

Best Colleges 2015
Main Statistical Survey

U.S. News & World Report

Wesleyan University (1424, 1, 1)
06/11/2015

Please use Internet Explorer to complete the survey.

If you have any questions, please contact the data collector assigned to your school, **Joslyn Bloomfield**, at (202) 955-2159 or via jbloomfield@usnews.com.

0. Survey Contacts-Whom should we notify when the survey is available to be completed?

The contacts below receive all communication (URL for the survey, passwords, user names, etc.) regarding the Best Colleges statistical survey for your institution. Please review and update as necessary. Each contact must have a valid email address. If a contact is no longer valid, please delete it.

Name:	Michael Whitcomb
Job Title:	Director of Institutional Research
Email:	mwhitcomb@wesleyan.edu
Phone:	(860) 685-5340 extension: <input type="text"/>
Fax:	(860) 685-2011

Name:	Rommel Guadalupe
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Name:	<input type="text"/>
Job Title:	<input type="text"/>
Email:	<input type="text"/>
Phone:	extension: <input type="text"/>
Fax:	<input type="text"/>

General Information (CDS A1): If any of the general information is incorrect, please enter the correct information. Note that cross-references to Common Data Set items appear in parentheses as (CDS xx), next to our questions.

Questions 1-7 and 26-29 are not able to be updated online. If the responses to any of these questions need to be updated, please copy or print the affected questions, mark your corrections, scan the corrected pages, and email a PDF to **Joslyn Bloomfield** at jbloomfield@usnews.com. Please be sure to include your institution name and user name code on your materials.

1. Name of college or university:

2. Mailing address:

3. City:

4. State:

5. Zip: International Postal Code (If applicable):

6. Main phone: International Phone (If applicable):

7. Source of institutional control:

- Public
 Private (nonprofit)
 Proprietary

8. In what year was your institution founded?

9. Religious Affiliation (if no religious affiliation, leave blank)

10. Which of the following best describes the campus setting of your institution?

- Urban (located within a major city)
 City
 Suburban
 Rural

11. Classify your undergraduate institution (CDS A3):

- Coeducational college

- Men's college
- Women's college

12. Academic Year Calendar (CDS A4):

- Semester
- Quarter
- Trimester
- 4-1-4
- Continuous
- Differs by program. (describe)
- Other. (describe)

13. Degrees Offered by your Institution (CDS A5):

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

14. President's name:

15. Phone:

16. Email:

17. Public Relations Contacts:

Please list up to two public relations contacts for your institution.

These contacts will receive the embargoed ranking information prior to the official rankings release. Please do not list the survey contacts here. The survey contacts will also receive the embargoed information prior to the official release.

Name:

Email:

Phone:

Name:

Email:

Phone:

Respondent information. Who is completing this survey?

18. Name:

19. Title:

20. Telephone: ext. International Telephone (If applicable):

21. Email:

22. Admissions office mailing address:

23. City:

24. State:

25. Zip:

26. Admissions phone number: (860) 685-3000

27. Admissions Email address: admissions@wesleyan.edu

28. WWW home page address: http://www.wesleyan.edu

29. Is there a separate URL application site on the Internet? If so, please specify: http://www.admiss.wesleyan.edu

30. Do you accept the Common Application?

Yes

No

30a. If yes, what year did you begin accepting the Common Application? 1975

Institutional Enrollment (CDS BI): Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2014 Note: Report students formerly designated as "first professional" in the graduate cells. Last year's enrollment grid is included for your reference

Important Data Entry Notice for questions 31 thru 43

In order for your data to be saved, the numbers in each section must add up correctly. Please enter zeroes where appropriate.

The totals for each section (undergraduates and graduates) must be completed if any of the fields preceding the total fields are used.

If there are entries in questions 31, 32 or 33, questions 34, 36, 41 and 43 must also be completed or the ALL of the data that you have entered will not be able to be saved and will be deleted.

If there are entries in questions 37, 38 or 39, questions 40, 42 and 43 must also be completed or ALL of the data that you have entered will not be able to be saved and will be deleted.

Question 43 must be the sum of questions 41 + 42 or ALL of the data that you have entered will not be able to be saved and will be deleted.

Last, in all cases questions 41 and 43 must be completed in order to submit the survey.

Undergraduates	2014 Full-Time Enrollment		2014 Part-Time Enrollment	
	Men	Women	Men	Women
31. Degree-seeking, first-time freshmen	344	406	0	0
32. Other first-year, degree-seeking	3	3	0	0
33. All other degree- seeking	1,038	1,108	3	2
34. Total degree-seeking (Sum of 31+32+33)	1,385	1,517	3	2
35. All other undergraduates enrolled in credit courses	3	9	6	3
36. Total undergraduates (Sum of 34+35)	1,388	1,526	9	5
Graduate	2014 Full-Time Enrollment		2014 Part-Time Enrollment	
	Men	Women	Men	Women
37. Degree-seeking, first-time	28	22	2	0
38. All other degree- seeking	65	64	22	41
39. All other graduates enrolled in credit courses	4	5	16	27
40. Total graduate (Sum of 37+38+39)	97	91	40	68

41. Total 2014 enrollment, all undergraduates 2,928

42. Total 2014 enrollment, all graduates 296

43. GRAND TOTAL (sum of 41+42) 2014 Enrollment 3,224

Last year's enrollment data is provided for your reference.

Undergraduates	2013 Full-Time Enrollment		2013 Part-Time Enrollment	
	Men	Women	Men	Women
44. Degree-seeking, first-time freshmen	344	397	0	0
45. Other first-year, degree-seeking	2	2	0	0
46. All other degree- seeking	1,050	1,093	0	0
47. Total degree-seeking (Sum of 44+45+46)	1,396	1,492	0	0
48. All other undergraduates enrolled in credit courses	5	6	1	6
49. Total undergraduates (Sum of 47+48)	1,401	1,498	1	6
Graduate	2013 Full-Time Enrollment		2013 Part-Time Enrollment	
	Men	Women	Men	Women
50. Degree-seeking, first-time	11	15	0	2

51. All other degree- seeking	82	73	29	38
52. All other graduates enrolled in credit courses	2	9	13	25
53. Total graduate (Sum of 50+51+52)	95	97	42	65

54. Total 2013 enrollment, all undergraduates 2,906

55. Total 2013 enrollment, all graduates 299

56. GRAND TOTAL (sum of 54+55) 2013 Enrollment 3,205

Enrollment by Racial & Ethnic Category (CDS B2) Provide numbers of undergraduates for each of the following categories as of the institution's official fall reporting date or as of October 15, 2014. 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."

