



COMMON DATA SET

The Common Data Set (CDS) initiative is a collaborative effort between publishers—College Board, Peterson's Guide, U.S. News & World Report, and Wintergreen/Orchard House—and the educational community. This collaboration aims to improve the quality and consistency of information reported by college and university officials, while reducing the burden of compiling such information, which is used in guide books, publications, and other media. The goal of the CDS is to develop standard and precise questions along with data definitions that will be incorporated into participating publishers' existing surveys, which will continue to be the primary data collection instruments.

Office of Institutional Research
2018-2019

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<u>COMMON DATA SET DEFINITIONS</u>	
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Common Data Set (CDS) 2018/19

Mission:

Minot State University is a public university dedicated to excellence in education, scholarship, and community engagement achieved through rigorous academic experiences, active learning environments, commitment to public service, and a vibrant campus life.

Vision:

Minot State University will:

- Deliver high-quality education where, when, and how it is needed to a diverse, multi-generational student population.
- Prepare students and the institution for the evolving social and technological challenges of the world.
- Inspire scholarship and creative activity among students, faculty, and staff.
- Empower graduates with a distinctive combination of professional expertise and broad-based education to support varied careers and productive lives.

[Minot State University- Mission Statement](#)

A0. Respondent Information (Not for Publication)

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Are your responses to the CDS posted for reference on your institution's Web site? Yes No
If yes, please provide the URL of the corresponding Web page: [Institutional Research](#)

A1. Address Information

Minot State University (MSU)
500 University Ave. W
Minot, ND 58707 USA
1-800-777-0750
<http://minotstateu.edu>
(701) 858-3300
1-800.777-0750
500 University Ave W
(701) 839-6933
[Admissions](#)

A2. Source of institutional control (check one only)

- Public
 Private (nonprofit)
 Proprietary

A3. Classify your undergraduate institution:

- Coeducational college
 Men's college
 Women's college

A4. Academic year calendar

- Semester 4-1-4
 Quarter Continuous
 Trimester Differs by program (describe):
 Other (describe):

A5. Degrees offered by your institution

- Certificate Post bachelor's certificate
 Diploma Master's
 Associate (One Program) Post-master's certificate
 Transfer Doctoral
 Terminal First professional
 Bachelor's First professional certificate

B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment—Men and Women. Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of 4th Week Official Enrollment Reporting.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	169	215	7	6
Other first-year, degree-seeking	25	33	7	18
All other degree-seeking	578	957	147	248
<i>Total degree-seeking</i>	772	1205	161	272
All other undergraduates enrolled in credit courses	0	2	223	280
<i>Total undergraduates</i>	772	1207	384	552
Graduate				
Degree-seeking, first-time	13	43	16	18
All other degree-seeking	16	42	46	74
All other graduates enrolled in credit courses	0	0	2	4
<i>Total graduate</i>	29	85	64	96

Source: Registrar's Office- Report NDUH2SRK_2062711_COMPLIANCE

Total all undergraduates: **2,915**

Total all graduate and professional students: **274**

GRAND TOTAL ALL STUDENTS: 3,189

B2. Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution’s official fall reporting date or as of 4th Week Official Enrollment Data. Include international students only in the category "Nonresident aliens." Complete the “Total Undergraduates” column only if you cannot provide data for the first two columns.

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non- degree-seeking)
Nonresident aliens	37	253	254
Hispanic/Latino	29	165	206
Black or African American, non-Hispanic	12	120	167
White, non-Hispanic	283	1627	1998
American Indian or Alaska Native, non-Hispanic	4	62	63
Asian, non-Hispanic	6	34	44
Native Hawaiian or other Pacific Islander, non-Hispanic	4	9	10
Two or more races, non-Hispanic	20	104	127
Race and/or ethnicity unknown	5	36	46
Total	397	2410	2915

Registrar’s Office - Report NDU2SRK_Enrollment Report-CSV file option-sorted by sublevel
Data includes FT and PT students

Persistence

B3. Number of degrees awarded by your institution from July 1, 2017, to June 30, 2018.

Certificate/diploma	2
Associate degrees	1
Bachelor’s degrees	592
Post bachelor’s certificates	48
Master’s degrees	129
Post-master’s certificates	7
Doctoral degrees	0
First professional degrees	0
First professional certificates	0
Total Degrees Conferred	779

NDU Applications>BHE Programs Offered/Completed or Grads by Major/Minor Summary

Graduation Rates

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 Forms and Instructions for the 2018-19 Survey.

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2011 and Fall 2012 cohorts (formerly CDS B4-B11) into four 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**
- **Total (all students, regardless of Pell Grant or subsidized loan status)**

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

For each graduation rate grid below, the numbers in the first three columns for Questions A-G should sum to the cohort total in the fourth column (formerly CDS B4-B11).

