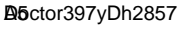




**A5 Degrees offered by your institution:**

- A5 Certificate
- A5 Diploma
- A5 Associate
- A5 Transfer Associate
- A5 Terminal Associate
- A5 Bachelor's X
- A5 Postbachelor's certificate
- A5 Master's X
- A5 Post-master's certificate
- A5  6ctor397yDh2857 8D65cs2510A5

**B. ENROLLMENT AND PERSISTENCE**

**B1 Institutional Enrollment - Men and Women** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2014. Note: Report students formerly designated as "first professional" in the graduate cells.

B1	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
<b>B1 Undergraduates</b>				
B1 Degree-seeking, first-time freshmen	253	362	0	0
B1 Other first-year, degree-seeking	99	125	3	8
B1 All other degree-seeking	486	811	44	88
B1 <i>Total degree-seeking</i>	<b>838</b>	<b>1,298</b>	<b>47</b>	<b>96</b>
B1 All other undergraduates enrolled in credit courses	1	0	2	6
B1 <i>Total undergraduates</i>	<b>839</b>	<b>1,298</b>	<b>49</b>	<b>102</b>
<b>B1 Graduate</b>				
B1 Degree-seeking, first-time	36	99	51	149
B1 All other degree-seeking	67	133	81	200
B1 All other graduates enrolled in credit courses	1	2	2	19
B1 <i>Total graduate</i>	<b>104</b>	<b>234</b>	<b>134</b>	<b>368</b>
B1 Total all undergraduates				2,288
B1 Total all graduate				840
<b>B1 GRAND TOTAL ALL STUDENTS</b>				<b>3,128</b>

**B2 Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2014. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic 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."

B2	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
B2 Nonresident aliens	19	82	82
B2 Hispanic/Latino	199	614	615
B2 Black or African American, non-Hispanic	144	460	463
B2 White, non-Hispanic	149	644	646
B2 American Indian or Alaska Native, non-Hispanic	1	10	10
B2 Asian, non-Hispanic	50	297	300
B2 Native Hawaiian or other Pacific Islander, non-Hispanic	2	7	7
B2 Two or more races, non-Hispanic	25	110	110
B2 Race and/or ethnicity unknown	26	55	55
<b>B2 TOTAL</b>	<b>615</b>	<b>2,279</b>	<b>2,288</b>

**Persistence**

**B3 Number of degrees awarded from July 1, 2013 to June 30, 2014**

B3 Certificate/diploma	
B3 Associate degrees	
B3 Bachelor's degrees	357
B3 Postbachelor's certificates	
B3 Master's degrees	196
B3 Post-Master's certificates	
B3 Doctoral degrees – research/scholarship	
B3 Doctoral degrees – professional practice	
B3 Doctoral degrees – other	

**Graduation Rates**

Common Data Set 2014-2015

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2014 Web-based survey.

**For Bachelor's or Equivalent Programs**

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

**Fall 2008 Cohort**

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2008. Include in the cohort those who entered your institution during the summer term preceding Fall 2008.

<b>B4</b>	Initial 2008 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	560
<b>B5</b>	Of the initial 2008 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	0
<b>B6</b>	Final 2008 cohort, after adjusting for allowable exclusions: (subtract question B5 from question B4)	560
<b>B7</b>	Of the initial 2008 cohort, how many completed the program in four years or less (by August 31, 2012):	143
<b>B8</b>	Of the initial 2008 cohort, how many completed the program in more than four years	79
<b>B9</b>		25
<b>B10</b>		247
<b>B11</b>		44%

**Fall 2007 Cohort**

<b>B4</b>		456
<b>B5</b>		0
<b>B6</b>		456
<b>B7</b>		107
<b>B8</b>		73
<b>B9</b>		17
<b>B10</b>		197

B11

43%

**For Two-Year Institutions**

*2011 Cohort*

B12

B13

B14

0

B15

B16

B17

B18

B19

B20

B21

*2010 Cohort*

B12

B13

B14

0

B15

B16

B17 Completers of programs of at least two but less than four years (total):

B18 B11B11-3.730281 -4.j/s y6h0 -9.0317 TD(B22)Tj/TT2 1 Tfo. ofam(stndergraduate )Tj0 -1.254 TD(students who entered your institution as freshmen in Fall 2013 (

B19

B20

B21

**Retention Rates**

B22 For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2013 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2014?

66.30%



**Applications**

C1

C1	4,690
C1	8,079
C1	1,761
C1	2,801
C1	253
C1	-
C1	362
C1	-

C2



Yes	No
	X

C2  
C2  
C2  
C2  
C2  
C2  
C2  
C2  
C2

Is your waiting list ranked?