Notes:

- Degree seeking undergraduates (2nd column) should include the degree seeking, first-time, first year students in column one.
- If there are no students in a category, enter zero.

	Degree-seeking first-time, first year students	Degree-seeking Undergraduates
57. Non-resident aliens	67	248
58. Hispanic	65	286
59. Black or African American, non-Hispanic	58	205
60. White, non-Hispanic	431	1,549
61. American Indian or Alaskan Native, non-Hispanic	0	2
62. Asian, non-Hispanic	73	252
63. Native Hawaiian or other Pacific Islander, non-Hispanic	1	4
64. Two or more races, non-Hispanic	40	165
65. Race/ethnicity unknown	15	196
66. Total (sum of 57 through 65)	750	2,907

Number of degrees awarded by your institution from July 1, 2013 to June 30, 2014. (CDS B3)

67. Certificate/diploma	
68. Associate degrees	
69. Bachelor's degrees	733
70. Post-bachelor's certificates	
71. Master's degrees	70
72. Post-master's certificates	3
73. Doctoral degrees - research/scholarship	14
74. Doctoral degrees - professional practice	
75. Doctoral degrees - other	

Six-Year Graduation Rate for the 2008 Entering Class. The following questions ask for information needed to calculate the six-year graduation rate for the cohort of full-time, first-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution in the Fall of 2008. This number INCLUDES students who entered your institution during the Summer term preceding Fall of 2008.

Fall 2007 cohort	Fall 2008 cohort
76A. (CDS B4) Initial 2007 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students 733	76B. (CDS B4) Initial 2008 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students 715
77 A. (CDS B5) Of the initial 2007 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; Total allowable exclusions 0	77 B. (CDS B5) Of the initial 2008 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; Total allowable exclusions 0
78 A. (CDS B6) Final 2007 cohort, after subtracting the number of students under allowable exclusions 733	78 B. (CDS B6) Final 2008 cohort, after subtracting the number of students under allowable exclusions 715
79 A. (CDS B7) Of the initial 2007 initial cohort, how many completed the program in four years or less (by Aug. 31, 2011) 632	79 B. (CDS B7) Of the initial 2008 initial cohort, how many completed the program in four years or less (by Aug. 31, 2012) 622
80 A. (CDS B8) Of the initial 2007 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2011 and by Aug. 31, 2012) 34	80 B. (CDS B8) Of the initial 2008 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2012 and by Aug. 31, 2013) 31
81 A. (CDS B9) Of the initial 2007 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2012 and by Aug. 31, 2013) 5	81 B. (CDS B9) Of the initial 2008 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2013 and by Aug. 31, 2014) 10
82 A. (CDS B10) Total graduating within six years (sum of CDS questions B7, B8, and B9) 671	82 B. (CDS B10) Total graduating within six years (sum of CDS questions B7, B8, and B9) 663

83 A. (CDS B11) Six-year graduation rate for 2007 cohort (Equal to CDS B10/ CDS B6) 92 %	83 B. (CDS B11) Six-year graduation rate for 2008 cohort (Equal to CDS B10/ CDS B6) 93 %
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84 A. Of the students reported in question 76B, the number of nonresident alien (international) students: 64

84 B. Of the students reported in question 82B, the number of nonresident alien (international) students: 58

84 C. Six-year graduation rate for 2008 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate nonresident alien (international) students: 91 %

Income-based Graduation rates

In the following section, please disaggregate the fall 2008 cohort into three groups:

- Students who received a Federal Pell Grant
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan

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

For the two graduation rate grids, the sum of the three columns in each line of the income-based grid (85–91) should equal the figure in the corresponding grid above (76–82).

	Recipients of a Federal Pell Grant	Recipients of a subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Row Total (from questions 76B–82B)
85. Initial 2008 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	89	181	445	715
86. Of the initial 2008 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	0	0	0
87. Final 2008 cohort, after adjusting for allowable exclusions	89	181	445	715
88. Of the initial 2008 cohort, how many completed the program in four years or less (by Aug. 31, 2012)	77	161	384	622
89. Of the initial 2008 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2012 and by Aug. 31, 2013)	5	7	19	31
90. Of the initial 2008 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2013 and by Aug. 31, 2014)	1	2	7	10
91. Total graduating within six years (sum of 88+89+90)	83	170	410	663
92. Six-year graduation rate for 2008 cohort	93 %	94 %	92 %	

Note: Students are to be considered to have received a grant or loan if they received it for the period used for determining the cohort - fall term. The Higher Education Opportunity Act (HEOA) (Sec. 488(a)(3)) requires that graduation rates must be disaggregated by these categories and disclosed to the public.

Historical six-year graduation rates.

Please verify the percent of first-time, full-time, degree-seeking freshmen who entered in:

93. Fall 2006 and completed a bachelor's degree from your school before fall 2012 91 %

94. Fall 2005 and completed a bachelor's degree from your school before fall 2011 92 %

95. **Freshman retention rate (CDS B22)** For the cohort of all first-time, full-time, bachelor's degree-seeking undergraduate students who entered your institution in fall 2013 (or the preceding summer term), what percentage was enrolled at your institution in fall 2014 (i.e. enrolled on the date your institution calculates its official enrollment for fall 2014)? Note that the initial cohort can be adjusted ONLY for the number of students who departed to serve in the armed services, on official church missions, or in a recognized foreign aid service of the U.S. government; who died, or who became permanently disabled. 96 %

Historical retention rates Please confirm the following historical freshman retention rates (calculated as above). The percentage of first-time, full-time, degree-seeking freshman who entered in:

96. Fall of 2012 and returned to your institution in fall 2013 95 %

97. Fall of 2011 and returned to your institution in fall 2012 95 %

98. Fall of 2010 and returned to your institution in fall 2011 94 %

99. **International student retention rate:** For the cohort of first-time, full-time, bachelor's degree-seeking nonresident alien (international) students who entered your institution in fall 2013 (or the preceding summer term), what percentage was enrolled at your institution in fall 2014 (i.e., enrolled on the date your institute calculates its official enrollment for fall 2014)? Note that the initial cohort can be adjusted only for the number of students who departed to serve in the armed services, on official church missions, or in a recognized foreign aid service of the U.S. government; who died, or who became permanently disabled.

