



REGEIS "Your Community College"

Common Data Set 2014-2015

A. GENERAL INFORMATION

A1. Address Information

Name of College or University: Your Community College

Mailing Address, City/State/Zip/Country: 100 Community Drive

Street Address (if different), City/State/Zip/Country

Main Phone Number: (222) 555-0000

WWW Home Page Address: http://www>YourCommunityCollege.edu

Admissions Phone Number: (222) 555-1000

Admissions Toll-free Number: (800) 555-1000

Admissions Office Mailing Address, City/State/Zip/Country same

Admissions Fax Number: (222) 555-1100

Admissions E-mail Address: admit@YourCommunityCollege.edu

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

www>YourCommunityCollege.edu/home/admissions.html

If you have a mailing address other than the above to which applications should be sent, please specify below:

Not Applicable

A2. Source of institutional control (check only one)

- Public
- Private (nonprofit)
- Proprietary

A3. Classify your undergraduate institutio

- Coeducational college
- Men's college
- Women's college

A4. Academic year calendar

- | | |
|--|---|
| <input checked="" type="checkbox"/> Semester | <input type="checkbox"/> 4-1-4 |
| <input type="checkbox"/> Quarter | <input type="checkbox"/> Continuous |
| <input type="checkbox"/> Trimester | <input type="checkbox"/> Differs byprogra |
| <input type="checkbox"/> Other | |

A5. Degrees offered by your institution

- | | |
|---|--|
| <input checked="" type="checkbox"/> Certificate | <input type="checkbox"/> Postbachelor's certificate |
| <input type="checkbox"/> Diploma | <input type="checkbox"/> Master's |
| <input checked="" type="checkbox"/> Associate | <input type="checkbox"/> Post-master's certificate |
| <input checked="" type="checkbox"/> Transfer | <input type="checkbox"/> Doctoral degree (research/scholarship) |
| <input checked="" type="checkbox"/> Terminal | <input type="checkbox"/> Doctoral degree (professional practice) |
| <input type="checkbox"/> Bachelor's | <input type="checkbox"/> Doctoral degree (other) |



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

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, 2014. Note: Report students formerly designated as 'first professional' in the graduate cells.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	139	121	193	186
Other first-year, degree-seeking	169	186	418	410
All other degree-seeking	171	151	349	322
<i>Total degree-seeking</i>	479	458	960	918
All other undergraduates enrolled in credit courses	0	0	0	0
<i>Total Undergraduates</i>	479	458	960	918
Graduate				
Degree-seeking, first-time	0	0	0	0
All other degree-seeking	0	0	0	0
All other graduates enrolled in credit courses	0	0	0	0
<i>Total graduate</i>	0	0	0	0

Total all undergraduates: 2,815

Total all graduate: 0

GRAND TOTAL ALL STUDENTS: 2,815



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

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, 2014. Include international students only in the category 'Nonresident aliens.' Complete the 'Total Undergraduates' column only if you cannot provide data for the first two columns. 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.'

	Degree-seeking first-time First Year	Degree-seeking Undergraduates (include first-time first year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	21	108	108
Hispanic	100	239	239
Black or African American, non Hispanic	48	426	426
White, non-Hispanic	204	1,436	1,436
American Indian or Alaskan Native, non-Hispanic	5	29	29
Asian, non-Hispanic	124	286	286
Native Hawaiian or other Pacific Islander, non-Hispanic	36	89	89
Two or more races, non-Hispanic	98	177	177
Race and/or ethnicity unknown	3	25	25
Total	639	2,815	2,815

Persistence

B3. Number of degrees awarded by your institution from July 1, 2013 and June 30, 2014

Certificate/diploma	<u>25</u>
Associate degrees	<u>62</u>
Bachelor's degrees	<u> </u>
Postbachelor's certificates	<u> </u>
Master's degrees	<u> </u>
Post-master's certificates	<u> </u>
Doctoral degrees - research/scholarship	<u> </u>
Doctoral degrees - professional practice	<u> </u>
Doctoral degrees - other	<u> </u>



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

Graduation Rates

The items in this section correspond to data elements by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2014 Web-based survey.

For Bachelor's or Equivalent Programs

Please provide data for the fall **2008** cohort if available. If fall **2008** cohort data are not available, provide data for the fall 2007 cohort.

