



LAWRENCE UNIVERSITY

APPLETON, WISCONSIN

The mission of the Office of Institutional Research is to collect, analyze, contextualize, report, and disseminate institutional data to stakeholders and entities in support of the University's strategic priorities and mission. We aspire to create and cultivate a data-informed decision-making culture where stakeholders and entities connect and engage with data and information to catalyze positive change for students, both on the Lawrence campus and throughout higher education.

Data

Lawrence University Common Data Set 2023-2024

Data Steward

Office of Institutional Research

Intended Audience *(Check all that apply)*

- | | |
|--|---|
| <input checked="" type="checkbox"/> Lawrence University: <ul style="list-style-type: none"><input checked="" type="checkbox"/> Administration<input checked="" type="checkbox"/> Board of Trustees<input checked="" type="checkbox"/> Faculty<input checked="" type="checkbox"/> Staff<input checked="" type="checkbox"/> Current Students | <input checked="" type="checkbox"/> Alumni |
| <input checked="" type="checkbox"/> University-Approved External Partnerships: <ul style="list-style-type: none"><input type="checkbox"/> Alliances<input checked="" type="checkbox"/> External Reviewers<input checked="" type="checkbox"/> Consultants | <input checked="" type="checkbox"/> Donors |
| <input checked="" type="checkbox"/> Accreditors/Certifiers/Federal Entities | <input checked="" type="checkbox"/> Prospective Students & Families |
| <input checked="" type="checkbox"/> Media (e.g., Rankings, Guidebooks) | <input checked="" type="checkbox"/> Families of Current Students |
| <input checked="" type="checkbox"/> General Public | <input checked="" type="checkbox"/> Studies/Initiatives |
| | <input checked="" type="checkbox"/> Grant Funders |
| | <input checked="" type="checkbox"/> Consortium |

Specific Intended Use *(Check all that apply)*

- | | |
|--|--|
| <input type="checkbox"/> Academic Planning | <input type="checkbox"/> Inform Policy |
| <input checked="" type="checkbox"/> Accreditation | <input checked="" type="checkbox"/> Key Performance Indicator (KPI) Tracking |
| <input checked="" type="checkbox"/> Assessment | <input checked="" type="checkbox"/> Research |
| <input type="checkbox"/> Brand Elevation | <input type="checkbox"/> Resource Allocation |
| <input type="checkbox"/> Compliance Reporting | <input type="checkbox"/> Strategic Planning |
| <input checked="" type="checkbox"/> Data Request Fulfillment | <input checked="" type="checkbox"/> Student Success |
| <input type="checkbox"/> Evaluation | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Grant Support | |

Other Appropriate Uses

Continuous Improvement, Day-to-Day Operations, Decision Support, General Internal Knowledge

Data Classification (Permission Level) *(Select one)* – <https://www.lawrence.edu/offices/office-institutional-research/sharing-data>

- ☐ Restricted
- ☐ Confidential
- ☐ Internal
- ☒ Public

Contact: Office of Institutional Research at 920-832-6532 or institutional.research@lawrence.edu

Citation: Lawrence University Office of Institutional Research, Lawrence University Common Data Set 2023-2024

A. General Information

A0 Respondent Information (Not for Publication)

Name:	Sarah Dunnagan
Title:	Senior Research Analyst & Data Manager
Office:	Institutional Research
Mailing Address:	711 E. Boldt Way
City/State/Zip/Country:	Appleton, WI 54911
Phone:	(920) 832-7594
E-mail Address:	sarah.j.dunnagan@lawrence.edu

Are your responses to the CDS posted for reference on your institution's Web site? ☒ Yes ☐ No

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

<https://www.lawrence.edu/offices/office-institutional-research/sharing-data>

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

A1 Address Information

Name of College/University:	Lawrence University
Mailing Address:	711 E. Boldt Way
City/State/Zip/Country:	Appleton, WI, 54911
Street Address (if different):	
City/State/Zip/Country:	
Main Phone Number:	(920) 832-7000
WWW Home Page Address:	https://www.lawrence.edu
Admissions Phone Number:	(920) 832-6500
Admissions Toll-Free Phone Number:	(800) 227-0982
Admissions Office Mailing Address:	711 E. Boldt Way
City/State/Zip/Country:	Appleton, WI, 54911
Admissions E-mail Address:	admissions@lawrence.edu

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

<https://www.lawrence.edu/admissions-aid/apply>

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

A2 Source of institutional control (Check only one):

☐ Public
☒ Private (nonprofit)
☐ Proprietary

A3 Classify your undergraduate institution:

☒ Coeducational college
☐ Men's college
☐ Women's college

A4 Academic year calendar:

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

☐ Other (describe):

A5 Degrees offered by your institution:

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

A6 Diversity, Equity, and Inclusion

If you have a diversity, equity, and inclusion office or department, please provide the URL of the corresponding Web page:

<https://www.lawrence.edu/ideas>

END OF SECTION A

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

Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of **October 15, 2023**.

