



**LYNN**  
UNIVERSITY

INSTITUTIONAL RESEARCH,  
PLANNING AND ASSESSMENT

## 2017-2018 Common Data Set

Prepared by: Lynn University  
Office of Institutional Research, Assessment, and Planning

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### A. GENERAL INFORMATION

#### A0. Respondent Information (Not for Publication)

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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.lynn.edu/university-policies>

#### A1. Address Information

Name of College or University Lynn University

Mailing Address, City/State/Zip 3601 N Military Trail, Boca Raton FL, 33431

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

Main Phone Number 5612377000

WWW Home Page Address www.lynn.edu

Admissions Phone Number 5612377900

Admissions Toll-free Number 8008885966

Admissions Office Mailing Address 3601 N Military Trail, Boca Raton FL, 33431

Admissions Fax Number 5612377100

Admissions E-mail Address admission@lynn.edu

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

<http://www.lynn.edu/admissions/applying-to-lynn>

If there is a separate URL for your school's online inquiry or request information form, please specify:

<https://lynn.askadmissions.net/emtinterestpage.aspx?ip=prospect>

If you have a mailing address other than the above to which applications should be sent, please provide:  
3601 N Military Trail Lynn University Office of Admissions, Boca Raton FL, 33431

**A1.1.** College nickname (e.g., LSU, Penn State, Pitt): LU

**A1.2.** College team name (e.g., Blue Devils, Bulldogs, Panthers): Fighting Knights

**A1.3.** If your institution has a student newspaper, what is its name? iPulse  
 If the publication has a URL, please supply it here: www.lynnipulse.org

**A1.4.** Indicate the social media sites your institution has an official presence on by completing the URLs below:

Facebook: facebook.com/LynnUniversity

Instagram: instagram.com/lynnuniversity

Tumblr:

Twitter: twitter.com/LynnUniversity

YouTube: youtube.com/user/LynnUni

Other: Linkedin: linkedin.com/company/lynn-university;

Google+: plus.google.com/+lynnuniversity

**A2.** Source of institutional control (*check one only*)

Public

Private (nonprofit)

Proprietary

**A2.** Number of years of undergraduate study (*check one only*)

One year

Two years (lower division, junior, community college)

Two years (upper division)

Three years

Four years

Five years

Graduate

First Professional

**A3.** Classify your undergraduate institution:

Coeducational college

Men's college

Women's college

**A3.1.** Check the one response that best describes the location of your institution:

Very Large city (over 500,000)

Large city (250,000-499,999)

Small city (50,000-249,999)

Large town (10,000-49,999)

Small town (2,500-9,999)

Rural Community (under 2,500)

**A3.2.** Place your institution geographically; give mileage from nearest large city or town.

20 miles from Fort Lauderdale. 20 miles from West Palm Beach.

**A3.3.** Campus environment:

- Urban  
 Suburban  
 Rural

**A4.** Academic year calendar

- Semester       4-1-4  
 Quarter       Continuous  
 Trimester       Differs by program  
 Other

**A4.2.** Summer offerings

- Extensive undergraduate courses available  
 Limited undergraduate courses available

**A4.3.** Extended class availability

- Extensive evening or early morning classes at the undergraduate level (evenings after 6:00 PM)  
 Saturday classes available at the undergraduate level

**A5.** Degrees offered by your institution

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

**A6.** Based on your responses in previous sections of the survey, this question does not need to be answered by our institution.

**A7.** For degrees formerly known as "first professional" degrees, see the checklist (L1) that precedes the List of Majors (L2), which is found at the end of the survey.

**A8.** Religious affiliation, if any: \_\_\_\_\_  
 Religious affiliation, if different from above: \_\_\_\_\_

**A9.** Check the responses that best describe your institution; choose no more than two.

<input type="checkbox"/> Agricultural College	<input type="checkbox"/> Culinary School
<input type="checkbox"/> Bible College	<input type="checkbox"/> Junior College
<input type="checkbox"/> Branch Campus	<input type="checkbox"/> Liberal Arts College/College of Arts and Sciences
<input type="checkbox"/> Career College	<input type="checkbox"/> Maritime College
<input type="checkbox"/> College of Business	<input type="checkbox"/> Military College
<input type="checkbox"/> College of Engineering	<input type="checkbox"/> Rabbinical College
<input type="checkbox"/> College of Health Sciences	<input type="checkbox"/> School of Mortuary Science
<input type="checkbox"/> College of Music	<input type="checkbox"/> Seminary College
<input type="checkbox"/> College of Nursing	<input type="checkbox"/> Teachers College/College of Education
<input type="checkbox"/> College of Performing Arts	<input type="checkbox"/> Technical College
<input type="checkbox"/> College of Pharmacy	<input checked="" type="checkbox"/> University
<input type="checkbox"/> College of Visual Arts	<input type="checkbox"/> Virtual (no physical campus)
<input type="checkbox"/> Community College	

Free response: \_\_\_\_\_

**A10.** List any unique facilities available to undergraduate students at your institution (e.g., college-operated museums, observatories, accelerators, nature preserves or other unusual facilities).  
flight simulator, conservatory of music, performing arts center, stadium, intramural fields, sanctuary

**A11.** Provide additional information about general characteristics of your institution not covered elsewhere. \_\_\_\_\_

## 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, 2017. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
<b>Undergraduates</b>				
Degree-seeking, first-time freshmen	238	229	6	9
Other first-year, degree-seeking	125	110	95	55
All other degree-seeking	558	566	119	72
<b>Total degree-seeking</b>	<b>921</b>	<b>905</b>	<b>220</b>	<b>136</b>
All other undergraduates enrolled in credit courses	0	0	8	14
<b>Total undergraduates</b>	<b>921</b>	<b>905</b>	<b>228</b>	<b>150</b>
<b>Graduate</b>				
Degree-seeking, first-time	128	100	55	46
All other degree-seeking	93	125	87	138
All other graduates enrolled in credit courses	0	3	18	13
<b>Total graduate</b>	<b>221</b>	<b>228</b>	<b>160</b>	<b>197</b>

Total all undergraduates: **2204**

Total FT undergraduate degree-seeking: **1826**

Total of all undergraduate degree-seeking: **2182**

Total all graduate: **806**

**GRAND TOTAL ALL STUDENTS: 3010**

## 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, 2017. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	<b>DEGREE-SEEKING FIRST-TIME, FIRST YEAR</b>	<b>DEGREE-SEEKING UNDERGRADUATES</b>	<b>TOTAL UNDERGRADUATES</b>
Nonresident aliens	67	373	373
Hispanic/Latino	64	331	333
Black or African American, non-Hispanic	46	233	233
White, non-Hispanic	234	967	969
American Indian or Alaska Native, non-Hispanic	5	7	7
Asian, non-Hispanic	7	22	22
Native Hawaiian or other Pacific Islander, non-Hispanic	0	0	0
Two or more races, non-Hispanic	4	27	27
Race and/or ethnicity unknown	55	222	240
<b>Total</b>	<b>482</b>	<b>2182</b>	<b>2204</b>

**B2.1.** Nonresident alien graduate enrollment. 190

## Persistence

**B3.** Number of degrees awarded by your institution from July 1, 2016, to June 30, 2017.

Certificate/diploma	Degrees
Associate degrees	
Bachelor's degrees	264
Postbachelor's certificates	3
Master's degrees	377
Post-master's certificates	6
Doctoral degrees – research/scholarship	15
Doctoral degrees – professional practice	
Doctoral degrees – other	

## 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 instructions and glossary on the 2017 Web-based survey.

### For Bachelor's or Equivalent Programs

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

#### Fall 2010 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall **2010**. Include in the cohort those who entered your institution during the summer term preceding Fall **2010**.