For Bachelor's or Equivalent Programs

NDU Applications>IPEDS GRS Reports (NEW)>csv file

Fall 2011 Cohort

	Recipients of 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	Total (sum of 3 columns to the left)
A - Initial 2011 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	101	50	287	(formerly B4)
B - Of the initial 2011 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	1	0	2	(formerly B5)
C - Final 2011 cohort, after adjusting for allowable exclusions	100	50	285	(formerly B6)
D - Of the initial 2011 cohort, how many completed the program in four years or less (by Aug. 31, 2015)	14	5	54	(formerly B7)
E - Of the initial 2011 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2015 and by Aug. 31, 2016)	12	8	48	(formerly B8)
F - Of the initial 2011 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2016 and by Aug. 31, 2017)	7	1	13	(formerly B9)
G - Total graduating within six years (sum of lines D, E, and F)	33	14	114	(formerly B10)
H - Six-year graduation rate for 2011 cohort (G divided by C)	33%	28%	40%	% (formerly B11)

Fall 2012 Cohort

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan	Students who did not receive either a Pell	Total (sum of 3 columns to the left)
--	---	---	---	---

		who did not receive a Pell Grant	Grant or a subsidized Stafford Loan	
A - Initial 2012 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	78	39	235	(formerly B4)
B - Of the initial 2012 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	0	0	(formerly B5)
C - Final 2012 cohort, after adjusting for allowable exclusions	78	39	235	(formerly B6)
D - Of the initial 2012 cohort, how many completed the program in four years or less (by Aug. 31, 2016)	11	5	68	(formerly B7)
E - Of the initial 2012 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2016 and by Aug. 31, 2017)	12	6	47	(formerly B8)
F - Of the initial 2012 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2017 and by Aug. 31, 2018)	6	1	12	(formerly B9)
G - Total graduating within six years (sum of lines D, E, and F)	28	12	122	(formerly B10)
H - Six-year graduation rate for 2012 cohort (G divided by C)	36%	31%	52%	% (formerly B11)

Retention Rates

B22. Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2017 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

Full-Time fall 2017 Cohort (335)

(235) 70 % Full-Time Retention Rate

Part-Time fall 2017 Cohort (38)

(19) 50 % Part-Time Retention Rate

Source: NDU IPEDS Retention Rate

C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

Applications

C1. 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 2018. 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, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied	483
Total first-time, first-year (freshman) women who applied (NDU IPEDS Admissions Survey)	557

Total first-time, first-year (freshman) men who were admitted	246
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Total first-time, first-year (freshman) women who were admitted (NDU IPEDS Admissions Survey) 275

Total full-time, first-time, first-year (freshman) men who enrolled 169
 Total part-time, first-time, first-year (freshman) men who enrolled 7

Total full-time, first-time, first-year (freshman) women who enrolled 215
 Total part-time, first-time, first-year (freshman) women who enrolled 6

Source: NDU Admissions Survey

C2. 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 No

If yes, please answer the questions below for fall admissions:

Number of qualified applicants offered a place on waiting list Not Applicable

Number accepting a place on the waiting list Not Applicable

Number of wait-listed students admitted Not Applicable

Is your waiting list ranked? Not Applicable

If yes, do you release that information to students? Not Applicable

Do you release that information to school counselors? Not Applicable

Source: Enrollment Services

Admission Requirements

C3. High school completion requirement

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
- High school diploma is required and GED is not accepted
- High school diploma or equivalent is not required

C4. Does your institution require or recommend a general college-preparatory program for degree-seeking students?

- Require
- Recommend
- Neither requires nor recommend

C5. Distribution of high school units required and/or recommended. 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.

	Units Required
Total academic units	13
English	4
Mathematics	3
Science	
Of these, units that must be lab	3
Foreign language	
Social studies	3
History	
Academic electives	
Computer Science	
Visual/Performing Arts	
Other (<i>specify</i>) Social Science should include at least 3 units of biology, chemistry, physics, or physical science. Social science should not include consumer education, cooperative marketing, orientation to social science, or marriage/family. Math must be Algebra I or above.	

Basis for Selection

Minot State University considers secondary school records are very important; ACT/SAT test scores are also required. Primarily student applications include ACT scores. ACT composite scores must be no less than 18 composite. Those below are the recommended composite score are reviewed on an individual basis.

New Minot State University students (freshman and transfer) are required to complete a new student orientation. To facilitate completion of this requirement the campus will hold CONNECT events during the summer and before the spring semester. These events will introduce students to the University through information sessions, a campus tour, academic advising, and will conclude with the student registering for classes. A virtual option is also available for distance students. Information about CONNECT events is sent to all students who have been admitted to the University.

The Mentor Program is designed to assist new students with the transition to the academic and social environment of Minot State University. This is accomplished by pairing incoming students with a faculty/staff mentor who knows Minot State University policies and procedures, as well as which resources are available on and off campus to help students succeed. The mentor will also serve as a central point of contact for the student during his/her first year at Minot State University.

At present, there is no mandatory application deadline; however, it is suggested that all students planning to enter the University for the fall term apply by April 1 of the preceding spring. Students planning to enter during subsequent terms should apply at least one month in advance. In general, early applicants receive higher priority for financial aid, housing, and class availability.

