
Best Colleges – Main Survey

Date submitted

05/17/2016 20:08:40

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.

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.

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:]

Tracie Sapp

Survey Contact #1 [Job Title:]

Senior Associate Director of Institutional Research

Survey Contact #1 [Email:]

tsapp@uga.edu

Survey Contact #1 [Phone:]

7064253183

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:

University of Georgia

Mailing address:
Administration Building
City:
Athens
State:
Georgia
Zip:
30602
International Postal Code (If applicable):
Main phone:
7065423000
International Phone (If applicable):
Source of institutional control:
Public [Pub]
In what year was your institution founded?
1785
Religious Affiliation:
Which of the following best describes the campus setting of your institution?
City [City]
Classify your undergraduate institution:
Coeducational college [Coed]
Academic Year Calendar:
Semester [Sem]
Academic Year Calendar: [Comment]
Degrees Offered by your Institution: [Certificate]
Yes [Y]
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]
Yes [Y]

Degrees Offered by your Institution: [Master's]

Yes [Y]

Degrees Offered by your Institution: [Post-master's certificate]

Yes [Y]

Degrees Offered by your Institution: [Doctoral degree - research/scholarship]

Yes [Y]

Degrees Offered by your Institution: [Doctoral degree - professional practice]

Yes [Y]

Degrees Offered by your Institution: [Doctoral degree - other]

President's Contact Info: [Name:]

Jere W. Morehead

President's Contact Info: [Phone:]

7065421214

President's Contact Info: [Email:]

president@uga.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:]

Jan Gleason

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:]

jgleason@uga.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:]

706-542-8083

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:]

Karri Hobson-Pape

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:]

karri@uga.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 2 - Phone:]

706-542-8090

Respondent information. Who is completing this survey? [Name:]

Mary Moore

Respondent information. Who is completing this survey? [Title:]

Institutional Research Analyst

Respondent information. Who is completing this survey? [Email:]	mmoore10@uga.edu
Respondent information. Who is completing this survey? [Phone:]	706-425-3183
Admissions office mailing address:	Terrell Hall
City:	Athens
State:	Georgia [GA]
Zip:	30602
Admissions phone number:	7065428776
Admissions Email address:	adm-info@uga.edu
WWW home page address:	http://www.admissions.uga.edu
Is there a separate URL application site on the Internet? If so, please specify:	http://www.admissions.uga.edu/article/apply-now.html
Do you accept the Common Application?	No [N]

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]	2122
2015 Enrollment [Degree-seeking, first-time freshmen][Full-Time: Women]	3126
2015 Enrollment [Degree-seeking, first-time freshmen][Part-Time: Men]	12
2015 Enrollment [Degree-seeking, first-time freshmen][Part-Time: Women]	14
2015 Enrollment [Other first-year, degree-seeking][Full-Time: Men]	238
2015 Enrollment [Other first-year, degree-seeking][Full-Time: Women]	282
2015 Enrollment [Other first-year, degree-seeking][Part-Time: Men]	23
2015 Enrollment [Other first-year, degree-seeking][Part-Time: Women]	38

2015 Enrollment [All other degree- seeking][Full-Time: Men]	8586
2015 Enrollment [All other degree- seeking][Full-Time: Women]	11380
2015 Enrollment [All other degree- seeking][Part-Time: Men]	794
2015 Enrollment [All other degree- seeking][Part-Time: Women]	713
2015 Enrollment [Total degree-seeking][Full-Time: Men]	10946
2015 Enrollment [Total degree-seeking][Full-Time: Women]	14788
2015 Enrollment [Total degree-seeking][Part-Time: Men]	829
2015 Enrollment [Total degree-seeking][Part-Time: Women]	765
2015 Enrollment [All other undergraduates enrolled in credit course][Full-Time: Men]	71
2015 Enrollment [All other undergraduates enrolled in credit course][Full-Time: Women]	101
2015 Enrollment [All other undergraduates enrolled in credit course][Part-Time: Men]	18
2015 Enrollment [All other undergraduates enrolled in credit course][Part-Time: Women]	29
2015 Enrollment [Total undergraduates][Full-Time: Men]	11017
2015 Enrollment [Total undergraduates][Full-Time: Women]	14889
2015 Enrollment [Total undergraduates][Part-Time: Men]	847
2015 Enrollment [Total undergraduates][Part-Time: Women]	794
2015 Enrollment [Graduate degree seeking, first-time][Full-Time: Men]	865
2015 Enrollment [Graduate degree seeking, first-time][Full-Time: Women]	1377
2015 Enrollment [Graduate degree seeking, first-time][Part-Time: Men]	211
2015 Enrollment [Graduate degree seeking, first-time][Part-Time: Women]	256
2015 Enrollment [All other graduate degree seeking][Full-Time: Men]	1831

2015 Enrollment [All other graduate degree seeking][Full-Time: Women]	2526
2015 Enrollment [All other graduate degree seeking][Part-Time: Men]	520
2015 Enrollment [All other graduate degree seeking][Part-Time: Women]	831
2015 Enrollment [All other graduates enrolled in credit courses][Full-Time: Men]	11
2015 Enrollment [All other graduates enrolled in credit courses][Full-Time: Women]	30
2015 Enrollment [All other graduates enrolled in credit courses][Part-Time: Men]	36
2015 Enrollment [All other graduates enrolled in credit courses][Part-Time: Women]	89
2015 Enrollment [Total graduates][Full-Time: Men]	2707
2015 Enrollment [Total graduates][Full-Time: Women]	3933
2015 Enrollment [Total graduates][Part-Time: Men]	767
2015 Enrollment [Total graduates][Part-Time: Women]	1176
Total 2015 enrollment, all undergraduates:	27547
Total 2015 enrollment, all graduates:	8583
GRAND TOTAL - 2015 Enrollment:	36130

2014 Enrollment

Undergraduate - 2014 Enrollment [Degree-seeking, first-time freshmen][Full-Time: Men]	2007
Undergraduate - 2014 Enrollment [Degree-seeking, first-time freshmen][Full-Time: Women]	3233
Undergraduate - 2014 Enrollment [Degree-seeking, first-time freshmen][Part-Time: Men]	7
Undergraduate - 2014 Enrollment [Degree-seeking, first-time freshmen][Part-Time: Women]	14
Undergraduate - 2014 Enrollment [Other first-year, degree-seeking][Full-Time: Men]	242
Undergraduate - 2014 Enrollment [Other first-year, degree-seeking][Full-Time: Women]	323

Undergraduate - 2014 Enrollment [Other first-year, degree-seeking][Part-Tme: Men]	16
Undergraduate - 2014 Enrollment [Other first-year, degree-seeking][Part-Time: Women]	13
Undergraduate - 2014 Enrollment [All other degree- seeking][Full-Time: Men]	8415
Undergraduate - 2014 Enrollment [All other degree- seeking][Full-Time: Women]	11039
Undergraduate - 2014 Enrollment [All other degree- seeking][Part-Tme: Men]	768
Undergraduate - 2014 Enrollment [All other degree- seeking][Part-Time: Women]	661
Undergraduate - 2014 Enrollment [Total degree-seeking][Full-Time: Men]	10664
Undergraduate - 2014 Enrollment [Total degree-seeking][Full-Time: Women]	14595
Undergraduate - 2014 Enrollment [Total degree-seeking][Part-Tme: Men]	791
Undergraduate - 2014 Enrollment [Total degree-seeking][Part-Time: Women]	688
Undergraduate - 2014 Enrollment [All other undergraduates enrolled in credit courses][Full-Time: Men]	42
Undergraduate - 2014 Enrollment [All other undergraduates enrolled in credit courses][Full-Time: Women]	70
Undergraduate - 2014 Enrollment [All other undergraduates enrolled in credit courses][Part-Tme: Men]	18
Undergraduate - 2014 Enrollment [All other undergraduates enrolled in credit courses][Part-Time: Women]	14
Undergraduate - 2014 Enrollment [Total undergraduates][Full-Time: Men]	10706
Undergraduate - 2014 Enrollment [Total undergraduates][Full-Time: Women]	14665
Undergraduate - 2014 Enrollment [Total undergraduates][Part-Tme: Men]	809
Undergraduate - 2014 Enrollment [Total undergraduates][Part-Time: Women]	702
Undergraduate - 2014 Enrollment [Graduate degree-seeking, first-time][Full-Time: Men]	841
Undergraduate - 2014 Enrollment [Graduate degree-seeking, first-time][Full-Time: Women]	1292
Undergraduate - 2014 Enrollment [Graduate degree-seeking, first-time][Part-Tme: Men]	207

Undergraduate - 2014 Enrollment [Graduate degree-seeking, first-time][Part-Time: Women]	358
Undergraduate - 2014 Enrollment [All other graduate degree-seeking][Full-Time: Men]	1884
Undergraduate - 2014 Enrollment [All other graduate degree-seeking][Full-Time: Women]	2480
Undergraduate - 2014 Enrollment [All other graduate degree-seeking][Part-Time: Men]	474
Undergraduate - 2014 Enrollment [All other graduate degree-seeking][Part-Time: Women]	779
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]	2725
Undergraduate - 2014 Enrollment [Total graduates][Full-Time: Women]	3772
Undergraduate - 2014 Enrollment [Total graduates][Part-Time: Men]	681
Undergraduate - 2014 Enrollment [Total graduates][Part-Time: Women]	1137
Total 2014 enrollment, all undergraduates:	26882
Total 2014 enrollment, all graduates:	8315
GRAND TOTAL - 2014 Enrollment:	35197

