

Common Data Set 2025-2026

Welcome to the 2025-2026 Common Data Set collection!

The **Common Data Set (CDS)** initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the **College Board**, **Peterson's**, and **U.S. News & World Report**. The combined goal of this collaboration is to improve the quality and accuracy of information provided to all involved in a student's transition into higher education, as well as to reduce the reporting burden on data providers.

The CDS is a set of standards and definitions of data items rather than a survey instrument or set of data represented in a database. Each of the higher education surveys conducted by the participating publishers incorporates items from the CDS as well as unique items proprietary to each publisher. Consequently, the publishers' surveys differ in that they utilize varying numbers of items from the CDS.

Those who report data for their colleges are urged to abide by the definitions and the cohorts specified when answering CDS items. They are also urged to use the answers to CDS items when responding to the numerous survey requests they receive, by distributing photocopies of their answers, posting them on their websites, or by other effective means.

Further information about the CDS initiative can be found at <https://commondataset.org/>.

Please contact Peterson's Research at research@petersons.com should you have any questions about this PDF template.

A0. Respondent Information (Not for Publication)

First Name	
Last Name	
Title	
Office	
Address	
City	
State	
Zip	
Country	
Phone Number	
E-mail Address	

Are your responses to the CDS posted for reference on your institution's Web site?

☐ Yes

☐ No

N/A

If yes, please provide the URL of the corresponding Web page

A0A. We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

A1. Address Information

Name of College/University			
Street Address			
City			
State			
Zip			
Country			
Main Institution Phone Number			
	Area Code	Phone Number	Extension
Main Institution Website			
Main Institution E-mail			

Please enter Admissions Office information below:

Street Address (if different)			
City			
State			
Zip			
Country			
Admissions Phone Number			
	Area Code	Phone Number	Extension
Admissions Toll-Free Phone Number			
	Area Code	Phone Number	Extension
Admissions E-mail Address			

If there is a separate URL for your school's online application, please specify:

If you have a mailing address other than the one listed above to which applications should be sent, please provide:

A2. Source of institutional control (select one only)

- ☐ Public
- ☐ Private (nonprofit) N/A
- ☐ Proprietary

A3. Classify your undergraduate institution

- ☐ Coeducational college
- ☐ Men's college N/A
- ☐ Women's college

A4. Academic year calendar

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

A5. Degrees offered by your institution

- | | |
|---|---|
| ☐ Certificate | ☐ Post-bachelor's certificate |
| ☐ Diploma | ☐ Master's |
| ☐ Associate | ☐ Post-master's certificate |
| ☐ Transfer Associate | ☐ Doctoral degree research/scholarship |
| ☐ Terminal Associate | ☐ Doctoral degree -- professional practice |
| ☐ Bachelor's | ☐ Doctoral degree -- other |

A6. Campus Belonging Webpage

If your institution has an office or department dedicated to fostering a welcoming and supportive campus climate for individuals from all backgrounds, please provide the URL of the corresponding Web page:

B. ENROLLMENT AND PERSISTENCE**B1. Institutional Enrollment - Men and Women**

Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of **October 15, 2025**.

- ✓ Note: Report students formerly designated as "first professional" in the graduate cells.
- ✓ For information on reporting study abroad students please see: https://nces.ed.gov/ipeds/pdf/Reporting_Study_Aboard_Students.pdf
- ✓ In cases where gender information is not provided, IPEDS recommends distributing across the two-binary categories. However, the "Other" category can be used to report non-binary or missing data.
- ✓ Dual Enrollment: If your institution enrolls high school students in college courses for credit either within a dual enrollment program or outside of a dual enrollment program, you may report the unduplicated count as part of the full- or part-time "All other undergraduates" section.

	FULL-TIME			PART-TIME		
	Men	Women	Unknown	Men	Women	Unknown
Undergraduate Students	Undergraduate Students					
Degree-seeking, first-time, first-year students						
Other first-year, degree-seeking students						
All other degree-seeking undergraduate students						
Total degree-seeking undergraduate students						
All other undergraduates enrolled in credit courses						
Total Undergraduate Students						
Graduate Students	Graduate Students					
Degree-seeking, first-time						
All other degree-seeking						
All other graduates enrolled in credit courses						
Total Graduate Students						
Total All Students						

Total All Undergraduates

Total All Graduate Students

Grand Total All Students

B2. Enrollment by Racial/Ethnic Category

Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of **October 15, 2025**.

