time: Men]	0
2015 Enrollment [All other degree- seeking ][Part-Time: Women]	0
2015 Enrollment [Total degree-seeking][Full-Time: Men]	867
2015 Enrollment [Total degree-seeking][Full-Time: Women]	0
2015 Enrollment [Total degree-seeking][Part-Time: Men]	0
2015 Enrollment [Total degree-seeking][Part-Time: Women]	0
2015 Enrollment [All other undergraduates enrolled in credit course][Full-Time: Men]	0
2015 Enrollment [All other undergraduates enrolled in credit course][Full-Time: Women]	0
2015 Enrollment [All other undergraduates enrolled in credit course][Part-Time: Men]	1
2015 Enrollment [All other undergraduates enrolled in credit course][Part-Time: Women]	0
2015 Enrollment [Total undergraduates][Full-Time: Men]	867
2015 Enrollment [Total undergraduates][Full-Time: Women]	0
2015 Enrollment [Total undergraduates][Part-Time: Men]	1
2015 Enrollment [Total undergraduates][Part-Time: Women]	0
2015 Enrollment [Graduate degree seeking, first-time][Full-Time: Men]	0
2015 Enrollment [Graduate degree seeking, first-time][Full-Time: Women]	0
2015 Enrollment [Graduate degree seeking, first-time][Part-Time: Men]	0
2015 Enrollment [Graduate degree seeking, first-time][Part-Time: Women]	0



2015 Enrollment [All other graduate degree seeking][Full-Time: Men]	0
2015 Enrollment [All other graduate degree seeking][Full-Time: Women]	0
2015 Enrollment [All other graduate degree seeking][Part-Time: Men]	0
2015 Enrollment [All other graduate degree seeking][Part-Time: Women]	0
2015 Enrollment [All other graduates enrolled in credit courses][Full-Time: Men]	0
2015 Enrollment [All other graduates enrolled in credit courses][Full-Time: Women]	0
2015 Enrollment [All other graduates enrolled in credit courses][Part-Time: Men]	0
2015 Enrollment [All other graduates enrolled in credit courses][Part-Time: Women]	0
2015 Enrollment [Total graduates][Full-Time: Men]	0
2015 Enrollment [Total graduates][Full-Time: Women]	0
2015 Enrollment [Total graduates][Part-Time: Men]	0
2015 Enrollment [Total graduates][Part-Time: Women]	0
Total 2015 enrollment, all undergraduates:	868
Total 2015 enrollment, all graduates:	0
GRAND TOTAL - 2015 Enrollment:	868

## 2014 Enrollment

Undergraduate - 2014 Enrollment [Degree-seeking, first-time freshmen ][Full-Time: Men]	256
Undergraduate - 2014 Enrollment [Degree-seeking, first-time freshmen ][Full-Time: Women]	0
Undergraduate - 2014 Enrollment [Degree-seeking, first-time freshmen ][Part-Time: Men]	0
Undergraduate - 2014 Enrollment [Degree-seeking, first-time freshmen ][Part-Time: Women]	0
Undergraduate - 2014 Enrollment [Other first-year, degree-seeking ][Full-Time: Men]	4

Undergraduate - 2014 Enrollment [Other first-year, degree-seeking ][Full-Time: Women]	0
Undergraduate - 2014 Enrollment [Other first-year, degree-seeking ][Part-Tme: Men]	0
Undergraduate - 2014 Enrollment [Other first-year, degree-seeking ][Part-Time: Women]	0
Undergraduate - 2014 Enrollment [All other degree- seeking][Full-Time: Men]	662
Undergraduate - 2014 Enrollment [All other degree- seeking][Full-Time: Women]	0
Undergraduate - 2014 Enrollment [All other degree- seeking][Part-Tme: Men]	1
Undergraduate - 2014 Enrollment [All other degree- seeking][Part-Time: Women]	0
Undergraduate - 2014 Enrollment [Total degree-seeking][Full-Time: Men]	922
Undergraduate - 2014 Enrollment [Total degree-seeking][Full-Time: Women]	0
Undergraduate - 2014 Enrollment [Total degree-seeking][Part-Tme: Men]	1
Undergraduate - 2014 Enrollment [Total degree-seeking][Part-Time: Women]	0
Undergraduate - 2014 Enrollment [All other undergraduates enrolled in credit courses][Full-Time: Men]	2
Undergraduate - 2014 Enrollment [All other undergraduates enrolled in credit courses][Full-Time: Women]	0
Undergraduate - 2014 Enrollment [All other undergraduates enrolled in credit courses][Part-Tme: Men]	1
Undergraduate - 2014 Enrollment [All other undergraduates enrolled in credit courses][Part-Time: Women]	0
Undergraduate - 2014 Enrollment [Total undergraduates][Full-Time: Men]	924
Undergraduate - 2014 Enrollment [Total undergraduates][Full-Time: Women]	0
Undergraduate - 2014 Enrollment [Total undergraduates][Part-Tme: Men]	2
Undergraduate - 2014 Enrollment [Total undergraduates][Part-Time: Women]	0
Undergraduate - 2014 Enrollment [Graduate degree-seeking, first-time][Full-Time: Men]	0
Undergraduate - 2014 Enrollment [Graduate degree-seeking, first-time][Full-Time: Women]	0

Undergraduate - 2014 Enrollment [Graduate degree-seeking, first-time][Part-Time: Men]	0
Undergraduate - 2014 Enrollment [Graduate degree-seeking, first-time][Part-Time: Women]	0
Undergraduate - 2014 Enrollment [All other graduate degree-seeking][Full-Time: Men]	0
Undergraduate - 2014 Enrollment [All other graduate degree-seeking][Full-Time: Women]	0
Undergraduate - 2014 Enrollment [All other graduate degree-seeking][Part-Time: Men]	0
Undergraduate - 2014 Enrollment [All other graduate degree-seeking][Part-Time: Women]	0
Undergraduate - 2014 Enrollment [All other graduates enrolled in credit courses][Full-Time: Men]	0
Undergraduate - 2014 Enrollment [All other graduates enrolled in credit courses][Full-Time: Women]	0
Undergraduate - 2014 Enrollment [All other graduates enrolled in credit courses][Part-Time: Men]	0
Undergraduate - 2014 Enrollment [All other graduates enrolled in credit courses][Part-Time: Women]	0
Undergraduate - 2014 Enrollment [Total graduates][Full-Time: Men]	0
Undergraduate - 2014 Enrollment [Total graduates][Full-Time: Women]	0
Undergraduate - 2014 Enrollment [Total graduates][Part-Time: Men]	0
Undergraduate - 2014 Enrollment [Total graduates][Part-Time: Women]	0
Total 2014 enrollment, all undergraduates:	926
Total 2014 enrollment, all graduates:	0
GRAND TOTAL - 2014 Enrollment:	926

## Ethnicity Enrollment and Degrees Awarded

**Enrollment by Racial & Ethnic Category :** Provide numbers of undergraduates for each of the following categories as of the institution's official fall reporting date or as of October 15, 2015. 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."

### Notes:

- Degree seeking undergraduates (2nd column) should include the degree seeking, first-time, first year students in column one.
- If there are no students in a category, enter zero.

Ethnicity Grid: [Non-resident aliens][Degree-seeking first-time, first year students]	15
Ethnicity Grid: [Non-resident aliens][Degree-seeking Undergraduates]	59
Ethnicity Grid: [Hispanic][Degree-seeking first-time, first year students]	22
Ethnicity Grid: [Hispanic][Degree-seeking Undergraduates]	63
Ethnicity Grid: [Black or African American, non-Hispanic][Degree-seeking first-time, first year students]	16
Ethnicity Grid: [Black or African American, non-Hispanic][Degree-seeking Undergraduates]	55
Ethnicity Grid: [White, non-Hispanic ][Degree-seeking first-time, first year students]	173
Ethnicity Grid: [White, non-Hispanic ][Degree-seeking Undergraduates]	638
Ethnicity Grid: [American Indian or Alaskan Native, non-Hispanic][Degree-seeking first-time, first year students]	0
Ethnicity Grid: [American Indian or Alaskan Native, non-Hispanic][Degree-seeking Undergraduates]	2
Ethnicity Grid: [Asian, non-Hispanic][Degree-seeking first-time, first year students]	0
Ethnicity Grid: [Asian, non-Hispanic][Degree-seeking Undergraduates]	8
Ethnicity Grid: [Native Hawaiian or other Pacific Islander, non-Hispanic][Degree-seeking first-time, first year students]	0
Ethnicity Grid: [Native Hawaiian or other Pacific Islander, non-Hispanic][Degree-seeking Undergraduates]	0
Ethnicity Grid: [Two or more races, non-Hispanic][Degree-seeking first-time, first year students]	6
Ethnicity Grid: [Two or more races, non-Hispanic][Degree-seeking Undergraduates]	27

Ethnicity Grid: [Race/ethnicity unknown ][Degree-seeking first-time, first year students]
6
Ethnicity Grid: [Race/ethnicity unknown ][Degree-seeking Undergraduates]
15
Ethnicity Grid: [Total][Degree-seeking first-time, first year students]
238
Ethnicity Grid: [Total][Degree-seeking Undergraduates]
867
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Certificate/diploma]
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Associate degrees ]
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Bachelor's degrees]
229.0000000000
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Post-bachelor's certificates]
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Master's degrees ]
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Post-master's certificates ]
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Doctoral degrees - research/scholarship]
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Doctoral degrees - professional practice]
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Doctoral degrees - other]

## Grad and Retention Rates

**Six-Year Graduation Rate for the 2009 Entering Class** . The following questions ask for information needed to calculate the six-year graduation rate for the cohort of full-time, first-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution in the Fall of 2009. This number INCLUDES students who entered your institution during the Summer term preceding Fall of 2009.

Fall 2009 Cohort: [A - (CDS B4): Initial 2009 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students ]
247.0000000000
Fall 2009 Cohort: [B - (CDS B5): Of the initial 2009 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; Total allowable exclusions]
2.0000000000
Fall 2009 Cohort: [C - (CDS B6): Final 2009 cohort, after subtracting the number of students under allowable exclusions]
245.0000000000
Fall 2009 Cohort: [D - (CDS B7): Of the initial 2009 initial cohort, how many completed the program in four years or less (by Aug. 31, 2013)]
172.0000000000

Fall 2009 Cohort: [E - (CDS B8): Of the initial 2009 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2013 and by Aug. 31, 2014)]
8.0000000000
Fall 2009 Cohort: [F - (CDS B9): Of the initial 2009 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2014 and by Aug. 31, 2015)]
0.0000000000
Fall 2009 Cohort: [G - (CDS B10): Total graduating within six years (sum of CDS questions B7, B8, and B9) ]
180.0000000000
Fall 2009 Cohort: [H - (CDS B11): Six-year graduation rate for 2009 cohort (Equal to CDS B10/ CDS B6) ]
73.0000000000
Fall 2008 Cohort: [A - (CDS B4): Initial 2008 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students]
253.0000000000
Fall 2008 Cohort: [B - (CDS B5): Of the initial 2008 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; Total allowable exclusions ]
2.0000000000
Fall 2008 Cohort: [C - (CDS B6): Final 2008 cohort, after subtracting the number of students under allowable exclusions]
251.0000000000
Fall 2008 Cohort: [D - (CDS B7): Of the initial 2008 initial cohort, how many completed the program in four years or less (by Aug. 31, 2012)]
169.0000000000
Fall 2008 Cohort: [E - (CDS B8): Of the initial 2008 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2012 and by Aug. 31, 2013)]
11.0000000000
Fall 2008 Cohort: [F - (CDS B9): Of the initial 2008 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2013 and by Aug. 31, 2014)]
2.0000000000
Fall 2008 Cohort: [G - (CDS B10): Total graduating within six years (sum of CDS questions B7, B8, and B9)]
182.0000000000
Fall 2008 Cohort: [H - (CDS B11): Six-year graduation rate for 2008 cohort (Equal to CDS B10/ CDS B6)]
73.0000000000
Of the students reported in question 39, line C, the number of nonresident alien (international) students:
21
Of the students reported in question 39, line G, the number of nonresident alien (international) students:
17
Six-year graduation rate for 2009 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate nonresident alien (international) students:
81

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**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[A - Initial 2009 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students ][Recipients of a Federal Pell Grant]

50

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[A - Initial 2009 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students ][Recipients of a subsidized Stafford Loan who did not receive a Pell Grant ]

60

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[A - Initial 2009 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students ][Students who did not receive either a Pell Grant or a subsidized Stafford Loan ]

137

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**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[B - Of the initial 2009 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions][Recipients of a Federal Pell Grant]

0

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[B - Of the initial 2009 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions][Recipients of a subsidized Stafford Loan who did not receive a Pell Grant ]

2

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[B - Of the initial 2009 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions][Students who did not receive either a Pell Grant or a subsidized Stafford Loan ]

0



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**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[C - Final 2009 cohort, after adjusting for allowable exclusions ][Recipients of a Federal Pell Grant]

50

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[C - Final 2009 cohort, after adjusting for allowable exclusions ][Recipients of a subsidized Stafford Loan who did not receive a Pell Grant ]

58

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[C - Final 2009 cohort, after adjusting for allowable exclusions ][Students who did not receive either a Pell Grant or a subsidized Stafford Loan ]

137

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**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[D - Of the initial 2009 cohort, how many completed the program in four years or less (by Aug. 31, 2013)][Recipients of a Federal Pell Grant]

29

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[D - Of the initial 2009 cohort, how many completed the program in four years or less (by Aug. 31, 2013)][Recipients of a subsidized Stafford Loan who did not receive a Pell Grant ]

34

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[D - Of the initial 2009 cohort, how many completed the program in four years or less (by Aug. 31, 2013)][Students who did not receive either a Pell Grant or a subsidized Stafford Loan ]

109

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**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[E - Of the initial 2009 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2013 and by Aug. 31, 2014) ] [Recipients of a Federal Pell Grant]

3

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[E - Of the initial 2009 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2013 and by Aug. 31, 2014) ] [Recipients of a subsidized Stafford Loan who did not receive a Pell Grant ]

2

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[E - Of the initial 2009 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2013 and by Aug. 31, 2014) ] [Students who did not receive either a Pell Grant or a subsidized Stafford Loan ]

3

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**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[F - Of the initial 2009 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2014 and by Aug. 31, 2015)][Recipients of a Federal Pell Grant]

0

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[F - Of the initial 2009 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2014 and by Aug. 31, 2015)][Recipients of a subsidized Stafford Loan who did not receive a Pell Grant ]

0

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[F - Of the initial 2009 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2014 and by Aug. 31, 2015)][Students who did not receive either a Pell Grant or a subsidized Stafford Loan ]

0

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**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[G - Total graduating within six years (sum of lines D, E, and F) ][Recipients of a Federal Pell Grant]

32

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[G - Total graduating within six years (sum of lines D, E, and F) ][Recipients of a subsidized Stafford Loan who did not receive a Pell Grant ]

36

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[G - Total graduating within six years (sum of lines D, E, and F) ][Students who did not receive either a Pell Grant or a subsidized Stafford Loan ]

112

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[H - Six-year graduation rate for 2009 cohort (percent)][Recipients of a Federal Pell Grant]

64

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[H - Six-year graduation rate for 2009 cohort (percent)][Recipients of a subsidized Stafford Loan who did not receive a Pell Grant ]

62

**Income-based Graduation rates**

In the following section, please disaggregate the fall 2009 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

Students who received both a Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2009 Cohort grid above (Question A-G).

[H - Six-year graduation rate for 2009 cohort (percent)][Students who did not receive either a Pell Grant or a subsidized Stafford Loan ]

82

Historical six-year graduation rates: Please verify the percent of first-time, full-time, degree-seeking freshmen who entered in: [Fall 2007 and completed a bachelor's degree from your school before fall 2013 (percent)]

69.0000000000

Historical six-year graduation rates: Please verify the percent of first-time, full-time, degree-seeking freshmen who entered in: [Fall 2006 and completed a bachelor's degree from your school before fall 2012 (percent)]

73.0000000000

Freshman retention rate: For the cohort of all first-time, full-time, bachelor's degree-seeking undergraduate students who entered your institution in fall 2014 (or the preceding summer term), what percentage was enrolled at your institution in fall 2015 (i.e. enrolled on the date your institution calculates its official enrollment for fall 2015)?

