A. General Information

A0  Respondent Information (Not for Publication)

<table>
<thead>
<tr>
<th>Name</th>
<th>William M. McQuitty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Institutional Research Analyst</td>
</tr>
<tr>
<td>Office</td>
<td>Office of Institutional Research</td>
</tr>
<tr>
<td>Mailing Address:</td>
<td>2002 W Michigan Ave</td>
</tr>
<tr>
<td>City/State/Zip/Country:</td>
<td>Kalamazoo MI 49008-5253 USA</td>
</tr>
<tr>
<td>Phone:</td>
<td>(269) 387-4431</td>
</tr>
<tr>
<td>Fax:</td>
<td>(269) 387-4377</td>
</tr>
<tr>
<td>E-mail Address:</td>
<td><a href="mailto:william.m.mcquitty@wmich.edu">william.m.mcquitty@wmich.edu</a></td>
</tr>
</tbody>
</table>

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://wmich.edu/institutionalresearch/commondataset](https://wmich.edu/institutionalresearch/commondataset)

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 This information will not be published but will help the publishers further refine CDS items.

A1  Address Information

<table>
<thead>
<tr>
<th>Name of College/University:</th>
<th>Western Michigan University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address:</td>
<td>1903 W Michigan Ave</td>
</tr>
<tr>
<td>City/State/Zip/Country:</td>
<td>Kalamazoo MI 49008-5200 USA</td>
</tr>
<tr>
<td>Street Address (if different):</td>
<td></td>
</tr>
<tr>
<td>City/State/Zip/Country:</td>
<td></td>
</tr>
<tr>
<td>Main Phone Number:</td>
<td>(269) 387-1000</td>
</tr>
<tr>
<td>WWW Home Page Address:</td>
<td>wmich.edu</td>
</tr>
<tr>
<td>Admissions Phone Number:</td>
<td>(269) 387-2000</td>
</tr>
<tr>
<td>Admissions Toll-Free Phone Number:</td>
<td></td>
</tr>
<tr>
<td>Admissions Office Mailing Address:</td>
<td>1903 W Michigan Ave</td>
</tr>
<tr>
<td>City/State/Zip/Country:</td>
<td>Kalamazoo MI 49008-5211 USA</td>
</tr>
<tr>
<td>Admissions Fax Number:</td>
<td>(269) 387-2096</td>
</tr>
<tr>
<td>Admissions E-mail Address:</td>
<td>wmich.edu/apply</td>
</tr>
</tbody>
</table>

If there is a separate URL for your school’s online application:  
If you have a mailing address other than the above to which applications should be sent, please provide: 

A2  Source of institutional control (Check only one):

- Public  **X**
- Private (nonprofit)
- Proprietary

A3  Classify your undergraduate institution:

- Coeducational college  **X**
- Men's college
- Women's college
### A4 Academic year calendar:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>X</td>
</tr>
<tr>
<td>Quarter</td>
<td></td>
</tr>
<tr>
<td>Trimester</td>
<td></td>
</tr>
<tr>
<td>4-1-4</td>
<td></td>
</tr>
<tr>
<td>Continuous</td>
<td></td>
</tr>
<tr>
<td>Differs by program (describe):</td>
<td></td>
</tr>
<tr>
<td>Other (describe):</td>
<td></td>
</tr>
</tbody>
</table>

### A5 Degrees offered by your institution:

<table>
<thead>
<tr>
<th>Degree</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>X</td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td></td>
</tr>
<tr>
<td>Transfer Associate</td>
<td></td>
</tr>
<tr>
<td>Terminal Associate</td>
<td></td>
</tr>
<tr>
<td>Bachelor's</td>
<td>X</td>
</tr>
<tr>
<td>Postbachelor's certificate</td>
<td>X</td>
</tr>
<tr>
<td>Master's</td>
<td>X</td>
</tr>
<tr>
<td>Post-master's certificate</td>
<td>X</td>
</tr>
<tr>
<td>Doctoral degree – Research/scholarship</td>
<td>X</td>
</tr>
<tr>
<td>Doctoral degree – Professional practice</td>
<td>X</td>
</tr>
<tr>
<td>Doctoral degree – Other</td>
<td></td>
</tr>
</tbody>
</table>
### B. ENROLLMENT AND PERSISTENCE

#### B1 Institutional Enrollment - Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2021. Note: Report students formerly designated as "first professional" in the graduate cells. Please see: https://nces.ed.gov/ipeds/pdf/Reporting_Study_Abroad%20Students_5.31.17.pdf

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>FULL-TIME</th>
<th>PART-TIME</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>Undergraduates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree-seeking, first-time freshmen</td>
<td>1,032</td>
<td>1,052</td>
<td>11</td>
</tr>
<tr>
<td>Other first-year, degree-seeking</td>
<td>432</td>
<td>459</td>
<td>88</td>
</tr>
<tr>
<td>All other degree-seeking</td>
<td>4,593</td>
<td>4,556</td>
<td>1,033</td>
</tr>
<tr>
<td>Total degree-seeking</td>
<td>6,057</td>
<td>6,067</td>
<td>1,132</td>
</tr>
<tr>
<td>All other undergraduates enrolled in credit courses</td>
<td>9</td>
<td>17</td>
<td>403</td>
</tr>
<tr>
<td>Total undergraduates</td>
<td>6,066</td>
<td>6,084</td>
<td>1,535</td>
</tr>
<tr>
<td>Graduates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree-seeking, first-time</td>
<td>83</td>
<td>184</td>
<td>230</td>
</tr>
<tr>
<td>All other degree-seeking</td>
<td>148</td>
<td>490</td>
<td>706</td>
</tr>
<tr>
<td>All other graduates enrolled in credit courses</td>
<td>0</td>
<td>5</td>
<td>219</td>
</tr>
<tr>
<td>Total graduates</td>
<td>231</td>
<td>679</td>
<td>1,155</td>
</tr>
<tr>
<td>Total all students</td>
<td>6,297</td>
<td>6,763</td>
<td>2,690</td>
</tr>
</tbody>
</table>

Total all undergraduates | 15,309
Total all graduates | 3,729
GRAND TOTAL ALL STUDENTS | 19,038

#### B2 Enrollment by Racial/Ethnic Category - Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2021. Include international students only in the category "Nonresident aliens." 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."