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

Open admission policy as described above for most students,

[MSU- Transfer Student Information](#)
[MSU - Office of International Programs](#)
[Admission Standards](#)

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

	Very Important	Important	Considered	Not Considered
<i>Academic</i>				
Rigor of secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Academic GPA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Nonacademic</i>				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
First generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alumni/relation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Racial/ethnic status	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Level of applicant's interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SAT and ACT Policies

C8. Entrance exams

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

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

	ADMISSION				
	Require	Recommend	Require for Some	Consider If Submitted	Not Used
SAT or ACT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SAT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2019 please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

- ACT with writing required
- ACT with writing recommended.
- ACT with or without writing accepted

If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2019 please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

- SAT with Essay component required
- SAT with ESSAY component recommended
- SAT with or without ESSAY component accepted

C. Please indicate how your institution will use the SAT or ACT essay component; check all that apply.

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

D. In addition, does your institution use applicants' test scores for academic advising?
YES

- E. Latest date by which SAT or ACT scores must be received for fall-term admission **APRIL 1st of previous spring (Recommended)**
 Latest date by which SAT Subject Test scores must be received for fall-term admission **APRIL 1st of previous spring (Recommended)**
- F. 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):
At present, there is no mandatory application deadline; however, it is suggested that all students planning to enter the University for the fall term apply by April 1 of the preceding spring. Students planning to enter during subsequent terms should apply at least one month in advance. In general, early applicants receive higher priority for financial aid, housing, and class availability.

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

- SAT
- ACT
- SAT Subject Tests
- AP
- CLEP
- Institutional Exam

Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2018, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year (freshman) students enrolled in fall 2018 who submitted national standardized (SAT/ACT) test scores. Include information for **ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores.** Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. **Do convert Old SAT scores to New SAT scores using the College Board's concordance tools and tables (sat.org/concordance).**

- Fall 2018 New Enrolled Students =397**
- Number submitting SAT scores = 59**
- Percent submitting SAT scores =14%**
- Number submitting ACT scores = 342**
- Percent submitting ACT scores = 86%**

Source: NDU IPEDS Admissions Survey

The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 75 percent scored at or above.

Assessment	25th Percentile Score	75th Percentile Score
SAT Evidence-Based Reading and Writing +Math	460	560
SAT Math	460	570
SAT Essay		
ACT Composite	18	23
ACT Math	17	24
ACT English	16	23
ACT Writing		

Source: NDU IPEDS Admissions Survey

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

	SAT Evidenced-Based Reading and Writing	SAT Math
700-800	0 (0%)	0 (0%)
600-699	4 (10%)	5 (10%)
500-599	20 (51%)	23 (44%)
400-499	14 (36%)	21 (40%)
300-399	1 (3%)	3 (6%)
200-299	0 (0%)	0 (0%)
Total	39 (100%)	52(100%)

Source: NDU IPEDS Admission Survey-SAT composite EBRW=Combined Score

	ACT Composite		ACT English		ACT Math	
30-36	5	1%	13	3%	9	2%
24-29	72	18%	55	14%	87	22%
18-23	225	57%	175	44%	174	44%
12-17	39	10%	95	24%	72	18%
6-11	0	0%	3	1%	0	0%
Below 6	0	0%	0	0%	0	0%
Not Applicable	55	14%	56	14%	55	14%
Total	397	100%	397	100%	397	100%

Source: NDU IPEDS Admission Survey

C10. Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information).

This data is not consistently tracked/gathered by MSU. International students do not typically report ranking-entry is voluntary on behalf of the student during the application process. Of the 322 first-year degree seeking freshmen enrolled fall 2018, submitted a class rank. The data below is based on 322 first year freshmen students enrolled fall 2017.

Percent in top tenth of high school graduating class	35 of 322=11%	
Percent in top quarter of high school graduating class	63 of 322=20%	
Percent in top half of high school graduating class	205 of 322=64%	} Top half + bottom half = 100%.
Percent in bottom half of high school graduating class	117 of 322=36%	
Percent in bottom quarter of high school graduating class	42 of 322=13%	
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	81 = %	

Source: Campus Connections NDU_0009_ADM_W_RANK (Private Query) - VLOOKUP to NDU IPEDS Admissions Survey (filtered for Enrolled)

C11. 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.

Report indicated 397 new freshman enrolled, 369 (93%) offered HSGPA- Below is the breakdown of the 369 offering HSGPA scores

Percent who had GPA of 3.75 and higher	97 of 369= 26%
Percent who had GPA between 3.50 and 3.74	71 of 369=19%
Percent who had GPA between 3.25 and 3.49	63 of 369= 17%
Percent who had GPA between 3.00 and 3.24	52 of 369=14%
Percent who had GPA between 2.50 and 2.99	62 of 369=17%

Percent who had GPA between 2.0 and 2.49 22 of 369=6%
Percent who had GPA between 1.0 and 1.99 2 of 369=1%
Percent who had GPA below 1.0 0 of 369=0%

Source: NDUS Admissions Summary Report combined with NDUS IPEDS Admissions Survey Data

C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA:

3.36 is the average of GPA for the 369 submitting scores for fall 2018

3.38 is the average of the entire FTFT cohort (Only 359 provided GPA of the 385 in the cohort)

Percent of total first-time, first-year (freshman) students who submitted high school GPA: **93%**

Admission Policies (Data provided by Enrollment Services)

C13. Application fee

Does your institution have an application fee? Yes No

Amount of application fee: \$35.00

Can it be waived for applicants with financial need? Yes No

**If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:
Same fee: \$35.00**

Can on-line application fee be waived for applicants with financial need? NO

C14. Application closing date

We have open enrollment, the only closing date would be after the last day to add a class.