85

Historical retention rates: Please confirm the following historical freshman retention rates (calculated as above). The percentage of first-time, full-time, degree-seeking freshman who entered in: [Fall of 2013 and returned to your institution in fall 2014 (percent)]
89.0000000000
Historical retention rates: Please confirm the following historical freshman retention rates (calculated as above). The percentage of first-time, full-time, degree-seeking freshman who entered in: [Fall of 2012 and returned to your institution in fall 2013 (percent)]
85.0000000000
Historical retention rates: Please confirm the following historical freshman retention rates (calculated as above). The percentage of first-time, full-time, degree-seeking freshman who entered in: [Fall of 2011 and returned to your institution in fall 2012 (percent)]
86.0000000000
International student retention rate: For the cohort of first-time, full-time, bachelor's degree-seeking nonresident alien (international) students who entered your institution in fall 2014 (or the preceding summer term), what percentage was enrolled at your institution in fall 2015 (i.e., enrolled on the date your institute calculates its official enrollment for fall 2015)?
88

## Admission

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total men applied][Fall 2015]
1247
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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total men applied][Fall 2014]
1259
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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total women applied][Fall 2015]
0
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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total women applied][Fall 2014]
0
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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total applications][Fall 2015]
1247

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. **[Total applications]**[Fall 2014]

1259

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. **[Total men admitted]**[Fall 2015]

766

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. **[Total men admitted]**[Fall 2014]

881

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. **[Total women admitted]**[Fall 2015]

0

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. **[Total women admitted]**[Fall 2014]

0

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. **[Total admitted]**[Fall 2015]

766

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. **[Total admitted]**[Fall 2014]

881



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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total full-time, first-time, first-year (freshman) men enrolled][Fall 2015]

238

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total full-time, first-time, first-year (freshman) men enrolled][Fall 2014]

256

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total part-time, first-time, first-year (freshman) men enrolled][Fall 2015]

0

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total part-time, first-time, first-year (freshman) men enrolled][Fall 2014]

0

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total full-time, first-time, first-year (freshman) women enrolled][Fall 2015]

0

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total full-time, first-time, first-year (freshman) women enrolled][Fall 2014]

0

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total part-time, first-time, first-year (freshman) women enrolled][Fall 2015]

0

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total part-time, first-time, first-year (freshman) women enrolled][Fall 2014]

0

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total first-time, first-year enrolled, men and women, full- and part-time][Fall 2015]

238

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 2015. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2014 data is included for your reference. [Total first-time, first-year enrolled, men and women, full- and part-time][Fall 2014]

256

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 [Y]

Please answer the questions below for fall 2015 admissions: [Number of qualified applicants offered a place on waiting list:]

32.0000000000

Please answer the questions below for fall 2015 admissions: [Number accepting a place on the waiting list:]

31.0000000000

Please answer the questions below for fall 2015 admissions: [Number of wait-listed students admitted:]

5.0000000000

## Admission Requirements

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

High school diploma is required and GED is accepted [HsGed]

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

Require [Req]

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

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

4

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

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

4

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

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

2

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

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

2

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

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

2

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

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

2

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

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

2

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

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

2

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

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

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

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

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

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

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

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

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?

No [N]

Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions. Please mark one column from each row.

**Academic:**

[Rigor of secondary school record ]

Very Important [VImpt]

Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions. Please mark one column from each row.

**Academic:**

[Class rank ]

Very Important [VImpt]

Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions. Please mark one column from each row.

**Academic:**

[Academic GPA ]

Very Important [VImpt]

Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions. Please mark one column from each row.

**Academic:**

[Recommendation(s) ]

Considered [Cnsdr]

Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions. Please mark one column from each row.

**Academic:**

[Standardized test scores ]

Important [Impt]

Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions. Please mark one column from each row.

**Academic:**

[Application essay ]

Considered [Cnsdr]

Nonacademic: [Interview]

Important [Impt]

Nonacademic: [Extracurricular activities]

Important [Impt]

Nonacademic: [Talent/ability]

Important [Impt]

Nonacademic: [Character/personal qualities]

Considered [Cnsdr]

Nonacademic: [First generation]

Considered [Cnsdr]

Nonacademic: [Alumni/ae relation]
Considered [Cnsdr]
Nonacademic: [Geographical residence]
Considered [Cnsdr]
Nonacademic: [State residency]
Not Considered [No]
Nonacademic: [Religious affiliation/commitment]
Not Considered [No]
Nonacademic: [Racial/ethnic status]
Considered [Cnsdr]
Nonacademic: [Volunteer Work]
Considered [Cnsdr]
Nonacademic: [Work experience]
Considered [Cnsdr]
Nonacademic: [Level of applicant's interest]
Very Important [VImpt]

## SAT and ACT Policies

Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?
<b>(Important Note: Schools that answer "no" to this question will not be ranked in the next edition of Best Colleges. Test-optional schools should answer "yes.")</b>
Yes [Y]
Select the appropriate boxes to reflect your institution's policies for use in admission for Fall 2015. [SAT or ACT]
Required [Reqr]
Select the appropriate boxes to reflect your institution's policies for use in admission for Fall 2015. [ACT Only]
Row not applicable [Na]
Select the appropriate boxes to reflect your institution's policies for use in admission for Fall 2015. [SAT Only]
Row not applicable [Na]
Select the appropriate boxes to reflect your institution's policies for use in admission for Fall 2015. [SAT and SAT Subject Tests or ACT]
Row not applicable [Na]
Select the appropriate boxes to reflect your institution's policies for use in admission for Fall 2015. [SAT Subject Tests]
Row not applicable [Na]
If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2017, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):
ACT with Writing recommended [WrtRc]
If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2017, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):
SAT with Essay component recommended [WrtRc]
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [For admission][SAT essay]
1

Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [For admission][ACT essay]
1
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [For placement][SAT essay]
1
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [For placement][ACT essay]
1
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [For advising][SAT essay]
1
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [For advising][ACT essay]
1
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [In place of an application essay][SAT essay]
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [In place of an application essay][ACT essay]
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [As a validity check on the application essay][SAT essay]
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [As a validity check on the application essay][ACT essay]
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [No college policy as of now][SAT essay]
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [No college policy as of now][ACT essay]
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [Not using essay component][SAT essay]
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [Not using essay component][ACT essay]
Does your institution use applicants' test scores for academic advising?
Yes [Y]
Latest date by which SAT or ACT scores must be received for fall-term admission:
Latest date by which SAT Subject Tests scores must be received for fall-term admission:
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). Do not include bullets, paragraph breaks, special characters, or other special formatting:

Test Score Submission: In the following questions, please provide the percent and number of first-time, first-year students enrolled in fall 2015 who submitted national standardized (SAT/ACT) test scores. Include information for ALL *enrolled*, first-time, first-year (freshman) degree-seeking students -- full, or part-time-- who submitted test scores, including students who began studies during summer, international students / nonresident aliens, and students admitted under special arrangements. 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 these items. Do not convert SAT scores to ACT scores and vice versa.

How many first-time, first-year (freshman) degree-seeking students who enrolled submitted SAT scores? [Fall 2015:]

185.0000000000

How many first-time, first-year (freshman) degree-seeking students who enrolled submitted SAT scores? [Fall 2014:]

201.0000000000

What percent of first-time, first-year (freshman) degree-seeking students who enrolled submitted SAT scores? [Fall 2015:]

78.0000000000

What percent of first-time, first-year (freshman) degree-seeking students who enrolled submitted SAT scores? [Fall 2014:]

79.0000000000

How many first-time, first-year (freshman) degree-seeking students who enrolled submitted ACT scores? [Fall 2015:]

154.0000000000

How many first-time, first-year (freshman) degree-seeking students who enrolled submitted ACT scores? [Fall 2014:]

167.0000000000

What percent of first-time, first-year (freshman) degree-seeking students who enrolled submitted ACT scores? [Fall 2015:]

65.0000000000

What percent of first-time, first-year (freshman) degree-seeking students who enrolled submitted ACT scores? [Fall 2014:]

65.0000000000

SAT Percentiles: Critical Reading & Math [SAT Critical Reading][2015 - 25th Percentile]

510

SAT Percentiles: Critical Reading & Math [SAT Critical Reading][2015 - 75th Percentile]

610

SAT Percentiles: Critical Reading & Math [SAT Critical Reading][2014 - 25th Percentile]

500

SAT Percentiles: Critical Reading & Math [SAT Critical Reading][2014 - 75th Percentile]

600

SAT Percentiles: Critical Reading & Math [SAT Math][2015 - 25th Percentile]

530

SAT Percentiles: Critical Reading & Math [SAT Math][2015 - 75th Percentile]

640

SAT Percentiles: Critical Reading & Math [SAT Math][2014 - 25th Percentile]

520

SAT Percentiles: Critical Reading & Math [SAT Math][2014 - 75th Percentile]

640

SAT Percentiles: Writing & Essay [SAT Writing][2015 - 25th Percentile]

470

SAT Percentiles: Writing & Essay [SAT Writing][2015 - 75th Percentile]

600

SAT Percentiles: Writing & Essay [SAT Writing][2014 - 25th Percentile]

460



SAT Percentiles: Writing & Essay [SAT Writing][2014 - 75th Percentile]
590
SAT Percentiles: Writing & Essay [SAT Essay][2015 - 25th Percentile]
SAT Percentiles: Writing & Essay [SAT Essay][2015 - 75th Percentile]
SAT Percentiles: Writing & Essay [SAT Essay][2014 - 25th Percentile]
SAT Percentiles: Writing & Essay [SAT Essay][2014 - 75th Percentile]
ACT Percentiles: Composite Score [ACT Composite Score][2015 - 25th Percentile]
22
ACT Percentiles: Composite Score [ACT Composite Score][2015 - 75th Percentile]
28
ACT Percentiles: Composite Score [ACT Composite Score][2014 - 25th Percentile]
22
ACT Percentiles: Composite Score [ACT Composite Score][2014 - 75th Percentile]
27
Act Percentiles [ACT English][2015 - 25th Percentile]
21
Act Percentiles [ACT English][2015 - 75th Percentile]
27
Act Percentiles [ACT English][2014 - 25th Percentile]
21
Act Percentiles [ACT English][2014 - 75th Percentile]
28
Act Percentiles [ACT Math][2015 - 25th Percentile]
23
Act Percentiles [ACT Math][2015 - 75th Percentile]
28
Act Percentiles [ACT Math][2014 - 25th Percentile]
23
Act Percentiles [ACT Math][2014 - 75th Percentile]
28
Act Percentiles [ACT Writing][2015 - 25th Percentile]
7
Act Percentiles [ACT Writing][2015 - 75th Percentile]
8
Act Percentiles [ACT Writing][2014 - 25th Percentile]
Act Percentiles [ACT Writing][2014 - 75th Percentile]

Act Percentiles [ACT Reading][2015 - 25th Percentile]
Act Percentiles [ACT Reading][2015 - 75th Percentile]
Act Percentiles [ACT Reading][2014 - 25th Percentile]
Act Percentiles [ACT Reading][2014 - 75th Percentile]
Act Percentiles [ACT Science][2015 - 25th Percentile]
Act Percentiles [ACT Science][2015 - 75th Percentile]
Act Percentiles [ACT Science][2014 - 25th Percentile]
Act Percentiles [ACT Science][2014 - 75th Percentile]
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [700-800][SAT Critical Reading]
2
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [700-800][SAT Math]
12
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [700-800][SAT Writing]
2
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [600-699][SAT Critical Reading]
27
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [600-699][SAT Math]
34
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [600-699][SAT Writing]
26
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [500-599][SAT Critical Reading]
53
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [500-599][SAT Math]
43
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [500-599][SAT Writing]
40
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [400-499][SAT Critical Reading]
17
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [400-499][SAT Math]
11
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [400-499][SAT Writing]
30

Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [300-399][SAT Critical Reading]	1
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [300-399][SAT Math]	0
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [300-399][SAT Writing]	2
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [200-299][SAT Critical Reading]	0
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [200-299][SAT Math]	0
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [200-299][SAT Writing]	0
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [30-36][ACT Composite]	16
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [30-36][ACT English]	16
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [30-36][ACT Math]	17
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [30-36][ACT Reading]	
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [30-36][ACT Science]	
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [24-29][ACT Composite]	48
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [24-29][ACT English]	37
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [24-29][ACT Math]	54
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [24-29][ACT Reading]	
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [24-29][ACT Science]	
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [18-23][ACT Composite]	34
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [18-23][ACT English]	41
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [18-23][ACT Math]	27
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [18-23][ACT Reading]	
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [18-23][ACT Science]	

Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [12-17][ACT Composite]
2
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [12-17][ACT English]
6
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [12-17][ACT Math]
2
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [12-17][ACT Reading]
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [12-17][ACT Science]
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [6-11][ACT Composite]
0
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [6-11][ACT English]
0
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [6-11][ACT Math]
0
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [6-11][ACT Reading]
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [6-11][ACT Science]
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [Below 6][ACT Composite]
0
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [Below 6][ACT English]
0
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [Below 6][ACT Math]
0
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [Below 6][ACT Reading]
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [Below 6][ACT Science]
Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year (freshman) students enrolling in the fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. Last year's data is provided for your reference. [2015 enrolled freshman][SAT Critical reading]
559
Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year (freshman) students enrolling in the fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. Last year's data is provided for your reference. [2015 enrolled freshman][SAT Math]
590
Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year (freshman) students enrolling in the fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. Last year's data is provided for your reference. [2015 enrolled freshman][SAT Writing]
538

Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year (freshman) students enrolling in the fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. Last year's data is provided for your reference. [2015 enrolled freshman][ACT Composite]

25

Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year (freshman) students enrolling in the fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. Last year's data is provided for your reference. [2014 enrolled freshman][SAT Critical reading]

553

Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year (freshman) students enrolling in the fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. Last year's data is provided for your reference. [2014 enrolled freshman][SAT Math]

581

Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year (freshman) students enrolling in the fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. Last year's data is provided for your reference. [2014 enrolled freshman][SAT Writing]

527

Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year (freshman) students enrolling in the fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. Last year's data is provided for your reference. [2014 enrolled freshman][ACT Composite]

25

Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2015? [All international students]

Yes [Yes]

Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2015? [All minority students]

Yes [Yes]

Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2015? [All student athletes]

Yes [Yes]

Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2015? [All legacy/children of alumni admits]

Yes [Yes]

Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2015? [All special admission arrangements]

Not Applicable [Na]

Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2015? [All students who began studies in summer 2015]

Yes [Yes]

Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2014? [All international students]

Yes [Yes]

Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2014? [All minority students]

Yes [Yes]

Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2014? [All student athletes]

Yes [Yes]

Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2014? [All legacy/children of alumni admits]

Yes [Yes]

Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2014? [All special admission arrangements]

Not Applicable [Na]

Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2014? [All students who began studies in summer 2014]

Not Applicable [Na]

## HS Standing and GPA

High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. *"Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements.* We have provided the data that was submitted last year for your reference. [% in top tenth of high school graduating class][Fall 2015]

35

High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. *"Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements.* We have provided the data that was submitted last year for your reference. [% in top tenth of high school graduating class][Fall 2014]

29

High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. *"Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements.* We have provided the data that was submitted last year for your reference. [% in top quarter of high school graduating class][Fall 2015]

71

High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. *"Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements.* We have provided the data that was submitted last year for your reference. [% in top quarter of high school graduating class][Fall 2014]

66

High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. *"Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements.* We have provided the data that was submitted last year for your reference. [% in top half of high school graduating class][Fall 2015]

95

High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. *"Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements.* We have provided the data that was submitted last year for your reference. [% in top half of high school graduating class][Fall 2014]

90

High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. *"Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements.* We have provided the data that was submitted last year for your reference. [% in bottom half of high school graduating class][Fall 2015]

5

High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. *"Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements.* We have provided the data that was submitted last year for your reference. [% in bottom half of high school graduating class][Fall 2014]

10

High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. *"Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements.* We have provided the data that was submitted last year for your reference. [% in bottom quarter of high school graduating class][Fall 2015]

1

High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. *"Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements.* We have provided the data that was submitted last year for your reference. [% in bottom quarter of high school graduating class][Fall 2014]

2

High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. *"Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements.* We have provided the data that was submitted last year for your reference. [% of total first-time, first-year (freshman) students who submitted high school class rank][Fall 2015]

71

High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. *"Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2015, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements.* We have provided the data that was submitted last year for your reference. [% of total first-time, first-year (freshman) students who submitted high school class rank][Fall 2014]

82

Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA. [Percent who had GPA of 3.75 and higher ]

44.0000000000

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 between 3.50 and 3.74]

24.0000000000

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 between 3.25 and 3.49 ]

18.0000000000

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 between 3.00 and 3.24 ]

9.0000000000

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 between 2.50 and 2.99]

5.0000000000

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 between 2.00 and 2.49]
0.0000000000
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 between 1.00 and 1.99 ]
0.0000000000
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 below 1.00 ]
0.0000000000
What <i>percent</i> of total, first-time, first-year (freshman) students who enrolled in the fall of 2015 submitted high school GPA?
100
What was the <i>average</i> high school GPA of all first-time, first-year (freshman) students who enrolled in the fall of 2015 and submitted GPA?
3.7
What was the GPA of first-time, first-year fall 2015 students at the 25th and 75th percentile? [GPA][25th]
3.4
What was the GPA of first-time, first-year fall 2015 students at the 25th and 75th percentile? [GPA][75th]
3.9
How many first-time, first-year, degree-seeking enrolled students received college credit for at least one Advanced Placement (AP) exam score?
How many first-time, first-year, degree-seeking enrolled students received college credit for at least one International Baccalaureate (IB) exam score?

