

# Common Data Set 2018-2019

## A. GENERAL INFORMATION

### **CDS-A1. Address Information**

University at Buffalo  
3435 Main Street  
Buffalo, New York 14214  
(716) 645-2000  
<http://www.buffalo.edu/>

### **Office of Admissions**

Undergraduate Admissions  
University at Buffalo  
12 Capen Hall  
Buffalo, NY 14260-1660  
(716) 645-6900  
1-888-UB-ADMIT (toll-free)  
Fax: (716) 645-6411  
<https://admissions.buffalo.edu>  
E-mail: [ub-admissions@buffalo.edu](mailto:ub-admissions@buffalo.edu)  
On-Line Application:  
<http://www.suny.edu/applysuny>

Graduate Admissions  
University at Buffalo  
408 Capen Hall  
Buffalo, NY 14260-1608  
(716) 645-2939  
Fax: (716) 645-6142  
[grad.buffalo.edu](http://grad.buffalo.edu)  
E-mail: [gradschl@buffalo.edu](mailto:gradschl@buffalo.edu)

### **CDS-A2. Source of institutional control**

Public

### **CDS-A3. Classify your undergraduate institution:**

Coeducational College

### **CDS-A4. Academic year calendar**

Semester

### **CDS-A5. Degrees offered by your institution**

University at Buffalo Degree Programs and Degrees Awarded:  
<http://admissions.buffalo.edu/academics/areasofstudy.php>  
[grad.buffalo.edu/explore/about/programs.html](http://grad.buffalo.edu/explore/about/programs.html)

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### B. ENROLLMENT AND PERSISTENCE

**CDS-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, 2018.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
<b>Undergraduates</b>				
Degree-seeking, first-time freshmen	2,356	1,896	5	6
Other first-year, degree-seeking	988	813	55	44
All other degree-seeking	8,052	5,808	638	743
<i>Total degree-seeking</i>	<b>11,396</b>	<b>8,517</b>	<b>698</b>	<b>793</b>
All other undergraduates enrolled in credit courses	11	17	88	87
<i>Total undergraduates</i>	<b>11,407</b>	<b>8,534</b>	<b>786</b>	<b>880</b>
<b>Graduate</b>				
Degree-seeking, first-time	1,493	1,338	123	228
All other degree-seeking	1,641	1,868	1,499	1,434
All other graduates enrolled in credit courses	53	38	51	130
<i>Total graduate</i>	<b>3,187</b>	<b>3,244</b>	<b>1,673</b>	<b>1,792</b>

Total all undergraduates: **21,607**

Total all graduate: **9,896**

GRAND TOTAL ALL STUDENTS: **31,503**

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**CDS-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, 2018.

	Degree-seeking First-time First year	Degree-seeking Undergraduates	Total Undergraduates (degree and non-degree)
Nonresident aliens	455	3,210	3,223
Hispanic	318	1,564	1,577
Black or African American, non-Hispanic	353	1,702	1,718
White, non-Hispanic	2,020	10,122	10,194
American Indian or Alaskan Native, non-Hispanic	12	66	67
Asian, non-Hispanic	776	3,198	3,210
Native Hawaiian or other Pacific Islander, non-Hispanic	1	13	13
Two or more races, non-Hispanic	112	496	501
Race/ethnicity unknown	216	1,033	1,104
<b>Total</b>	<b>4,263</b>	<b>21,404</b>	<b>21,607</b>

### Persistence

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

Certificate/diploma	<b>54</b>
Associate degrees	<b>0</b>
Bachelor's degrees	<b>5,067</b>
Post-Bachelor's certificates	<b>N/A</b>
Master's degrees	<b>2,381</b>
Post-Master's certificates	<b>165</b>
Doctoral degrees - research/scholarship	<b>337</b>
Doctoral degrees – prof practice	<b>620</b>
Doctoral degrees - other	<b>0</b>

### Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2018-19 Survey.

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2012 cohort (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 2012 cohort.

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### Fall 2012 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 2012 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	1,038	623	1,764	3,425 (formerly B4)
B - Of the initial 2012 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	0	2	2  (formerly B5)
C - Final 2012 cohort, after adjusting for allowable exclusions	1,038	623	1,762	3,423 (formerly B6)
D - Of the initial 2012 cohort, how many completed the program in four years or less (by Aug. 31, 2016)	597	355	1,114	2,066 (formerly B7)
E - Of the initial 2012 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2016 and by Aug. 31, 2017)	131	79	221	431 (formerly B8)
F - Of the initial 2012 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2017 and by Aug. 31, 2018)	27	15	46	88 (formerly B9)
G - Total graduating within six years (sum of lines D, E, and F)	755	449	1,381	2,585 (formerly B10)
H - Six-year graduation rate for 2012 cohort (G divided by C)	72.7	72.1	78.4	75.5 (formerly B11)

### Retention Rates

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

**CDS-B22.** For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2017 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2018? **87%**

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

#### Applications

**CDS-C1. First-time, first-year (freshman) students:** Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2018. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, 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	<b>15,599</b>
Total first-time, first-year (freshman) women who applied	<b>15,597</b>
Total first-time, first-year (freshman) men who were admitted	<b>8,948</b>
Total first-time, first-year (freshman) women who were admitted	<b>8,475</b>
Total full-time, first-time, first-year (freshman) men who enrolled	<b>2,356</b>
Total part-time, first-time, first-year (freshman) men who enrolled	<b>5</b>
Total full-time, first-time, first-year (freshman) women who enrolled	<b>1,896</b>
Total part-time, first-time, first-year (freshman) women who enrolled	<b>6</b>

**CDS-C2. Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability)**

Do you have a policy of placing students on a waiting list?	<b>Yes</b>
<b>If yes, Please answer the questions below for Fall 2018 admissions:</b>	
Number of qualified applicants offered a place on waiting list	<b>2,841</b>
Number accepting a place on the waiting list	<b>694</b>
Number of wait-listed students admitted	<b>168</b>
Is your waiting list ranked?	<b>No</b>
If yes, do you release that information to students?	<b>No</b>
Do you release that information to school counselors?	<b>No</b>

#### Admission Requirements

**CDS-C3. High school completion requirement**  
**High school diploma is required and GED is accepted**

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

**CDS-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.

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	Units Recommended
Total academic units	<b>17</b>
English	<b>4</b>
Mathematics	<b>3</b>
Science	<b>3</b>
Of these, units that must be lab	
Foreign language	<b>3</b>
Social studies	<b>4</b>
History	
Academic electives	
Computer Science	
Visual/Performing Arts	
Other ( <i>specify</i> )	