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Degree-Seeking First-Time First Year Undergraduate Enrollment</th>
<th>Degree-Seeking Undergraduate Enrollment (include first-time first-year)</th>
<th>Total Undergraduate Enrollment (both degree and non-degree-seeking)</th>
<th>Total Undergraduate and Graduate (both degree and non-degree-seeking)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident aliens</td>
<td>37</td>
<td>806</td>
<td>1,516</td>
<td>2,104</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>198</td>
<td>1,208</td>
<td>1,241</td>
<td>1,458</td>
</tr>
<tr>
<td>Black or African American</td>
<td>155</td>
<td>1,268</td>
<td>1,275</td>
<td>1,552</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1,541</td>
<td>9,838</td>
<td>10,001</td>
<td>12,365</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>7</td>
<td>52</td>
<td>56</td>
<td>73</td>
</tr>
<tr>
<td>Asian</td>
<td>44</td>
<td>322</td>
<td>354</td>
<td>519</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>2</td>
<td>7</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Two or more races, non-Hispanic</td>
<td>82</td>
<td>521</td>
<td>536</td>
<td>617</td>
</tr>
<tr>
<td>Race and/or ethnicity unknown</td>
<td>46</td>
<td>288</td>
<td>323</td>
<td>340</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,112</td>
<td>14,310</td>
<td>15,309</td>
<td>19,038</td>
</tr>
</tbody>
</table>
Persistence

**B3** Number of degrees awarded from **July 1, 2020 to June 30, 2021**

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/ diploma</td>
<td>8</td>
</tr>
<tr>
<td>Associate degrees</td>
<td>-</td>
</tr>
<tr>
<td>Bachelor's degrees</td>
<td>3,551</td>
</tr>
<tr>
<td>Postbachelor's certificates</td>
<td>64</td>
</tr>
<tr>
<td>Master's degrees</td>
<td>1,210</td>
</tr>
<tr>
<td>Post-Master's certificates</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral degrees – Research/scholarship</td>
<td>116</td>
</tr>
<tr>
<td>Doctoral degrees – Professional practice</td>
<td>8</td>
</tr>
<tr>
<td>Doctoral degrees – Other</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4,957</td>
</tr>
</tbody>
</table>

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System’s Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2021-22 Survey. https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates

**Fall 2015 Cohort (Bachelor’s or Equivalent Programs)**

Please disaggregate the Fall 2015 cohort (formerly CDS B4-B11). Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported with “Recipients of a Federal Pell Grant.”

<table>
<thead>
<tr>
<th></th>
<th>Recipients of a Federal Pell Grant</th>
<th>Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant</th>
<th>Students who did not receive either a Pell Grant or a subsidized Stafford Loan</th>
<th>Total (sum of 3 columns to the left)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B4</strong></td>
<td>A- Initial 2015 cohort of first-time, full-time bachelor's (or equivalent) degree seeking undergraduate-students</td>
<td>1,250</td>
<td>716</td>
<td>987</td>
</tr>
<tr>
<td><strong>B5</strong></td>
<td>B- Of the initial 2015 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions. Report total allowable exclusions</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>B6</strong></td>
<td>C- Final 2015 cohort, after adjusting for allowable exclusions</td>
<td>1,249</td>
<td>716</td>
<td>985</td>
</tr>
<tr>
<td><strong>B7</strong></td>
<td>D - Of the initial 2015 cohort, how many completed the program in four years or less (by Aug. 31, 2019)</td>
<td>230</td>
<td>251</td>
<td>333</td>
</tr>
<tr>
<td><strong>B8</strong></td>
<td>E - Of the initial 2015 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2019 and by Aug. 31, 2020)</td>
<td>250</td>
<td>169</td>
<td>230</td>
</tr>
<tr>
<td><strong>B9</strong></td>
<td>F - Of the initial 2015 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2020 and by Aug. 31, 2021)</td>
<td>110</td>
<td>32</td>
<td>55</td>
</tr>
<tr>
<td><strong>B10</strong></td>
<td>G - Total graduating within six years (sum of lines D, E, and F)</td>
<td>590</td>
<td>452</td>
<td>618</td>
</tr>
<tr>
<td><strong>B11</strong></td>
<td>H - Six-year graduation rate for 2015 cohort (G divided by C)</td>
<td>47.2%</td>
<td>63.1%</td>
<td>62.7%</td>
</tr>
</tbody>
</table>
### Fall 2014 Cohort (Bachelor’s or Equivalent Programs)

Please disaggregate the Fall 2014 cohort (formerly CDS B4-B11). Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported with "Recipients of a Federal Pell Grant."