## Applications

Does your institution have an application fee?
Yes [Y]
Amount of application fee:
40
If you have an application fee and online application option, please indicate policy for students who apply online.
Same fee [Same]
Can the fee be waived for applicants with financial need?
Yes [Y]
Is the application fee refundable:
No [N]
Does your institution have an application closing date?
No [N]
Application priority date:
11/01/2016
Are first-time, first-year students accepted for terms other than the fall?
Yes [Y]



Notification to Applicants of Admission Decision Sent: [On a rolling basis beginning:]
Yes [Y]
Notification to Applicants of Admission Decision Sent: [Comment]
12/07/2016
Notification to Applicants of Admission Decision Sent: [By:]
Notification to Applicants of Admission Decision Sent: [Comment]
Notification to Applicants of Admission Decision Sent: [Other:]
Notification to Applicants of Admission Decision Sent: [Comment]
Reply policy for admitted applicants [Must reply by:]
Reply policy for admitted applicants [Comment]
Reply policy for admitted applicants [No set date (do not leave comment)]
Reply policy for admitted applicants [Comment]
Reply policy for admitted applicants [Must reply by May 1 or within (X) weeks if notified thereafter ]
Yes [Y]
Reply policy for admitted applicants [Comment]
2
Reply policy for admitted applicants [Other:]
Reply policy for admitted applicants [Comment]
Deferred admission: Does your institution allow students to postpone enrollment after admission?
Yes [Y]
Maximum period of postponement:
1 year
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?
No [N]
Early Decision Admissions: Does your institution offer an early decision plan for first-time, first-year (freshman) applicants for fall enrollment?
Yes [Y]
Early Decision Dates & Applicants [First or only early decision plan closing date:]
10/15/2016
Early Decision Dates & Applicants [First or only early decision plan notification date:]
11/16/2016
Early Decision Dates & Applicants [Other early decision plan closing date:]

Early Decision Dates & Applicants [Other early decision plan notification date:]
Early Decision Dates & Applicants [Number of early decision applications received by your institution for fall 2015 entering class:]
48
Early Decision Dates & Applicants [Number of applicants admitted under early decision plan for fall 2015 entering class:]
42
Early Decision Dates & Applicants [Number of applicants enrolled under early decision plan for fall 2015 entering class:]
Early Action Admissions. 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 [Y]
Early Action Dates and Applicants [Early action plan closing date:]
11/01/2016
Early Action Dates and Applicants [Early action plan notification date:]
12/07/2016
Early Action Dates and Applicants [Number of early action applications received by your institution for fall 2015 entering class? ]
Early Action Dates and Applicants [Number of applicants admitted under early action plan for fall 2015 entering class?]
Early Action Dates and Applicants [Number of applicants enrolled under early action plan for fall 2015 entering class?]
Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?
No [N]

## Applications, Part 2

Check special requirements for admission to specific programs: [Portfolio required of art program applicants]
Check special requirements for admission to specific programs: [Audition required of music program applicants]
Check special requirements for admission to specific programs: [Audition required of dance program applicants]
Check special requirements for admission to specific programs: [Audition required of theatre program applicants]
Check special requirements for admission to specific programs: [R.N. required of nursing program applicants]
Institution has a partnership with college access organizations: [Posse]
Institution has a partnership with college access organizations: [Questbridge]
Institution has a partnership with college access organizations: [Talent Search]

Institution has a partnership with college access organizations: [Upward Bound]
Institution has a partnership with college access organizations: [Other]
List special programs or policies for applicants who are not normally admissible due to academic deficiencies and/or economic disadvantages: [Higher Education Opportunity Program (HEOP)]
List special programs or policies for applicants who are not normally admissible due to academic deficiencies and/or economic disadvantages: [Educational Opportunity Program (EOP)]
List special programs or policies for applicants who are not normally admissible due to academic deficiencies and/or economic disadvantages: [Conditional admission]
Campus visit is:
Recommended [Rec]
Admission interview is:
Recommended [Rec]
Off-Campus admissions interviews:
May be arranged with an admission representative [May]
Tuition deposit amount:
350
Tuition deposit is:
Nonrefundable [No]
Amount for housing deposit:
100
Deadline for housing deposit:
06/01/2016
Is housing deposit refundable if student does not enroll?
No [None]

## Veterans and Military

Does your institution participate in the Yellow Ribbon Program?
Yes [Y]
Is your institution is certified for the G.I. Bill?
Yes [Y]
ROTC programs offered in cooperation with the Reserve Officers' Training Corps during the 2015- 2016 academic year.
<b>Army ROTC:</b>
Not offered [No]
<b>Navy ROTC:</b>
Not offered [No]
<b>Air Force ROTC:</b>
Not offered [No]

## Transfers

Does your institution enroll transfer students?
Yes [Y]
May transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?
Yes [Y]
Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Men][Applicants]
31
Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Men][Admitted ]
12
Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Men][Enrolled]
9
Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Women][Applicants]
0
Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Women][Admitted ]
0
Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Women][Enrolled]
0
Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Total][Applicants]
31
Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Total][Admitted ]
12
Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Total][Enrolled]
9
Of the newly enrolled degree-seeking transfer students reported in the grid above, how many: [Entered with credits granted by a community college?]
3.0000000000
Of the newly enrolled degree-seeking transfer students reported in the grid above, how many: [Had an associate degree granted by another institution?]
0.0000000000
Indicate terms for which transfers may enroll: [Fall]
Yes [Y]
Indicate terms for which transfers may enroll: [Winter]
Indicate terms for which transfers may enroll: [Spring]
Yes [Y]

Indicate terms for which transfers may enroll: [Summer]
Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?
Yes [Y]
What is the minimum number of credits?
6
Indicate all items required of transfer students to apply for admission: [High school transcript]
Required of All [ReqAI]
Indicate all items required of transfer students to apply for admission: [College transcript(s)]
Required of All [ReqAI]
Indicate all items required of transfer students to apply for admission: [Essay or personal statement]
Required of All [ReqAI]
Indicate all items required of transfer students to apply for admission: [Interview]
Recommended of All [RecAI]
Indicate all items required of transfer students to apply for admission: [Standardized test scores]
Required of All [ReqAI]
Indicate all items required of transfer students to apply for admission: [Statement of good standing from prior institution(s)]
Required of All [ReqAI]
If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):
If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Fall][Priority Date]
12/01/2016
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Fall][Closing Date]
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Fall][Notification Date]
01/01/2017
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Fall][Reply Date]
05/01/2017
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Fall][Rolling Admission]
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Winter][Priority Date]
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Winter][Closing Date]
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Winter][Notification Date]

List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Winter][Reply Date]
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Winter][Rolling Admission]
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Spring][Priority Date]
10/15/2016
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Spring][Closing Date]
12/01/2016
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Spring][Notification Date]
11/16/2016
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Spring][Reply Date]
12/15/2016
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Spring][Rolling Admission]
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Summer][Priority Date]
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Summer][Closing Date]
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Summer][Notification Date]
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Summer][Reply Date]
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column. [Summer][Rolling Admission]
Does an open admission policy, if reported, apply to transfer students?
No [N]
Report the lowest grade earned for any course that may be transferred for credit:
C-
Maximum number of credits or courses that may be transferred from a two-year institution:
Maximum number of credits or courses that may be transferred from a four-year institution:
Minimum number of credits that transfers must complete at your institution to earn an... [Associate degree:]
Minimum number of credits that transfers must complete at your institution to earn an... [Bachelor's degree:]
24

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Does your institution have a guaranteed admission agreement with at least one other college/university?
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No [N]
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## Alumni Giving

Undergraduate Alumni Giving: Please enter information on undergraduate alumni giving, as defined below. As noted, *exclude* former students who earned only graduate degrees and undergraduates who didn't graduate from your institution. Additionally, exclude all student giving (e.g., senior class gift) unless you count the entire senior student body in the alumni of record total.

Please follow the standards set by the Council for Aid to Education (CAE) and the Council for Advancement and Support of Education (CASE), and used for reporting to CAE for the Voluntary Support of Education Survey when answering these questions.

What was the number of undergraduate alumni of record at your institution? (*Alumni of record are former full- or part-time students with an undergraduate degree from your institution and for whom you believe you have a valid address or other way to make contact (telephone, email, etc.)*)

*Note: The alumni giving data reported to U.S. News should be the same as what was reported to the Council for Aid to Education for undergraduate alumni in its annual Voluntary Support of Education Survey. If you do not break down undergraduate-only giving for the CAE survey, you must still do so for this report.*

What was the number of <u>undergraduate</u> alumni of record at your institution? [2014-2015]
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9430.0000000000
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What was the number of <u>undergraduate</u> alumni of record at your institution? [2013-2014]
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9273.0000000000
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What was the number of <u>undergraduate</u> alumni solicited at least once during the year? [2014-2015]
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8867.0000000000
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What was the number of <u>undergraduate</u> alumni solicited at least once during the year? [2013-2014]
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8711.0000000000
-----------------

What was the number of <u>undergraduate</u> alumni donors for your institution in the following years? [2014-2015]
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3691.0000000000
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What was the number of <u>undergraduate</u> alumni donors for your institution in the following years? [2013-2014]
--

3808.0000000000
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## Faculty

### Faculty Salaries 2015 - 2016 Academic Year:

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Professor, 9-month (contract length)][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]

19

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**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Professor, 9-month (contract length)][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]

1944050

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Professor, 9-month (contract length)][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]

549654

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Professor, 9-month (contract length)][Total Expenditures (Salary and Fringe Benefits)]

2493704

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Associate professor, 9-month (contract length)][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]

36

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Associate professor, 9-month (contract length)][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]

2811975

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Associate professor, 9-month (contract length)][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]

986176

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Associate professor, 9-month (contract length)][Total Expenditures (Salary and Fringe Benefits)]

3798151



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**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Assistant professor, 9-month (contract length)][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]

23

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Assistant professor, 9-month (contract length)][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]

1488550

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Assistant professor, 9-month (contract length)][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]

480868

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Assistant professor, 9-month (contract length)][Total Expenditures (Salary and Fringe Benefits)]

1969418

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Professor, 12-month (contract length)][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Professor, 12-month (contract length)][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Professor, 12-month (contract length)][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]

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**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Professor, 12-month (contract length)][Total Expenditures (Salary and Fringe Benefits)]

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Associate professor, 12-month (contract length)][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Associate professor, 12-month (contract length)][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Associate professor, 12-month (contract length)][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Associate professor, 12-month (contract length)][Total Expenditures (Salary and Fringe Benefits)]

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Assistant professor, 12-month (contract length)][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Assistant professor, 12-month (contract length)][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Assistant professor, 12-month (contract length)][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]

**Faculty Salaries 2015 - 2016 Academic Year:**

Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP's set of instructions [here](#) to determine which faculty to include or exclude.

[Assistant professor, 12-month (contract length)][Total Expenditures (Salary and Fringe Benefits)]

**Faculty Salaries 2014 - 2015 Academic Year:** [Professor, 9-month (contract length) ][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]

21

**Faculty Salaries 2014 - 2015 Academic Year:** [Professor, 9-month (contract length) ][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]

2129501

**Faculty Salaries 2014 - 2015 Academic Year:** [Professor, 9-month (contract length) ][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]

635659

**Faculty Salaries 2014 - 2015 Academic Year:** [Professor, 9-month (contract length) ][Total Expenditures (Salary and Fringe Benefits)]

2765160

**Faculty Salaries 2014 - 2015 Academic Year:** [Associate professor, 9-month (contract length) ][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]

35

**Faculty Salaries 2014 - 2015 Academic Year:** [Associate professor, 9-month (contract length) ][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]

2708503

**Faculty Salaries 2014 - 2015 Academic Year:** [Associate professor, 9-month (contract length) ][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]

882391

**Faculty Salaries 2014 - 2015 Academic Year:** [Associate professor, 9-month (contract length) ][Total Expenditures (Salary and Fringe Benefits)]

3590894

**Faculty Salaries 2014 - 2015 Academic Year:** [Assistant professor, 9-month (contract length) ][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]

27

**Faculty Salaries 2014 - 2015 Academic Year:** [Assistant professor, 9-month (contract length) ][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]

1730350

**Faculty Salaries 2014 - 2015 Academic Year:** [Assistant professor, 9-month (contract length) ][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]

524675

**Faculty Salaries 2014 - 2015 Academic Year:** [Assistant professor, 9-month (contract length) ][Total Expenditures (Salary and Fringe Benefits)]

2255025

<b>Faculty Salaries 2014 - 2015 Academic Year:</b> [Professor, 12-month (contract length)][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]
<b>Faculty Salaries 2014 - 2015 Academic Year:</b> [Professor, 12-month (contract length)][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]
<b>Faculty Salaries 2014 - 2015 Academic Year:</b> [Professor, 12-month (contract length)][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]
<b>Faculty Salaries 2014 - 2015 Academic Year:</b> [Professor, 12-month (contract length)][Total Expenditures (Salary and Fringe Benefits)]
<b>Faculty Salaries 2014 - 2015 Academic Year:</b> [Associate professor, 12-month (contract length) ][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]
<b>Faculty Salaries 2014 - 2015 Academic Year:</b> [Associate professor, 12-month (contract length) ][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]
<b>Faculty Salaries 2014 - 2015 Academic Year:</b> [Associate professor, 12-month (contract length) ][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]
<b>Faculty Salaries 2014 - 2015 Academic Year:</b> [Associate professor, 12-month (contract length) ][Total Expenditures (Salary and Fringe Benefits)]
<b>Faculty Salaries 2014 - 2015 Academic Year:</b> [Assistant professor, 12-month (contract length) ][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]
<b>Faculty Salaries 2014 - 2015 Academic Year:</b> [Assistant professor, 12-month (contract length) ][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]
<b>Faculty Salaries 2014 - 2015 Academic Year:</b> [Assistant professor, 12-month (contract length) ][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]
<b>Faculty Salaries 2014 - 2015 Academic Year:</b> [Assistant professor, 12-month (contract length) ][Total Expenditures (Salary and Fringe Benefits)]

(CDS I-1). Please report number of instructional faculty members in each category for Fall 2015. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP. Fall 2014 data is provided for your reference.

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

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

**Full-time instructional faculty:** 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 or African American; American Indian or Alaska Native; Asian; Native Hawaiian or other Pacific Islander; Two or more races; or Hispanic.

**Doctorate:** includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy in any field such as arts, services, education, engineering, business, or 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), law (JD).