Does your institution have an application closing date? Yes No

Application closing date (fall): _June 30th - For all remaining fee and materials

Priority date: May 1st

C15. Are first-time, first-year students accepted for terms other than the fall? Yes No

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

On a rolling basis beginning (date): **As their files become complete, no set date**

By (date): _____

Other: _____

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

Must reply by (date): **As their files become complete, no set date**

No set date: _____

Must reply by May 1 or within _____ weeks if notified thereafter

Other: _____

Deadline for housing deposit (MMDD): **None**

Amount of housing deposit: **\$100.00**

Refundable if student does not enroll?

X Yes, in full - up until July 15 for fall students and Dec 15 for spring students

___ Yes, in part

___ No

C18. Deferred admission: Does your institution allow students to postpone enrollment after admission?

Yes No

If yes, maximum period of postponement: None

C19. 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 No

Early Decision and Early Action Plans

C21. Early decision: Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment? Yes No

For the fall 2018 entering class:

Number of early decision applications received by your institution _____

Number of applicants admitted under early decision plan _____

Please provide significant details about your early decision plan: _____

C22. Early action: 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 No

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 other early plans?

Yes No

D. TRANSFER ADMISSION

Fall Applicants

D1. Does your institution enroll transfer students? Yes No

(If no, please skip to Section E)

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities? Yes No

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall of current year.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	158	127	100
Women	337	237	201
Total	495	364	301

Source: Registrar’s Office- NDU_0009_ADM sorted by admit Type (TRN)- Program Action and gender/RTK TRN reports pivoted by Gender

Application for Admission

D3. Indicate terms for which transfers may enroll:
 Fall Winter Spring Summer

D4. Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?
 Yes No if **they are under 25 years old, they must follow the first year requirements and supply a HS transcript and ACT/SAT scores.**

If yes, what is the minimum number of credits and the unit of measure? **24 semester hour's minimum**

D5. Indicate all items required of transfer students to apply for admission:

Minot State University – [Transfer Admissions](#)

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not required
High school transcript				X	
College transcript(s)	X				
Essay or personal statement					X
Interview					X
Standardized test scores				X	
Statement of good standing from prior institution(s)					X

D6. If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale): **None, if under 25 years old they must have an ACT score of 17 and meet core requirements...only if they have less than 24 college credits do we look at the HS and ACT.**

D7. If a minimum college grade point average is required of transfer applicants, specify (On a 4.0 scale): **1.5 (1-23 college credits) 1.75 (24-59 college credits) 2.0 (60 or more college credits)**

D8. List any other application requirements specific to transfer applicants:

Proof of two MMR's if taking classes on campus

[Transfer Student Information](#)

D9. List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall	April 1				X
Winter					X
Spring					X
Summer					X

D10. Does an open admission policy, if reported, apply to transfer students? Yes No

D11. Describe additional requirements for transfer admission, if applicable: N/A

Transfer Credit Policies

D12. Report the lowest grade earned for any course that may be transferred for credit: D

D13. Maximum number of credits or courses that may be transferred from a two-year institution:

No Maximum credits/courses are established by MSU

D14. Maximum number of credits or courses that may be transferred from a four-year institution:

No Maximum credits/courses are established by MSU

D15. Minimum number of credits that transfers must complete at your institution to earn an associate degree:

MSU currently only offers one AS Degree: Developmental Disabilities- the requirements are 27 credits of developmental disabilities and 38 Gen Ed credits that can be earned from any accredited college or university

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

Minimum 60 semester hours at a 4-year institution, on which 30 semester hours must be through MSU

D17. Describe other transfer credit policies: [Transfer Student Information](#)

E. ACADEMIC OFFERINGS AND POLICIES

E1. **Special study options:** Identify those programs available at your institution. Refer to the glossary for definitions.

