2017: Best Colleges - Main Survey

Introduction

BEST COLLEGES

Data Collection

U.S. News has begun collecting data for the 2018 edition of Best Colleges. The U.S. News surveys ask about many aspects of your institution that are important to potential college applicants across the country, other educational intuitions, and the public at large.

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

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

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

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

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

**Important Icons**

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

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

 ✐ The gold shield indicates that the question is used in the Best Colleges rankings calculation.
Entering Data
To move between fields, you may either click on the field you wish to move to or press the Tab key until you reach that field. To move between individual pages of the survey, click on the "Next" or "Previous" links at the bottom of the page. You may also click on the section links listed in the index on the right-hand side of the screen and go to any page in the survey.

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

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

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

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

All CDS submissions must be received by May 5th 2017 in order to allow enough time for data entry and processing in-house. Please contact your data collector for more information.

New Questions:
Main
- Contact Information - new questions added
- 60: Admission policy if SAT/ACT not required
- 89 - 90: Maximum AP accepted for credit
- 123: Military enrollment
- 166 - 170: Graduate career data
- 228: Campus carry policy
- 268 - 270: Honors college/program

Questions Used in the Best Colleges Ranking
The questions or question areas listed below are the data points that are used in the U.S. News Best Colleges ranking calculations. More details on the U.S. News Best Colleges rankings can be found here: https://www.usnews.com/education/best-colleges/articles/how-us-news-calculated-the-rankings
Please note: The primary factor used to determine whether a school will be eligible to be ranked in the 2018 edition of the U.S. News Best Colleges rankings is question 58: Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants? The answer to this question must be "Yes" in order for a school to be ranked in the 2018 edition of the U.S. News Best Colleges rankings. A school that answers "No" will not be included in the rankings and will be listed as an "Unranked School." Test optional schools should answer question 58 as Yes. Only schools that don’t use SAT or ACT test at all in admission should answer as No.

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

Main Statistical Survey
- 2016 Fall enrollment: 27-30
- 2015 Fall enrollment: 31-33
- 6-Year Graduation rates: 37, 38, 43
- Freshman retention rates: 44 & 45
- Freshman applications and acceptances: 47
- SAT and ACT scores and testing policies: 58, 59, 68-72, 74, 78
- SAT/ACT score reporting inclusion for all students: 79
- High school class standing: 81
- Undergraduate alumni giving: 150-152
- Total number of instructional faculty (current year): 153 all three columns
- Total number with doctorate or other terminal degree (current year): 153 full-time column
- Total number of instructional faculty (last year): 154 all three columns.
- Total number with doctorate or other terminal degree (last year): 154 full-time column
- Student to faculty ratio: 155-156
- Faculty salaries: 157
- Class sections: 159

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

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

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

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

- Military enrollment: 123
- G.I. Bill certified: 124
- Yellow Ribbon participant: 125
- In-state tuition for active servicemen: 9 (financial aid survey)

Important Notice: U.S. News in its discretion will attempt to do cross-checking of data from what information schools have submitted on their Fall 2016 IPEDS Institutional Characteristics survey that appears on the U.S. Department of Education's College Navigator web site http://nces.ed.gov/collegenavigator/ (http://nces.ed.gov/collegenavigator/) or can be downloaded from the IPEDS website, provided that the schools are ultimately responsible for the accuracy of the data that they submit. If you need more details on how the cross-checking or missing data fill-ins will work, contact Bob Morse at rmorse@usnews.com (mailto:rmorse@usnews.com).

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

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

Survey Contact #1:
- Survey contacts can only be updated by your Data Collector. For their contact information, please click on the 'help' icon above.

Name:

| Patricia Davis |

Job Title:

| Associate Director, Institutional Research and Assessment |

Email:

| patdavis@maine.edu |

Phone:

| 2077804104 |

Survey Contact #2:

Name:

| Chris Barr |

Job Title:

| Administrative Specialist II |

Email:

| chris.barr@maine.edu |

Phone:

| 2077804203 |

Survey Contact #3:

Name:

| |

Job Title:

| |
Public Relations Contacts:
- These contacts will receive the embargoed ranking information prior to the official rankings release. Please do not list the survey contacts here. The survey contacts will also receive the embargoed information prior to the official release.

This data is rolled over from last year.

Contact 1 - Name:
Bob Stein

Contact 1 - Email:
rstein@maine.edu

Contact 1 - Phone:
(207) 780-4444

Contact 2 - Name:
Tracy St Pierre

Contact 2 - Email:
tracy.st@maine.edu

Contact 2 - Phone:
(207) 780-4771

President:
- The contact information for the president, provost and deans will be kept confidential and only potentially used for future surveys

This data is rolled over from last year.

Name:
<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenn Cummings</td>
<td><a href="mailto:usmpresident@maine.edu">usmpresident@maine.edu</a></td>
<td>(207) 780-4480</td>
</tr>
<tr>
<td>Provost/Dean of</td>
<td>Jeannine Diddle Uzi</td>
<td></td>
</tr>
<tr>
<td>Academic Affairs</td>
<td><a href="mailto:usm.provost@maine.edu">usm.provost@maine.edu</a></td>
<td>(207) 780-4485</td>
</tr>
<tr>
<td>Dean of Admissions/Dean of Enrollment Management</td>
<td>Andrew King</td>
<td><a href="mailto:andrew.king@maine.edu">andrew.king@maine.edu</a></td>
</tr>
<tr>
<td>Dean (School of Engineering)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dean of Academic Affairs (in charge of undergraduate engineering at engineering school) OR a senior faculty member at engineering school if no DoAA available:

Name: 

Email: 

Phone: 

Dean (School of Business):

Name: 

Email: 

Phone: 

Dean of Academic Affairs (in charge of undergraduate business at business school) OR a senior faculty member at business school if no DoAA available:

Name: 

Email: 

Phone:
General Information

If any of the general information is incorrect, please enter the correct information. Note that cross-references to Common Data Set items appear in parentheses as (CDS xx), next to our questions. For any assistance, please contact your data collector by clicking the 'Help' icon at the top of the survey.

1.) Name of college or university:
   CDS A1  This data is rolled over from last year.
   University of Southern Maine

2.) Mailing address:
   CDS A1  This data is rolled over from last year.
   96 Falmouth Street, P.O. Box 9300

3.) City:
   CDS A1  This data is rolled over from last year.
   Portland

4.) State:
   CDS A1  This data is rolled over from last year.
   • Maine

5.) Zip:
   CDS A1  This data is rolled over from last year.
   04104-9300

6.) International Postal Code (If applicable):
   This data is rolled over from last year.

7.) Main phone:
   CDS A1  This data is rolled over from last year.
   (207) 780-4141

8.) International Phone (If applicable):
9.) Source of institutional control: *

CDS A2  This data is rolled over from last year.

- Public
- Private (nonprofit)
- Proprietary
- No Answer

10.) In what year was your institution founded?

This data is rolled over from last year.

1878

11.) Religious Affiliation:

12.) Which of the following best describes the campus setting of your institution?

This data is rolled over from last year.

- Urban (located within a major city)
- City
- Suburban
- Rural
- No Answer

13.) Classify your undergraduate institution:

CDS A3  This data is rolled over from last year.

- Coeducational college
- Men's college
- Women's college
- No Answer

14.) Academic Year Calendar:

CDS A4  This data is rolled over from last year.
Semester

Quarter

Trimester

4-1-4

Continuous

Differs by program (Describe in Comments)

Other (Describe in Comments)

No Answer

Make a comment on your choice here:

15.) Degrees Offered by your Institution:

CDS A5  This data is rolled over from last year.

Certificate

Diploma

Associate

Transfer

Terminal

Bachelor's

Post-bachelor's certificate

Master's
16.) Admissions office mailing address:

CDS A1 This data is rolled over from last year.

39 Exeter Street

17.) City:

CDS A1 This data is rolled over from last year.

Portland

18.) State:

CDS A1 This data is rolled over from last year.

Maine

19.) Zip:

CDS A1 This data is rolled over from last year.

4104

20.) Admissions phone number:

CDS A1 This data is rolled over from last year.

(207) 780-5670

21.) Admissions Email address:

CDS A1 This data is rolled over from last year.

admitusm@maine.edu

22.) WWW home page address:

CDS A1 This data is rolled over from last year.

http://www.usm.maine.edu
23.) Is there a separate URL application site on the Internet? If so, please specify:

https://usm.maine.edu/apply

24.) Do you accept the Common Application?

This data is rolled over from last year.

- Yes
- No
- No Answer

25.) What year did you begin accepting the Common Application?

This data is rolled over from last year.

2009

26.) Respondent information. Who is completing this survey?

Name:
Chris Barr

Title:
Data Specialist

Email:
chris.barr@maine.edu

Phone:
(207) 780-4203
### Institutional Enrollment

Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2016. Please report students formerly designated as "first professional" in the graduate cells. Last year's enrollment grid is included for your reference.

27.) 2016 Enrollment:

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-Time: Men</th>
<th>Full-Time: Women</th>
<th>Part-Time: Men</th>
<th>Part-Time: Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree-seeking, first-time freshmen</td>
<td>308</td>
<td>459</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>Other first-year, degree-seeking</td>
<td>205</td>
<td>329</td>
<td>95</td>
<td>139</td>
</tr>
<tr>
<td>All other degree-seeking</td>
<td>1035</td>
<td>1364</td>
<td>558</td>
<td>703</td>
</tr>
<tr>
<td>Total degree-seeking</td>
<td>1548</td>
<td>2152</td>
<td>668</td>
<td>865</td>
</tr>
<tr>
<td>All other undergraduates enrolled in credit course</td>
<td>31</td>
<td>19</td>
<td>383</td>
<td>523</td>
</tr>
<tr>
<td>Total undergraduates</td>
<td>1579</td>
<td>2171</td>
<td>1051</td>
<td>1388</td>
</tr>
<tr>
<td>Graduate degree seeking, first-time</td>
<td>87</td>
<td>195</td>
<td>72</td>
<td>163</td>
</tr>
<tr>
<td>All other graduate degree seeking</td>
<td>135</td>
<td>224</td>
<td>139</td>
<td>405</td>
</tr>
<tr>
<td>All other graduates enrolled in credit courses</td>
<td>0</td>
<td>5</td>
<td>59</td>
<td>182</td>
</tr>
<tr>
<td>Total graduates</td>
<td>222</td>
<td>424</td>
<td>270</td>
<td>750</td>
</tr>
</tbody>
</table>

28.) Total 2016 enrollment, all undergraduates:

CDS B1 This question is used in the Rankings calculation.
29.) Total 2016 enrollment, all graduates:

CDS B1 This question is used in the Rankings calculation.

1666

30.) GRAND TOTAL - 2016 Enrollment: *

CDS B1 This question is used in the Rankings calculation.