**Admission Requirements**

C3 High school completion requirement

C3

X

C3

C3



C5 Other (specify) 

	2.5
--	-----

 2 Physical Education, 0.5 Speech

**Basis for Selection**

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

C6	Open admission policy as described above for all students	
C6	Open admission policy as described above for most students, but--	
C6	selective admission for out-of-state students	
C6	selective admission to some programs	
C6	other (explain)	

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

C7		Very Important	Important	Considered	Not Considered
C7	<b>Academic</b>				
C7	Rigor of secondary school record		X		
C7	Class rank	X			
C7	Academic GPA	X			
C7	Standardized test scores	X			
C7	Application Essay			X	
C7	Recommendation(s)			X	
C7	<b>Nonacademic</b>				
C7	Interview			X	
C7	Extracurricular activities			X	
C7	Talent/ability			X	
C7	Character/personal qualities		X		
C7	First generation			X	
C7	Alumni/ae relation			X	
C7	Geographical residence				X
C7	State residency				X
C7	Religious affiliation/commitment				X
C7	Racial/ethnic status				X
C7	Volunteer work			X	
C7	Work experience			X	
C7	Level of applicant's interest		X		

**SAT and ACT Policies**

C8 Entrance exams

C8A		Yes	No
C8A	Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?	X	

C8A If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2016.

C8A		ADMISSION				
C8A		Require	Recommend	Require for Some	Consider if Submitted	Not Used
C8A	SAT or ACT	X				
C8A	ACT only					
C8A	SAT only					
C8A	SAT and SAT Subject Tests or ACT					
C8A	SAT Subject Tests only					

C8B If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2016, please indicate which ONE of the following applies: (regardless of whether the writing score will be used in the admissions process):

C8B	ACT with Writing Component required	
C8B	ACT with Writing component recommended	X
C8B	ACT with or without Writing component accepted	

**C8C** Please indicate how your institution will use the SAT or ACT writing component; check all that apply:

	SAT essay	ACT essay
<b>C8C</b> For admission	X	X
<b>C8C</b> For placement	X	X
<b>C8C</b> For advising	X	X
<b>C8C</b> In place of an application essay	X	X
<b>C8C</b> As a validity check on the application essay		
<b>C8C</b> No college policy as of now		
<b>C8C</b> Not using essay component		

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

<b>C8D</b>	Yes	No
	X	

<b>C8E</b> Latest date by which SAT or ACT scores must be received for fall-	
<b>C8E</b> Latest date by which SAT Subject Test scores must be received for fall-term admission	

**C8F** If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, **C8F**

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

<b>C8G</b> SAT			
<b>C8G</b> ACT			
<b>C8G</b> SAT Subject Tests			
<b>C8G</b> AP			
<b>C8G</b> CLEP			
<b>C8G</b> Institutional Exam			
<b>C8G</b> State Exam (specify):			

**Freshman Profile**

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2014, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

**C9** Percent and number of first-time, first-year (freshman) students enrolled in Fall 2014 who submitted national standardized (SAT/ACT) test scores. Include information for ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores. Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

<b>C9</b>	Percent submitting SAT scores	80%	Number submitting SAT scores	492
<b>C9</b>	Percent submitting ACT scores	19%	Number submitting ACT scores	119

	25th Percentile	75th Percentile
<b>C9</b> SAT Critical Reading	470	580
<b>C9</b> SAT Math	490	580
<b>C9</b> SAT Writing	450	560
<b>C9</b> SAT Essay		
<b>C9</b> ACT Composite	20	25
<b>C9</b> ACT Math	19	26
<b>C9</b> ACT English	20	24
<b>C9</b> ACT Writing	6	8

**C9** Percent of first-time, first-year (freshman) students with scores in each range:

	SAT Critical Reading	SAT Math	SAT Writing
<b>C9</b> 700-800	3.66%	2.24%	2.44%





**C14 Application closing date**

C14  Yes  No  
 C14 Does your institution have an application closing date?   
 C14 Application closing date (fall):  
 C14 Priority date:

C15  Yes  No  
 C15

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

C16 On a rolling basis beginning (date): September 15   
 C16 By (date):  
 C16 Other:

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

C17 Must reply by (date):  
 C17 No set date:   
 C17 Must reply by May 1 or within \_\_\_\_\_ weeks if notified thereafter  
 C17 Other:

C17  Rolling  
 C17  200  
 C17   
 C17 Yes, in full  
 C17 Yes, in part  
 C17 No

**C18 Deferred admission**

C18  Yes  No  
 C18    
 C18

**C19 Early admission of high school students**

C19  Yes  No  
 C19

**C20 Common Application**

(Initiated during 2006-2007 cycle)

**Early Decision and Early Action Plans**

**C21 Early Decision**

C21  Yes  No  
 C21 Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of admission decisions that permits students to apply and be notified of admission decisions)

C21  
 C21  
 C21  
 C21  
 C21  
 C21 For the Fall 2014 entering class:  
 C21 Number of early decision applications received by your institution  
 C21  
 C21

--

**C22 Early action**

	Yes	No
C22		
C22	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?	
		X

C22 If "yes," please complete the following:

C22	Early action closing date	
C22	Early action notification date	

C22 Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?