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]
89
Ethnicity Grid: [Non-resident aliens][Degree-seeking Undergraduates]
449
Ethnicity Grid: [Hispanic][Degree-seeking first-time, first year students]
299
Ethnicity Grid: [Hispanic][Degree-seeking Undergraduates]
1489
Ethnicity Grid: [Black or African American, non-Hispanic][Degree-seeking first-time, first year students]
396
Ethnicity Grid: [Black or African American, non-Hispanic][Degree-seeking Undergraduates]
2046
Ethnicity Grid: [White, non-Hispanic][Degree-seeking first-time, first year students]
3638
Ethnicity Grid: [White, non-Hispanic][Degree-seeking Undergraduates]
19447
Ethnicity Grid: [American Indian or Alaskan Native, non-Hispanic][Degree-seeking first-time, first year students]
6
Ethnicity Grid: [American Indian or Alaskan Native, non-Hispanic][Degree-seeking Undergraduates]
24
Ethnicity Grid: [Asian, non-Hispanic][Degree-seeking first-time, first year students]
573
Ethnicity Grid: [Asian, non-Hispanic][Degree-seeking Undergraduates]
2608
Ethnicity Grid: [Native Hawaiian or other Pacific Islander, non-Hispanic][Degree-seeking first-time, first year students]
6
Ethnicity Grid: [Native Hawaiian or other Pacific Islander, non-Hispanic][Degree-seeking Undergraduates]
31
Ethnicity Grid: [Two or more races, non-Hispanic][Degree-seeking first-time, first year students]
215
Ethnicity Grid: [Two or more races, non-Hispanic][Degree-seeking Undergraduates]
1011
Ethnicity Grid: [Race/ethnicity unknown][Degree-seeking first-time, first year students]
52
Ethnicity Grid: [Race/ethnicity unknown][Degree-seeking Undergraduates]
223
Ethnicity Grid: [Total][Degree-seeking first-time, first year students]
5274
Ethnicity Grid: [Total][Degree-seeking Undergraduates]
27328
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Certificate/diploma]
308.0000000000

Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Associate degrees]
0.0000000000
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Bachelor's degrees]
6935.0000000000
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Post-bachelor's certificates]
84.0000000000
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Master's degrees]
1598.0000000000
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Post-master's certificates]
60.0000000000
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Doctoral degrees - research/scholarship]
467.0000000000
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Doctoral degrees - professional practice]
425.0000000000
Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015: [Doctoral degrees - other]
0.0000000000

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]
4675.0000000000
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]
0.0000000000
Fall 2009 Cohort: [C - (CDS B6): Final 2009 cohort, after subtracting the number of students under allowable exclusions]
4675.0000000000
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)]
2924.0000000000
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)]
950.0000000000
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)]
112.0000000000
Fall 2009 Cohort: [G - (CDS B10): Total graduating within six years (sum of CDS questions B7, B8, and B9)]
3986.0000000000
Fall 2009 Cohort: [H - (CDS B11): Six-year graduation rate for 2009 cohort (Equal to CDS B10/ CDS B6)]
85.0000000000
Fall 2008 Cohort: [A - (CDS B4): Initial 2008 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students]
4778.0000000000

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]
0.0000000000

Fall 2008 Cohort: [C - (CDS B6): Final 2008 cohort, after subtracting the number of students under allowable exclusions]
4778.0000000000

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)]
2903.0000000000

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)]
1020.0000000000

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)]
121.0000000000

Fall 2008 Cohort: [G - (CDS B10): Total graduating within six years (sum of CDS questions B7, B8, and B9)]
4044.0000000000

Fall 2008 Cohort: [H - (CDS B11): Six-year graduation rate for 2008 cohort (Equal to CDS B10/ CDS B6)]
85.0000000000

Of the students reported in question 39, line C, the number of nonresident alien (international) students:
45

Of the students reported in question 39, line G, the number of nonresident alien (international) students:
34

Six-year graduation rate for 2009 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate nonresident alien (international) students:
76

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]
830

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]

279

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]

3566

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]

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][Students who did not receive either a Pell Grant or a subsidized Stafford Loan]

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).

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

830

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]

279

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]

3566

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]

451

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]

162

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]

2311

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]

181

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]

52

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]

717

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]

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).

[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]

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).

[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]

77

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]

664

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]

217

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]

3105

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]

80

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]

78

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]

87

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)]

83.0000000000

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)]

82.0000000000

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)?

95

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)]

94.0000000000

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)]

94.0000000000

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)]

94.0000000000

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)?

94

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]

9012

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]

8415

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]

12933

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]

12462

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]

21945

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]

20877

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]

4443

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]

4486

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]

7161

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]

7158

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]

11604

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]

11644

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]

2122

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]

2007

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]

12

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]

7

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]

3126

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]

3233

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]

14

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]

14

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]**

5274

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]**

5261

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:]

954.0000000000

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

585.0000000000

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

34.0000000000

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]

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. [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]

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 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]

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 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. [Of these, units that must be lab][Units Required]

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 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]

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 Recommended]

3

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]

3

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]

3

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]

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]

1

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]

17

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]

19

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?

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]

Not Considered [No]

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]

Not Considered [No]

Nonacademic: [Extracurricular activities]

Considered [Cnsdr]

Nonacademic: [Talent/ability]

Considered [Cnsdr]

Nonacademic: [Character/personal qualities]

Considered [Cnsdr]

Nonacademic: [First generation]

Considered [Cnsdr]

Nonacademic: [Alumni/ae relation]

Not Considered [No]

Nonacademic: [Geographical residence]

Not Considered [No]

Nonacademic: [State residency]

Not Considered [No]

Nonacademic: [Religious affiliation/commitment]
Not Considered [No]
Nonacademic: [Racial/ethnic status]
Not Considered [No]
Nonacademic: [Volunteer Work]
Considered [Cnsdr]
Nonacademic: [Work experience]
Considered [Cnsdr]
Nonacademic: [Level of applicant's interest]
Not Considered [No]

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?
(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.”)
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]
Considered if submitted [Cnsrd]
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 or without Writing accepted [WrtNo]
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 or without Essay component accepted [WrtNo]
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [For admission][SAT essay]
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [For admission][ACT essay]
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [For placement][SAT essay]
Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [For placement][ACT essay]

Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [For advising][SAT essay]

Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [For advising][ACT essay]

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]

1

Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: [Not using essay component][ACT essay]

1

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:
01/24/2017

Latest date by which SAT Subject Tests scores must be received for fall-term admission:
01/24/2017

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 scores from the January sitting will be considered provided the student applied by our deadline of January 15th.
Test Scores must be sent directly AND electronically from testing agencies.

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:]
4083.0000000000

How many first-time, first-year (freshman) degree-seeking students who enrolled submitted SAT scores? [Fall 2014:]
4331.0000000000

What percent of first-time, first-year (freshman) degree-seeking students who enrolled submitted SAT scores? [Fall 2015:]	77.0000000000
What percent of first-time, first-year (freshman) degree-seeking students who enrolled submitted SAT scores? [Fall 2014:]	83.0000000000
How many first-time, first-year (freshman) degree-seeking students who enrolled submitted ACT scores? [Fall 2015:]	3648.0000000000
How many first-time, first-year (freshman) degree-seeking students who enrolled submitted ACT scores? [Fall 2014:]	3423.0000000000
What percent of first-time, first-year (freshman) degree-seeking students who enrolled submitted ACT scores? [Fall 2015:]	69.0000000000
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]	570
SAT Percentiles: Critical Reading & Math [SAT Critical Reading][2015 - 75th Percentile]	660
SAT Percentiles: Critical Reading & Math [SAT Critical Reading][2014 - 25th Percentile]	570
SAT Percentiles: Critical Reading & Math [SAT Critical Reading][2014 - 75th Percentile]	660
SAT Percentiles: Critical Reading & Math [SAT Math][2015 - 25th Percentile]	580
SAT Percentiles: Critical Reading & Math [SAT Math][2015 - 75th Percentile]	670
SAT Percentiles: Critical Reading & Math [SAT Math][2014 - 25th Percentile]	570
SAT Percentiles: Critical Reading & Math [SAT Math][2014 - 75th Percentile]	670
SAT Percentiles: Writing & Essay [SAT Writing][2015 - 25th Percentile]	560
SAT Percentiles: Writing & Essay [SAT Writing][2015 - 75th Percentile]	660
SAT Percentiles: Writing & Essay [SAT Writing][2014 - 25th Percentile]	570
SAT Percentiles: Writing & Essay [SAT Writing][2014 - 75th Percentile]	660
SAT Percentiles: Writing & Essay [SAT Essay][2015 - 25th Percentile]	6
SAT Percentiles: Writing & Essay [SAT Essay][2015 - 75th Percentile]	8
SAT Percentiles: Writing & Essay [SAT Essay][2014 - 25th Percentile]	8

SAT Percentiles: Writing & Essay [SAT Essay][2014 - 75th Percentile]
9
ACT Percentiles: Composite Score [ACT Composite Score][2015 - 25th Percentile]
26
ACT Percentiles: Composite Score [ACT Composite Score][2015 - 75th Percentile]
31
ACT Percentiles: Composite Score [ACT Composite Score][2014 - 25th Percentile]
26
ACT Percentiles: Composite Score [ACT Composite Score][2014 - 75th Percentile]
30
Act Percentiles [ACT English][2015 - 25th Percentile]
26
Act Percentiles [ACT English][2015 - 75th Percentile]
33
Act Percentiles [ACT English][2014 - 25th Percentile]
26
Act Percentiles [ACT English][2014 - 75th Percentile]
32
Act Percentiles [ACT Math][2015 - 25th Percentile]
25
Act Percentiles [ACT Math][2015 - 75th Percentile]
30
Act Percentiles [ACT Math][2014 - 25th Percentile]
25
Act Percentiles [ACT Math][2014 - 75th Percentile]
29
Act Percentiles [ACT Writing][2015 - 25th Percentile]
6
Act Percentiles [ACT Writing][2015 - 75th Percentile]
8
Act Percentiles [ACT Writing][2014 - 25th Percentile]
7
Act Percentiles [ACT Writing][2014 - 75th Percentile]
8
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]	14
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [700-800][SAT Math]	15
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [700-800][SAT Writing]	13
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [600-699][SAT Critical Reading]	49
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [600-699][SAT Math]	52
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [600-699][SAT Writing]	49
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [500-599][SAT Critical Reading]	33
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [500-599][SAT Math]	29
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [500-599][SAT Writing]	32
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [400-499][SAT Critical Reading]	4
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [400-499][SAT Math]	4
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [400-499][SAT Writing]	6
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with SAT scores in each range: [300-399][SAT Critical Reading]	0
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]	0
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]	33
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [30-36][ACT English]	49
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [30-36][ACT Math]	26
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]	58
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [24-29][ACT English]	41
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [24-29][ACT Math]	62
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]	8
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [18-23][ACT English]	9
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [18-23][ACT Math]	11
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]	1
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [12-17][ACT English]	1
Percent of first-time, first-year (freshman) students enrolled in fall 2015 with ACT scores in each range: [12-17][ACT Math]	1
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]
625