7855
31.) 2015 Enrollment:
This question is used in the Rankings calculation. This data is rolled over from last year.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree-seeking, first-time freshmen</td>
<td>279</td>
<td>383</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Other first-year, degree-seeking</td>
<td>242</td>
<td>298</td>
<td>122</td>
<td>158</td>
</tr>
<tr>
<td>All other degree-seeking</td>
<td>1078</td>
<td>1425</td>
<td>588</td>
<td>743</td>
</tr>
<tr>
<td>Total degree-seeking</td>
<td>1599</td>
<td>2106</td>
<td>728</td>
<td>926</td>
</tr>
<tr>
<td>All other undergraduates</td>
<td>19</td>
<td>6</td>
<td>364</td>
<td>378</td>
</tr>
<tr>
<td>Total undergraduates</td>
<td>1618</td>
<td>2112</td>
<td>1092</td>
<td>1304</td>
</tr>
<tr>
<td>Graduate degree-seeking, first-time</td>
<td>96</td>
<td>193</td>
<td>46</td>
<td>119</td>
</tr>
<tr>
<td>All other graduate degree-seeking</td>
<td>131</td>
<td>287</td>
<td>160</td>
<td>385</td>
</tr>
<tr>
<td>All other graduates enrolled in credit courses</td>
<td>1</td>
<td>5</td>
<td>57</td>
<td>133</td>
</tr>
<tr>
<td>Total graduates</td>
<td>228</td>
<td>485</td>
<td>263</td>
<td>637</td>
</tr>
</tbody>
</table>

32.) Total 2015 enrollment, all undergraduates:
This question is used in the Rankings calculation. This data is rolled over from last year.

6126
33.) Total 2015 enrollment, all graduates:
This question is used in the Rankings calculation. This data is rolled over from last year.

1613

34.) GRAND TOTAL - 2015 Enrollment:
This question is used in the Rankings calculation. This data is rolled over from last year.

7739
Ethnicity Enrollment and Degrees Awarded

**Enrollment by Racial & Ethnic Category:** Provide numbers of undergraduates for each of the following categories as of the institution's official fall reporting date or as of October 15, 2016. Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

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

35.) Ethnicity Grid:

CDS B2
<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Degree-seeking first-time, first year students</th>
<th>Degree-seeking Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-resident aliens</td>
<td>17</td>
<td>77</td>
</tr>
<tr>
<td>Hispanic</td>
<td>31</td>
<td>139</td>
</tr>
<tr>
<td>Black or African American, non-Hispanic</td>
<td>46</td>
<td>251</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>630</td>
<td>4217</td>
</tr>
<tr>
<td>American Indian or Alaskan Native, non-Hispanic</td>
<td>11</td>
<td>39</td>
</tr>
<tr>
<td>Asian, non-Hispanic</td>
<td>25</td>
<td>125</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander, non-Hispanic</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Two or more races, non-Hispanic</td>
<td>30</td>
<td>163</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>13</td>
<td>219</td>
</tr>
<tr>
<td>Total</td>
<td>805</td>
<td>5233</td>
</tr>
</tbody>
</table>

36.) Number of degrees awarded by your institution from July 1, 2015 to June 30, 2016:

CDS B3
Certificate/diploma

38

Associate degrees

1

Bachelor's degrees
<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-bachelor's certificates</td>
<td>1275</td>
</tr>
<tr>
<td>Master's degrees</td>
<td>465</td>
</tr>
<tr>
<td>Post-master's certificates</td>
<td>16</td>
</tr>
<tr>
<td>Doctoral degrees - research/scholarship</td>
<td>23</td>
</tr>
<tr>
<td>Doctoral degrees - professional practice</td>
<td>85</td>
</tr>
<tr>
<td>Doctoral degrees - other</td>
<td>0</td>
</tr>
</tbody>
</table>
Grad and Retention Rates

**Six-Year Graduation Rate for the 2010 Entering Class.** The following questions ask for information needed to calculate the six-year graduation rate for the cohort of full-time, first-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution in the Fall of 2010. This number INCLUDES students who entered your institution during the Summer term preceding Fall of 2010.

37.) Fall 2010 Cohort:

CDS B4 - B11  This question is used in the Rankings calculation.

**A - (CDS B4): Initial 2010 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>766</td>
</tr>
</tbody>
</table>

**B - (CDS B5): Of the initial 2010 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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**C - (CDS B6): Final 2010 cohort, after subtracting the number of students under allowable exclusions**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>763</td>
</tr>
</tbody>
</table>

**D - (CDS B7): Of the initial 2010 initial cohort, how many completed the program in four years or less (by Aug. 31, 2014)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>104</td>
</tr>
</tbody>
</table>

**E - (CDS B8): Of the initial 2010 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2014 and by Aug. 31, 2015)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>118</td>
</tr>
</tbody>
</table>

**F - (CDS B9): Of the initial 2010 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2015 and by Aug. 31, 2016)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

**G - (CDS B10): Total graduating within six years (sum of CDS questions B7, B8, and B9)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>258</td>
</tr>
</tbody>
</table>

**H - (CDS B11): Six-year graduation rate for 2010 cohort (Equal to CDS B10/ CDS B6)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34</td>
</tr>
</tbody>
</table>
38.) Fall 2009 Cohort:
This question is used in the Rankings calculation. This data is rolled over from last year.

A - (CDS B4): Initial 2009 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students

826

B - (CDS B5): Of the initial 2009 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; Total allowable exclusions

1

C - (CDS B6): Final 2009 cohort, after subtracting the number of students under allowable exclusions

825

D - (CDS B7): Of the initial 2009 initial cohort, how many completed the program in four years or less (by Aug. 31, 2013)

107

E - (CDS B8): Of the initial 2009 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2013 and by Aug. 31, 2014)

117

F - (CDS B9): Of the initial 2009 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2014 and by Aug. 31, 2015)

49

G - (CDS B10): Total graduating within six years (sum of CDS questions B7, B8, and B9)

273

H - (CDS B11): Six-year graduation rate for 2009 cohort (Equal to CDS B10/ CDS B6)

33

39.) Of the students reported in question 37, line C, the number of nonresident alien (international) students:

40.) Of the students reported in question 37, line G, the number of nonresident alien (international) students:
41.) Six-year graduation rate for 2010 cohort of first-time, full-time, bachelor’s (or equivalent) degree-seeking undergraduate nonresident alien (international) students:

42.) Income-based Graduation rates
In the following section, please disaggregate the fall 2010 cohort into three groups:
- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

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

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (Question A-G) should equal the figure in the corresponding Fall 2010 Cohort grid above (Question A-G).
<table>
<thead>
<tr>
<th>Category</th>
<th>Recipients of a Federal Pell Grant</th>
<th>Recipients of a subsidized Stafford Loan who did not receive a Pell Grant</th>
<th>Students who did not receive either a Pell Grant or a subsidized Stafford Loan</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Initial 2010 cohort of first-time, full-time, bachelor’s (or equivalent) degree-seeking undergraduate students</td>
<td>341</td>
<td>223</td>
<td>202</td>
</tr>
<tr>
<td>B - Of the initial 2010 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</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>C - Final 2010 cohort, after adjusting for allowable exclusions</td>
<td>339</td>
<td>223</td>
<td>201</td>
</tr>
<tr>
<td>D - Of the initial 2010 cohort, how many completed the program in four years or less (by Aug. 31, 2014)</td>
<td>41</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>E - Of the initial 2010 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2014 and by Aug. 31, 2015)</td>
<td>47</td>
<td>33</td>
<td>38</td>
</tr>
<tr>
<td>F - Of the initial 2010 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2015 and by Aug. 31, 2016)</td>
<td>13</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>G - Total graduating within six years (sum of lines D, E, and F)</td>
<td>101</td>
<td>79</td>
<td>78</td>
</tr>
<tr>
<td>H - Six-year graduation rate for 2010 cohort (percent)</td>
<td>30</td>
<td>35</td>
<td>39</td>
</tr>
</tbody>
</table>

43.) Historical six-year graduation rates:

Please verify the percent of first-time, full-time, degree-seeking freshmen who entered in:

This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2008 and completed a bachelor’s degree from your school before fall 2014 (percent)

31 %

Fall 2007 and completed a bachelor’s degree from your school before fall 2013 (percent)

32 %
44.) Freshman retention rate:
For the cohort of all first-time, full-time, bachelor's degree-seeking undergraduate students who entered your institution in fall 2015 (or the preceding summer term), what percentage was enrolled at your institution in fall 2016 (i.e. enrolled on the date your institution calculates its official enrollment for fall 2016)?

CDS B22 This question is used in the Rankings calculation.

63 %

45.) Historical retention rates:
Please confirm the following historical freshman retention rates (calculated as above). The percentage of first-time, full-time, degree-seeking freshman who entered in:

This question is used in the Rankings calculation. This data is rolled over from last year.

Fall of 2014 and returned to your institution in fall 2015 (percent)

63 %

Fall of 2013 and returned to your institution in fall 2014 (percent)

65 %

Fall of 2012 and returned to your institution in fall 2013 (percent)

67 %

46.) International student retention rate:
For the cohort of first-time, full-time, bachelor's degree-seeking nonresident alien (international) students who entered your institution in fall 2015 (or the preceding summer term), what percentage was enrolled at your institution in fall 2016 (i.e., enrolled on the date your institute calculates its official enrollment for fall 2016)?

%
47.) Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2016:

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

CDS C1 This question is used in the Rankings calculation. This data is rolled over from last year.
<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total men applied</td>
<td>1669</td>
<td>1384</td>
</tr>
<tr>
<td>Total women applied</td>
<td>2442</td>
<td>2018</td>
</tr>
<tr>
<td><strong>Total applications</strong></td>
<td>4111</td>
<td>3402</td>
</tr>
<tr>
<td>Total men admitted</td>
<td>1277</td>
<td>1195</td>
</tr>
<tr>
<td>Total women admitted</td>
<td>2022</td>
<td>1791</td>
</tr>
<tr>
<td><strong>Total admitted</strong></td>
<td>3299</td>
<td>2986</td>
</tr>
<tr>
<td>Total full-time, first-time, first-year (freshman) men enrolled</td>
<td>308</td>
<td>279</td>
</tr>
<tr>
<td>Total part-time, first-time, first-year (freshman) men enrolled</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Total full-time, first-time, first-year (freshman) women enrolled</td>
<td>459</td>
<td>383</td>
</tr>
<tr>
<td>Total part-time, first-time, first-year (freshman) women enrolled</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total first-time, first-year enrolled, men and women, full-and part-time</strong></td>
<td>805</td>
<td>705</td>
</tr>
</tbody>
</table>

48.) Do you have a policy of placing students on a waiting list?
- Freshman wait-listed students: students who met admission requirements but whose final admission was contingent on space availability

CDS C2 This data is rolled over from last year.
- Yes
- No
49.) Please answer the questions below for fall 2016 admissions:

CDS C2

Number of qualified applicants offered a place on waiting list:

Number accepting a place on the waiting list:

Number of wait-listed students admitted:
Admission Requirements

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

CDS C3 This data is rolled over from last year.

- 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
- No Answer

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

CDS C4 This data is rolled over from last year.