**B4.** Initial **2010** cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 355

**B5.** Of the initial **2010** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: 1

#### Fall 2011 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall **2011**. Include in the cohort those who entered your institution during the summer term preceding Fall **2011**.

**B4.** Initial **2011** cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 408

**B5.** Of the initial **2011** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: 1

**B6.** Final **2010** cohort, after adjusting for allowable exclusions: 354  
(Subtract question B5 from question B4)

**B7.** Of the initial **2010** cohort, how many completed the program in four years or less (by August 31, 2014): 125

**B8.** Of the initial **2010** cohort, how many completed the program in more than four years but in five years or less (after August 31, 2014 and by August 31, 2015): 28

**B9.** Of the initial **2010** cohort, how many completed the program in more than five years but in six years or less (after August 31, 2015 and by August 31, 2016): 5

**B10.** Total graduating within six years (sum of questions B7, B8, and B9):  
158

**B11.** Six-year graduation rate for **2010** cohort (question B10 divided by question B6):  
44.6%

**B6.** Final **2011** cohort, after adjusting for allowable exclusions: 407  
(Subtract question B5 from question B4)

**B7.** Of the initial **2011** cohort, how many completed the program in four years or less (by August 31, 2015): 179

**B8.** Of the initial **2011** cohort, how many completed the program in more than four years but in five years or less (after August 31, 2015 and by August 31, 2016): 23

**B9.** Of the initial **2011** cohort, how many completed the program in more than five years but in six years or less (after August 31, 2016 and by August 31, 2017): 4

**B10.** Total graduating within six years (sum of questions B7, B8, and B9):  
206

**B11.** Six-year graduation rate for **2011** cohort (question B10 divided by question B6):  
50.6%

Sections B2.2-2.3 Based on your responses in previous sections of the survey, these questions do not need to be answered by our institution.

For the following questions, please use the same methodology and exclusions used in calculating B11 to calculate the six-year graduation rate for Federal Pell Grant recipients in the 2011 cohort. If not available, provide data for the Fall 2010 cohort.

**B11.1.** Six-year graduation rate for recipients of a Federal Pell Grant in the 2011 cohort: 17%  
Six-year graduation rate for recipients of a Federal Pell Grant in the 2010 cohort: 20%

**B12.** Six-year graduation rate for recipients of a subsidized Stafford Loan who did not receive a Pell Grant in the 2011 cohort: 18%  
Six-year graduation rate for recipients of a subsidized Stafford Loan who did not receive a Pell Grant in the 2010 cohort: 18%

**B13.** Six-year graduation rate for students who did not receive either a Pell Grant or a subsidized Stafford Loan in the 2011 cohort: 66%  
Six-year graduation rate for students who did not receive either a Pell Grant or a subsidized Stafford Loan in the 2010 cohort: 62%

## Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2016 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

- B22.** For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2016 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2017? 69.2%
- B24.** What percentage of freshmen who enrolled in Fall 2016 completed the academic year in good standing? ("Good standing" is defined by individual institutions according to their own standards.) 70.8%
- B26.** What percentage of graduates of 2-year transfer programs typically enter 4-year programs? \_\_\_\_\_
- B28.** Percentage of graduates of 4-year programs who typically continue their education within one year of receiving their bachelor's degrees.
- \_\_\_\_\_ Percent who enter law school
- \_\_\_\_\_ Percent who enter medical school
- \_\_\_\_\_ Percent who enter MBA Programs
- \_\_\_\_\_ Percent who enter other graduate programs
- \_\_\_\_\_ Percent who enter graduate programs (total)

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

#### Director of Admission

Name Stefano Papaleo  
 Title Director of Undergraduate Admission  
 Phone 5612377900  
 E-mail Address spapaleo@lynn.edu

#### Applications

##### C1. First-time, first-year (freshman) students

Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2017. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men applied	<u>1393</u>
Total first-time, first-year (freshman) women applied	<u>1610</u>
Total first-time, first-year (freshman) men and women applied	<u>3003</u>
Total first-time, first-year (freshman) men admitted	<u>1159</u>
Total first-time, first-year (freshman) women admitted	<u>1382</u>
Total first-time, first-year (freshman) men and women admitted	<u>2541</u>



Total full-time, first-time, first-year (freshman) men enrolled	<u>238</u>
Total part-time, first-time, first-year (freshman) men enrolled	<u>6</u>
Total full-time, first-time, first-year (freshman) women enrolled	<u>229</u>
Total part-time, first-time, first-year (freshman) women enrolled	<u>9</u>
Total (full-time & part-time) first-time, first-year (freshman) men and women enrolled	<u>482</u>

## C2. Freshman wait-listed students

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

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

If yes, please answer the questions below for Fall 2017 admissions:

Number of qualified applicants offered a place on waiting list	<u>9</u>
Number accepting a place on the waiting list	<u>9</u>
Number of wait-listed students admitted	<u>7</u>
Is your waiting list ranked?	<u>No</u>
If yes, do you release that information to students?	<u>No</u>
Do you release that information to school counselors?	<u>No</u>

## 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

**C3.1.** Indicate any special admission requirements for home-schooled applicants that are *in addition to* those required of all applicants:

- Statement describing home school structure and mission
- Transcript/record of courses and grades
- State high school equivalency certificates
- Interview
- Letter of recommendation from person other than parent

If you have other requirements or policies for home-schooled applicants, please describe here:

SAT or ACT scores are 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.

	<b>Units Required</b>	<b>Units Recommended</b>
Total academic units		16
English		4
Mathematics		4
Science		4
Of these, units that must be lab		
Foreign language		
Social studies		2
History		2
Academic electives		
Computer Science		
Visual/Performing Arts		
Other ( <i>specify</i> )	Mathematics must include algebra I, algebra II, and either geometry, trigonometry, calculus, or analysis. Science must include biology and a physical science.	

**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*)

**C6.1** Please use the following lines to write a brief statement about how your admission decisions are reached. If your institution has an open admission policy but has specific admission criteria for certain groups of students or for certain programs, explain those qualifications here.

School achievement record, high school counselor's recommendation, test scores important; class-rank, school and community activities considered. Special consideration given to foreign and minority applicants.

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

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

**C7.1.** Indicate your admission policies on interviews, auditions, portfolios and essays:

Interviews required

Essay or personal statement required

Other: Interview recommended. Conservatory students must audition.

**C7.2.** Describe any special admission requirements or procedures for students with learning disabilities:

Submit psychological testing in addition to other admission documents.

## **SAT and ACT Policies**

### **C8. Entrance exams**

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

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2019:

	Required	Recommended	Required for Some	Considered If Submitted	Not Used
SAT or ACT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2019 please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

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

If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2019 please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

- SAT with Essay component required  
 SAT with Essay component recommended  
 SAT with or without Essay component accepted

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

	SAT ESSAY	ACT ESSAY
For admission	<input type="checkbox"/>	<input type="checkbox"/>
For placement	<input type="checkbox"/>	<input type="checkbox"/>
For advising	<input type="checkbox"/>	<input type="checkbox"/>
In place of an application essay	<input type="checkbox"/>	<input type="checkbox"/>
As a validity check on the application essay	<input type="checkbox"/>	<input type="checkbox"/>
No college policy as of now	<input type="checkbox"/>	<input type="checkbox"/>
Not using essay component	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

- Yes  No

E. Latest date by which SAT or ACT scores must be received for fall-term admission 08/01  
 Latest date by which SAT Subject Test scores must be received for fall-term admission N/A

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

First-year students may apply without SAT or ACT scores. If you choose to apply test optional, your application will be evaluated holistically with consideration given to various factors including your high school grade point average, strength of curriculum, progression of courses taken, letters of recommendation, and through an interview process if deemed necessary. If you're a first-year student and you're homeschooled, then you are required to submit standardized test scores.