### Basis for Selection

**CDS-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: **N/A**

**CDS-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
<b>Academic</b>				
Rigor of secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic GPA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recommendation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Nonacademic</b>				
Interview	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
First Generation	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Racial/Ethnic status	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Level of applicant's interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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### SAT and ACT Policies

#### CDS-C8. Entrance exams

- A. Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants? **Yes**

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

**SAT or ACT scores are required.**

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

**ACT with Writing Component required**

- C. Please indicate how your institution will use the SAT or ACT essay component

**SAT/ACT Essay Component is not used**

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

**Yes**

- E. Latest date by which SAT or ACT scores must be received for fall-term admission **N/A**

Latest date by which SAT Subject test scores must be received for fall-term admission **N/A**

- 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): **SAT Subject Test considered for placement for foreign language**

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

### Freshman Profile

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

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

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 <b>86.93%</b>	Number submitting SAT scores <b>3,580</b>
Percent submitting ACT scores <b>24.48%</b>	Number submitting ACT scores <b>1,008</b>

	25th Percentile	75th Percentile
SAT Critical Reading	<b>570</b>	<b>650</b>
SAT Math	<b>590</b>	<b>680</b>
ACT Composite	<b>24</b>	<b>29</b>

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

	SAT Critical Reading	SAT Math		ACT Composite
700-800	<b>8.6%</b>	<b>19.5%</b>	30-36	<b>21%</b>
600-699	<b>49.9%</b>	<b>49.3%</b>	24-29	<b>62.1%</b>
500-599	<b>38.6%</b>	<b>30.6%</b>	18-23	<b>16.9%</b>
400-499	<b>2.9%</b>	<b>0.6%</b>	12-17	<b>0%</b>
300-399	<b>0%</b>	<b>0%</b>	6-11	<b>0%</b>
200-299	<b>0%</b>	<b>0%</b>	Below 6	<b>0%</b>

**UB-1.** Fall 2018 Enrolled Freshmen/Average Scores – Recentered. (Include all full and part-time, first-time first-year (freshman) students enrolled in Fall 2018, including students who began studies during the summer, international students/nonresident aliens and students admitted under special arrangements).

SAT Critical Reading      **608.4**  
 SAT Math                      **633.8**  
 ACT Composite              **26.6**

**CDS-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 of total first-time, first-year (freshman) students who submitted high school class rank: **41%**

Section of High School Graduating Class	Percent
Top Tenth	<b>34.5%</b>
Top Quarter	<b>70.4%</b>
Top Half	<b>96.5%</b>
Bottom Half	<b>3.5%</b>
Bottom Quarter	<b>0.17%</b>

**CDS-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.

GPA Range	Percent
3.75 and Higher	<b>42.3%</b>
3.50-3.74	<b>25.1%</b>
3.25-3.49	<b>13.2%</b>
3.00-3.24	<b>13.1%</b>
2.50-2.99	<b>5.3%</b>
2.00-2.49	<b>0.8%</b>
1.00-1.99	<b>0.1%</b>
Below 1.00	<b>0%</b>

**CDS-C12.** Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA: **91.85**  
 Percent of total first-time, first-year (freshman) students who submitted high school GPA: **86.1%**

### Admission Policies

**CDS-C13.** **Application fee**  
 Does your institution have an application fee?      **Yes**  
 Amount of application fee:                              **\$50**  
 Can be waived for applicants with financial need? **Yes**

If you have an application fee and an on-line application option, please indicate policy for students who apply on-line: **Same Fee**  
 Can **on-line** application fee be waived for applicants with financial need?      **Yes**



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- CDS-C14. Application closing date**  
Does your institution have an application closing date? **No**  
Application closing date (fall): **N/A**  
Priority date: **15-Nov**
- CDS-C15. First-time, first-year students are accepted for terms other than the fall.**
- CDS-C16. Notification to applicants of admission decision sent**  
On a rolling basis beginning (date): **February**
- CDS-C17. Reply policy for admitted applicants**  
Must reply by **May 1** or **within 2 weeks** if notified thereafter  
Deadline for housing deposit (MMDD): **05/01**  
Amount of housing deposit: **\$300**  
Refundable if student does not enroll? **Yes, under certain circumstances**
- CDS-C18. Deferred admission:** Does your institution allow students to postpone enrollment after admission? **No**
- CDS-C19. Early admission of high school students:** Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation? **Yes**
- UB-2.** Are campus visits required of new students? **Not required, but they are recommended**
- UB-3.** Are admissions interviews required of new students? **No**
- UB-4.** Tuition deposit amount: **\$150**
- UB-5.** Tuition deposit is refundable until: **May 1**
- UB-6.** Is the application fee refundable? **No**
- UB-7.** Are there special requirements for admission to specific programs? **Architecture requires a portfolio and Dance, Music Theatre, Theatre and Music require an audition.**
- UB-8.** List special programs or policies for applicants who are not normally admissible due to academic deficiencies and/or economic disadvantages:
- **Equal Opportunity Program (EOP)**
  - **Athletics**
  - **Special Talent Admission**
- CDS-C20. Common Application (Question removed from CDS)**

### Early Decision and Early Action Plans

- CDS-C21. Early decision:** Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment? **No**
- CDS-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**  
Is your Early action plan a “restrictive” plan under which you limit students from applying to other early plans? **No**

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### D. TRANSFER ADMISSION

#### Fall Applicants

**CDS-D1.** Does your institution enroll transfer students? **Yes**

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

**CDS-D2.** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2018.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	2,918	1,888	1,043
Women	2,557	1,575	857
<b>Total</b>	<b>5,475</b>	<b>3,463</b>	<b>1,900</b>

#### Application for Admission

**CDS-D3.** Indicate terms for which transfers may enroll: **Fall, Spring**

**CDS-D4.** Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman? **Yes**  
The minimum number of credits and the unit of measure: **12 semester hours**

**CDS-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				
College transcript(s)	X				
Essay or personal statement	X				
Interview					X
Standardized test scores				X	
Statement of good standing from prior institution(s)				X	

**CDS-D6.** If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale): **N/A**

**CDS-D7.** If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): **2.5**

**CDS-D8.** List any other application requirements specific to transfer applicants: **Require TOEFL of some**

**CDS-D9.** List application priority, closing, notification, and candidate reply dates for transfer students.  
**Applications are reviewed on a continuous rolling basis for both Fall and Spring semesters.**

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

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

**If you've completed fewer than 24 credit hours at the time you apply, your high school transcript, SAT and/or ACT test scores, and previous college academic record are reviewed. It is recommended that students present a strong record of college study, earning a cumulative grade point average of 2.5 on a 4.0 scale. Entry at junior level requires higher GPA for some programs. Credit awarded for military experience and other non-traditional sources. Summer session is open enrollment for all high school graduates; for credit, non-degree study.**