<table>
<thead>
<tr>
<th></th>
<th>Recipients of a Federal Pell Grant</th>
<th>Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant</th>
<th>Students who did not receive either a Pell Grant or a subsidized Stafford Loan</th>
<th>Total (sum of 3 columns to the left)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B4</td>
<td>A- Initial 2014 cohort of first-time, full-time bachelor’s (or equivalent) degree seeking undergraduate-students</td>
<td>1,277</td>
<td>721</td>
<td>972</td>
</tr>
<tr>
<td>B5</td>
<td>B- Of the initial 2014 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions. Report total allowable exclusions</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B6</td>
<td>C- Final 2014 cohort, after adjusting for allowable exclusions</td>
<td>1,276</td>
<td>721</td>
<td>972</td>
</tr>
<tr>
<td>B7</td>
<td>D - Of the initial 2014 cohort, how many completed the program in four years or less (by Aug. 31, 2018)</td>
<td>248</td>
<td>223</td>
<td>317</td>
</tr>
<tr>
<td>B8</td>
<td>E - Of the initial 2014 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2018 and by Aug. 31, 2019)</td>
<td>270</td>
<td>189</td>
<td>212</td>
</tr>
<tr>
<td>B9</td>
<td>F - Of the initial 2014 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2019 and by Aug. 31, 2020)</td>
<td>113</td>
<td>49</td>
<td>58</td>
</tr>
<tr>
<td>B10</td>
<td>G - Total graduating within six years (sum of lines D, E, and F)</td>
<td>631</td>
<td>461</td>
<td>587</td>
</tr>
<tr>
<td>B11</td>
<td>H - Six-year graduation rate for 2014 cohort (G divided by C)</td>
<td>49.5%</td>
<td>63.9%</td>
<td>60.4%</td>
</tr>
</tbody>
</table>

### For Two-Year Institutions

- Please provide data for the Fall 2018 cohort if available. If 2018 cohort data are not available, provide data for the 2017 cohort.

### Retention Rates

Report for the cohort of all full-time, first-time bachelor’s (or equivalent) degree-seeking undergraduate students who entered in Fall 2020 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

### For the cohort of all full-time bachelor’s (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2020 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2021

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B22</td>
<td>77.2%</td>
</tr>
</tbody>
</table>
### 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 2021. 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, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. The totals may include students who did not provide gender data.

| Total first-time, first-year (freshman) men who applied | 8,212 |
| Total first-time, first-year (freshman) women who applied | 10,641 |
| Total first-time, first-year (freshman) men who were admitted | 6,650 |
| Total first-time, first-year (freshman) women who were admitted | 8,962 |
| Total full-time, first-time, first-year (freshman) men who enrolled | 1,032 |
| Total part-time, first-time, first-year (freshman) men who enrolled | 11 |
| Total full-time, first-time, first-year (freshman) women who enrolled | 1,052 |
| Total part-time, first-time, first-year (freshman) women who enrolled | 17 |
| Total first-time, first-year (degree-seeking) who applied | 18,853 |
| Total first-time, first-year (degree-seeking) who were admitted | 15,612 |
| Total first-time, first-year (degree-seeking) who enrolled | 2,112 |

#### Acceptance Rate

Acceptance Rate (students admitted/students applied) | 82.8%

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

<table>
<thead>
<tr>
<th>Waiting List</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a policy of placing students on a waiting list?</td>
<td>Yes</td>
<td>X</td>
</tr>
</tbody>
</table>

If yes, please answer the questions below for Fall 2021 admissions:

- Number of qualified applicants offered a place on waiting list
- Number accepting a place on the waiting list
- Number of wait-listed students admitted
- Is your waiting list ranked?
- If yes, do you release that information to students?
- Do you release that information to school counselors?

### Admission Requirements

#### C3 High school completion requirement for degree-seeking entering students:

- High school diploma is required and GED is accepted | X |
- High school diploma is required and GED is not accepted
- High school diploma or equivalent is not required

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

- Require
- Recommend | X |
- Neither require nor recommend

CDS-C
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).

<table>
<thead>
<tr>
<th>Units Required</th>
<th>Units Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total academic units</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Of these, units that must be lab</td>
<td></td>
</tr>
<tr>
<td>Foreign language</td>
<td>2* if going into an Arts or Science</td>
</tr>
<tr>
<td>Social studies</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Academic electives</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

**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? Yes No X

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 but-- selective admission to some programs
- Other (explain)

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

<table>
<thead>
<tr>
<th>Academic</th>
<th>Very Important</th>
<th>Important</th>
<th>Considered</th>
<th>Not Considered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigor of secondary school record</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class rank</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic GPA</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized test scores</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Application Essay</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonacademic</th>
<th>Very Important</th>
<th>Important</th>
<th>Considered</th>
<th>Not Considered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talent/ability</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character/personal qualities</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First generation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni/ae relation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geographical residence</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State residency</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious affiliation/commitment</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racial/ethnic status</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer work</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work experience</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of applicant’s interest</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SAT and ACT Policies**

### Entrance Exams

<table>
<thead>
<tr>
<th>Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

### If yes, check the appropriate boxes below that reflect your institution’s admission policies for Fall 2022

<table>
<thead>
<tr>
<th>Admission</th>
<th>Require</th>
<th>Recommend</th>
<th>Require for Some</th>
<th>Consider if Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT or ACT</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ACT only</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT only</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT and SAT Subject Test or ACT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT Subject Tests only</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2022, please indicate which ONE of the following applies: (regardless of whether the writing score will be used in the admissions process):

- ACT with writing required
- ACT with writing recommended
- ACT with or without writing accepted

### If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2022, 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

### Please indicate how your institution will use the SAT or ACT writing component:

<table>
<thead>
<tr>
<th>SAT essay</th>
<th>ACT essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>For admission</td>
<td></td>
</tr>
<tr>
<td>For placement</td>
<td></td>
</tr>
<tr>
<td>For advising</td>
<td>X</td>
</tr>
<tr>
<td>In place of an application essay</td>
<td></td>
</tr>
<tr>
<td>As a validity check on the application essay</td>
<td></td>
</tr>
<tr>
<td>No college policy as of now</td>
<td></td>
</tr>
<tr>
<td>Not using essay component</td>
<td>X</td>
</tr>
</tbody>
</table>