94 %

First-time, first-year (freshman) students (CDS C1) : Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2014. 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. Fall 2013 data is included for your reference.

	Fall 2014	Fall 2013
100. Total men applied	3,856	4,407
101. Total women applied	5,534	6,283
102. Total applications (sum of 100+101)	9,390	10,690
103. Total men admitted	988	958
104. Total women admitted	1,257	1,223
105. Total men and women admitted (sum of 103+104)	2,245	2,181
106. Total full-time, first-time, first-year (freshman) men enrolled	344	344
107. Total part-time, first-time, first-year (freshman) men enrolled	0	0
108. Total full-time, first-time, first-year (freshman) women enrolled	406	397
109. Total part-time, first-time, first-year (freshman) women enrolled	0	0
110. Total first-time, first-year enrolled, men and women, full- and part-time (Sum of 106 through 109)	750	741

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

111. Do you have a policy of placing students on a waiting list?

- Yes
 No

If yes, please answer the questions below for fall 2014 admissions:

112. Number of qualified applicants offered a place on waiting list

113. Number accepting a place on the waiting list

114. Number of wait-listed students admitted

Admission Requirements

High school completion requirement (CDS C3)

115. 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

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

- Require
 Recommend
 Neither require nor recommend

Distribution of high school units required and/or recommended. (CDS C5) 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.

	Units Required	Units Recommended
Total academic units (Sum of 117 thru 126 excluding 119b)	<input type="checkbox"/>	<input type="text" value="24"/>
117. English	<input type="checkbox"/>	<input type="text" value="4"/>
118. Mathematics	<input type="checkbox"/>	<input type="text" value="4"/>
119. Science	<input type="checkbox"/>	<input type="text" value="4"/>
119b. Of these, units that must be lab	<input type="checkbox"/>	<input type="text" value="3"/>
120. Foreign language	<input type="checkbox"/>	<input type="text" value="4"/>
121. Social studies	<input type="checkbox"/>	<input type="text" value="4"/>
122. History	<input type="checkbox"/>	<input type="text" value="4"/>
123. Academic electives	<input type="checkbox"/>	<input type="checkbox"/>
124. Computer Science	<input type="checkbox"/>	<input type="checkbox"/>
125. Visual / Performing Arts	<input type="checkbox"/>	<input type="checkbox"/>
126. Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value=""/>	<input type="checkbox"/>	<input type="checkbox"/>

Basis for Selection

127. 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? (CDS C6) 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

Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions. (CDS C7) Please mark one column from each row.

	Very Important	Important	Considered	Not Considered
Academic				
128. Rigor of secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
129. Class rank	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
130. Academic GPA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
131. Recommendation(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
132. Standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
133. Application essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nonacademic				
134. Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
135. Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
136. Talent/ability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
137. Character/personal qualities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
138. First generation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
139. Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
140. Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
141. State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
142. Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
143. Racial/ethnic status	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
144. Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
145. Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
146. Level of applicant's interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SAT and ACT Policies (CDS C8)

147. Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants? (Note: Schools that answer "no" to this question will not be ranked in the next edition of Best Colleges. Test-optional schools should answer "yes.")

- Yes, please continue with the next question.
 No, please skip to question 187.

If yes, select the appropriate boxes to reflect your institution's policies for use in admission for Fall 2015. (CDS C8A)

	Required	Recommended	Required for some	Considered if submitted	Not Used	Row Not Applicable
148. SAT or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
149. ACT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
150. SAT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
151. SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
152. SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

153. If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2016**, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process): (CDS C8B)

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

154. Please indicate how your institution will use the SAT or ACT essay component. Check all that apply: (CDS C8C)

	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"/>

155. Does your institution use applicants' test scores for academic advising (CDS C8D)?

- Yes
 No

156. Latest date by which SAT or ACT scores must be received for fall-term admission (MM/DD): (CDS C8E) 02 / 15

157. Latest date by which SAT Subject Tests scores must be received for fall-term admission (MM/DD): (CDS C8E) 02 / 15

158. 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). Do not include bullets, paragraph breaks, special characters, or other special formatting (CDS C8F) *Maximum number of allowable characters is 500*

As of May 6, 2014, Wesleyan has adopted a test-optional policy. For more information, visit http://www.wesleyan.edu/admission/test_optional/index.html

Test Score Submission (CDS C9) : In the following questions, please provide the percent and number of first-time, first-year students enrolled in fall 2014 who submitted national standardized (SAT/ACT) test scores. Include information for ALL *enrolled*, first-time, first-year (freshman) degree-seeking students -- full, or part-time-- who submitted test scores, including students who began studies during summer, international students / nonresident aliens, and students admitted under special arrangements. 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 these items. Do not convert SAT scores to ACT scores and vice versa.

159. How many first-time, first-year (freshman) degree-seeking students who enrolled in fall 2014 submitted SAT scores? 527

160. What percent of first-time, first-year (freshman) degree-seeking students who enrolled in fall 2014 submitted SAT scores? 70 %

161. How many first-time, first-year (freshman) degree-seeking students who enrolled in fall 2014 submitted ACT scores? 316

162. What percent of first-time, first-year (freshman) degree-seeking students who enrolled in fall 2014 submitted ACT scores? 42 %

Note: 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. We have provided the data that you submitted last year for reference.