- Note: Report students formerly designated as "first professional" in the graduate cells.
- For information on reporting study abroad students, please see [NCES.GOV documentation](#).
- If your institution collects and reports non-binary gender data, please use the "Another Gender" category.
- In cases where gender information is not provided, please distribute across the two-binary categories.

Undergraduate Students: Full-Time	Men	Women	Another Gender	Total Full-Time
Degree-seeking, first-time freshmen	167	168		335
Other first-year, degree-seeking	0	0		0
All other degree-seeking	473	571		1044
Total degree-seeking	640	739	0	1379
All other undergraduates enrolled in credit	3	7		10
Total undergraduate Full-Time Students	643	746	0	1389

Undergraduate Students: Part-Time	Men	Women	Another Gender	Total Part-Time
Degree-seeking, first-time freshmen	0	1		1
Other first-year, degree-seeking	0	0		0
All other degree-seeking	8	6		14
Total degree-seeking	8	7	0	15
All other undergraduates enrolled in credit	4	2		6
Total undergraduate Part-Time Students	12	9	0	21

Undergraduate Students: All	Men	Women	Another Gender	Total
Total undergraduate Students	655	755	0	1410

Graduate Students: Full-Time			
Degree-seeking, first-time			
All other degree-seeking			
All other graduates enrolled in credit			
Total graduate Full-Time Students	0	0	0

Graduate Students: Part-Time			
Degree-seeking, first-time			
All other degree-seeking			
All other graduates enrolled in credit			
Total graduate Part-Time Students	0	0	0

Graduate Students: All	Men	Women	Another Gender
Total Graduate Students			

All Students: Total	Men	Women	Another Gender	Total
Total all students	655	755	0	1410

Total all undergraduates	1,410
Total all graduate	0
GRAND TOTAL ALL STUDENTS	1,410

Unreported study abroad	54
Unreported auditors	1
TOTAL reported & unreported	1,465

Per IPEDS Fall Enrollment reporting instructions, course auditors and those studying abroad in courses without Lawrence-funded instructional resources are excluded from fall census reporting.

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, 2023**.

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

Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens. Eligible non-citizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation.

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

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

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

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first- year)	Total Undergraduates (both degree & non-degree- seeking)
Nonresidents	35	161	166
Hispanic/Latino	47	155	156
Black or African American, non-Hispanic	9	51	51
White, non-Hispanic	196	849	852
American Indian or Alaska Native, non-Hispanic	1	4	4
Asian, non-Hispanic	10	67	69
Native Hawaiian or other Pacific Islander, non-Hispanic	1	1	1
Two or more races, non-Hispanic	17	76	76
Race and/or ethnicity unknown	20	30	35
TOTAL	336	1,394	1,410

Persistence**B3 Number of degrees awarded by your institution from July 1, 2022, to June 30, 2023.**

Certificate/diploma	_____
Associate degrees	_____
Bachelor's degrees	347
Postbachelor's certificates	_____
Master's degrees	_____
Post-Master's certificates	_____
Doctoral degrees – research/scholarship	_____
Doctoral degrees – professional practice	_____
Doctoral degrees – other	_____

B4-B21: Graduation Rates

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

- For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2023-2024 Survey. <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2016 and Fall 2017 cohorts (formerly CDS B4-B11) into four groups:

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

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

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

For Bachelor's or Equivalent Programs

Please provide data for the **Fall 2017** cohort if available. If Fall 2016 cohort data are not available, provide data for the **Fall 2016** cohort.

Fall 2017 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 2017 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	98	82	173	353
B	Of the initial 2017 cohort, how many did not persist and did not graduate for the following reasons: • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions	1	0	0	1
C	Final 2017 cohort, after adjusting for allowable exclusions	97	82	173	352
D	Of the initial 2017 cohort, how many completed the program in four years or less (by Aug. 31, 2021)	59	40	108	207
E	Of the initial 2017 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2021 and by Aug. 31, 2022)	9	16	29	54
F	Of the initial 2017 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2022 and by Aug. 31, 2023)	3	1	4	8
G	Total graduating within six years (sum of lines D, E, and F)	71	57	141	269
H	Six-year graduation rate for 2017 cohort (G divided by C)	73%	70%	82%	76%

Fall 2016 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 2016 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	90	77	207	374
B	Of the initial 2016 cohort, how many did not persist and did not graduate for the following reasons: • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions	0	0	1	1
C	Final 2016 cohort, after adjusting for allowable exclusions	90	77	206	373
D	Of the initial 2016 cohort, how many completed the program in four years or less (by Aug. 31, 2020)	45	45	141	231
E	Of the initial 2016 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2020 and by Aug. 31, 2021)	11	12	30	53
F	Of the initial 2016 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2021 and by Aug. 31, 2022)	3	2	2	7
G	Total graduating within six years (sum of lines D, E, and F)	59	59	173	291
H	Six-year graduation rate for 2016 cohort (G divided by C)	66%	77%	84%	78%

For Two-Year Institutions

Please provide data for the **2020** cohort if available. If **2020** cohort data are not available, provide data for the **2019** cohort.