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

2015 Instructional Faculty Members [Total number of instructional faculty][Full time]

80

2015 Instructional Faculty Members [Total number of instructional faculty][Part time]

25

2015 Instructional Faculty Members [Total number of instructional faculty][Total]

105

2015 Instructional Faculty Members [Total number who are members of minority groups][Full time]

8

2015 Instructional Faculty Members [Total number who are members of minority groups][Part time]

6

2015 Instructional Faculty Members [Total number who are members of minority groups][Total]

14

2015 Instructional Faculty Members [Total number who are women][Full time]
28
2015 Instructional Faculty Members [Total number who are women][Part time]
11
2015 Instructional Faculty Members [Total number who are women][Total]
39
2015 Instructional Faculty Members [Total number who are men][Full time]
52
2015 Instructional Faculty Members [Total number who are men][Part time]
14
2015 Instructional Faculty Members [Total number who are men][Total]
66
2015 Instructional Faculty Members [Total number who are non-resident aliens (international)][Full time]
3
2015 Instructional Faculty Members [Total number who are non-resident aliens (international)][Part time]
4
2015 Instructional Faculty Members [Total number who are non-resident aliens (international)][Total]
7
2015 Instructional Faculty Members [Total number with doctorate or other terminal degree][Full time]
79
2015 Instructional Faculty Members [Total number with doctorate or other terminal degree][Part time]
22
2015 Instructional Faculty Members [Total number with doctorate or other terminal degree][Total]
101
2015 Instructional Faculty Members [Total number whose highest degree is a master's but not a terminal master's][Full time]
1
2015 Instructional Faculty Members [Total number whose highest degree is a master's but not a terminal master's][Part time]
3
2015 Instructional Faculty Members [Total number whose highest degree is a master's but not a terminal master's][Total]
4
2015 Instructional Faculty Members [Total number whose highest degree is a bachelor's][Full time]
0
2015 Instructional Faculty Members [Total number whose highest degree is a bachelor's][Part time]
0
2015 Instructional Faculty Members [Total number whose highest degree is a bachelor's][Total]
0
2015 Instructional Faculty Members [Total number whose highest degree is unknown or other][Full time]
0
2015 Instructional Faculty Members [Total number whose highest degree is unknown or other][Part time]
0
2015 Instructional Faculty Members [Total number whose highest degree is unknown or other][Total]
0

2015 Instructional Faculty Members [Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students][Full time]
0
2015 Instructional Faculty Members [Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students][Part time]
0
2015 Instructional Faculty Members [Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students][Total]
0
2015 Instructional Faculty Members [Total number whose highest degree is a Doctorate][Full time]
0
2015 Instructional Faculty Members [Total number whose highest degree is a Doctorate][Part time]
0
2015 Instructional Faculty Members [Total number whose highest degree is a Doctorate][Total]
0
2014 Instructional Faculty Members [Total number of instructional faculty][Full time]
85
2014 Instructional Faculty Members [Total number of instructional faculty][Part time]
18
2014 Instructional Faculty Members [Total number of instructional faculty][Total]
103
2014 Instructional Faculty Members [Total number who are members of minority groups][Full time]
10
2014 Instructional Faculty Members [Total number who are members of minority groups][Part time]
3
2014 Instructional Faculty Members [Total number who are members of minority groups][Total]
13
2014 Instructional Faculty Members [Total number who are women][Full time]
30
2014 Instructional Faculty Members [Total number who are women][Part time]
5
2014 Instructional Faculty Members [Total number who are women][Total]
35
2014 Instructional Faculty Members [Total number who are men][Full time]
55
2014 Instructional Faculty Members [Total number who are men][Part time]
13
2014 Instructional Faculty Members [Total number who are men][Total]
68
2014 Instructional Faculty Members [Total number who are non-resident aliens (international)][Full time]
1
2014 Instructional Faculty Members [Total number who are non-resident aliens (international)][Part time]
3
2014 Instructional Faculty Members [Total number who are non-resident aliens (international)][Total]
4

2014 Instructional Faculty Members [Total number with doctorate or other terminal degree][Full time]
84
2014 Instructional Faculty Members [Total number with doctorate or other terminal degree][Part time]
13
2014 Instructional Faculty Members [Total number with doctorate or other terminal degree][Total]
97
2014 Instructional Faculty Members [Total number whose highest degree is a master's but not a terminal master's][Full time]
1
2014 Instructional Faculty Members [Total number whose highest degree is a master's but not a terminal master's][Part time]
5
2014 Instructional Faculty Members [Total number whose highest degree is a master's but not a terminal master's][Total]
6
2014 Instructional Faculty Members [Total number whose highest degree is a bachelor's][Full time]
0
2014 Instructional Faculty Members [Total number whose highest degree is a bachelor's][Part time]
0
2014 Instructional Faculty Members [Total number whose highest degree is a bachelor's][Total]
0
2014 Instructional Faculty Members [Total number whose highest degree is unknown or other][Full time]
0
2014 Instructional Faculty Members [Total number whose highest degree is unknown or other][Part time]
0
2014 Instructional Faculty Members [Total number whose highest degree is unknown or other][Total]
0
2014 Instructional Faculty Members [Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students][Full time]
0
2014 Instructional Faculty Members [Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students][Part time]
0
2014 Instructional Faculty Members [Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students][Total]
0
2014 Instructional Faculty Members [Total number whose highest degree is a Doctorate][Full time]
78
2014 Instructional Faculty Members [Total number whose highest degree is a Doctorate][Part time]
12
2014 Instructional Faculty Members [Total number whose highest degree is a Doctorate][Total]
90
2015 Student Faculty Ratio [X number of students to 1 faculty]
10.0000000000
2015 Student Faculty Ratio [Based on X number of students]
867.0000000000
2015 Student Faculty Ratio [Based on Y number of faculty]
88.0000000000



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Fall 2014 student to faculty ratio (provided for your reference, based on X students to 1 faculty)
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10
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## Class Sections

Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.
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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. [2-9][2015 Undergraduate Class Sections]
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77
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Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.
--

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. [2-9][2014 Undergraduate Class Sections]
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73
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Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.
--

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. [10-19][2015 Undergraduate Class Sections]
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97
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Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.
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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. [10-19][2014 Undergraduate Class Sections]
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116
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Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.

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. [20-29][2015 Undergraduate Class Sections]

33

Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.

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. [20-29][2014 Undergraduate Class Sections]

34

Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.

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. [30-39][2015 Undergraduate Class Sections]

23

Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.

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. [30-39][2014 Undergraduate Class Sections]

20

Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.

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. [40-49][2015 Undergraduate Class Sections]

8

Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.

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. [40-49][2014 Undergraduate Class Sections]

9

Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.

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. [50-99][2015 Undergraduate Class Sections]

4

Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.

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. [50-99][2014 Undergraduate Class Sections]

5

Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.

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. [100+][2015 Undergraduate Class Sections]

0

Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.

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. [100+][2014 Undergraduate Class Sections]

0

Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.

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. [Total][2015 Undergraduate Class Sections]

242

Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2015 term. Fall 2014 data provided for your reference.

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. [Total][2014 Undergraduate Class Sections]

257

## Graduate Assistants

Of the "undergraduate class sections" entered above for fall 2015, how many officially list a graduate teaching assistant as the primary instructor?

0

If you can't provide the number of assistants, please indicate why:

## Degrees/Majors

### Unique Qualities during the 2015-2016 academic year.

As part of each entry in a directory of colleges and universities, U.S. News would like to feature a brief description of the school's mission and unique qualities. Please provide a summary of what makes your school special. What are its strengths and attributes? *Maximum number of allowable characters is 4000.* Please do not include bullets, paragraph breaks, special characters, or other special formatting.

Wabash college is a private liberal arts college that educates men to think critically, act responsibly, lead effectively and live humanely. Wabash is a student-centered institution governed entirely by the Gentleman's Rule, which calls for students to conduct themselves at all times as gentlemen and responsible citizens. Wabash students have excellent opportunities to study off campus, either as part of an immersion learning course or in a traditional semester abroad program. Wabash's broad-based liberal arts curriculum prepares men for law, medical, and graduate schools, and internships help men prepare for business careers. Approximately two-thirds of graduating seniors will have worked in at least one internship, including a range of college-supported summer business programs. Wabash offers dual degree programs in engineering, new majors in Financial Economics and Hispanic Studies, and new minors in Asian Studies, Gender Studies, and Multicultural American Studies.

**POPULAR MAJORS** Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2014 and June 30, 2015. Only five majors can be entered. For more information on CIP 2010, visit <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. Last year's information (2014 graduates) is included for your reference.

### **2015 Graduates**

[Popular Major #1][CIP Code Number]

54.0101

**POPULAR MAJORS** Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2014 and June 30, 2015. Only five majors can be entered. For more information on CIP 2010, visit <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. Last year's information (2014 graduates) is included for your reference.

**2015 Graduates**

[Popular Major #1][Percent of Graduates]

16

**POPULAR MAJORS** Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2014 and June 30, 2015. Only five majors can be entered. For more information on CIP 2010, visit <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. Last year's information (2014 graduates) is included for your reference.

**2015 Graduates**

[Popular Major #2][CIP Code Number]

45.1001

**POPULAR MAJORS** Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2014 and June 30, 2015. Only five majors can be entered. For more information on CIP 2010, visit <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. Last year's information (2014 graduates) is included for your reference.

**2015 Graduates**

[Popular Major #2][Percent of Graduates]

12

**POPULAR MAJORS** Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2014 and June 30, 2015. Only five majors can be entered. For more information on CIP 2010, visit <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. Last year's information (2014 graduates) is included for your reference.

**2015 Graduates**

[Popular Major #3][CIP Code Number]

45.0601

**POPULAR MAJORS** Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2014 and June 30, 2015. Only five majors can be entered. For more information on CIP 2010, visit <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. Last year's information (2014 graduates) is included for your reference.

**2015 Graduates**

[Popular Major #3][Percent of Graduates]

11

**POPULAR MAJORS** Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2014 and June 30, 2015. Only five majors can be entered. For more information on CIP 2010, visit <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. Last year's information (2014 graduates) is included for your reference.

**2015 Graduates**

[Popular Major #4][CIP Code Number]

26.0101

**POPULAR MAJORS** Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2014 and June 30, 2015. Only five majors can be entered. For more information on CIP 2010, visit <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. Last year's information (2014 graduates) is included for your reference.

**2015 Graduates**

[Popular Major #4][Percent of Graduates]

10

**POPULAR MAJORS** Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2014 and June 30, 2015. Only five majors can be entered. For more information on CIP 2010, visit <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. Last year's information (2014 graduates) is included for your reference.

**2015 Graduates**

[Popular Major #5][CIP Code Number]

27.0101

**POPULAR MAJORS** Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2014 and June 30, 2015. Only five majors can be entered. For more information on CIP 2010, visit <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. Last year's information (2014 graduates) is included for your reference.

**2015 Graduates**

[Popular Major #5][Percent of Graduates]

9

**2014 Graduates** [Popular Major #1][CIP Code Number]

54.0101

**2014 Graduates** [Popular Major #1][Percent of Graduates]

12

**2014 Graduates** [Popular Major #2][CIP Code Number]

42.0101

**2014 Graduates** [Popular Major #2][Percent of Graduates]

14

**2014 Graduates** [Popular Major #3][CIP Code Number]

26.0101

**2014 Graduates** [Popular Major #3][Percent of Graduates]

11

**2014 Graduates** [Popular Major #4][CIP Code Number]

45.0601

**2014 Graduates** [Popular Major #4][Percent of Graduates]

11

**2014 Graduates** [Popular Major #5][CIP Code Number]

45.1001

**2014 Graduates** [Popular Major #5][Percent of Graduates]

8

### Majors Offered

Note: Please use CIP 2010 codes in answering the questions below. When reporting majors,, please do not list majors in conjunction with a concentration, emphasis, minor, or subject area. Concentrations, etc., may be reported in the minors question.

Select majors leading to a bachelors degree:

16.0501,16.0901,16.0905,16.1202,16.1203,23.0101,23.1304,26.0101,26.0202,27.0101,38.0101,38.0201,40.0501,40.0801,42.0101,45.0601,45.0602,45.1001,5.013,50.0501,50.0701,50.0901,54.0101,16.12,24.0103

### Minors Offered

Select minors and other miscellaneous programs offered for undergraduates:

,11.0101,13.1205,16.0501,16.0901,16.0905,16.1200,16.1202,16.1203,23.0101,23.1304,26.0101,27.0101,30,38.0101,38.0201,40.0501,40.0801,42.0101,45.0601,45.1001,5.0103,5.0299,50.0501,50.0701,50.0901,52.0101,54.0101

## Programs Offered

### Academic Offerings and Policies

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).

[Accelerated program]

### Academic Offerings and Policies

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).

[Comment]

### Academic Offerings and Policies

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).

[Cooperative education program]

### Academic Offerings and Policies

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).

[Comment]

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**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).

[Cross-registration]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).

[Comment]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).

[Distance learning]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).

[Comment]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).

[Double major]

Yes [Y]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).

[Comment]

17



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**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Dual enrollment]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Comment]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[English as a second language (ESL)]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Comment]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Exchange student program (domestic)]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Comment]

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**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[External degree program]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Comment]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Honors program]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Comment]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Independent study]

Yes [Y]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Comment]

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**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Internships]

Yes [Y]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Comment]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Liberal arts/career combination]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Comment]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Student-designed major]

Yes [Y]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 *graduating seniors* who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Comment]

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**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Study abroad]

Yes [Y]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Comment]

17

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Teacher certificate program]

Yes [Y]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Comment]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Weekend college]

**Academic Offerings and Policies**

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here: [www.commondataset.org](http://www.commondataset.org).*

[Comment]

Percentage of nonresident alien students in the 2015 graduating class who participated in an off-campus internship during their undergraduate years.

Undergraduate Academic Programs of Study
Please <u>check</u> each academic program offered and report the <u>percent</u> of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click <a href="#">here</a>
[First-year Experiences]
Yes [Y]
Undergraduate Academic Programs of Study
Please <u>check</u> each academic program offered and report the <u>percent</u> of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click <a href="#">here</a>
[Comment]
100
Undergraduate Academic Programs of Study
Please <u>check</u> each academic program offered and report the <u>percent</u> of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click <a href="#">here</a>
[Service Learning]
Undergraduate Academic Programs of Study
Please <u>check</u> each academic program offered and report the <u>percent</u> of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click <a href="#">here</a>
[Comment]
Undergraduate Academic Programs of Study
Please <u>check</u> each academic program offered and report the <u>percent</u> of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click <a href="#">here</a>
[Senior Capstone or Culminating Academic Experiences]
Yes [Y]
Undergraduate Academic Programs of Study
Please <u>check</u> each academic program offered and report the <u>percent</u> of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click <a href="#">here</a>
[Comment]
100
Undergraduate Academic Programs of Study
Please <u>check</u> each academic program offered and report the <u>percent</u> of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click <a href="#">here</a>
[Writing in the Disciplines]
Undergraduate Academic Programs of Study
Please <u>check</u> each academic program offered and report the <u>percent</u> of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click <a href="#">here</a>
[Comment]

Undergraduate Academic Programs of Study
Please <u>check</u> each academic program offered and report the <u>percent</u> of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click <a href="#">here</a>
[Undergraduate Research/Creative Projects]
Yes [Y]
Undergraduate Academic Programs of Study
Please <u>check</u> each academic program offered and report the <u>percent</u> of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click <a href="#">here</a>
[Comment]
Undergraduate Academic Programs of Study
Please <u>check</u> each academic program offered and report the <u>percent</u> of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click <a href="#">here</a>
[Learning Communities]
Undergraduate Academic Programs of Study
Please <u>check</u> each academic program offered and report the <u>percent</u> of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click <a href="#">here</a>
[Comment]
Areas in which all or most students are required to complete some course work prior to graduation: (check as many as apply)
[Arts/fine arts]
Yes [Y]
Areas in which all or most students are required to complete some course work prior to graduation: (check as many as apply)
[Computer literacy]
Areas in which all or most students are required to complete some course work prior to graduation: (check as many as apply)
[English (including composition) ]
Yes [Y]
Areas in which all or most students are required to complete some course work prior to graduation: (check as many as apply)
[Foreign languages]
Yes [Y]
Areas in which all or most students are required to complete some course work prior to graduation: (check as many as apply)
[History]
Yes [Y]
Areas in which all or most students are required to complete some course work prior to graduation: (check as many as apply)
[Humanities]
Yes [Y]
Areas in which all or most students are required to complete some course work prior to graduation: (check as many as apply)
[Mathematics]
Yes [Y]
Areas in which all or most students are required to complete some course work prior to graduation: (check as many as apply)
[Philosophy]
Yes [Y]
Areas in which all or most students are required to complete some course work prior to graduation: (check as many as apply)
[Sciences (biological or physical)]
Yes [Y]

Areas in which all or most students are required to complete some course work prior to graduation: (check as many as apply) [Social science]
Yes [Y]
Minor requirements:
Minor is required of some for graduation [Some]
General education/core curriculum is required:
Yes [Y]
Cooperative education programs offered (check as many as apply) [Agriculture]
Cooperative education programs offered (check as many as apply) [Art]
Cooperative education programs offered (check as many as apply) [Business]
Cooperative education programs offered (check as many as apply) [Computer Science]
Cooperative education programs offered (check as many as apply) [Education]
Cooperative education programs offered (check as many as apply) [Engineering]
Yes [Y]
Cooperative education programs offered (check as many as apply) [Health Professions]
Cooperative education programs offered (check as many as apply) [Home Economics]
Cooperative education programs offered (check as many as apply) [Humanities]
Cooperative education programs offered (check as many as apply) [Natural Science]
Cooperative education programs offered (check as many as apply) [Social/Behavioral Science]
Cooperative education programs offered (check as many as apply) [Technologies]
Cooperative education programs offered (check as many as apply) [Vocational Arts]
Cooperative education programs offered (check as many as apply) [Other]
Teacher certifications offered (check as many as apply) [Early childhood]
Teacher certifications offered (check as many as apply) [Elementary]
Teacher certifications offered (check as many as apply) [Middle/Junior High ]
Teacher certifications offered (check as many as apply) [Secondary]
Yes [Y]