Fall 2007 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall **2007**. Include in the cohort those who entered your institution during the summer term preceding fall **2007**.

B4. Initial **2007** cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: _____

B5. Of the initial **2007** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

B6. Final **2007** cohort, after adjusting for allowable exclusions: _____
(Subtract question B5 from question B4)

B7. Of the initial **2007** cohort, how many completed the program in four years or less (by August 31, 2011)

B8. Of the initial **2007** cohort, how many completed the program in more than four years but in five years or less (after August 31, 2011 and by August 31, 2012)

B9. Of the initial **2007** cohort, how many completed the program in more than five years but in six years or less (after August 31, 2012 and by August 31, 2013)

B10. Total graduating within six years (sum of questions B7, B8, and B9): _____

B11. Six-year graduation rate for **2007** cohort (question B10 divided by question B6): _____

Fall 2008 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall **2008**. Include in the cohort those who entered your institution during the summer term preceding fall **2008**.

B4. Initial **2008** cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: _____

B5. Of the initial **2008** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

B6. Final **2008** cohort, after adjusting for allowable exclusions: _____
(Subtract question B5 from question B4)

B7. Of the initial **2008** cohort, how many completed the program in four years or less (by August 31, 2012)

B8. Of the initial **2008** cohort, how many completed the program in more than four years but in five years or less (after August 31, 2012 and by August 31, 2013)

B9. Of the initial **2008** cohort, how many completed the program in more than five years but in six years or less (after August 31, 2013 and by August 31, 2014)

B10. Total graduating within six years (sum of questions B7, B8, and B9): _____

B11. Six-year graduation rate for **2008** cohort (question B10 divided by question B6): _____



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

For Two-Year Institutions

Please provide data for the **2011** cohort if available. If **2011** cohort data are not available, provide data for the **2010** cohort.

Fall 2010 Cohort

B12. Initial **2010** cohort, total first-time, full-time degree/certificate seeking students: _____

B13. Of the initial **2010** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

B14. Final **2010** cohort, after adjusting for allowable exclusions: _____
(Subtract question B13 from question B12)

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 years 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:
89

Fall 2011 Cohort

B12. Initial **2011** cohort, total first-time, full-time degree/certificate seeking students: 339

B13. Of the initial **2011** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:
0

B14. Final **2011** cohort, after adjusting for allowable exclusions: 339
(Subtract question B13 from question B12)

B15. Completers of programs of less than two years duration (total): 0

B16. Completers of programs of less than two years within 150 percent of normal time: 0

B17. Completers of programs of at least two but less than four years (total): 50

B18. Completers of programs of at least two years but less than four-years within 150 percent of normal time:
50

B19. Total transfers (within three years) to other institutions: 114

B20. Total transfers to two-year institutions:
25

B21. Total transfers-out to four-year institutions:
89

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2013 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking students who entered your institution as a freshman in Fall 2013 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2014? 58.5%



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

Applications

C1. First-time, first-year (freshman) students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2014. 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, nonadmissions, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied	<u>428</u>
Total first-time, first-year (freshman) women who applied	<u>387</u>
Total first-time, first-year (freshman) men who were admitted	<u>428</u>
Total first-time, first-year (freshman) women who were admitted	<u>387</u>
Total full-time, first-time, first-year (freshman) men who enrolled	<u>139</u>
Total part-time, first-time, first-year (freshman) men who enrolled	<u>193</u>
Total full-time, first-time, first-year (freshman) women who enrolled	<u>121</u>
Total part-time, first-time, first-year (freshman) women who enrolled	<u>186</u>

Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability)

C2. Do you have a policy of placing students on a waiting list? Yes No

If yes, please answer the questions below for Fall 2014 admissions:

Number of qualified applicants placed on waiting list: _____

Number accepting a place on waiting list: _____

Number of wait-listed students admitted: _____

Is your waiting list ranked? Yes No

If yes, do you release that information to students? Yes No

If yes, do you release that information to school counselors? Yes No

Admission Requirements

High School completion requirements

C3. 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

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

- C4.** Require
 Recommend
 Neither require nor recommend



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

C5. Disribution 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 (specify)		

C6. Basic for Selection

Do you have an open admissions 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? Check:

Open admissions policy as described above for all students

Open admissions policy as described above for most students, but

selective admission for out-of-state students

selective admission to some programs

other (explain) _____

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

	Very Important	Important	Considered	Not Considered
<u>Academic</u>				
Rigor of secondary school record	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Class rank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Academic GPA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Application Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recommendation(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Nonacademic</u>				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
First Generation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Racial/ethnic status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Level of applicant's interest	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



REGEIS "Your Community College"

Common Data Set 2014-2015

SAT and ACT Profiles

C8. Entrance Exams

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

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2016.