- Require
- Recommend
- Neither require nor recommend
- No Answer

52.) 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.

CDS C5 This data is rolled over from last year.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Units Required</th>
<th>Units Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Of the science units, units that must be lab</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Foreign language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social studies</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Academic electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual / Performing Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

53.) Please specify 'Other' high school course in the grid above:

This data is rolled over from last year.
54.) 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?

CDS C6: This data is rolled over from last year.

- Yes
- No
- No Answer

55.) Open admission policy as described above for most students, but:

- Selective admission for out-of-state students
- Selective admission to some programs

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

**Academic:**

CDS C7: This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Very Important</th>
<th>Important</th>
<th>Considered</th>
<th>Not Considered</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigor of secondary school record</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Class rank</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Academic GPA</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Standardized test scores</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Application essay</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

57.) Nonacademic:

CDS C7: This data is rolled over from last year.
<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Important</th>
<th>Considered</th>
<th>Not Considered</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talent/ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character/personal qualities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First generation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni/ae relation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographical residence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State residency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious affiliation/commitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racial/ethnic status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of applicant's interest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
58.) Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?

- Important Note: Schools that answer “no” to this question will not be ranked in the next edition of Best Colleges. Test-optional schools should answer “yes.”

* CDS C8 This question is used in the Rankings calculation. This data is rolled over from last year.

- Yes
- No

59.) Select the appropriate boxes to reflect your institution’s policies for use in admission for Fall 2016.

CDS C8A This question is used in the Rankings calculation. This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Required</th>
<th>Recommended</th>
<th>Required for some</th>
<th>Considered if submitted</th>
<th>Not used</th>
<th>Row not applicable</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT or ACT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT Only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT Only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT and SAT Subject Tests or ACT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT Subject Tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

60.) If SAT and/or ACT exams are not required for all applicants, which of the following best describes your institution’s admissions policy:

- Test flexible – Applicants are required to submit standardized test scores, but may submit alternative exam scores (e.g. SAT Subject Tests, AP exams, IB exams) instead of ACT or SAT scores.
- Test optional – Applicants are not always required to submit standardized test scores, but standardized test scores are considered in admissions decisions.
- Test blind – Applicants are not required to submit standardized test scores and standardized test scores are not considered in admissions decisions.
61.) If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2018, 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
- No Answer

CDS C8B  This data is rolled over from last year.

62.) If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2018, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

- SAT with Essay component required
- SAT with Essay component recommended
- SAT with or without Essay component accepted
- No Answer

CDS C8B  This data is rolled over from last year.

63.) Please indicate how your institution will use the SAT or ACT essay component:

CDS C8C  This data is rolled over from last year.
<table>
<thead>
<tr>
<th></th>
<th>SAT essay</th>
<th>ACT essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>For admission</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>For placement</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>For advising</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>In place of an application essay</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>As a validity check on the application essay</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>No college policy as of now</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Not using essay component</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

64.) Does your institution use applicants' test scores for academic advising?

CDS C8D This data is rolled over from last year.

- [ ] Yes
- [ ] No
- [ ] No Answer

65.) Latest date by which SAT or ACT scores must be received for fall-term admission:

CDS C8E This data is rolled over from last year.

08/02

66.) Latest date by which SAT Subject Tests scores must be received for fall-term admission:

CDS C8E This data is rolled over from last year.

08/02

67.) If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students). Do not include bullets, paragraph breaks, special characters, or other special formatting:

CDS C8F This data is rolled over from last year.
67.) Test Score Submission: In the following questions, please provide the percent and number of first-time, first-year students enrolled in fall 2016 who submitted national standardized (SAT/ACT) test scores:

- Include information for ALL enrolled, first-time, first-year (freshman) degree-seeking students -- full, or part-time-- who submitted test scores, including students who began studies during summer, international students / nonresident aliens, and students admitted under special arrangements.
- Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in these items.
- Do not convert SAT scores to ACT scores and vice versa.
- Important Note: Do convert New SAT scores (2016) to Old SAT scores using the College Board's concordance tools and tables (https://collegereadiness.collegeboard.org/educators/higher-ed/scoring-changes/concordance?excmpid=MTG352-PR-3-opg)

68.) How many first-time, first-year (freshman) degree-seeking students who enrolled submitted SAT scores?

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2016:

| 738 |

Fall 2015:

| 641 |

69.) What percent of first-time, first-year (freshman) degree-seeking students who enrolled submitted SAT scores?

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2016:

| 92 % |

Fall 2015:

| 91 % |

70.) How many first-time, first-year (freshman) degree-seeking students who enrolled submitted ACT scores?

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.
71.) What percent of first-time, first-year (freshman) degree-seeking students who enrolled submitted ACT scores?

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2016: 8%
Fall 2015: 8%

72.) SAT Percentiles: Critical Reading & Math

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Critical Reading</td>
<td>440</td>
<td>550</td>
<td>420</td>
<td>550</td>
</tr>
<tr>
<td>SAT Math</td>
<td>430</td>
<td>540</td>
<td>440</td>
<td>550</td>
</tr>
</tbody>
</table>

73.) SAT Percentiles: Writing & Essay

CDS C9 This data is rolled over from last year.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Writing</td>
<td>430</td>
<td>540</td>
<td>430</td>
<td>540</td>
</tr>
<tr>
<td>SAT Essay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

74.) ACT Percentiles: Composite Score

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.
### 75.) ACT Percentiles:

This data is rolled over from last year.

<table>
<thead>
<tr>
<th>ACT Composite Score</th>
<th>2016 - 25th Percentile</th>
<th>2016 - 75th Percentile</th>
<th>2015 - 25th Percentile</th>
<th>2015 - 75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19</td>
<td>25</td>
<td>19</td>
<td>25</td>
</tr>
</tbody>
</table>

### 76.) Percent of first-time, first-year (freshman) students enrolled in fall 2016 with SAT scores in each range:

CDS C9
<table>
<thead>
<tr>
<th>ACT Composite</th>
<th>ACT English</th>
<th>ACT Math</th>
<th>ACT Reading</th>
<th>ACT Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-36</td>
<td>1.64</td>
<td>11.48</td>
<td>1.64</td>
<td></td>
</tr>
<tr>
<td>24-29</td>
<td>37.7</td>
<td>16.39</td>
<td>36.07</td>
<td></td>
</tr>
<tr>
<td>18-23</td>
<td>44.26</td>
<td>44.26</td>
<td>42.62</td>
<td></td>
</tr>
<tr>
<td>12-17</td>
<td>16.39</td>
<td>21.31</td>
<td>19.67</td>
<td></td>
</tr>
<tr>
<td>6-11</td>
<td>0</td>
<td>6.56</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Below 6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

77.) Percent of first-time, first-year (freshman) students enrolled in fall 2016 with ACT scores in each range:

CDS C9
78.) Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year (freshman) students enrolling in the fall of 2016, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. Last year's data is provided for your reference.

This question is used in the Rankings calculation. This data is rolled over from last year.

<table>
<thead>
<tr>
<th>SAT Critical reading</th>
<th>SAT Math</th>
<th>SAT Writing</th>
<th>ACT Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 enrolled freshman</td>
<td>501</td>
<td>489</td>
<td>486</td>
</tr>
<tr>
<td>2015 enrolled freshman</td>
<td>487</td>
<td>483</td>
<td>472</td>
</tr>
</tbody>
</table>

79.) Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2016?

This question is used in the Rankings calculation.

- All international students
- All minority students
- All student athletes
- All legacy/children of alumni admits
- All special admission arrangements
- All students who began studies in summer 2016

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

This data is rolled over from last year.
<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>All international students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All minority students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All student athletes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All legacy/children of alumni admits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All special admission arrangements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students who began studies in summer 2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
81.) High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. "Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2016, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. We have provided the data that was submitted last year for your reference.

CDS C10 This question is used in the Rankings calculation. This data is rolled over from last year.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>% in top tenth of high school graduating class</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>% in top quarter of high school graduating class</td>
<td>37</td>
<td>26</td>
</tr>
<tr>
<td>% in top half of high school graduating class</td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>% in bottom half of high school graduating class</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>% in bottom quarter of high school graduating class</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>% of total first-time, first-year (freshman) students who submitted high school class rank</td>
<td>65</td>
<td>63</td>
</tr>
</tbody>
</table>

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

CDS C11

Percent who had GPA of 3.75 and higher

13 %

Percent who had GPA between 3.50 and 3.74

15 %

Percent who had GPA between 3.25 and 3.49

19 %

Percent who had GPA between 3.00 and 3.24
83.) What percent of total, first-time, first-year (freshman) students who enrolled in the fall of 2016 submitted high school GPA?

CDS C12

97

84.) What was the average high school GPA of all first-time, first-year (freshman) students who enrolled in the fall of 2016 and submitted GPA?

CDS C12

3.2

85.) What was the GPA of first-time, first-year fall 2016 students at the 25th and 75th percentile?

<table>
<thead>
<tr>
<th>25th</th>
<th>75th</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>GPA</td>
</tr>
</tbody>
</table>
86.) College Credit and placement options offered during the 2016-2017 academic year:
This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Credit only</th>
<th>Placement only</th>
<th>Credit and/or placement</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Entrance Examination Board (CEEB) Advanced Placement</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>International Baccalaureate</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

87.) How many first-time, first-year, degree-seeking enrolled students who enrolled in Fall 2016 received college credit for at least one of the following exams?

**Advanced Placement (AP)**

**International Baccalaureate (IB)**

88.) Credit/placement offered for Advanced Placement (AP) scores:
This data is rolled over from last year.

- ☐ 2
- ☑ 3
- ☑ 4
- ☑ 5

89.) Is there a maximum number of AP exams your institution will accept for credit toward an undergraduate degree?

- ☐ Yes
- ☐ No
- ☐ No Answer

90.) If yes, what is the maximum number?
Credit/placement offered for International Baccalaureate (IB) scores:

This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Standard Level (SL)</th>
<th>Higher Level (HL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
92.) Does your institution have an application fee?
   CDS C13 This data is rolled over from last year.
   - Yes
   - No
   - No Answer

93.) Amount of application fee:
   CDS C13 This data is rolled over from last year.
   $ 40

94.) If you have an application fee and online application option, please indicate policy for students who apply online.
   CDS C13 This data is rolled over from last year.
   - Same fee
   - Free
   - Reduced
   - No Answer

95.) What is the fee for students who apply online?
   $ 40

96.) Can the fee be waived for applicants with financial need?
   CDS C13 This data is rolled over from last year.
   - Yes
   - No
   - No Answer

97.) Is the application fee refundable:
   This data is rolled over from last year.
   - Yes
   - No
98.) Does your institution have an application closing date?

CDS C14 This data is rolled over from last year.

- Yes
- No
- No Answer

99.) Application closing date (Fall):

CDS C14 This data is rolled over from last year.

100.) Application priority date:

CDS C14 This data is rolled over from last year.

02/15

101.) Are first-time, first-year students accepted for terms other than the fall?