- ✓ Include international students only in the category "Nonresidents."
- ✓ Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.
- ✓ Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."
- ✓ New guidance from IPEDS for reporting aggregate data:

Racial/ethnic destinations are requested only for United States citizens, residents, and other eligible non-citizens.

Eligible non-citizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not an F-1 non-immigrant student visa at the time of high school graduation.

More information about other eligible (for financial aid purposes) non-citizens is available at <https://studentaid.gov/understandaid/eligibility/requirements/non-us-citizens>.

Nonresident – A person who is not a citizen or national of the United States and who is in this country on a student visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category.

NOTE – Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories or in race/ethnicity unknown.

NOTE – Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories or in race/ethnicity unknown.

Dual Enrollment: If your institution enrolls high school students in college courses for credit either within a dual enrollment program or outside of a dual enrollment program, you may report the unduplicated count as part of the non-degree-seeking students included in the "Total Undergraduates (both degree & non-degree-seeking)" section.

Racial/Ethnic Category	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree- seeking)
Nonresidents			
Hispanic/Latino			
Black or African American, non-Hispanic			
White, non-Hispanic			
American Indian or Alaska Native, non-Hispanic			
Asian, non-Hispanic			
Native Hawaiian or other Pacific Islander, non-Hispanic			
Two or more races, non-Hispanic			
Race and/or ethnicity unknown			
Total			

B3. PersistenceNumber of degrees awarded by your institution from July 1, 2024, to June 30, 2025.

AWARD TYPE	# AWARDED
Certificate/diploma:	
Associate degrees:	
Bachelor's degrees:	
Post-bachelor's certificates:	
Master's degrees:	
Post-master's certificates:	
Doctoral degrees – research/scholarship:	
Doctoral degrees – professional practice:	
Doctoral degrees – other:	

B4-B21: Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS).

- ✓ For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2025-2026 Survey. <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2018 and Fall 2019 cohorts (formerly CDS B4-B11) into four groups:

- Students who received a Federal Pell Grant*
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan
- Total (all students, regardless of Pell Grant or subsidized loan status)

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

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

For Bachelor's or Equivalent Programs

Please provide data for the **Fall 2019** cohort if available. If **Fall 2019** cohort data are not available, provide data for the **Fall 2018** cohort.

Fall 2019 Cohort

		Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	Initial 2019 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students				
B	Of the initial 2019 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 • Official church missions • Report Total Allowable Exclusions				
C	Final 2019 cohort, after adjusting for allowable exclusions				
D	Of the initial 2019 cohort, how many completed the program in four years or less (by Aug. 31, 2023)				

Common Data Set 2025-2026

		Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
E	Of the initial 2019 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2023 and by Aug. 31, 2024)				
F	Of the initial 2019 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2024 and by Aug. 31, 2025)				
G	Total graduating within six years (sum of lines D, E, and F)				
H	Six-year graduation rate for 2019 cohort (G divided by C)				

Fall 2018 Cohort

		Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	Initial 2018 cohort of first-time, full-time, bachelor's (or equivalent) degree- seeking undergraduate students				
B	Of the initial 2018 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 • Official church missions • Report Total Allowable Exclusions				
C	Final 2018 cohort, after adjusting for allowable exclusions				
D	Of the initial 2018 cohort, how many completed the program in four years or less (by Aug. 31, 2022)				
E	Of the initial 2018 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2022 and by Aug. 31, 2023)				
F	Of the initial 2018 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2023 and by Aug. 31, 2024)				
G	Total graduating within six years (sum of lines D, E, and F)				
H	Six-year graduation rate for 2018 cohort (G divided by C)				

For Two-Year Institutions

Please provide data for the **2022** cohort if available. If **2022** cohort data are not available, provide data for the **2021** cohort.

		2022 Cohort	2021 Cohort
B12	Initial cohort, total of first-time, full-time degree/certificate-seeking students:		
B13	Of the initial cohort, how many did not persist and did not graduate for the following reasons: • Death • Permanently Disability • Service in the armed forces, • Foreign aid service of the federal government • Official church missions • Report total allowable exclusions		
B14	Final cohort, after adjusting for allowable exclusions:		
B15	Completers of programs of less than two years duration (total):		
B16	Completers of programs of less than two years within 150 percent of normal time:		
B17	Completers of programs of at least two but less than four years (total):		
B18	Completers of programs of at least two but less than four-years within 150 percent of normal time:		
B19	Total transfers-out (within three years) to other institutions:		
B20	Total transfers to two-year institutions:		
B21	Total transfers to four-year institutions:		

B22. Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2024 (or the preceding summer term).