### In addition, does your institution use applicants’ test scores for academic advising?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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

| 6/1 |

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

| |

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

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

<table>
<thead>
<tr>
<th>SAT</th>
<th>ACT</th>
<th>SAT Subject Tests</th>
<th>AP</th>
<th>CLEP</th>
<th>Institutional Exam</th>
<th>State Exam (specify):</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Freshman Profile**

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in **Fall 2021**, 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 2021** 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. If a student submitted multiple sets of scores for a single test, report this information according to how you use the data. For example: If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other). If you average the scores, use the average to report the scores.

| Percent submitting SAT scores | 37.1% | Number submitting SAT scores | 783 |
| Percent submitting ACT scores | 6.7%  | Number submitting ACT scores | 142 |

<table>
<thead>
<tr>
<th>SAT and ACT Assessment</th>
<th>25th Percentile</th>
<th>50th Percentile</th>
<th>75th Percentile</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Composite</td>
<td>1000</td>
<td>1100</td>
<td>1200</td>
<td>1106.9</td>
</tr>
<tr>
<td>SAT Evidence-Based Reading and Writing</td>
<td>510</td>
<td>560</td>
<td>620</td>
<td>560.5</td>
</tr>
<tr>
<td>SAT Math</td>
<td>490</td>
<td>550</td>
<td>600</td>
<td>546.9</td>
</tr>
<tr>
<td>ACT Composite</td>
<td>21</td>
<td>24</td>
<td>27</td>
<td>24.0</td>
</tr>
<tr>
<td>ACT Math</td>
<td>21</td>
<td>24</td>
<td>27</td>
<td>23.7</td>
</tr>
<tr>
<td>ACT English</td>
<td>20</td>
<td>24</td>
<td>27</td>
<td>23.8</td>
</tr>
<tr>
<td>ACT Writing</td>
<td>21</td>
<td>25</td>
<td>30</td>
<td>25.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SAT Composite (SAT Sections)</th>
<th>SAT Composite</th>
<th>Evidence-Based Reading and Writing</th>
<th>SAT Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>1400-1600 (700-800)</td>
<td>3.1%</td>
<td>4.4%</td>
<td>5.1%</td>
</tr>
<tr>
<td>1200-1399 (600-699)</td>
<td>24.1%</td>
<td>29.0%</td>
<td>20.3%</td>
</tr>
<tr>
<td>1000-1199 (500-599)</td>
<td>50.2%</td>
<td>46.6%</td>
<td>48.9%</td>
</tr>
<tr>
<td>800-999 (400-499)</td>
<td>21.1%</td>
<td>18.7%</td>
<td>21.0%</td>
</tr>
<tr>
<td>600-799 (300-399)</td>
<td>1.4%</td>
<td>1.4%</td>
<td>4.7%</td>
</tr>
<tr>
<td>400-599 (200-299)</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Totals should = 100%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**ACT**

<table>
<thead>
<tr>
<th>ACT Composite</th>
<th>ACT English</th>
<th>ACT Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-36</td>
<td>9.2%</td>
<td>10.6%</td>
</tr>
<tr>
<td>24-29</td>
<td>38.0%</td>
<td>30.3%</td>
</tr>
<tr>
<td>18-23</td>
<td>41.5%</td>
<td>36.6%</td>
</tr>
<tr>
<td>12-17</td>
<td>11.3%</td>
<td>21.1%</td>
</tr>
<tr>
<td>6-11</td>
<td>0.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Below 6</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Totals should = 100%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**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 | 15.9% |
| Percent in top quarter of high school graduating class | 40.3% |
| Percent in top half of high school graduating class | 74.5% |
| Percent in bottom half of high school graduating class | 25.5% |
| Percent in bottom quarter of high school graduating class | 3.4%  |
| Percent of total first-time, first-year students who submitted high school class rank: | 30.4% |

CDS-C
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 4.0 (or higher) | 14.8% |
| Percent who had GPA between 3.75 and 3.99 | 18.3% |
| Percent who had GPA between 3.50 and 3.74 | 17.6% |
| Percent who had GPA between 3.25 and 3.49 | 16.1% |
| Percent who had GPA between 3.00 and 3.24 | 13.8% |
| Percent who had GPA between 2.50 and 2.99 | 18.2% |
| Percent who had GPA between 2.0 and 2.49 | 1.1% |
| Percent who had GPA between 1.0 and 1.99 | 0.1% |
| Percent who had GPA below 1.0 | 0.0% |
| Totals should = 100% | 100.0% |

GPA of first-time, first-year students at the 25th and 75th percentile

<table>
<thead>
<tr>
<th>25th Percentile</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.10</td>
<td>3.86</td>
</tr>
</tbody>
</table>

C12 Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA: 3.47

Percent of total first-time, first-year (freshman) students who submitted high school GPA: 99.3%

Admission Policies

C13 Application Fee

<table>
<thead>
<tr>
<th>Does your institution have an application fee?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of application fee:</td>
<td>$40.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can it be waived for applicants with financial need?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Same fee:</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free:</td>
<td></td>
</tr>
<tr>
<td>Reduced:</td>
<td></td>
</tr>
</tbody>
</table>

Can the online application fee be waived for applicants with financial need? X

C14 Application closing date

<table>
<thead>
<tr>
<th>Does your institution have an application closing date?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Application closing date (fall): 6/1

Priority date: 

C15 Are first-time, first-year students accepted for terms other than the fall?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

On a rolling basis beginning: 6/15

By (date): 

Other: 

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

Must reply by (date): 

No set date: X

Must reply by May 1 or within _____ weeks if notified thereafter:
Western Michigan University Common Data Set 2021-2022

Other:

CDS-C
### Housing Deposit

| Deadline for housing deposit (MM/DD): | N/A |
| Amount of housing deposit: | $0.00 |

**Refundable if student does not enroll?**

| Yes, in full | Yes, in part | No |
| N/A |

### Deferred Admission

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

If yes, maximum period of postponement:

### Early Admission of High School Students

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Common Application

**Question removed from CDS.** (Initiated during 2006-2007 cycle)

#### Early Decision and Early Action Plans

### Early Decision

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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 2021 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:

### Early Action

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

If "yes," please complete the following:

- Early action closing date
- Early action notification date

Is your early action plan a “restrictive” plan under which you limit students from applying to other early plans?
## D. TRANSFER ADMISSION

### Fall Applicants

| D1 | Does your institution enroll transfer students? (If no, please skip to Section E) | Yes | No | X |
| D2 | If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities? | X |

### Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2021.

