SUMMARY OF SIGNIFICANT CHANGES TO THE CDS FOR 2006-07

The items listed below are shaded in yellow throughout the spreadsheet's worksheets.

CHANGED ITEMS

C8a	Removed the "SAT and SAT Subject Tests required" option as colleges with that policy can simply check off "SAT required" and "SAT Subject Tests" required.
	Reworded - C. Please indicate how your institution will use the SAT or ACT essay component; check all
C8c	that apply.
C8c	Added a check box for "Not using essay component"
C9	Added - Do not to convert SAT scores to ACT scores and vice versa.
C9	Added - SAT Writing; SAT Essay; ACT Writing; SAT Verbal reworded to SAT Critical Reading
C9	Added column for SAT Writing
	Rewording - Cooperative (work study) program reworded to "cooperative education program". Definition,
E1	page 30, uses new term.
	New instruction: for students from out of state, exclude international students from the numerator and
F1	denominator.
H2a	Deleted the qualifier "not external" from the instruction
H	Financial Aid Definitions changes:
	Institutional scholarships and grants
	External scholarships and grants

Definition clarified to read: Institutional: Endowed scholarships, annual gifts and tuition funded grants,

H1 awarded by the college, excluding athletic aid and tuition waivers (which are reported below)

H4 and H5 Revised to capture indebtedness through alternative loans separately.

Clarifies that the full time instructional faculty definitions are from AAUP, but the part time definitions are

I-1 not from AAUP.

PERMANENTLY DELETED OR TEMPORARILY DISCONTINUED ITEMS

C20 Common Application Question – removed.

E4-E8 The "Library Collections" section has been removed until a new Academic Libraries Survey is in the field.

B

В						
B		M	74	M	W	
B	el gel					
B	Degree-seeking, first-time					
	freshmen	376	6	374	50	87
B	Other first-year, degree-seeking	277	•	305	118	275
B	All other degree-seeking	867	•	997	310	648
B	Total degree-seeking					

B Majiki, 2005 taß0, 2006

В	Certificate/diploma	158
В	Associate degrees	222
В	Bachelor's degrees	483
В	Postbachelor's certificates	
В	Master's degrees	183
В	Post-Master's certificates	
В	Doctoral degrees	21
В	First professional degrees	
В	First professional certificates	



The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2006 Web-based survey.

Please provide data for the fall 2000 cohort if available. If fall 2000 cohort data are not available, provide data for the fall 1999 cohort.

Fall 2002 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate

	0
Initial 2002 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking	493
Of the initial 2002 cohort, how many completed the program in four years or less (by	
August 31, 2006):	54
Total graduating within four years :	
	54
Four-year graduation rate for 2002 cohort :	
	11%

Fall 2001 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate

Initial 2001 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking	516
Of the initial 2001 cohort, how many completed the program in four years or less (by	
August 31, 2005):	47
Of the initial 2001 cohort, how many completed the program in more than four years but	
in five years or less (after August 31, 2005 and by August 31, 2006):	87
Total graduating within five years :	
	134
Five-year graduation rate for 2001 cohort :	
	26%

Fall 2000 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate

Initial 2000 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking	
undergraduate students; total all students:	468

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5	Of the initial 2000 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
В	Final 2000 cohort, after adjusting for allowable exclusions: (subtract question B5 from question B4)	
		468
В	Of the initial 2000 cohort, how many completed the program in four years or less (by August 31, 2004):	46
8	Of the initial 2000 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2004 and by August 31, 2005):	62
8	Of the initial 2000 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2005 and by August 31, 2006):	34
B 0	Total graduating within six years (sum of questions B7, B8, and B9):	
		142
B 1	Six-year graduation rate for 2000 cohort (question B10 divided by question B6):	30%

Fall 1999 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate

1999 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking	430
e initial 1999 cohort, how many did not persist and did not graduate for the ring reasons: death, permanent disability, service in the armed forces, foreign aid	
ce of the federal government, or official church missions; total allowable	
sions:	
1999 cohort, after adjusting for allowable exclusions: (subtract question B5 from	430
e initial 1999 cohort, how many completed the program in four years or less (by	
st 31, 2003):	28
e initial 1999 cohort, how many completed the program in more than four years but	
e years or less (after August 31, 2003 and by August 31, 2004):	56
e initial 1999 cohort, how many completed the program in more than five years but	
years or less (after August 31, 2004 and by August 31, 2005):	25
graduating within six years (sum of questions B7, B8, and B9):	
	109
ear graduation rate for 1999 cohort (question B10 divided by question B6):	25%
	ring reasons: death, permanent disability, service in the armed forces, foreign aid the of the federal government, or official church missions; total allowable sions: 1999 cohort, after adjusting for allowable exclusions: (subtract question B5 from experiments) initial 1999 cohort, how many completed the program in four years or less (by st 31, 2003): 1999 cohort, how many completed the program in more than four years but expears or less (after August 31, 2003 and by August 31, 2004): 1999 cohort, how many completed the program in more than five years but years or less (after August 31, 2004 and by August 31, 2005):