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### Transfer Credit Policies

- CDS-D12.** Report the lowest grade earned for any course that may be transferred for credit: **D-**
- CDS-D13.** Maximum number of credits or courses that may be transferred from a two-year institution: **No max**
- CDS-D14.** Maximum number of credits or courses that may be transferred from a four-year institution: **No max**
- CDS-D15.** Minimum number of credits that transfers must complete at UB to earn an associate degree: **N/A**
- CDS-D16.** Minimum number of credits that transfers must complete at UB to earn a bachelor's degree: **30**
- CDS-D17.** Describe other transfer credit policies: **We have no maximum on the number of credits or courses that may be transferred from a two year/four year institution.**

### Military Service Transfer Credit Policies (new for 2018-19)

- CDS-D18.** Does your institution accept the following military/veteran transfer credits:
- American Council on Education (ACE)  Yes  No
- College Level Examination Program (CLEP)  Yes  No
- DANTES Subject Standardized Tests (DSST)  Yes  No
- CDS-D19.** Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):
- No Maximum**
- CDS-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)):
- No Maximum**
- CDS-D21.** Are the military/veteran credit transfer policies published on your website?  Yes  No
- If yes, please provide the URL where the policy can be located:
- <https://catalog.buffalo.edu/policies/alternative-credit.html>
- CDS-D22.** Describe other military/veteran transfer credit policies unique to your institution:
- 

### Formal Articulation Programs

- UB-9.** If you have formal articulation programs with other institutions (either two-year or four-year), indicate the names of these institutions:
- See: Transfer Articulation and University Requirements at UB System at: <http://taurus.buffalo.edu/>**

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## PLACEMENT AND CREDIT POLICIES

### UB-10. College Board Advanced Placement Program

Advanced Placement Official: **John Turnwall (716) 645-6486** E-mail: [johnturn@buffalo.edu](mailto:johnturn@buffalo.edu)

### UB-11. College Board College-Level Examination Program

- a. Number of freshmen entering in Fall 2018 who received credit on the basis of CLEP examinations: **51**
- b. Number of total students entering in Fall 2018 who received credit on the basis of CLEP examinations (including freshmen): **59**
- c. Indicate below the minimum score at which credit is generally awarded for each CLEP examination listed. Score ranges: General Examinations, 200 to 800; Subject Examinations; 20 to 80. Use "999" for General Examinations and "99" for Subject Examinations to indicate credit may be awarded on an individually determined basis. Also, please include the credit hours awarded for each examination. If your institution uses percentiles, convert the percentile into actual scores.

General Exam	Credit	UB Course Articulation	Minimum Score
English Composition, Version with Essay	3	Elective Credit (Retired exam)	50
English Composition, Without Essay	3	Elective Credit (Retired exam)	50
Humanities	3	Elective Credit, (No Comparable Course – Humanities)	50
College Mathematics	3	Elective Credit	50
Natural Science	3	Elective Credit (No Comparable Course – Undergraduate College)	50
Subject Exam	Credit	UB Course(s)	Minimum Score
Accounting, Principles of	3	MGA201 Intro to Accounting (NOT for accounting degree)	50
Analyzing and Interpreting Literature,	3	Elective Credit	50
American Government	3	PSC101 Intro American Politics	50
American Literature,	3	ENG241 or ENG242 – Major American Writers I - II	50
Biology, General	7	Elective Credit	50
Biology, General	7	BIO 129-130 – Perspectives in Human Biology I – II	55
Business Law, Introductory	3	Elective Credit (No Comparable Course – Management)	50
Calculus/Elementary Functions	4	Elective Credit	50
Calculus/Elementary Functions	4	MTH 141 – College Calculus I	60
Chemistry, General	4	Elective Credit, (Not Articulated)	50
College Algebra	4	ULC147 – Intermediate Algebra	50
College Algebra/Trig.	4	MTH115 - Survey of Algebra and Trig or ULC148 – Algebra and Trig (Retired Exam)	50
Educational Psychology, Intro. to	3	Elective Credit (No Comparable Course – Psychology)	50
English Literature	3	ENG231 Major British Writers I OR ENG232 Major British Writers II	50
College-Level French (Level 1)	3	FRE151- Intermediate French, 1 <sup>st</sup> Semester	53
College-Level French (Level 1)	3	Elective Credit	50
College-Level French (Level 2)	3	FRE152 – Intermediate French, 2 <sup>nd</sup> Semester	55
College-Level French (Level 2)	3	Elective Credit	50
Freshman College Composition	3	Elective Credit (Retired exam)	50
College-Level German	3	Elective Credit	50
College-Level German (Level 1)	3	GER151– Intermediate German, 1 <sup>st</sup> Semester	63
College-Level German (Level 1)	3	Elective Credit	50
College-Level German (Level 2)	3	GER152– Intermediate German, 2 <sup>nd</sup> Semester	65
College-Level German (Level 2)	3	Elective Credit	50
History of the US I	3	UGC211 – American Pluralism	50
History of the US II	3	UGC211 – American Pluralism	50
Human Growth and Development	3	PSY336 – Dev. Psychology or NSG250 – Human Growth and Development	50
Information Sys & Computer Applications	3	Elective Credit (No Comparable Course – Computer Science Dept and School of Management)	50
Macroeconomics, Principals of	4	ECO181 – Intro to Economics-Macro	68
Macroeconomics, Principals of	3	Elective Credit	50
Microeconomics, Principles of	4	ECO182 – Intro to Economics-Micro	68
Microeconomics, Principles of	3	Elective Credit	50
Marketing, Principles of	3	Elective Credit	50
Management, Principles of	3	Elective Credit	50
Psychology, Introductory	3	PSY101 – General Psychology	50
Social Science and History	3	Elective Credit (No Comparable Course - Undergraduate College)	50
Sociology, Intro to	3	SOC101 – Intro to Sociology	50

## Common Data Set 2018-2019

Subject Exam	Credit	UB Course(s)	Minimum Score
College-Level Spanish	5	Elective Credit	50
College-Level Spanish (Level 1)	5	SPA102 – Elementary Spanish – 2nd Semester	55
College-Level Spanish (Level 1)	5	Elective Credit	50
College-Level Spanish (Level 2)	3	SPA151 – Intermediate Spanish 1 <sup>st</sup> Semester	62
College-Level Spanish (Level 2)	3	SPA152 – Intermediate Spanish – 2 <sup>nd</sup> Semester	68
Trigonometry	3	Elective Credit (No Comparable Course – Learning Center) (Retired exam)	50
Western Civilization I	3	Elective Credit	50
Western Civilization II	3	Elective Credit	50