	Fall 2014		Fall 2013	
	25th Percentile	75th Percentile	25th Percentile	75th Percentile
163. SAT Critical reading	640	740	650	740
164. SAT Math	650	740	660	750
165. SAT Writing	650	760	660	750
166. SAT Essay	8	10		
167. ACT Composite	29	33	30	33
168. ACT English	30	35	31	35
169. ACT Math	28	34	29	34
170. ACT Writing	8	10	8	10
171. ACT Reading	30	34		
172. ACT Science	27	33		

Percent of first-time, first-year (freshman) students enrolled in fall 2014 with scores in each range:

	SAT Critical Reading	SAT Math	SAT Writing
173. 700-800	50.85 %	51.99 %	58.51 %
174. 600-699	37.38 %	39.28 %	32.31 %
175. 500-599	11.57 %	8.16 %	8.80 %
176. 400-499	0.19 %	0.57 %	0.19 %
177. 300-399	0.00 %	0.00 %	0.19 %
178. 200-299	0.00 %	0.00 %	0.00 %
	100%	100%	100%

	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
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179. 30-36	<input type="text" value="73.73"/> %	<input type="text" value="80.70"/> %	<input type="text" value="54.43"/> %	<input type="text" value="80.06"/> %	<input type="text" value="57.59"/> %
180. 24-29	<input type="text" value="25.32"/> %	<input type="text" value="17.41"/> %	<input type="text" value="43.35"/> %	<input type="text" value="17.09"/> %	<input type="text" value="37.66"/> %
181. 18-23	<input type="text" value="0.63"/> %	<input type="text" value="1.27"/> %	<input type="text" value="1.90"/> %	<input type="text" value="2.53"/> %	<input type="text" value="4.43"/> %
182. 12-17	<input type="text" value="0.32"/> %	<input type="text" value="0.63"/> %	<input type="text" value="0.32"/> %	<input type="text" value="0.32"/> %	<input type="text" value="0.32"/> %
183. 6-11	<input type="text" value="0.00"/> %				
184. Below 6	<input type="text" value="0.00"/> %				
	100%	100%	100%	100%	100%

Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year (freshman) students enrolling in the fall of 2014, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. Last year's data is provided for your reference.

Average Test Scores	SAT Critical reading	SAT Math	SAT Writing	ACT Composite Score
185. 2014 enrolled freshmen	<input type="text" value="689"/>	<input type="text" value="693"/>	<input type="text" value="699"/>	<input type="text" value="31"/>
186. 2013 enrolled freshmen	<input type="text" value="695"/>	<input type="text" value="702"/>	<input type="text" value="703"/>	<input type="text" value="32"/>

High School Class Standing

(CDS C10). Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. "Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2014, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. We have provided the data that was submitted last year for your reference.

Note: Please report information just for those students from whom you collected high school class rank information

	Fall 2014	Fall 2013
187. % in top tenth of high school graduating class	<input type="text" value="64"/> %	<input type="text" value="67"/> %
188. % in top quarter of high school graduating class	<input type="text" value=""/> %	<input type="text" value="91"/> %
189. % in top half of high school graduating class	<input type="text" value="97"/> %	<input type="text" value="99"/> %
190. % in bottom half of high school graduating class	<input type="text" value="3"/> %	<input type="text" value="1"/> %
191. % in bottom quarter of high school graduating class	<input type="text" value=""/> %	<input type="text" value="0"/> %
Note: Top half(189) + bottom half(190) = 100%		
192. % of total first-time, first-year (freshman) students who submitted high school class rank	<input type="text" value="31"/> %	<input type="text" value="36"/> %

193. Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2014?

	Yes	No	Not Applicable
All international students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All minority students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All student athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All legacy/children of alumni admits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All special admission arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All students who began studies in summer 2014	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

194. Percent who had GPA of 3.75 and higher	<input type="text" value=""/> %
195. Percent who had GPA between 3.50 and 3.74	<input type="text" value=""/> %
196. Percent who had GPA between 3.25 and 3.49	<input type="text" value=""/> %
197. Percent who had GPA between 3.00 and 3.24	<input type="text" value=""/> %
198. Percent who had GPA between 2.50 and 2.99	<input type="text" value=""/> %
199. Percent who had GPA between 2.00 and 2.49	<input type="text" value=""/> %
200. Percent who had GPA between 1.00 and 1.99	<input type="text" value=""/> %
201. Percent who had GPA below 1.00	<input type="text" value=""/> %
	100%

202. What percent of total, first-time, first-year (freshman) students who enrolled in the fall of 2014 submitted high school GPA? (CDS C12) %

203a. What was the average high school GPA of all first-time, first-year (freshman) students who enrolled in the fall of 2014 and submitted GPA? Please state to ONE decimal place. Report information only for those students from whom you collected high school GPA

203b. What was the GPA of first-time, first-year fall 2014 students at the 25th and 75th percentile?

	25th	75th
GPA	<input type="text"/>	<input type="text"/>

204a. How many first-time, first-year, degree-seeking enrolled students received college credit for at least one Advanced Placement (AP) exam score?

204b. How many first-time, first-year, degree-seeking enrolled students received college credit for at least one International Baccalaureate (IB) exam score?

Application Fee (CDS C13)

205. Does your institution have an application fee?

- Yes
 No

206. Amount of application fee: \$

207. If you have an application fee and online application option, please indicate policy for students who apply online. (CDS C13)

- Same fee
 Free
 Reduced

207a. If reduced, what is the fee for students who apply online? \$

208. Can the fee be waived for applicants with financial need?

- Yes
 No

209. Is the application fee refundable:

- Yes
 No

Application Closing Date (CDS C14)

210. Does your institution have an application closing date?

- Yes
 No (rolling)

211. Application closing date (mm/dd): (Fall) /

212. Priority date (mm/dd) /

213. Are first-time, first-year students accepted for terms other than the fall? (CDS C15):

- Yes
 No

214. **Notification to Applicants of Admission Decision Sent (CDS C16) Please mark only one**

- On a rolling basis beginning (date mm/dd): /
 By (date mm/dd): /
 Other:

215. **Reply policy for admitted applicants (CDS C17) Please mark only one**

- Must reply by (date mm/dd): /
 No set date
 Must reply by May 1 or within weeks if notified thereafter
 Other:

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

- Yes
 No

217. If yes, maximum period of postponement:

218. **Early admission of high school students: (CDS C19) 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