Please provide data for the 2003 cohort if available. If 2003 cohort data are not

2003 Cohort

B 2	Initial 2003 cohort, total of first-time, full-time degree/certificate-seeking students:	168
B 3	Of the initial 2003 cohort, how many did not persist and did not graduate for the	
	following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	

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B 4	Final 2003 cohort, after adjusting for allowable exclusions (Subtract question B13 from	
	question B12):	168
B 5	Completers of programs of less than two years duration (total):	15
B 6	Completers of programs of less than two years within 150 percent of normal time:	13
B 7	Completers of programs of at least two but less than four years (total):	13
B 8	Completers of programs of at least two but less than four-years within 150 percent of	
	normal time:	
B 9	Total transfers-out (within three years) to other institutions:	
2 0	Total transfers to two-year institutions:	
B 1	Total transfers to four-year institutions:	
	2002 Cohort	
B 2	Initial 2002 cohort, total of first-time, full-time degree/certificate-seeking students:	269
1B2 1B3	Of the initial 2002 cohort, how many did not persist and did not graduate for the	209
ш	following reasons: death, permanent disability, service in the armed forces, foreign aid	
	service of the federal government, or official church missions; total allowable	
	exclusions:	
B 4	Final 2002 cohort, after adjusting for allowable exclusions (Subtract question B13 from	
	question B12):	
		269
B 5	Completers of programs of less than two years duration (total):	
		47
EDC:	Completers of programs of loss than two years within 150 percent of permettimes	47 37
B 6	Completers of programs of less than two years within 150 percent of normal time:	31
B 7	Completers of programs of at least two but less than four years (total):	
B 8 B 9	Completers of programs of at least two but less than four-years within 150 percent of	
2 0	Total transfers-out (within three years) to other institutions: Total transfers to two-year institutions:	
B 1	Total transfers to four-year institutions:	
ÐІ	Total transfers to four-year institutions.	
	62	
	Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking	undergraduate
B 2	For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate	
	students who entered your institution as freshmen in fall 2005 (or the preceding	
	summer term), what percentage was enrolled at your institution as of the date your	
	institution calculates its official enrollment in fall 2006?	70.00/
		73.6%

CDS-B Page 6

Α þ C C 854 C 889 C 622 661 C C 376 C 50 C 374 87 International

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.

6		bl	þ
			6 h
6	Total academic units	16	
6	English	4	
6	Mathematics	3	
6	Science	3	
6	Of these, units that must be	1	
	lab	ı	
6	Foreign language		2
6	Social studies	3	
6	History		
6	Academic electives	3	
6	Other (specify)		

HR

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

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

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	ÿ ‡n	þ n	B	NE	
				1	ëh
Rigor of secondary school record					×
Class rank					×
Academic GPA		×			
Standardized test scores		×			
Application Essay			•		×
Recommendation(s)					×
h					
Interview					×
Extracurricular activities					×
Talent/ability					×
Character/personal qualities					×
First generation					×
Alumni/ae relation					×
Geographical residence					×
State residency					×
Religious affiliation/commitment					×
Racial/ethnic status					×
Volunteer work			•		×
Work experience					×