CDS C15 This data is rolled over from last year.

- Yes
- No
- No Answer

102.) Notification to Applicants of Admission Decision Sent:

CDS C16 This data is rolled over from last year.

- On a rolling basis beginning:
  - 01/01
- By:
- Other:
103.) Reply policy for admitted applicants

CDS C17 This data is rolled over from last year.

☐ Must reply by:

☐ No set date (do not leave comment)

☐ Must reply by May 1 or within (X) weeks if notified thereafter

☐ Other:

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

CDS C18 This data is rolled over from last year.

☐ Yes

☐ No

☐ No Answer

105.) Maximum period of postponement:

This data is rolled over from last year.

106.) 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?

CDS C19 This data is rolled over from last year.

☐ Yes

☐ No

☐ No Answer

107.) Early Decision Admissions: Does your institution offer an early decision plan for first-time, first-year (freshman) applicants for fall enrollment?

CDS C21 This data is rolled over from last year.
108.) Early Decision Dates & Applicants:

CDS C21 This data is rolled over from last year.

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:

Number of early decision applications received by your institution for fall 2016 entering class:

Number of applicants admitted under early decision plan for fall 2016 entering class:

Number of applicants enrolled under early decision plan for fall 2016 entering class:

109.) Early Action Admissions. Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?

CDS C22 This data is rolled over from last year.

Yes

No

No Answer

110.) Early Action Dates and Applicants:

CDS C22 This data is rolled over from last year.
Early action plan closing date:

Early action plan notification date:

Number of early action applications received by your institution for fall 2016 entering class?

Number of applicants admitted under early action plan for fall 2016 entering class?

Number of applicants enrolled under early action plan for fall 2016 entering class?

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

This data is rolled over from last year.

- Yes
- No
- No Answer
Applications, Part 2

112.) Check special requirements for admission to specific programs:
This data is rolled over from last year.

- Portfolio required of art program applicants
- Audition required of music program applicants
- Audition required of dance program applicants
- Audition required of theatre program applicants
- R.N. required of nursing program applicants

113.) Does your institution offer conditional admission for applicants who are not normally admissible due to academic deficiencies and/or economic disadvantages? This includes both domestic and international students.
This data is rolled over from last year.

- Yes
- No
- No Answer

114.) Campus visit is:
This data is rolled over from last year.

- Required
- Recommended
- Neither required/recommended
- No Answer

115.) Admission interview is:
This data is rolled over from last year.

- Required
- Recommended
- Neither required/recommended
- No Answer

116.) Off-Campus admissions interviews:
This data is rolled over from last year.
117.) Tuition deposit amount:
This data is rolled over from last year.

$ 100

118.) Tuition deposit is:
This data is rolled over from last year.

- Nonrefundable
- Partially refundable
- Refundable
- No Answer

119.) Tuition deposit is refundable if withdrawn by:
This data is rolled over from last year.

05/01

120.) Amount for housing deposit:
CDS C17 This data is rolled over from last year.

$ 75

121.) Deadline for housing deposit:
CDS C17 This data is rolled over from last year.

05/01

122.) Is housing deposit refundable if student does not enroll?
CDS C17 This data is rolled over from last year.

- Yes, in full
- Yes, in part
No
No Answer
Veterans and Military

123.) Military Enrollment:
- Provide numbers of undergraduate students, full-time and part-time, for each of the following categories as of the institution's official fall reporting date or as of October 15, 2016
- Military Active Service Members includes Active duty and Active guard reserve only

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military Veterans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military Active Service Members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total: Military Veterans and Active Service Members</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

124.) Is your institution certified for the G.I. Bill?
This data is rolled over from last year.
- Yes
- No
- No Answer

125.) Does your institution participate in the Yellow Ribbon Program through undergraduate programs?
This data is rolled over from last year.
- Yes
- No
- No Answer

126.) ROTC programs offered in cooperation with the Reserve Officers' Training Corps during the 2016-2017 academic year.
Army ROTC:
- CDS F3  This data is rolled over from last year.
  - Offered on campus
  - Offered at cooperating institution
  - Not offered
127.) Name of cooperating institution:
This data is rolled over from last year.
- University of New Hampshire (NH)

128.) Navy ROTC:
CDS F3 This data is rolled over from last year.
- Offered on campus
- Offered at cooperating institution
- Not offered
- No Answer

129.) Name of cooperating institution:
This data is rolled over from last year.

130.) Air Force ROTC:
CDS F3 This data is rolled over from last year.
- Offered on campus
- Offered at cooperating institution
- Not offered
- No Answer

131.) Name of cooperating institution:
This data is rolled over from last year.
- University of New England (ME)
132.) Does your institution enroll transfer students?

CDS D1  This data is rolled over from last year.

- Yes
- No
- No Answer

133.) May transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

This data is rolled over from last year.

- Yes
- No
- No Answer

134.) Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2016.

CDS D2

<table>
<thead>
<tr>
<th>Applicants</th>
<th>Admitted</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>587</td>
<td>415</td>
</tr>
<tr>
<td>Women</td>
<td>917</td>
<td>681</td>
</tr>
<tr>
<td>Total</td>
<td>1504</td>
<td>1096</td>
</tr>
</tbody>
</table>

135.) Of the newly enrolled degree-seeking transfer students reported in the grid above, how many:

- Entered with credits granted by a community college?

- Had an associate degree granted by another institution?

136.) Indicate terms for which transfers may enroll:
137.) Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?

- Yes
- No
- No Answer

138.) What is the minimum number of credits?

12

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Required of All</th>
<th>Recommended of All</th>
<th>Recommended of Some</th>
<th>Required of Some</th>
<th>Not required</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school transcript</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>College transcript(s)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Essay or personal statement</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Interview</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Standardized test scores</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Statement of good standing from prior institution(s)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
140.) If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):

CDS D6  This data is rolled over from last year.

2

141.) If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):

CDS D7  This data is rolled over from last year.

2

142.) List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column.

CDS D9  This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Priority Date</th>
<th>Closing Date</th>
<th>Notification Date</th>
<th>Reply Date</th>
<th>Rolling Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>02/15</td>
<td>08/01</td>
<td>01/01</td>
<td>05/01</td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>12/01</td>
<td>12/01</td>
<td>10/01</td>
<td>01/01</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

143.) Does an open admission policy, if reported, apply to transfer students?

CDS D10  This data is rolled over from last year.

☐ Yes
☐ No
☐ No Answer

144.) Report the lowest grade earned for any course that may be transferred for credit:

CDS D12  This data is rolled over from last year.

2

145.) Maximum number of credits or courses that may be transferred from the following institutions:
CDS D13  This data is rolled over from last year.

Two-year institution:

Four-year institution:

146.) Minimum number of credits that transfers must complete at your institution to earn the following degrees:

CDS D15 & D16  This data is rolled over from last year.

Associate degree:

Bachelor's degree:

30

147.) Does your institution have a guaranteed admission agreement with at least one other college/university?

This data is rolled over from last year.

- Yes
- No
- No Answer

148.) URL for additional information on guaranteed admission agreements at your institution:

This data is rolled over from last year.

149.) Please select the institutions from the following list with which your college/university has a guaranteed admission agreement:

This data is rolled over from last year.
Alumni Giving

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

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

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

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

150.) What was the number of undergraduate alumni of record at your institution?

This question is used in the Rankings calculation. This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Undergraduate Alumni of Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>41076</td>
</tr>
<tr>
<td>2014-15</td>
<td>39671</td>
</tr>
</tbody>
</table>

151.) What was the number of undergraduate alumni solicited at least once during the year?

This question is used in the Rankings calculation. This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Undergraduate Alumni Solicited</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>9484</td>
</tr>
<tr>
<td>2014-15</td>
<td>19640</td>
</tr>
</tbody>
</table>

152.) What was the number of undergraduate alumni donors for your institution in the following years?

This question is used in the Rankings calculation. This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Undergraduate Alumni Donors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>810</td>
</tr>
<tr>
<td>2014-15</td>
<td></td>
</tr>
</tbody>
</table>
570
Please report number of instructional faculty members in each category for Fall 2016. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP. Fall 2015 data is provided for your reference.

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

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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</td>
<td>Exclude</td>
<td>Include only if they teach one or more non-clinical credit courses</td>
</tr>
<tr>
<td>(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</td>
<td>Exclude</td>
<td>Include if they teach one or more non-clinical credit courses</td>
</tr>
<tr>
<td>(c) Other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status</td>
<td>Exclude</td>
<td>Include</td>
</tr>
<tr>
<td>(d) Undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like</td>
<td>Exclude</td>
<td>Exclude</td>
</tr>
<tr>
<td>(e) Faculty on sabbatical or leave with pay</td>
<td>Include</td>
<td>Exclude</td>
</tr>
<tr>
<td>(f) Faculty on leave without pay</td>
<td>Exclude</td>
<td>Exclude</td>
</tr>
<tr>
<td>(g) Replacement faculty for faculty on sabbatical leave or leave with pay</td>
<td>Exclude</td>
<td>Include</td>
</tr>
</tbody>
</table>

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

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

**Minority faculty:** includes faculty who designate themselves as Black or African American; American Indian or Alaska Native; Asian; Native Hawaiian or other Pacific Islander; Two or more races; or Hispanic.
**Doctorate:** includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy in any field such as arts, services, education, engineering, business, or public administration. Also includes terminal degrees formerly designated as "first-professional," including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), law (JD).

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

153.) 2016 Instructional Faculty Members:

CDS II This question is used in the Rankings calculation.
<table>
<thead>
<tr>
<th>Category</th>
<th>Full time</th>
<th>Part time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of instructional faculty</td>
<td>265</td>
<td>397</td>
<td>662</td>
</tr>
<tr>
<td>Total number who are members of minority groups</td>
<td>23</td>
<td>19</td>
<td>42</td>
</tr>
<tr>
<td>Total number who are women</td>
<td>132</td>
<td>241</td>
<td>373</td>
</tr>
<tr>
<td>Total number who are men</td>
<td>133</td>
<td>156</td>
<td>289</td>
</tr>
<tr>
<td>Total number who are non-resident aliens (international)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total number with doctorate or other terminal degree</td>
<td>222</td>
<td>85</td>
<td>307</td>
</tr>
<tr>
<td>Total number whose highest degree is a master's but not a terminal master's</td>
<td>38</td>
<td>151</td>
<td>189</td>
</tr>
<tr>
<td>Total number whose highest degree is a bachelor's</td>
<td>1</td>
<td>75</td>
<td>76</td>
</tr>
<tr>
<td>Total number whose highest degree is unknown or other</td>
<td>4</td>
<td>86</td>
<td>90</td>
</tr>
<tr>
<td>Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

154.) 2015 Instructional Faculty Members

This data is rolled over from last year.
<table>
<thead>
<tr>
<th>Category</th>
<th>Full time</th>
<th>Part time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of instructional faculty</td>
<td>248</td>
<td>293</td>
<td>541</td>
</tr>
<tr>
<td>Total number who are members of minority groups</td>
<td>18</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>Total number who are women</td>
<td>119</td>
<td>175</td>
<td>294</td>
</tr>
<tr>
<td>Total number who are men</td>
<td>129</td>
<td>118</td>
<td>247</td>
</tr>
<tr>
<td>Total number who are non-resident aliens (international)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number with doctorate or other terminal degree</td>
<td>209</td>
<td>60</td>
<td>269</td>
</tr>
<tr>
<td>Total number whose highest degree is a master's but not a terminal master's</td>
<td>35</td>
<td>117</td>
<td>152</td>
</tr>
<tr>
<td>Total number whose highest degree is a bachelor's</td>
<td>1</td>
<td>63</td>
<td>64</td>
</tr>
<tr>
<td>Total number whose highest degree is unknown or other</td>
<td>3</td>
<td>53</td>
<td>56</td>
</tr>
<tr>
<td>Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number whose highest degree is a Doctorate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

155.) 2016 Student Faculty Ratio

CDS12 This question is used in the Rankings calculation.