219. **Early Decision Admissions (CDS C21) Does your institution offer an early decision plan for first-time, first-year (freshman) applicants for fall enrollment? (Note: an early decision plan allows students to apply early and be notified of an admission decision well in advance of the regular notification date and asks students to commit to attending if accepted.)**

- Yes, please continue with the next question.
 No, skip to question 227

220. First or only early decision plan closing date (mm/dd)	11 / 15
221. First or only early decision plan notification date (mm/dd)	12 / 15
222. Other early decision plan closing date (mm/dd)	01 / 01
223. Other early decision plan notification date (mm/dd)	02 / 15
224. Number of early decision applications received by your institution for fall 2014 entering class	821
225. Number of applicants admitted under early decision plan for fall 2014 entering class	367
226. Number of applicants enrolled under early decision plan for fall 2014 entering class.	353

227. Early Action Admissions. 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? (CDS C22)

- Yes, please continue with the next question.
 No, skip to question 233.

227b. Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?

- Yes
 No

228. Early action plan closing date (mm/dd)	/
229. Early action plan notification date (mm/dd)	/
230. Number of early action applications received by your institution for fall 2014 entering class?	
231. Number of applicants admitted under early action plan for fall 2014 entering class?	
232. Number of applicants enrolled under early action plan for fall 2014 entering class?	

Check special requirements for admission to specific programs

233. Portfolio required of art program applicants
 234. Audition required of music program applicants
 235. Audition required of dance program applicants
 236. Audition required of theatre program applicants
 237. R.N. required of nursing program applicants

238. Institution has a partnership with college access organizations (check all that apply):

- Posse
 Questbridge
 Talent Search
 Upward Bound
 Other (describe) _____

List special programs or policies for applicants who are not normally admissible due to academic deficiencies and/or economic disadvantages.

239. Higher Education Opportunity Program (HEOP)
 240. Educational Opportunity Program (EOP)
 241. Conditional admission

Other Admissions Policies/Procedures

242. Campus visit is:

- Required
 Recommended
 Neither required/recommended

Does your institution service veterans in the following ways?

243a. Institution is certified for the G.I. Bill

- Yes
 No

243b. Institution participates in the Yellow Ribbon Program

- Yes
 No

243c. Institution offers at least one credit-granting course or program that is the same as one of the courses or programs listed in any of the Defense Activities for Non-Traditional Education Support (DANTES) catalog. These catalogs include the DANTES Independent Study Catalog, the DANTES Catalog of Nationally Accredited Distance Learning Programs, and the DANTES External Degree Catalog.

- Yes
 No

244. Admission interview is:

- Required
 Recommended
 Neither required/recommended

245. Off-Campus admissions interviews:

- may be arranged with an admission representative
 may not be arranged with an admission representative
 are not available

246. Tuition deposit amount \$

247. Check one:

- Tuition deposit is nonrefundable
 Tuition deposit is partially refundable
 Tuition deposit is refundable (MM/DD) /

248. Amount of housing deposit (CDS C17)

249. Deadline for housing deposit (mm/dd) (CDS C17) /

250. Refundable if student does not enroll?

- Yes, in full
 Yes, in part
 No

Transfer Admission

Fall Applicants

251. Does your institution enroll transfer students? (CDS D1):

- Yes
 No

(If no, please skip to question 281)

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

- Yes
 No

Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2014. (CDS D2)

	Applicants	Admitted Applicants	Enrolled Applicants
253. Men	<input type="text" value="193"/>	<input type="text" value="93"/>	<input type="text" value="21"/>
254. Women	<input type="text" value="244"/>	<input type="text" value="63"/>	<input type="text" value="35"/>
255. Total	<input type="text" value="437"/>	<input type="text" value="156"/>	<input type="text" value="56"/>

256. Of the newly enrolled degree-seeking transfer students reported in question 255, how many had an associate degree granted by another institution?

Application for Admission - Transfers

257. Indicate terms for which transfers may enroll: (CDS D3)

- Fall
 Winter
 Spring
 Summer

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

- Yes
 No

259. If yes, what is the minimum number of credits?

Indicate all items required of transfer students to apply for admission: (CDS D5)

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

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

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

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. (CDS D9)

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
268. Fall (mm/dd)	<input type="text"/> / <input type="text"/>	<input type="text" value="03"/> / <input type="text" value="15"/>	<input type="text" value="05"/> / <input type="text" value="15"/>	<input type="text" value="06"/> / <input type="text" value="01"/>	<input type="checkbox"/>
269. Winter (mm/dd)	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="checkbox"/>
270. Spring (mm/dd)	<input type="text"/> / <input type="text"/>	<input type="text" value="11"/> / <input type="text" value="01"/>	<input type="text" value="12"/> / <input type="text" value="11"/>	<input type="text" value="12"/> / <input type="text" value="18"/>	<input type="checkbox"/>
271. Summer (mm/dd)	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="checkbox"/>

272. Does an open admission policy, if reported, apply to transfer students? (CDS D10)

Yes

No

Transfer Credit Policies

273. Report the lowest grade earned for any course that may be transferred for credit (CDS D12):

274. Maximum number of credits or courses that may be transferred from a two-year institution (CDS D13):

Number Unit type: credits courses

275. Maximum number of credits or courses that may be transferred from a four-year institution (CDS D14):

Number Unit type: credits courses

276. Minimum number of credits that transfers must complete at your institution to earn an associate degree (CDS D15):

277. Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree (CDS D16):

278. Does your institution have a guaranteed admission agreement with at least one other college/university? Note: For the purposes of this survey, "guaranteed admission agreement" is defined as a contractual agreement that provides guaranteed admission to a participating institution for students who meet specific requirements and fulfill certain pre-determined criteria.

Yes

No

279. URL for additional information on guaranteed admission agreements at your institution:

280. Please select the institutions from the following list with which your college/university has a guaranteed admission agreement:

Selected Institutions
<input type="text"/>

Full list of schools with guaranteed admission agreements (view only)

Undergraduate Alumni Giving: Please enter information on undergraduate alumni giving, as defined below. As noted, *exclude* former students who earned only graduate degrees and undergraduates who didn't graduate from your institution. Additionally, exclude all student giving (e.g., senior class gift) unless you count the entire senior student body in the alumni of record total.