<table>
<thead>
<tr>
<th></th>
<th>Applicants</th>
<th>Admitted Applicants</th>
<th>Enrolled Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>1,134</td>
<td>864</td>
<td>565</td>
</tr>
<tr>
<td>Women</td>
<td>1,250</td>
<td>994</td>
<td>616</td>
</tr>
<tr>
<td>Total</td>
<td>2,384</td>
<td>1,858</td>
<td>1,181</td>
</tr>
</tbody>
</table>

### Application for Admission

<table>
<thead>
<tr>
<th>D3</th>
<th>Indicate terms for which transfers may enroll:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
</tr>
</tbody>
</table>

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

### Indicate all items required of transfer students to apply for admission:

<table>
<thead>
<tr>
<th>Required of All</th>
<th>Recommended of All</th>
<th>Recommended of Some</th>
<th>Required of Some</th>
<th>Not Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school transcript</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College transcript(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay or personal statement</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Interview</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Standardized test scores</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Statement of good standing from prior institution(s)</td>
<td></td>
<td></td>
<td></td>
<td>Guest App only</td>
</tr>
</tbody>
</table>

| D6 | If a minimum **high school grade point average** is 2.50 estimated |
| D7 | If a minimum **college grade point average** is required of 2.00 |
| D8 | List any other application requirements specific to transfer applicants: |

Applicants with less than 26 semester hours of transferable work completed must also submit a high school transcript or an official GED score.
List application priority, closing, notification, and candidate reply dates for transfer students. If applications are not already included, list application priority, closing, notification, and candidate reply dates for transfer students.

<table>
<thead>
<tr>
<th>Priority Date</th>
<th>Closing Date</th>
<th>Notification Date</th>
<th>Reply Date</th>
<th>Rolling Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>8/15</td>
<td>first day of class</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>12/1</td>
<td>first day of class</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>December</td>
<td>first day of class</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>December</td>
<td>first day of class</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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

- Yes
- No

Describe additional requirements for transfer admission, if applicable:

Transfer Credit Policies

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

- "C" letter grade on transcript or 2.0 numerical grade on transcript

Maximum number of credits or courses that may be transferred from a two-year institution:

- No limit

Maximum number of credits or courses that may be transferred from a four-year institution:

- No limit

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

- 30 semester hours

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

For the WMU bachelor's degree, at least 60 hours must be completed at a four-year accredited institution, including 30 at Western Michigan University.

Describe other transfer credit policies:

Military Service Transfer Credit Policies

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

- American Council on Education (ACE)
- College Level Examination Program (CLEP)
- DANTES Subject Standardized Tests (DSST)

- Yes
- No

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

- No Limit

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

- No Limit
<table>
<thead>
<tr>
<th>D21</th>
<th>Are the military/veteran credit transfer policies on your website?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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

| D21 | https://wmich.edu/transfer/credit/military |

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

All WMU military/veteran students submitting the DD214 or an official JST will receive a military block of 9 credit hours for basic training, which shall include two credit hours for Area VIII Health and Well-Being of the General Education Program and deems this requirement satisfied. Additional credit hours may be granted for various ACE recommended, faculty approved courses listed on the Joint Services Transcript (JST).
E1 Special study options: Identify those programs available at your institution. Refer to the glossary for definitions.

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

E2 This question has been removed from the Common Data Set.

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

- Arts/fine arts
- Computer literacy
- English (including composition)
- Foreign languages
- History
- Humanities
- Mathematics
- Philosophy
- Sciences (biological or physical)
- Social science
- Other (describe):
  - U.S. Cultures and Non-western Cultures
F. STUDENT LIFE

F1 Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2021 who fit the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>First-time, first-year (freshman) students</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)</td>
<td>23.8%</td>
<td>21.2%</td>
</tr>
<tr>
<td>Percent of men who join fraternities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of women who join sororities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent who live in college-owned, -operated, or -affiliated housing</td>
<td>80.5%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Percent who live off campus or commute</td>
<td>19.5%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Percent of students age 25 and older</td>
<td>0.4%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Average age of full-time students</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Average age of all students (full- and part-time)</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

F2 Activities offered
Identify those programs available at your institution.

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

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

<table>
<thead>
<tr>
<th>ROTC Program</th>
<th>On Campus</th>
<th>At Cooperating Institution</th>
<th>Name of Cooperating Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army ROTC is offered:</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Naval ROTC is offered:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Force ROTC is offered:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**F4  Housing:** Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

<table>
<thead>
<tr>
<th>Housing Type</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coed dorms</td>
<td>X</td>
</tr>
<tr>
<td>Men's dorms</td>
<td></td>
</tr>
<tr>
<td>Women's dorms</td>
<td></td>
</tr>
<tr>
<td>Apartments for married students</td>
<td>X</td>
</tr>
<tr>
<td>Apartments for single students</td>
<td>X</td>
</tr>
<tr>
<td>Special housing for disabled students</td>
<td>X</td>
</tr>
<tr>
<td>Special housing for international students</td>
<td></td>
</tr>
<tr>
<td>Fraternity/sorority housing</td>
<td>X</td>
</tr>
<tr>
<td>Cooperative housing</td>
<td></td>
</tr>
<tr>
<td>Theme housing</td>
<td>X</td>
</tr>
<tr>
<td>Wellness housing</td>
<td></td>
</tr>
<tr>
<td>Other housing options</td>
<td>X</td>
</tr>
</tbody>
</table>
Please provide the URL of your institution’s net price calculator:
https://wmich.edu/finaid/NetPriceCalculator/npcalc.htm

Provide 2022-2023 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution’s 2022-2023 academic year costs of attendance are not available at this time.
Check here if you are providing 2021-22 tuition until 2022-23 costs are available.

and provide an approximate date (i.e., month/day/year) when your institution's final 2022-2023 academic year costs of attendance will be available:

6/29

Undergraduate full-time tuition, required fees, room and board: List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL academic year checked in item G0 (30 semester 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).