X number of students to 1 faculty

14.2

Based on X number of students

5319
Based on Y number of faculty

374

156.) Fall 2015 student to faculty ratio (provided for your reference, based on X students to 1 faculty)

This data is rolled over from last year.

16.2

157.) Faculty Salaries 2016-2017 Academic Year:
Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction.

Please use the AAUP’s set of instructions [here](https://www.aaup.org/sites/default/files/FCS_2016-17_nc.pdf) to determine which faculty to include or exclude.

This question is used in the Rankings calculation.

<table>
<thead>
<tr>
<th>Number of Faculty (Form 2, Sec. 1&amp;2, Cols 1 &amp; 6)</th>
<th>Salary Expenditures (Form 2, Sec. 1&amp;2, Cols 2 &amp; 7)</th>
<th>Fringe Benefit Expenditures (Form 3, Sec 1&amp;2 Line 12, Cols 1, 3, &amp; 5)</th>
<th>Total Expenditures (Salary and Fringe Benefits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor, 9-month (contract length)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate professor, 9-month (contract length)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant professor, 9-month (contract length)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor, 12-month (contract length)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate professor, 12-month (contract length)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant professor, 12-month (contract length)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

158.) Faculty Salaries 2015-2016 Academic Year:
<table>
<thead>
<tr>
<th>Number of Faculty (Form 2, Sec. 1&amp;2, Cols 1 &amp; 6)</th>
<th>Salary Expenditures (Form 2, Sec. 1&amp;2, Cols 2 &amp; 7)</th>
<th>Fringe Benefit Expenditures (Form 3, Sec 1&amp;2 Line 12, Cols 1, 3, &amp; 5)</th>
<th>Total Expenditures (Salary and Fringe Benefits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor, 9-month (contract length)</td>
<td>105</td>
<td>10034347</td>
<td>3266467</td>
</tr>
<tr>
<td>Associate professor, 9-month (contract length)</td>
<td>132</td>
<td>10047490</td>
<td>3562232</td>
</tr>
<tr>
<td>Assistant professor, 9-month (contract length)</td>
<td>29</td>
<td>1774984</td>
<td>737280</td>
</tr>
<tr>
<td>Professor, 12-month (contract length)</td>
<td>2</td>
<td>203526</td>
<td>78344</td>
</tr>
<tr>
<td>Associate professor, 12-month (contract length)</td>
<td>1</td>
<td>130614</td>
<td>42840</td>
</tr>
<tr>
<td>Assistant professor, 12-month (contract length)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Class Sections

159.) Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2016 term. Fall 2015 data provided for your reference.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

CDS I3 This question is used in the Rankings calculation. This data is rolled over from last year.

<table>
<thead>
<tr>
<th>2016 Undergraduate Class Sections</th>
<th>2015 Undergraduate Class Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-9</td>
<td>172</td>
</tr>
<tr>
<td></td>
<td>145</td>
</tr>
<tr>
<td>10-19</td>
<td>278</td>
</tr>
<tr>
<td></td>
<td>247</td>
</tr>
<tr>
<td>20-29</td>
<td>226</td>
</tr>
<tr>
<td></td>
<td>237</td>
</tr>
<tr>
<td>30-39</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>91</td>
</tr>
<tr>
<td>40-49</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>35</td>
</tr>
<tr>
<td>50-99</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>22</td>
</tr>
<tr>
<td>100+</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>820</td>
</tr>
<tr>
<td></td>
<td>779</td>
</tr>
</tbody>
</table>

160.) Of the "undergraduate class sections" entered in the previous question for fall 2016, how many officially list a graduate teaching assistant as the primary instructor?
The University of Southern Maine (USM) is focused on becoming widely recognized as Maine’s metropolitan university, known for providing students with a high-quality, accessible and affordable education complemented by real-world learning experiences that prepare them for life after graduation and, in turn, contribute to the region’s economy and quality of life.

These experiences, in the form of internships, service-learning courses, practica and community service projects, are all essential parts of the USM experience. With campuses in the economic and population centers of Portland, Gorham and Lewiston-Auburn, USM continues to build partnerships with businesses, non-profits and governmental organizations throughout the region.

Members of the faculty support these efforts through their teaching, research, and creative activities, as well as their commitment to fostering a spirit of critical inquiry and civic participation.

As a result, our students have the opportunity to explore career directions, develop global citizenship skills, give back to the community, and apply and explore personal and academic interests.

* The USM Osher Map Library houses a world-class collection of maps and globes.

* Strong Division III athletics are a pride of the University, and our scholar athletes distinguish themselves in the sports arena and in the classroom.
162.) Popular Majors - 2016 Graduates:
Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2015 and June 30, 2016. Only five majors can be entered. For more information on CIP 2010, visit http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55. Last year's information (2015 graduates) is included for your reference.

<table>
<thead>
<tr>
<th>CDS J1</th>
<th>CIP Code Number</th>
<th>Percent of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular Major #1</td>
<td>52</td>
<td>21.49</td>
</tr>
<tr>
<td>Popular Major #2</td>
<td>51</td>
<td>17.25</td>
</tr>
<tr>
<td>Popular Major #3</td>
<td>45</td>
<td>12.47</td>
</tr>
<tr>
<td>Popular Major #4</td>
<td>09</td>
<td>6.43</td>
</tr>
<tr>
<td>Popular Major #5</td>
<td>42</td>
<td>4.78</td>
</tr>
</tbody>
</table>

163.) Popular Majors - 2015 Graduates:
This data is rolled over from last year.
<table>
<thead>
<tr>
<th>Popular Major #1</th>
<th>CIP Code Number</th>
<th>Percent of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>51</td>
<td>19.09</td>
</tr>
<tr>
<td>Popular Major #2</td>
<td>52</td>
<td>18.93</td>
</tr>
<tr>
<td>Popular Major #3</td>
<td>45</td>
<td>12.89</td>
</tr>
<tr>
<td>Popular Major #4</td>
<td>9</td>
<td>6.44</td>
</tr>
<tr>
<td>Popular Major #5</td>
<td>26</td>
<td>4.46</td>
</tr>
</tbody>
</table>

164.) Majors Offered
Note: Please use CIP 2010 codes in answering the questions below. When reporting majors, please do not list majors in conjunction with a concentration, emphasis, minor, or subject area. Concentrations, etc., may be reported in the minors question.
Select majors leading to a bachelor's degree:

This data is rolled over from last year.
11.07--Computer Science

13.03--Curriculum and Instruction

13.04--Educational Administration and Supervision

13.1001--Special Education and Teaching, General

13.11--Student Counseling and Personnel Services

13.12--Teacher Education and Professional Development, Specific Levels and Methods

13.13--Teacher Education and Professional Development, Specific Subject Areas

13.14--Teaching English or French as a Second or Foreign Language

14.1001--Electrical and Electronics Engineering

14.19--Mechanical Engineering

15.06--Industrial Production Technologies/Technicians

16.01--Linguistic, Comparative, and Related Language Studies and Services

16.09--Romance Languages, Literatures, and Linguistics, General

22.01--Law

23.01--English Language and Literature, General

23.13--Rhetoric and Composition/Writing Studies

24.01--Liberal Arts and Sciences, General Studies and Humanities

26.01--Biology, General

26.05--Microbiological Sciences and Immunology

26.09--Physiology, Pathology and Related Sciences

27.01--Mathematics

27.05--Statistics

03.01--Natural Resources Conservation and Research

31.05--Health and Physical Education/Fitness

38.01--Philosophy

40.05--Chemistry
165.) Minors Offered

Select minors and other miscellaneous programs offered for undergraduates:

This data is rolled over from last year.
Note: The following five questions refer to graduates who received a Bachelor's degree between July 1st, 2015 through June 30th, 2016.

166.) Total number of graduates:


167.) Employed Graduates:
Please provide the number of graduates on record as employed in the following categories
- Full-time: graduate works 30 or more hours per week
- Part-time: graduate works less than 30 hours a week

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Employed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Entrepreneur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Temporary/Contract work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Freelance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Postgraduate Internship or Fellowship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

168.) Other Graduates:
Please provide the number of graduates on record who participated in following categories. For the graduates with no record, please count them under 'No Information'.

Service Programs (e.g. Peace Corps, AmeriCorps, etc):

Military Service:

Enrolled in Continuing Education:
Seeking Employment:

Seeking Continuing Education:

Not Seeking Employment:

No Information:

169.) Salary Data:

# of Graduates Reporting Salaries:

Mean Salary:

Median Salary:

# of Graduates Reporting Bonuses:

Mean Bonus:

Median Bonus:

170.) Of those enrolled in continuing education, how many graduates went on to attend...

Medical School:
Law School:

Graduate Education Program:

Graduate Engineering Program:

Graduate Nursing Program:

171.) Please select the graduate schools most commonly attended by your recent graduates:

This data is rolled over from last year.

172.) List up to three of your institution's most prominent alumni/ae along with their titles or fields of endeavor:

This data is rolled over from last year.

Alumni 1

Tony Shalhoub, Actor

Alumni 2

Lois Lowry, Writer

Alumni 3

Buck Janes, Planetary Sciences
Special Study Options: For the following questions, please check each program offered. Then report the percent of 2016 graduating seniors who have participated in these programs during their undergraduate years. Note: Definitions of these programs can be found here: www.commondataset.org (http://www.commondataset.org).

CDS E1 This data is rolled over from last year.

- 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
174.) Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2016 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click here (https://websrv1.usnews.com/usn/edit/college/statistical/2016/main/programs_offered_usn.php).

This data is rolled over from last year.
Senior Capstone or Culminating Academic Experiences

Writing in the Disciplines

Undergraduate Research/Creative Projects

Learning Communities

175.) Areas in which all or most students are required to complete some course work prior to graduation: (check as many as apply)

- CDS E3 This data is rolled over from last year.

- Arts/fine arts

- Computer literacy

- English (including composition)

- Foreign languages

- History

- Humanities

- Mathematics

- Philosophy

- Sciences (biological or physical)

- Social science

176.) Minor requirements:

This data is rolled over from last year.