		2020 Cohort	2019 Cohort
B12	Initial cohort, total of first-time, full-time degree/certificate-seeking students:		
B13	Of the initial cohort, how many did not persist and did not graduate for the following reasons: • Death • Permanently Disability • Service in the armed forces, • Foreign aid service of the federal government • Official church missions • Report total allowable exclusions		
B14	Final cohort, after adjusting for allowable exclusions:	0	0
B15	Completers of programs of less than two years duration (total):		
B16	Completers of programs of less than two years within 150 percent of normal time:		
B17	Completers of programs of at least two but less than four years (total):		
B18	Completers of programs of at least two but less than four-years within 150 percent of normal time:		
B19	Total transfers-out (within three years) to other institutions:		
B20	Total transfers to two-year institutions:		
B21	Total transfers to four-year institutions:		

B22. Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2022 (or the preceding summer term).

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

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

B22 For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as first-year students in Fall 2022 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2023.

87.09%

Total students retained = students from the Fall 2022 cohort who are still enrolled as of Fall 2023 + students from Fall 2022 cohort who completed their bachelor's program as of Fall 2023

(Students from the Fall 2022 cohort still enrolled as of Fall 2023 + Students from Fall 2022 cohort who completed their bachelor's program as of Fall 2023)/(Adjusted Fall 2022 cohort) *100

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

END OF SECTION B

C. FIRST-TIME, FIRST-YEAR ADMISSION

C1-C2: Applications

C1 First-time, first-year students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in **Fall 2023**.

- 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).
- Since the total may include students who did not provide gender data, the detail need not sum to the total.
- If your institution collects and reports non-binary gender data, please use the "Another Gender" category.
- Note that recent high school graduates and other students without prior postsecondary experience will still be considered "first-time students" for fall enrollment reporting purposes even if they enrolled in the summer prior to fall enrollment.
- Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2023.

First-Time, First-Year Student Applicants	Total
Total first-time, first-year men who applied	1801
Total first-time, first-year women who applied	1688
Total first-time, first-year another gender who applied	0

First-Time, First-Year Student Admits	Total
Total first-time, first-year men who were admitted	1034
Total first-time, first-year women who were admitted	1165
Total first-time, first-year another gender who were admitted	0

First-Time, First-Year Student Enrollees by Status	Total
Total full-time, first-time, first-year men who enrolled	167
Total part-time, first-time, first-year men who enrolled	0
Total full-time, first-time, first-year women who enrolled	168
Total part-time, first-time, first-year women who enrolled	1
Total full-time, first-time, first-year another gender who enrolled	0
Total part-time, first-time, first-year another gender who enrolled	0

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

Fall 2023

First-Time, First-Year Student Applicants	In-State	Out-of-State	International	Total
Total first-time, first-year who applied	449	1980	1060	3489
Total first-time, first-year who were admitted	365	1593	241	2199
Total first-time, first-year who enrolled	78	223	35	336

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

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

	Yes	No
Do you have a policy of placing students on a waiting list?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please answer the questions below for **Fall 2023** admissions:

WAITING LIST	TOTAL
Number of qualified applicants offered a place on waiting list:	19
Number accepting a place on the waiting list:	8
Number of wait-listed students admitted:	8

	Yes	<input checked="" type="checkbox"/> No
Is your waiting list ranked?	<input type="checkbox"/>	<input type="checkbox"/>
If yes, do you release that information to students?	<input type="checkbox"/>	<input type="checkbox"/>
Do you release that information to school counselors?	<input type="checkbox"/>	<input type="checkbox"/>

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

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

- ☒ High school diploma is required and GED is accepted
☐ High school diploma is required and GED is not accepted
☐ High school diploma or equivalent is not required

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

- ☐ Require
☒ Recommend
☐ Neither require nor recommend

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.

Distribution of high school units	Required	Recommended
Total academic units		16
English		4
Mathematics		3
Science		3
Of these, units that must be		
Foreign language		2
Social studies		2
History		2
Academic electives		
Computer Science		
Visual/Performing Arts		
Other (<i>specify</i>)		

C6-C7: Basis for Selection

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

☐ Open admission policy as described above for all students
☐ Open admission policy as described above for most students, but--
☐ selective admission for out-of-state students
☐ selective admission to some programs
☐ other (explain):

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

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

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

C8: SAT and ACT Policies**Entrance exams**

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

Yes	No
✓	

- C8A** If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2025**.

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

- C8B** Has been removed from the CDS.

