

**SUMMARY OF SIGNIFICANT CHANGES TO THE CDS FOR 2006-07**

The items listed below are shaded in yellow throughout the spreadsheet's worksheets.

**CHANGED ITEMS**

- C8a** Removed the "SAT and SAT Subject Tests required" option as colleges with that policy can simply check off "SAT required" and "SAT Subject Tests" required.
- C8c** Reworded - C. Please indicate how your institution will use the SAT or ACT essay component; check all that apply.
- C8c** Added a check box for "Not using essay component"
- C9** Added - Do not to convert SAT scores to ACT scores and vice versa.
- C9** Added – SAT Writing; SAT Essay; ACT Writing; SAT Verbal reworded to SAT Critical Reading
- C9** Added column for SAT Writing
- E1** Rewording - Cooperative (work study) program reworded to "cooperative education program". Definition, page 30, uses new term.
- F1** New instruction: for students from out of state, exclude international students from the numerator and denominator.
- H2a** Deleted the qualifier "not external" from the instruction
- H** Financial Aid Definitions changes:  
    Institutional scholarships and grants  
    External scholarships and grants
- H1** Definition clarified to read: Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below)
- H4 and H5** Revised to capture indebtedness through alternative loans separately.
- I-1** Clarifies that the full time instructional faculty definitions are from AAUP, but the part time definitions are not from AAUP.

**PERMANENTLY DELETED OR TEMPORARILY DISCONTINUED ITEMS**

- C20** Common Application Question – removed.
- E4-E8** The "Library Collections" section has been removed until a new Academic Libraries Survey is in the field.



A	姓名		0
A	Name:	Kun Chen	0
A			0

Common Data Set 2006-07

**B**

**B**

**B**

**B**

**B**

**B**

**B**

**B**

[Redacted]

**M**

**W**

**M**

**W**

**U** **gd**

Degree-seeking, first-time

freshmen

Other first-year, degree-seeking

All other degree-seeking

Total degree-seeking

376

374

50

87

277

305

118

275

867

997

310

648

[Redacted]

[Redacted]

[Redacted]

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**B** ~~2001~~, 2005 to ~~2005~~, 2006

<b>B</b>	Certificate/diploma	158
<b>B</b>	Associate degrees	222
<b>B</b>	Bachelor's degrees	483
<b>B</b>	Postbachelor's certificates	
<b>B</b>	Master's degrees	183
<b>B</b>	Post-Master's certificates	
<b>B</b>	Doctoral degrees	21
<b>B</b>	First professional degrees	
<b>B</b>	First professional certificates	

**B**

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 instructions and glossary on the 2006 Web-based survey.

**B**

Please provide data for the fall 2000 cohort if available. If fall 2000 cohort data are not available, provide data for the fall 1999 cohort.

Fall 2002 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate

Initial 2002 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking	493
Of the initial 2002 cohort, how many completed the program in four years or less (by August 31, 2006):	54
Total graduating within four years :	54
Four-year graduation rate for 2002 cohort :	11%

Fall 2001 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate

Initial 2001 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking	516
Of the initial 2001 cohort, how many completed the program in four years or less (by August 31, 2005):	47
Of the initial 2001 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2005 and by August 31, 2006):	87
Total graduating within five years :	134
Five-year graduation rate for 2001 cohort :	26%

Fall 2000 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate

<b>B</b>	Initial 2000 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	468
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Common Data Set 2006-07

<b>B</b>	Of the initial 2000 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
<b>B</b>	Final 2000 cohort, after adjusting for allowable exclusions: (subtract question B5 from question B4)	468
<b>B</b>	Of the initial 2000 cohort, how many completed the program in four years or less (by August 31, 2004):	46
<b>B</b>	Of the initial 2000 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2004 and by August 31, 2005):	62
<b>B</b>	Of the initial 2000 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2005 and by August 31, 2006):	34
<b>B0</b>	Total graduating within six years (sum of questions B7, B8, and B9):	142
<b>B1</b>	Six-year graduation rate for 2000 cohort (question B10 divided by question B6):	30%