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

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

**C8.3.** If necessary, explain or provide additional information about your admissions policies:

\_\_\_\_\_

**C8.4. SAT Score-Use Practice.**

In order to help students make an informed choice about the scores they send, the College Board collects SAT score-use practices from every college, university or scholarship program that chooses to provide us with the requested information. Please indicate how your institution uses SAT scores for the admissions process by selecting one from the list of practices below. Each SAT Score-Use Practice is followed by its Student-Focused Description. Because the essay score policies are reported separately, base your score use practice on the two sections (Evidence-Based Reading and Writing, and Math).

Please note: If your institution already has a practice on file with the College Board, it will be displayed below. You can either keep or change your score-use practice.

<p><b>Highest Section Scores Across Test Dates Version 1 (Evidence-Based Reading and Writing, Math)</b></p> <p>Lynn University has indicated that it considers your highest section scores across all SAT test dates that you submit. Feel free to send any additional scores that you want to make available to Lynn University.</p>	<input type="checkbox"/>
<p><b>Highest Section Scores Across Test Dates Version 2 (Evidence-Based Reading and Writing, Math)</b></p> <p>Lynn University has indicated that it considers your highest section scores across all SAT test dates that you submit. Only your highest section scores will be considered as part of the final admissions decision. Each time you submit scores, Lynn University will update your record with any new high scores. Lynn University strongly encourages you to submit your scores each time you take the SAT. Sending your scores each time you take the SAT can benefit you by allowing Lynn University to consider you for all available enrollment opportunities.</p>	<input checked="" type="checkbox"/>
<p><b>Single Highest Test Date Version 1 (Sum of Evidence-Based Reading and Writing + Math)</b></p> <p>Lynn University has indicated that it considers the SAT scores from you single highest test date (the sum of Evidence-Based Reading and Writing + Math). Feel free to send any additional scores that you want to make available to Lynn University.</p>	<input type="checkbox"/>
<p><b>Single Highest Test Date Version 2 (Sum of Evidence-Based Reading and Writing + Math)</b></p> <p>Lynn University has indicated that it considers the SAT scores from your single highest test date (the sum of Evidence-Based Reading and Writing + Math). Only your highest scores will be considered as part of the final admissions decision. Each time you submit scores, Lynn University will update your record with any new high scores. Lynn University strongly encourages you to submit your scores each time you take the SAT. Sending your scores each time you take the SAT can benefit you by allowing Lynn University to consider you for all available enrollment-related opportunities.</p>	<input type="checkbox"/>
<p><b>All SAT Scores Required for Review</b></p> <p>Lynn University has indicated that it considers all SAT scores in its review process and requires that you submit all SAT scores from all test dates.</p>	<input type="checkbox"/>
<p><b>Contact Institution for Information</b></p> <p>Please contact Lynn University for information about its use of SAT scores.</p> <p>If your institution has provided a URL for its web site, the Student-Focused Description will read: "For information about Lynn University 's use of SAT scores, please visit Lynn University's web site at lynn.edu, which is owned by Lynn University. If you encounter any problems, please contact Lynn University directly."</p>	<input type="checkbox"/>

## Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2017, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

**C9.** Percent and number of first-time, first-year (freshman) students enrolled in Fall 2017 who submitted national standardized (SAT/ACT) test scores. Include information for ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores. Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. Do convert Old SAT scores to New SAT scores using the College Board's concordance.

The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

Percent submitting SAT scores	<u>27%</u>	Number submitting SAT scores	<u>132</u>
Percent submitting ACT scores	<u>14%</u>	Number submitting ACT scores	<u>66</u>

	<b>25th Percentile</b>	<b>75th Percentile</b>	<b>Average Score</b>
SAT Critical Reading	480	570	528.4
SAT Math	478	560	522
SAT Writing			
SAT Essay			
ACT Composite	19	24	21.7
ACT Math	17	23	19.9
ACT English	17	24	21.3
ACT Writing	-	-	-

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

	<b>SAT Critical Reading</b>	<b>SAT Math</b>
700-800	0%	0%
600-699	15%	11%
500-599	57%	59%
400-499	27%	27%
300-399	1%	3%
200-299	0%	0%
	100.00%	100.00%

	<b>ACT Composite</b>	<b>ACT English</b>	<b>ACT Math</b>
30-36	1%	7%	0%
24-29	28%	22%	16%
18-23	58%	42%	51%
12-17	13%	28%	32%
6-11	0%	0%	0%
Below 6	0%	1%	1%
	100.00%	100.00%	100.00%

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

Percent in top tenth of high school graduating class \_\_\_\_\_%

Percent in top quarter of high school graduating class \_\_\_\_\_%

Percent in top half of high school graduating class \_\_\_\_\_%

Percent in bottom half of high school graduating class \_\_\_\_\_%

Percent in bottom quarter of high school graduating class \_\_\_\_\_%

Percent of total first-time, first-year (freshman) students who submitted high school class rank \_\_\_\_\_%

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

Percent who had GPA of 3.75 and higher 11%

Percent who had GPA between 3.50 and 3.74 11%

Percent who had GPA between 3.25 and 3.49 15%

Percent who had GPA between 3.00 and 3.24 18%

Percent who had GPA between 2.50 and 2.99 26%

Percent who had GPA between 2.0 and 2.49 16%

Percent who had GPA between 1.0 and 1.99 3%

Percent who had GPA below 1.0 0%

**C12.** Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA: 3.03

Percent of total first-time, first-year (freshman) students who submitted high school GPA: 99%



## Admission Policies

### C13. Application fee

	YES	NO
Does your institution have an application fee?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Amount of application fee:	\$45	
Can it be waived for applicants with financial need?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

**C13.1.** If the fee is different for out-of-state applications, please indicate the fee here: \$\_\_\_\_\_

**C13.2.** Indicate alternative formats in which your institution's application is available:

Online through college's own website

Common Application

Universal Application

Coalition Application

Other

If your institution's application can be accessed online, indicate policy for submission of the application

Online submission accepted

Online submission required

Paper application required

### C14. Application closing date

Does your institution have an application closing date?  Yes  No

Application closing date (fall): 08/01

Priority date: 03/01

**C14.1.** Application closing date (if any) is:  receipt date  postmark date

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

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

On a rolling basis beginning (date): 09/01

By (date): 08/01

Other: \_\_\_\_\_

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

Must reply by (date):	<input type="checkbox"/>
No set date:	<input checked="" type="checkbox"/>

Must reply by May 1 or within <u>2</u> weeks if notified thereafter	<input checked="" type="checkbox"/>
Other: _____	

Deadline for housing deposit (MMDD): 05/01

Amount of housing deposit: \_\_\_\_\_

Refundable if student does not enroll?