C8C Has been removed from the CDS.

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

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

C8E Latest date by which SAT or ACT scores must be received for fall-term admission

1/15

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

<p><i>Lawrence University accepts, but does not require, the ACT and SAT for admission or scholarship review. If students feel that their academic record and achievements are strong enough to stand on their own merits and would not be enhanced by the inclusion of test scores, they may choose to exclude scores from consideration. Likewise, if students choose to submit their test scores because they feel the scores will add value, they may choose to submit them.</i></p>
--

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

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

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

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year students** enrolled in **Fall 2023**, including students who began studies during summer, international students/nonresidents, and students admitted under special arrangements.

C9 Percent and number of first-time, first-year students enrolled in Fall 2023 who submitted national standardized (SAT/ACT) test scores.

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

	Percent	Number
Submitting SAT Scores	25%	85
Submitting ACT Scores	31%	104

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

Assessment	25th Percentile	50th Percentile	75th Percentile
SAT Composite	1230	1310	1420
SAT Evidence-Based Reading and	600	650	720
SAT Math	600	660	710
ACT Composite	27	30	32
ACT Math	24	27	30
ACT English	26	31	35
ACT Writing			
ACT Science	25	29	32
ACT Reading	30	33	34

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	37.65%	31.76%
600-699	37.65%	44.71%
500-599	22.35%	18.82%
400-499	2.35%	1.18%
300-399		3.53%
200-299		
Totals should = 100%	100.00%	100.00%

Score Range	SAT Composite
1400-1600	30.59%
1200-1399	51.76%
1000-1199	14.12%
800-999	3.53%
600-799	
400-599	
Totals should = 100%	100.00%

Score Range	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	53.85%	57.69%	27.88%	77.88%	46.15%
24-29	34.62%	26.92%	53.85%	8.65%	38.46%
18-23	8.65%	11.54%	11.54%	11.54%	13.46%
12-17	2.88%	2.88%	6.73%	1.92%	1.92%
6-11		0.96%			
Below 6					
Totals should = 100%	100.00%	99.99%	100.00%	99.99%	99.99%

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

Assessment	Percent
Percent in top tenth of high school graduating class	32%
Percent in top quarter of high school graduating class	68%
Percent in top half of high school graduating class	92%
Percent in bottom half of high school graduating class	8%
Percent in bottom quarter of high school graduating class	1%
Percent of total first-time, first-year (freshmen) students who submitted high school class rank:	42%

Top half +
bottom half = 100%

C11 Percentage of all enrolled, degree-seeking, first-time, first-year students who had high school grade-point averages within each of the following ranges (using 4.0 scale).

* Report information only for those students from whom you collected high school GPA.

* If you are able to report GPA ranges separately for students that also submitted at least one test score versus those who did not submit a test score, please do so in the respective columns. If you are unable to report these data, please report the ranges for all students.

Score Range	Percent (Students who submitted scores)	Percent (Students who did not submit scores)	Percent (All enrolled students)
Percent who had GPA of 4.0	27.81%	19.46%	23.90%
Percent who had GPA between 3.75 and 3.99	34.32%	28.19%	31.45%
Percent who had GPA between 3.50 and 3.74	16.57%	23.49%	19.81%
Percent who had GPA between 3.25 and 3.49	13.02%	16.11%	14.47%
Percent who had GPA between 3.00 and 3.24	4.73%	8.72%	6.60%
Percent who had GPA between 2.50 and 2.99	2.96%	4.03%	3.46%
Percent who had GPA between 2.0 and 2.49	0.59%		0.31%
Percent who had GPA between 1.0 and 1.99			
Percent who had GPA below 1.0			
Totals should = 100%	100.00%	100.00%	100.00%

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

3.74

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

94.64%

C13-C20: Admission Policies**C13 Application Fee**

If your institution has waived its application fee for the Fall 2025 admission cycle please select no.

Does your institution have an application fee?

Yes	No
	✓

Amount of application fee:

Can it be waived for applicants with financial need?

Yes	No

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

- ☐ Same fee
☐ Free
☐ Reduced

Can on-line application fee be waived for applicants with financial need?

Yes	No

C14 Application closing date

Does your institution have an application closing date?

Yes	No
	✓

	Date
Application closing date (fall)	
Priority Date	1/15

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

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

<input checked="" type="checkbox"/>	On a rolling basis beginning (date):	11/1
<input type="checkbox"/>	By (date):	
<input type="checkbox"/>	Other:	

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

<input type="checkbox"/>	Must reply by (date):	
<input type="checkbox"/>	No set date	
<input checked="" type="checkbox"/>	Must reply by May 1st or within	
<input type="checkbox"/>	Other:	

weeks if notified thereafter

Deadline for housing deposit (MMD): na

Amount of housing deposit:

Refundable if student does not enroll?