Level of applicant's interest

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	51. =				EA.	
l	<u>ān</u>			Yes	No	
·	Does your institution make use of socres in admission decisions for fapplicants?					
	f yes, place check marks in the apadmission for £2008	propriate boxes	below to reflect you	ur institution's poli	cies for use in	
				A		
		et ev			Concide f Bon	***
	SAT or ACT	×				
-	ACT only				×	
	SAT only				×	
,	SAT and SAT Subject Tests or ACT				×	
	SAT Subject Tests only				×	
į	or E008 , please indicate which the admissions process): ACT with Writing Component requ	ired	lowing applies: (reg	gardless of whethe	er the writing score	will be u
	ACT with Writing component recor					
Ĺ	ACT with or without Writing compo	nent accepted		×		
_						
	Please indicate how your institution	n will use the SA	AT or ACT writing c	omponent; check	all that apply:	
-	or admission					
	or placement					
Ľ	For advising					
Ĺ	n place of an application essay				_	
ļ	As a validity check on the					
ŀ	application essay		<u> </u>			
ſ	No college policy as of now			×		
	Not using essay component			1		
	, does your institution u			emic advising?		
ŀ		Yes	No	4		
L		×		_		
Б	_atest date by which SAT or ACT s	ecores must be r	received for fall	August 1, 2006	<u> </u>	
	_atest date by which SAT or ACTS			August 1, 2000	-	
	all-term admission	i est scoles illus	or ne received in			
Ľ	an torrii admission					
Г	f necessary, use this space to clar	ify your test police	cies (e.a. if tests a	re recommended	for some students	7
	i necessary, use this space to clai	ny your test poin	olos (e.g., II lesis a	io recommended	ioi soine students,	
L						_
ı	Please indicate which tests your institu	ition uses for plac	ement (e.g. state tes	sts):		
				πο _j .		
L	SAT	×				
-	ACT	×				
	SAT Subject Tests					
I.	Λ P					
Ī	CLEP nstitutional Exam	×				

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 $\mathbf{\omega}$ 57% **C**1 20.51% **C**1 **C**1 14.74% 14.10% **C**1 **C**1 13.78% **C**1 24.04% 10.74% **C**1 **C**1 2.08% **C**1 0.00% 100.00% **C**2 3.19 **C**2 70.35% Α C3 Α 捶 C3

0 6 0 6 0 6	On a rolling basis beginning (date): By (date): Other:		
C7 C7 C7 C7	Must reply by (date): No set date: Must reply by May 1 or within weeks if notified thereafter Other:		
C7 C7 C7 C7 C7 C7	Deadline for housing deposit (MM/DD): Amount of housing deposit: Refundable if student does not enroll? Yes, in full Yes, in part No Aug.1 \$260 \$260		
08 08 08	Does your institution allow students to postpone enrollment after admission?	Yes ×	No
8 8 8 8	If yes, maximum period of postponement: This Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?	Yes	No ×
2 0	Question removed from CDS.	þ	
21 21 21		Yes	No ×
ស្តីស្តីស្តីស្តីស្តីស្តីស្តីស្តីស្តីស្តី	First or only early decision plan closing date First or only early decision plan notification date Other early decision plan closing date Other early decision plan notification date Other early decision plan notification date Number of ng class: Number of applicants admitted under early decision plan Please provide significant details about your early decision plan:		
	<i>-</i>		

			Yes	No
notified of an admission decision	well in advance of	he regular		×
If "yes," please complete the follow	ving:		•	
Early action closing date				
Early action notification date				
Is your early action plan a "restrict Yes	ive" plan under wh No	ich you limit studen	ts from applying to	other early plans?
	notified of an admission decision of notification date but do not have to lif "yes," please complete the follow Early action closing date Early action notification date Is your early action plan a "restrict"	notified of an admission decision well in advance of t notification date but do not have to commit to attendi If "yes," please complete the following: Early action closing date Early action notification date Is your early action plan a "restrictive" plan under wh	Early action closing date Early action notification date Is your early action plan a "restrictive" plan under which you limit studen	notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college? If "yes," please complete the following: Early action closing date Early action notification date Is your early action plan a "restrictive" plan under which you limit students from applying to