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

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2016, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

- ACT with Writing component required
- ACT with Writing component recommended
- ACT with or without Writing component accepted

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

- For admission
- For placement
- For advising
- In place of an application essay
- As a validity check on the application essay
- No college policy as of now
- Not using essay component

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

- Yes No

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

Latest date by which SAT Subject Test scores must be received for fall-term admission _____

F. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students):

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

- | | | | |
|-----------------------|-------------------------------------|--------------------|--------------------------|
| SAT | <input checked="" type="checkbox"/> | AP | <input type="checkbox"/> |
| ACT | <input type="checkbox"/> | CLEP | <input type="checkbox"/> |
| SAT Subject Tests | <input type="checkbox"/> | Institutional Exam | <input type="checkbox"/> |
| State Exam (specify): | _____ | | |



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled for Fall 2014, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year (freshman) students enrolled in Fall 2014 who submitted national standardized (SAT/ACT) test scores. Include information for ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores. Do not include partial test scores (e.g., mathematics scores but not verbal 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. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

Percent submitting SAT scores 6% Number submitting SAT scores 40
 Percent submitting ACT scores 0% Number submitting ACT scores 1

	25th Percentile	75th Percentile
SAT Critical Reading	400	510
SAT Math	360	490
SAT Writing	390	500
SAT Essay	6	7
ACT Composite	17	17
ACT Math	14	17
ACT English	17	17
ACT Writing	17	17

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

	SAT Reading	SAT Math	SAT Writing
700-800	0%	0%	0%
600-699	0%	3%	0%
500-599	25%	17%	25%
400-499	52%	43%	43%
300-399	20%	32%	30%
200-299	3%	5%	3%
	100%	100%	100%

	ACT Composite	ACT English	ACT Math
30-36	0%	0%	0%
24-29	0%	0%	0%
18-23	0%	0%	0%
12-17	100%	100%	100%
6-11	0%	0%	0%
Below 6	0%	0%	0%
	100%	100%	100%



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

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

Percent in top tenth of high school graduating class	<u>0%</u>	
Percent in top quarter of high school graduating class	<u>4%</u>	
Percent in top half of high school graduating class	<u>39%</u>	Top half + bottom half = <u>100%</u>
Percent in bottom half of high school graduating class	<u>61%</u>	
Percent in bottom quarter of high school graduating class	<u>0%</u>	
Percent of total first-time, first-year (freshman) students who submitted high school class rank: _____		

C11. Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA.

Percent who had GPA of 3.75 and higher	<u>0%</u>
Percent who had GPA between 3.50 and 3.74	<u>2%</u>
Percent who had GPA between 3.25 and 3.49	<u>5%</u>
Percent who had GPA between 3.00 and 3.24	<u>6%</u>
Percent who had GPA between 2.50 and 2.99	<u>36%</u>
Percent who had GPA between 2.00 and 2.49	<u>40%</u>
Percent who had GPA between 1.00 and 1.99	<u>10%</u>
Percent who had GPA below 1.0	<u>0%</u>
	100%

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

2.54

Percent of total first-time, first-year (freshman) students who submitted high school GPA: 15%



REGEIS "Your Community College"

Common Data Set 2014-2015

Admission Policies

C13. Application fee

Does your institution have an application fee? Yes No

Amount of fee: _____

Can it be waived for applicants with financial need Yes No

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

Same Fee: Yes

Free: Yes

Reduced: Yes

Can an on-line application fee be waived for applicants with financial need? Yes No

C14. Application closing date

Does your institution have an application closing date? Yes No

Application closing date (fall): _____

Priority date: _____

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

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

On a rolling basis beginning (date): OPEN

By (date):

Other: _____

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

Must reply by (date): _____

No set date:

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

Other: _____

Deadline for housing deposit (MMDD):

Amount of housing deposit:

Refundable if student does not enroll?