<input type="checkbox"/>	Yes, in full
<input type="checkbox"/>	Yes, in part
<input checked="" type="checkbox"/>	No

C18 Deferred admission

Does your institution allow students to postpone enrollment after admission?

If yes, maximum period of postponement: 1 year

Yes	No
✓	

C19 Early admission of high school students

Does your institution allow high school students to enroll as full-time, first-time, first-year students one year or more before high school graduation?

Yes	No
	✓

C20 Common Application: Question removed from CDS. (Initiated during 2006-2007 cycle)**C21-C22: Early Decision and Early Action Plans****C21 Early Decision**

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

If "yes," please complete the following:

First or only early decision plan closing date

First or only early decision plan notification date

Other early decision plan closing date

Other early decision plan notification date

Yes	No
✓	

For the Fall 2023 entering class:

Number of early decision applications received by your institution

Number of applicants admitted under early decision plan

11/1
12/1
55
44

Please provide significant details about your early decision plan:
Students must reply to offers by 12/15

C22 Early action

	Yes	No
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If "yes," please complete the following:

Early action closing date	<u>11/1</u>
Early action notification date	<u>12/15</u>

	Yes	No
Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

END OF SECTION C

D. TRANSFER ADMISSION**D1-D2: Fall Applicants**

- D1** Does your institution enroll transfer students? (If no, please skip to Section E)
If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?
- | Yes | No |
|-----|----|
| ✓ | |
| ✓ | |
- D2** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in **Fall 2023**.
If your institution collects and reports non-binary gender data, please use the "Another Gender" category.

Transfer Admission	Applicants	Admitted	Enrolled
Men	84	37	15
Women	36	20	13
Another Gender	0	0	0
Total	120	57	28

D3-D11: Application for Admission

- D3**
- Indicate terms for which transfers may enroll:

<input checked="" type="checkbox"/>	Fall
<input checked="" type="checkbox"/>	Winter
<input checked="" type="checkbox"/>	Spring
<input type="checkbox"/>	Summer

- D4** Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?
If yes, what is the minimum number of credits and the unit of measure? _____
- | Yes | No |
|-----|----|
| | ✓ |

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

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

- D6** If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale): _____
- D7** If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): _____
- D8** List any other application requirements specific to transfer applicants:

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

	Term	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
D9	Fall	7/31	8/24	rolling	8/31	
D9	Winter	11/1	12/1	rolling	12/8	
D9	Spring					✓
D9	Summer					

	Yes	No
D10 Does an open admission policy, if reported, apply to transfer students?		

D11 Describe additional requirements for transfer admission, if applicable:

D12-D17: Transfer Credit Policies

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

	Number	Unit Type
D13 Maximum number of credits or courses that may be transferred from a two-year institution:	108	units

	Number	Unit Type
D14 Maximum number of credits or courses that may be transferred from a four-year institution:	108	units

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

D16 Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree: 108.00

D17 Describe other transfer credit policies:

D18-D22: Military Service Transfer Credit Policies

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

	Yes	No
American Council on Education (ACE)	✓	
College Level Examination Program (CLEP)	✓	
DANTES Subject Standardized Tests (DSST)	✓	

	Number	Unit Type
D19 Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):	108	units

	Number	Unit Type
D20 Maximum number of credits or courses that may be transferred based on Department of Defense supported prior learning assessments (College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST):	108	units

	Yes	No
D21 Are the military/veteran credit transfer policies published on your website?		✓

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

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

END OF SECTION D

E. ACADEMIC OFFERINGS AND POLICIES

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

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

Conservatory of Music:

<https://www.lawrence.edu/academics/course-catalog/online-catalog/DEPT-CON>

Cooperative Degree Programs:

<https://www.lawrence.edu/academics/course-catalog/online-catalog/COOP>

December Term:

<https://www.lawrence.edu/academics/course-catalog/online-catalog/DECM>

E2 Has been removed from the CDS.

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

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

General education requirements vary by degree program:

<https://www.lawrence.edu/academics/course-catalog/online-catalog/STRUC-CURRIC>

END OF SECTION E

F. STUDENT LIFE

F1 Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2023 who fit the following categories:

	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresidents from the numerator and denominator)	74.1%	75.2%
Percent of men who join fraternities	0.0%	4.1%
Percent of women who join sororities	0.0%	4.9%
Percent who live in college-owned, -operated, or -affiliated housing	100.0%	94.5%
Percent who live off campus or commute	0.0%	5.5%
Percent of students age 25 and older	0.0%	1.7%
Average age of full-time students	19.2	20.7
Average age of all students (full- and part-time)	19.2	20.9

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

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

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

Programs	Marine Option (for Naval ROTC)	On Campus	At Cooperating Institution	Name of Cooperating Institution
Army ROTC is offered:				
Naval ROTC is offered:				
Air Force ROTC is offered:				

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

- ☒ Coed dorms
- ☒ Men's dorms
- ☒ Women's dorms
- ☐ Apartments for married students
- ☒ Apartments for single students
- ☒ Special housing for disabled students
- ☐ Special housing for international students
- ☒ Fraternity/sorority housing
- ☐ Cooperative housing
- ☒ Theme housing
- ☒ Wellness housing
- ☐ Living Learning Communities
- ☒ Other housing options (specify):

Groups, clubs, or organizations can apply for housing based on their desires/needs.