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]
633

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]
621

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]
29

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]
622

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]

630

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]

621

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]

29

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]

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 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]

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 students who began studies in summer 2014]

Yes [Yes]

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]

53

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]

52

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]

93

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]

92

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]

99

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]

99

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]

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 half of high school graduating class][Fall 2014]

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 2015]

0

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]

0

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]

70

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]

70

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]

82.0000000000

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]

14.0000000000

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]

3.0000000000

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]

1.0000000000

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]

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 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?
3.9
What was the GPA of first-time, first-year fall 2015 students at the 25th and 75th percentile? [GPA][25th]
3.8
What was the GPA of first-time, first-year fall 2015 students at the 25th and 75th percentile? [GPA][75th]
4.0
How many first-time, first-year, degree-seeking enrolled students received college credit for at least one Advanced Placement (AP) exam score?
4160
How many first-time, first-year, degree-seeking enrolled students received college credit for at least one International Baccalaureate (IB) exam score?
287

Applications

Does your institution have an application fee?
Yes [Y]
Amount of application fee:
60
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?
Yes [Y]
Application closing date (Fall)
01/15/2017
Application priority date:
10/15/2016
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:]
Notification to Applicants of Admission Decision Sent: [Comment]
Notification to Applicants of Admission Decision Sent: [By:]
Notification to Applicants of Admission Decision Sent: [Comment]

Notification to Applicants of Admission Decision Sent: [Other:]
Yes [Y]
Notification to Applicants of Admission Decision Sent: [Comment]
12/1 Early Action; 4/1 Regular
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 weeks
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:
one academic 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?
Yes [Y]
Early Decision Admissions: Does your institution offer an early decision plan for first-time, first-year (freshman) applicants for fall enrollment?
No [N]
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:]
10/15/2016
Early Action Dates and Applicants [Early action plan notification date:]
12/01/2016
Early Action Dates and Applicants [Number of early action applications received by your institution for fall 2015 entering class?]
13290
Early Action Dates and Applicants [Number of applicants admitted under early action plan for fall 2015 entering class?]
8749
Early Action Dates and Applicants [Number of applicants enrolled under early action plan for fall 2015 entering class?]
3989
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]
Yes [Y]

Check special requirements for admission to specific programs: [Audition required of dance program applicants]
Yes [Y]

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]
Yes [Y]

Institution has a partnership with college access organizations: [Upward Bound]
Yes [Y]

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:
Neither required/recommended [Null]

Off-Campus admissions interviews:
Are not available [Na]

Tuition deposit amount:
300

Tuition deposit is:
Nonrefundable [No]

Amount for housing deposit:

Deadline for housing deposit:

Is housing deposit refundable if student does not enroll?

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.

Army ROTC:

Offered on campus [On]

Navy ROTC:

Not offered [No]

Air Force ROTC:

Offered on campus [On]

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]
--

1276

Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Men][Admitted]

822

Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Men][Enrolled]
--

621

Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Women][Applicants]
--

1366

Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Women][Admitted]

906

Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Women][Enrolled]
--

672

Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Total][Applicants]
2642
Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Total][Admitted]
1728
Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015. [Total][Enrolled]
1293
Of the newly enrolled degree-seeking transfer students reported in the grid above, how many: [Entered with credits granted by a community college?]
Of the newly enrolled degree-seeking transfer students reported in the grid above, how many: [Had an associate degree granted by another institution?]
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]
Yes [Y]
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?
30
Indicate all items required of transfer students to apply for admission: [High school transcript]
Not required [Not]
Indicate all items required of transfer students to apply for admission: [College transcript(s)]
Required of All [ReqAll]
Indicate all items required of transfer students to apply for admission: [Essay or personal statement]
Not required [Not]
Indicate all items required of transfer students to apply for admission: [Interview]
Not required [Not]
Indicate all items required of transfer students to apply for admission: [Standardized test scores]
Required of Some [ReqSo]
Indicate all items required of transfer students to apply for admission: [Statement of good standing from prior institution(s)]
Required of Some [ReqSo]
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):
2.8
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]

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]
X

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:
65

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:]
45

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

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 undergraduate alumni of record at your institution? [2014-2015]
218243.0000000000

What was the number of undergraduate alumni of record at your institution? [2013-2014]
213696.0000000000

What was the number of undergraduate alumni solicited at least once during the year? [2014-2015]
217559.0000000000

What was the number of undergraduate alumni solicited at least once during the year? [2013-2014]
208634.0000000000

What was the number of undergraduate alumni donors for your institution in the following years? [2014-2015]

25239.0000000000

What was the number of undergraduate alumni donors for your institution in the following years? [2013-2014]

24048.0000000000

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)]

518

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)]

65645821

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)]

16244112

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)]

81889933

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)]

434

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)]

39511625

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)]

11242961

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)]

50754586

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)]

344

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)]

29515192

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)]

8619048

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)]

38134240

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)]

197

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)]

27082971

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)]

6784716

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)]

33867687

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)]

121

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)]

12739993

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)]

3605988

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)]

16345981

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)]

82

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)]

8315373

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)]

2381781

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)]

10697154

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

514

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

61756448

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)]

15371295

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

77127743

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

432

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

37397970

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)]

10481366

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

47879336

Faculty Salaries 2014 - 2015 Academic Year: [Assistant professor, 9-month (contract length)][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]
335

Faculty Salaries 2014 - 2015 Academic Year: [Assistant professor, 9-month (contract length)][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]
27657862

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)]
7662781

Faculty Salaries 2014 - 2015 Academic Year: [Assistant professor, 9-month (contract length)][Total Expenditures (Salary and Fringe Benefits)]
35320643

Faculty Salaries 2014 - 2015 Academic Year: [Professor, 12-month (contract length)][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]
209

Faculty Salaries 2014 - 2015 Academic Year: [Professor, 12-month (contract length)][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]
27341195

Faculty Salaries 2014 - 2015 Academic Year: [Professor, 12-month (contract length)][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]
6656585

Faculty Salaries 2014 - 2015 Academic Year: [Professor, 12-month (contract length)][Total Expenditures (Salary and Fringe Benefits)]
33997780

Faculty Salaries 2014 - 2015 Academic Year: [Associate professor, 12-month (contract length)][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]
124

Faculty Salaries 2014 - 2015 Academic Year: [Associate professor, 12-month (contract length)][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]
12414663

Faculty Salaries 2014 - 2015 Academic Year: [Associate professor, 12-month (contract length)][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]
3448792

Faculty Salaries 2014 - 2015 Academic Year: [Associate professor, 12-month (contract length)][Total Expenditures (Salary and Fringe Benefits)]
15863455

Faculty Salaries 2014 - 2015 Academic Year: [Assistant professor, 12-month (contract length)][Number of Faculty (Form 2, Sec. 1-3, Cols 1 & 6)]
84

Faculty Salaries 2014 - 2015 Academic Year: [Assistant professor, 12-month (contract length)][Salary Expenditures (Form 2, Sec. 1-3, Cols 2 & 7)]
7990688

Faculty Salaries 2014 - 2015 Academic Year: [Assistant professor, 12-month (contract length)][Fringe Benefit Expenditures (Form 3, Sec 1&2 Line 12, Cols 1, 3, & 6)]
2210710

Faculty Salaries 2014 - 2015 Academic Year: [Assistant professor, 12-month (contract length)][Total Expenditures (Salary and Fringe Benefits)]
10201398

(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]

1918

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

319

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

2237

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

386

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

46

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

432

2015 Instructional Faculty Members [Total number who are women][Full time]	731
2015 Instructional Faculty Members [Total number who are women][Part time]	151
2015 Instructional Faculty Members [Total number who are women][Total]	882
2015 Instructional Faculty Members [Total number who are men][Full time]	1187
2015 Instructional Faculty Members [Total number who are men][Part time]	168
2015 Instructional Faculty Members [Total number who are men][Total]	1355
2015 Instructional Faculty Members [Total number who are non-resident aliens (international)][Full time]	304
2015 Instructional Faculty Members [Total number who are non-resident aliens (international)][Part time]	20
2015 Instructional Faculty Members [Total number who are non-resident aliens (international)][Total]	324
2015 Instructional Faculty Members [Total number with doctorate or other terminal degree][Full time]	1824
2015 Instructional Faculty Members [Total number with doctorate or other terminal degree][Part time]	206
2015 Instructional Faculty Members [Total number with doctorate or other terminal degree][Total]	2030
2015 Instructional Faculty Members [Total number whose highest degree is a master's but not a terminal master's][Full time]	87
2015 Instructional Faculty Members [Total number whose highest degree is a master's but not a terminal master's][Part time]	93
2015 Instructional Faculty Members [Total number whose highest degree is a master's but not a terminal master's][Total]	180
2015 Instructional Faculty Members [Total number whose highest degree is a bachelor's][Full time]	7
2015 Instructional Faculty Members [Total number whose highest degree is a bachelor's][Part time]	20
2015 Instructional Faculty Members [Total number whose highest degree is a bachelor's][Total]	27
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]	233
2015 Instructional Faculty Members [Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students][Part time]	22
2015 Instructional Faculty Members [Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students][Total]	255
2015 Instructional Faculty Members [Total number whose highest degree is a Doctorate][Full time]	1635
2015 Instructional Faculty Members [Total number whose highest degree is a Doctorate][Part time]	148
2015 Instructional Faculty Members [Total number whose highest degree is a Doctorate][Total]	1783
2014 Instructional Faculty Members [Total number of instructional faculty][Full time]	1908
2014 Instructional Faculty Members [Total number of instructional faculty][Part time]	309
2014 Instructional Faculty Members [Total number of instructional faculty][Total]	2217
2014 Instructional Faculty Members [Total number who are members of minority groups][Full time]	392
2014 Instructional Faculty Members [Total number who are members of minority groups][Part time]	38
2014 Instructional Faculty Members [Total number who are members of minority groups][Total]	430
2014 Instructional Faculty Members [Total number who are women][Full time]	727
2014 Instructional Faculty Members [Total number who are women][Part time]	145
2014 Instructional Faculty Members [Total number who are women][Total]	872
2014 Instructional Faculty Members [Total number who are men][Full time]	1181
2014 Instructional Faculty Members [Total number who are men][Part time]	164
2014 Instructional Faculty Members [Total number who are men][Total]	1345
2014 Instructional Faculty Members [Total number who are non-resident aliens (international)][Full time]	326
2014 Instructional Faculty Members [Total number who are non-resident aliens (international)][Part time]	14
2014 Instructional Faculty Members [Total number who are non-resident aliens (international)][Total]	340