- Minor is required of all for graduation

- Minor is required of some for graduation

- Minor is not required for graduation

- No Answer
177.) General education/core curriculum is required:
This data is rolled over from last year.
- Yes
- No
- No Answer

178.) Cooperative education programs offered (check as many as apply)
This data is rolled over from last year.
- Agriculture
- Art
- Business
- Computer Science
- Education
- Engineering
- Health Professions
- Home Economics
- Humanities
- Natural Science
- Social/Behavioral Science
- Technologies
- Vocational Arts

Other:
[Blank field]

179.) Teacher certifications offered (check as many as apply)
This data is rolled over from last year.
- Early childhood
- Elementary
- Middle/Junior High
- Secondary
180.) Specify number of specific subject areas in which you offer education certification:
This data is rolled over from last year.

11

181.) Qualified undergraduate students may take graduate-level classes at your school:
This data is rolled over from last year.

- Yes
- No
- No Answer

182.) Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered):
This data is rolled over from last year.

- Pre-law
- Pre-dentistry
- Pre-medicine
- Pre-theology
- Pre-veterinary science
- Pre-optometry
- Pre-pharmacy
- Other

183.) Describe Other:
- Please do not include bullets, paragraph breaks, special characters, or other special formatting
- Maximum number of allowable characters is 500

This data is rolled over from last year.
184.) Check domestic off-campus semester-away (or term-away) study programs (check as many as offered):

This data is rolled over from last year.

- Washington Semester (American University)
- UN Semester
- SEA Semester
- American Studies Program (Washington, D.C.)
- Los Angeles Film Studies Center
- Oak Ridge Science Semester (TN)
- Washington Center Program
- AuSable Institute of Environmental Studies Program (MI)
- Newberry Library Program (IL)
- New York Arts Program
- New York Studio Program (AICAD)

Other:

- internship programs offered through academic programs; service learning; National Student Exchange

185.) Select schools with which domestic exchange programs are offered

This data is rolled over from last year.
186.) Select countries in which study abroad is offered.

This data is rolled over from last year.
187.) List names of combined-degree programs:

This data is rolled over from last year.
188.) List names of consortia:
This data is rolled over from last year.
189.) Fraternities / Sororities
This data is rolled over from last year.

Number of social fraternities on campus:

4

Number of fraternities with chapter houses:

Number of social sororities on campus:

3

Number of sororities with chapter houses:

190.) Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2016 who fit the following categories.

CDS F1
<table>
<thead>
<tr>
<th><strong>First-time, First-year Students (Freshman), Fall 2016</strong></th>
<th><strong>Undergraduates Fall 2016</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>% who are from out of state (exclude international/nonresident aliens)</td>
<td></td>
</tr>
<tr>
<td>% of men who join fraternities</td>
<td></td>
</tr>
<tr>
<td>% of women who join sororities</td>
<td></td>
</tr>
<tr>
<td>% who live in college-owned, operated or affiliated housing</td>
<td></td>
</tr>
<tr>
<td>% who live off campus or commute</td>
<td></td>
</tr>
<tr>
<td>% of students age 25 and older</td>
<td></td>
</tr>
<tr>
<td>Average age of full-time students</td>
<td></td>
</tr>
<tr>
<td>Average age of students (full- and part-time)</td>
<td></td>
</tr>
</tbody>
</table>

191.) Activities Offered: Identify the programs available at your institution by checking the box next to each program name.

- Campus Ministries
- Choral groups
- Concert band
- Dance
- Drama/theater
- International Student Organization
- Jazz band
- Literary magazine

CDS F2 This data is rolled over from last year.
Marching band
✓ Model UN
✓ Music ensembles
✓ Musical theater
✓ Opera
✓ Pep band
✓ Radio station
✓ Student government
✓ Student newspaper
✓ Student-run film society
✓ Symphony orchestra
✓ Television station
✓ Yearbook

192.) Total number of registered organizations:

This data is rolled over from last year.

75
193.) List names of student newspapers:

This data is rolled over from last year.

The Free Press
Athletics

194.) Sports Information Director and Department website:
This data is rolled over from last year.

Athletic Department Web address:
http://usm.maine.edu/athletics/

Athletic Director name:
Albert Bean

Athletic Director phone:
(207) 780-5588

Athletic Director email:
albean@maine.edu

195.) Collegiate athletic association that your school belongs to during the 2016–2017 academic year.
This data is rolled over from last year.

- NCAA I
- NCAA II
- NCAA III
- NAIA
- None of the above
- No Answer

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

Men's Sports and Scholarships
This data is rolled over from last year.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Intercollegiate NCAA or NAIA</th>
<th>Scholarships Available?</th>
<th>Intramural</th>
<th>Club (intercollegiate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Badminton</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Bowling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheerleading</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Crew (Rowing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heavyweight</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lightweight</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-country</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equestrian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fencing</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Football</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Golf</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnastics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Sport</td>
<td>Lacrosse</td>
<td>Lightweight Football</td>
<td>Martial Arts</td>
<td>Racquetball</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------</td>
<td>----------------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Track and Field (outdoor)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ultimate Frisbee

Volleyball

Water Polo

Water Skiing

Wrestling

Women's Sports and Scholarships

This data is rolled over from last year.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Intercollegiate NCAA or NAIA</th>
<th>Scholarships Available?</th>
<th>Intramural</th>
<th>Club (intercollegiate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Badminton</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Bowling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheerleading</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Crew (Rowing) Heavyweight</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crew (Rowing) Lightweight</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-country</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Curling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equestrian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fencing</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figure Skating</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Football</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Golf</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnastics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Sport</td>
<td>Lacrosse</td>
<td>Lightweight Football</td>
<td>Martial Arts</td>
<td>Racquetball</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------</td>
<td>----------------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
<td>Column 4</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Ultimate Frisbee</td>
<td></td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Volleyball</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Polo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Skiing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
198.) List names of honor societies:

This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Honor Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beta of Maine Chapter of Alpha Kappa Delta</td>
</tr>
<tr>
<td>Phi Kappa Phi</td>
</tr>
<tr>
<td>Gamma Theta Upsilon</td>
</tr>
<tr>
<td>Kappa Zeta-at-Large</td>
</tr>
<tr>
<td>Chapter of Sigma Theta Tau</td>
</tr>
<tr>
<td>Psi Chi</td>
</tr>
<tr>
<td>Phi Sigma Iota</td>
</tr>
<tr>
<td>Eta Mu Chapter</td>
</tr>
<tr>
<td>Phi Alpha National Social Work Honor Society</td>
</tr>
<tr>
<td>Phi Sigma Alpha</td>
</tr>
<tr>
<td>Phi Alpha Theta</td>
</tr>
<tr>
<td>Chapter of Alpha Gamma Phi</td>
</tr>
<tr>
<td>Phi Delta Kappa</td>
</tr>
<tr>
<td>Chi Tau</td>
</tr>
<tr>
<td>Beta Gamma Sigma</td>
</tr>
</tbody>
</table>
199.) List names of religious organizations:

This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahai Campus Association</td>
</tr>
<tr>
<td>Catholic Newman Club</td>
</tr>
<tr>
<td>USM Hillel</td>
</tr>
<tr>
<td>Intervarsity Christian Fellowship</td>
</tr>
<tr>
<td>Muslim Students Association</td>
</tr>
<tr>
<td>Pagan Students Association</td>
</tr>
<tr>
<td>The Navigators Christian Fellowship</td>
</tr>
</tbody>
</table>
200.) List names of ethnic organizations.  
This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Cultural Student Association</td>
</tr>
<tr>
<td>Asian/Asian American Student Society</td>
</tr>
<tr>
<td>Muslim Student Association</td>
</tr>
<tr>
<td>Somali Student Association</td>
</tr>
<tr>
<td>International Students Organization of Lewiston Auburn</td>
</tr>
</tbody>
</table>
Other Student Organizations

201.) List names of other organizations:

This data is rolled over from last year.
Popular Cultural and Campus Events

202.) List names of popular campus events:
This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Husky Fest</td>
</tr>
<tr>
<td>Spring Fling</td>
</tr>
<tr>
<td>USM Royal Majesty Drag Show</td>
</tr>
<tr>
<td>Fall Fest</td>
</tr>
<tr>
<td>Winter Carnival</td>
</tr>
<tr>
<td>Thinking Matters</td>
</tr>
<tr>
<td>USM Day of Service</td>
</tr>
<tr>
<td>Student Involvement Recognition Gala</td>
</tr>
<tr>
<td>Maine Deaf Film Festival</td>
</tr>
<tr>
<td>Stress Relief Week</td>
</tr>
</tbody>
</table>
203.) Religious preference: Estimated religious preference percentage of fall 2016 enrolled undergraduate students.

<table>
<thead>
<tr>
<th>Religious Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic</td>
</tr>
<tr>
<td>Protestant</td>
</tr>
<tr>
<td>Jewish</td>
</tr>
<tr>
<td>Muslim</td>
</tr>
<tr>
<td>Hindu</td>
</tr>
<tr>
<td>Buddhist</td>
</tr>
<tr>
<td>Mormon</td>
</tr>
<tr>
<td>Claim no religious preference</td>
</tr>
<tr>
<td>Don't know</td>
</tr>
</tbody>
</table>

**Institution Religious affiliation:** (Question 11)

<table>
<thead>
<tr>
<th>Religious Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (Define Below)</td>
</tr>
<tr>
<td>All other</td>
</tr>
</tbody>
</table>
204.) ‘Other’ Religious Preference:

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

This data is rolled over from last year.

- Husson University (ME)
- Maine Maritime Academy (ME)
- University of Maine (ME)
- University of Maine--Farmington (ME)
- University of New England (ME)
206.) Institution offers housing:

This data is rolled over from last year.

- Yes
- No
- No Answer

207.) Please check all types of college-owned, -operated, or -affiliated housing available for the 2016-2017 undergraduates at your institution and specify the percentages of students living in each type. Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. Note: Please enter the percentages in the 'Percent (%)' questions.

CDS F4 This data is rolled over from last year.

- Coed dorms
- Women's dorms
- Men's dorms
- Sorority housing
- Fraternity housing
- Apartments for married students
- Apartment for single students
- Special housing for disabled students
Special housing for international students

Cooperative housing

Theme housing

Wellness housing

Other housing options

208.) Percentage of college-owned, operated or affiliated housing units that are:

This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singles</td>
<td>12%</td>
</tr>
<tr>
<td>Doubles</td>
<td>58%</td>
</tr>
<tr>
<td>Triples/Suites</td>
<td>20%</td>
</tr>
<tr>
<td>Apartments</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
</tbody>
</table>

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

This data is rolled over from last year.
210.) Average percentage of students on campus during weekends:
This data is rolled over from last year.

211.) Are students required to live in school-owned, -operated, or -affiliated housing?
This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

212.) Campus housing is available for all unmarried students regardless of year:
This data is rolled over from last year.