Fall 1999 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate

<b>B</b>	Initial 1999 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking	430
<b>B</b>	Of the initial 1999 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
<b>B</b>	Final 1999 cohort, after adjusting for allowable exclusions: (subtract question B5 from question B4)	430
<b>B</b>	Of the initial 1999 cohort, how many completed the program in four years or less (by August 31, 2003):	28
<b>B</b>	Of the initial 1999 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2003 and by August 31, 2004):	56
<b>B</b>	Of the initial 1999 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2004 and by August 31, 2005):	25
<b>B0</b>	Total graduating within six years (sum of questions B7, B8, and B9):	109
<b>B1</b>	Six-year graduation rate for 1999 cohort (question B10 divided by question B6):	25%

**2003**

Please provide data for the 2003 cohort if available. If 2003 cohort data are not

2003 Cohort

<b>B2</b>	Initial 2003 cohort, total of first-time, full-time degree/certificate-seeking students:	168
<b>B3</b>	Of the initial 2003 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	

Common Data Set 2006-07

<b>B4</b>	Final 2003 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):	168
<b>B5</b>	Completers of programs of less than two years duration (total):	15
<b>B6</b>	Completers of programs of less than two years within 150 percent of normal time:	13
<b>B7</b>	Completers of programs of at least two but less than four years (total):	
<b>B8</b>	Completers of programs of at least two but less than four-years within 150 percent of normal time:	
<b>B9</b>	Total transfers-out (within three years) to other institutions:	
<b>B0</b>	Total transfers to two-year institutions:	
<b>B1</b>	Total transfers to four-year institutions:	

2002 Cohort

<b>B2</b>	Initial 2002 cohort, total of first-time, full-time degree/certificate-seeking students:	269
<b>B3</b>	Of the initial 2002 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
<b>B4</b>	Final 2002 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):	269
<b>B5</b>	Completers of programs of less than two years duration (total):	47
<b>B6</b>	Completers of programs of less than two years within 150 percent of normal time:	37
<b>B7</b>	Completers of programs of at least two but less than four years (total):	
<b>B8</b>	Completers of programs of at least two but less than four-years within 150 percent of	
<b>B9</b>	Total transfers-out (within three years) to other institutions:	
<b>B0</b>	Total transfers to two-year institutions:	
<b>B1</b>	Total transfers to four-year institutions:	

**B2**

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate

<b>B2</b>	For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 2005 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2006?	73.6%
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**c**    **A**

**b**

<b>c</b>	854
<b>c</b>	889
<b>c</b>	622
<b>c</b>	661
<b>c</b>	376
<b>c</b>	50
<b>c</b>	374
<b>c</b>	87



International

**d**    **e**    **f**    **g**



**6 English** 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.

	<b>6</b>	<b>6</b>
	<b>6</b>	<b>6</b>
Total academic units	16	
English	4	
Mathematics	3	
Science	3	
Of these, units that must be lab	1	
Foreign language		2
Social studies	3	
History		
Academic electives	3	
Other (specify)		

**66**

**6** 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:

<b>6</b> Open admission policy as described above for all students	
<b>6</b> Open admission policy as described above for most students, but--	
<b>6</b> selective admission for out-of-state students	
<b>6</b> selective admission to some programs	
<b>6</b> other (explain)	

**7** ~~7~~  
**7** ~~7~~

	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>7</b> <b>A</b>	<b>7</b>			
<b>7</b> Rigor of secondary school record				x
<b>7</b> Class rank				x
<b>7</b> Academic GPA	x			
<b>7</b> Standardized test scores	x			
<b>7</b> Application Essay				x
<b>7</b> Recommendation(s)				x
<b>7</b> <b>th</b>				
<b>7</b> Interview				x
<b>7</b> Extracurricular activities				x
<b>7</b> Talent/ability				x
<b>7</b> Character/personal qualities				x
<b>7</b> First generation				x
<b>7</b> Alumni/ae relation				x
<b>7</b> Geographical residence				x
<b>7</b> State residency				x
<b>7</b> Religious affiliation/commitment				x
<b>7</b> Racial/ethnic status				x
<b>7</b> Volunteer work				x
<b>7</b> Work experience				x

**7** Level of applicant's interest



		Yes	No
6A	Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?	x	

6A If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for 2008 .