- Yes, in full  
 Yes, in part  
 No

**17.1.** Check here if your institution observes the terms of the Candidates Reply Date Agreement (CRDA).

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

- Yes     No    If yes, maximum period of postponement: \_\_\_\_\_

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

- Yes     No

### 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 (freshman) applicants for fall enrollment?  Yes     No

If "yes," please complete the following:

First or only early decision plan closing date	
First or only early decision plan notification date	
Other early decision plan closing date	
Other early decision plan notification date	
For the Fall 2017 entering class:	
Number of early decision applications received by your institution	
Number of applicants admitted under early decision plan	
Please provide significant details about your early decision plan:	

**C22. Early action:** Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?  Yes     No

If "yes," please complete the following:

Early action closing date 11/15

Early action notification date 12/15

Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?  Yes  No

Number of early action applications received by your institution:	<u>1004</u>
Number of applicants admitted under early action plan	<u>762</u>
Number of applicants enrolled under early action plan	<u>150</u>

## International Admission

### C24.0. International Admission Policies

Name Stefano Papaleo

Title Director of Undergraduate Admission

Phone 5612377900

Fax 5612377100

E-mail Address spapaleo@lynn.edu

**C24.** Do you want your institution listed in the College Board's International Student Handbook? There is no charge for this listing.  Yes  No

**C24.0** Does your institution enroll international students?  Yes  No

**C25.** SAT/ACT policies for undergraduate international students:

	Required	Recommended	Required for Some	Considered If Submitted	Not Used
SAT or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C26.** Is TOEFL generally required of nonresident alien applicants?  Yes  No

**C27.** What is the minimum score you require for unconditional admission?

71 TOEFL Internet-based Test (iBT) (Range 0120)

What is the average score of accepted applicants?

79 Internet-based Test (iBT) (Range 0120)

**C28.** Is conditional academic admission offered to applicants whose English skills will not permit them to pursue academic course work in their first term?

Conditional admission based on English language proficiency.

**C29.** Application fee for undergraduate international students: \$45

**C30.** Fall 2019 application closing date for undergraduate international students: 08/01

Check here if the application deadline is in the calendar year prior to year of entry (that is, in 2018)

No closing date

**C31.** Indicate the maximum number of credits that international undergraduate students may take during all summer sessions in a single academic year: 18

**C33.** List services available to international students:

International student adviser

Special international student orientation program

Housing during summer months for international students

ESL Program ON CAMPUS for international students

### Adult Student Admission Policies

**C34.** Test policies for adult students (check all that apply):

Test policies are the same as described in question C8.

SAT/ACT test scores are not required.

SAT/ACT test scores not required if applicant is over years of age.

SAT/ACT test scores not required if applicant is out of high school \_\_\_\_ years or more

Other test policies for adult students: \_\_\_\_\_

### D. TRANSFER ADMISSION

#### Fall Applicants

**D1.** Does your institution enroll transfer students?  Yes  No

(If no, please skip to Section E)

If yes, may transfer students earn advanced 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 2017.

	<b>Applicants</b>	<b>Admitted Applicants</b>	<b>Enrolled Applicants</b>
Men	306	282	148
Women	205	186	234
<b>Total</b>	<b>511</b>	<b>468</b>	<b>382</b>

### Application for Admission

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

Fall

Winter

Spring

Summer

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

Yes  No

If yes, what is the minimum number of credits and the unit of measure? 12 semester hours

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

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not required
High school transcript	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
College transcript(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay or personal statement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Statement of good standing from prior institution(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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): 2.0

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

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall					<input checked="" type="checkbox"/>
Winter					<input type="checkbox"/>
Spring					<input type="checkbox"/>
Summer					<input type="checkbox"/>

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

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

College performance and recommendation from dean of students required. Must have minimum of 12 transferrable college level course credits to be considered a transfer student.

### Transfer Credit Policies

**D12.** Report the lowest grade earned for any course that may be transferred for credit: 1

**D13.** Maximum number of credits or courses that may be transferred from a two-year institution:  
Number 60 Unit type \_\_\_\_\_

**D14.** Maximum number of credits or courses that may be transferred from a four-year institution:  
Number 90 Unit type \_\_\_\_\_

**D15.** Minimum number of credits that transfers must complete at your institution to earn an associate degree: 15

**D16.** Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree: 30

**D17.** Describe other transfer credit policies: \_\_\_\_\_

### **Institutions to Which/From Which Students Transfer**

**D18.** Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

**D19.** Transfer students entered your institution last year from which 2-year institutions? (List no more than 5.) \_\_\_\_\_

### **Special Services**

**D20.** What special services does your institution offer to students transferring INTO your institution:

- Adviser
- Orientation
- Reentry adviser
- Preadmission transcript evaluation (determination of what courses will transfer)

What special services does your institution offer to students transferring OUT OF your institution:

- Transfer center
- Transfer adviser
- College fairs/transfer recruitment on campus

**D21.** Transfer students accepted at the following levels:

- First-semester freshman
- Second-semester freshman
- Sophomore
- Junior
- Senior

**D22.** Percentage of transfer students entering your institution in Fall 2017 at the following levels:

- 34 % Entered as first-semester freshmen
- 12 % Entered as second-semester freshmen
- 24 % Entered as sophomores
- 16 % Entered as juniors
- 14 % Entered as seniors

**D23.** Percentage of transfer students entering your institution in Fall 2017 from 2-year and 4-year programs:

- \_\_\_ % transferred from 2-year programs
- \_\_\_ % transferred from 4-year programs

**D24.** If you have formal articulation programs with other institutions, indicate the names of the institutions. (A formal articulation program is an agreement between two educational institutions, stating specific policies relating to transfer and recognition of academic achievement in order to facilitate the successful transfer of students without duplication of learning.)

Agreements with all Florida community colleges; Landmark College and Irish American University in Dublin, Ireland; Raritan L ey Community College, Berkshire Community College, Bucks County Community College.

## E. ACADEMIC OFFERINGS AND POLICIES

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

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

**E1.1.** Other off-campus study options.

- New York semester
- Semester at sea
- United Nations semester
- Urban semester
- Washington semester

**E1.2.** Do you offer GED preparation?  Yes  No  
Are you a GED test center?  Yes  No

**E1.3.** If you have formal partnerships with national corporations, local businesses, or high schools describe them briefly (do not include dual enrollment or outreach programs here): N/A

**E1.4.** Do you offer license preparation in the following areas?

- |   |   |
|---|---|
| <input type="checkbox"/> Preparation on campus Exam given on campus | <input type="checkbox"/> Paramedic        |
| <input checked="" type="checkbox"/> Aviation                        | <input type="checkbox"/> Physical Therapy |
| <input type="checkbox"/> Dental hygiene                             | <input type="checkbox"/> Radiology        |
| <input type="checkbox"/> Nursing                                    | <input type="checkbox"/> Real Estate      |
| <input type="checkbox"/> Occupational Therapy                       |   |

**E1.5.** Do you have a separate undergraduate honors college with different admission requirements and different academic offerings?

- Yes  No

If so, please describe briefly the admission requirements, the number of freshmen admitted (in general) and the academic program. \_\_\_\_\_