- | | |
|--|---|
| <input type="checkbox"/> Accelerated program | <input checked="" type="checkbox"/> Honors program |
| <input checked="" type="checkbox"/> Cooperative education program | <input checked="" type="checkbox"/> Independent study |
| <input type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Distance learning | <input checked="" type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major | <input checked="" type="checkbox"/> Student-designed major |
| <input checked="" type="checkbox"/> Dual enrollment | <input checked="" type="checkbox"/> Study abroad |
| <input checked="" type="checkbox"/> English as a Second Language (ESL) | <input checked="" type="checkbox"/> Teacher certification program |
| <input type="checkbox"/> Exchange student program (domestic) | <input type="checkbox"/> Weekend college |
| <input checked="" type="checkbox"/> External degree program | |
| <input type="checkbox"/> Other (specify): | |

E3. **Areas in which all or most students are required to complete some course work prior to graduation:**

- | | |
|--|---|
| <input checked="" type="checkbox"/> Arts/fine arts | <input checked="" type="checkbox"/> Humanities |
| <input type="checkbox"/> Computer literacy | <input checked="" type="checkbox"/> Mathematics |
| <input checked="" type="checkbox"/> English (including composition) | <input type="checkbox"/> Philosophy |
| <input checked="" type="checkbox"/> Foreign languages | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input checked="" type="checkbox"/> History | <input checked="" type="checkbox"/> Social science |
| <input checked="" type="checkbox"/> Other (describe): Communications,
Wellness/personal Development | |

F. STUDENT LIFE

F1. **Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 2017 that fit the following categories:**

	First-time, first-year (Freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator) NDUS Official enrollment reports G & L	97 of 363 = 27%	508 of 2686 = 19%
Percent of men who join fraternities	N/A	N/A
Percent of women who join sororities	N/A	N/A
Percent who live in college-owned, -operated, or -affiliated housing	201 of 397 = 51%	482 of 2915 = 17%
Percent who live off campus or commute Devin McCall- Campus Life (#of students living on campus)/Factbook Report #NDUH2SRA / Housing Report 3rd Week data	196 of 397 = 49%	2433 of 2915 = 84 %
Percent of students age 25 and older Report # NDUH2SRF (calculated age)	11 of 397 = 3 %	729 of 2915 = 25%
Average age of full-time students Report # NDUH2SRF (calculated age)	19	23
Average age of all students (full- and part-time) Report # NDUH2SRF (calculated age)	19	24

F2. **Activities offered** Identify those programs available at your institution.

[MSU Student Organizations](#)

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Campus Ministries | <input type="checkbox"/> Literary magazine | <input checked="" type="checkbox"/> Radio station |
| <input type="checkbox"/> Choral groups | <input checked="" type="checkbox"/> Marching band | <input checked="" type="checkbox"/> Student government |
| <input type="checkbox"/> Concert band | <input type="checkbox"/> Model UN | <input checked="" type="checkbox"/> Student newspaper |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Music ensembles | <input type="checkbox"/> Student-run film society |
| <input checked="" type="checkbox"/> Drama/theater | <input checked="" type="checkbox"/> Musical theater | <input type="checkbox"/> Symphony orchestra |

G2. Number of credits per term a student can take for the stated full-time tuition 12 minimum maximum

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

G4. Not Applicable

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	1100	1100	1100
Room only:			2600
Board only:		2600	4000
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			
Transportation:	1232	1232	1232
Other expenses:	2318	2318	2318

Source: Laurie Weber- Financial Aid Office- Financial Aid website Fee schedule (Transportation is included in the cost of other expenses)

G6. Undergraduate per-credit-hour charges (tuition only):

As of Fall 2009 MSU is offering flat rate tuition- all students pay in-state, in-district tuition.

PRIVATE INSTITUTIONS:	N/A
PUBLIC INSTITUTIONS	
In-district:	294.32
In-state (out-of-district):	294.32
Out-of-state:	294.32
NONRESIDENT ALIENS:	294.32

Source: Annual Fee schedule From Business Office

H. FINANCIAL AID-Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts awarded to enroll full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, “total degree-seeking” undergraduates) in the following categories. (Note: If the data being reported are final figures for the 2017-2018 academic years (see the next item below), use the 2017-2018 academic years’ CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column. (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for “non-need-based scholarship or grant aid” on the last page of the definitions section.)

Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below:

2018-2019 estimated or 2017-2018final

Which needs-analysis methodology does your institution use in awarding institutional aid? (Formerly H3)

Federal methodology (FM) Institutional methodology (IM) Both FM and IM

	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
	\$	\$

Scholarships/Grants		
Federal	\$2,638,988.00	\$11,263.00
State (i.e., all states, not only the state in which your institution is located)	\$771,123.00	\$249,332.00
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$383,134.33	\$481,610.59
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$501,604.82	\$443,023.65
Total Scholarships/Grants	\$4,294,850.15	\$1,185,229.24
Self-Help		
Student loans from all sources (excluding parent loans)	\$4,478,876.87	\$3,661,535.13
Federal Work-Study	\$138,681.22	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)		
Total Self-Help	\$4,617,558.09	\$3,661,535.13
Parent Loans	\$24,557.47	\$85,199.53
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$372,970.00	\$378,511.00
Athletic Awards	\$752,528.00	\$213,258.00
Total Other	\$1,150,055.47	\$676,968.53