Teacher certifications offered (check as many as apply) [Special Education]
Teacher certifications offered (check as many as apply) [Vo-tech]
Teacher certifications offered (check as many as apply) [Adult Education]
Teacher certifications offered (check as many as apply) [Bilingual/bicultural]
Specify number of specific subject areas in which you offer education certification:
13
Qualified undergraduate students may take graduate-level classes at your school:
No [N]
Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered): [Pre-law]
Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered): [Pre-dentistry]
Yes [Y]
Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered): [Pre-medicine]
Yes [Y]
Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered): [Pre-theology]
Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered): [Pre-veterinary science]
Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered): [Pre-optometry]
Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered): [Pre-pharmacy]
Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered): [Other]
Describe Other. Please do not include bullets, paragraph breaks, special characters, or other special formatting. <i>Maximum number of allowable characters is 500.</i>
Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [Washington Semester (American University)]
Yes [Y]
Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [UN Semester]
Yes [Y]
Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [SEA Semester]
Yes [Y]



Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [American Studies Program (Washington, D.C.)]
Yes [Y]
Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [Los Angeles Film Studies Center ]
Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [Oak Ridge Science Semester (TN)]
Yes [Y]
Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [Washington Center Program]
Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [AuSable Institute of Environmental Studies Program (MI)]
Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [Newberry Library Program (IL)]
Yes [Y]
Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [New York Arts Program]
Yes [Y]
Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [New York Studio Program (AICAD)]
Yes [Y]
Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [Other]
Philadelphia Urban Semester
Select schools with which domestic exchange programs are offered
Select countries in which study abroad is offered.
14,15,24,31,33,42,48,49,59,61,64,65,70,71,82,90,91,94,110,112,113,116,118,119,122,126,129,151,158,163,166,172,173,176,192,195,201,213,221,133,223,230,231,243,247,250,255
College Credit and placement options offered during the 2015- 2016 academic year. [College Entrance Examination Board (CEEB) Advanced Placement]
Placement only [Plmt]
College Credit and placement options offered during the 2015- 2016 academic year. [International Baccalaureate]
Credit and/or placement [Both]
Credit/placement offered for Advanced Placement (AP) scores of: (check all that apply) [2]
Credit/placement offered for Advanced Placement (AP) scores of: (check all that apply) [3]
Credit/placement offered for Advanced Placement (AP) scores of: (check all that apply) [4]
Yes [Y]
Credit/placement offered for Advanced Placement (AP) scores of: (check all that apply) [5]
Yes [Y]
Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [2][Standard Level (SL)]
Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [2][Higher Level (HL)]

Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [3][Standard Level (SL)]
Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [3][Higher Level (HL)]
Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [4][Standard Level (SL)]
Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [4][Higher Level (HL)]
Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [5][Standard Level (SL)]
Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [5][Higher Level (HL)]
Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [6][Standard Level (SL)]
Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [6][Higher Level (HL)]
1
Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [7][Standard Level (SL)]
Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [7][Higher Level (HL)]
1

## Combined Degree Programs

List names of combined-degree programs:
{"3-2 Engineering with Purdue","Washington and Columbia universities"}

## Consortiums

List names of consortia:
{"Annapolis Group","Associated Colleges of the Midwest","Council of Independent Colleges","Independent Colleges of Indiana","National Association of Independent Colleges and Universities","Great Lakes Colleges Association","Higher Education Data Sharing Consortium"}

## Student Activities

Fraternities / Sororities [Number of social fraternities on campus:]
9.0000000000
Fraternities / Sororities [Number of fraternities with chapter houses:]
9.0000000000
Fraternities / Sororities [Number of social sororities on campus:]
0.0000000000
Fraternities / Sororities [Number of sororities with chapter houses:]
0.0000000000

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [% who are from out of state (exclude international/nonresident aliens)][First-time, First-year Students (Freshman), Fall 2015]

22

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [% who are from out of state (exclude international/nonresident aliens)][Undergraduates Fall 2015]

23

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [% of men who join fraternities][First-time, First-year Students (Freshman), Fall 2015]

50

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [% of men who join fraternities][Undergraduates Fall 2015]

54

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [% of women who join sororities][First-time, First-year Students (Freshman), Fall 2015]

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [% of women who join sororities][Undergraduates Fall 2015]

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [% who live in college-owned, operated or affiliated housing][First-time, First-year Students (Freshman), Fall 2015]

100

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [% who live in college-owned, operated or affiliated housing][Undergraduates Fall 2015]

91

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [% who live off campus or commute][First-time, First-year Students (Freshman), Fall 2015]

0

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [% who live off campus or commute][Undergraduates Fall 2015]

9

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [% of students age 25 and older][First-time, First-year Students (Freshman), Fall 2015]

0

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [% of students age 25 and older][Undergraduates Fall 2015]

0

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [Average age of full-time students][First-time, First-year Students (Freshman), Fall 2015]

19

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [Average age of full-time students][Undergraduates Fall 2015]

20

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [Average age of students (full- and part-time)][First-time, First-year Students (Freshman), Fall 2015]

19

Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2015 who fit the following categories. [Average age of students (full- and part-time)][Undergraduates Fall 2015]

20

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Campus Ministries]

Yes [Y]

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Choral groups]

Yes [Y]

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Concert band]

Yes [Y]

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Dance]

Yes [Y]

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Drama/theater]

Yes [Y]

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [International Student Organization]

Yes [Y]

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Jazz band]

Yes [Y]

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Literary magazine]

Yes [Y]

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Marching band]

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Model UN]

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Music ensembles]

Yes [Y]

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Musical theater]

Yes [Y]

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Opera]

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Pep band]

Yes [Y]

Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Radio station]
Yes [Y]
Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Student government]
Yes [Y]
Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Student newspaper]
Yes [Y]
Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Student-run film society]
Yes [Y]
Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Symphony orchestra]
Yes [Y]
Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Television station]
Activities Offered: Identify the programs available at your institution by checking the box next to each program name. [Yearbook]
Yes [Y]
Total number of registered organizations:
60

## Student Papers

List names of student newspapers:
{"The Bachelor"}

## Athletics

Sports Information Director and Department website [Athletic Department Web address:]
<a href="http://www.wabash.edu/sports/">http://www.wabash.edu/sports/</a>
Sports Information Director and Department website [Athletic Director name:]
Joseph Haklin
Sports Information Director and Department website [Athletic Director phone:]
7653616233
Sports Information Director and Department website [Athletic Director email:]
haklinj@wabash.edu
Collegiate athletic association that your school belongs to during the 2015–2016 academic year.
NCAA III [NCAA3]

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
- Intramural sports are competitive sports played at your institution among other students at your institution.
- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Archery][Intercollegiate NCAA or NAIA]

FOR THIS GRID:

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Men's Sports and Scholarships

[Archery][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Archery][Intramural]

FOR THIS GRID:

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Men's Sports and Scholarships

[Archery][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Badminton][Intercollegiate NCAA or NAIA]

FOR THIS GRID:

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Men's Sports and Scholarships

[Badminton][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Badminton][Intramural]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Badminton][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Baseball][Intercollegiate NCAA or NAIA]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Baseball][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Baseball][Intramural]

FOR THIS GRID:

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Men's Sports and Scholarships

[Baseball][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Basketball][Intercollegiate NCAA or NAIA]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Basketball][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Basketball][Intramural]

1



FOR THIS GRID:

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Men's Sports and Scholarships

[Basketball][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Bowling][Intercollegiate NCAA or NAIA]

FOR THIS GRID:

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Men's Sports and Scholarships

[Bowling][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Bowling][Intramural]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Bowling][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Cheerleading][Intercollegiate NCAA or NAIA]

FOR THIS GRID:

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Men's Sports and Scholarships

[Cheerleading][Scholarships Available?]

FOR THIS GRID:

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- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Cheerleading][Intramural]

FOR THIS GRID:

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- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Cheerleading][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Crew (Rowing) Heavyweight][Intercollegiate NCAA or NAIA]

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
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- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Crew (Rowing) Heavyweight][Scholarships Available?]

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
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- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Crew (Rowing) Heavyweight][Intramural]

FOR THIS GRID:

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Men's Sports and Scholarships

[Crew (Rowing) Heavyweight][Club (intercollegiate)]

FOR THIS GRID:

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- Intramural sports are competitive sports played at your institution among other students at your institution.
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Men's Sports and Scholarships

[Crew (Rowing) Lightweight][Intercollegiate NCAA or NAIA]

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
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Men's Sports and Scholarships

[Crew (Rowing) Lightweight][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Crew (Rowing) Lightweight][Intramural]

FOR THIS GRID:

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Men's Sports and Scholarships

[Crew (Rowing) Lightweight][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Cross-country][Intercollegiate NCAA or NAIA]

1

FOR THIS GRID:

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- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Cross-country][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Cross-country][Intramural]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Cross-country][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Curling][Intercollegiate NCAA or NAIA]

FOR THIS GRID:

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Men's Sports and Scholarships

[Curling][Scholarships Available?]

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Men's Sports and Scholarships

[Curling][Intramural]

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Men's Sports and Scholarships

[Curling][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Equestrian][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Equestrian][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Equestrian][Intramural]

FOR THIS GRID:

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Men's Sports and Scholarships

[Equestrian][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Fencing][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Fencing][Scholarships Available?]

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Men's Sports and Scholarships

[Fencing][Intramural]

FOR THIS GRID:

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Men's Sports and Scholarships

[Fencing][Club (intercollegiate)]

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Men's Sports and Scholarships

[Field Hockey][Intercollegiate NCAA or NAIA]

FOR THIS GRID:

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Men's Sports and Scholarships

[Field Hockey][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Field Hockey][Intramural]

FOR THIS GRID:

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Men's Sports and Scholarships

[Field Hockey][Club (intercollegiate)]

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Men's Sports and Scholarships

[Figure Skating][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Figure Skating][Scholarships Available?]

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Men's Sports and Scholarships

[Figure Skating][Intramural]



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Men's Sports and Scholarships

[Figure Skating][Club (intercollegiate)]

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Men's Sports and Scholarships

[Football][Intercollegiate NCAA or NAIA]

1

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Men's Sports and Scholarships

[Football][Scholarships Available?]

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Men's Sports and Scholarships

[Football][Intramural]

1

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Men's Sports and Scholarships

[Football][Club (intercollegiate)]

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Men's Sports and Scholarships

[Golf][Intercollegiate NCAA or NAIA]

1

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Men's Sports and Scholarships

[Golf][Scholarships Available?]

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Men's Sports and Scholarships

[Golf][Intramural]

1

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Men's Sports and Scholarships

[Golf][Club (intercollegiate)]

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Men's Sports and Scholarships

[Gymnastics][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Gymnastics][Scholarships Available?]

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Men's Sports and Scholarships

[Gymnastics][Intramural]

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Men's Sports and Scholarships

[Gymnastics][Club (intercollegiate)]

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Men's Sports and Scholarships

[Ice Hockey][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Ice Hockey][Scholarships Available?]

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Men's Sports and Scholarships

[Ice Hockey][Intramural]

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Men's Sports and Scholarships

[Ice Hockey][Club (intercollegiate)]

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Men's Sports and Scholarships

[Lacrosse][Intercollegiate NCAA or NAIA]

1

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Men's Sports and Scholarships

[Lacrosse][Scholarships Available?]

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Men's Sports and Scholarships

[Lacrosse][Intramural]

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Men's Sports and Scholarships

[Lacrosse][Club (intercollegiate)]

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Men's Sports and Scholarships

[Lightweight Football][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Lightweight Football][Scholarships Available?]

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Men's Sports and Scholarships

[Lightweight Football][Intramural]

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Men's Sports and Scholarships

[Lightweight Football][Club (intercollegiate)]

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Men's Sports and Scholarships

[Martial Arts][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Martial Arts][Scholarships Available?]

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Men's Sports and Scholarships

[Martial Arts][Intramural]

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Men's Sports and Scholarships

[Martial Arts][Club (intercollegiate)]

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Men's Sports and Scholarships

[Racquetball][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Racquetball][Scholarships Available?]

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Men's Sports and Scholarships

[Racquetball][Intramural]

1

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Men's Sports and Scholarships

[Racquetball][Club (intercollegiate)]

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Men's Sports and Scholarships

[Rifle][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Rifle][Scholarships Available?]

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Men's Sports and Scholarships

[Rifle][Intramural]

FOR THIS GRID:

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Men's Sports and Scholarships

[Rifle][Club (intercollegiate)]

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Men's Sports and Scholarships

[Rodeo][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Rodeo][Scholarships Available?]

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Men's Sports and Scholarships

[Rodeo][Intramural]



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Men's Sports and Scholarships

[Rodeo][Club (intercollegiate)]

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Men's Sports and Scholarships

[Rugby][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Rugby][Scholarships Available?]

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Men's Sports and Scholarships

[Rugby][Intramural]

FOR THIS GRID:

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Men's Sports and Scholarships

[Rugby][Club (intercollegiate)]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Sailing][Intercollegiate NCAA or NAIA]

FOR THIS GRID:

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Men's Sports and Scholarships

[Sailing][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Sailing][Intramural]

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
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Men's Sports and Scholarships

[Sailing][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Skiing: Alpine][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Skiing: Alpine][Scholarships Available?]

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
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Men's Sports and Scholarships

[Skiing: Alpine][Intramural]

FOR THIS GRID:

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Men's Sports and Scholarships

[Skiing: Alpine][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Skiing: Nordic][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Skiing: Nordic][Scholarships Available?]

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- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
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Men's Sports and Scholarships

[Skiing: Nordic][Intramural]

FOR THIS GRID:

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Men's Sports and Scholarships

[Skiing: Nordic][Club (intercollegiate)]

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
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Men's Sports and Scholarships

[Soccer][Intercollegiate NCAA or NAIA]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Soccer][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Soccer][Intramural]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Soccer][Club (intercollegiate)]

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Men's Sports and Scholarships

[Softball][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Softball][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Softball][Intramural]

1

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Men's Sports and Scholarships

[Softball][Club (intercollegiate)]

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Men's Sports and Scholarships

[Squash][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Squash][Scholarships Available?]

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Men's Sports and Scholarships

[Squash][Intramural]

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Men's Sports and Scholarships

[Squash][Club (intercollegiate)]

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Men's Sports and Scholarships

[Swimming and Diving][Intercollegiate NCAA or NAIA]

1

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Men's Sports and Scholarships

[Swimming and Diving][Scholarships Available?]

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Men's Sports and Scholarships

[Swimming and Diving][Intramural]

1

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Men's Sports and Scholarships

[Swimming and Diving][Club (intercollegiate)]

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Men's Sports and Scholarships

[Synchronized Swimming][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Synchronized Swimming][Scholarships Available?]

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Men's Sports and Scholarships

[Synchronized Swimming][Intramural]

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Men's Sports and Scholarships

[Synchronized Swimming][Club (intercollegiate)]

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Men's Sports and Scholarships

[Team Handball][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Team Handball][Scholarships Available?]

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Men's Sports and Scholarships

[Team Handball][Intramural]



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Men's Sports and Scholarships

[Team Handball][Club (intercollegiate)]

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Men's Sports and Scholarships

[Tennis][Intercollegiate NCAA or NAIA]

1

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Men's Sports and Scholarships

[Tennis][Scholarships Available?]

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Men's Sports and Scholarships

[Tennis][Intramural]

1

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Men's Sports and Scholarships

[Tennis][Club (intercollegiate)]

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Men's Sports and Scholarships

[Track and Field (indoor)][Intercollegiate NCAA or NAIA]

1

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Men's Sports and Scholarships

[Track and Field (indoor)][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Track and Field (indoor)][Intramural]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Track and Field (indoor)][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Track and Field (outdoor)][Intercollegiate NCAA or NAIA]

1

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Men's Sports and Scholarships

[Track and Field (outdoor)][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Track and Field (outdoor)][Intramural]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Track and Field (outdoor)][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Ultimate Frisbee][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Ultimate Frisbee][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Ultimate Frisbee][Intramural]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Ultimate Frisbee][Club (intercollegiate)]

1

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Men's Sports and Scholarships

[Volleyball][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Volleyball][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Volleyball][Intramural]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Volleyball][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Water Polo][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Water Polo][Scholarships Available?]

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Men's Sports and Scholarships

[Water Polo][Intramural]

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- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
- Intramural sports are competitive sports played at your institution among other students at your institution.
- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Water Polo][Club (intercollegiate)]

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
- Intramural sports are competitive sports played at your institution among other students at your institution.
- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Water Skiing][Intercollegiate NCAA or NAIA]

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
- Intramural sports are competitive sports played at your institution among other students at your institution.
- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Water Skiing][Scholarships Available?]

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
- Intramural sports are competitive sports played at your institution among other students at your institution.
- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Water Skiing][Intramural]

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
- Intramural sports are competitive sports played at your institution among other students at your institution.
- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Water Skiing][Club (intercollegiate)]

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
- Intramural sports are competitive sports played at your institution among other students at your institution.
- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Wrestling][Intercollegiate NCAA or NAIA]

1

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
- Intramural sports are competitive sports played at your institution among other students at your institution.
- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Wrestling][Scholarships Available?]