# Common Data Set 2018-2019

## INTERNATIONAL EDUCATION

- UB-12.** For International students, the following entrance exams are required:  
**SAT or ACT are required for certain programs and are strongly recommended for all others**
- UB-13.** Is TOEFL (Test of English as a Foreign Language) generally required of International student freshman applicants, or may it be submitted in place of the SAT or ACT requirement? **TOEFL required**
- UB-14.** What is the minimum TOEFL score required of International student freshman applicants?  
**550 (Paper-based TOEFL) 79 (iBT)**
- UB-15.** What is the average TOEFL score of **enrolled** International freshman? **(iBT)**  
What is the average TOEFL score of **accepted** International freshman? **(iBT)**
- UB-16.** Is conditional academic admission offered to applicants whose English skills will not permit them to pursue academic course work in their first term? **Yes: This is reviewed on a case-by-case basis**
- UB-17.** What is the application fee for undergraduate International students? **\$50.00**
- UB-18.** What is the Fall application closing date for undergraduate International applicants? **No Closing Date Rolling (2/1 recommended filing date)**
- UB-19.** Are undergraduate International students admitted during a term other than the fall? **Yes, spring semester**  
If yes, please indicate other application deadline: **Rolling (9/1 recommended filing date)**
- UB-20.** Please state the maximum number of credits that International undergraduate students may take during all sessions in a given academic year. **19 unless override permission granted**
- UB-21.** Which of the following services are available to International students?
- |   |   |
|---|---|
| International student advisor   | <b>Yes</b>  |
| Special International student orientation program                         | <b>Yes – 7-day prog. in Fall, 4-day prog. in Spring</b> |
| Housing during summer months for International students                   | <b>Yes</b>  |
| English as a Second Language program on campus for International students | <b>Yes</b>  |
- UB-22.** Is a financial statement required of international applicants? **Yes**  
**1.) Original bank statement of \$22,553 or original bank letter of the student’s sponsor.**  
**2.) Student financial support form with the sponsor’s signature or affidavit of support.**
- UB-23.** Is an advance deposit (in addition to tuition/room deposits required of all students) required of international applicants? **No – deposit requirements are the same for all students**
- UB-24.** Is a pre-application form required of international applicants? **No**
- UB-25.** Is there a separate application form required of international applicants? **Yes**
- UB-26.** What is the number of International countries represented at the university?
- |                                 |  |            |
|---------------------------------|--|------------|
| <b>Degree Seeking Students:</b> | <b>Undergraduate Student Countries</b> | <b>78</b>  |
|                                 | <b>Graduate Student Countries</b>      | <b>83</b>  |
|                                 | <b>Total Countries for Fall 2018</b>   | <b>101</b> |
- UB-27.** What are the seven most represented countries at the university?  
**India, Peoples Republic of China, Singapore, Republic of Korea, Canada, Iran, Taiwan**

## Common Data Set 2018-2019

**UB-28.** Please check which special services are offered for International applicants:

English lab	<b>Yes</b>
International student housing	<b>Yes, but not exclusively international</b>
International student center	<b>Yes (International Student Office)</b>
Other (please list)	<b>Workshops (10 per sem each offered 1-4 times), trips &amp; activities (10-12 per semester, 6-8 during summer), e-newsletters (weekly), walk-in immigration advisement, cultural programs (International Educ. Week), Integration Programming Mentor program</b>

**UB-29.** Please state international student contact at the university.

Prospective International Students and Applicants:

**Steven L. Shaw**

**Director of International Admissions**

**(716) 645-6121**

**E-mail: [intadmit@buffalo.edu](mailto:intadmit@buffalo.edu)**

Enrolled International Students:

**Katie Tudini**

**Director of International Student & Scholar Services**

**(716) 645-2258**

**Email: [intlservices@buffalo.edu](mailto:intlservices@buffalo.edu)**

## Common Data Set 2018-2019

### E. ACADEMIC OFFERINGS AND POLICIES

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

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Accelerated program  | <input checked="" type="checkbox"/> Honors program                  |
| <input checked="" type="checkbox"/> Cooperative education program  | <input checked="" type="checkbox"/> Independent study               |
| <input checked="" type="checkbox"/> Cross-registration   | <input checked="" type="checkbox"/> Internships                     |
| <input checked="" type="checkbox"/> Distance learning  | <input checked="" type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major   | <input checked="" type="checkbox"/> Student-designed major          |
| <input checked="" type="checkbox"/> Dual enrollment  | <input checked="" type="checkbox"/> Study abroad                    |
| <input checked="" type="checkbox"/> English as a Second Language (ESL)   | <input checked="" type="checkbox"/> Teacher certification program   |
| <input checked="" type="checkbox"/> Exchange student program (domestic)  | <input type="checkbox"/> Weekend college                            |
| <input checked="" type="checkbox"/> External degree program  |   |
| <input checked="" type="checkbox"/> Other (specify): Certificate programs, Combined Degree Programs, Early Assurance Program with School of Medicine, Dental Medicine, Pharmacy, Honors College, Learning Communities, Experiential Learning Network |   |

**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 checked="" type="checkbox"/> Foreign languages  | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input checked="" type="checkbox"/> History  | <input checked="" type="checkbox"/> Social science                    |
| <input checked="" type="checkbox"/> Other (describe): pre-2016: Library Skills, World Civilizations, American Pluralism, Depth Requirement; post-2016: communication literacy, math and quantitative reasoning, scientific literacy and inquiry, and diversity learning, as well as thematic and global pathways |   |

**UB-30.** Please describe the general education requirements that all undergraduate students must complete: **The UB Curriculum is a program of core study built around intellectual discovery and integrative learning. It emphasizes critical thinking, ethical reasoning, global learning, and strong communication skills, providing the tools you need to succeed in your professional life and to meet the responsibilities of citizenship in a diverse and interconnected world.**

**UB-31.** List associate degrees, bachelor's degrees, master's degrees, doctoral degrees, first professional degrees, majors leading to associate degree, majors leading to bachelor's degree:

<https://catalog.buffalo.edu/academicprograms/>  
<http://grad.buffalo.edu/explore/academics/programs.html>

**UB-32.** Give the total number of undergraduate courses (not the number of sections) students registered for in the Fall 2018 semester as reflected in your institution's official reporting process: **535**

**UB-33.** Are extensive evening or early morning classes available at the undergraduate level? **Yes**

**UB-34.** List domestic off – campus semester – away study programs: **Although the University at Buffalo does not host domestic off-campus programs, assistance in applying to programs offered through other institutions and transferring credit from these programs to UB is available through the Honors College, Center for Undergraduate Research & Creative Activity, and Academic Advisors.**

**UB-35.** List any additional specific or unique academic programs not yet noted: **Non degree seeking enrollment; 60 and over auditor program; SED registered professional certificate programs for advanced credentials; Bachelor's Degrees through the Singapore Program (Business Administration, Communication, Sociology, Psychology)**



## Common Data Set 2018-2019

### Library Collections

Report the number of holdings. Refer to the IPEDS Academic Libraries Survey, Part D, for corresponding equivalents.