C22	Yes	No
C22		

**D. TRANSFER ADMISSION**

**Fall Applicants**

D1		Yes	No
D1	Does your institution enroll transfer students? (If no, please skip to Section E)	X	
D1	If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?	X	
D2	Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2014.		
D2		Applicants	Admitted Applicants
D2	Men	823	222
D2	Women	1,569	507
D2	<b>Total</b>	<b>2,392</b>	<b>729</b>
			Enrolled Applicants
			91
			104
			195

**Application for Admission**

D3	Indicate terms for which transfers may enroll:					
D3	Fall	X				
D3	Winter					
D3	Spring	X				
D3	Summer	X				
D4		Yes	No			
D4	Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?		X			
D4	If yes, what is the minimum number of credits and the unit of measure?					
D5	Indicate all items required of transfer students to apply for admission:					
D5		Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
D5	High school transcript				X	
D5	College transcript(s)	X				
D5	Essay or personal statement				X	
D5	Interview				X	
D5	Standardized test scores			X		
D5	Statement of good standing from prior institution(s)			X		
D6	If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):					
				n/a		
D7	If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):					
				2.00		
D8	List any other application requirements specific to transfer applicants:					
D9						
D9		Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
D9	Fall					X
D9	Winter					
D9	Spring					X
D9	Summer					X
D10				Yes	No	

D10 Does an open admission policy, if reported, apply to transfer students?	n/a	
---	-----	--

D11 Describe additional requirements for transfer admission, if applicable:

**Transfer Credit Policies**

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

D13	Number	Unit Type
D13 Maximum number of credits or courses that may be transferred from a two-year institution:	No limit	Credit

D14	Number	Unit Type
D14 Maximum number of credits or courses that may be transferred from a four-year institution:	No limit	Credit

D15 Minimum number of credits that transfers must complete at your institution to earn an associate degree:	n/a	
---	-----	--

D16 Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:	36.00	
---	-------	--

D17 Describe other transfer credit policies: In considering credit by transfer from other institutions, HBU places a premium on credits from regionally accredited institutions. However, HBU will also consider a request for transfer credit from institutions that are not regionally accredited. Applicants must submit transcripts from all institutions and indicate courses for which they wish to receive transfer credit—whether from accredited or non-accredited institutions. After an initial review upon admission to the university, the Office of Admissions will, in some cases, indicate to the student which courses he or she may request consideration for transfer credit; this is handled by the colleges and schools of HBU. For transfer credits from a non-accredited institution, a maximum of 12 credits may be awarded; credit received will only be accepted in HBU's core curriculum, and only for courses in which the student earned a grade of "B" or higher.



**E1**

- E1** Accelerated program
- E1** Cooperative education program
- E1** Cross-registration
- E1** Distance learning



**G. ANNUAL EXPENSES**

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

**Provide 2015-2016 academic year costs of attendance for the following categories that are applicable to your institution.**

Check here if your institution's 2015-2016 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2015-2016 academic year costs of attendance will be available:

\_\_\_\_\_

**G1 Undergraduate full-time tuition, required fees, room and board** List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2015-2016 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are not included in tuition (e.g., registration, health, or activity fees.) Do not include optional fees (e.g., parking, laboratory use).

	First-Year	Undergraduates
<b>G1</b> PRIVATE INSTITUTIONS Tuition:	\$27,950	\$27,950
<b>G1</b> PUBLIC INSTITUTIONS Tuition: In-district		
<b>G1</b> PUBLIC INSTITUTIONS In-state (out-of-district):		
<b>G1</b> PUBLIC INSTITUTIONS Out-of-state:		
<b>G1</b> NONRESIDENT ALIENS Tuition:		
<b>G1</b> REQUIRED FEES:	\$1,850	\$1,850
<b>G1</b> ROOM AND BOARD: (on-campus)	\$7,715	\$7,715
<b>G1</b> ROOM ONLY: (on-campus)	\$4,500	\$4,500
<b>G1</b> BOARD ONLY: (on-campus meal plan)	\$3,216	\$3,216
<b>G1</b> Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees):		

**G1** Other:

	Minimum	Maximum
<b>G2</b> Number of credits per term a student can take for the stated full-time tuition	12	18

	Yes	No
<b>G3</b> Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?		X

	Yes	No
<b>G4</b> Do tuition and fees vary by undergraduate instructional program?		X

<b>G4</b>	%	
<b>G4</b> If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1?		