## E1.7. Programs leading to combined bachelor's/graduate:

	At your institution	In conjunction with another institution
Dentistry (DDS or DMD)	<input type="checkbox"/>	<input type="checkbox"/>
Osteopathic Medicine (DO)	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacy (D.Pharm)	<input type="checkbox"/>	<input type="checkbox"/>
Podiatry	<input type="checkbox"/>	<input type="checkbox"/>
Master of Business Administration (MBA)	<input type="checkbox"/>	<input type="checkbox"/>
Medicine (MD)	<input type="checkbox"/>	<input type="checkbox"/>
Master of Fine Arts (MFA)	<input type="checkbox"/>	<input type="checkbox"/>
Law (JD or LL.B)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Optometry (OD)	<input type="checkbox"/>	<input type="checkbox"/>
Dentistry (DDS or DMD)	<input type="checkbox"/>	<input type="checkbox"/>
Osteopathic Medicine (DO)	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacy (D.Pharm)	<input type="checkbox"/>	<input type="checkbox"/>
Podiatry	<input type="checkbox"/>	<input type="checkbox"/>
Master of Business Administration (MBA)	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacy (D.Pharm)	<input type="checkbox"/>	<input type="checkbox"/>
Podiatry	<input type="checkbox"/>	<input type="checkbox"/>
Master of Business Administration (MBA)	<input type="checkbox"/>	<input type="checkbox"/>
Medicine (MD)	<input type="checkbox"/>	<input type="checkbox"/>
Master of Fine Arts (MFA)	<input type="checkbox"/>	<input type="checkbox"/>
Law (JD or LL.B)	<input type="checkbox"/>	<input type="checkbox"/>
Optometry (OD)	<input type="checkbox"/>	<input type="checkbox"/>
Veterinary Medicine (DVM)	<input type="checkbox"/>	<input type="checkbox"/>
Accounting	<input type="checkbox"/>	<input type="checkbox"/>
Architecture	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
Education	<input type="checkbox"/>	<input type="checkbox"/>
Engineering	<input type="checkbox"/>	<input type="checkbox"/>
Environmental Studies	<input type="checkbox"/>	<input type="checkbox"/>
Forestry	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
Nursing	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Therapy	<input type="checkbox"/>	<input type="checkbox"/>
Physical Therapy	<input type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>
Social Work	<input type="checkbox"/>	<input type="checkbox"/>



**E3. Identify the academic support services offered to students.**

- Writing Center
  Pre-admission summer program  
 Learning Center
  Reduced course load  
 Tutoring
  Study skills assistance  
 Remedial instruction

Other (*describe*): Academic coaching, assistive technology, diagnostic assessment, alternative testing environment

**E3.1. Are academic support services available:**

- Evenings (after 6:00PM)  Yes  No  
 Weekends  Yes  No

**E3.2. Briefly describe any academic programs or services you have in place to assist first generation or other underrepresented students.** \_\_\_\_\_**E4. If you wish, describe other characteristics of your academic offerings and policies.** \_\_\_\_\_**E5. Computing on Campus**

Are students required to have a personal or laptop computer?

- Yes  No

Number of college-owned workstations available for general student use. 250

Location of workstations.

- Dorms  
 Library  
 Computer center  
 Student center

Check off if these apply:

- Dorms wired for high speed internet connections (e.g. Ethernet, T1, T3).  
 Dorms wired for access to campus-wide network.  
 E-mail accounts provided to all students.  
 Online course registration for freshmen.  
 Commuter/off-campus students can connect to campus network.  
 Computer repair service available on campus.  
 Computer helpline available.  
 Online library (ability to read books, periodicals, etc. online).  
 Discounted computer software for sale (on-campus-store).  
 Discounted computer hardware for sale (on-campus-store).  
 Student web hosting.  
 Wireless network.

**Placement and Credit by Examination****E6. Information should reflect policies affecting freshmen entering Fall 2019.**

Institutional/departmental examinations used for placement, counseling, or credit.  Yes  No

E7. Maximum number of credits awarded for prior work and/or life experiences 30

E8. Policy limiting hours of credit by examination that may be counted toward a degree:

Hours of credit by examination may be counted toward associate degree 15

Hours of credit examination may be counted toward a bachelor's degree 30

Other credit by examination policy \_\_\_\_\_

E9. Credit and/or placement awarded for International Baccalaureate?  Yes  No

### E11.0. Advanced Placement Official

Name Jennifer Scholl

Title Registrar

Phone 5612377811

E-mail Address jscholl@lynn.edu

### E11. AP Credit and Placement

Describe your institution's use of AP scores. Check all that apply.

- Credit awarded for qualifying AP scores
- Placement into higher level courses awarded for qualifying AP scores
- Sophomore standing available for qualifying AP scores

#### E11.1. AP Credit and Placement Policy

a.) Provide a brief description of your institution's AP credit and placement policy

Credits awarded for an AP test grade of 3 or higher upon official grade report receipt

b.) If your institution's AP credit and placement policy information is available online, provide the URL in this space: https://my.lynn.edu/ICS/Academics/Transfer\_Credit.jnz

If this URL does not lead *directly* to the AP credit and policy information, indicate the page on which that information is found or give other instructions for finding AP policy information at this URL:

\_\_\_\_\_

#### E11.2. AP and Admissions

Describe the relative importance of AP in the college admissions process

Very Important  Important  Considered  Not Considered

**F. STUDENT LIFE**

**F1.** Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2017 who fit the following categories:

	<b>1ST-TIME, 1ST-YEAR (FRESHMAN) STUDENTS</b>	<b>DEGREE-SEEKING UNDERGRADUATES</b>
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	54%	41%
Percent of men who join fraternities	25%	5%
Percent of women who join sororities	17%	4%
Percent who live in college-owned, -operated, or -affiliated housing	82%	46%
Percent who live off campus or commute	16%	54%
Percent of students age 25 and older	2%	11%
Average age of full-time students	18	20
Average age of all students (full- and part-time)	18	21

**F1.1.** Is your campus considered primarily:  Residential  Commuter

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

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

**F2.1.** Social organizations:  Fraternities  Sororities

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

Army ROTC is offered:

- On campus  At cooperating institution (name): \_\_\_\_\_

Naval ROTC is offered:

- On campus  At cooperating institution (name): \_\_\_\_\_

Air Force ROTC is offered:

- On campus  At cooperating institution (name): University of Miami

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

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

**F4.1.** Indicate housing policies at your institution:

- No college-affiliated student housing available
- Guaranteed on-campus housing for freshmen
- Guaranteed on-campus housing for all undergraduates
- Assistance in locating off-campus housing

**F4.2.** Religious observance required?  Yes  No

**F4.3.** Check each of the following Clubs and Student Organization categories sponsored by your institution.

- |  |   |
|--|---|
| <input type="checkbox"/> Academic, Career, Pre-Professional          | <input checked="" type="checkbox"/> Culture Identity & Diversity Appreciation |
| <input checked="" type="checkbox"/> Environment & Sustainability     | <input checked="" type="checkbox"/> Gender & Sexuality                        |
| <input checked="" type="checkbox"/> Greek Life                       | <input type="checkbox"/> Health & Wellness                                    |
| <input checked="" type="checkbox"/> Media & Publications             | <input type="checkbox"/> Creative and Performing Arts                         |
| <input checked="" type="checkbox"/> Political / Social Awareness     | <input checked="" type="checkbox"/> Religion & Spirituality                   |
| <input checked="" type="checkbox"/> Service                          | <input checked="" type="checkbox"/> Special Interest                          |
| <input checked="" type="checkbox"/> Sports and Recreation Activities |   |

List up to 10 religious, political, ethnic, and social service organizations available on campus:  
Student Activities Board, Black Student Union, Chabad, Hillel, Animal Welfare Club, Criminal Justice Club, Knights of the Roundtable

**F4.4.** Student Life: Please describe any important policies, regulations or requirements: Pets are allowed in the dorms only if the animal is a registered service/support animal.