END OF SECTION F

G. ANNUAL EXPENSES

G0 Please provide the URL of your institution's net price calculator:

<https://www.collegenpc.com/LawrenceUniversity>

Provide 2023-2024 academic year costs of attendance for the following categories that are applicable to your institution.

- ☒ Check here if your institution's 2024-2025 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2024-2025 academic year costs of attendance will be available:
 April 2024

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

List the typical tuition, required fees, and food and housing for a full-time undergraduate student for the FULL 2024-2025 academic year. (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits).

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

G1 PRIVATE INSTITUTIONS	First-Year	Undergraduates
Tuition:		

PUBLIC INSTITUTIONS	First-Year	Undergraduates
Tuition: In-district		
Tuition: In-state (out-of-district):		
Tuition: Out-of-state:		
Tuition: Non-resident		

FOR ALL INSTITUTIONS	First-Year	Undergraduates
Required Fees:		
Food and housing (on-campus):		
Housing Only (on-campus):		
Food Only (on-campus meal plan):		

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

Other: _____

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

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

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

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

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

	Residents	Commuters	Commuters
Books and supplies:			
Housing only:	Not Applicable	Not Applicable	
Food only:	Not Applicable		
Food and housing total*	Not Applicable	Not Applicable	
Transportation:			
Other expenses:			

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

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

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

END OF SECTION G

H. FINANCIAL AID

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

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

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

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

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

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

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

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

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

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

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

- | | |
|----------------------------------|----------------------------|
| 1. Non-need institutional grants | 6. Non-need outside grants |
| 2. Non-need tuition waivers | 7. Non-need student loans |
| 3. Non-need athletic awards | 8. Non-need parent loans |
| 4. Non-need federal grants | 9. Non-need work |
| 5. Non-need state grants | |

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.

Private student loans: A nonfederal loan made by a lender such as a bank, credit union or private lender used to pay for up to the annual cost of education, less any financial aid received.

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.

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

DO NOT INCLUDE ANY AID RELATED TO THE CARES ACT OR UNIQUE TO THE COVID-19 PANDEMIC

Aid Awarded to Enrolled Undergraduates

H1 Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates**) in the following categories.

- If the data being reported are final figures for the 2022-2023 academic year (see the next item below),
- Include aid awarded to international students (i.e., those not qualifying for federal aid).
- Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.
- For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-
- **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

2023-2024 2022-2023 Final

Indicate the academic year for which data are reported for **items H1, H2, H2A, and H6** below:

✓

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

- ☐ Federal methodology (FM)
☒ Institutional methodology (IM)
☐ Both FM and IM

Aid Awarded	Need-based	Non-need-
Scholarships/Grants		
Federal	\$1,893,722	\$0
State all states, not only the state in which your institution is located	\$677,688	\$11,250
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$33,498,319	\$18,677,922
Scholarships/grants from external sources (e.g. Kiwanis, National Merit) not awarded by the college	\$750,584	\$323,696
Total Scholarships/Grants	\$36,820,313	\$19,012,868
Self-Help		
Student loans from all sources (excluding parent loans)	\$2,003,890	\$3,733,919
Federal Work-Study	\$941,203	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$0	\$945,291
Total Self-Help	\$2,945,093	\$4,679,210
Parent Loans	\$0	\$1,035,799
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$0	\$1,391,165
Athletic Awards	\$0	\$0

H2 Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source.

- **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.**
- Numbers should reflect the cohort awarded the dollars reported in H1.
- 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.
- **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

	Number of Enrolled Students Awarded Aid	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
A	Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2023 cohort)	335	1379	15
B	Number of students in line a who applied for need-based financial aid	276	1064	11
C	Number of students in line b who were determined to have financial need	225	888	10
D	Number of students in line c who were awarded any financial aid	225	888	10
E	Number of students in line d who were awarded any need-based scholarship or grant aid	225	887	10
F	Number of students in line d who were awarded any need-based self-help aid	152	581	3
G	Number of students in line d who were awarded any non-need-based scholarship or grant aid	47	230	4
H	Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	131	515	5
I	On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	94.3%	93.9%	81.9%

J	The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	\$ 50,965	\$ 49,497	\$ 29,981
K	Average need-based scholarship and grant award of those in line e	\$ 44,503	\$ 41,781	\$ 28,415
L	Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$ 4,091	\$ 5,082	\$ 4,905
M	Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who were awarded a need-based loan	\$ 3,270	\$ 4,295	\$ 3,655

H2A Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid.