- Yes
- No
- No Answer

213.) School provides assistance in locating off-campus housing if on-campus housing is not available:
This data is rolled over from last year.

- Yes
- No
- No Answer
Facilities

Computers/Facilities/Services offered during the 2016-2017 academic year.

214.) Computer equipment/network access for student use is provided in: (check all that apply)

- Computer Center/Labs
- Residence Halls
- Library
- Student Center

This data is rolled over from last year.

215.) What percent of college-owned, -operated, or -affiliated housing units (rooms, apartments, houses) are currently set up for high speed internet access?

This data is rolled over from last year.

100 %

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

- Access all courses in which they are currently enrolled from a single interface
- Utilize a mobile app for portable display and use
- Grant family members access to account
- Access official or unofficial transcripts
- Determine extent of progress toward achieving degree requirements
- Register for courses
- Submit assignments
- Submit tuition payments
- Apply for financial aid

This data is rolled over from last year.

217.) Which of the following functions can undergraduate students currently perform online? (Please check all that apply.)

- Complete and submit course evaluation forms
- Reserve library materials

This data is rolled over from last year.
Receive instant alerts from campus-wide emergency alert system

Report emergencies to authorities

Secure on-campus housing

Pre-order food or take-out using meal plan credits

218.) Does your institution currently offer any online bachelor's degree programs, including but not limited to degree completion programs?

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

This data is rolled over from last year.

☐ Yes

☐ No

☐ No Answer

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

This data is rolled over from last year.

☐ No Answer

220.) Does your institution offer any individual distance education courses that grant credit toward a bachelor's degree?

- Distance education courses are courses that deliver instruction to students who are separated from the instructor, and support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Note that requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as a distance education course.

This data is rolled over from last year.

☐ No Answer

221.) School has a library on campus:

This data is rolled over from last year.
222.) School is a member of library consortium(s):
This data is rolled over from last year.
- Yes
- No
- No Answer

223.) List additional library facilities/collections separated by commas and semi-colons as appropriate. Do not include bullets, paragraph breaks, special characters, or other special formatting.
This data is rolled over from last year.
Special Collections, Rare books and manuscripts, University Archives, Jean Byers Sampson Center for Diversity in Maine, Osher Map Library and Smith Center for Cartographic Education.

224.) List museums and other special academic buildings/equipment on campus, specifying type separated by commas and semi-colons as appropriate. Do not include bullets, paragraph breaks, special characters, or other special formatting.
This data is rolled over from last year.
Southworth Planetarium, Osher Map Library and Smith Center for Cartographic Education, Art Gallery
Regulations

Regulations/rules in effect during the 2016-2017 academic year.

225.) All students may have cars on campus:
This data is rolled over from last year.
- Yes
- No
- No Answer

226.) Percentage of all students who have cars on campus:
This data is rolled over from last year.

- [%]

227.) Alcohol is permitted on campus to students of legal age:
This data is rolled over from last year.
- Yes
- No
- No Answer

228.) Which among the below options best describes your institution's campus carry policy? If your institution has no policy, select the option that best reflects the default regulations in accordance with state and local laws:
- Banned: Students may not possess handguns anywhere on campus
- Highly Restricted: Eligible students may only possess handguns on campus in one or a few designated areas (e.g. cars, residence halls)
- Concealed Carry: Eligible students may be in control of handguns across most or all of campus on condition these handguns are hidden from view
- Open Carry: Eligible students may be in control of handguns across most or all of campus, without a condition these handguns are hidden from view

- Banned
- Highly Restricted
- Concealed Carry
- Open Carry
- No Answer
Student Employment

Student Employment offered during the 2016-2017 academic year.
NOTE: Do not include Work-Study in this section.

229.) Institutional employment is available:
This data is rolled over from last year.
- Yes
- No
- No Answer

230.) Percentage of full-time undergraduates who work on campus during the 2016-2017 academic year:

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

232.) Part-time off-campus employment opportunities for undergraduates are:
This data is rolled over from last year.
- Excellent
- Fair
- Good
- Poor
- No Answer

233.) Freshmen are discouraged from working during first term:
This data is rolled over from last year.
- Yes
- No
- No Answer
Programs for Learning Disabled Students

Programs/Services for Learning Disabled Students offered during the 2016-2017 academic year

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

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

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

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

This data is rolled over from last year.

- Structured/Proactive/Comprehensive program
- Self-directed/decentralized services
- Compliance
- No Answer

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

This data is rolled over from last year.

- Yes
- No
- No Answer

236.) LD services are available to the following students:

This data is rolled over from last year.

- Freshmen
- Sophomores
- Juniors
237.) Please select counseling services that are offered to LD students:

This data is rolled over from last year.

- [ ] Academic
- [ ] Psychological
- [ ] Student support groups
- [ ] Vocational

238.) How many times per academic year may a student use these services:

This data is rolled over from last year.

- Academic
- Psychological
- Student Support Groups
- Vocational

239.) Please select services that are offered to LD students:

This data is rolled over from last year.

- Diagnostic Testing Service
- Early Syllabus
- Exam on tape or computer
- Extended Time for Tests (Selected)
- Learning Center (Selected)
- Note-taking Services (Selected)
- Oral Tests
- Other Special Classes
<table>
<thead>
<tr>
<th>Other testing accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority registration</td>
</tr>
<tr>
<td>Priority seating</td>
</tr>
<tr>
<td>Proofreading services</td>
</tr>
<tr>
<td>Readers</td>
</tr>
<tr>
<td>Reading Machines</td>
</tr>
<tr>
<td>Remedial English</td>
</tr>
<tr>
<td>Remedial Math</td>
</tr>
<tr>
<td>Remedial Reading</td>
</tr>
<tr>
<td>Special bookstore section</td>
</tr>
<tr>
<td>Substitution of courses</td>
</tr>
<tr>
<td>Take home exam</td>
</tr>
<tr>
<td>Tape Recorders</td>
</tr>
<tr>
<td>Texts on tape</td>
</tr>
<tr>
<td>Tutors</td>
</tr>
<tr>
<td>Typist/Scribe</td>
</tr>
<tr>
<td>Untimed Tests</td>
</tr>
<tr>
<td>Videotaped Classes</td>
</tr>
<tr>
<td>Waiver of foreign language degree requirement</td>
</tr>
<tr>
<td>Waiver of math degree requirement</td>
</tr>
</tbody>
</table>

Other:

240. Is there an advisor/advocate from the LD program available to students?

This data is rolled over from last year.

- Yes
- No
241.) Is individual tutoring available?
This data is rolled over from last year.

- Yes
- No
- No Answer

242.) How often is individual tutoring available?
This data is rolled over from last year.

- As needed
- Daily
- Weekly
- Twice per month
- Monthly
- No Answer

243.) Other tutorial options that are available to LD students. Check all that are available by setting:
This data is rolled over from last year.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
<td>✓</td>
</tr>
<tr>
<td>Organizational skills</td>
<td>✓</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>✓</td>
</tr>
<tr>
<td>Content area</td>
<td></td>
</tr>
<tr>
<td>Writing labs</td>
<td></td>
</tr>
<tr>
<td>Math labs</td>
<td></td>
</tr>
<tr>
<td>Study skills</td>
<td>✓</td>
</tr>
</tbody>
</table>

244.) Are single rooms available to students with specific disabilities?
### URL for LD Program/Unit:

- **www.usm.maine.edu/oassd/**

### Person to contact for additional information on LD program:

<table>
<thead>
<tr>
<th>Name</th>
<th>Joanne Benica</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Director</td>
</tr>
<tr>
<td>Phone</td>
<td>(207) 780-4706</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:jbenica@usm.maine.edu">jbenica@usm.maine.edu</a></td>
</tr>
</tbody>
</table>
International Applicant Info

International Applicant Information for the 2016-2017 academic year.

247.) Indicate test requirements for undergraduate international applicants whose native language is not English.

This data is rolled over from last year.

<table>
<thead>
<tr>
<th></th>
<th>Require</th>
<th>Require for some</th>
<th>Recommend</th>
<th>Consider if submitted</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL (Paper)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOEFL (Internet-based)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IELTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT Subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

248.) TOEFL and/or IELTS may be submitted in place of SAT or ACT

This data is rolled over from last year.

- Yes
- No
- No Answer

249.) Minimum Required Test Scores

This data is rolled over from last year.

TOEFL (Paper)

TOEFL (Internet-based)

80

Michigan test
250.) Average score of admitted students:
This data is rolled over from last year.

TOEFL Paper:

TOEFL Internet-based:

IELTS:

251.) If SAT/ACT/SAT Subject Tests are required, check correct statement:
This data is rolled over from last year.

- SAT/ACT/SAT Subject Tests may replace TOEFL/IELTS/Michigan Test
- TOEFL/IELTS/Michigan Test also must be taken
- No Answer

252.) Advanced deposit (in addition to tuition/room deposits required of all students) is required of international applicants:
This data is rolled over from last year.

- Yes
- No
- No Answer

253.) Preapplication form is required of international applicants:
This data is rolled over from last year.

- Yes
- No
- No Answer

254.) Separate application form is required of international applicants:
This data is rolled over from last year.

255.) Application closing date for international applicants:

<table>
<thead>
<tr>
<th>Enrollment Date</th>
<th>or Rolling Basis Beginning Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 05/01</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
</tr>
</tbody>
</table>

256.) Provide the number of degree-seeking, first-time, first-year (freshman) nonresident alien students who applied, were admitted, and enrolled in fall 2016.

Applicants

Admitted applicants

Enrolled

257.) Do you offer conditional admission to international applicants?

This data is rolled over from last year.

Yes

No

No Answer
258.) Are international students eligible to apply for early decision or early action?

- Yes, both early decision or early action
- Early decision only
- Early action only
- No
- No Answer

259.) If your institution actively recruits international students, please check all that apply:

- Overseas visits to local or international secondary schools
- Overseas public college fairs
- Agents
- Social media / other Web-based approaches

Other:

260.) If your institution conducts off-campus admissions interviews with international students, please check all that apply

- Skype or other Web-based video interview
- Phone
- In-country visits
- In-country alumni interviews

261.) Number of foreign countries represented by degree-seeking undergraduate nonresident aliens (Fall 2016):

262.) List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2016-2017 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country:
263.) Special services offered for international students: (check all that apply)

- English lab
- International student center
- Special counselors/advisors
- ESL program/classes
- Host family program
- Housing offered during all school holidays
- Dining hall services offered to international students during all school holidays
- Special orientation (1-6 days)
- Special orientation (1-2 weeks)
- Special orientation (2+ weeks)
- Support in local set-up (e.g., bank account, cell phone, etc.)

264.) Is any portion of the undergraduate admissions website aimed at prospective international students translated into languages other than English?

This data is rolled over from last year.
265.) How many languages?
This data is rolled over from last year.

266.) Please list the languages:
This data is rolled over from last year.

267.) International student contact:
This data is rolled over from last year.