2014 Instructional Faculty Members [Total number with doctorate or other terminal degree][Full time]	1786
2014 Instructional Faculty Members [Total number with doctorate or other terminal degree][Part time]	204
2014 Instructional Faculty Members [Total number with doctorate or other terminal degree][Total]	1990
2014 Instructional Faculty Members [Total number whose highest degree is a master's but not a terminal master's][Full time]	116
2014 Instructional Faculty Members [Total number whose highest degree is a master's but not a terminal master's][Part time]	90
2014 Instructional Faculty Members [Total number whose highest degree is a master's but not a terminal master's][Total]	206
2014 Instructional Faculty Members [Total number whose highest degree is a bachelor's][Full time]	5
2014 Instructional Faculty Members [Total number whose highest degree is a bachelor's][Part time]	15
2014 Instructional Faculty Members [Total number whose highest degree is a bachelor's][Total]	20
2014 Instructional Faculty Members [Total number whose highest degree is unknown or other][Full time]	1
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]	1
2014 Instructional Faculty Members [Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students][Full time]	233
2014 Instructional Faculty Members [Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students][Part time]	19
2014 Instructional Faculty Members [Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students][Total]	252
2014 Instructional Faculty Members [Total number whose highest degree is a Doctorate][Full time]	1629
2014 Instructional Faculty Members [Total number whose highest degree is a Doctorate][Part time]	150
2014 Instructional Faculty Members [Total number whose highest degree is a Doctorate][Total]	1779
2015 Student Faculty Ratio [X number of students to 1 faculty]	18.0000000000
2015 Student Faculty Ratio [Based on X number of students]	32139.0000000000
2015 Student Faculty Ratio [Based on Y number of faculty]	1784.0000000000

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

18

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.

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]

270

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]

227

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]

1365

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][2014 Undergraduate Class Sections]

1248

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]

992

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]

1089

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]

474

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]

514

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]

321

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]

273

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]

260

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]

234

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]

227

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]

215

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]
3909

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]
3800

Graduate Assistants

Of the "undergraduate class sections" entered above for fall 2015, how many officially list a graduate teaching assistant as the primary instructor?
943
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.

Established by a charter adopted by the Georgia Legislature in 1785, the University of Georgia is the first university in America to be chartered by a state government. The principles embodied in its charter 'that education is the foundation of a democratic society and a right of all citizens, and that providing education is the responsibility of government' helped give rise to the American system of public higher education. UGA's picturesque 762-acre campus, in the Appalachian foothills about 70 miles northeast of Atlanta, is adorned with many 19th century buildings including Old College (1806), and the University Chapel (1832). North Campus, featuring quads with century-old trees and scenic green spaces, is listed on the National Register of Historic Places. Other notable campus features include bike paths, quiet gardens, one of the nation's largest student recreation/fitness centers and one of the oldest cemeteries on an American university campus (dating to 1814). The University of Georgia is Georgia's most popular college (approximately 23,000 applications for the 2016 freshman class) and has one of the nation's largest and oldest Honors Programs, attracting superior students from across the country. UGA will soon become the nation's largest public university to ensure that each of its students engages in hands-on experiences--such as an internship, study abroad, service-learning or research--that enhance learning and position them for success after graduation. The Experiential Learning requirement goes into effect in fall 2016 for all incoming and transfer undergraduate students. UGA is a national leader among public universities in the number of major scholarships earned by its students. Students have earned 23 Rhodes Scholarships, 51 Goldwater Scholarships, 20 Truman Scholarships, 14 Udall Scholarships, 36 Boren Scholarships and 7 Marshall Scholarships. Since 2001, 111 UGA students have earned Fulbright Scholarships. In 2015, Georgia was among only 7 universities nationwide with recipients of all three major national undergraduate scholarships: the Goldwater, Truman, and Udall. The student satisfaction rate is high with 95 percent of freshmen returning as sophomores, and Georgia's HOPE Scholarship keeps in-state student costs among the lowest at major public universities. Long a research leader in such fields as agriculture, biology and biotechnology, UGA is rapidly building strength in human and animal health and biomedicine with its College of Public Health, Biomedical and Health Sciences Institute and Cancer Center. A physician education program developed jointly with Augusta University began in 2010 to offset a severe shortage of doctors in Georgia. A 56-acre Health Sciences Campus houses the Medical Partnership, College of Public Health and other health-related programs. The Eugene P. Odum School of Ecology, opened in 2007, is the world's first stand-alone school devoted to ecological studies and research. UGA's Grady College of Journalism and Mass Communication is home to the prestigious Peabody Awards, the world's oldest prize in electronic media. In addition, the Peabody Archives in the Richard B. Russell Special Collections Libraries contain some of the best radio, television and cable programs ever produced. The University is home to Georgia's official state botanical garden, state art museum and state museum of natural history, as well as the Georgia Writers Hall of Fame.

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]

42.0101

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]

6.34

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]

52.0801

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]

5.87

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]

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 #3][Percent of Graduates]

5.67

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]

52.1401

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]

4.08

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]

52.0301

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]

3.00

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

42.0101

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

7

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

26.0101

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

6

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

52.0801

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

5

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

52.1401

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

4

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

45.0901

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

3

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:

1.0102,1.0103,1.0607,1.0802,1.0901,1.0903,1.0905,1.0907,1.1001,1.1103,1.1201,11.0701,13.1001,13.1203,13.121,13.1301,13.1305,13.1306,13.1308,13.1311,13.1312,13.1316,13.1318,14.0301,14.0801,14.0901,14.1001,14.1401,14.1901,14.4301,14.4501,16.0102,16.0104,16.0301,16.0302,16.0402,16.0501,16.0901,16.0902,16.0905,16.1101,19.0202,19.0401,19.0402,19.0501,19.0601,19.0701,23.0101,24.0101,24.0102,26.0101,26.021,26.0301,26.0401,26.0502,26.0702,26.0801,26.1201,26.1301,27.0101,27.0501,3.0104,3.0207,3.0501,3.0601,30.0101,30.1901,30.2202,30.2501,31.0501,31.0504,31.0505,38.0101,38.0201,4.0601,40.0201,40.0501,40.0509,40.0601,40.0801,42.0101,43.0103,44.0701,45.0201,45.0601,45.0701,45.0901,45.1001,45.1101,5.0134,5.0201,5.0207,50.0301,50.0501,50.0601,50.0701,50.0702,50.0703,50.0901,50.0903,50.0904,51.0201,51.0913,51.201,51.2202,51.2207,51.2305,51.3101,52.0101,52.0201,52.0301,52.0601,52.0801,52.1101,52.1201,52.1401,52.1501,52.1701,52.1902,54.0101,9.0101,9.0401,9.0702,9.0902,9.0903,16.09,16.12

Minors Offered

Select minors and other miscellaneous programs offered for undergraduates:

1.0102,1.0103,1.0601,1.0607,1.0901,1.0905,1.0907,1.1001,1.1102,1.1103,1.1201,11.0701,13.1401,16.0102,16.0104,16.0201,16.03,16.0301,16.0302,16.0303,16.0402,16.0501,16.0901,16.0902,16.0904,16.0905,16.1101,16.1202,16.1203,19.0402,19.0501,19.0601,19.0701,23.0101,26.0101,26.021,26.0301,26.0305,26.0401,26.0502,26.0702,26.0801,26.1201,26.1301,27.0101,27.0501,28.0199,28.0399,3.0103,3.0204,30.1901,30.2202,30.2501,31.0505,38.0101,38.0201,40.0201,40.0501,40.0601,40.0801,45.0201,45.0701,45.1001,45.1101,5.0101,5.0124,5.0134,5.0201,5.0207,50.0301,50.0501,50.0601,50.0702,50.0703,50.091,51.201,51.2201,51.2202,51.221,52.1902,54.0101,54.0103,9.0101,13.1102,31.0504,44,44.0401,1,3.0601,9.0401,13.1001,13.1203,13.1306,13.1308,13.1316,13.1318,14.0301,14.4501,16.09,16.12,30.0101,42.0101,50.0701,51.2207,52.0201,52.0301,52.0601,52.1401,1.0308,1.0701,1.0801,1.1105,3.0205,3.0501,5.0103,5.0121,5.0125,5.0202,5.021,9.0702,9.0906,11.0101,13.0501,14.0901,14.1201,14.1301,14.2401,22,23.1301,24.0103,30.1201,30.1301,30.2001,30.3301,40.0401,43.0303,45.0301,45.0702,50.1003,51.2099,52.0213,52.0701,52.1304,11.0102,51.0913

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.

[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.

[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.

[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.

[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.

[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.

[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.

[Distance learning]

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.

[Comment]

8

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.

[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.

[Comment]

15

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.

[Dual enrollment]

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.

[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.

[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.

[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.

[Exchange student program (domestic)]

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.

[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.

[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.

[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.

[Honors 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.

[Comment]

10

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.

[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.

[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.

[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.

[Comment]

26

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.

[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.

[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.

[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.

[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.

[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.

[Comment]

20

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.

[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.

[Comment]

9

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.

[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.