Yes, in full Yes, in part No

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

Yes No

If yes, maximum period of postponement: _____

C19. Early admission fo high school students: Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation? Yes No



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

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 student to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment? [] Yes [X] No

If "yes," please complete the following:

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 2014 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 [X] No

If "yes," please complete the following:

Early action closing date _____

Early action notification date _____

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

[] Yes [] No



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

D. Transfer Admission

Fall Applicants

D1 Does your institution enroll transfer students? Yes No

(if no, please skip to section E)

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

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2014.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	255	255	127
Women	241	241	121
Total	496	496	248

Application for Admission

D3 Indicate terms for which transfers may enroll:

Fall Winter Spring Summer

D4 Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?

Yes No

If yes, what is the minimum number of credits? Unit of Measure?

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			X	X	
College transcript(s)	X				
Essay or personal statement					X
Interview				X	
Standardized tests			X		
Statement of good standing (prior institution)					X

D6 If a minimum high school GPA is required of transfer applicants, specify

(on a 4.0 scale)

D7 If a minimum college GPA is required of transfer applicants, specify

(on a 4.0 scale)



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

D8 List any other application requirements specific to transfer applicants:

D9 List application priority, closing, notification, and candidate reply dates for transfer students. Place check if applications reviewed on rolling basis:

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

D10 Does an open admission policy, if reported, apply to transfer students?

Yes No

D11 Describe additional requirements for transfer admission, if applicable:

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:

Number Unit Type

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

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

D17 Describe other transfer credit policies::



REGEIS "Your Community College"

Common Data Set 2014-2015

E. ACADEMIC OFFERINGS AND POLICIES

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

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

E2. Has been removed form the CDS.

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

- | | | | |
|-------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> | Arts/fine arts | <input checked="" type="checkbox"/> | Humanities |
| <input checked="" type="checkbox"/> | Computer Literacy | <input checked="" type="checkbox"/> | Mathematics |
| <input checked="" type="checkbox"/> | English (including composition) | <input type="checkbox"/> | Philosophy |
| <input type="checkbox"/> | Foreign languages | <input checked="" type="checkbox"/> | Sciences (biological or physical) |
| <input checked="" type="checkbox"/> | History | <input checked="" type="checkbox"/> | Social science |
| <input type="checkbox"/> | Other (describe): Oral communication | | |

Library Collections: The CDS publishers will collect library data again when a new Academic Librarians Survey is in place.



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2014 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	5%	7%
Percent of men who join fraternities	1%	1%
Percent of women who join sororities	0%	0%
Percent who live in college-owned, -operated, or -affiliated housing	3%	1%
Percent who live off campus or commute	97%	99%
Percent of students age 25 or older	38%	41%
Average age of full-time students	21.0	24.0
Average age of all students (full- and part-time)	23.8	25.1

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

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

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

Army ROTC is offered:

- On campus
 At cooperating institution (name): REGEIS "Your University"

Naval ROTC is offered:

- On campus
 At cooperating institution (name): REGEIS "Your University"

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

- | | |
|---|---|
| <input type="checkbox"/> Coed dorms | <input type="checkbox"/> Special housing for disabled students |
| <input type="checkbox"/> Men's dorms | <input type="checkbox"/> Special housing for international students |
| <input type="checkbox"/> Women's dorms | <input type="checkbox"/> Fraternity/sorority housing |
| <input type="checkbox"/> Apartments for married students | <input type="checkbox"/> Cooperative housing |
| <input type="checkbox"/> Apartments for single students | <input type="checkbox"/> Theme housing |
| <input type="checkbox"/> Other housing options (specify): | <input type="checkbox"/> Wellness housing |



REGEIS "Your Community College"

Common Data Set 2014-2015

G. ANNUAL EXPENSES

G0. Please provide the URL of your institution's net price calculator: <http://www.YourCommunityCollege.edu/html/npc/index.html>

Provide 2015-2016 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2015-2016 academic year attendance costs are not available at this time and provide an approximate date (i.e., month/day) when your institution's final academic year attendance costs will be available.