<table>
<thead>
<tr>
<th></th>
<th>First-Year</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRIVATE INSTITUTIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition:</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>PUBLIC INSTITUTIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition: In-district:</td>
<td>$13,334</td>
<td>$13,334</td>
</tr>
<tr>
<td>Tuition: In-state (out-of-district):</td>
<td>$13,334</td>
<td>$13,334</td>
</tr>
<tr>
<td>Tuition: Out-of-state:</td>
<td>$16,668</td>
<td>$16,668</td>
</tr>
<tr>
<td>Tuition: Non-resident alien:</td>
<td>$16,668</td>
<td>$16,668</td>
</tr>
<tr>
<td><strong>FOR ALL INSTITUTIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Fees:</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>Room and Board (on-campus):</td>
<td>$10,884</td>
<td>$10,884</td>
</tr>
<tr>
<td>Room Only (on-campus):</td>
<td>$5,557</td>
<td>$5,557</td>
</tr>
<tr>
<td>Board Only (on-campus meal plan):</td>
<td>$5,327</td>
<td>$5,327</td>
</tr>
</tbody>
</table>

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

Other:

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of credits per term a student can take for the stated full-time tuition</td>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>

Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?

Yes | No

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?

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

<table>
<thead>
<tr>
<th></th>
<th>Residents</th>
<th>Commuters (living at home)</th>
<th>Commuters (not living at home)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and supplies</td>
<td>$1,106</td>
<td>$1,106</td>
<td>$1,106</td>
</tr>
<tr>
<td>Room only</td>
<td></td>
<td></td>
<td>$5,557</td>
</tr>
<tr>
<td>Board only</td>
<td></td>
<td>$5,327</td>
<td>$5,327</td>
</tr>
<tr>
<td>Room and board total*</td>
<td></td>
<td></td>
<td>$10,884</td>
</tr>
<tr>
<td>Transportation</td>
<td>$976</td>
<td>$976</td>
<td>$976</td>
</tr>
<tr>
<td>Other expenses</td>
<td>$1,547</td>
<td>$1,547</td>
<td>$1,547</td>
</tr>
</tbody>
</table>

*If your college cannot provide separate room and board figures for commuters not living at home

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

| PUBLIC INSTITUTIONS: | $555.58 |
| In-district:         | $555.58 |
| In-state (out-of-district): | $703.48 |
| Out-of-state:        | $703.48 |
| NONRESIDENT ALIENS:  | $703.48 |
H. FINANCIAL AID

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**DO NOT INCLUDE ANY AID RELATED TO THE CARES ACT OR UNIQUE THE COVID-19 PANDEMIC**
Western Michigan University Common Data Set 2021-2022

Aid Awarded to Enrolled Undergraduates

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 2020-2021 academic year (see the next item below), use the 2020-2021 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 columns. (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)

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

<table>
<thead>
<tr>
<th></th>
<th>2021-2022 Estimated</th>
<th>2020-2021 Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships/Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>$21,721,476</td>
<td>$0</td>
</tr>
<tr>
<td>State (i.e., all states,</td>
<td>$1,471,238</td>
<td>$0</td>
</tr>
<tr>
<td>not only the state in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>which your institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is located)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional: Endowed</td>
<td>$31,517,200</td>
<td>$12,472,928</td>
</tr>
<tr>
<td>scholarships, annual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gifts and tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>funded grants,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>awarded by the college,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>excluding athletic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aid and tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>waivers (which are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reported below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships/grants</td>
<td>$5,121,308</td>
<td>$3,144,916</td>
</tr>
<tr>
<td>from external sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g., Kiwanis, National</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merit) not awarded by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Scholarships/Grants</td>
<td>$59,831,222</td>
<td>$15,617,844</td>
</tr>
<tr>
<td>Self-Help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student loans from all</td>
<td>$51,637,553</td>
<td>$27,785,545</td>
</tr>
<tr>
<td>sources (excluding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>parent loans)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Work-Study</td>
<td>$563,243</td>
<td></td>
</tr>
<tr>
<td>State and other (e.g.,</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>institutional) work-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>study/employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Note: Excludes Federal</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Work-Study captured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>above.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Self-Help</td>
<td>$52,200,796</td>
<td>$27,785,545</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Loans</td>
<td>$8,682,450</td>
<td>$11,511,137</td>
</tr>
<tr>
<td>Tuition Waivers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting is optional.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report tuition waivers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in this row if you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>choose to report them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not report tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>waivers elsewhere.</td>
<td>$1,044,383</td>
<td>$1,343,908</td>
</tr>
<tr>
<td>Athletic Awards</td>
<td>$1,767,385</td>
<td>$4,519,715</td>
</tr>
</tbody>
</table>

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.
### Western Michigan University Common Data Set 2021-2022