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
- Intramural sports are competitive sports played at your institution among other students at your institution.
- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Wrestling][Intramural]

1

FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
- Intramural sports are competitive sports played at your institution among other students at your institution.
- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Men's Sports and Scholarships

[Wrestling][Club (intercollegiate)]

Women's Sports and Scholarships [Archery][Intercollegiate NCAA or NAIA]

Women's Sports and Scholarships [Archery][Scholarships Available?]

Women's Sports and Scholarships [Archery][Intramural]

Women's Sports and Scholarships [Archery][Club (intercollegiate)]

Women's Sports and Scholarships [Badminton][Intercollegiate NCAA or NAIA]

Women's Sports and Scholarships [Badminton][Scholarships Available?]

Women's Sports and Scholarships [Badminton][Intramural]

Women's Sports and Scholarships [Badminton][Club (intercollegiate)]

Women's Sports and Scholarships [Baseball][Intercollegiate NCAA or NAIA]

Women's Sports and Scholarships [Baseball][Scholarships Available?]
Women's Sports and Scholarships [Baseball][Intramural]
Women's Sports and Scholarships [Baseball][Club (intercollegiate)]
Women's Sports and Scholarships [Basketball][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Basketball][Scholarships Available?]
Women's Sports and Scholarships [Basketball][Intramural]
Women's Sports and Scholarships [Basketball][Club (intercollegiate)]
Women's Sports and Scholarships [Bowling][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Bowling][Scholarships Available?]
Women's Sports and Scholarships [Bowling][Intramural]
Women's Sports and Scholarships [Bowling][Club (intercollegiate)]
Women's Sports and Scholarships [Cheerleading][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Cheerleading][Scholarships Available?]
Women's Sports and Scholarships [Cheerleading][Intramural]
Women's Sports and Scholarships [Cheerleading][Club (intercollegiate)]
Women's Sports and Scholarships [Crew (Rowing) Heavyweight][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Crew (Rowing) Heavyweight][Scholarships Available?]
Women's Sports and Scholarships [Crew (Rowing) Heavyweight][Intramural]
Women's Sports and Scholarships [Crew (Rowing) Heavyweight][Club (intercollegiate)]
Women's Sports and Scholarships [Crew (Rowing) Lightweight][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Crew (Rowing) Lightweight][Scholarships Available?]



<u>Women's Sports and Scholarships</u> [Crew (Rowing) Lightweight][Intramural]
<u>Women's Sports and Scholarships</u> [Crew (Rowing) Lightweight][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Cross-country][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Cross-country][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Cross-country][Intramural]
<u>Women's Sports and Scholarships</u> [Cross-country][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Curling][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Curling][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Curling][Intramural]
<u>Women's Sports and Scholarships</u> [Curling][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Equestrian][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Equestrian][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Equestrian][Intramural]
<u>Women's Sports and Scholarships</u> [Equestrian][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Fencing][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Fencing][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Fencing][Intramural]
<u>Women's Sports and Scholarships</u> [Fencing][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Field Hockey][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Field Hockey][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Field Hockey][Intramural]

Women's Sports and Scholarships [Field Hockey][Club (intercollegiate)]
Women's Sports and Scholarships [Figure Skating][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Figure Skating][Scholarships Available?]
Women's Sports and Scholarships [Figure Skating][Intramural]
Women's Sports and Scholarships [Figure Skating][Club (intercollegiate)]
Women's Sports and Scholarships [Football][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Football][Scholarships Available?]
Women's Sports and Scholarships [Football][Intramural]
Women's Sports and Scholarships [Football][Club (intercollegiate)]
Women's Sports and Scholarships [Golf][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Golf][Scholarships Available?]
Women's Sports and Scholarships [Golf][Intramural]
Women's Sports and Scholarships [Golf][Club (intercollegiate)]
Women's Sports and Scholarships [Gymnastics][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Gymnastics][Scholarships Available?]
Women's Sports and Scholarships [Gymnastics][Intramural]
Women's Sports and Scholarships [Gymnastics][Club (intercollegiate)]
Women's Sports and Scholarships [Ice Hockey][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Ice Hockey][Scholarships Available?]
Women's Sports and Scholarships [Ice Hockey][Intramural]
Women's Sports and Scholarships [Ice Hockey][Club (intercollegiate)]

<u>Women's Sports and Scholarships</u> [Lacrosse][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Lacrosse][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Lacrosse][Intramural]
<u>Women's Sports and Scholarships</u> [Lacrosse][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Lightweight Football][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Lightweight Football][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Lightweight Football][Intramural]
<u>Women's Sports and Scholarships</u> [Lightweight Football][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Martial Arts][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Martial Arts][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Martial Arts][Intramural]
<u>Women's Sports and Scholarships</u> [Martial Arts][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Racquetball][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Racquetball][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Racquetball][Intramural]
<u>Women's Sports and Scholarships</u> [Racquetball][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Rifle][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Rifle][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Rifle][Intramural]
<u>Women's Sports and Scholarships</u> [Rifle][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Rodeo][Intercollegiate NCAA or NAIA]

Women's Sports and Scholarships [Rodeo][Scholarships Available?]
Women's Sports and Scholarships [Rodeo][Intramural]
Women's Sports and Scholarships [Rodeo][Club (intercollegiate)]
Women's Sports and Scholarships [Rugby][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Rugby][Scholarships Available?]
Women's Sports and Scholarships [Rugby][Intramural]
Women's Sports and Scholarships [Rugby][Club (intercollegiate)]
Women's Sports and Scholarships [Sailing][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Sailing][Scholarships Available?]
Women's Sports and Scholarships [Sailing][Intramural]
Women's Sports and Scholarships [Sailing][Club (intercollegiate)]
Women's Sports and Scholarships [Skiing: Alpine][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Skiing: Alpine][Scholarships Available?]
Women's Sports and Scholarships [Skiing: Alpine][Intramural]
Women's Sports and Scholarships [Skiing: Alpine][Club (intercollegiate)]
Women's Sports and Scholarships [Skiing: Nordic][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Skiing: Nordic][Scholarships Available?]
Women's Sports and Scholarships [Skiing: Nordic][Intramural]
Women's Sports and Scholarships [Skiing: Nordic][Club (intercollegiate)]
Women's Sports and Scholarships [Soccer][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Soccer][Scholarships Available?]

<u>Women's Sports and Scholarships</u> [Soccer][Intramural]
<u>Women's Sports and Scholarships</u> [Soccer][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Softball][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Softball][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Softball][Intramural]
<u>Women's Sports and Scholarships</u> [Softball][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Squash][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Squash][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Squash][Intramural]
<u>Women's Sports and Scholarships</u> [Squash][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Swimming and Diving][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Swimming and Diving][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Swimming and Diving][Intramural]
<u>Women's Sports and Scholarships</u> [Swimming and Diving][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Synchronized Swimming][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Synchronized Swimming][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Synchronized Swimming][Intramural]
<u>Women's Sports and Scholarships</u> [Synchronized Swimming][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Team Handball][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Team Handball][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Team Handball][Intramural]

Women's Sports and Scholarships [Team Handball][Club (intercollegiate)]
Women's Sports and Scholarships [Tennis][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Tennis][Scholarships Available?]
Women's Sports and Scholarships [Tennis][Intramural]
Women's Sports and Scholarships [Tennis][Club (intercollegiate)]
Women's Sports and Scholarships [Track and Field (indoor)][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Track and Field (indoor)][Scholarships Available?]
Women's Sports and Scholarships [Track and Field (indoor)][Intramural]
Women's Sports and Scholarships [Track and Field (indoor)][Club (intercollegiate)]
Women's Sports and Scholarships [Track and Field (outdoor)][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Track and Field (outdoor)][Scholarships Available?]
Women's Sports and Scholarships [Track and Field (outdoor)][Intramural]
Women's Sports and Scholarships [Track and Field (outdoor)][Club (intercollegiate)]
Women's Sports and Scholarships [Ultimate Frisbee][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Ultimate Frisbee][Scholarships Available?]
Women's Sports and Scholarships [Ultimate Frisbee][Intramural]
Women's Sports and Scholarships [Ultimate Frisbee][Club (intercollegiate)]
Women's Sports and Scholarships [Volleyball][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Volleyball][Scholarships Available?]
Women's Sports and Scholarships [Volleyball][Intramural]
Women's Sports and Scholarships [Volleyball][Club (intercollegiate)]

<u>Women's Sports and Scholarships</u> [Water Polo][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Water Polo][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Water Polo][Intramural]
<u>Women's Sports and Scholarships</u> [Water Polo][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Water Skiing][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Water Skiing][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Water Skiing][Intramural]
<u>Women's Sports and Scholarships</u> [Water Skiing][Club (intercollegiate)]
<u>Women's Sports and Scholarships</u> [Wrestling][Intercollegiate NCAA or NAIA]
<u>Women's Sports and Scholarships</u> [Wrestling][Scholarships Available?]
<u>Women's Sports and Scholarships</u> [Wrestling][Intramural]
<u>Women's Sports and Scholarships</u> [Wrestling][Club (intercollegiate)]

## Honor Societies

List names of honor societies:
{"Alpha Psi Omega","Delta Phi Alpha","Delta Sigma Rho - Tau Kappa Alpha","Eta Sigma Phi","Phi Beta Kappa","Phi Sigma Iota","Psi Chi","Sigma Xi","Phi Beta Lambda","Omicron Delta Epsilon"}

## Religious Student Organizations

List names of religious organizations:
{"Wabash Christian Men","Fellowship of Christian Athletes","Newman Center (Catholic)","Muslim Students Association"}

## Ethnic Student Organizations

List names of ethnic organizations.
{"International Students Association","Malcolm X Institute of Black Studies","Unidos Por Sangre (Hispanic/Latino)"}

## Other Student Organizations

List names of other organizations:

{"Senior Council","Alpha Phi Omega","The Bachelor","Board of Publications","College Democrats","College Republicans","Math Club","College Mentors for Kids","French Club","German Club","Spanish Club","Glee Club","Independent Men's Association","Inter-Fraternity Council","Model United Nations","Pre-Law Society","shOUT","Sphinx Club","WNDY","Students for Sustainability","Cooking Club","Student Senate","Brew Society","Cigar and Pipe Club","Clean Air Coalition","Disc Golf Club","Biology Society","Chemistry Club","Fencing Club","Gender Issues","Cricket Club","Cycling Club","Outdoorsman's Society","Paintball Club","Parliamentary Union","Philosophy Club","Rugby","Senior Council","Secular Student Alliance","Society of Physics Students","The Wabash Commentary","Ultimate Disc","Dork Club (gaming)","Progressive Students Movement","Dining Society","Running Club","Pre-Health Society","The Wabash Review","Martial Arts","Wamidan World Music Club"}

## Popular Cultural and Campus Events

List names of popular campus events:

{"Monon Bell Weekend","Homecoming Weekend","Pan-Hellenic Week","National Act Fall","Chapel Talks","Oktoberfest","Chapel Sing","Honor Scholar Weekend"}

## Student Background

Religious preference: Estimated religious preference percentage of fall 2015 enrolled undergraduate students. [Catholic]

Religious preference: Estimated religious preference percentage of fall 2015 enrolled undergraduate students. [Protestant]

Religious preference: Estimated religious preference percentage of fall 2015 enrolled undergraduate students. [Jewish]

Religious preference: Estimated religious preference percentage of fall 2015 enrolled undergraduate students. [Muslim]

Religious preference: Estimated religious preference percentage of fall 2015 enrolled undergraduate students. [Hindu]

Religious preference: Estimated religious preference percentage of fall 2015 enrolled undergraduate students. [Buddhist]

Religious preference: Estimated religious preference percentage of fall 2015 enrolled undergraduate students. [Mormon]

Religious preference: Estimated religious preference percentage of fall 2015 enrolled undergraduate students. [Claim no religious preference]

Religious preference: Estimated religious preference percentage of fall 2015 enrolled undergraduate students. [Don't know]

Religious preference: Estimated religious preference percentage of fall 2015 enrolled undergraduate students. [Institution Religious affiliation: (Question 10)]

Religious preference: Estimated religious preference percentage of fall 2015 enrolled undergraduate students. [Other (Define Below)]



Religious preference: Estimated religious preference percentage of fall 2015 enrolled undergraduate students. [All other]

Overlap schools: List up to five institutions that generally have the biggest overlaps (in terms of number of applicants) with your institution's applicant pool. Please use the alphabetical listing of colleges and universities on the left hand side of the grid. Select up to five institutions, then use the right arrow to move those schools to Overlap column. To remove a school from the right side of the grid, click on its name and hit the left arrow to move them back.

1786,1809,1825

## Housing

Institution offers housing:

Yes [Y]

Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Coed dorms]

Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Comment]

Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Women's dorms]

Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Comment]

Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Men's dorms]

Yes [Y]

Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Comment]

37

Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Sorority housing]

Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Comment]



Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Comment]

Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Theme housing]

Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Comment]

Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Wellness housing]

Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Comment]

Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Other housing options]

Yes [Y]

Check all types of college-owned, -operated, or -affiliated housing available for the 2015-2016 undergraduates at your institution and specify the percentages of students living in each type . Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percents in the 'Percent (%)' questions. [Comment]

9

Percentage of college-owned, operated or affiliated housing units that are: [Singles]

Percentage of college-owned, operated or affiliated housing units that are: [Doubles]

Percentage of college-owned, operated or affiliated housing units that are: [Triples/Suites]

Percentage of college-owned, operated or affiliated housing units that are: [Apartments]

Percentage of college-owned, operated or affiliated housing units that are: [Other]

How many college-owned, -operated or -affiliated housing buildings does your institution have?

24

Average percentage of students on campus during weekends:

Are students required to live in school-owned, -operated, or -affiliated housing? [Freshman year]

Yes [Yes]

Are students required to live in school-owned, -operated, or -affiliated housing? [Sophomore year]
Yes [Yes]
Are students required to live in school-owned, -operated, or -affiliated housing? [Junior year]
No [No]
Are students required to live in school-owned, -operated, or -affiliated housing? [Senior year]
No [No]
Campus housing is available for all unmarried students regardless of year:
Yes [Y]
School provides assistance in locating off-campus housing if on-campus housing is not available:
Yes [Y]

## Facilities

Computers/Facilities/Services offered during the **2015-2016** academic year.

If your institution has a webpage that documents hardware and software specifications required or recommended for new undergraduate entrants, please provide the link to that page:
<a href="http://www.wabash.edu/technology/newstudents">http://www.wabash.edu/technology/newstudents</a>
Computer equipment/network access for student use is provided in: (check all that apply) [Computer Center/Labs]
Yes [Y]
Computer equipment/network access for student use is provided in: (check all that apply) [Residence Halls]
Yes [Y]
Computer equipment/network access for student use is provided in: (check all that apply) [Library ]
Yes [Y]
Computer equipment/network access for student use is provided in: (check all that apply) [Student Center ]
Yes [Y]
What percent of college-owned, -operated, or -affiliated housing units (rooms, apartments, houses) are currently set up for high speed internet access?
100
Does the school/university have a wireless network?
Yes [Y]
To what percentage of college-owned, -operated, or -affiliated housing units does the college currently provide free wireless Internet access? Do not count units in which access is only available through communal hot spots instead of in students' personal living spaces:
100
If your institution currently utilizes a learning management system(s) for undergraduate students, which of the following functions can all undergraduate students currently perform using this/these system(s)? (Please check all that apply.) [Access all courses in which they are currently enrolled from a single interface]
Yes [Y]
If your institution currently utilizes a learning management system(s) for undergraduate students, which of the following functions can all undergraduate students currently perform using this/these system(s)? (Please check all that apply.) [Utilize a mobile app for portable display and use]
Yes [Y]
If your institution currently utilizes a learning management system(s) for undergraduate students, which of the following functions can all undergraduate students currently perform using this/these system(s)? (Please check all that apply.) [Grant family members access to account]

If your institution currently utilizes a learning management system(s) for undergraduate students, which of the following functions can all undergraduate students currently perform using this/these system(s)? (Please check all that apply.) [Access official or unofficial transcripts]

Yes [Y]

If your institution currently utilizes a learning management system(s) for undergraduate students, which of the following functions can all undergraduate students currently perform using this/these system(s)? (Please check all that apply.) [Determine extent of progress toward achieving degree requirements]

Yes [Y]

If your institution currently utilizes a learning management system(s) for undergraduate students, which of the following functions can all undergraduate students currently perform using this/these system(s)? (Please check all that apply.) [Register for courses]

Yes [Y]

If your institution currently utilizes a learning management system(s) for undergraduate students, which of the following functions can all undergraduate students currently perform using this/these system(s)? (Please check all that apply.) [Submit assignments]

Yes [Y]

If your institution currently utilizes a learning management system(s) for undergraduate students, which of the following functions can all undergraduate students currently perform using this/these system(s)? (Please check all that apply.) [Submit tuition payments]

Yes [Y]

If your institution currently utilizes a learning management system(s) for undergraduate students, which of the following functions can all undergraduate students currently perform using this/these system(s)? (Please check all that apply.) [Apply for financial aid]

Which of the following functions can undergraduate students currently perform online? (Please check all that apply.) [Complete and submit course evaluation forms]

Yes [Y]

Which of the following functions can undergraduate students currently perform online? (Please check all that apply.) [Reserve library materials]

Yes [Y]

Which of the following functions can undergraduate students currently perform online? (Please check all that apply.) [Receive instant alerts from campus-wide emergency alert system]

Yes [Y]

Which of the following functions can undergraduate students currently perform online? (Please check all that apply.) [Report emergencies to authorities]

Which of the following functions can undergraduate students currently perform online? (Please check all that apply.) [Secure on-campus housing]

Which of the following functions can undergraduate students currently perform online? (Please check all that apply.) [Pre-order food or take-out using meal plan credits]

Does your institution currently offer any online bachelor's degree programs, including but not limited to degree completion programs? (Definition: An online bachelor's degree program is a program for which all required coursework for program completion is able to be completed via distance education courses that incorporate Internet-based learning technologies. Distance education courses are courses that deliver instruction to students who are separated from the instructor, and support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Note that the requirements for coming to campus for orientation, testing, or academic support services do not exclude a program from being classified as an online bachelor's degree program.)