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

<b>G5</b>		Residents	Commuters (living at home)	Commuters (not living at home)
<b>G5</b>	Books and supplies	\$1,000	\$1,000	\$1,000
<b>G5</b>	Room only			\$4,500
<b>G5</b>	Board only		\$3,216	\$3,216
<b>G5</b>	Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			
<b>G5</b>	Transportation	\$1,562	\$2,862	\$2,862
<b>G5</b>	Other expenses	\$2,448	\$2,448	\$2,448

**G6** Undergraduate per-credit-hour charges (tuition only)

<b>G6</b>	PRIVATE INSTITUTIONS:	
<b>G6</b>	PUBLIC INSTITUTIONS In-district:	
<b>G6</b>	PUBLIC INSTITUTIONS In-state (out-of-district):	
<b>G6</b>	PUBLIC INSTITUTIONS Out-of-state:	
<b>G6</b>	NONRESIDENT ALIENS:	



Common Data Set 2014-2015

H2	c) Number of students in line <b>b</b> who were determined to have financial need	478	1555	86
H2	d) Number of students in line <b>c</b> who were awarded any financial aid	477	1550	84
H2	e) Number of students in line <b>d</b> who were awarded any need-based scholarship or grant aid	477	1539	79
H2	f) Number of students in line <b>d</b> who were awarded any need-based self-help aid	388	1309	72
H2	g) Number of students in line <b>d</b> who were awarded any non-need-based scholarship or grant aid	477	1472	46
H2	h) Number of students in line <b>d</b> whose need was fully met ( <u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u> )	97	274	3
H2	i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC ( <u>PLUS loans, unsubsidized loans, and private alternative loans</u> )	73.2%	70.2%	46.6%
H2	j) The average financial aid package of those in line <b>d</b> . Exclude any resources that were awarded to replace EFC ( <u>PLUS loans, unsubsidized loans, and private alternative loans</u> )	\$ 26,077	\$ 25,617	\$ 15,909
H2	k) Average need-based scholarship and grant award of those in line <b>e</b>	\$ 18,327	\$ 17,558	\$ 8,267
H2	l) Average need-based self-help award ( <u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u> ) of those in line <b>f</b>	\$ 7,546	\$ 8,166	\$ 8,719
H2	m) Average need-based loan ( <u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u> ) of those in line <b>f</b> who were awarded a need-based loan	\$ 5,147	\$ 5,233	\$ 5,112

H2A

H2A



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

H4 Provide the percentage of the class (defined above) who borrowed at any time through

H4a

H5 Report the average per-undergraduate-borrower cumulative principal borrowed of those in line H4.

H5a

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

H6  X  
 H6  X  
 H6

H6

69

H6

\$16,753

H6

\$1,155,957

H7

H7

H7

H7

H7 International Student's Certification of Finances  X

H7 Other (specify):

**Process for First-Year/Freshman Students**

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

H8  X  
 H8

H8 CSS/Financial Aid PROFILE

H8

H8

H8

H8

H9

H9

3/1

H9

4/15

H9	No deadline for filing required forms (applications processed on a rolling basis):	
----	--	--

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

H10	a) Students notified on or about (date):		
H10		Yes	No
H10	b) Students notified on a rolling basis:	X	
H10	If yes, starting date:		3/10

H11 Indicate reply dates:

H11	Students must reply by (date):	
H11	or within _____ weeks of notification.	

**Types of Aid Available**

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

H12 Loans

H12 FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

H12	Direct Subsidized Stafford Loans	X
H12	Direct Unsubsidized Stafford Loans	X
H12	Direct PLUS Loans	X

H12	Federal Perkins Loans	
H12	Federal Nursing Loans	
H12	State Loans	
H12	College/university loans from institutional funds	
H12	Other (specify):	

H13 Scholarships and Grants

H13 NEED-BASED:

H13	Federal Pell	X
H13	SEOG	X
H13	State scholarships/grants	X
H13	Private scholarships	X
H13	College/university scholarship or grant aid from institutional funds	X
H13	United Negro College Fund	
H13	Federal Nursing Scholarship	
H13	Other (specify):	