Name:
Kimberly Sinclair

Title:
Interim Director, Office of International Programs

Phone:
(207) 780-4959

Email:
ksinc@maine.edu

URL for additional international applicant information:
268.) Does your institution house an honors college?
- Yes
- No
- No Answer

269.) Does your institution offer an honors program?
- Yes
- No
- No Answer

270.) Provide the number of students enrolled in the following as of October 15th, 2016:

Honors college:

Honors program:
Guidance Facilities

271.) Check remedial learning services offered: (check all that apply)
This data is rolled over from last year.
- Math
- Reading
- Study skills
- Writing

272.) Check additional services offered: (check all that apply)
This data is rolled over from last year.
- Day care
- Health insurance
- Health service
- Nonremedial tutoring
- Placement service
- Women’s Center

273.) Check counseling services offered: (check all that apply)
This data is rolled over from last year.
- Academic
- Birth control
- Career
- International students
- Military
- Minority student
- Older student
- Personal
- Psychological
- Religious
274.) Check services available in career placement center: (check all that apply)
This data is rolled over from last year.
- Alumni network
- Career/job search classes
- Co-op education
- Interest inventory
- International student internship / job placement assistance
- Internships
- Interview training
- On-campus job interviews
- Resume assistance

275.) Check special programs offered for physically disabled students: (check all that apply)
This data is rolled over from last year.
- Adaptive equipment
- Braille services
- Interpreters for hearing-impaired
- Note-taking services
- Reader services
- Special housing
- Special transportation
- Talking books
- Tape recorders
- Tutors

276.) Check term that best describes accessibility of campus to physically disabled students:
This data is rolled over from last year.
- Fully
277.) Check campus safety and security services offered:

This data is rolled over from last year.

- 24-hour emergency telephones
- 24-hour foot and vehicle patrols
- Controlled dormitory access (key, security card, etc)
- Late night transport/escort service
- Lighted pathways/sidewalks
- Student patrols
278.) List names of firms that have hired graduates within the past 5 years.

This data is rolled over from last year.
Environment/Transportation

Please report on the 2016-2017 academic year.

279.) Select the region from which the majority of U.S. students come:

- New England (CT, ME, MA, NH, RI, VT)
- Middle Atlantic (NJ, NY, PA)
- East North Central (IL, IN, MI, OH, WI)
- West North Central (IA, KS, MN, MO, NE, ND, SD)
- South Atlantic (DE, DC, FL, GA, MD, NC, SC, VA, WV)
- East South Central (AL, KY, MS, TN)
- West South Central (AR, LA, OK, TX)
- Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)
- Pacific (AK, CA, HI, OR, WA)
- No Answer

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

%  

281.) Campus size (acres):

This data is rolled over from last year.

142

282.) Check one:

- Campus is within one mile of city/town
- Campus is more than one mile from city/town
- No Answer

283.)

This data is rolled over from last year.

City/town where school is located:
Portland

Population:

65000

Major city closest to school:

Portland

Population:

65000

Distance from campus (miles):

0

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

Portland

Distance of airport from campus (miles):

2

City/town where nearest other airport used by your students is located:

Manchester, NH or Boston, MA

Distance of airport from campus (miles):

98

City/town where passenger train service (e.g., Amtrak) used by your students is located:

Portland

Distance of station from campus (miles):

1

City/town where passenger bus service (e.g., Greyhound, Trailways) used by your students is located:

Portland

Distance of station from campus (miles):

1
284.) Public transportation (municipal bus/trolley, subway, commuter rail) serves campus:

This data is rolled over from last year.

- Yes
- No
- No Answer
Please provide the main link, if any, for the presence on each of the following sites that your institution identifies as its primary handle:

Facebook:
https://www.facebook.com/USouthernMaine

Twitter:
http://twitter.com/#!/USouthernMaine

LinkedIn:

Google+:
Main Survey Assessment

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

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

Below is a list of some terminology you may encounter:

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

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

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

286.) Enrollment (Questions 28 - 34):

<table>
<thead>
<tr>
<th>Current Year</th>
<th>Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>6189</td>
</tr>
<tr>
<td>Graduate</td>
<td>1666</td>
</tr>
<tr>
<td>Total</td>
<td>7855</td>
</tr>
</tbody>
</table>

287.) Six-Year Graduation Rates (Questions 37, 38, 43):

<table>
<thead>
<tr>
<th>Fall Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>34</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>33</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>31</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>32</td>
</tr>
</tbody>
</table>

288.) Freshman Retention Rates (Questions 44, 45):
<table>
<thead>
<tr>
<th>Year</th>
<th>Acceptance Rate</th>
<th>Applicants</th>
<th>Accepted Applicants</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>80.2</td>
<td>4111</td>
<td>3299</td>
<td>80.2</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>87.8</td>
<td>3402</td>
<td>2986</td>
<td>87.8</td>
</tr>
</tbody>
</table>

289.) Acceptance Rate (Question 47):

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent submitting SAT/ACT scores (Question 71):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Year</td>
<td>SAT: 92</td>
</tr>
<tr>
<td></td>
<td>ACT: 8</td>
</tr>
<tr>
<td></td>
<td>ACT: 8</td>
</tr>
</tbody>
</table>

290.) Percent submitting SAT/ACT scores (Question 71):

<table>
<thead>
<tr>
<th>Year</th>
<th>SAT Critical Reading - 25th/75th Percentile (Question 72):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Year</td>
<td>25th Percentile: 440</td>
</tr>
<tr>
<td></td>
<td>75th Percentile: 550</td>
</tr>
<tr>
<td></td>
<td>75th Percentile: 550</td>
</tr>
</tbody>
</table>

291.) SAT Critical Reading - 25th/75th Percentile (Question 72):

<table>
<thead>
<tr>
<th>Year</th>
<th>SAT Math - 25th/75th Percentile (Question 72):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Year</td>
<td>25th Percentile: 430</td>
</tr>
<tr>
<td></td>
<td>75th Percentile: 540</td>
</tr>
<tr>
<td></td>
<td>75th Percentile: 550</td>
</tr>
</tbody>
</table>

292.) SAT Math - 25th/75th Percentile (Question 72):

<table>
<thead>
<tr>
<th>Year</th>
<th>ACT Composite - 25th/75th Percentile (Question 74):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Year</td>
<td>25th Percentile: 19</td>
</tr>
<tr>
<td></td>
<td>75th Percentile: 25</td>
</tr>
<tr>
<td></td>
<td>75th Percentile: 25</td>
</tr>
</tbody>
</table>

293.) ACT Composite - 25th/75th Percentile (Question 74):

294.) Average SAT/ACT Scores (Question 78):
SAT Critical Reading: 501 487
SAT Math: 489 483
ACT Composite: 22 22

295.) SAT/ACT scores included the following groups of students (Question 79, 80):

<table>
<thead>
<tr>
<th></th>
<th>Current Year:</th>
<th>Last Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All International Students:</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>All Minority Students:</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>All Student Athletes:</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>All Legacy &amp; Children of Alumni:</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>All Special Admission Arrangements:</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>All Students Who Began Studies in the Summer:</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

296.) High school class standing (Question 81):

<table>
<thead>
<tr>
<th></th>
<th>Current Year:</th>
<th>Last Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>% in Top 10</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>% in Top 25</td>
<td>37</td>
<td>26</td>
</tr>
<tr>
<td>% in Top 50</td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>% in Bottom 50</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>% Submitting</td>
<td>65</td>
<td>63</td>
</tr>
</tbody>
</table>

297.) Best Colleges for Veterans (Questions 123 - 125):

<table>
<thead>
<tr>
<th></th>
<th>Current Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Military Enrollment:</td>
<td>No Value Entered</td>
</tr>
<tr>
<td>G.I. Bill Certified:</td>
<td>Yes</td>
</tr>
<tr>
<td>Yellow Ribbon Participant:</td>
<td>Yes</td>
</tr>
</tbody>
</table>

298.) Alumni Giving (Question 150, 152):
<table>
<thead>
<tr>
<th>Measure</th>
<th>Current Year</th>
<th>Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni of Record</td>
<td>41076</td>
<td>39671</td>
</tr>
<tr>
<td>Alumni Donors</td>
<td>810</td>
<td>570</td>
</tr>
<tr>
<td>Alumni Giving Rate</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>299.) Instructional Faculty (Questions 153, 154)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Year</td>
<td>Last Year</td>
<td></td>
</tr>
<tr>
<td>Full Time</td>
<td>265</td>
<td>248</td>
</tr>
<tr>
<td>Part Time</td>
<td>397</td>
<td>293</td>
</tr>
<tr>
<td>Total</td>
<td>662</td>
<td>541</td>
</tr>
<tr>
<td>300.) Percentage of full-time equivalent faculty that is full-time (Questions 153, 154)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Year</td>
<td>Last Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>66.7</td>
<td>71.8</td>
</tr>
<tr>
<td>301.) Instructional Full-Time Faculty with Doctorate or Terminal Degree (Questions 153, 154)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Year</td>
<td>Last Year</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>222</td>
<td>209</td>
</tr>
<tr>
<td>Percent</td>
<td>83.8</td>
<td>84.3</td>
</tr>
<tr>
<td>302.) Student to faculty ratio (Questions 155, 156)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Year</td>
<td>Last Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14.2</td>
<td>16.2</td>
</tr>
<tr>
<td>303.) Faculty Compensation (Questions 157, 158)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Year</td>
<td>Last Year</td>
<td></td>
</tr>
<tr>
<td># of Faculty</td>
<td>No Value Entered</td>
<td>269</td>
</tr>
<tr>
<td>Salary + Fringe Benefits</td>
<td>No Value Entered</td>
<td>29878124</td>
</tr>
<tr>
<td>Average Faculty Compensation</td>
<td>No Value Entered</td>
<td>110763</td>
</tr>
<tr>
<td>304.) Total number of undergraduate class sections (Question 159)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Year</td>
<td>Last Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>820</td>
<td>779</td>
</tr>
</tbody>
</table>
305.) Percent of undergraduate class sections (Question 159):

<table>
<thead>
<tr>
<th>Current Year:</th>
<th>Last Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-9</td>
<td>18.6</td>
</tr>
<tr>
<td>10-19</td>
<td>31.7</td>
</tr>
<tr>
<td>20-29</td>
<td>30.4</td>
</tr>
<tr>
<td>30-39</td>
<td>11.7</td>
</tr>
<tr>
<td>40-49</td>
<td>4.5</td>
</tr>
<tr>
<td>50-99</td>
<td>2.8</td>
</tr>
<tr>
<td>100+</td>
<td>0.3</td>
</tr>
</tbody>
</table>
Verification

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

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

If you have any questions about your verification or this procedure, please contact your data collector. On behalf of U.S. News and its many readers, thank you for the time and effort you have given to supply and verify this Information.

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

305.) Identification:

Name: Chris Barr
Title: Data Specialist
Date: 06/02/2017
Thank you for participating in Best Colleges 2017 Data Collection. Please take the opportunity to print your survey for record keeping purposes.

Submit your survey.
Thank you for completing this survey.