✓ The initial cohort may be adjusted for students who departed for the following reasons:

- * Death
- * Permanent Disability
- * Service in the armed forces
- * Foreign aid service of the federal government
- * Official church missions
- * No other adjustments to the initial cohort should be made.

Report the number of all first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2024 (or the preceding summer term).

From this group, identify how many were still enrolled at your institution as of the official enrollment date in Fall 2025.

Calculate the percentage of the Fall 2024 entering cohort who remained enrolled on the official census date.

Total students retained = students from the Fall 2024 cohort who are still enrolled as of Fall 2025 + students from Fall 2024 cohort who completed their bachelor's program as of Fall 2025

(Students from the Fall 2024 cohort still enrolled as of Fall 2025 + Students from Fall 2024 cohort who completed their bachelor's program as of Fall 2025)/(Adjusted Fall 2024 cohort) *100

Note: The number of first-time students seeking a bachelor's degree (or equivalent) who attain a bachelor's degree (or equivalent) by their second fall term is expected to be zero or very small. In exceptional cases when a first-time student does satisfy all degree requirements including full credit completion (e.g., typically 120 credit hours) and is awarded a bachelor's degree (or equivalent) by their second fall term, they are to be considered "retained" for EF reporting purposes.

C. FIRST-TIME, FIRST-YEAR ADMISSION**C1-C2: Applications**

C1. First-time, first-year students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2025.

- ✓ 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.
- ✓ Since the total may include students who did not provide gender data, the detail need not sum to the total.
- ✓ In cases where gender information is not provided, IPEDS recommends distributing across the two-binary categories. However, the "Other" category can be used to report non-binary or missing data.
- ✓ Note that recent high school graduates and other students without prior postsecondary experience will still be considered "first-time students" for fall enrollment reporting purposes even if they enrolled in the summer prior to fall 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, 2025.

FIRST-TIME, FIRST-YEAR STUDENT APPLICANTS	TOTAL
Total first-time, first-year men who applied	
Total first-time, first-year women who applied	
Total first-time, first-year unknown sex who applied	

FIRST-TIME, FIRST-YEAR STUDENT ADMITS	TOTAL
Total first-time, first-year men who were admitted	
Total first-time, first-year women who were admitted	
Total first-time, first-year unknown sex who were admitted	

FIRST-TIME, FIRST-YEAR STUDENT ENROLLEES	TOTAL
Total first-time, first-year men who enrolled	
Total first-time, first-year women who enrolled	
Total first-time, first-year unknown sex who enrolled	

FIRST-TIME, FIRST-YEAR STUDENT ENROLLEES BY STATUS	TOTAL
Total full-time, first-time, first-year men who enrolled	
Total part-time, first-time, first-year men who enrolled	
Total full-time, first-time, first-year women who enrolled	
Total part-time, first-time, first-year women who enrolled	
Total full-time, first-time, first-year unknown sex who enrolled	
Total part-time, first-time, first-year unknown sex who enrolled	

If available, please provide residency breakdowns for total applicants, admits, and enrolled students: Fall 2025

FIRST-TIME, FIRST-YEAR STUDENT APPLICANTS	IN-STATE	OUT-OF-STATE	INTERNATIONAL	UNKNOWN	TOTAL
Total first-time, first-year (degree-seeking) who applied					
Total first-time, first-year (degree-seeking) who were admitted					
Total first-time, first-year (degree-seeking) enrolled					

C2. First time, first-year wait-listed students

✓ **Students who met admission requirements but whose final admission was contingent on space**

availability) Do you have a policy of placing students on a waiting list? ☐ Yes ☐ No ☐ N/A

If yes, please answer the questions below for Fall 2025 admissions:

WAITING LIST	TOTAL
Number of qualified applicants offered a place on waiting list:	
Number accepting a place on the waiting list:	
Number of wait-listed students admitted:	

Is your waiting list ranked? ☐ Yes ☐ No ☐ N/A

⇒ If yes, do you release that information to students? ☐ Yes ☐ No ☐ N/A

⇒ Do you release that information to school counselors? ☐ Yes ☐ No ☐ N/A

C3-C5: Admission Requirements**C3. High school completion requirement**

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

- ☐ High school diploma is required and GED is accepted
☐ High school diploma is required and GED is not accepted
☐ High school diploma or equivalent is not required
- N/A