<b>CDS-E4.</b>	Books, serial backfiles, electronic documents, and government documents (titles) that are accessible through the library's catalog:	<b>4,352,135</b>
<b>CDS-E5.</b>	Current serial subscriptions (paper, microform, electronic):	<b>194,419</b>
<b>CDS-E6.</b>	Microforms (units):	<b>6,245,446</b>
<b>CDS-E7.</b>	Audiovisual materials (units):	<b>286,734</b>
<b>UB-36.</b>	<b>LIBRARY FACILITIES</b>	
	Number of bound volumes:	<b>4,352,135</b>
	Periodical subscriptions (not electronic):	<b>1,388</b>
	CD-ROM titles:	<b>14,359</b>
	Government documents:	<b>N/A</b>
	Number of Commercial Online Services:	<b>411</b>
<b>UB-37.</b>	Any additional library facilities/collections:	<b>See UB-39</b>
<b>UB-38.</b>	What is the name of the main library?	<b>Lockwood Memorial Library</b>
<b>UB-39.</b>	Names/Number of other libraries on campus:	
	<ul style="list-style-type: none"> <li>• <a href="http://library.buffalo.edu/apl/">Architecture &amp; Planning Library (APL)</a> <a href="http://library.buffalo.edu/apl/">http://library.buffalo.edu/apl/</a></li> <li>• <a href="http://law.lib.buffalo.edu/">Charles B. Sears Law Library</a> <a href="http://law.lib.buffalo.edu/">http://law.lib.buffalo.edu/</a></li> <li>• <a href="http://digital.lib.buffalo.edu/">Digital Collections</a> <a href="http://digital.lib.buffalo.edu/">http://digital.lib.buffalo.edu/</a></li> <li>• <a href="http://library.buffalo.edu/multimedia/">Multimedia Collections and Services</a> <a href="http://library.buffalo.edu/multimedia/">http://library.buffalo.edu/multimedia/</a></li> <li>• <a href="http://library.buffalo.edu/hsl/">Health Sciences Library</a> <a href="http://library.buffalo.edu/hsl/">http://library.buffalo.edu/hsl/</a></li> <li>• <a href="http://law.lib.buffalo.edu/koren/">Koren Audio Visual Center</a> <a href="http://law.lib.buffalo.edu/koren/">http://law.lib.buffalo.edu/koren/</a></li> <li>• <a href="http://library.buffalo.edu/annex/">Libraries Annex</a> <a href="http://library.buffalo.edu/annex/">http://library.buffalo.edu/annex/</a></li> <li>• <a href="http://library.buffalo.edu/lml/">Lockwood Library</a> <a href="http://library.buffalo.edu/lml/">http://library.buffalo.edu/lml/</a></li> <li>• <a href="http://library.buffalo.edu/music/">Music Library</a> <a href="http://library.buffalo.edu/music/">http://library.buffalo.edu/music/</a></li> <li>• <a href="http://library.buffalo.edu/pl/">Poetry Collection</a> <a href="http://library.buffalo.edu/pl/">http://library.buffalo.edu/pl/</a></li> <li>• <a href="http://library.buffalo.edu/specialcollections/rarebooks/">Rare &amp; Special Books Collection</a> <a href="http://library.buffalo.edu/specialcollections/rarebooks/">http://library.buffalo.edu/specialcollections/rarebooks/</a></li> <li>• <a href="http://library.buffalo.edu/historyofmedicine">R.L. Brown History of Medicine Collection</a> <a href="http://library.buffalo.edu/historyofmedicine">http://library.buffalo.edu/historyofmedicine</a></li> <li>• <a href="http://library.buffalo.edu/lml/collections/sel/">Science &amp; Engineering Information Center</a> <a href="http://library.buffalo.edu/lml/collections/sel/">http://library.buffalo.edu/lml/collections/sel/</a></li> <li>• <a href="http://library.buffalo.edu/silverman/">Oscar A. Silverman Library</a> <a href="http://library.buffalo.edu/silverman/">http://library.buffalo.edu/silverman/</a></li> <li>• <a href="http://library.buffalo.edu/archives/">University Archives</a> <a href="http://library.buffalo.edu/archives/">http://library.buffalo.edu/archives/</a></li> </ul>	

## Common Data Set 2018-2019

- |               |  |            |
|---------------|--|------------|
| <b>UB-40.</b> | Does your library maintain an On-line Public Access Catalog (OPAC)?              | <b>Yes</b> |
|               | If yes, is it accessible from computers other than those located in the library? | <b>Yes</b> |
|               | Are other college library catalogs available through your OPAC?                  | <b>Yes</b> |
| <b>UB-41.</b> | Does your library maintain its own World Wide Web page?                          | <b>Yes</b> |
|               | If yes, does your library provide electronic reserves on its Web page?           | <b>Yes</b> |

# Common Data Set 2018-2019

## F. STUDENT LIFE

**CDS-F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in Fall 2018 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)	2%	2%
Percent of men who join fraternities	N/A	2%
Percent of women who join sororities	N/A	2%
Percent who live in college-owned, -operated, or -affiliated housing	76%	35%
Percent who live off campus or commute	24%	65%
Percent of students age 25 and older	0%	6%
Average age of full-time students	18	21
Average age of all students (full- and part-time)	18	21

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

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Campus Ministries | <input checked="" type="checkbox"/> Literary magazine | <input checked="" 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 checked="" type="checkbox"/> Model UN          | <input checked="" type="checkbox"/> Student newspaper        |
| <input checked="" type="checkbox"/> Dance             | <input checked="" type="checkbox"/> Music ensembles   | <input checked="" type="checkbox"/> Student-run film society |
| <input checked="" type="checkbox"/> Drama/theater     | <input checked="" type="checkbox"/> Musical theater   | <input checked="" type="checkbox"/> Symphony orchestra       |
| <input checked="" type="checkbox"/> Intl Student Org  | <input checked="" type="checkbox"/> Opera             | <input checked="" type="checkbox"/> Television station       |
| <input checked="" type="checkbox"/> Jazz band         | <input checked="" type="checkbox"/> Pep band          | <input type="checkbox"/> Yearbook                            |