[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 check each academic program offered and report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click [here](#)

[First-year Experiences]

Yes [Y]

Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click [here](#)

[Comment]

58

Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click [here](#)

[Service Learning]

Yes [Y]

Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click [here](#)

[Comment]

14

Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click [here](#)

[Senior Capstone or Culminating Academic Experiences]

Yes [Y]

Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click [here](#)

[Comment]

7

Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click [here](#)

[Writing in the Disciplines]

Yes [Y]

Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click [here](#)

[Comment]

Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click [here](#)

[Undergraduate Research/Creative Projects]

Yes [Y]

Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click [here](#)

[Comment]

Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click [here](#)

[Learning Communities]

Yes [Y]

Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2015 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click [here](#)

[Comment]

2

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]

Yes [Y]

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]

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]

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 not required for graduation [Not]

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]
Yes [Y]

Teacher certifications offered (check as many as apply) [Elementary]
Yes [Y]

Teacher certifications offered (check as many as apply) [Middle/Junior High]
Yes [Y]

Teacher certifications offered (check as many as apply) [Secondary]
Yes [Y]

Teacher certifications offered (check as many as apply) [Special Education]
Yes [Y]

Teacher certifications offered (check as many as apply) [Vo-tech]
Yes [Y]

Teacher certifications offered (check as many as apply) [Adult Education]

Teacher certifications offered (check as many as apply) [Bilingual/bicultural]
Yes [Y]

Specify number of specific subject areas in which you offer education certification:
41

Qualified undergraduate students may take graduate-level classes at your school:
Yes [Y]

Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered):
[Pre-law]
Yes [Y]

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]
Yes [Y]

Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered):
[Pre-optometry]
Yes [Y]

Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered):
[Pre-pharmacy]
Yes [Y]

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. *Maximum number of allowable characters is 500.*
UGA does not have pre-professional majors, but the Premedical Studies Program (for students planning to enroll in medical, dental or optometry professional programs following graduation) and the Pre-Law Program (for those planning to attend law school) offer interested students assistance in testing, school selection, application, and the admissions process in order to maximize students' chances for admission into the professional school of their choice.

Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [Washington Semester (American University)]

Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [UN Semester]

Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [SEA Semester]

Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [American Studies Program (Washington, D.C.)]

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)]

Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [New York Arts Program]

Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [New York Studio Program (AICAD)]

Check domestic off-campus semester-away (or term-away) study programs (check as many as offered): [Other]
National Student Exchange; UGA Washington Semester Program; UGA Honors in Washington Program

Select schools with which domestic exchange programs are offered
1002,1005,10115,10300,10313,1050,1051,1063,1082,1083,1090,1140,1144,1146,11462,1147,1153,1156,1349,1448,1610,1616,1626,1692,1869,1890,1950,1977,1989,1999,2006,2010,2015,2026,2033,2062,2095,2099,2103,2221,2222,2292,2423,2440,2519,2536,2551,2568,2569,2589,2590,2625,2642,2654,2657,2689,29013,29020,2923,2950,2972,2981,2984,3005,3018,3032,3170,3210,3219,3223,3328,3407,3414,3428,3446,3456,3487,3509,3522,3529,3530,3675,3688,3735,3754,3764,3800,3815,3827,3899,3915,3917,3919,3923,3924,3925,3926,3932,3935,3938,3944,3954,3955,3969,9344,9630,9635

Select countries in which study abroad is offered.
10,110,112,113,116,118,119,122,126,133,14,15,166,173,176,192,195,196,200,201,212,221,223,231,233,235,24,243,250,251,255,267,27,28,31,33,41,43,48,49,59,61,64,65,70,8,80,82,90,91,94

College Credit and placement options offered during the 2015- 2016 academic year. [College Entrance Examination Board (CEEB) Advanced Placement]
Credit and/or placement [Both]

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]
Yes [Y]

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)]
1
Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [5][Standard Level (SL)]
1
Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [5][Higher Level (HL)]
1
Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply): [6][Standard Level (SL)]
1
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)]
1
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:
{ "BBA / MACC", "AB / MA (Honors Program only)", "BS / MS (Honors Program only)", "BBA / MBA (Honors Program only)", "BSA / DVM (Veterinary Medicine)", "AB (English) / BSEd (English Education)", "BSES (Biol. Engineering) / BSEH (Env. Health Sci.)", "BS (Biology) / BSEd (Science Education)", "BSFR (Forestry) / MFR (Forest Resources)", "BSAE (Agricultural Engineering) / AB (German)", "BSBE (Biological Engineering) / AB (German)", "AB (French) / BSEd (World Language Education)", "AB (German) / BSEd (World Language Education)", "AB (Latin) / BSEd (World Language Education)", "AB (Spanish) / BSEd (World Language Education)", "AB (History) / BSEd (Social Science Education)", "JD / MBA", "DVM / MPH", "PharmD / MPH", "MSW / MPH", "MBA / MPH", "BSCE (Civil Engineering) / AB (German)", "DVM / PhD", "JD / MPA", "JD / MSW", "MAT (World Language Education) / MA (German)", "BS (Math) / BSEd (Math Education)", "LLM / MBA", "BSCSE (Computer Systems Engineering) / AB (German)", "BSEE (Electrical & Electronic Engineering) / AB (German)", "BSME (Mechanical Engineering) / AB (German)", "BS (Pharmaceutical Sciences) / MS (Pharmacy)" }

Consortiums

List names of consortia:
{ "Southern Regional Education Board Consortium (SREB)", "Academic Common Market", "Oak Ridge Associated Universities", "Georgia Library Learning Online (GALILEO)", "University Corporation for Atmospheric Research", "Atlanta Regional Council on Higher Education (ARCHE)" }

Student Activities

Fraternities / Sororities [Number of social fraternities on campus:]
35.0000000000
Fraternities / Sororities [Number of fraternities with chapter houses:]
26.0000000000
Fraternities / Sororities [Number of social sororities on campus:]
27.0000000000
Fraternities / Sororities [Number of sororities with chapter houses:]
17.0000000000
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]
11
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]
8
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]
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]
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. [% 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]
31
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]
98
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]
33
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]
2
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]
67
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]

3

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]

18

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]

21

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]

18

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]

21

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]

Yes [Y]

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

Yes [Y]

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]
Yes [Y]

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:
806

Student Papers

List names of student newspapers:
{"Red and Black"}

Athletics

Sports Information Director and Department website [Athletic Department Web address:]
<http://www.georgiadogs.com>

Sports Information Director and Department website [Athletic Director name:]
Greg McGarity

Sports Information Director and Department website [Athletic Director phone:]
7065429036

Sports Information Director and Department website [Athletic Director email:]
ad@sports.uga.edu

Collegiate athletic association that your school belongs to during the 2015–2016 academic year.

NCAA I [NCAA1]

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)]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Baseball][Intercollegiate NCAA or NAIA]

1

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Men's Sports and Scholarships

[Baseball][Scholarships Available?]

1

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)]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Basketball][Intercollegiate NCAA or NAIA]

1

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Men's Sports and Scholarships

[Basketball][Scholarships Available?]

1

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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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- 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

[Bowling][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Bowling][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

[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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- 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][Scholarships Available?]

FOR THIS GRID:

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- 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

[Cheerleading][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

[Cheerleading][Club (intercollegiate)]

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

[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.
- 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

[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.
- 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

[Crew (Rowing) Heavyweight][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

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

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

[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.
- 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

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

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][Intramural]

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Men's Sports and Scholarships

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

1

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Men's Sports and Scholarships

[Cross-country][Intercollegiate NCAA or NAIA]

1

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Men's Sports and Scholarships

[Cross-country][Scholarships Available?]

1

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Men's Sports and Scholarships

[Cross-country][Intramural]

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Men's Sports and Scholarships

[Cross-country][Club (intercollegiate)]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Curling][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Curling][Scholarships Available?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Curling][Intramural]

FOR THIS GRID:

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Men's Sports and Scholarships

[Curling][Club (intercollegiate)]

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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?]

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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)]

1

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)]

1

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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]

FOR THIS GRID:

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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?]

1

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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?]

1

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Men's Sports and Scholarships

[Golf][Intramural]

1

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Men's Sports and Scholarships

[Golf][Club (intercollegiate)]

1

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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)]

1

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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)]

1

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Men's Sports and Scholarships

[Lacrosse][Intercollegiate NCAA or NAIA]

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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)]

1

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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)]

1

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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)]

1

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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]

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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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- 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

[Rifle][Club (intercollegiate)]

FOR THIS GRID:

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Men's Sports and Scholarships

[Rodeo][Intercollegiate NCAA or NAIA]

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

[Rodeo][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

[Rodeo][Intramural]

FOR THIS GRID:

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Men's Sports and Scholarships

[Rodeo][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

[Rugby][Intercollegiate NCAA or NAIA]

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

[Rugby][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

[Rugby][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.
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Men's Sports and Scholarships

[Rugby][Club (intercollegiate)]

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.
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Men's Sports and Scholarships

[Sailing][Intercollegiate NCAA or NAIA]

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

[Sailing][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

[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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- 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

[Sailing][Club (intercollegiate)]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Skiing: Alpine][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

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

[Skiing: Alpine][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

[Skiing: Alpine][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

[Skiing: Nordic][Intercollegiate NCAA or NAIA]

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Men's Sports and Scholarships

[Skiing: Nordic][Scholarships Available?]

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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:

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Men's Sports and Scholarships

[Soccer][Intercollegiate NCAA or NAIA]

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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)]

1

FOR THIS GRID:

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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

FOR THIS GRID:

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Men's Sports and Scholarships

[Softball][Club (intercollegiate)]

FOR THIS GRID:

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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]

FOR THIS GRID:

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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?]

1

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Men's Sports and Scholarships

[Swimming and Diving][Intramural]

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Men's Sports and Scholarships

[Swimming and Diving][Club (intercollegiate)]

1

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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]

FOR THIS GRID:

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Men's Sports and Scholarships

[Synchronized Swimming][Club (intercollegiate)]

FOR THIS GRID:

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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?]

FOR THIS GRID:

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Men's Sports and Scholarships

[Team Handball][Intramural]

FOR THIS GRID:

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Men's Sports and Scholarships

[Team Handball][Club (intercollegiate)]

FOR THIS GRID:

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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?]