#### 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.

<table>
<thead>
<tr>
<th>a) Number of degree-seeking undergraduate students from the cohort checked in item H1</th>
<th>First-time Full-time Freshmen</th>
<th>Full-time Undergraduate (Incl. Fresh.)</th>
<th>Less Than Full-time Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,539</td>
<td>13,289</td>
<td>2,409</td>
</tr>
<tr>
<td>b) Number of students in line a who applied for need-based financial aid</td>
<td>2,188</td>
<td>9,778</td>
<td>1,468</td>
</tr>
<tr>
<td>c) Number of students in line b who were determined to have financial need</td>
<td>1,407</td>
<td>7,400</td>
<td>1,222</td>
</tr>
<tr>
<td>d) Number of students in line c who were awarded any financial aid</td>
<td>1,371</td>
<td>7,243</td>
<td>1,095</td>
</tr>
<tr>
<td>e) Number of students in line d who were awarded any need-based scholarship or grant aid</td>
<td>1,256</td>
<td>6,285</td>
<td>880</td>
</tr>
<tr>
<td>f) Number of students in line d who were awarded any need-based self-help aid</td>
<td>909</td>
<td>5,753</td>
<td>877</td>
</tr>
<tr>
<td>g) Number of students in line d who were awarded any non-need-based scholarship or grant aid</td>
<td>99</td>
<td>262</td>
<td>9</td>
</tr>
<tr>
<td>h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)</td>
<td>119</td>
<td>321</td>
<td>9</td>
</tr>
<tr>
<td>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)</td>
<td>54.1%</td>
<td>51.0%</td>
<td>31.5%</td>
</tr>
<tr>
<td>j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)</td>
<td>$10,737</td>
<td>$11,357</td>
<td>$7,354</td>
</tr>
<tr>
<td>k) Average need-based scholarship and grant award of those in line e</td>
<td>$8,538</td>
<td>$8,752</td>
<td>$5,439</td>
</tr>
<tr>
<td>l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f</td>
<td>$6,051</td>
<td>$7,833</td>
<td>$8,123</td>
</tr>
<tr>
<td>m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan</td>
<td>$3,179</td>
<td>$4,189</td>
<td>$3,842</td>
</tr>
</tbody>
</table>

#### H2A Number of Enrolled Students Awarded Non-need-based Scholarships and Grants:

<table>
<thead>
<tr>
<th>n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)</th>
<th>First-time Full-time Freshmen</th>
<th>Full-time Undergraduate (Incl. Fresh.)</th>
<th>Less Than Full-time Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>737</td>
<td>2,909</td>
<td>108</td>
</tr>
</tbody>
</table>
Western Michigan University Common Data Set 2021-2022

| o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n | $3,433 | $3,990 | $2,604 |
| p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant | 62 | 241 | 4 |
| q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p | $14,869 | $18,527 | $13,670 |

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

| Include: 2021 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2020 and June 30, 2021. | Include: Only loans made to students who borrowed while enrolled at your institution. | Include: Co-signed loans. |
| Exclude: Students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree). | Exclude: Students who transferred in. | Exclude: Money borrowed at other institutions. | Exclude: Parent Loans. |

H4 Provide the number of students in the 2021 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2020 and June 30, 2021. Exclude students who transferred into your institution

| 2,025 |

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.

<table>
<thead>
<tr>
<th>Source/Type of Loan</th>
<th>Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column</th>
<th>Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)</th>
<th>Average per-undergraduate-borrower cumulative principal borrowed from the first column's types (nearest $1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>1,381</td>
<td>68.2%</td>
<td>$36,317</td>
</tr>
<tr>
<td>b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans</td>
<td>1,359</td>
<td>67.1%</td>
<td>$26,037</td>
</tr>
<tr>
<td>c) Institutional loan programs</td>
<td>-</td>
<td>0.0%</td>
<td>-</td>
</tr>
<tr>
<td>d) State loan programs</td>
<td>-</td>
<td>0.0%</td>
<td>-</td>
</tr>
<tr>
<td>e) Private alternative loans made by a bank or lender</td>
<td>400</td>
<td>19.8%</td>
<td>$36,936</td>
</tr>
</tbody>
</table>

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 or grant aid is not available | X |

CDS-H
# Western Michigan University Common Data Set 2021-2022

## If institutional financial aid is available for undergraduate degree-seeking nonresident aliens

<table>
<thead>
<tr>
<th>Provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:</td>
</tr>
<tr>
<td>Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:</td>
</tr>
</tbody>
</table>

## 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 (specify): |

## Process for First-Year/Freshman Students

### 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 (specify): |

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

| Priority date for filing required financial aid forms: |
| Deadline for filing required financial aid forms: |
| No deadline for filing required financial aid forms (applications processed on a rolling basis): |

### 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: |
| If yes, starting date: |

### Indicate reply dates:

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

## Types of Aid Available

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

### Loans

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

---

CDS-H
H13 NEED BASEDScholarships and Grants

<table>
<thead>
<tr>
<th>Scholarship/Grant</th>
<th>Non-Need Based</th>
<th>Need-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Pell</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SEOG</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>State scholarships/grants</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Private scholarships</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>College/university scholarship or grant aid from institutional funds</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>United Negro College Fund</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Nursing Scholarship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Non-Need Based</th>
<th>Need-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Alumni affiliation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletics</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Job skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROTC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Minority status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music/drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious affiliation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State/district residency</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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:

[Blank space for details]

Are these policies related to the COVID-19 pandemic?