Source: Laurie Weber- The College Board Data and Report NDU_0035_FA

H2. Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2013 cohort)	335	1951	517
b) Number of students in line a who applied for need-based financial aid	269	1347	287
c) Number of students in line b who were determined to have financial need	157	924	208
d) Number of students in line c who were awarded any financial aid	156	907	194
e) Number of students in line d who were awarded any need-based	147	793	155

scholarship or grant aid			
f) Number of students in line d who were awarded any need-based self-help aid	93	642	138
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	26	77	7
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)	55	329	56
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	72.00%	70.38%	56.34%
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	\$10,117.45	\$10,458.78	\$6,834.26
k) Average need-based scholarship or grant award of those in line e	\$6,369.91	\$5,587.90	\$3,480.68
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$4,290.73	\$6,074.44	\$4,661.73
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who were awarded a need-based loan	\$4,337.67	\$6,080.90	\$4,653.21

Source: Laurie Weber- Financial Aid Office-NDU_0035_FA

H2A. Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	70	313	13
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$1,106.90	\$1,438.18	\$976.99
p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	14	46	1
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$3,103.00	\$3,567.22	\$4,000.00

Source: Laurie Weber- Financial Aid Office- NDU_0035_FA

Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4, H4a, H5 and H5a.

Source: Laurie Weber- Financial Aid Office- NDU_0035_FA

Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4 and H5.

Include:

- * 2018 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2017 and June 30, 2018.
- * Only loans made to students who borrowed while enrolled at your institution.
- * co-signed loans.

Exclude:

- * Students who transferred in.
- * Money borrowed at other institutions.
- * Parent loans
- * Students who did not graduate or who graduated with another degree or certificate (but no Bachelor's degree).

H4. Number of students in the 2018 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2017 and June 30, 2018= **128**

Source: Laurie Weber- Financial Aid Office- NDU_0035_FA

H5. Number and percent of students in class (defined in H4 above) borrowing from federal, nonfederal, and any loan sources, and the average (or mean) amount borrowed. **NOTE: The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row.** For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans. Report the average per-borrower cumulative undergraduate indebtedness of those in line H4.

Source: Laurie Weber- Financial Aid Office- NDU_0035_FA

Source/Type of Loans	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	55	43%	\$23,282.00
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	55	43%	\$22,608.00
c) Institutional loan programs.	0	0%	\$0.00
d) State loan programs.	0	0%	\$0.00
e) Private student loans made by a bank or lender.	4	3%	\$9,274.00

Additionally, a definition for "private students loans" has been added to the glossary that reads: "Private student loans: A nonfederal loan made by a lender such as a bank, credit union or private lender used to pay for up to the annual cost of education, less any financial aid received."

Source: Laurie Weber- Financial Aid Office- NDU_0035_FA

Aid to Undergraduate Degree-seeking Nonresident Aliens (Note: Report numbers and dollar amounts for the same academic year checked in item H1.)

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

- Institutional need-based scholarship or grant aid is available
 Institutional non-need-based scholarship or grant aid is available
 Institutional scholarship and grant aid is not available

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid: **129**

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:

\$2,739.12

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:

\$353,346.46

H7. Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- International Student's Financial Aid Application
- International Student's Certification of Finances
- Other: MSU Scholarship Applications

Process for First-Year/Freshman Students

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

- FAFSA
- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- State aid form
- Noncustodial PROFILE
- Business/Farm Supplement
- Other: MSU Scholarship Applications

H9. Indicate filing dates for first-year (freshman) students:

- X Priority date for filing required financial aid forms: February 15th
- Deadline for filing required financial aid forms: N/A
- No deadline for filing required forms (applications processed on a rolling basis):

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

- a.) Students notified on or about (date): **3/15**
- b.) Students notified on a rolling basis: **YES** If yes, starting date: **3/15**

H11. Indicate reply dates:

Students must reply by (date): _____ or within 4 weeks of notification.

Types of Aid Available

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

H12. Loans

- FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)
 - Direct Subsidized Stafford Loans
 - Direct Unsubsidized Stafford Loans
 - Direct PLUS Loans
- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (specify): Private Alternative Loans

H13. Scholarships and Grants

[MSU Scholarships- Click Here](#)

NEED-BASED:

- Federal Pell
- SEOG

- State scholarships/grants
- Private scholarships
- College/university scholarship or grant aid from institutional funds
- United Negro College Fund
- Federal Nursing Scholarship
- Other (specify): [See Link above for more information](#)

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

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

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for fall. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

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

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

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

Minority faculty: includes faculty who designate themselves as black, non-Hispanic; American Indian or Alaskan native; Asian or Pacific Islander; or Hispanic.

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration.

First-professional: includes the fields of 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) and theological professions (MDiv, MHL).

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

	Full-time	Part-time	Total
a.) Total number of instructional faculty (part a and b)	143	163	306
b.) Total number who are members of minority groups (part k)	6	0	6
c.) Total number who are women(part k)	82	144	226
d.) Total number who are men (part k)	62	19	81
e.) Total number who are nonresident aliens (international) (part k)	3	0	3
f.) Total number with doctorate, first professional, or other terminal degree	87		87
g.) Total number whose highest degree is a master's but not a terminal master's	52		52
h.) Total number whose highest degree is a bachelor's	4		4
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	0		0
j.) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	0		0

Source: - HR IPEDS HR Data available after December- Section f-g-h-I found in VPAA database of terminal degree data

I-2. Student to Faculty Ratio

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

Student to Faculty ratio: 12 to 1 (based on **FT UG + .33 PT UG + .33 PT /FT Faculty + .33 PT Faculty**).