**CDS-F3. ROTC** (program offered in cooperation with Reserve Officers' Training Corps)  
**Army ROTC is offered at a cooperating institution: Canisius College**

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Coed dorms  | <input checked="" type="checkbox"/> Special housing for disabled students   |
| <input type="checkbox"/> Men's dorms  | <input type="checkbox"/> Special housing for international students   |
|   | (Assign special housing that is open during break for international students, but do not necessarily have international halls). |
| <input type="checkbox"/> Women's dorms  | <input type="checkbox"/> Fraternity/sorority housing  |
| <input checked="" type="checkbox"/> Apartments for married students   | <input type="checkbox"/> Cooperative housing  |
| <input checked="" type="checkbox"/> Apartments for single students  | <input checked="" type="checkbox"/> Theme housing   |
|   | <input type="checkbox"/> Wellness housing   |
| <input checked="" type="checkbox"/> Other housing options (specify): Honors Housing, Academic Interest Housing, Freshman Housing, Shared Interest Housing. See Website: <a href="http://www.buffalo.edu/campusliving/find-your-home/living-learning-communities.html">http://www.buffalo.edu/campusliving/find-your-home/living-learning-communities.html</a> |   |

- UB-42.** University-Operated Housing Total Capacity: **8,096**
- UB-43.** Campus housing is available for all unmarried students regardless of year? **Yes**
- UB-44.** Does school provide assistance in locating off-campus housing if on-campus housing is not available? **No**
- UB-45.** Room deposit amount: **\$300**
- UB-46.** Room deposit is refundable until: **May 1 for Fall semester; Dec. 1 for Spring semester**
- UB-47.** Are all students allowed to have a car on campus? **Yes**
- UB-48.** Is alcohol permitted on campus to students of legal age? **Yes, but not in first year student residence halls**
- UB-49.** Please list the microcomputer/terminal locations (for student use) at your university: **Libraries, computer labs, departmental labs, residence halls & informal learning spaces**

## Common Data Set 2018-2019

- UB-50.** List museums and other specific academic building/equipment on campus, specifying type:  
**UB Art Gallery at the Center for the Arts, Slee Concert Hall, Marian E. White Anthropology Research Museum, The School of Pharmacy and Pharmaceutical Sciences Apothecary and Historical Exhibits, The Museum of Radiology and Medical Physics, The Museum of Neuroanatomy, UB Anderson Gallery, New York State Center of Excellence in Bioinformatics & Life Sciences (CBLS), Center for Computational Research (CCR), Center of Excellence for Document Analysis and Recognition (CEDAR), New York State Center of Excellence in Materials Informatics, Buffalo Clinical and Translational Research Center (CTRC), New York State Center for Engineering Design and Applied Simulation (CEDAS), Electronic Poetry Center, The Archaeological Survey, and numerous research centers.**
- UB-51.** Services for learning disabled students:  
**Note-taking services, readers, tutors, text on tape, tape recorders, and extended time for tests.**

### ATHLETICS

List the intercollegiate and intramural sports sponsored by your institution. Indicate if athletic scholarships are available for each specific sport:

	Intercollegiate		Intramural		Scholarships		Club Sports	
	Men	Women	Men	Women	Men	Women	Men	Women
Badminton			X	X			X	X
Baseball	X				X		X	
Basketball	X	X	X	X	X	X		X
Boxing							X	X
Crew		X				X	X	
Cricket							X	X
Cross-Country	X	X			X	X	X	X
Cycling								
Dodgeball								
Drug Free Powerlifting								
Field Hockey							X	X
Flag Football			X	X				
Floor Hockey			X	X				
Football (tackle)	X				X			
Gymnastics							X	X
Ice Hockey							X	X
Judo								
Lacrosse							X	X
Racquetball								
Roller Hockey			X	X			X	
Rugby							X	X
Seido Karate								
Skiing							X	X
Soccer	X	X	X	X	X	X	X	X
Softball		X	X	X		X		
Squash								
Swimming	X	X			X	X	X	X
Tae Kwon Do							X	X
Tennis	X	X			X	X	X	X
Track and Field	X	X			X	X	X	X
Ultimate Frisbee							X	X
Volleyball		X	X	X		X	X	X
Weight Lifting								
Wrestling	X				X		X	

Intercollegiate Athletic Association Membership: **NCAA – Div I Bowl Subdivision  
 Mid American Conference**

**CAREER SERVICES  
 CAREER RESOURCE CENTER**

<http://www.ub-careers.buffalo.edu>  
<http://mgt.buffalo.edu/career/>

## Common Data Set 2018-2019

### G. ANNUAL EXPENSES

**CDS-G0.** Please provide the URL of your institution's net price calculator: <http://www.suny.edu/howmuch/> or <http://financialaid.buffalo.edu/costs/netpricecalculator/index.php>

Provide 2018-2019 academic year costs for the following categories that are applicable to your institution.

**CDS-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 2018-2019 academic year. Room and board 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
PUBLIC INSTITUTIONS		
In-district:	\$6,870	\$6,870
In-state (out-of-district):	\$6,870	\$6,870
Out-of-state:	\$24,540	\$24,540
NONRESIDENT ALIENS:	\$24,540	\$24,540
REQUIRED FEES:	\$3,229	\$3,229
ROOM AND BOARD: (on-campus)	\$14,213	\$14,213
ROOM ONLY: (on-campus)	\$5,940	\$5,940
BOARD ONLY: (on-campus meal plan)	\$8,273	\$8,273
For links to detailed information on housing, meal plans, and other costs see website at: <a href="http://src.buffalo.edu/financialaid/undergradcost.shtml">http://src.buffalo.edu/financialaid/undergradcost.shtml</a>		

**CDS-G2.** Number of credits per term a student can take for the stated full-time tuition **12 minimum, 19 maximum**

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

**CDS-G4.** If tuition and fees vary by undergraduate instructional program, describe briefly: **No**

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

See <a href="http://studentresponse.buffalo.edu/financialaid/undergradcost.shtml">http://studentresponse.buffalo.edu/financialaid/undergradcost.shtml</a>			
	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$1,203	\$1,203	\$1,203
Room only:			
Board only:		\$5,940	\$5,940
Transportation:	\$1,299	\$1,299	\$1,299
Other expenses:	\$1,515	\$1,515	\$1,515

**CDS-G6. Undergraduate per-credit-hour charges:**

In-state (In & out-of-district):	\$286
Out-of-state:	\$1,023
Nonresident Aliens:	\$1,023