**F4.5.** Are pets allowed in dorm rooms?  Yes  No

**F4.6.** Do you allow first-time, first-year students to have a car on campus?  Yes  No

**F5.0.** Are intercollegiate, intramural, or club sports offered by your institution?  Yes  No

**F5. Intercollegiate athletic association membership:**

- National Association of Intercollegiate Athletics (NAIA)
- National Collegiate Athletic Association (NCAA)
- National Junior College Athletic Association (NJCAA)
- United States Collegiate Athletic Association (USCAA)
- National Christian College Athletic Association (NCCAA)



Ultimate (or Ultimate Frisbee)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volleyball	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volleyball (Sand)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weightlifting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**F7.** List any other available club sports not listed in question F6. If restricted to men include "M"; if restricted to women include "W". Dance (W)

### F8. Freshman Orientation

Freshman orientation available:  Yes  No

Mandatory?  Yes  No

Is there a separate charge?  Yes  No; Amount \$ \_\_\_\_\_

Can you preregister for classes?  Yes  No

Use these lines to describe your orientation program, including when held and duration: \_\_\_\_\_

**F9.** Check each of the following services offered by your institution:

- |  |   |
|--|---|
| <input type="checkbox"/> Adult (reentering) student services/programs      | <input type="checkbox"/> Legal services                             |
| <input checked="" type="checkbox"/> Alcohol/substance abuse counseling     | <input checked="" type="checkbox"/> Minority student services       |
| <input checked="" type="checkbox"/> Chaplain/spiritual director            | <input type="checkbox"/> On-campus daycare                          |
| <input checked="" type="checkbox"/> Career counseling                      | <input checked="" type="checkbox"/> Personal counseling             |
| <input type="checkbox"/> Economically disadvantaged student services       | <input checked="" type="checkbox"/> Placement service for graduates |
| <input checked="" type="checkbox"/> Employment services for undergraduates | <input checked="" type="checkbox"/> Veterans' counselor             |
| <input checked="" type="checkbox"/> Financial aid counseling               | <input checked="" type="checkbox"/> Women's services                |
| <input checked="" type="checkbox"/> Health services                        |   |

**F10.** Indicate the services, programs, and/or resources sponsored by your institution for the traditionally under-represented identities listed below:

IDENTITY	COUNSELING OR ACADEMIC SUPPORT PROGRAMS	SPECIALTY HOUSING	OTHER
First Generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low Income/Pell Grant Eligible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
LBTQ	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Black / African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American / Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic / Latinx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle Eastern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian (including Indian subcontinent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veteran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student of Color/ Multicultural	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**F11.** Service/facilities for the physically disabled:

- Wheelchair accessibility
- Services and/or facilities for visually impaired
- Services and/or facilities for hearing impaired
- Services and/or facilities for speech or communications disorders

**F12.** Indicate the type of support services available for students with learning disabilities.

Comprehensive is defined as a specific program staffed by professionals experienced in the area of learning disabilities, designed to meet the needs of students with various types of learning disabilities. Partial means support services are available on an individual, as needed basis but there is no formal program offered.

 Comprehensive services available Partial services available

**G. ANNUAL EXPENSES****G. Chief Financial Aid Officer**

Name John Chambers  
 Title Director of Student Financial Assistance  
 Phone 5612377973  
 E-mail Address jchambers@lynn.edu

**Financial Aid Office**

Phone 5612377185  
 E-mail Address: studentfinancialservices@lynn.edu  
 URL to financial aid web page www.lynn.edu/financialaid  
 Title IV Code 001505

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

<http://www.lynn.edu/admissions/tuition-and-aid/costs>

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

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

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the 2018-2019 academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A **full academic year** refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. **Room and board** is defined as double occupancy and 19 meals per week or the maximum meal plan. **Required fees** include only charges that 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).

	<b>FIRST-YEAR</b>
PRIVATE INSTITUTION	\$35960
PUBLIC INSTITUTION	
In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENT ALIEN:	
REQUIRED FEES:	\$2250
ROOM AND BOARD: (on-campus)	\$12170
ROOM ONLY: (on-campus)	
BOARD ONLY: (on-campus meal plan)	

Comprehensive tuition/room/board fee (if your college cannot provide separate tuition/room /board fees): \_\_\_\_\_

Other: \_\_\_\_\_



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

12 minimum 18 maximum

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

**G3.1.** Indicate tuition exchange or reciprocity agreements participated in by your institution:

- Southern Regional Education Board Academic Common Market  
 Midwest Student Exchange  
 Western Undergraduate Exchange  
 New England Regional Student Program

**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:

	<b>Residents</b>	<b>Commuters (living at home)</b>	<b>Commuters (not living at home)</b>
Books and supplies:	\$800	\$800	\$800
Room only:			
Board only:		\$585	
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):	\$12,170		\$13,035
Transportation:	\$1,188	\$4,206	\$2,555
Other expenses:	\$4,455	\$3,110	<b>\$4,680</b>

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

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

**G7.** Other estimated expenses for international students for academic year: figure should not include cost information from G1 and should not include estimated expenses in G5. Typically, the figure reported here represents long distance travel and other expenses unique to international students.

\_\_\_\_\_ \$2,812

## H. FINANCIAL AID

### Aid Awarded to Enrolled Undergraduates

**H1.** Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, “total degree-seeking” undergraduates) in the following categories. (Note: If the data being reported are final figures for the 2016-2017 academic year (see the next item below), use the 2016-2017 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column. (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for “non-need-based scholarship or grant aid” on the last page of the definitions section.)

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

- 2017-2018 estimated       2016-2017 final

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

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

	<b>Need-based</b> (Include non-need-based aid use to meet need.)	<b>Non-need-based</b> (Exclude non-need-based aid use to meet need.)
	<b>\$</b>	<b>\$</b>
<b>Scholarships/Grants</b>		
Federal	2,513,761	0
State (i.e., all states, not only the state in which your institution is located)	1,397,129	638,222
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	8,966,431	7,623,396
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	196,558	229,331
<b>Total Scholarships/Grants</b>	<b>1,073,879</b>	<b>8,490,949</b>
<b>Self-Help</b>		
Student loans from all sources (excluding parent loans)	5,443,520	885,650
Federal Work-Study	460,322	.
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	191,915	106,155
<b>Total Self-Help</b>	<b>6,095,757</b>	<b>991,805</b>
<b>Parent Loans</b>	<b>7,970,873</b>	<b>560,362</b>
<b>Tuition Waivers</b> (Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.)	957,580	822,155
<b>Athletic Awards</b>	<b>1,473,974</b>	<b>1,700,347</b>

**H1A.** Distribution of Institutional Aid Awarded to Enrolled Undergraduates Questions H1A a), b), and c) below are being asked for purposes of the AGB/NACUBO Looking Under the Hood online benchmarking tool. No data descriptive of individual institutions elicited from these questions will be made public by AGB, NACUBO, or The College Board. Please address any inquiries or concerns about these questions to [NACUBO.Research@nacubo.org](mailto:NACUBO.Research@nacubo.org). In providing percentages for questions H1A a), H1A b), and H1A c) below, first determine Total Undergraduate Institutional Scholarships/Grants Dollars. This total, used in all three questions, is the sum of the two values populating the need-based and non-need-based institutional aid cells in the third line of the Common Data Set (CDS) H1 chart included in this survey. Also, for all three questions, use the academic reporting year selected in CDS H1.

a) Provide percentage of Total Undergraduate Institutional Scholarships/Grants Dollars awarded to degree-seeking undergraduates by Race/Ethnicity categories shown below. These categories are based on the CDS B2 chart included in this survey.

(a) Nonresident aliens	11.5 %
(b) Hispanic/Latino (all races)	17 %
(c) Black or African American, non-Hispanic	11 %
(d) White, non-Hispanic	48.9 %
(e) American Indian or Alaska Native, non-Hispanic	.4 %
(f) Asian, non-Hispanic	1.2 %
(g) Native Hawaiian or other Pacific Islander, non-Hispanic	0%
(h) Two or more races (non-Hispanic)	1 %
(i) Race and/or Ethnicity unknown	9 %
(j) Total (lines (a) thru (i) should sum to 100%)	100 %

b) Provide percentage of Total Undergraduate Institutional Scholarships/Grants Dollars awarded to students by income level in the following income categories as defined by the IPEDS Student Financial Aid (SFA) survey. To assign the income category of the student, use the income that was used by your financial aid office to determine the student's Expected Family Contribution (EFC). For dependent students, this will include the parents adjusted gross income and the student's adjusted gross income. For independent students, this will include the student's adjusted gross income. Assign students who did not apply for financial aid to the "Missing/Unknown" category.