Please follow the standards set by the Council for Aid to Education (CAE) and the Council for Advancement and Support of Education (CASE), and used for reporting to CAE for the Voluntary Support of Education Survey when answering these questions.

What was the number of undergraduate alumni of record at your institution? (*Alumni of record are former full- or part-time students with an undergraduate degree from your institution and for whom you believe you have a valid address or other way to make contact (telephone, email, etc.)*)

281. Number of undergraduate alumni of record in 2013-2014:

282. Number of undergraduate alumni of record in 2012-2013 (provided for your reference):

What was the number of undergraduate alumni solicited at least once during the year?

283. Number of undergraduate alumni of record solicited in 2013-2014:

284. Number of undergraduate alumni of record solicited in 2012-2013 (provided for your reference):

What was the number of undergraduate alumni donors for your institution in the following years? (*Alumni donors are alumni with undergraduate degrees from your institution who made one or more tax-deductible gifts from either themselves or their legal spouse/partner for either current operations or capital expenses during the specified fiscal year.*) *Exclude all soft-credit only contributions – only report on IRS reportable gifts.*

285. Number of undergraduate alumni donors in 2013-2014:

286. Number of undergraduate alumni donors in 2012-2013 (provided for your reference):

Note: The alumni giving data reported to U.S. News should be the same as what was reported to the Council for Aid to Education for undergraduate alumni in its annual Voluntary Support of Education Survey. If you do not break down undergraduate-only giving for the CAE survey, you must still do so for this report.

Faculty Salaries 2014 - 2015 Academic Year: Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction. *Include* those on paid leave. *Exclude* administrative officers with titles such as dean, librarian, and registrar, even if they devote time to instruction. *Exclude* non-professional rank faculty with title of instructor, lecturer or no-rank. *Exclude* faculty on unpaid leave, but *include* visitors who are temporarily replacing them. Full-time salaries other than 9- or 12-month should be converted to an academic year before inclusion. If you are not able to separate fringe benefits from salary, you may indicate the combined figure in the total expenditures column.

Note: These definitions and the line references refer to those found in the annual AAUP survey of faculty compensation.

Faculty By Contract Length	Number of Faculty (Sec. Ia,b, lines 1-3, Cols 1 & 6)	Salary Expenditures (Sec. Ia,b, lines 1-3, Cols 2 & 7)	Fringe Benefit Expenditures (Sec. IIa,b, Line 12)	Total Expenditures (Salary and Fringe Benefits)
287. Professor, 9-month	<input type="text" value="124"/>	<input type="text" value="\$ 17,549,211"/>	<input type="text" value="\$ 4,806,880"/>	<input type="text" value="\$ 22,356,091"/>
288. Associate professor, 9-month	<input type="text" value="62"/>	<input type="text" value="\$ 6,057,217"/>	<input type="text" value="\$ 1,728,557"/>	<input type="text" value="\$ 7,785,774"/>
289. Assistant professor, 9-month	<input type="text" value="71"/>	<input type="text" value="\$ 5,817,392"/>	<input type="text" value="\$ 1,560,003"/>	<input type="text" value="\$ 7,377,395"/>
290. Professor, 12-month	<input type="text" value=""/>	<input type="text" value="\$"/>	<input type="text" value="\$"/>	<input type="text" value="\$"/>
291. Associate professor, 12-month	<input type="text" value=""/>	<input type="text" value="\$"/>	<input type="text" value="\$"/>	<input type="text" value="\$"/>
292. Assistant professor, 12-month	<input type="text" value=""/>	<input type="text" value="\$"/>	<input type="text" value="\$"/>	<input type="text" value="\$"/>

(CDS I-1). Please report number of instructional faculty members in each category for Fall 2014. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP. Fall 2013 data is provided for your reference.

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
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Full-time instructional 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 or African American; American Indian or Alaska Native; Asian; Native Hawaiian or other Pacific Islander; Two or more races; or Hispanic.

Doctorate: includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy in any field such as arts, services, education, engineering, business, or 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), law (JD).

Terminal Master's degree: a master's degree that is considered the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts in art or theatre).

2014 Instructional Faculty Members

Note: Items 298, 299, 300 and 300a must sum up to item 293	Full time	Part time	Total
293. Total number of instructional faculty	352	44	396
294. Total number who are members of minority groups	59	12	71
295. Total number who are women	161	21	182
296. Total number who are men	191	23	214
297. Total number who are non-resident aliens (international)	31	1	32
298. Total number with doctorate or other terminal degree	333	26	359
299. Total number whose highest degree is a master's but not a terminal master's	7	10	17
300. Total number whose highest degree is a bachelor's	11	6	17
300a. Total number whose highest degree is unknown or other	1	2	3
300b. Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students	0	0	0
301. Total number whose highest degree is a Doctorate	289	19	308

2013 Instructional Faculty Members

Note: Items 307, 308, 309 and 309a must sum up to item 302	Full time	Part time	Total
302. Total number of instructional faculty	338	47	385
303. Total number who are members of minority groups	53	14	67
304. Total number who are women	160	24	184
305. Total number who are men	178	23	201
306. Total number who are non-resident aliens (international)	26	1	27
307. Total number with doctorate or other terminal degree	320	31	351
308. Total number whose highest degree is a master's but not a terminal master's	7	6	13
309. Total number whose highest degree is a bachelor's	9	5	14
309a. Total number whose highest degree is unknown or other	2	5	7
309b. Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students	0	0	0
310. Total number whose highest degree is a Doctorate	280	21	301

Student to Faculty Ratio: (CDS I-2) Report the Fall 2014 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.

311. Fall 2014 student to faculty ratio: 8.0 to 1 (based on 3,106 students and 367 faculty)

312. Fall 2013 student to faculty ratio (provided for your reference): 9 to 1

Undergraduate Class Size (CDS I-3): In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2014 term. Fall 2013 data provided for your reference.

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.