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

- ☐ Require
☐ Recommend
☐ Neither require nor recommend
- N/A

C5. Distribution of high school units required and/or recommended. Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

	Units Required	Units Recommended
Total academic units		
English		
Mathematics		
Science		
Of these, units that must be lab		
Foreign language		
Social studies		
History		
Academic electives		
Computer Science		
Visual/Performing Arts		
Other (<i>specify</i>)		

C6-C7: Basis for Selection

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

If so, check which applies:

☐ Open admission policy as described above for all students N/A

Open admission policy as described above for most students, but

☐ Selective admission for out-of-state students N/A

☐ Selective admission to some programs

☐ Other (explain): N/A

C7. Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking general (not including programs with specific criteria) admission decisions.

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

Please provide additional information if the importance of any specific academic or nonacademic factors differ by academic program.

C8: SAT and ACT Policies

C8A. Entrance exams

Does your institution make use of SAT or ACT scores in **admission** decisions for first-time, first-year, degree-seeking applicants:

☐ Yes ☐ No ☐ N/A

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2027.

	Required to be considered for admission	Required for some	Recommended	Not required for admission, but consider if submitted	Not considered for admission, even if submitted
SAT or ACT					
ACT Only					
SAT Only					

C8B. Has been removed from the CDS.

C8C. Has been removed from the CDS.

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

☐ Yes ☐ No N/A

C8E.

Month Day

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

C8F. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students due to differences by academic program, student academic background, or if other examinations may be considered in lieu of the SAT and ACT.)

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

☐ SAT

☐ ACT

☐ AP

☐ CLEP

☐ Institutional Exam

☐ State Exam (specify):

C9-C12: First-time, first-year Profile

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year students** enrolled in **Fall 2025**, including students who began studies during summer, international students/nonresident, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year students enrolled in Fall 2025 who submitted national standardized (SAT/ACT) test scores.

- ✓ Include information for **ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores.**
- ✓ Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item.
- ✓ Do not convert SAT scores to ACT scores and vice versa.
- ✓ If a student submitted multiple sets of scores for a single test, report this information according to how you use the data. For example:
 - If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
 - If you average the scores, use the average to report the scores.

	Percent	Number
Submitting SAT Scores		
Submitting ACT Scores		

For each assessment listed below, report the score that represents the 25th percentile (the score that 25 percent of the first-time, first-year population scored at or below) and the 75th percentile score (the score that 25 percent scored at or above).

Assessment	25th Percentile Score	50th Percentile Score	75th Percentile Score
SAT Composite			
SAT Evidence-Based Reading and Writing			
SAT Math			
ACT Composite			
ACT Math			
ACT English			
ACT Writing			
ACT Science			
ACT Reading			

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800		
600-699		
500-599		
400-499		
300-399		
200-299		
Total should be 100%		

Score Range	SAT Composite
1400-1600	
1200-1399	
1000-1199	
800-999	
600-799	
400-599	
Total should be 100%	

Score Range	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36					
24-29					
18-23					
12-17					
6-11					
Below 6					
	100%	100%	100%	100%	100%

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

Assessment	Percent
Percent in top tenth of high school graduating class	
Percent in top quarter of high school graduating class	
Percent in top half of high school graduating class	
Percent in bottom half of high school graduating class	
Percent in bottom quarter of high school graduating class	
Percent of total first-time, first-year students who submitted high school class rank:	

} Top half + bottom half = 100%.

C11. Percentage of all enrolled, degree-seeking, first-time, first-year 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.
- ✓ If you are able to report GPA ranges separately for students that also submitted at least one test score versus those who did not submit a test score, please do so in the respective columns. If you are unable to report these data, please report the ranges for all students.

Score Range	Percent (Students who submitted scores)	Percent (Students who did not submit scores)	Percent (All enrolled students)
Percent who had GPA of 4.0			
Percent who had GPA between 3.75 and 3.99			
Percent who had GPA between 3.50 and 3.74			
Percent who had GPA between 3.25 and 3.49			
Percent who had GPA between 3.00 and 3.24			
Percent who had GPA between 2.50 and 2.99			
Percent who had GPA between 2.0 and 2.49			
Percent who had GPA between 1.0 and 1.99			
Percent who had GPA below 1.0			
Totals should = 100%			

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

Average High School GPA	

Percent of total first-time, first-year students who submitted high school GPA:

	%
Percent Submitting GPA	

C13-C20: Admission Policies**C13.Application fee**

✓ **If your institution has waived its application fee for the Fall 2027 admission cycle please select no.**