(a) \$0 to \$30,000	43 %
(b) \$30,001 to \$48,000	4 %
(c) \$48,001 to \$75,000	3 %
(d) \$75,001 to \$110,000	2 %
(e) \$110,001 and over	4 %
(f) Missing/Unknown	44 %
(g) Total (lines (a) thru (f) should sum to 100%)	100 %

c) Below, you'll be asked to provide the percentage of Total Undergraduate Institutional Scholarships/Grants Dollars awarded that are Endowed Scholarships. To calculate, add the Total Undergraduate Institutional Need-Based Endowed Scholarships awarded (including Non-Need-Based Endowed Scholarships used to meet need) to the Total Undergraduate Institutional Non-Need-Based Endowed Scholarships (excluding Non-Need-Based Endowed Scholarships used to meet need). To conclude the percentage calculation, divide the Total Undergraduate Endowed Scholarship Dollars just calculated by the Total Undergraduate Institutional Scholarships/Grants Dollars. Provide percentage of Total Undergraduate Institutional Scholarships/Grants Dollars awarded that are Endowed Scholarships. 1 %

## H2. Number of Enrolled Students Awarded Aid

List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. Aid that is non-need-based but that was used to meet need should be counted as need-based aid. Numbers should reflect the cohort awarded the dollars reported in H1.

*Note:* In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad	Less Than Full-time
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2016 cohort)	467	1826	356
b) Number of students in line <b>a</b> who applied for need-based financial aid	440	1550	314
c) Number of students in line <b>b</b> who were determined to have financial need	218	756	169
d) Number of students in line <b>c</b> who were awarded any financial aid	218	754	156
e) Number of students in line <b>d</b> who were awarded any need-based scholarship or grant aid	192	673	125
f) Number of students in line <b>d</b> who were awarded any need-based self-help aid	157	578	99
g) Number of students in line <b>d</b> who were awarded any non-need-based scholarship or grant aid	202	673	122
h) Number of students in line <b>d</b> whose need was fully met ( <u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u> )	218	752	156
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)	52.4	52.6	54.5
j) The average financial aid package of those in line <b>d</b> . Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$22,362	\$22,741	\$16,606
k) Average need-based scholarship or grant award of those in line <b>e</b>	\$10,538	\$10,401	\$4,623
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line <b>f</b>	\$5,164	\$6,332	\$3,745
m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line <b>f</b> who were awarded a need-based loan	\$4,069	\$4,751	\$3,406

**H2A. Number of Enrolled Students Awarded Non-need-based Scholarships and Grants:** List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1.

*Note:* In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	<b>First-time Full-time Freshmen</b>	<b>Full-time Undergrad</b>	<b>Less Than Full-time</b>
n) Number of students in line <b>a</b> who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	188	523	77
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line <b>n</b>	\$10,549	\$10,810	\$2,384
p) Number of students in line <b>a</b> who were awarded an institutional non-need-based athletic scholarship or grant	45	116	5
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line <b>p</b>	\$11,248	\$10,541	\$5,369

### H3. Student aid and college costs

Numbers should reflect the cohort to which responses in H1, H2, and H2a refer. Data from these three questions (as well as responses in CDS B1, CDS G1, and CDS H1) will be used by the College Board for its annual reports on aggregate amounts of student aid, tuition discounting, and college costs. These reports do not refer to institutions by name; data are presented in categories such as 4year private, 4year public, etc., so that individual institution data cannot be identified.

Indicate academic year for which data are reported for items H1, H2, H2A, H3, and H6:

- 2017-2018 estimated  
 2016-2017 final

#### Degree-seeking first-time, full-time freshmen

a) Indicate the number of *enrolled degree-seeking first-time, full-time freshmen* awarded **institutional** scholarships and grant aid for the same academic year indicated in responses to H1, H2, and H2a. This number should include students receiving athletic aid, but it should not include students receiving only tuition waivers. 408

b) Indicate the total amount of **institutional** scholarships and grant aid awarded to degree-seeking first-time, full-time freshmen for the same academic year cited in H1, H2, H2a, and H3a. This dollar amount should represent institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college (excluding athletic aid and tuition waivers). This amount should not include Federal and State grants/scholarships. \$ 4,320,404

Indicate the total amount of **athletic aid** awarded to the degree-seeking first-time, full-time freshmen in the academic year cited above: \$ 987,892

Indicate the total amount of **tuition waivers** awarded to the degree-seeking first-time, full-time freshmen in the academic year cited above: \$ 591,278

**Gross tuition and fee revenue**

c) Indicate the *gross* undergraduate tuition and required fee revenue for the same academic year cited in H3a and H3b. This gross undergraduate tuition and required fee figure includes all tuition and fees charged.

<u>All degree-seeking first-time, full-time freshmen</u>	\$ <u>17,377,070</u>
<u>All degree-seeking undergraduates</u>	\$ <u>67,945,460</u>

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

## Include:

- \* 2017 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2016 and June 30, 2017
- \* 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).

**H4.** Provide the number of students in the 2017 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2016 and June 30, 2017.

Exclude students who transferred into your institution. 287

**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

	<b>Number in the class (defined in H4 above) who borrowed</b>	<b>Percent of the class (defined above) who borrowed (nearest 1%)</b>	<b>Average per-undergraduate-borrower cumulative principal borrowed, of those in the first column (nearest \$1)</b>
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.	111	39%	\$32,533
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	109	38%	\$24,044
c) Institutional loan programs.	39	14%	\$4,392
d) State loan programs.	0	0%	\$0
e) Private alternative loans made by a bank or lender.	21	7%	\$39,002

**H5.1.** Is need-based financial aid available to full-time students?  Yes  No

**H5.2.** Is need-based financial aid available to part-time students?  Yes  No

**H5.3.** Do you practice need-blind admission?  Yes  No

**H5.4.** All financial aid based on need?  Yes  No

### **Aid to Undergraduate Degree-seeking Nonresident Aliens**

(Note: 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 nonresident aliens:

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

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid: 227

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: \$18,359



Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: \$4,167,463

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

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

### Process for First-Year/Freshman Students

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

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

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

Priority date for filing required financial aid forms: 03/01  
 Deadline for filing required financial aid forms: \_\_\_\_\_  
 No deadline for filing required forms

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

a.) Students notified on or about (date): \_\_\_\_\_  
 b.) Students notified on a rolling basis:  Yes  No  
 If yes, starting date: 11/01

**H11.** Indicate reply dates:

Students must reply by (date): \_\_\_\_\_ or within 2 weeks of notification.