313. Class Sections:

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
2014 Undergraduate Class Sections	151	320	80	67	19	9	9	655
2013 Undergraduate Class Sections	159	294	73	55	17	23	9	630

Graduate Teaching Assistants

314. Of the "undergraduate class sections" entered above for fall 2014, how many officially list a graduate teaching assistant as the primary instructor? 0

315. If you can't provide the number of assistants, please indicate why:

- Not applicable - don't use graduate teaching assistants
 Not available - don't track use of teaching assistants

316. Unique Qualities during the 2014-2015 academic year.

As part of each entry in a directory of colleges and universities, U.S. News would like to feature a brief description of the school's mission and unique qualities. Please provide a summary of what makes your school special. What are its strengths and attributes? *Maximum number of allowable characters is 4000. Please do not include bullets, paragraph breaks, special characters, or other special formatting.*

We believe that liberal education should instill capacities for critical and creative thinking that can address unfamiliar and changing circumstances, engender a moral sensibility that can weigh consequence beyond self, and establish an enduring love of learning for its own sake. With the help of our faculty, Wesleyan students develop their own unique programs of study, which reflect their own interests and address capabilities we believe are essential to effective participation in a global society. Our faculty are active, well-known scholars, and the community is intellectually lively, so students have resources and support for accomplishing serious scholarly work as undergraduates.

POPULAR MAJORS (CDS J) Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2013 and June 30, 2014. Only five majors can be entered. For more information on CIP 2010, visit <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. Last year's information (2013 graduates) is included for your reference.

Question 317:

2013 Graduates		
CIP Major Name	CIP Code Number	Percent of Graduates
Psychology, General	42.0101	9
English Language and Literature, General	23.0101	7
Political Science and Government, General	45.1001	6
Physiological Psychology/Psychobiology	42.2706	6
Economics, General	45.0601	6

2014 Graduates		
CIP Major Name	CIP Code Number	Percent of Graduates
Psychology, General	42.0101	9
Economics, General	45.0601	9
English Language and Literature, General	23.0101	7
Political Science and Government, General	45.1001	6
Physiological Psychology/Psychobiology	42.2706	6

Majors and Minors offered

Note: Please use CIP 2010 codes in answering questions 318 and 319. When reporting majors in question 318 below, please do not list majors in conjunction with a concentration, emphasis, minor, or subject area. Concentrations, etc., may be reported in question 319.

In the box underneath the "Majors available" header, click on a CIP code to highlight the major category. This will open another box directly below which lists the sub-categories of majors (CIP codes with up to 4 digits to the right of the decimal place). The sub-categories are arranged by ascending CIP code number. Once you've highlighted a major (you may click and drag your mouse to highlight multiple selections), click on the right arrow in the middle column, which will move your selection to the "Majors offered" column. To undo a selection, highlight the CIP code in the "Majors offered" column and click on the left arrow. The "view only" section will only display the CIP code, not its full description.

318. Select majors leading to bachelor's degree:

Majors available	Majors offered

1--Agriculture, Agriculture Operations, and Related Sciences 3--Natural Resources and Conservation 4--Architecture and Related Services 5--Area, Ethnic, Cultural, Gender, and Group Studies 9--Communication, Journalism, and Related Programs	==> <==	11.0701 16.0900 16.1200 23.0101 23.9999 24.0101 24.0103 26.0101 26.0205 27.0101 3.0103 30.0101 30.1501 30.2201 38.0101
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Full list of majors offered(view only)

11.0701, 16.0900, 16.1200, 23.0101, 23.9999, 24.0101, 24.0103, 26.0101, 26.0205, 27.0101, 3.0103, 30.0101, 30.1501, 30.2201, 38.0101, 38.0201, 40.0101, 40.0201, 40.0501, 40.0801, 42.0101, 42.2706, 45.0201, 45.0301, 45.0601, 45.1001, 45.1101, 45.9999, 5.0102, 5.0104, 5.0107, 5.0110, 5.0124, 5.0125, 5.0126, 5.0130, 5.0201, 5.0299, 50.0301, 50.0501, 50.0601, 50.0702, 50.0703, 50.0999, 54.0101

319. Select minors and other miscellaneous programs offered for undergraduates:

Minors available		Minors offered
1--Agriculture, Agriculture Operations, and Related Sciences 3--Natural Resources and Conservation 4--Architecture and Related Services 5--Area, Ethnic, Cultural, Gender, and Group Studies 9--Communication, Journalism, and Related Programs	==> <==	24.0103 40.0203 45.0301 45.0601 5.0104 5.011 5.0124 5.0125 50.0601 50.0703 54.0101

Full list of minors offered(view only)

24.0103, 40.0203, 45.0301, 45.0601, 5.0104, 5.011, 5.0124, 5.0125, 50.0601, 50.0703, 54.0101

Academic Offerings and Policies

Special Study Options. (CDS EI) For the following questions, please check each program offered. Then report the percent of 2014 graduating seniors who have participated in these programs during their undergraduate years.

Note: Definitions of these programs can be found here: www.commondataset.org.

	Offered?	Participation rate
320. Accelerated program	<input checked="" type="checkbox"/>	0%
321. Cooperative education program	<input type="checkbox"/>	%
322. Cross-registration	<input checked="" type="checkbox"/>	0%
323. Distance learning	<input type="checkbox"/>	%
324. Double major	<input checked="" type="checkbox"/>	38%
325. Dual enrollment	<input checked="" type="checkbox"/>	0%
326. English as a second language (ESL)	<input type="checkbox"/>	%
327. Exchange student program (domestic)	<input checked="" type="checkbox"/>	1%
328. External degree program	<input type="checkbox"/>	%
329. Honors program	<input checked="" type="checkbox"/>	27%

330. Independent study	<input checked="" type="checkbox"/>	23%
331. Internships	<input checked="" type="checkbox"/>	72%
332. Liberal arts/career combination	<input type="checkbox"/>	%
333. Student-designed major	<input checked="" type="checkbox"/>	1%
334. Study abroad	<input checked="" type="checkbox"/>	34%
335. Teacher certificate program	<input type="checkbox"/>	%
336. Weekend college	<input type="checkbox"/>	%