Does your institution have an application fee? ☐ Yes ☐ No **N/A**

Amount of application fee:

Can it be waived for applicants with financial need? ☐ Yes ☐ No **N/A**

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

- ☐ Same Fee
☐ Free
☐ Reduced

N/A

Can on-line application fee be waived for applicants with financial need? ☐ Yes ☐ No **N/A**

C14. Application closing date

Does your institution have an application closing date? ☐ Yes ☐ No **N/A**

	Month	Day
Application closing date (fall)		
Priority Date		

C15. Are first-time, first-year students accepted for terms other than the fall? ☐ Yes ☐ No **N/A**

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

- ☐ On a rolling basis beginning (date):
☐ By (date):
☐ Other:

Month Day

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

- ☐ Must reply by (date):
☐ No set date
☐ Must reply by May 1st or within weeks if notified thereafter
☐ Other:

Month Day

Deadline for housing deposit:

Amount of housing deposit:

Refundable if student does not enroll?

- ☐ Yes, in full
☐ Yes, in part
☐ No

N/A

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

☐ Yes ☐ No **N/A**

If yes, maximum period of postponement:

C19. Early admission of high school students: Does your institution allow high school students to enroll as full-time, first-time, first-year students one year or more before high school graduation?

☐ Yes ☐ No **N/A**

C20. Common Application: Question removed from CDS. (Initiated during 2006-2007 cycle)

C21-C22: Early Decision and Early Action Plans

C21. Early decision: Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year applicants for fall enrollment?

☐ Yes ☐ No **N/A**

If “yes,” please complete the following:

Month Day

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:

For the Fall 2024 entering class:

Number of early decision applications received by your institution:

Number of applicants admitted under early decision plan:

Please provide significant details about your early decision plan:

C22. Early action: Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?

☐ Yes ☐ No **N/A**

If “yes,” please complete the following:

Month Day

Early action closing date:

Early action notification date:

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

☐ Yes ☐ No **N/A**

D. TRANSFER ADMISSION**D1-D2: Fall Applicants****D1.** Does your institution enroll transfer students? ☐ **Yes** ☐ **No**

(If no, please skip to Section E)

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

☐ **Yes** ☐ **No****D2.** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in **Fall 2025**.

	Applicants	Admitted Applicants	Enrolled Applicants
Men			
Women			
Unknown			
Total			

D3-D11: Application for Admission**D3.** Indicate terms for which transfers may enroll:☐ Fall ☐ Winter ☐ Spring ☐ Summer**D4.** Must a transfer applicant have a minimum number of credits completed or else must apply as an entering first-year student?☐ Yes ☐ No

If yes, what is the minimum number of credits and the unit of measure?

Number of credits	Unit Type

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

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

D6. If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):

D7. If a minimum college grade point average is required of transfer applicants, specify on a 4.0 scale:

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

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

	Priority Date		Closing Date		Notification Date		Reply Date		Rolling admission
	Month	Day	Month	Day	Month	Day	Month	Day	
Fall									☐
Winter									☐
Spring									☐
Summer									☐

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

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

D12-D17: Transfer Credit Policies

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

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

Number

Unit Type

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

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

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

D17. Describe other transfer credit policies:

D18-D22: Military Service Transfer Credit Policies

D18. Does your institution accept the following military/veteran transfer credits:

	Yes	No	N/A
American Council on Education (ACE)	☐	☐	
College Level Examination Program (CLEP)	☐	☐	
DANTES Subject Standardized Tests (DSST)	☐	☐	

D19. Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):

Number	Unit Type

D20. Maximum number of credits or courses that may be transferred based on Department of Defense supported prior learning assessments (College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST)):

Number	Unit Type

D21. Are the military/veteran credit transfer policies published on your website? ☐ Yes ☐ No **N/A**

If yes, please provide the URL where the policy can be located:

D22. Describe other military/veteran transfer credit policies unique to your institution:

E. ACADEMIC OFFERINGS AND POLICIES

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

- | | |
|---|--|
| ☐ Accelerated program | ☐ Honors program |
| ☐ Comprehensive transition and postsecondary program for students with intellectual disabilities | ☐ Independent study |
| ☐ Cross-registration | ☐ Internships |
| ☐ Distance learning | ☐ Liberal arts/career combination |
| ☐ Double major | ☐ Student-designed major |
| ☐ Dual enrollment | ☐ Study abroad |
| ☐ English as a Second Language (ESL) | ☐ Teacher certification program |
| ☐ Exchange student program (domestic) | ☐ Undergraduate Research |
| ☐ External degree program | ☐ Weekend college |
| ☐ Other (specify): | <input type="text"/> |

E2. Has been removed from the CDS.