6A		Admission			
		Required	Recommended	Accepted	Not Used
6A	SAT or ACT	x			
6A	ACT only			x	
6A	SAT only			x	
6A	SAT and SAT Subject Tests or ACT			x	
6A	SAT Subject Tests only			x	

6B If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for 2008 , please indicate which ONE of the following applies: (regardless of whether the writing score will be used in the admissions process):

6B	ACT with Writing Component required	
6B	ACT with Writing component recommended	
6B	ACT with or without Writing component accepted	x

6C Please indicate how your institution will use the SAT or ACT writing component; check all that apply:

6C	For admission		
6C	For placement		
6C	For advising		
6C	In place of an application essay		
6C	As a validity check on the application essay		
6C	No college policy as of now		x
6C	Not using essay component		

6D How often does your institution use applicants' test scores for academic advising?

		Yes	No
6D		x	

6E	Latest date by which SAT or ACT scores must be received for fall-	August 1, 2006
6E	Latest date by which SAT Subject Test scores must be received for fall-term admission	

6F If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students,

6F	
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6G Please indicate which tests your institution uses for placement (e.g., state tests):

6G	SAT	x
6G	ACT	x
6G	SAT Subject Tests	
6G	AP	
6G	CLEP	x
6G	Institutional Exam	



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8 57%

9

9

20.51%

9

14.74%

9

14.10%

9

13.78%

9

24.04%

9

10.74%

9

2.08%

9

0.00%

100.00%

9

3.19

9

70.35%

A

9

A

9

9

9





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

- 07 ~~07~~ (fill in one only)
- 07 Must reply by (date):
- 07 No set date:
- 07 Must reply by May 1 or within \_\_\_\_\_ weeks if notified thereafter
- 07 Other:

- 07 Deadline for housing deposit (MM/DD): Aug.1
- 07 Amount of housing deposit: \$260
- 07 Refundable if student does not enroll?
- 07 Yes, in full
- 07 Yes, in part
- 07 No

- 08 ~~08~~
- 08  Yes No
- 08 Does your institution allow students to postpone enrollment after admission?
- 08 If yes, maximum period of postponement:

- 09 ~~09~~
- 09  Yes No
- 09 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?

20 ~~0A~~ Question removed from CDS. ~~0B~~

- 21 ~~0C~~
- 21  Yes No
- 21 

- 21
- 21 First or only early decision plan closing date
- 21 First or only early decision plan notification date
- 21 Other early decision plan closing date
- 21 Other early decision plan notification date
- 21 ~~0E2006~~
- 21 Number of ng class:
- 21 Number of applicants admitted under early decision plan
- 21 Please provide significant details about your early decision plan:

22 ~~0F~~

		Yes	No
02	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?		x

02 If "yes," please complete the following:

02	Early action closing date	
02	Early action notification date	

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

02	Yes	No
02		



**D** List any other application requirements specific to transfer applicants:

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

<b>D</b>		<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>D</b>
<b>D</b>							<b>A</b>
<b>D</b>	Fall		2/1		8/1		x
<b>D</b>	Winter						
<b>D</b>	Spring		6/1		12/1		x
<b>D</b>	Summer						

<b>D0</b>		Yes	No
<b>D0</b>	Does an open admission policy, if reported, apply to transfer students?	x	

**D1** Describe additional requirements for transfer admission, if applicable:



<b>D2</b>	Report the lowest grade earned for any course that may be transferred for credit:	C
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<b>D3</b>		Number	Unit Type
<b>D3</b>	Maximum number of credits or courses that may be transferred from a two-year institution:		NONE

<b>D4</b>		Number	Unit Type
<b>D4</b>	Maximum number of credits or courses that may be transferred from a four-year institution:		NONE

<b>D5</b>	Minimum number of credits that transfers must complete at your institution to earn an associate degree:	15
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<b>D6</b>	Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:	30
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**D7** Describe other transfer credit policies:

**EA**

Identify those programs available at your institution. Refer to the glossary for definitions.