# Common Data Set 2018-2019

## H. FINANCIAL AID

### Aid Awarded to Enrolled Undergraduates

**CDS-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. 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 columns.** (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:     **2017-2018 final**

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

**Federal Methodology**

	Need-based \$ (Include non-need-based aid used to meet need.)	Non-need-based \$ (Exclude non-need-based aid used to meet need.)
<b>Scholarships/Grants</b>		
Federal	<b>\$35,313,352</b>	
State (i.e., all states, not only the state in which your institution is located)	<b>\$29,676,965</b>	<b>\$1,731,706</b>
Institutional (Endowed Scholarships, annual gifts and tuition funded grants awarded by the college, excluding athletic aid and tuition waivers (which are reported below))	<b>\$19,334,978</b>	<b>\$3,842,399</b>
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	<b>\$2,824,786</b>	<b>\$702,572</b>
<b>Total Scholarships/Grants</b>	<b>\$87,150,081</b>	<b>\$6,276,677</b>
<b>Self-Help</b>		
Student loans from all sources (excluding parent loans)	<b>\$50,144,011</b>	<b>\$11,506,206</b>
Federal Work-Study	<b>\$1,167,443</b>	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	<b>\$7,428,166</b>	
<b>Total Self-Help</b>	<b>\$58,739,620</b>	<b>\$11,506,206</b>
<b>Other</b>		
Parent Loans	<b>\$9,562,693</b>	<b>\$5,665,617</b>
Tuition Waivers Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.		
Athletic Awards	<b>\$7,275,869</b>	<b>\$975,084</b>

## Common Data Set 2018-2019

**CDS-H2. Number of Enrolled Students Receiving 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.

	<b>First-time Full-time Freshmen</b>	<b>Full-time Undergraduate (Incl. Fresh.)</b>	<b>Less Than Full-time Undergraduate</b>
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2018 cohort)	<b>4,170</b>	<b>19,316</b>	<b>1,419</b>
b) Number of students in line <b>a</b> who applied for need-based financial aid	3,479	13,809	407
c) Number of students in line <b>b</b> who were determined to have financial need	2,606	10,690	362
d) Number of students in line <b>c</b> who were awarded any financial aid	2,210	10,119	276
e) Number of students in line <b>d</b> who were awarded any need-based scholarship or grant aid	1,692	7,929	192
f) Number of students in line <b>d</b> who were awarded any need-based self-help aid	1,491	7,169	163
g) Number of students in line <b>d</b> who were awarded any non-need-based scholarship or grant aid	857	2,523	22
h) Number of students in line <b>d</b> whose need was fully met ( <u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u> )	139	5,033	1,034
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC ( <u>PLUS loans, unsubsidized loans, and private alternative loans</u> )	45%	47%	34%
j) The average financial aid package of those in line <b>d</b> . Exclude any resources that were awarded to replace EFC ( <u>PLUS loans, unsubsidized loans, and private alternative loans</u> )	\$10,445	\$10,235	\$5,382
k) Average need-based scholarship and grant award of those in line <b>e</b>	\$7,915	\$7,427	\$3,252
l) Average need-based self-help award ( <u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u> ) of those in line <b>f</b>	\$3,706	\$4,200	\$3,830
m) Average need-based loan ( <u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u> ) of those in line <b>f</b> who were awarded a need-based loan	\$3,656	\$4,215	\$3,876

## Common Data Set 2018-2019

**CDS-H2A. Number of Enrolled Students Receiving 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.

	<b>First-time Full-time Freshmen</b>	<b>Full-time Undergrad (Incl. Fresh.)</b>	<b>Less Than Full-time Undergrad</b>
n) Number of students in line <b>a</b> who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	305	723	2
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line <b>n</b>	\$3,869	\$3,841	\$2,250
p) Number of students in line <b>a</b> who were awarded an institutional non-need-based athletic scholarship or grant	24	31	1
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line <b>p</b>	\$24,839	\$12,557	\$19,850

**CDS-H4.** Number of students in the 2018 undergraduate class who started at your institution as first-time students and received a bachelor’s degree between July 1, 2017 and June 30, 2018. Include only loans made to students who borrowed while enrolled at your institution. Include co-signed loans. Exclude students who transferred into your institution, money borrowed at other institutions, parent loans and students who did not graduate or who graduated with another degree or certificate (but no bachelor’s degree). **1,799**

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

Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	1,010	57%	\$26,062
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	999	57%	\$20,052
c) Institutional loan programs.			
d) State loan programs.			
e) Private alternative loans made by a bank or lender.	223	13%	\$28,212



## Common Data Set 2018-2019

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

**CDS-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**

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: **135**

Average dollar amount of Institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: **\$6,968**

Total dollar amount of Institutional financial aid awarded to all undergraduate degree-seeking nonresident aliens: **\$933,797**

### Process for First-Year/Freshman Students

**CDS-H7.** List all financial aid forms nonresident alien first-year financial aid applicants must submit: **N/A**

**CDS-H8.** List all financial aid forms domestic first-year (freshman) financial aid applicants must submit: **FAFSA**

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

**Priority date for filing required financial aid forms: 3/1**

**CDS-H10.** Indicate notification dates for first-year (freshman) students:

Students notified on a rolling basis: **Yes** If yes, starting date: **February**

**CDS-H11.** Indicate reply dates:

Students must reply by (date): **5/1**

### Types of Aid Available

#### **CDS-H12. Loans**

##### FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS Loans

- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (specify): \_\_\_\_\_

#### **CDS-H13. Scholarships and Grants**

##### NEED-BASED:

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

## Common Data Set 2018-2019

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

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

**CDS-H15.** 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: **None**

**UB-52.** Which of the following policies has your institution implemented to help students reduce or meet college costs?

Tuition and/or fee waiver for the following categories:

Adult students	<b>Yes, graduate tuition waivers</b>
Children of alumni	<b>N/A</b>
Senior citizens	<b>62 and older may audit a class at no cost</b>
Minority students	<b>N/A</b>
Family members enrolled simultaneously	<b>N/A</b>
Unemployed or children of unemployed workers	<b>N/A</b>
Family of clergy/clergy commitment	<b>N/A</b>
Employees/families of employees	<b>Union contract benefits may apply</b>

**UB-53.** Tuition guarantee plans offered by your institution include:

Tuition at time of first enrollment guaranteed to all students for 4 (or 2) years?	<b>No</b>
Tuition at time of first enrollment guaranteed only to students making advance payment?	<b>No</b>
Tuition “futures” or advance payment program for parents of young children?	<b>No</b>

**UB-54.** Tuition payment plans offered by your institution:

credit card payment	<b>Yes</b>
installment payment	<b>Yes</b>
prepayment discount	<b>No</b>
deferred payment	<b>No</b>
external finance company	<b>Yes</b>