- Numbers should reflect the cohort awarded the dollars reported in H1.
- 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.
- Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

	Number of Enrolled Students Awarded Non-need-based Scholarships and Grants	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh.)	Less Than Full-time Undergrad
N	Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	109	477	5
O	Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$ 34,188	\$ 33,316	\$ 19,047
P	Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	0	0	0
Q	Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$ 0	\$ 0	\$ 0

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

Include:

- 2023 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2022 and June 30, 2023.
- Only loans made to students who borrowed while enrolled at your institution.
- Co-signed loans.

Exclude

- Students who transferred in.
- Money borrowed at other institutions.
- Parent loans
- Students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree).
- Any aid related to the CARE Act or unique the COVID-19 pandemic.**

H4 Provide the number of students in the 2023 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2022 and June 30, 2023. Exclude students who transferred into your institution.

303

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.

- 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.	166	54.79%	\$30,026
B	Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	163	53.80%	\$23,432
C	Institutional loan programs.	0	0.00%	\$0
D	State loan programs.	0	0.00%	\$0
E	Private student loans made by a bank or lender.	27	8.91%	\$43,145

Aid to Undergraduate Degree-seeking Nonresidents

- Report numbers and dollar amounts for the same academic year checked in item H1

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

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

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

161

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

\$40,000

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

\$6,440,074

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

- ☒ Institution's own financial aid form
☐ CSS/Financial Aid PROFILE
☐ Other (specify):

Process for First-Year Students**H8** Check off all financial aid forms domestic first-year financial aid applicants must submit:

<input checked="" type="checkbox"/>	FAFSA
<input checked="" type="checkbox"/>	Institution's own financial aid form
<input checked="" type="checkbox"/>	CSS/Financial Aid PROFILE
<input type="checkbox"/>	State aid form
<input checked="" type="checkbox"/>	Noncustodial PROFILE
<input type="checkbox"/>	Business/Farm Supplement
<input type="checkbox"/>	Other (specify):

H9 Indicate filing dates for first-year students:Priority date for filing required financial aid forms: 1-Dec

Deadline for filing required financial aid forms: _____

☐ No deadline for filing required forms (applications processed on a rolling basis)
H10 Indicate notification dates for first-year students (answer a or b):

a) Students notified on or about (date):

1-Dec

b) Students notified on a rolling basis:

☐ Yes☐ No

If yes, starting date:

H11 Indicate reply dates:

Students must reply by (date):	<u>5/1</u>
or within _____ weeks of notification.	

Types of Aid Available

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

H12 Loans

<input checked="" type="checkbox"/>	Direct Subsidized Stafford Loans
<input checked="" type="checkbox"/>	Direct Unsubsidized Stafford Loans
<input type="checkbox"/>	Direct PLUS Loans
<input type="checkbox"/>	Federal Perkins Loans
<input type="checkbox"/>	Federal Nursing Loans
<input type="checkbox"/>	State Loans
<input type="checkbox"/>	College/university loans from institutional funds
<input checked="" type="checkbox"/>	Other (specify):
	<u>Private Education Loan</u>

H13 Need Based Scholarships and Grants

<input checked="" type="checkbox"/>	Federal Pell
<input checked="" type="checkbox"/>	SEOG
<input checked="" type="checkbox"/>	State scholarships/grants
<input checked="" type="checkbox"/>	Private scholarships
<input checked="" type="checkbox"/>	College/university scholarship or grant aid from institutional funds
<input type="checkbox"/>	United Negro College Fund
<input type="checkbox"/>	Federal Nursing Scholarship
<input type="checkbox"/>	Other (specify):

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

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

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 below:

Lawrence will full meet the demonstrated institutional need of students from Wisconsin and Illinois admitted as a first-year or transfer student for Fall 2023 or thereafter. More information is available here: <https://www.lawrence.edu/admissions-aid/aid-affordability/lawrence-advantage>

Are these policies related to the COVID-19 pandemic?

☐ Yes
☒ No

END OF SECTION H

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for **Fall 2023**. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

		Full-time	Part-time
A	Instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
B	Administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
C	Other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
D	Undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
E	Faculty on sabbatical or leave with pay	Include	Exclude
F	Faculty on leave without pay	Exclude	Exclude
G	Replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

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

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

Minority faculty: includes faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other 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 master's degree: a master's degree that is considered the highest degree in a field: example, M. Arch (in architecture) and MFA (master of fine arts in art or theater).

I-1.		Full-Time	Part-Time	Total
A	Total number of instructional faculty	174	42	216
B	Total number who are members of minority groups	34	6	40
C	Total number who are women	93	18	111
D	Total number who are men	81	24	105
E	Total number who are nonresidents (international)	4	0	4
F	Total number with doctorate, or other terminal degree	159	22	181
G	Total number whose highest degree is a master's but not a terminal master's	12	10	22
H	Total number whose highest degree is a bachelor's	3	5	8
I	Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	0	5	5
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	0	0	0

I-2. Student to Faculty Ratio

Report the Fall 2023 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

• Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2023 Student to Faculty ratio	7	to 1	(based on	1396	students
			and	188	faculty).