G1. Undergraduate full-time tuition, required fees, room and board

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2015-2016 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. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that 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:	\$2,500	\$2,500
In-district:		
In-state (out-of-district):	\$2,500	\$2,500
Out-of-State:	\$7,500	\$7,500
NONRESIDENT ALIEN: Tuition:	\$7,500	\$7,500
REQUIRED FEES:	\$175	\$175
ROOM AND BOARD: (on-campus)		
ROOM ONLY: (on-campus)		
BOARD ONLY: (on-campus meal plan)		

Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees):

Other: _____



REGEIS "Your Community College"

Common Data Set 2014-2015

G2. Number of credits per term a student can take for the stated full-time tuition 12 minimum 17 maximum

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

G4. Do tuition and fees vary by undergraduate instructional program? Yes No

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:		\$1,000	\$1,000
Room only:			\$5,700
Board only:		\$2,500	\$4,000
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			
Transportation:		\$1,200	\$1,200
Other expenses:		\$1,400	\$1,400

G6. Undergraduate per-credit hour charges:

PRIVATE INSTITUTION	
PUBLIC INSTITUTION	
In-district:	
In-state (out-of-district):	\$160
Out-of-State:	\$460
NONRESIDENT ALIEN:	\$460



H. FINANCIAL AID

Please refer to the following financial aid definitions when completing Section H.

Awarded aid: The dollar amounts offered to financial aid applicants.

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

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

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

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

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

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

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

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

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

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

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

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

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



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts awarded to enrolled full-time and less than full-time degree seeking undergraduates (using the same cohort reported in CDS Question B1, total degree-seeking undergraduates) in the following categories. (Note: If the data being reported are final figures for the 2013-2014 academic year (see the next item below), use the 2013-2014 academic year's CDS Question B1 cohort). Include aid awarded to international students (i.e., those not qualifying for federal aid). Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column. (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for 'non-need-based scholarship or grant aid' on the last page of the definitions section.)

Indicate the academic year for which data are reported for items H1, H2, H2a, and H6 below:

2014-2015 estimated or 2013-2014 final

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

- Federal Methodology (FM)
- Institutional Methodology (IM)
- Both FM and IM

	Need-Based (Include non-need-based aid used to meet need.)	Non Need-Based (Exclude non-need-based aid used to meet need.)
	\$	\$
Scholarships/Grants		
Federal	\$566,711	\$0
State (i.e., all states, not only the state in which your institution is located)	\$116,296	\$23,654
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$34,898	\$13,743
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$49,495	\$0
Total scholarships/Grants	\$767,400	\$37,397
Self-Help		
Student loans from all sources (excluding parent loans)	\$544,531	\$413,143
Federal Work-Study	\$50,340	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above).	\$0	\$0
Total Self-Help	\$594,871	\$413,143
Parent Loans	\$55,203	\$87,190
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$0	\$0
Athletic Awards	\$0	\$0



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

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

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on fall 2014 cohort)	260	939	1,876
b) Number of students in line a) who applied for need-based financial aid	124	236	16
c) Number of students in line b) who were determined to have financial need	105	201	14
d) Number of students in line c) who were awarded any financial aid	105	201	14
e) Number of students in line d) who were awarded any need-based scholarship or grant aid	57	119	10
f) Number of students in line d) who were awarded any need-based self-help aid	35	75	4
g) Number of students in line d) who were awarded any non-need-based scholarship or grant aid	54	110	5
h) Number of students in line d) whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	6	8	0
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	41.7%	42.9%	34.3%
j) The average financial aid package of those in line d). Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$3,810	\$4,165	\$4,254
k) Average need-based scholarship or grant award of those in line e)	\$3,198	\$3,606	\$3,833
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f)	\$3,140	\$3,187	\$4,094
m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f) who were awarded a need-based loan	\$3,351	\$3,329	\$4,094

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

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
n) Number of students in line a) who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletics awards and tuition benefits)	3	6	7
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n)	\$617	\$842	\$929
p) Number of students in line a) who were awarded an institutional non-need-based athletic scholarship or grant	0	0	0
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p)			



REGEIS "Your Community College"

Common Data Set 2014-2015

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

Include:

- * 2014 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2013 and June 30, 2014.
- * only loans made to students who borrowed while enrolled at your institution
- * co-signed loans

Exclude:

- * those who transferred in
- * money borrowed at other institutions

H4. Provide the percentage of the class (defined above) who borrowed at any time through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and Unsubsidized, private loans that were certified by your institution, etc.; exclude parent loans). Include both Federal Direct Student Loans and Federal Family Education Loans.

H4a. Provide the percentage of the class (defined above) who borrowed at any time through federal loan programs-- Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include Federal Direct Student Loans and Federal Family Education Loans. NOTE: exclude institutional, state, private alternative loans and parent loans.