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	50	go to j	D			B A
Fall		2/1	8/1			×
Winter						
Spring		6/1	12/1			×
Summer						
				Yes	No	1
Does an open admi	ission policy if	reported a	innly to	165	INU	
transfer students?	ission policy, ii	reported, a	ірріу іО	×		
				ı		1
Describe additional	requirements f	for transfer	admission, if a	applicable:		
		r any cours	se that may be	С		
		r any cours	se that may be	С	Unit Type	1
ransferred for credi	it:	·	·		Unit Type]
ransferred for credi	of credits or cou	urses that r	·	С	Unit Type NONE]
Maximum number of transferred from a to	of credits or cou	urses that r	nay be	С]
Report the lowest garansferred for creditations. Maximum number of transferred from a tr	of credits or couwo-year institut	urses that r tion: urses that r	nay be	C Number	NONE Unit Type]
Maximum number of transferred from a to	of credits or couwo-year institut	urses that r tion: urses that r	nay be	C Number	NONE	
Maximum number of transferred from a to transferred from a formal from a	of credits or country of credits or country	urses that r tion: urses that r tion:	nay be	Number Number	NONE Unit Type	
Maximum number of transferred from a to transferred from a for transferred from a formal from a formal from a formal from the	of credits or counwo-year institution of credits or countryear institution.	urses that r tion: urses that r tion: ansfers mu	nay be	Number Number	NONE Unit Type	
Maximum number of transferred from a to transferred from a to transferred from a formal from a formal from the transferred from the transferre	of credits or country of credits or courty of credits or courty of credits that trains arn an associate	urses that r tion: urses that r tion: ansfers mu	nay be nay be st complete at	Number Number	NONE Unit Type	
transferred for credi	of credits or country of credits or couryear institution of credits or couryear institution of credits that trains an associated of credits that trains of credits that the credits the credits that the credits that the credits	urses that ration: urses that ration: ansfers muste degree:	nay be nay be st complete at	Number Number	NONE Unit Type	

CDS-D Page 15

ldentify those programs a	vailable at your institution. Refer to the gl
for definitions.	
Accelerated program	×
Cooperative education program	×
Cross-registration	
Distance learning	×
Double major	×
Dual enrollment	×
English as a Second Language (ESL)	
Exchange student program (domestic)	×
External degree program	×
Honors Program	×
Independent study	×
Internships	×
Liberal arts/career combination	
Student-designed major	×
Study abroad	×
Teacher certification program	×
Weekend college	

Æ	A	ei Maceelielpee	
	day pido gel		
Æ	Arts/fine arts	×	
Æ	Computer literacy	×	l
Æ	English (including composition)	×	l
Æ	Foreign languages		
Æ	History	×	
Æ	Humanities	×	
Æ	Mathematics	×	
Æ	Philosophy	×	
Æ	Sciences (biological or physical)	×	
Æ	Social science	×	l
Æ	Other (describe):Library skills	×	
			l

Linux y iin ple iiddi

Æ	Apartments for married students	×
杆	Apartments for single students	×
Æ	Special housing for disabled students	×
Æ	Special housing for international students	
杆	Fraternity/sorority housing	
杆	Cooperative housing	
杆	Other housing options (specify):	×
	Alaska Native Housing	

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G

G First-Year Undergraduates

G PRIVATE INSTITUTIONS Tuition:

G

Ø	Number of credits per term a student can take for the		
	stated full-time tuition	15	15

6		Yes	No
G	Do tuition and fees vary by year of study (e.g., sophomore,		
	junior, senior)?	×	

f tuition and fees vary by undergraduate instructional program, describe briefly:

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

6		Residents	Commuters	Commuters
			(living at home)	(not living at home)
6	Books and supplies	\$1,400	\$1,400	\$1,400
6	Room only	\$3,440		\$5,960
6	Board only	\$2,590	\$1,351	\$1,351
6	Transportation	\$324	\$1,800	\$1,800
6	Other expenses	\$2,250	\$2,160	\$2,160

6	Undergraduate per-credit-hour charges (tuition only)		
6	PRIVATE INSTITUTIONS:		
6	PUBLIC INSTITUTIONS		
	In-district:	\$128.00	
6	PUBLIC INSTITUTIONS		
	In-state (out-of-district):	\$128.00	
6	PUBLIC INSTITUTIONS		
	Out-of-state:	\$407.00	
6	NONRESIDENT ALIENS:		
		\$407.00	

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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
Exclude	Include only if they teach on- or more non- clinical credit courses
Exclude	Include if they teach one or more non- clinical credit
Exclude	courses Include
Exclude	Exclude
Include	Exclude
Exclude	Exclude
Exclude	Include

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

Part-time instructional faculty: A

11		Full-Time	Part-Time	Total
11	a) Total number of instructional faculty	314	344	658
11	b)	59	34	93
11	c)	120	182	302
11	d)	194	162	356
11	e)	23	1	24
	f)			
Ħ		NA	NA	NA