No [N]

What percentage of your institution's bachelor degree programs are online bachelor's degree programs?

Does your institution offer any individual distance education courses that grant credit toward a bachelor's degree? (Definition: Distance education courses are courses that deliver instruction to students who are separated from the instructor, and support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Note that requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as a distance education course.)

No [N]

School has a library on campus:

Yes [Y]

School is a member of library consortium(s):

Yes [Y]

List additional library facilities/collections separated by commas and semi-colons as appropriate. Do not include bullets, paragraph breaks, special characters, or other special formatting.

Ramsay Archival Center; Media Center; Louie Armstrong Record Collection; Rare Book Collection; Ted Steeg Video Archives; Abraham Lincoln original correspondence; Lew Wallace letters, photos, memorabilia; John Updike Collection

List museums and other special academic buildings/equipment on campus, specifying type separated by commas and semi-colons as appropriate. Do not include bullets, paragraph breaks, special characters, or other special formatting.

Caleb Mills House; Elston Homestead; Center of Inquiry in the Liberal Arts; Wabash Center for Teaching and Learning in Theology and Religion; Ramsay Archival Center.

## Regulations

Regulations/rules in effect during the 2015-2016 academic year.

All students may have cars on campus:

Yes [Y]

Number of university-owned or operated parking spaces available for student use:

Percentage of all students who have cars on campus:

Alcohol is permitted on campus to students of legal age:

Yes [Y]

## Student Employment

**Student Employment offered during the 2015-2016 academic year.**

NOTE: Do not include Work-Study in this section.

Institutional employment is available:

Yes [Y]

Percentage of full-time undergraduates who work on campus during the 2015-2016 academic year:

52

Average amount undergraduates may expect to earn per year from part-time on-campus work:

2650

Part-time off-campus employment opportunities for undergraduates are:

Fair [Fair]

Freshmen are discouraged from working during first term:

No [N]

## Programs for Learning Disabled Students

### Programs/Services for Learning Disabled Students offered during the 2015-2016 academic year

Check one type that describes your school's LD Program:

**Structured/Proactive/Comprehensive program:**

Program has separate admissions process and charges fees. Services go well beyond those that are legally mandated and the student is provided with a more structured environment. Low staff/student ratios. Compulsory student attendance. An advisor/advocate is made available to students.

**Self-directed/decentralized services:**

There is no separate admissions process and eligibility for services must be established by the provision of disability documentation that meets institutional standards. Services may be coordinated through the Disability Services office and are based on need as specified by the documentation. Other offices throughout the campus may also provide services and some services offered are not mandated by laws. Students' progress is not monitored.

**Compliance:**

Most of the services and accommodations that are provided to students with learning disabilities are those required by law. This type of program can meet the needs of independent students, aware of their needs and able to develop and coordinate their own support systems.

Compliance [Comp]

Are LD program services available to students that have not self-identified during the application process?

Yes [Y]

LD services are available to students who are (check as many that apply): [Freshmen]

Yes [Y]

LD services are available to students who are (check as many that apply): [Sophomores]

Yes [Y]

LD services are available to students who are (check as many that apply): [Juniors]

Yes [Y]

LD services are available to students who are (check as many that apply): [Seniors]

Yes [Y]

Please select counseling services that are offered to LD students and list how often they meet, per academic year: [Academic:]

Yes [Y]

Please select counseling services that are offered to LD students and list how often they meet, per academic year: [Comment]

Please select counseling services that are offered to LD students and list how often they meet, per academic year:  
[Psychological:]

Please select counseling services that are offered to LD students and list how often they meet, per academic year: [Comment]

Please select counseling services that are offered to LD students and list how often they meet, per academic year: [Student support groups:]

Please select counseling services that are offered to LD students and list how often they meet, per academic year: [Comment]

Please select counseling services that are offered to LD students and list how often they meet, per academic year: [Vocational:]
Please select counseling services that are offered to LD students and list how often they meet, per academic year: [Comment]
Please select services that are offered to LD students: [Diagnostic Testing Service]
Please select services that are offered to LD students: [Early Syllabus]
Please select services that are offered to LD students: [Exam on tape or computer]
Please select services that are offered to LD students: [Extended Time for Tests]
Yes [Y]
Please select services that are offered to LD students: [Learning Center]
Yes [Y]
Please select services that are offered to LD students: [Note-taking Services ]
Please select services that are offered to LD students: [Oral Tests]
Please select services that are offered to LD students: [Other Special Classes]
Please select services that are offered to LD students: [Other testing accommodations]
Please select services that are offered to LD students: [Priority registration]
Please select services that are offered to LD students: [Priority seating]
Please select services that are offered to LD students: [Proofreading services]
Please select services that are offered to LD students: [Readers ]
Please select services that are offered to LD students: [Reading Machines]
Please select services that are offered to LD students: [Remedial English]
Please select services that are offered to LD students: [Remedial Math]
Please select services that are offered to LD students: [Remedial Reading ]
Please select services that are offered to LD students: [Special bookstore section]
Please select services that are offered to LD students: [Substitution of courses]



Please select services that are offered to LD students: [Take home exam]
Please select services that are offered to LD students: [Tape Recorders]
Yes [Y]
Please select services that are offered to LD students: [Texts on tape]
Please select services that are offered to LD students: [Tutors]
Yes [Y]
Please select services that are offered to LD students: [Typist/Scribe]
Please select services that are offered to LD students: [Untimed Tests]
Yes [Y]
Please select services that are offered to LD students: [Videotaped Classes]
Please select services that are offered to LD students: [Waiver of foreign language degree requirement ]
Please select services that are offered to LD students: [Waiver of math degree requirement]
Please select services that are offered to LD students: [Other]
Unlimited, individual work with Academic Support Services
Is there an advisor/advocate from the LD program available to students?
Yes [Y]
Is individual tutoring available?
Yes [Y]
How often is individual tutoring available?
Daily [Daily]
Other tutorial options that are available to LD students. Check all that are available by setting: [Time management ][Individual]
1
Other tutorial options that are available to LD students. Check all that are available by setting: [Time management ][Group]
1
Other tutorial options that are available to LD students. Check all that are available by setting: [Organizational skills][Individual]
Other tutorial options that are available to LD students. Check all that are available by setting: [Organizational skills][Group]
Other tutorial options that are available to LD students. Check all that are available by setting: [Learning Strategies ][Individual]
Other tutorial options that are available to LD students. Check all that are available by setting: [Learning Strategies ][Group]
Other tutorial options that are available to LD students. Check all that are available by setting: [Content area ][Individual]
Other tutorial options that are available to LD students. Check all that are available by setting: [Content area ][Group]

Other tutorial options that are available to LD students. Check all that are available by setting: [Writing labs ][Individual]
1
Other tutorial options that are available to LD students. Check all that are available by setting: [Writing labs ][Group]
Other tutorial options that are available to LD students. Check all that are available by setting: [Math labs ][Individual]
1
Other tutorial options that are available to LD students. Check all that are available by setting: [Math labs ][Group]
Other tutorial options that are available to LD students. Check all that are available by setting: [Study skills ][Individual]
1
Other tutorial options that are available to LD students. Check all that are available by setting: [Study skills ][Group]
Are single rooms available to students with specific disabilities?
Yes [Y]
URL for LD Program/Unit:
<a href="http://www3.wabash.edu/orgs/writingcenter/ace.home.html">http://www3.wabash.edu/orgs/writingcenter/ace.home.html</a>
Person to contact for additional information on LD program: [Name:]
Heather Thrush
Person to contact for additional information on LD program: [Title:]
Director, Student Engagement and Success
Person to contact for additional information on LD program: [Phone:]
7653616347
Person to contact for additional information on LD program: [Email:]
thrushh@wabash.edu

## International Applicant Info

International Applicant Information for the 2015- 2016 academic year.

Indicate test requirements for undergraduate international applicants whose native language is not English. [TOEFL (Paper)]
Consider if submitted [Cons]
Indicate test requirements for undergraduate international applicants whose native language is not English. [TOEFL (Internet-based)]
Consider if submitted [Cons]
Indicate test requirements for undergraduate international applicants whose native language is not English. [Michigan Test]
Consider if submitted [Cons]
Indicate test requirements for undergraduate international applicants whose native language is not English. [IELTS]
Consider if submitted [Cons]
Indicate test requirements for undergraduate international applicants whose native language is not English. [SAT]
Require [Req]
Indicate test requirements for undergraduate international applicants whose native language is not English. [SAT Subject]
Consider if submitted [Cons]
Indicate test requirements for undergraduate international applicants whose native language is not English. [ACT]
Require [Req]

TOEFL and/or IELTS may be submitted in place of SAT or ACT
Yes [Y]
Minimum Required Test Scores [TOEFL (Paper)]
Minimum Required Test Scores [TOEFL (Internet-based)]
80.0000000000
Minimum Required Test Scores [Michigan test]
Minimum Required Test Scores [IELTS]
SAT - Minimum Required Test Scores [Critical Reading]
SAT - Minimum Required Test Scores [Math]
SAT - Minimum Required Test Scores [Writing]
SAT - Minimum Required Test Scores [Combined]
ACT - Minimum Required Test Scores [English]
ACT - Minimum Required Test Scores [Math]
ACT - Minimum Required Test Scores [Writing]
ACT - Minimum Required Test Scores [Combined]
Average score of admitted students: [TOEFL Paper:]
Average score of admitted students: [TOEFL Internet-based:]
Average score of admitted students: [IELTS:]
If SAT/ACT/SAT Subject Tests are required, check correct statement:
SAT/ACT/SAT Subject Tests may replace TOEFL/IELTS/Michigan Test [SAT]
Advanced deposit (in addition to tuition/room deposits required of all students) is required of international applicants:
No [N]
Preapplication form is required of international applicants:
No [N]
Separate application form is required of international applicants:
No [N]
Application closing date for international applicants: [Fall ][Enrollment Date]
04/01/2017

Application closing date for international applicants: [Fall ][or Rolling Basis Beginning Date]
Application closing date for international applicants: [Winter][Enrollment Date]
Application closing date for international applicants: [Winter][or Rolling Basis Beginning Date]
Application closing date for international applicants: [Spring][Enrollment Date]
12/01/2016
Application closing date for international applicants: [Spring][or Rolling Basis Beginning Date]
Application closing date for international applicants: [Summer][Enrollment Date]
Application closing date for international applicants: [Summer][or Rolling Basis Beginning Date]
Provide the number of degree-seeking, first-time, first-year (freshman) nonresident alien students who applied, were admitted, and enrolled in fall 2015. [Applicants]
157.0000000000
Provide the number of degree-seeking, first-time, first-year (freshman) nonresident alien students who applied, were admitted, and enrolled in fall 2015. [Admitted applicants]
58.0000000000
Provide the number of degree-seeking, first-time, first-year (freshman) nonresident alien students who applied, were admitted, and enrolled in fall 2015. [Enrolled]
19.0000000000
Do you offer conditional admission to international applicants?
No [N]
Are international students eligible to apply for early decision or early action?
Yes, both early decision or early action [Both]
Provide the number of international students who applied for and were accepted under each program for fall 2015: [Early decision][Number of applications from international students]
2
Provide the number of international students who applied for and were accepted under each program for fall 2015: [Early decision][Number of international students admitted under plan]
2
Provide the number of international students who applied for and were accepted under each program for fall 2015: [Early action][Number of applications from international students]
58
Provide the number of international students who applied for and were accepted under each program for fall 2015: [Early action][Number of international students admitted under plan]
27
If your institution actively recruits international students, please check all that apply: [Overseas visits to local or international secondary schools]
Yes [Y]
If your institution actively recruits international students, please check all that apply: [Overseas public college fairs]
Yes [Y]
If your institution actively recruits international students, please check all that apply: [Agents]
Yes [Y]

If your institution actively recruits international students, please check all that apply: [Social media / other Web-based approaches]
Yes [Y]
If your institution actively recruits international students, please check all that apply: [Other]
If your institution conducts off-campus admissions interviews with international students, please check all that apply [Skype or other Web-based video interview]
Yes [Y]
If your institution conducts off-campus admissions interviews with international students, please check all that apply [Phone]
Yes [Y]
If your institution conducts off-campus admissions interviews with international students, please check all that apply [In-country visits]
If your institution conducts off-campus admissions interviews with international students, please check all that apply [In-country alumni interviews]
Yes [Y]
Number of foreign countries represented by degree-seeking undergraduate nonresident aliens (Fall 2015):
14
List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2015-2016 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country: [1.][Countries]
China
List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2015-2016 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country: [1.][Percent]
33
List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2015-2016 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country: [2.][Countries]
Vietnam
List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2015-2016 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country: [2.][Percent]
31
List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2015-2016 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country: [3.][Countries]
South Korea
List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2015-2016 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country: [3.][Percent]
7
List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2015-2016 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country: [4.][Countries]
Cambodia
List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2015-2016 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country: [4.][Percent]
5
List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2015-2016 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country: [5.][Countries]
Bangladesh
List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2015-2016 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country: [5.][Percent]
3
List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2015-2016 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country: [6.][Countries]
India

List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2015-2016 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country: [6.][Percent]
3
Special services offered for international students: (check all that apply) [English lab]
Special services offered for international students: (check all that apply) [International student center]
Yes [Y]
Special services offered for international students: (check all that apply) [Special counselors/advisors]
Yes [Y]
Special services offered for international students: (check all that apply) [ESL program/classes]
Special services offered for international students: (check all that apply) [Host family program]
Yes [Y]
Special services offered for international students: (check all that apply) [Housing offered during all school holidays]
Special services offered for international students: (check all that apply) [Dining hall services offered to international students during all school holidays]
Special services offered for international students: (check all that apply) [Special orientation (1-6 days)]
Special services offered for international students: (check all that apply) [Special orientation (1-2 weeks)]
Special services offered for international students: (check all that apply) [Special orientation (2+ weeks)]
Special services offered for international students: (check all that apply) [Support in local set-up (e.g., bank account, cell phone, etc.)]
Is any portion of the undergraduate admissions website aimed at prospective international students translated into languages other than English?
No [N]
International student contact: [Name:]
Linda Weaver
International student contact: [Title:]
Coordinator of International Recruitment
International student contact: [Phone:]
7653616254
International student contact: [Email:]
weaverl@wabash.edu
International student contact: [URL for additional international applicant information:]

## Guidance Facilities

Check remedial learning services offered: (check all that apply) [Math]

Check remedial learning services offered: (check all that apply) [Reading]
Check remedial learning services offered: (check all that apply) [Study skills]
Check remedial learning services offered: (check all that apply) [Writing]
Check additional services offered: (check all that apply) [Day care]
Check additional services offered: (check all that apply) [Health insurance]
Yes [Y]
Check additional services offered: (check all that apply) [Health service]
Yes [Y]
Check additional services offered: (check all that apply) [Nonremedial tutoring]
Yes [Y]
Check additional services offered: (check all that apply) [Placement service]
Yes [Y]
Check additional services offered: (check all that apply) [Women's Center]
Check counseling services offered: (check all that apply) [Academic]
Yes [Y]
Check counseling services offered: (check all that apply) [Birth control]
Check counseling services offered: (check all that apply) [Career]
Yes [Y]
Check counseling services offered: (check all that apply) [International students]
Check counseling services offered: (check all that apply) [Military]
Check counseling services offered: (check all that apply) [Minority student]
Yes [Y]
Check counseling services offered: (check all that apply) [Older student]
Check counseling services offered: (check all that apply) [Personal]
Yes [Y]
Check counseling services offered: (check all that apply) [Psychological]
Yes [Y]
Check counseling services offered: (check all that apply) [Religious]
Yes [Y]
Check counseling services offered: (check all that apply) [Veteran student]
Check services available in career placement center: (check all that apply) [Alumni network]
Yes [Y]