I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2023 term.

- **Please include classes that have been moved online in response to the COVID-19 pandemic.**

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 2023. 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)**

	1*	2-9	10-19	20-29	30-39	40-49	50-99**	100+	Total
CLASS SECTIONS	653	105	165	45	20	9	3	0	347

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

* Grouping includes independent study, directed study, tutorial, internships, and individual music instruction courses not used in calculation of total.

** All three of the class sections in 50-99 grouping are large music ensembles for which a higher enrollment is desired.

END OF SECTION I

J. Disciplinary areas of DEGREES CONFERRED

J1 Degrees conferred between July 1, 2022 and June 30, 2023

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

Category	Diploma/Certificates	Associate	Bachelor's	CIP 2020 Categories to Include
Agriculture				01
Natural resources and conservation			2.6%	03
Architecture				04
Area, ethnic, and gender studies			3.5%	05
Communication/journalism				09
Communication technologies				10
Computer and information sciences			2.3%	11
Personal and culinary services				12
Education			4.2%	13
Engineering				14
Engineering technologies				15
Foreign languages, literatures, and linguistics			5.3%	16
Family and consumer sciences				19
Law/legal studies				22
English			4.2%	23
Liberal arts/general studies				24
Library science				25
Biological/life sciences			15.8%	26
Mathematics and statistics			2.6%	27
Military science and military technologies				28 & 29
Interdisciplinary studies			1.4%	30
Parks and recreation				31
Philosophy and religious studies			2.3%	38
Theology and religious vocations				39
Physical sciences			5.1%	40
Science technologies				41
Psychology			10.0%	42
Homeland Security, law enforcement, firefighting, and protective services				43
Public administration and social services				44
Social sciences			14.9%	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts			23.5%	50
Health professions and related programs				51
Business/marketing				52
History			2.3%	54
Other				
TOTAL (should = 100%)	0.00%	0.00%	100.00%	

END OF SECTION J

Common Data Set Definitions

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' sites.

Additional guidance for some terms, particularly those common with the IPEDS survey, may be found [here: https://surveys.nces.ed.gov/ipeds/public/glossary](https://surveys.nces.ed.gov/ipeds/public/glossary)

***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

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

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

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and maintaining tribal affiliation

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)

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

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Nepal, Pakistan, Philippines, Thailand, Vietnam, etc.

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 of full-time equivalent college work.

Black or African American: A person having origins in any of the black racial groups of Africa.

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 a significant portion of the total cost.

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

Campus Ministry: Religious student organizations (denominational or nondenominational) devoted to fostering religious life on college campuses. May also refer to Campus Christian Center.

***Career and placement services:** A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventory; and other services.

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

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

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.

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 association.

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

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.

Comprehensive transition and postsecondary program for students with intellectual disabilities: Programs designed to support postsecondary students with intellectual disabilities.

Clock hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as contact 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 student could enroll in a program at any time during the year.

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 food and housing 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 recognized postsecondary credential.

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 recognized postsecondary credential.

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.

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 recognized postsecondary credential. At the undergraduate level, this includes students enrolled in a degree-seeking program.

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

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 have different calendar systems for different programs.

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

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.

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 licensure in a specific profession.

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.

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 student can enroll full time in college, usually after completion of their junior year.

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 dates.

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 with the understanding that the student will return to the original institution.

External degree program: A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal achievement.

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 institution.

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.

First-time, first-year 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.

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 90 quarter hours.

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

Full-time student (undergraduate): A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more clock 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 method of calculation is to divide the total number of grade points by the total number of 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.

CDS Definitions		Pa
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

***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

***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).

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: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

***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

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). They

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

Indebtedness: Aggregate dollar amount borrowed through any loan program (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was

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

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)

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

1. Non-need institutional grants
2. Non-need tuition waivers
3. Non-need athletic awards
4. Non-need federal grants
5. Non-need state grants
6. Non-need outside grants
7. Non-need student loans
8. Non-need parent loans
9. 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.

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

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.

mentories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent pos

; 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 No

rtation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type
icense 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 p

on 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 decisi

on 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

e of obtaining permanent resident status (and who holds either a registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Re

: completion of a program that is eligible for Title IV federal student aid. Credentials that are awarded to recognize an individual's attainment of measurable technical or indust

ster 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 sch

ifts 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

. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experien

reparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as “first-professional” and may include: Chiropractic (D.

cord [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).

ry/occupational skills necessary to obtain employment or advance within an industry occupation. (Generally based on standards developed or endorsed by employers or ind

.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.