1

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Men's Sports and Scholarships

[Tennis][Intramural]

1

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Men's Sports and Scholarships

[Tennis][Club (intercollegiate)]

1

FOR THIS GRID:

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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?]

1

FOR THIS GRID:

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Men's Sports and Scholarships

[Track and Field (indoor)][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

[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

FOR THIS GRID:

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Men's Sports and Scholarships

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

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.
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Men's Sports and Scholarships

[Track and Field (outdoor)][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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- 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

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

1

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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

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

[Volleyball][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

[Volleyball][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

[Volleyball][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

[Volleyball][Club (intercollegiate)]

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

[Water Polo][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 Polo][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 Polo][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

[Water Polo][Club (intercollegiate)]

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

[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)]

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][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

[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]

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)]

1

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]
1

Women's Sports and Scholarships [Badminton][Club (intercollegiate)]
1

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]
1

Women's Sports and Scholarships [Basketball][Scholarships Available?]
1

Women's Sports and Scholarships [Basketball][Intramural]
1

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)]
1

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)]
1
Women's Sports and Scholarships [Crew (Rowing) Lightweight][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Crew (Rowing) Lightweight][Scholarships Available?]
Women's Sports and Scholarships [Crew (Rowing) Lightweight][Intramural]
Women's Sports and Scholarships [Crew (Rowing) Lightweight][Club (intercollegiate)]
1
Women's Sports and Scholarships [Cross-country][Intercollegiate NCAA or NAIA]
1
Women's Sports and Scholarships [Cross-country][Scholarships Available?]
1
Women's Sports and Scholarships [Cross-country][Intramural]
Women's Sports and Scholarships [Cross-country][Club (intercollegiate)]
1
Women's Sports and Scholarships [Curling][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Curling][Scholarships Available?]
Women's Sports and Scholarships [Curling][Intramural]
Women's Sports and Scholarships [Curling][Club (intercollegiate)]
Women's Sports and Scholarships [Equestrian][Intercollegiate NCAA or NAIA]
1
Women's Sports and Scholarships [Equestrian][Scholarships Available?]
1
Women's Sports and Scholarships [Equestrian][Intramural]
Women's Sports and Scholarships [Equestrian][Club (intercollegiate)]
1
Women's Sports and Scholarships [Fencing][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Fencing][Scholarships Available?]

Women's Sports and Scholarships [Fencing][Intramural]
Women's Sports and Scholarships [Fencing][Club (intercollegiate)]
1
Women's Sports and Scholarships [Field Hockey][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Field Hockey][Scholarships Available?]
Women's Sports and Scholarships [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]
1
Women's Sports and Scholarships [Football][Club (intercollegiate)]
Women's Sports and Scholarships [Golf][Intercollegiate NCAA or NAIA]
1
Women's Sports and Scholarships [Golf][Scholarships Available?]
1
Women's Sports and Scholarships [Golf][Intramural]
1
Women's Sports and Scholarships [Golf][Club (intercollegiate)]
Women's Sports and Scholarships [Gymnastics][Intercollegiate NCAA or NAIA]
1
Women's Sports and Scholarships [Gymnastics][Scholarships Available?]
1
Women's Sports and Scholarships [Gymnastics][Intramural]

Women's Sports and Scholarships [Gymnastics][Club (intercollegiate)]
1
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)]
Women's Sports and Scholarships [Lacrosse][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Lacrosse][Scholarships Available?]
Women's Sports and Scholarships [Lacrosse][Intramural]
Women's Sports and Scholarships [Lacrosse][Club (intercollegiate)]
1
Women's Sports and Scholarships [Lightweight Football][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Lightweight Football][Scholarships Available?]
Women's Sports and Scholarships [Lightweight Football][Intramural]
Women's Sports and Scholarships [Lightweight Football][Club (intercollegiate)]
Women's Sports and Scholarships [Martial Arts][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Martial Arts][Scholarships Available?]
Women's Sports and Scholarships [Martial Arts][Intramural]
Women's Sports and Scholarships [Martial Arts][Club (intercollegiate)]
1
Women's Sports and Scholarships [Racquetball][Intercollegiate NCAA or NAIA]
Women's Sports and Scholarships [Racquetball][Scholarships Available?]
Women's Sports and Scholarships [Racquetball][Intramural]
1
Women's Sports and Scholarships [Racquetball][Club (intercollegiate)]
1

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

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

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

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

Women's Sports and Scholarships [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)]
1

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)]
1

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]	1
Women's Sports and Scholarships [Soccer][Scholarships Available?]	1
Women's Sports and Scholarships [Soccer][Intramural]	1
Women's Sports and Scholarships [Soccer][Club (intercollegiate)]	1
Women's Sports and Scholarships [Softball][Intercollegiate NCAA or NAIA]	1
Women's Sports and Scholarships [Softball][Scholarships Available?]	1
Women's Sports and Scholarships [Softball][Intramural]	1
Women's Sports and Scholarships [Softball][Club (intercollegiate)]	1
Women's Sports and Scholarships [Squash][Intercollegiate NCAA or NAIA]	
Women's Sports and Scholarships [Squash][Scholarships Available?]	
Women's Sports and Scholarships [Squash][Intramural]	
Women's Sports and Scholarships [Squash][Club (intercollegiate)]	
Women's Sports and Scholarships [Swimming and Diving][Intercollegiate NCAA or NAIA]	1
Women's Sports and Scholarships [Swimming and Diving][Scholarships Available?]	1
Women's Sports and Scholarships [Swimming and Diving][Intramural]	
Women's Sports and Scholarships [Swimming and Diving][Club (intercollegiate)]	1
Women's Sports and Scholarships [Synchronized Swimming][Intercollegiate NCAA or NAIA]	
Women's Sports and Scholarships [Synchronized Swimming][Scholarships Available?]	

Women's Sports and Scholarships [Synchronized Swimming][Intramural]	
Women's Sports and Scholarships [Synchronized Swimming][Club (intercollegiate)]	
Women's Sports and Scholarships [Team Handball][Intercollegiate NCAA or NAIA]	
Women's Sports and Scholarships [Team Handball][Scholarships Available?]	
Women's Sports and Scholarships [Team Handball][Intramural]	
Women's Sports and Scholarships [Team Handball][Club (intercollegiate)]	
Women's Sports and Scholarships [Tennis][Intercollegiate NCAA or NAIA]	1
Women's Sports and Scholarships [Tennis][Scholarships Available?]	1
Women's Sports and Scholarships [Tennis][Intramural]	1
Women's Sports and Scholarships [Tennis][Club (intercollegiate)]	1
Women's Sports and Scholarships [Track and Field (indoor)][Intercollegiate NCAA or NAIA]	1
Women's Sports and Scholarships [Track and Field (indoor)][Scholarships Available?]	1
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]	1
Women's Sports and Scholarships [Track and Field (outdoor)][Scholarships Available?]	1
Women's Sports and Scholarships [Track and Field (outdoor)][Intramural]	
Women's Sports and Scholarships [Track and Field (outdoor)][Club (intercollegiate)]	1
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]	1

<u>Women's Sports and Scholarships</u> [Ultimate Frisbee][Club (intercollegiate)]
1
<u>Women's Sports and Scholarships</u> [Volleyball][Intercollegiate NCAA or NAIA]
1
<u>Women's Sports and Scholarships</u> [Volleyball][Scholarships Available?]
1
<u>Women's Sports and Scholarships</u> [Volleyball][Intramural]
1
<u>Women's Sports and Scholarships</u> [Volleyball][Club (intercollegiate)]
1
<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]
1
<u>Women's Sports and Scholarships</u> [Water Polo][Club (intercollegiate)]
1
<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)]
1
<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:
{"Abeneefoo Kuo Honor Society",AGHON,"Alpha Epsilon Delta","Alpha Kappa Delta","Beta Alpha Psi","Blue Key Honor Society","Dean William Tate Society","Delta Epsilon Iota","Gamma Iota Sigma","Kapa Delta Pi","National Society of Collegiate Scholars","Omicron Delta Kappa","Order of Omega","Phi Beta Kappa","Phi Kappa Phi","Phi Sigma Pi National Co-Ed Honor Fraternity","Pi Alpha Xi","Tau Chapter","Pi Sigma Alpha","Psi Chi Honor Society","Sigma Alpha Lambda","Sigma Delta Pi","Sigma Iota Rho","Sigma Phi Omega",Triota,"Xi Sigma Pi","Alpha Lambda Delta","Eta Sigma Phi","Golden Key International Honour Society","Phi Alpha Theta","Phi Upsilon Omicron","Sigma Lambda Alpha","Tau Sigma","Tate Leadership Scholars Program","Sigma Tau Delta"}

Religious Student Organizations

List names of religious organizations:

{"Adventist Christian Fellowship","Alpha Omega","Bah'ai Association at the University of GA","Baptist Collegiate Ministry","Campus Connection","Chi Alpha Christian Fellowship","Christian Legal Society","Christian Students UGA","Christus Victor Lutheran Church and Student Center","Athens Church Student Organization","CRU/Campus Crusade for Christ","Christian Pharmacists Fellowship International","Episcopal Center @ UGA","Fellowship of Christian Grads - UGA","Georgia Christian Student Center",The,"Greek Intervarsity/USA - UGA Chapter","Hillel at UGA","Chabad Jewish Student Group","Disciples on Campus","Korean Christian Meeting","Jewish Law Student Association","Life on Life Campus Ministries","Chinese Student Christian Fellowship","Muslim Student Association",Navigators,The,"Presbyterian Student Center","Reformed University Fellowship","Ratio Christi","Grace Athens Students","Wesley Foundation","Bethel Campus Fellowship","Catholic Students Association","Higher Learning Christian Club","Coptic Orthodox Student Association","Orthodox Christian Fellowship","J. Reuben Clark Law Society at the University of Georgia","Nichiren Buddhist Association at UGA","Beta Upsilon Chi - Brothers Under Christ","Christian Campus Fellowship","Collegetown Gospel Choir","Collegiate Bible Fellowship","Cooperative Student Fellowship","CURE @ UGA","FIELD @ UGA",HydroLove@UGA,"I Am Enough: Mind",Body,"and Soul","International Justice Mission","Kingdom Proclaimers Association","Pagan Student Association","Peace by Piece UGA","Redeemed Christian Fellowship","Cornerstone Church","Daughters of the Throne","Delight Ministries","Divine Youth Association","Followers of Christ","Latter-day Saints Student Association","S.W.A.T. Ministries","Sigma Alpha Omega","Sikh Student Association","Timothy Campus Ministries","WattyCollege","Young Life","Youth 4 Christ"}

Ethnic Student Organizations

List names of ethnic organizations.