Check services available in career placement center: (check all that apply) [Career/job search classes]
Yes [Y]
Check services available in career placement center: (check all that apply) [Co-op education]
Check services available in career placement center: (check all that apply) [Interest inventory]
Yes [Y]
Check services available in career placement center: (check all that apply) [International student internship / job placement assistance]
Check services available in career placement center: (check all that apply) [Internships]
Yes [Y]
Check services available in career placement center: (check all that apply) [Interview training]
Yes [Y]
Check services available in career placement center: (check all that apply) [On-campus job interviews]
Yes [Y]
Check services available in career placement center: (check all that apply) [Resume assistance]
Yes [Y]
Check special programs offered for physically disabled students: (check all that apply) [Adaptive equipment]
Check special programs offered for physically disabled students: (check all that apply) [Braille services]
Check special programs offered for physically disabled students: (check all that apply) [Interpreters for hearing-impaired]
Check special programs offered for physically disabled students: (check all that apply) [Note-taking services]
Yes [Y]
Check special programs offered for physically disabled students: (check all that apply) [Reader services]
Check special programs offered for physically disabled students: (check all that apply) [Special housing]
Yes [Y]
Check special programs offered for physically disabled students: (check all that apply) [Special transportation]
Yes [Y]
Check special programs offered for physically disabled students: (check all that apply) [Talking books]
Check special programs offered for physically disabled students: (check all that apply) [Tape recorders]
Yes [Y]
Check special programs offered for physically disabled students: (check all that apply) [Tutors]
Check term that best describes accessibility of campus to physically disabled students:
Mostly [Mstly]
Check campus safety and security services offered: [24-hour emergency telephones]
Check campus safety and security services offered: [24-hour foot and vehicle patrols]
Yes [Y]



Check campus safety and security services offered: [Controlled dormitory access (key, security card, etc)]
Yes [Y]
Check campus safety and security services offered: [Late night transport/escort service]
Yes [Y]
Check campus safety and security services offered: [Lighted pathways/sidewalks]
Yes [Y]
Check campus safety and security services offered: [Student patrols]

## Graduate Career Data

**Note:** The following questions refer to students who graduated from the institution with bachelors degrees.

In what year were these data collected?
2015
Are these data from:
Recent typical graduating class [Grad]
Are these data from: [Comment]
Graduates who pursue further graduate school study. Please answer the following questions cumulatively (i.e., the percentage of students who continue within one year should include the percentage of students who continue immediately). [continue immediately:]
22.0000000000
Graduates who pursue further graduate school study. Please answer the following questions cumulatively (i.e., the percentage of students who continue within one year should include the percentage of students who continue immediately). [continue within one year:]
25.0000000000
Graduates who pursue further graduate school study. Please answer the following questions cumulatively (i.e., the percentage of students who continue within one year should include the percentage of students who continue immediately). [continue within five years:]
Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Business:]
Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Law:]
20.0000000000
Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Medicine:]
20.0000000000
Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Dentistry:]
Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Engineering:]
Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Theology:]
Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Education:]
Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Graduate arts and sciences:]
23.0000000000

Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Veterinary medicine:]
Please select the graduate schools most commonly attended by your recent graduates
1809,1825,1840,1842
Percentage of graduates who enter job market in field related to major: [within six months of graduation:]
Percentage of graduates who enter job market in field related to major: [within one year of graduation:]
Percentage of graduates who enter job market in field related to major: [within two years of graduation:]
List up to three of your institution's most prominent alumni/ae along with their titles or fields of endeavor. Maximum number of allowable characters is 150. [Alumni 1]
Kevin Clifford, CEO, American Funds Distributors, Inc.
List up to three of your institution's most prominent alumni/ae along with their titles or fields of endeavor. Maximum number of allowable characters is 150. [Alumni 2]
Bill Wheeler, President of The Americas, MetLife, Inc.
List up to three of your institution's most prominent alumni/ae along with their titles or fields of endeavor. Maximum number of allowable characters is 150. [Alumni 3]
Doug Petno, CEO of Commercial Banking for JPMorgan Chase

## Firms That Hire Graduates

List names of firms that have hired graduates within the past 5 years.
{"Cancer Treatment Centers of America","Teach for America","The Peace Corps","Northwestern Mutual","Eli Lilly and Company","State of Indiana","Chase Bank","Liberty Mutual","Edward Jones","Target Corporation","US Army","Americorps","Royal United Mortgage","Radchem","Merrill Lynch","Laurus Strategies","Apparatus","Adams Remco","Midwest Plan Advisors","City Year","Perfect-A-Block LLC","Ameson Year in China","John Wiley & Sons","Polaris Laboratories","Axiom Resource Management","Cummins,Inc.,"HTG Capital Partners","Jeffries & Co.,"The Organic Wine Company","Tx: Team/Healthcare","United States Marine Corps","West Point Financial","United States Forest Service","AFLAC","Angie's List","Indiana University Medical School","Goldman Sachs","CIGNA Healthcare","Quest Expeditions","Vector Marketing","Private Bancorp","ACES Power Marketing","Epic Systems","Athletes in Action","RSA Inc.,"Goodwill Industries","Indiana University Health","Aon Risk Solutions","Indiana Dept. of Natural Resources","Friends of the Poor","Advance Auto Parts","Apria Healthcare","FASTPORT,ELANCO","Coyote Logistics","Thirst Project","Proctor & Gamble","The Creative Group","Prudential","Genworth Financial","Valspar Corporation","Appirio,3BlackDot","Naval Surface Warfare Center","T3 Trading Group","University of Southern California","United Airlines","Celedon Logistics","Wakely Consulting Group","ProTrans International","Mutual of Omaha","FCCI Insurance","Fulbright Scholar Program","Lewan Technology","iWireless"}

## Environment/Transportation

Please report on the 2015-2016 academic year.

Select the region from which the majority of U.S. students come:
East North Central (IL, IN, MI, OH, WI) [ENC]
Percentage of U.S. students who come from most popular region:
82
Campus size (acres):
94
Check one:
Campus is within one mile of city/town [Less]

[City/town where school is located: ]
Crawfordsville, IN
[Population:]
16015
[Major city closest to school:]
Indianapolis, IN
[Population:]
835000
[Distance from campus (miles):]
45
[City where nearest international or other major airport used by your students is located: ]
Indianapolis, IN
[Distance of airport from campus (miles):]
45
[City/town where nearest other airport used by your students is located: ]
Chicago, IL
[Distance of airport from campus (miles):]
130
[City/town where passenger train service (e.g., Amtrak) used by your students is located: ]
Crawfordsville, IN
[Distance of station from campus (miles):]
1
[City/town where passenger bus service (e.g., Greyhound, Trailways) used by your students is located: ]
Lafayette, IN
[Distance of station from campus (miles):]
28
Public transportation (municipal bus/trolley, subway, commuter rail) serves campus:
No [N]

## Social Media

Please provide the main link, if any, for the presence on each of the following sites that your institution identifies as its primary handle:

[Facebook:]
<a href="http://www.facebook.com/WabashCollegeNews">http://www.facebook.com/WabashCollegeNews</a>
[Twitter:]
<a href="http://twitter.com/#!/WabNews">http://twitter.com/#!/WabNews</a>
[LinkedIn:]
<a href="http://www.linkedin.com/groups?home=&amp;gid=42200&amp;trk=anet_ug_hm">http://www.linkedin.com/groups?home=&amp;gid=42200&amp;trk=anet_ug_hm</a>
[Google+:]

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## Main Survey Assessment

The following section contains a brief analysis of ranking data your school submitted on this year's Main statistical survey. All flagged data (identified by the red asterisk \*) must be addressed in order to submit your survey. To acknowledge that the flagged data is in fact correct, please select the confirmation checkbox associated with item in question. Once every flagged assessment item has been either confirmed or corrected, please proceed to the verification section.

**Making Data Changes** – If you notice an incorrect current year value please go back into the survey and correct the data point. The question numbers are listed for your reference. Changing last year's data must be done through your data collector. Please contact them with the updated information and a brief description as to why it needs changing. We will analyze the requested changes on a case by case basis and get back to you.

Below is a list of some terminology you may encounter:

**Large Change** - For the questions(s) indicated, the data submitted for the current year are significantly larger or smaller than the data supplied for the previous year. If the data supplied are correct as entered, please check the box. If the data is incorrect, please go back into the survey and supply new data.

**Missing** - No information has been submitted for this indicator. If the question does not apply to your institution, or if you cannot supply the data requested, please check the box. If you can supply the missing data, please go back into the survey and enter the new data. If you wish to add in missing previous year data, please contact your data collector with that information.

**High Value** - The data submitted are significantly higher than the norm. Please either correct the figure or verify that the data are correct as submitted.

Total Undergraduate Enrollment (Questions 30 , 34):	Current Year: 868	Last Year: 926
Total Graduate Enrollment (Questions 31 , 35):	Current Year: No Value Entered	Last Year: No Value Entered
Total Enrollment (Undergraduate & Graduate Students) (Questions 32 , 36):	Current Year: 868	Last Year: 926
Total Undergraduate Enrollment for Full-Time Males (Questions 29 , 33):	Current Year: 867	Last Year: 924
Total Undergraduate Enrollment for Full-Time Females (Questions 29 , 33):	Current Year: No Value Entered	Last Year: No Value Entered

Total Undergraduate Enrollment for Part-Time Males (Questions 29 , 33): Current Year:	Last Year:
1	2

The Total Undergraduate Enrollment numbers for Part-Time Males you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the Current Year value, contact your Data Collector to update Last Year's value, or confirm that this is correct. [I confirm that the current and last year's entries for Total Undergraduate Part-Time Males Enrollment are correct.]

Yes [Y]

Total Undergraduate Enrollment for Part-Time Females (Questions 29 , 33): Current Year:	Last Year:
No Value Entered	No Value Entered

Six-Year Graduation Rate (Questions 39 , 40): Fall 2009:	Fall 2008:
73	73

Historical six-year graduation rates (Question 45): Fall 2007:	Fall 2006:
69	73

Freshman Retention Rates (Question 47): Fall 2014:	Fall 2013:	Fall 2012:	Fall 2011:
85	89	85	86

Number of applications (Question 49): Current Year:	Last Year:
1247	1259

Number of acceptances (Question 49): Current Year:	Last Year:
766	881

Acceptance Rate (Question 49): Current Year:	Last Year:
61.4	70

Total first-time, first-year enrolled, men and women, full- and part-time (Questions 49, last row): Current Year:	Last Year:
238	256

Percent of first-time, first-year (freshman) degree-seeking students who enrolled in fall 2015 and submitted SAT scores (Question 70): Current Year:	Last Year:
78	79

Percent of first-time, first-year (freshman) degree-seeking students who enrolled in fall 2015 and submitted ACT scores (Question 72): Current Year:	Last Year:
65	65

25th percentile score for the SAT Critical Reading test (Question 73): Current Year:	Last Year:
510	500

75th percentile score for the SAT Critical Reading test (Question 73): Current Year:	Last Year:
610	600

25th percentile score for the SAT Math test (Question 73): Current Year:	Last Year:
530	520

75th percentile score for the SAT Math test (Question 73): Current Year:	Last Year:
640	640

25th percentile score for the ACT composite score (Question 75): Current Year:	Last Year:
22	22

75th percentile score for the ACT composite score (Question 75): Current Year:	Last Year:
28	27

Average SAT Critical Reading score (Question 79): Current Year:	Last Year:
559	553

Average SAT Math score (Question 79): Current Year:	Last Year:
590	581

Average ACT composite score (Question 79): Current Year:	Last Year:
25	25

High school class standing: Percent of entering students in the top 10% (Question 82): Current Year:	Last Year:
35	29

High school class standing: Percent of entering students in the top 25% (Question 82):	Current Year: 71	Last Year: 66
High school class standing: Percent of entering students in the top 50% (Question 82):	Current Year: 95	Last Year: 90
High school class standing: Percent of entering students in the bottom 50% (Question 82):	Current Year: 5	Last Year: 10
The High school class standing: Percent of entering students in the bottom 50% you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the Current Year value, contact your Data Collector to update Last Year's value, or confirm that this is correct. [I confirm that the Current and Last Year's High school class standing: Percent of entering students in the bottom 50% are correct]		
Yes [Y]		
High school class standing: Percent submitting (Question 82):	Current Year: 71	Last Year: 82
Available test scores included for all international students (Questions 80 , 81):	Current Year: Yes	Last Year: Yes
Available test scores included for all Minority students (Questions 80 , 81):	Current Year: Yes	Last Year: Yes
Available test scores included for all student athletes (Questions 80 , 81):	Current Year: Yes	Last Year: Yes
Available test scores included for all legacy students (Questions 80 , 81):	Current Year: Yes	Last Year: Yes
Available test scores included for all students admitted under special circumstances (Questions 80 , 81) :	Current Year: Na	Last Year: Na
Available test scores included for summer 2015 admits that enrolled in fall 2015 (Question 80):	Current Year: Yes	Last Year: Na

The Current Year response for the inclusion of available students who enrolled in the summer of 2015 test scores represents a large change compared to the value entered for Last Year. Either update the Current Year value, contact your Data Collector to update Last Year's value, or confirm that this is correct. [I confirm that the Current and Last Year's response for the inclusion of students who enrolled in the summer of 2015 test scores is correct.]

Yes [Y]

Alumni of record (Question 150): Current Year:  
9430

Last Year:  
9273

Alumni donors (Question 152): Current Year:  
3691

Last Year:  
3808

Alumni Giving Rate (Question 152 / Question 150): Current Year:  
39.1

Last Year:  
41.1

Faculty compensation: total number of 9 and 12 month faculty (Questions 153 , 154): Current Year:  
78

Last Year:  
83

Total salary and fringe benefits for 9 and 12 month faculty (Questions 153 , 154): Current Year:  
8261273

Last Year:  
8611079

Average faculty compensation (Questions 153 , 154): Current Year:  
105914

Last Year:  
103748

Total Instructional Faculty (Full Time) (Questions 155 , 156): Current Year:  
80

Last Year:  
85

Total Instructional Faculty (Part Time) (Questions 155 , 156): Current Year:  
25

Last Year:  
18

The Total Instructional Faculty (Part Time) numbers you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the Current Year value, contact your Data Collector to update Last Year's value, or confirm that this is correct. [I confirm that the Current and Last Year's Total Instructional Faculty (Part Time) are correct]

Yes [Y]

Total Instructional Faculty (Full Time and Part Time) (Questions 155 , 156): Current Year:  
105

Last Year:  
103



Total Instructional Full-Time Faculty with Doctorate or Terminal Degree (Questions 155 , 156):	Current Year:	Last Year:
	79	84
Percent of full-time instructional faculty with doctorate or other terminal degree (Questions 155 , 156):	Current Year:	Last Year:
	98.8	98.8
Percentage of full-time equivalent faculty that is full-time (Questions 155 , 156):	Current Year:	Last Year:
	90.6	93.4
Student to faculty ratio (Question 157):	Current Year:	Last Year:
	10	10
Total number of undergraduate class sections (Question 159):	Current Year:	Last Year:
	242	257
Percent of undergraduate class sections that have fewer than 20 students (Question 159)	Current Year:	Last Year:
	71.9	73.5
Percent of undergraduate class sections that have more than 50 students (Question 159)	Current Year:	Last Year:
	1.7	1.9
The Percent of undergraduate class sections that have more than 50 students you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the Current Year value, contact your Data Collector to update Last Year's value, or confirm that this is correct. [I confirm that the Current and Last Year's Percent of undergraduate class sections that have more than 50 students are correct]		
Yes [Y]		

## Verification

The data verification is the final opportunity you have to make changes to your statistical data before it is published in U.S. News products and/or distributed by U.S. News, or used in the Best Colleges ranking calculations. Please review this survey carefully, paying particular attention to any blank fields on your survey. A blank field may indicate that data were not submitted or that the response submitted did not pass our system error checks.

If all data are accurate and no changes are needed, please select the verification check box, fill out the identification information and hit the 'Submit Survey' button.

If you have any questions about your verification or this procedure, please contact your data collector.

On behalf of U.S. News and its many readers, thank you for the time and effort you have given to supply and verify this Information.

[I verify that, to the best of my knowledge, the information on this survey is accurate, and accurately describes my institution.]

Yes [Y]

Identification [Name:]

Preston R. Bost

Identification [Title:]

Director of Institutional Research

Identification [Date:]

5/12/2016