**UB-55.** Percentage of all undergraduates who received some form of financial aid who participate in work-study: **9%**

**UB-56.** FTF is defined as degree – seeking, first – year (freshman) students awarded aid.  
 UG is defined as all degree – seeking undergraduates awarded aid (including FTF).  
 Range of individual UG scholarship/grant packages, per year:  
**\$100 to Cost of Attendance**  
 Range of individual FTF scholarship/grant packages, per year:  
**\$100 to Cost of Attendance**

**UB-57.** Check the types of payment plans available to undergraduate students:

America’s Tuition Assistance Corp. (ATAC)	<b>No</b>
Education Plan, Inc.	<b>No</b>
Key Education Resources	<b>No</b>
Academic Management Services (AMS)	<b>No</b>
EFI Fund Management	<b>No</b>
Tuition Management Systems	<b>No</b>
Deferred payment plan	<b>No</b>
Family tuition reduction (tuition reduction for simultaneously enrolled family members)	<b>No</b>
Guaranteed tuition (tuition does not change during student’s consecutive enrollment)	<b>No</b>
School’s own payment plan(s)	<b>Yes</b>
Other	<b>No</b>

## Common Data Set 2018-2019

### I. INSTRUCTIONAL FACULTY AND CLASS SIZE

**CDS-11. Please report number of instructional faculty members in each category for Fall 2018.**

The following definition of instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey. 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. Institutions are asked to EXCLUDE:

- (a) instructional faculty in preclinical and clinical medicine
- (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,
- (c) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like
- (d) faculty on leave without pay, and
- (e) replacement faculty for faculty on sabbatical leave.

*Full-time:* faculty employed on a full-time basis

*Part-time:* faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Also includes adjuncts and part-time instructors.

*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), or law (JD).

*Terminal degree:* the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

	Full-time	Part-time	Total
a.) Total number of instructional faculty	1,302	511	1,813
b.) Total number who are members of minority groups	371	58	429
c.) Total number who are women	507	260	767
d.) Total number who are men	795	251	1,046
e.) Total number who are nonresident aliens (international)	89	15	104
f.) Total number with doctorate, or other terminal degree	1,266	398	1,664

**CDS-12. Student to Faculty Ratio**

Report the Fall 2018 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 2018 Student to Faculty ratio: **14 to 1**

## Common Data Set 2018-2019

### CDS-13. 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 2018 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 study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

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

Using the above definitions, please report for each of the following class-size intervals the number of *class sections* and *class subsections* offered in Fall 2018. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the “100+” column in the class section column and 40 times under the “20-29” column of the class subsections table.

#### Number of Class Sections with Undergraduates Enrolled

##### Undergraduate Class Size (provide numbers)

CLASS SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
	243	340	623	200	132	292	163	1,993

CLASS SUB-SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
	63	138	664	275	24	45	12	1,221

## Common Data Set 2018-2019

### J. Disciplinary areas of DEGREES CONFERRED

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

**Reference: IPEDS Completions, Part A**

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded.

Category	Associate	Bachelor's	CIP 2010 Categories to Include
Agriculture		0.0%	1
Architecture		1.9%	4
Area, ethnic, and gender studies		0.5%	5
<b>Biological/life sciences</b>		<b>9.4%</b>	26
<b>Business/marketing</b>		<b>18.2%</b>	52
Communication/journalism		6.1%	9
Communication technologies		0.0%	10
Computer and information sciences		3.5%	11
Construction trades		0.0%	46
Education		0.0%	13
<b>Engineering</b>		<b>15.6%</b>	14
Engineering technologies		0.0%	15
English		1.5%	23
Family & consumer sciences		0.0%	19
Foreign languages, literatures, and linguistics		1.1%	16
Health professions and related programs		6.3%	51
History		1.2%	54
Homeland Security, law enforcement, firefighting, and protective services		0.0%	43
Interdisciplinary studies		0.1%	30
Law/legal studies		0.0%	22
Liberal arts/general studies		0.0%	24
Library science		0.0%	25
Mathematics and statistics		2.4%	27
Mechanic and repair technologies		0.0%	47
Military science and military technologies		0.0%	28 & 29
Natural resources and conservation		0.0%	3
Parks and recreation		0.0%	31
Personal and culinary services		0.0%	12
Philosophy and religious studies		0.2%	38
Physical sciences		2.8%	40
Precision production		0.0%	48
<b>Psychology</b>		<b>10.6%</b>	42
Public administration and social services		0.0%	44
Science technologies		0.0%	41
<b>Social sciences</b>		<b>15.4%</b>	45
Transportation and materials moving		0.0%	49
Theology and religious vocations		0.0%	39
Visual and performing arts		3.2%	50
Other		0.0%	
<b>TOTAL</b>		<b>100%</b>	

## Common Data Set 2018-2019

### Common Data Set Definitions 2018

◆ **All definitions related to the financial aid section appear at the end of the Definitions document.**

◆ Items preceded by an asterisk (\*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys.

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

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

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

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

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

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

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

**Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Doctor's degree-research/scholarship:** A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M, and others, as designated by the awarding institution.

**Doctor's degree-professional practice:** A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional" and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

**Doctor's degree-other:** A doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.

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

**Dual enrollment:** A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college in order to participate.

**Early action plan:** An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.

**Early admission:** A policy under which students who have not completed high school are admitted and enroll full time in college, usually after completion of their junior year.

**Early decision plan:** A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.

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

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

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

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

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

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

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



## Common Data Set 2018-2019

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

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

**Freshman:** A first-year undergraduate student.

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

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

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

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

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

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

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

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

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

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

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

**International student:** See **Nonresident alien**.

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

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

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

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

**Master's degree:** An award that requires the successful completion of a program of study of generally one or two full-time equivalent academic years work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional", may require more than two full-time equivalent academic years of work.

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

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

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

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

**Open admission:** Admission policy under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications.

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

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

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

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

**Post-baccalaureate certificate:** An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.

**Post-master's certificate:** An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.

**Postsecondary award, certificate, or diploma:** Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and credit/contact hour requirements—

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

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

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

**Private institution:** An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.

**Private for-profit institution:** A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for the assumption of risk.

**Private nonprofit institution:** A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

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

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

**Quarter calendar system:** A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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### Financial Aid Definitions

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

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

**Indebtedness:** Aggregate dollar amount borrowed through any loan programs (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 noninstitutional 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.

**Unrestricted funds:** Includes funds that your institution could have used for any purpose in its budget. For example, unfunded tuition waivers used to offset normal student charges should be reported as unrestricted institutional grant aid.

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