{"African Student Union","AIESEC UGA","Arab Cultural Association","Asian American Student Association","Brazilian Student Association at UGA","Caribbean Student Association","Chinese Language Society","Chinese Student Association","Filipino Student Association","Cantonese Language & Culture Association","Hispanic Student Association","Indian Cultural Exchange","Indian Student Association","BuildOn at UGA","Korean for Conversation","Persian Student Union","Korean Student Association","Korean Undergraduate Student Association","Nourish International","Russian Club","Students for Latin@ Empowerment","Taiwanese Student Association at UGA","Turkish Student Association","Pakistani Student Association at UGA","Champa & Chameli","Bangladeshi Students Association @ UGA","Black Affairs Council","Black Male Leadership Society","Capoeira Maculele Athens","Chinese Undergraduate Student Association","Georgia Daze Minority Recruitment Program","German Student Organization","ICMA - UGA","Indonesian Student Organization @ UGA","International Business Society","Japanese Student Association @ UGA","Korean Student Organization","Latinos Invested in the Students of Tomorrow","Manna Project International","Minorities in Education","Multiracial Student Organization","National Society of Black Engineers","OdysseyLife,Talwar","Thai Student Association","Vietnamese Student Association @ UGA",DL_NO,"Education Abroad Ambassadors","For the Girls","Korean Student Network at UGA","Model African Union","National Council of Negro Women at the University of Georgia","Nepalese Student Association @ UGA","NETwork Against Malaria","Saudi Students Association",Shanti,"Sri Lankan Student Association","Students for RENEW","UNICEF @ UGA","World Ambassadors"}

Other Student Organizations

List names of other organizations:

{<https://uga.collegiatelink.net/organizations>}

Popular Cultural and Campus Events

List names of popular campus events:

{"Dance Marathon", "Relay for Life", "Dawgs After Dark", "Martin Luther King Holiday Freedom Breakfast and Day of Service", "Performing Arts Center Concerts", "Georgia Museum of Art Events", "University Theatre", "Second Thursday Concert Series", "State Botanical Garden Events", "International Street Festival", "Intercollegiate Athletic Events", "Welcome Week Activities", "University Union Concerts and Lectures", "Thinc. - Entrepreneurial Week @ UGA", "Spotlight on the Arts", "Mary Frances Early Lecture", "Charter Lecture Series", "Louise McBee Lecture", "Miss UGA Pageant", "UGA Homecoming", "IMPACT - Alternative Spring Break", "Student Alumni Association Events", "40 Under 40", "Rite of Sankofa", "Lunar New Year Celebration", "Unity Ball", "Nocha Latina", "India Night", "Thank a Donor Day", "Healthy Dawg Fest", "D.A.W.G. Days", "Dawgs Ditch the Dumpster - Move Out Day", "Hunker Down with Housing - Move In Day", "International Graduation Ceremony", "Dawg Trot 5K", "International Coffee Hour", "Bulldog 100", "Founders Day", "Dawg Camp", "Return to the Arch"}

Student Background

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

5.0000000000

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

25.0000000000

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

2.0000000000

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

3.0000000000

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

1.0000000000

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

1.0000000000

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

1.0000000000

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

19.0000000000

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

37.0000000000

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

0.0000000000

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

0.0000000000

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

6.0000000000

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.

1051,1569,2974,3448,3658

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]
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]
52

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]
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]
4

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]

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. [Sorority 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. [Comment]
10

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. [Fraternity 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. [Comment]
6

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]

8

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]

3

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

4.0000000000

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

64.0000000000

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

10.0000000000

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

22.0000000000

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

0.0000000000

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

94

Average percentage of students on campus during weekends:

75

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]

No [No]

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:

No [N]

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:

<https://confluence.eits.uga.edu/display/HDSH/Computer+Buying+Guide>

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]

Yes [Y]

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]

Yes [Y]

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]

Yes [Y]

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.)

Yes [Y]

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

1

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.)

Yes [Y]

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.

Richard B. Russell Building Special Collections Libraries, which includes Hargrett Rare Book and Manuscript Library (includes the original Confederate Constitution), Walter J. Brown Media Archives and Peabody Awards Collection, and the Richard B. Russell Library for Political Research and Studies; Zell B. Miller Learning Center, Law Library, Science Library, Digital Library of Georgia, Curriculum Materials Library and the Owens Environmental Design Library.

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.

GA Museum of Art, GA Museum of Nat Hist, Miller Learning Center, Milledge Hall Acad Rsrch Cntr, Performing Arts Cntr, Ramsey Cntr, State Botanical Garden, Lake Herrick Forest, Butts-Mehre Heritage Hall, Collegiate Tennis Hall of Fame, Founders Mem. Garden, Complex Carbohydrate Rsrch Cntr, Animal Hlth Rsrch Cntr, Russell Special Collections Libraries, Lamar Dodd Sch of Art, Health Sciences Campus, Science Learning Center (2016), Terry College Business Learning Community, Vet Med Learning Cntr.

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:

18900

Percentage of all students who have cars on campus:

35

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:

14

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

4640

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

Good [Good]

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.

Self-directed/decentralized services [Self]

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]

25

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

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: [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]

Yes [Y]

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]
Yes [Y]

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]
Yes [Y]

Please select services that are offered to LD students: [Priority registration]
Yes [Y]

Please select services that are offered to LD students: [Priority seating]
Yes [Y]

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]

Please select services that are offered to LD students: [Texts on tape]
Yes [Y]

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]

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]

With proper documentation, DRC will assist students in petitioning for class substitution or waiver

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?

Weekly [Week]

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]

1

Other tutorial options that are available to LD students. Check all that are available by setting: [Organizational skills][Group]

1

Other tutorial options that are available to LD students. Check all that are available by setting: [Learning Strategies][Individual]

1

Other tutorial options that are available to LD students. Check all that are available by setting: [Learning Strategies][Group]

1

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]

1

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]

Other tutorial options that are available to LD students. Check all that are available by setting: [Math labs][Group]
1
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]
1
Are single rooms available to students with specific disabilities?
Yes [Y]
URL for LD Program/Unit:
http://www.drc.uga.edu
Person to contact for additional information on LD program: [Name:]
Dr. Peter Bertot
Person to contact for additional information on LD program: [Title:]
Senior Coordinator, Intake
Person to contact for additional information on LD program: [Phone:]
7065428719
Person to contact for additional information on LD program: [Email:]
pbertot@uga.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)]
Require for some [Some]
Indicate test requirements for undergraduate international applicants whose native language is not English. [Michigan Test]
Indicate test requirements for undergraduate international applicants whose native language is not English. [IELTS]
Require for some [Some]
Indicate test requirements for undergraduate international applicants whose native language is not English. [SAT]
Consider if submitted [Cons]
Indicate test requirements for undergraduate international applicants whose native language is not English. [SAT Subject]
Indicate test requirements for undergraduate international applicants whose native language is not English. [ACT]
Consider if submitted [Cons]
TOEFL and/or IELTS may be submitted in place of SAT or ACT
No [N]
Minimum Required Test Scores [TOEFL (Paper)]
550.0000000000
Minimum Required Test Scores [TOEFL (Internet-based)]
80.0000000000

Minimum Required Test Scores [Michigan test]

Minimum Required Test Scores [IELTS]
6.5000000000

SAT - Minimum Required Test Scores [Critical Reading]
430.0000000000

SAT - Minimum Required Test Scores [Math]
400.0000000000

SAT - Minimum Required Test Scores [Writing]

SAT - Minimum Required Test Scores [Combined]

ACT - Minimum Required Test Scores [English]
17.0000000000

ACT - Minimum Required Test Scores [Math]
17.0000000000

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]
01/15/2017

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]
09/01/2016

Application closing date for international applicants: [Spring][or Rolling Basis Beginning Date]

Application closing date for international applicants: [Summer][Enrollment Date]
01/01/2017

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]
1007.0000000000

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]
462.0000000000

Provide the number of degree-seeking, first-time, first-year (freshman) nonresident alien students who applied, were admitted, and enrolled in fall 2015. [Enrolled]
89.0000000000

Do you offer conditional admission to international applicants?
No [N]

Are international students eligible to apply for early decision or early action?
Early action only [Ea]

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]

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]

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]
134

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]
88

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]

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]

If your institution conducts off-campus admissions interviews with international students, please check all that apply [Phone]

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]

Number of foreign countries represented by degree-seeking undergraduate nonresident aliens (Fall 2015):
53

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]
46

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]
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: [2.][Percent]
12

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]
Brazil

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]
10

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]
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: [4.][Percent]
6

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]
Japan

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]
2

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]
Canada

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]
2

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]
Special services offered for international students: (check all that apply) [ESL program/classes]
Yes [Y]
Special services offered for international students: (check all that apply) [Host family program]
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)]
Yes [Y]
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:]
Robin Catmur
International student contact: [Title:]
Director, Immigration Services
International student contact: [Phone:]
7065422900
International student contact: [Email:]
rcatmur@uga.edu
International student contact: [URL for additional international applicant information:]
https://www.admissions.uga.edu/prospective-students/international

Guidance Facilities

Check remedial learning services offered: (check all that apply) [Math]
Yes [Y]
Check remedial learning services offered: (check all that apply) [Reading]
Yes [Y]
Check remedial learning services offered: (check all that apply) [Study skills]
Yes [Y]
Check remedial learning services offered: (check all that apply) [Writing]
Yes [Y]

Check additional services offered: (check all that apply) [Day care]
Yes [Y]
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]
Yes [Y]
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]
Yes [Y]
Check counseling services offered: (check all that apply) [Minority student]
Yes [Y]
Check counseling services offered: (check all that apply) [Older student]
Yes [Y]
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]
Yes [Y]
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]
Yes [Y]
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]
Yes [Y]

Check special programs offered for physically disabled students: (check all that apply) [Braille services]
Yes [Y]

Check special programs offered for physically disabled students: (check all that apply) [Interpreters for hearing-impaired]
Yes [Y]

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]
Yes [Y]

Check special programs offered for physically disabled students: (check all that apply) [Tape recorders]

Check special programs offered for physically disabled students: (check all that apply) [Tutors]
Yes [Y]

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]

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]

This is for the Class of 2015. Information for one year and five years is not currently available.