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

H14		Non-Need Based	Need-Based
H14	Academics	X	
H14	Alumni affiliation	X	
H14	Art	X	
H14	Athletics	X	
H14	Job skills		
H14	ROTC	X	
H14	Leadership		
H14	Minority status		
H14	Music/drama	X	
H14	Religious affiliation	X	
H14	State/district residency		

H15

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

**I. INSTRUCTIONAL FACULTY AND CLASS SIZE**

Please report the number of instructional faculty members in each category for Fall 2014. Include faculty who are on your institution's payroll on the census date your institution uses for

**11 IPEDS/AAUP.**

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

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

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

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

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

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

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

	Full-Time	Part-Time	Total
11 a) Total number of instructional faculty	135	105	240
11 b) Total number who are members of minority groups	25	17	42
11 c) Total number who are women	65	55	120
11 d) Total number who are men	70	50	120
11 e) Total number who are nonresident aliens (international)	2	2	4
11 f) Total number with doctorate, or other terminal degree	106	49	155
11 g) Total number whose highest degree is a master's but not a terminal master's	28	49	77
11 h) Total number whose highest degree is a bachelor's	1	7	8
11 i) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	0	0	0
11 j) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students			

**12 Student to Faculty Ratio**

Report the Fall 2014 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty.

12	Fall 2014 Student to Faculty ratio	16 to 1	(based on 2693 students)
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and 171 faculty).

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<b>Common Data Set Definitions</b>
<b>All definitions related to the financial aid section appear at the end of the Definitions document.</b>
Items preceded by an asterisk (*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys.
<b>* Academic advisement:</b> Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.
<b>Accelerated program:</b> Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term .
<b>Admitted student:</b> Applicant who is offered admission to a degree-granting program at your institution.
<b>* Adult student services:</b> Admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-entering after a lapse of a few years.
<b>American Indian or Alaska Native:</b> A person having origins in any of the original peoples of North and South America (including Central America) and maintaining tribal affiliation or community attachment.
<b>Applicant (first-time, first year):</b> An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).
<b>Application fee:</b> That amount of money that an institution charges for processing a student's application for acceptance. This amount is <i>not</i> creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.
<b>Asian:</b> A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
<b>Associate degree:</b> An award that normally requires at least two but less than four years of full-time equivalent college work.
<b>Bachelor's degree:</b> An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years but <i>not</i> more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study plan) program. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies.) Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.
<b>Black or African American:</b> A person having origins in any of the black racial groups of Africa.
<b>Board (charges):</b> Assume average cost for 19 meals per week or the maximum meal plan.
<b>Books and supplies (costs):</b> Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at your institution.
<b>Calendar system:</b> The method by which an institution structures most of its courses for the academic year.
<b>Campus Ministry:</b> Religious student organizations (denominational or nondenominational) devoted to fostering religious life on college campuses. May also refer to Campus Crusade for Christ, an interdenominational Christian organization.
<b>* Career and placement services:</b> A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.
<b>Carnegie units:</b> One year of study or the equivalent in a secondary school subject.
<b>Certificate:</b> See <b>Postsecondary award, certificate, or diploma.</b>
<b>Class rank:</b> The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.
<b>College-preparatory program:</b> Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.
<b>Common Application:</b> The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.
<b>* Community service program:</b> Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.





**Liberal arts/career combination:** Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on campus or through cross registration.

**Race/ethnicity:** Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

**Race/ethnicity unknown:** Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

**Religious affiliation/commitment (as admission factor):** Special consideration given in the admission process for affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.

\* **Religious counseling:** One-on-one or group counseling with trained professionals for students who want to explore religious problems or issues.

\* **Remedial services:** Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

**Volunteer work (as admission factor):** Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.

**Wait list:** List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.

**Weekend college:** A program that allows students to take a complete course of study and attend classes only on weekends.

**White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

\* **Women's center:** Center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.

**Work experience (as admission factor):** Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.

### Financial Aid Definitions

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

**External scholarships and grants:** Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

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

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

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

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

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

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

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

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

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

Non-need institutional grants

Non-need tuition waivers

Non-need athletic awards

Non-need federal grants

Non-need state grants

Non-need outside grants

Non-need student loans

Non-need parent loans

Non-need work

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

**Work study and employment:** Federal and state work study a 7ynstitutthson: Federarcelekagd by your iTj-13.9349 09 0 TD(: Federal and s rk study a 7ynsti 6licants.)

**SUMMARY OF SIGNIFICANT CHANGES TO THE CDS FOR 2014-2015**

There are no structural or definitional changes to **CDS for 2014-2015:**  
other than the incremental advancement by one for year-dependent items.