Ĭ

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4

A	l ittilipistili h
Items preceded by an asterisk (*) represent definitions agreed to among publishers the CDS document but may be present on individual publishers' surveys.	s which do not appear on
*A Plan under which each student is assigned to a faculty n	nenimer or a trained adviser.
who, through regular meetings, helps the student plan and implement immediate a vocational goals.	
A Completion of a college program of study in fewer than the	_
most often by attending summer sessions and carrying extra courses during the re	egular academic term.
A Applicant who is offered admission to a degree-granting progra	anttat your institution.
*A Admission assistance, support, orientation, and other se	
who have started college for the first time, or who are re-entering after a lapse of a	
A A person having origins in any of the original	• •
and who maintains cultural identification through tribal affiliation or community reco	
An individual who has fulfilled the institution's re	
for admission (including payment or waiving of the application fee, if any) and who	
the following actions: admission, nonadmission, placement on waiting list, or applied	cation withdrawn (by
applicant or institution).	
A That amount of money that an institution charges for processing	
acceptance. This amount is not creditable toward tuition and required fees, nor is not admitted to the institution.	it refundable if the student is
A person having origins in any of the original peoples of	of that Far East, Southeast
Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China,	Japan, Korea, the
Philippine Islands, American Samoa, India, and Vietnam.	
An award that normally requires at least two but less than four	ydrs of full-time equivalent
college work.	
An award (baccalaureate or equivalent degree, as determine	d by the Secretary of the
U.S. Department of Education) that normally requires at least four years but not m	ore than five years of full-
time equivalent college-level work. This includes ALL bachelor's degrees conferred	d in a five-year cooperative
(work-study plan) program. (A cooperative plan provides for alternate class attendated	ance and employment in
business, industry, or government; thus, it allows students to combine actual work	experience with their
college studies.) Also, it includes bachelor's degrees in which the normal four year	rs of work are completed in
three years.	
A person having origins in any of the black racial groups of	Africa (except those of
Hispanic origin). B (b ge): Assume average cost for 19 meals per week or the maximum n	neal plan.
Average cost of books and supplies. Do not include	
groups of students (e.g., engineering or art majors), unless they constitute the maj	ority of students at your
institution.	
The method by which an institution structures most of its cours	es for the academic year.
* A range of services, including (often) the follow	ving: coordination of visits of
employers to campus; aptitude and vocational testing; interest inventories, person	•
resume writing, interviewing, launching the job search; listings for those students of	
those seeking permanent positions; establishment of a permanent reference folder	
6 gib One year of study or the equivalent in a secondary school subject	t.
,,	

	The highest award a student can earn for graduate study. The doctoral degree classification
includes such deg	rees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the
Doctor of Philosop	bhy degree in any field such as agronomy, food technology, education, engineering, public
administration, op	hthalmology, or radiology. For the Doctor of Public Health degree, the prior degree is
generally earned i	n the closely related field of medicine or in sanitary engineering.

- Program in which students may complete two undergraduate programs of study simultaneously.
- A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college in order to participate.
- An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.
- A policy under which students who have not completed high school are admitted and enroll full time in college, usually after completion of their junior year.
- A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.

A course of study designed specifically for students whose native language is not English.

Any arrangement between a student and a college that permits study for a semester or more at another college its without extending the amount of time required for a degree.

- 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.
- Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.
- The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.
- A student enrolled for fewer than 12 credits per semester or quarter, or fewer than 24 contact hours a week each term.
- *• : One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.
- An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.
- An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.
- Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and credit/contact hour requirements—

Less Than 1 Academic Year: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 contact hours by a student enrolled full-time.

At Least 1 But Less Than 2 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

At Least 2 But Less Than 4 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.

- An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.
- A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for the assumption of risk.
- A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.
- P pte y to See Eb ptts
- An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.
- A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.
- Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.
- Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

Mari		: Scholarships and gr	rants, gifts, or merit-based aid from
institutional, state, f	ederal, or other sources	s (including unrestricted	d funds or gifts and endowment income)
awarded solely on t	he basis of academic a	chievement, merit, or a	any other non-need-based reason. When
reporting questions	H1 and H2, non-need-b	pased aid that is used	to meet need should be counted as need-
based aid.			
tel6 g telfo	p elib	geneta	y addi
Non-need institution	nal grants		
Non-need tuition wa	aivers		
Non-need athletic a	wards		
Non-need federal g	rants		
Non-need state gra	nts		
Non-need outside of	grants		
Non-need student I	oans		
Non-need parent lo	ans		
Non-need work			
Mari	: Loans and	d jobs from institutiona	I, state, or other sources for which a student
need not demonstra	ate financial need to qua	alify.	
lýlij m	: Federal an	d state work study aid	l, and any employment packaged by your
institution in financi	al aid awards.		