☐ Yes

☐ No
I1 Please report the number of instructional faculty members in each category for Fall 2021. 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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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</td>
<td>Exclude</td>
<td>Include only if they teach one or more non-clinical credit courses</td>
</tr>
<tr>
<td>(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</td>
<td>Exclude</td>
<td>Include</td>
</tr>
<tr>
<td>(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status</td>
<td>Exclude</td>
<td>Include</td>
</tr>
<tr>
<td>(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like</td>
<td>Exclude</td>
<td>Exclude</td>
</tr>
<tr>
<td>(e) faculty on sabbatical or leave with pay</td>
<td>Include</td>
<td>Exclude</td>
</tr>
<tr>
<td>(f) faculty on leave without pay</td>
<td>Exclude</td>
<td>Exclude</td>
</tr>
<tr>
<td>(g) replacement faculty for faculty on sabbatical leave or leave with pay</td>
<td>Exclude</td>
<td>Include</td>
</tr>
</tbody>
</table>

I1 Definitions

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Total number of instructional faculty</td>
<td>736</td>
<td>452</td>
<td>1,188</td>
</tr>
<tr>
<td>(b) Total number who are members of minority groups</td>
<td>173</td>
<td>56</td>
<td>229</td>
</tr>
<tr>
<td>(c) Total number who are women</td>
<td>353</td>
<td>277</td>
<td>630</td>
</tr>
<tr>
<td>(d) Total number who are men</td>
<td>383</td>
<td>175</td>
<td>558</td>
</tr>
<tr>
<td>(e) Total number who are nonresident aliens (international)</td>
<td>7</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>(f) Total number with doctorate, or other terminal degree</td>
<td>618</td>
<td>110</td>
<td>728</td>
</tr>
<tr>
<td>(g) Total number whose highest degree is a master's, but not a terminal master's</td>
<td>113</td>
<td>199</td>
<td>312</td>
</tr>
<tr>
<td>(h) Total number whose highest degree is a bachelor's</td>
<td>5</td>
<td>46</td>
<td>51</td>
</tr>
<tr>
<td>(i) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)</td>
<td>0</td>
<td>97</td>
<td>97</td>
</tr>
<tr>
<td>(j) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(z) Total number whose highest degree is a Doctorate</td>
<td>582</td>
<td>96</td>
<td>678</td>
</tr>
</tbody>
</table>
I2 Student to Faculty Ratio
Report the Fall 2021 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.

| Student to Faculty ratio | 17 to 1 | (Based on 15,053 students and 887 faculty). |

I3 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 2021 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 are 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 2021. 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

<table>
<thead>
<tr>
<th>Undergraduate Class Size (provides numbers)</th>
<th>2-9</th>
<th>10-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-99</th>
<th>100+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS SECTIONS</td>
<td>284</td>
<td>475</td>
<td>445</td>
<td>197</td>
<td>123</td>
<td>94</td>
<td>31</td>
<td>1,649</td>
</tr>
</tbody>
</table>

### Number of Class Subsections with Undergraduates Enrolled

<table>
<thead>
<tr>
<th>Undergraduate Class Size (provides numbers)</th>
<th>2-9</th>
<th>10-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-99</th>
<th>100+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS SUBSESSIONS</td>
<td>93</td>
<td>124</td>
<td>110</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>333</td>
</tr>
</tbody>
</table>
J1 Degrees conferred between July 1, 2020 and June 30, 2021

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Diploma / Certificates</th>
<th>Associate</th>
<th>Bachelor’s</th>
<th>CIP 2010 Categories to Include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0.05%</td>
<td></td>
<td></td>
<td>01</td>
</tr>
<tr>
<td>Natural resources and conservation</td>
<td>0.69%</td>
<td>03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>0.00%</td>
<td></td>
<td></td>
<td>04</td>
</tr>
<tr>
<td>Area, ethnic, and gender studies</td>
<td>0.29%</td>
<td></td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>Communication/journalism</td>
<td>12.50%</td>
<td>3.98%</td>
<td>09</td>
<td></td>
</tr>
<tr>
<td>Communication technologies</td>
<td>-</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Computer and information sciences</td>
<td>2.43%</td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Personal and culinary services</td>
<td>-</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Education</td>
<td>4.35%</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Engineering</td>
<td>7.29%</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Engineering technologies</td>
<td>1.20%</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Foreign languages, literatures, and linguistics</td>
<td>1.12%</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Family and consumer sciences</td>
<td>2.08%</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Law/legal studies</td>
<td>0.21%</td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>English</td>
<td>0.91%</td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Liberal arts/general studies</td>
<td>-</td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Library science</td>
<td>-</td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Biological/life sciences</td>
<td>4.24%</td>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Mathematics and statistics</td>
<td>0.48%</td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Military science and military technologies</td>
<td>-</td>
<td></td>
<td></td>
<td>28 &amp; 29</td>
</tr>
<tr>
<td>Interdisciplinary studies</td>
<td>6.57%</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Parks and recreation</td>
<td>3.04%</td>
<td></td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Philosophy and religious studies</td>
<td>0.29%</td>
<td></td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>Theology and religious vocations</td>
<td>-</td>
<td></td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>Physical sciences</td>
<td>12.50%</td>
<td>1.07%</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Science technologies</td>
<td>-</td>
<td></td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Psychology</td>
<td>4.46%</td>
<td></td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>Homeland Security, law enforcement, firefighting, and protective services</td>
<td>2.83%</td>
<td></td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>Public administration and social services</td>
<td>1.49%</td>
<td></td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>Social sciences</td>
<td>3.71%</td>
<td></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Construction trades</td>
<td>-</td>
<td></td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>Mechanic and repair technologies</td>
<td>0.35%</td>
<td></td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>Precision production</td>
<td>-</td>
<td></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>Transportation and materials moving</td>
<td>4.96%</td>
<td></td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>Visual and performing arts</td>
<td>25.00%</td>
<td>6.57%</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Health professions and related programs</td>
<td>50.00%</td>
<td>11.53%</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Business/marketing</td>
<td>23.41%</td>
<td></td>
<td></td>
<td>52</td>
</tr>
<tr>
<td>History</td>
<td>0.40%</td>
<td></td>
<td></td>
<td>54</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL (should = 100%)</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>0.00%</strong></td>
<td><strong>100.00%</strong></td>
<td></td>
</tr>
</tbody>
</table>