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

- | | |
|--|---|
| ☐ Arts/fine arts | ☐ Physical Education |
| ☐ Computer literacy | ☐ Intensive writing |
| ☐ English (including composition) | |
| ☐ Foreign languages | |
| ☐ History | |
| ☐ Humanities | |
| ☐ Mathematics | |
| ☐ Philosophy | |
| ☐ Sciences (biological or physical) | |
| ☐ Social science | |
| ☐ Other (specify): | <input type="text"/> |

F. STUDENT LIFE

F1. Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates enrolled in Fall 2025 who fit the following categories:

	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresident from the numerator and denominator)		
Percent of men who join fraternities		
Percent of women who join sororities		
Percent who live in college-owned, -operated, or -affiliated housing		
Percent who live off campus or commute		
Percent of students age 25 and older		
Average age of full-time students		
Average age of all students (full- and part-time)		

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

- | | | |
|---|--|---|
| ☐ Campus Ministries | ☐ Literary magazine | ☐ Radio station |
| ☐ Choral groups | ☐ Marching band | ☐ Student government |
| ☐ Concert band | ☐ Model UN | ☐ Student newspaper |
| ☐ Dance | ☐ Music ensembles | ☐ Student-run film society |
| ☐ Drama/theater | ☐ Musical theater | ☐ Symphony orchestra |
| ☐ International Student Organization | ☐ Opera | ☐ Television station |
| ☐ Jazz band | ☐ Pep band | ☐ Yearbook |

F3. ROTC (program offered in cooperation with Reserve Officers' Training Corps)

Army ROTC is offered:

- ☐ On campus
☐ At cooperating institution (name):

Naval ROTC is offered:

- ☐ Marine Option
☐ On campus
☐ At cooperating institution (name):

Air Force ROTC is offered:

- ☐ On campus
☐ At cooperating institution (name):

F4. Housing: Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

- | | |
|---|---|
| ☐ Coed residence halls | ☐ Fraternity/sorority housing |
| ☐ Men's residence halls | ☐ Cooperative housing |
| ☐ Women's residence dorms | ☐ Theme housing |
| ☐ Apartments for married students | ☐ Wellness Housing |
| ☐ Apartments for single students | ☐ Living Learning Communities |
| ☐ Special housing for disabled students | ☐ Other housing options (specify): |
| ☐ Special housing for international students | <input type="text"/> |

G. ANNUAL EXPENSES**G0. Please provide the URL of your institution's net price calculator:**

Provide 2026-2027 academic year costs of attendance for the following categories that are applicable to your institution.

- ☐ Check here if your institution's 2026-2027 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2026-2027 academic year costs of attendance will be available:

G1. Undergraduate full-time tuition, required fees, food and housing

List the typical tuition, required fees, and food and housing for a full-time undergraduate student for the **FULL 2026-2027** academic year. (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits).

- ✓ A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan.
- ✓ Food and housing is defined as double occupancy and 19 meals per week or the maximum meal plan.
- ✓ **Required fees** include only charges that all full-time students must pay that are **not** included in tuition (e.g., registration, health, or activity fees.)
- ✓ Do **not** include optional fees (e.g., parking, laboratory use).

	FIRST-YEAR	UNDERGRADUATES
PRIVATE INSTITUTION		
Tuition:		
PUBLIC INSTITUTION		
Tuition: In-district:		
Tuition: In-state (out-of-district):		
Tuition: Out-of-state:		
Tuition: Non-resident		
FOR ALL INSTITUTIONS		
Required Fees		
Food and Housing (on-campus):		
Housing Only (on-campus):		
Food Only (on-campus meal plan):		

Comprehensive tuition and food and housing fees (if your college cannot provide separate tuition and food and housing fees):

Other:

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

Minimum

Maximum

G3. Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?

☐ Yes ☐ No N/A

G4. Do tuition and fees vary by undergraduate instructional program?

☐ Yes ☐ No N/A

If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1?

⇒

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:			
Housing only:	Not Applicable	Not Applicable	
Food only:	Not Applicable		
Food and housing total*	Not Applicable	Not Applicable	
Transportation:			
Other expenses:			

* If your college cannot provide separate food and housing figures for commuters not living at home

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

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS:	
In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENTS:	