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:]

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:]

13.0000000000

Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Law:]

13.0000000000

Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Medicine:]

25.0000000000

Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Dentistry:]

3.0000000000

Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Engineering:]

1.0000000000

Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Theology:]

1.0000000000

Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Education:]

9.0000000000

Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Graduate arts and sciences:]

32.0000000000

Of all graduates who pursue further study, what percentages pursue further study in the following fields: [Veterinary medicine:]

3.0000000000

Please select the graduate schools most commonly attended by your recent graduates

1009,1052,1445,1535,1546,1564,1569,1574,1577,1579,1580,1598,2711,2920,2974,3425,3438,3448,3535,6968

Percentage of graduates who enter job market in field related to major: [within six months of graduation:]

65.0000000000

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]
Daniel P. Amos, Chairman and CEO of AFLAC 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]
Johnny Isakson, U.S. Senator

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]
Natasha Trethewey, U.S. Poet Laureate, 2012

Firms That Hire Graduates

List names of firms that have hired graduates within the past 5 years.
{Aflac,Altria,"AT & T",Capgemini,"Centers for Disease Control and Prevention",Chick-fil-A,"CVS / Pharmacy",Deloitte,"Ernst and Young","Delta Airlines",Google,"Kimberly-Clark Corporation",KPMG,"Liberty Mutual",Macy's,Apple,"RaceTrac Petroleum",USDA,ESPN,"Emory University",Target,IBM,"State Farm Insurance","The Home Depot","The University of Georgia","Triage Consulting Group","Wells Fargo","Georgia Pacific","Teach for America","Clarke County School District","Gwinnett County School District","Fulton County School District","Rite Aid Pharmacy",Microsoft,"U.S. Army",Walgreens,"Insight Global",Kroger,PricewaterhouseCoopers,Textron,"The Coca-Cola Company",UPS}

Environment/Transportation

Please report on the 2015-2016 academic year.

Select the region from which the majority of U.S. students come:
South Atlantic (DE, DC, FL, GA, MD, NC, SC, VA, WV) [SA]

Percentage of U.S. students who come from most popular region:
95

Campus size (acres):
762

Check one:
Campus is within one mile of city/town [Less]

[City/town where school is located:]
Athens

[Population:]
116714

[Major city closest to school:]
Atlanta

[Population:]
5522942

[Distance from campus (miles):]
70

[City where nearest international or other major airport used by your students is located:]
Atlanta

[Distance of airport from campus (miles):]
80
[City/town where nearest other airport used by your students is located:]
Athens
[Distance of airport from campus (miles):]
3
[City/town where passenger train service (e.g., Amtrak) used by your students is located:]
Atlanta
[Distance of station from campus (miles):]
75
[City/town where passenger bus service (e.g., Greyhound, Trailways) used by your students is located:]
Athens
[Distance of station from campus (miles):]
1
Public transportation (municipal bus/trolley, subway, commuter rail) serves campus:
Yes [Y]

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:]
facebook.com/uga.edu
[Twitter:]
http://twitter.com/#!/universityofga
[LinkedIn:]
http://www.linkedin.com/groups?mostPopular=&gid=31401
[Google+:]

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: 27547	Last Year: 26882

Total Graduate Enrollment (Questions 31 , 35): Current Year: 8583	Last Year: 8315

Total Enrollment (Undergraduate & Graduate Students) (Questions 32 , 36): Current Year: 36130	Last Year: 35197

Total Undergraduate Enrollment for Full-Time Males (Questions 29 , 33): Current Year: 11017	Last Year: 10706

Total Undergraduate Enrollment for Full-Time Females (Questions 29 , 33): Current Year: 14889	Last Year: 14665

Total Undergraduate Enrollment for Part-Time Males (Questions 29 , 33): Current Year: 847	Last Year: 809
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Total Undergraduate Enrollment for Part-Time Females (Questions 29 , 33): Current Year: 794	Last Year: 702
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Six-Year Graduation Rate (Questions 39 , 40): Fall 2009: 85.0000000000	Fall 2008: 85.0000000000
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Historical six-year graduation rates (Question 45): Fall 2007: 83.0000000000	Fall 2006: 82.0000000000
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Freshman Retention Rates (Question 47): Fall 2014: 95.0000000000	Fall 2013: 94.0000000000	Fall 2012: 94.0000000000	Fall 2011: 94.0000000000
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Number of applications (Question 49): Current Year: 21945	Last Year: 20877
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Number of acceptances (Question 49): Current Year: 11604	Last Year: 11644
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Acceptance Rate (Question 49): Current Year: 52.9	Last Year: 55.8
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Total first-time, first-year enrolled, men and women, full- and part-time (Questions 49, last row): Current Year: 5274	Last Year: 5261
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Percent of first-time, first-year (freshman) degree-seeking students who enrolled in fall 2015 and submitted SAT scores (Question 70): Current Year: 77.0000000000	Last Year: 83.0000000000
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Percent of first-time, first-year (freshman) degree-seeking students who enrolled in fall 2015 and submitted ACT scores (Question 72): Current Year: 69.0000000000	Last Year: 65.0000000000
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25th percentile score for the SAT Critical Reading test (Question 73): Current Year: 570	Last Year: 570
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75th percentile score for the SAT Critical Reading test (Question 73): Current Year: 660	Last Year: 660
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25th percentile score for the SAT Math test (Question 73): Current Year: 580	Last Year: 570
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75th percentile score for the SAT Math test (Question 73): Current Year: 670	Last Year: 670
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25th percentile score for the ACT composite score (Question 75): Current Year: 26	Last Year: 26
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75th percentile score for the ACT composite score (Question 75): Current Year: 31	Last Year: 30
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Average SAT Critical Reading score (Question 79): Current Year: 625	Last Year: 622
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Average SAT Math score (Question 79): Current Year: 633	Last Year: 630
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Average ACT composite score (Question 79): Current Year: 29	Last Year: 29
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High school class standing: Percent of entering students in the top 10% (Question 82): Current Year: 53	Last Year: 52
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High school class standing: Percent of entering students in the top 25% (Question 82): Current Year: 93	Last Year: 92
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High school class standing: Percent of entering students in the top 50% (Question 82):	Current Year: 99	Last Year: 99
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High school class standing: Percent of entering students in the bottom 50% (Question 82):	Current Year: 1	Last Year: 1
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High school class standing: Percent submitting (Question 82):	Current Year: 70	Last Year: 70
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Available test scores included for all international students (Questions 80 , 81):	Current Year: Yes	Last Year: Yes
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Available test scores included for all Minority students (Questions 80 , 81):	Current Year: Yes	Last Year: Yes
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Available test scores included for all student athletes (Questions 80 , 81):	Current Year: Yes	Last Year: Yes
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Available test scores included for all legacy students (Questions 80 , 81):	Current Year: Yes	Last Year: Yes
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Available test scores included for all students admitted under special circumstances (Questions 80 , 81) :	Current Year: Yes	Last Year: Yes
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Available test scores included for summer 2015 admits that enrolled in fall 2015 (Question 80):	Current Year: Yes	Last Year: Yes
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Alumni of record (Question 150):	Current Year: 218243.0000000000	Last Year: 213696.0000000000
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Alumni donors (Question 152):	Current Year: 25239.0000000000	Last Year: 24048.0000000000
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Alumni Giving Rate (Question 152 / Question 150): Current Year: 11.6	Last Year: 11.3

Faculty compensation: total number of 9 and 12 month faculty (Questions 153 , 154): Current Year: 1696	Last Year: 1698

The Faculty compensation: total number of 9 and 12 month faculty 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 Faculty compensation: total number of 9 and 12 month faculty are correct]

Yes [Y]

Total salary and fringe benefits for 9 and 12 month faculty (Questions 153 , 154): Current Year: 231689581	Last Year: 220390355

The Total salary and fringe benefits for 9 and 12 month faculty 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 salary and fringe benefits for 9 and 12 month faculty are correct]

Yes [Y]

Average faculty compensation (Questions 153 , 154): Current Year: 130073	Last Year: 123356

Total Instructional Faculty (Full Time) (Questions 155 , 156): Current Year: 1918	Last Year: 1908

Total Instructional Faculty (Part Time) (Questions 155 , 156): Current Year: 319	Last Year: 309

Total Instructional Faculty (Full Time and Part Time) (Questions 155 , 156): Current Year: 2237	Last Year: 2217

Total Instructional Full-Time Faculty with Doctorate or Terminal Degree (Questions 155 , 156): Current Year: 1824	Last Year: 1786

Percent of full-time instructional faculty with doctorate or other terminal degree (Questions 155 , 156): Current Year: 95.1	Last Year: 93.6

Percentage of full-time equivalent faculty that is full-time (Questions 155 , 156): Current Year: 94.8	Last Year: 94.9

Student to faculty ratio (Question 157): Current Year: 18.0000000000	Last Year: 18

Total number of undergraduate class sections (Question 159): Current Year: 3909	Last Year: 3800

Percent of undergraduate class sections that have fewer than 20 students (Question 159) Current Year: 41.8	Last Year: 38.8

Percent of undergraduate class sections that have more than 50 students (Question 159) Current Year: 12.5	Last Year: 11.8

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:]
Mary Moore

Identification [Title:]
Institutional Research Analyst

Identification [Date:]
5/17/2016