Source: Student data from Factbook "MSU Enrollment"

Faculty Students UG FT and PT

FT Faculty=143

PT Faculty 163 *.33=54

197

FT=1979

PT= 936 *.33=308

2287

Number of Class Sections with Undergraduates Enrolled

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class Sections	148	235	152	34	4	2	0	589
Class Subsections	20	34	11	2	3	2	0	72

NDU_MIS_SR_EVAL_COURSE_DATA (See file for directions)

Class sections and sub-sections do not include: independent study, co-operative programs, internships, foreign language tutor sessions, practicums, and all students in one-on-one classes. Each class section is counted only once and is not duplicated. Course sub-sections include: laboratory, recitation, and discussion subsections.

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.

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of *class sections* and *class subsections* offered. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the “100+” column in the class section column and 40 times under the “20-29” column of the class subsections table.

J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2017 and June 30, 2018

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor’s degrees awarded. To determine the percentage, use majors, not headcount (e.g., students with one degree but a double major will be represented twice). Calculate the percentage from your institution’s IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

Category	Diploma/ Certificates	%	Associate	%	Bachelor’s	%	CIP 2000 Categories to Include
Agriculture							1
Natural resources/environmental science							3
Architecture							4
Area and ethnic studies							5
Communications/journalism					9	2%	9
Communication technologies					1	1%	10
Computer and information sciences					13	3%	11
Personal and culinary services							12
Education	8	16%	1	100%	94	16%	13
Engineering							14
Engineering technologies							15
Foreign languages and literature					4	1%	16
Family and consumer sciences							19
Law/legal studies							22
English					6	1%	23
Liberal arts/general studies					20	3%	24
Library science							25
Biological/life sciences					13		26
Mathematics					5	1%	27
Military science and technologies							29
Interdisciplinary studies							30
Parks and recreation					25	4%	31
Philosophy and religious studies							38
Theology and religious vocations							39
Physical sciences					5	1%	40
Science technologies							41
Psychology					13	2%	42
Security and protective services					26	4%	43
Public administration and social services					62	11%	44
Social sciences					2	1%	45
Construction trades							46

Mechanic and repair technologies							47
Precision production							48
Transportation and materials moving							49
Visual and performing arts					14	2%	50
Health professions and related sciences					102	17%	51
Business/marketing	42	84%			171	29%	52
History					6	1%	54
Other							
TOTAL	50	100%	1	100%	591	100%	CIP CODES

[NDU Applications>Student Records>Reports>BHE Programs Offered and Completed](#)

- File is unduplicated so this only includes 1st majors

Common Data Set Definitions

- ◆ All definitions related to the financial aid section appear at the end of the Definitions document.
- ◆ Items preceded by an asterisk (*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys.

***Academic advisement:** Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.

Accelerated program: Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.

Admitted student: Applicant who is offered admission to a degree-granting program at your institution.

***Adult student services:** Admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-entering after a lapse of a few years.

American Indian or Alaska native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Applicant (first-time, first year): An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).

Application fee: That amount of money that an institution charges for processing a student's application for acceptance. This amount is *not* creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.

Asian or Pacific Islander: A person having origins in any of the original peoples of the 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.

Associate degree: An award that normally requires at least two but less than four years of full-time equivalent college work.

Bachelor's degree: An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years but *not* more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study plan) program. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies.) Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.

Black, non-Hispanic: A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

Board (charges): Assume average cost for 19 meals per week or the maximum meal plan.

Books and supplies (costs): Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at your institution.

Calendar system: The method by which an institution structures most of its courses for the academic year.

Campus Ministry: Religious student organizations (denominational or nondenominational) devoted to fostering religious life on college campuses. May also refer to Campus Crusade for Christ, an interdenominational Christian organization.

***Career and placement services:** A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.

Carnegie units: One year of study or the equivalent in a secondary school subject.

Certificate: See **Postsecondary award, certificate, or diploma.**

Class rank: The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.

College-preparatory program: Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.

Common Application: The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.

***Community service program:** Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.

Commuter: A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.

Contact hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.

Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.

Cooperative education program: A program that provides for alternate class attendance and employment in business, industry, or government.

Cooperative housing: College-owned, -operated, or -affiliated housing in which students share room and board expenses and participate in household chores to reduce living expenses.

***Counseling service:** Activities designed to assist students in making plans and decisions related to their education, career, or personal development.

Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

Credit course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Credit hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Cross-registration: A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.

Deferred admission: The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Differs by program (calendar system): A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-month program in January, April, and October.

Diploma: See **Postsecondary award, certificate, or diploma.**

Distance learning: An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.