H5. Report the average per-borrower cumulative undergraduate indebtedness of those in line H4.

H5a. Report the average per-undergraduate-borrower cumulative principal borrowed, of those in H4a, through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. These are listed in line H4a. NOTE: exclude all institutional, state, private alternative loans and exclude parent loans.

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

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

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

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

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

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

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

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



REGEIS "Your Community College"

Common Data Set 2014-2015

Process for First-Year/Freshman Students

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

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

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

Priority date for filing required financial aid forms:

Deadline for filing required financial aid forms:

No deadline for filing required forms (applicants processed on a rolling basis):

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

a.) Students notified on or about (date):

b.) Students notified on a rolling basis: yes/no. If yes, starting date:

H11. Indicate reply dates:

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

Types of Aid Available

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

H12. Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT L

- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS Loans.
- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (specify):

H13. Scholarships and Grants

NEED-BASED

- Federal Pell
- SEOG
- State scholarships/grants
- Private scholarships
- College/university scholarships or grant aid from institutional funds
- United Negro College Fund
- Federal Nursing Scholarship
- Other (specify):



REGEIS "Your Community College"

Common Data Set 2014-2015

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

Non-Need	Need-Based		Non-Need	Need-Based	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Academics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leadership
<input type="checkbox"/>	<input type="checkbox"/>	Alumni Affiliation	<input type="checkbox"/>	<input type="checkbox"/>	Minority Status
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Art	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Music/drama
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Athletics	<input type="checkbox"/>	<input type="checkbox"/>	Religious Affiliation
<input type="checkbox"/>	<input type="checkbox"/>	Job Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	State/district residency
<input checked="" type="checkbox"/>		ROTC		-----	

H14. If your institution has recently implemented any major financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level please provide details below:



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. I-1. Please report the number of instructional faculty members in each category for Fall 2014. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

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

FULL-TIME INSTRUCTIONAL FACULTY: faculty employed on a full-time basis for instruction (including those with released time for research).

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

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

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

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



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

	Full-time	Part-time	Total
a.) Total number of instructional faculty	207	407	614
b.) Total number who are members of minority groups	75	180	255
c.) Total number who are women	94	165	259
d.) Total number who are men	113	242	355
e.) Total number who are nonresident aliens (international)	9	8	17
f.) Total number with doctorate, first professional, or other terminal degree	159	295	454
g.) Total number whose highest degree is a master's but not a terminal master's	35	83	118
h.) Total number whose highest degree is a bachelor's	13	29	42
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item	0	0	0
j.) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate level courses.	0	0	0

I-2. Student to Faculty Ratio

Report the Fall 2014 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2014 Student to Faculty ratio: 25.7 to 1 (based on 8,788 students and 342 faculty) .



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2014 term.

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, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross listings.

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

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

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	27	189	1,010	216	56	9	0	1,507

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	7	20	56	0	0	0	0	83



REGEIS "Your Community College"

Common Data Set 2014-2015

School: All Schools

J. Disciplinary areas of DEGREES CONFERRED

Degrees Conferred between July 1, 2013 and June 30, 2014

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

Category	Diploma/ Certificates	Associates	Bachelors	CIP 2010 Categories to Include
Agriculture				1
Natural resources/environmental science				3
Architecture				4
Area and ethnic studies				5
Communications/journalism				9
Communication technologies				10
Computer and information sciences	14.9%	12.7%		11
Personal and culinary services				12
Education		4.2%		13
Engineering				14
Engineering technologies				15
Foreign languages and literature				16
Family and consumer services	12.4%			19
Law/legal studies	9.9%			22
English		2.3%		23
Liberal arts/general studies				24
Library science				25
Biological/life sciences				26
Mathematics				27
Military science and technologies				29
Interdisciplinary studies				30
Parks and recreation				31
Philosophy and religious studies				38
Theology and religious studies				39
Physical sciences				40
Science technologies		5.9%		41

Category	Diploma/ Certificates	Associates	Bachelors	CIP 2010 Categories to Include
Psychology				42
Security and protective services	12.4%	12.3%		43
Public administration and social services		3.1%		44
Social sciences		12.2%		45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and material moving				49
Visual and performing arts	6.2%	6.5%		50
Health professions and related sciences		21.2%		51
Business/marketing	44.3%	19.5%		52
History				54