## Types of Aid Available

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

### H12. Loans

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

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

### H13. Scholarships and Grants

#### NEED-BASED:

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

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

Non-need	Need-based	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Academics
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Alumni affiliation
<input type="checkbox"/>	<input type="checkbox"/>	Art
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Athletics
<input type="checkbox"/>	<input type="checkbox"/>	Job skills
<input type="checkbox"/>	<input type="checkbox"/>	ROTC
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Leadership
<input type="checkbox"/>	<input type="checkbox"/>	Minority status
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Music/drama
<input type="checkbox"/>	<input type="checkbox"/>	Religious affiliation
<input type="checkbox"/>	<input type="checkbox"/>	State/district residency

#### H14.1. Transfer student financial aid application procedures for Fall 2019

If different from the financial aid application deadlines for freshmen applicants, indicate the following deadlines for transfer student applicants:

Priority date for filing required financial aid forms (MM/DD) 03/01

Deadline for filing required financial aid forms (MM/DD) \_\_\_\_\_

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

Do these deadlines reflect a material change from previous years due to the earlier availability of the FAFSA?  YES  NO

Indicate notification dates for transfer student financial aid applications (answer a or b):

a. students notified on or about (MM/DD) \_\_\_\_\_

b. students notified on a rolling basis

If **b.** is checked, starting date (MM/DD) 11/01

Do these deadlines reflect a material change from previous years due to the earlier availability of the FAFSA?  YES  NO

**H14.2.** Indicate reply dates:

Students must reply by (MM/DD)

or within the following number of notification: 2

**H14.3.** Provide regulations or policies regarding financial aid for transfer students not covered by the preceding questions. Include any special aid or limitations on aid available to transfer students Up to \$10,000 of need met to include federal, state, and institutional aid.

**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:

For 2018-2019, we reevaluate our COA.

**H16.** Indicate which policies your institution has implemented to help students reduce or meet college costs.

Tuition and/or fee waivers for:

Adult students

Senior citizens

Family members enrolled simultaneously

Family of clergy/clergy commitment

Children of alumni

Minority students

Unemployed or children of unemployed workers

Employees/families of employees

Tuition guarantee plans

Tuition at time of first enrollment guaranteed to all students for 4 (or 2) years

Tuition at time of first enrollment guaranteed only to students making advance payment

Tuition futures or advance payment program for parents of young children

Tuition payment plans

Credit card payment

Prepayment discount

External finance company

Installment payment

Deferred payment

**H17.** Are work-study programs available?

Nights

For part-time students

Weekends

**H18.** Provide any additional information regarding financial aid policies and procedures. \_\_\_\_\_

**H19.** Use these lines, if you wish, to describe any non-need-based merit scholarship opportunities that you would like prospective freshmen to know about. List the name of the award, amount, and basis for selection and number of awards available.

Based on HS GPA and/or test scores: National Merit Scholarship for full tuition up to 16 credits each semester (10 available award per academic year). Presidential Scholarship for Full tuition and room and board up to 16 credits each semester (2 available award per academic year); Dean's Scholarship for \$12,000 per academic year; Merit Scholarship for \$10,000 per academic year; Academic Grant for \$6,000 per academic year

## I. INSTRUCTIONAL FACULTY AND CLASS SIZE

**I-1. Please report the number of instructional faculty members in each category for Fall 2017.**

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).

	Full-time	Part-time	Total
(a) Total number of instructional faculty	127	56	183
(b) Total number who are members of minority groups	17	9	26
(c) Total number who are women	52	28	80
(d) Total number who are men	75	28	103
(e) Total number who are nonresident aliens (international)	3	1	4
(f) Total number with doctorate, or other terminal degree	77	22	99
(g) Total number whose highest degree is a master's but not a terminal master's	45	33	79
(h) Total number whose highest degree is a bachelor's	5	0	5
(i) Total number whose highest degree is unknown or other (Note: Items <b>f</b> , <b>g</b> , <b>h</b> , and <b>i</b> must sum up to item <b>a</b> .)	0	0	0
(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 2017 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2017 Student to Faculty ratio: 17 to 1 (based on 2520 FTE students and 146 FTE 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 2017 term.

**Class Sections:** A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music

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

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

Using the above definitions, please report for each of the following class-size intervals the number of *class sections* and *class subsections* offered in Fall 2017. 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)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	TOTAL
Class Sections	87	178	200	20	1	1	0	487
Class Sub-Sections	1	10	4	0	0	0	0	15

### J. DEGREES CONFERRED

#### Degrees conferred between July 1, 2016 and June 30, 2017

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 1<sup>st</sup> and 2<sup>nd</sup> majors for each CIP code as the numerator and the sum of the Grand Total by 1<sup>st</sup> Majors and the Grand Total by 2<sup>nd</sup> major as the denominator. If you prefer, you can compute the percentages using 1<sup>st</sup> majors only.

Category	Diploma/ Certificates	Associat e	Bachelor's	CIP 2010 Categories to Include
Agriculture				1
Natural resources and conservation			1	3
Architecture				4
Area, ethnic, and gender studies				5
Communication/journalism			13	9
Communication technologies				10
Computer and information sciences				11
Personal and culinary services				12
Education			2	13
Engineering				14
Engineering technologies				15
Foreign languages, literatures, and linguistics				16
Family and consumer sciences				19
Law/legal studies				22
English			1	23
Liberal arts/general studies			1	24
Library science				25
Biological/life sciences			3	26
Mathematics and statistics				27
Military science and military technologies				28 and 29
Interdisciplinary studies				30
Parks and recreation			6	31
Philosophy and religious studies				38
Theology and religious vocations				39
Physical sciences				40
Science technologies				41
Psychology			6	42
Homeland Security, law enforcement, firefighting, and protective services			8	43
Public administration and social services				44
Social sciences			4	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving			2	49
Visual and performing arts			5	50
Health professions and related programs				51
Business/marketing			48	52
History				54
Other				
<b>TOTAL</b>			100.00%	

## **K. Administrative Officers**

### **Chief Executive Officer**

Name Kevin Ross

E-mail Address kross@lynn.edu

### **Chief Institutional Research Officer**

Name Lara Martin

E-mail Address lmartin@lynn.edu

### **Chief Academic Officer**

Name Gregg Cox

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### **Enrollment Manager**

Name Gareth Fowles

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### **Public Relations Officer**

Name Stephanie Brown

E-mail Address scbrown@lynn.edu



## 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' surveys.*

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

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

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

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

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

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

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

Asian: 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, Pakistan, the Philippine Islands, Thailand, and Vietnam.

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

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

Black 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 the majority of students at your institution.

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

CampusMinistry: Religious student organizations (denominational or nondenominational) devoted to fostering religious life on college campuses. May also refer to Campus Crusade for Christ, an interdenominational Christian organization.

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

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

Certificate: See Postsecondary award, certificate, or diploma.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Diploma: See Postsecondary award, certificate, or diploma.

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

Doctor's degree-research/scholarship: A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original

research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M, and others, as designated by the awarding institution.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Freshman: A first-year undergraduate student.

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

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

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

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

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

\*Health services: Free or low cost on-campus primary and preventive health care available to students.  
High school diploma or recognized equivalent: A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Tests of General Educational Development (GED), or another state-specified examination.

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

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

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

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

International student: See Nonresident alien.

International student group: Student groups that facilitate cultural dialogue, support a diverse campus, assist international students in acclimation and creating a social network.

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

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

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

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

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

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

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

Model United Nations: A simulation activity focusing on conflict resolution, globalization, and diplomacy. Assuming roles as foreign ambassadors and "delegates," students conduct research, engage in debate, draft resolutions, and may participate in a national Model UN conference.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Proprietary institution: See Private for-profit institution.

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

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

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

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

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

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

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

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

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

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

Secondary school record (as admission factor): Information maintained by the secondary school that may include such



things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

White: 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 employment-related skills, or as explanation of student's academic and extracurricular record.

### **Financial Aid Definitions**

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

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

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

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

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

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

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

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

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

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

Non-need institutional grants

Non-need tuition waivers

Non-need athletic awards

Non-need federal grants

Non-need state grants

Non-need outside grants

Non-need student loans

Non-need parent loans

Non-need work

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

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.

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