Doctoral degree: The highest award a student can earn for graduate study. The doctoral degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. For the Doctor of Public Health degree, the prior degree is generally earned in the closely related field of medicine or in sanitary engineering.

Double major: Program in which students may complete two undergraduate programs of study simultaneously.

Dual enrollment: 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.

Early action plan: 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.

Early admission: 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.

Early decision plan: 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.

English as a Second Language (ESL): A course of study designed specifically for students whose native language is not English.

Exchange student program-domestic: Any arrangement between a student and a college that permits study for a semester or more at another college **in the United States** without extending the amount of time required for a degree. **See also Study abroad.**

External degree program: A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.

Extracurricular activities (as admission factor): Special consideration in the admissions process given for participation in both school and nonschool-related activities of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.

First professional certificate (postdegree): An award that requires completion of an organized program of study designed for persons who have completed the first professional degree. Examples could be refresher courses or additional units of study in a specialty or subspecialty.

First professional degree: An award in one of the following fields: Chiropractic (DC, DCM), dentistry (DDS, DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), rabbinical and Talmudic studies (MHL, Rav), Pharmacy (BPharm, PharmD), podiatry (PodD, DP, DPM), veterinary medicine (DVM), law (LLB, JD), divinity/ministry (BD, MDiv).

First-time student: A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

First-time, first-year (freshman) student: A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

First-year student: A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.

Freshman: A first-year undergraduate student.

***Freshman/new student orientation:** Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.

Full-time student (undergraduate): A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.

Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.

Grade-point average (academic high school GPA): The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

Graduate student: A student who holds a bachelor's or first professional degree, or equivalent, and is taking courses at the post-baccalaureate level.

***Health services:** Free or low cost on-campus primary and preventive health care available to students.

High school diploma or recognized equivalent: A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Tests of General Educational Development (GED), or another state-specified examination.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Honors program: Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

Independent study: Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.

In-state tuition: The tuition charged by institutions to those students who meet the state's or institution's residency requirements.

International student: See **Nonresident alien**.

International student group: Student groups that facilitate cultural dialogue, support a diverse campus, assist international students in acclimation and creating a social network.

Internship: Any short-term, supervised work experience usually related to a student's major field, for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid.

***Learning center:** Center offering assistance through tutors, workshops, computer programs, or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.

***Legal services:** Free or low cost legal advice for a range of issues (personal and other).

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

Master's degree: An award that requires the successful completion of a program of study of at least the full-time equivalent of one but not more than two academic years of work beyond the bachelor's degree.

Minority affiliation (as admission factor): Special consideration in the admission process for members of designated racial/ethnic minority groups.

***Minority student center:** Center with programs, activities, and/or services intended to enhance the college experience of students of color.

Model United Nations: A simulation activity focusing on conflict resolution, globalization, and diplomacy. Assuming roles as foreign ambassadors and "delegates," students conduct research, engage in debate, draft resolutions, and may participate in a national Model UN conference.

Nonresident alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

***On-campus day care:** Licensed day care for students' children (usually age 3 and up); usually for a fee.

Open admission: 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.

Other expenses (costs): Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.

Out-of-state tuition: The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.

Part-time student (undergraduate): A student enrolled for fewer than 12 credits per semester or quarter, or fewer than 24 contact hours a week each term.

***Personal counseling:** One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.

Post-baccalaureate certificate: 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.

Post-master's certificate: 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.

Postsecondary award, certificate, or diploma: 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.

Private institution: 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.

Private for-profit institution: 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.

Private nonprofit institution: 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.

Proprietary institution: See **Private for-profit institution**.

Public institution: An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.

Quarter calendar system: 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.

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

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

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

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

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

Required fees: Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is the exception. Do not include application fees or optional fees such as lab fees or parking fees.

Resident alien or other eligible non-citizen: A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

Room and board (charges)—on campus: Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).

Secondary school record (as admission factor): Information maintained by the secondary school that may include such things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.

Semester calendar system: A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.

Student-designed major: A program of study based on individual interests, designed with the assistance of an adviser.

Study abroad: Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.

***Summer session:** A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

Talent/ability (as admission factor): Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts, languages, etc.).

Teacher certification program: Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary schools.

Transfer applicant: An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college-level credit.

Transfer student: A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.

Transportation (costs): Assume two round trips to student's hometown per year for students in institutional housing or daily travel to and from your institution for commuter students.

Trimester calendar system: An academic year consisting of 3 terms of about 15 weeks each.

Tuition: Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

***Tutoring:** May range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges, they are specially trained and certified.

Unit: a standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, contact hour).

Undergraduate: A student enrolled in a four- or five-year bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate.

***Veteran's counseling:** Helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.

***Visually impaired:** Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.

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

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

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

White, non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

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

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

Financial Aid Definitions

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

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

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

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

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

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

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

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

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

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

- Non-need institutional grants
- Non-need tuition waivers
- Non-need athletic awards
- Non-need federal grants
- Non-need state grants
- Non-need outside grants
- Non-need student loans
- Non-need parent loans
- Non-need work

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

Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.