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

**EB**

A

Arts

Arts

Arts/fine arts	x
Computer literacy	x
English (including composition)	x
Foreign languages	
History	x
Humanities	x
Mathematics	x
Philosophy	x
Sciences (biological or physical)	x
Social science	x
Other (describe): Library skills	x

Library

Library

Library

Library





☐	Apartments for married students	x
☐	Apartments for single students	x
☐	Special housing for disabled students	x
☐	Special housing for international students	
☐	Fraternity/sorority housing	
☐	Cooperative housing	
☐	Other housing options (specify):	x
	Alaska Native Housing	



Ⓒ

Ⓒ  First-Year Undergraduates  
Ⓒ PRIVATE INSTITUTIONS  
Ⓒ Tuition:  
Ⓒ



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6	Number of credits per term a student can take for the stated full-time tuition	15	15
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6		Yes	No
6	Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?	x	

6 If tuition and fees vary by undergraduate instructional program, describe briefly:

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

6		Residents	Commuters (living at home)	Commuters (not living at home)
6	Books and supplies	\$1,400	\$1,400	\$1,400
6	Room only	\$3,440		\$5,960
6	Board only	\$2,590	\$1,351	\$1,351
6	Transportation	\$324	\$1,800	\$1,800
6	Other expenses	\$2,250	\$2,160	\$2,160

6 Undergraduate per-credit-hour charges (tuition only)

6	PRIVATE INSTITUTIONS:	
6	PUBLIC INSTITUTIONS In-district:	\$128.00
6	PUBLIC INSTITUTIONS In-state (out-of-district):	\$128.00
6	PUBLIC INSTITUTIONS Out-of-state:	\$407.00
6	NONRESIDENT ALIENS:	\$407.00



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

	Full-time	Part-time
Exclude	Exclude	Include only if they teach one or more non-clinical credit courses
Exclude	Exclude	Include if they teach one or more non-clinical credit courses
Exclude	Exclude	Include
Exclude	Exclude	Exclude
Include	Exclude	Exclude
Exclude	Exclude	Exclude
Exclude	Exclude	Include

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

Part-time instructional faculty: A

	Full-Time	Part-Time	Total
a) Total number of instructional faculty	314	344	658
b)	59	34	93
c)	120	182	302
d)	194	162	356
e)	23	1	24
f)	NA	NA	NA

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g)  
g)

NA

NA

NA

g)



<b>1</b>	
<b>A</b>	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.
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.	
<b>*A</b>	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.
<b>A</b>	Applicant who is offered admission to a degree-granting program at your institution.
<b>*A</b>	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.
<b>A</b>	A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
<b>A</b>	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, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).
<b>A</b>	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.
<b>A</b>	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.
<b>A</b>	An award that normally requires at least two but less than four years of full-time equivalent college work.
<b>A</b>	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.
<b>A</b>	A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
<b>B (a ge)</b>	Assume average cost for 19 meals per week or the maximum meal plan.
<b>B</b>	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.
<b>B</b>	The method by which an institution structures most of its courses for the academic year.
<b>*B</b>	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.
<b>C</b>	One year of study or the equivalent in a secondary school subject.





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

**62** Program in which students may complete two undergraduate programs of study simultaneously.

**63** 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.

**64** 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.

**65** 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.

**66** 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.

**67** A course of study designed specifically for students whose native language is not English.

**68** Any arrangement between a student and a college that permits study for a semester or more at another college **69** without extending the amount of time required for a degree. **68**



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<b>01h</b>	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.
<b>01i</b>	Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.
<b>01j</b>	The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.
<b>01k</b>	A student enrolled for fewer than 12 credits per semester or quarter, or fewer than 24 contact hours a week each term.
<b>*02</b>	: One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.
<b>03a</b>	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.
<b>03b</b>	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.
<b>04a-c</b>	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.
<b>05</b>	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.
<b>06a</b>	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.
<b>06b</b>	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.
<b>07 p b y b</b>	See <b>07 p b</b>
<b>08</b>	An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.
<b>09a</b>	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.
<b>10</b>	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.
<b>11w</b>	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.





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<b>010</b>	: 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.
<b>011</b>	<b>g</b>
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	
<b>012</b>	: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.
<b>013</b>	: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.