337. Percentage of nonresident alien students in the 2014 graduating class who participated in an off-campus internship during their undergraduate years. %

Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2014 graduating seniors who have participated in these programs during their undergraduate years. To view a list of definitions for this section click [here](#)

	Offered?	Participation rate
338. First-year Experiences	<input checked="" type="checkbox"/>	72%
339. Service Learning	<input checked="" type="checkbox"/>	26%
340. Senior Capstone or Culminating Academic Experiences	<input checked="" type="checkbox"/>	%
341. Writing in the Disciplines	<input checked="" type="checkbox"/>	97%
342. Undergraduate Research/Creative Projects	<input checked="" type="checkbox"/>	54%
343. Learning Communities	<input type="checkbox"/>	%

Areas in which all or most students are required to complete some course work prior to graduation: (CDS E3) (check as many as apply)

344. Arts/fine arts	<input type="checkbox"/>	345. Humanities	<input type="checkbox"/>
346. Computer literacy	<input type="checkbox"/>	347. Mathematics	<input type="checkbox"/>
348. English (including composition)	<input type="checkbox"/>	349. Philosophy	<input type="checkbox"/>
350. Foreign languages	<input type="checkbox"/>	351. Sciences (biological or physical)	<input type="checkbox"/>
352. History	<input type="checkbox"/>	353. Social science	<input type="checkbox"/>

354. Check one:

- Minor is required of all for graduation
 Minor is required of some for graduation
 Minor is not required for graduation

355. General education/core curriculum is required:

- Yes
 No

356. Cooperative education programs offered (check as many as apply)

Agriculture	<input type="checkbox"/>	Home Economics	<input type="checkbox"/>
Art	<input type="checkbox"/>	Humanities	<input type="checkbox"/>
Business	<input type="checkbox"/>	Natural Science	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>	Social/Behavioral Science	<input type="checkbox"/>
Education	<input type="checkbox"/>	Technologies	<input type="checkbox"/>
Engineering	<input type="checkbox"/>	Vocational Arts	<input type="checkbox"/>
Health Professions	<input type="checkbox"/>		
Other Describe: <input type="text"/>	<input type="checkbox"/>		

357. Teacher certifications offered (check as many as apply)

Early childhood	<input type="checkbox"/>	Special Education	<input type="checkbox"/>
-----------------	--------------------------	-------------------	--------------------------

Elementary	<input type="checkbox"/>	Vo-tech	<input type="checkbox"/>
Middle/Junior High	<input type="checkbox"/>	Adult Education	<input type="checkbox"/>
Secondary	<input type="checkbox"/>	Bilingual/bicultural	<input type="checkbox"/>

358. Specify number of specific subject areas in which you offer education certification:

359. Qualified undergraduate students may take graduate-level classes at your school:

Yes
 No

360. Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered):

Pre-law	<input checked="" type="checkbox"/>	Pre-dentistry	<input checked="" type="checkbox"/>
Pre-medicine	<input checked="" type="checkbox"/>	Pre-theology	<input type="checkbox"/>
Pre-veterinary science	<input checked="" type="checkbox"/>	Pre-optometry	<input type="checkbox"/>
Pre-pharmacy	<input type="checkbox"/>		
Other	<input type="checkbox"/>		

Describe Other. Do not include bullets, paragraph breaks, special characters, or other special formatting. *Maximum number of allowable characters is 500*

361. Check domestic off-campus semester-away (or term-away) study programs (check as many as offered):

Washington Semester (American University)	<input type="checkbox"/>	UN Semester	<input type="checkbox"/>
SEA Semester	<input checked="" type="checkbox"/>	American Studies Program (Washington, D.C.)	<input type="checkbox"/>
Los Angeles Film Studies Center	<input type="checkbox"/>	Oak Ridge Science Semester (TN)	<input type="checkbox"/>
Washington Center Program	<input type="checkbox"/>	AuSable Institute of Environmental Studies Program (MI)	<input type="checkbox"/>
Newberry Library Program (IL)	<input type="checkbox"/>	New York Arts Program	<input type="checkbox"/>
New York Studio Program (AICAD)	<input checked="" type="checkbox"/>		
Other Describe: <input type="text" value="Semester in Environmental Science, Williams-Mystic Maritime Studies"/>	<input checked="" type="checkbox"/>		

362. Select schools with which domestic exchange programs are offered.

Colleges		Selected Schools
<ul style="list-style-type: none"> AIB College of Business (IA) Abilene Christian University (TX) Abraham Baldwin Agricultural College (GA) Academy of Art University (CA) Acadia University Adams State University (CO) Adelphi University (NY) Adrian College (MI) Adventist University of Health Sciences (FL) Agnes Scott College (GA) Alabama Agricultural and Mechanical University (AL) Alabama State University (AL) Alaska Pacific University (AK) Albany College of Pharmacy and Health Sciences (NY) Albany State University (GA) 	<input type="button" value="==>"/> <input type="button" value="<=="/>	<ul style="list-style-type: none"> Amherst College (MA) Bowdoin College (ME) Connecticut College (CT) Dartmouth College (NH) Mount Holyoke College (MA) Smith College (MA) Trinity College (CT) Vassar College (NY) Wellesley College (MA) Wheaton College (MA) Williams College (MA)

363. Select countries in which study abroad is offered.

Countries		Countries Selected

Afghanistan Albania Algeria American Samoa Andorra Angola Anguilla Antigua and Barbuda Argentina Armenia Aruba Australia Austria Azerbaijan Bahamas, The	<input type="button" value="==>"/> <input type="button" value="<=="/>	Argentina Australia Botswana Brazil Cameroon Chile China Costa Rica Czech Republic Denmark Dominican Republic Ecuador Egypt France Germany
--	--	--

College Credit and placement options offered during the 2014- 2015 academic year.

	Credit only	Placement only	Credit and/or placement
364. College Entrance Examination Board (CEEB) Advanced Placement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
365. International Baccalaureate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

366. Credit/placement offered for Advanced Placement (AP) scores of: (check all that apply)

- 2
 3
 4
 5

367. Credit/placement offered for International Baccalaureate (IB) scores of (check all that apply):

Standard Level (SL)	Higher Level (HL)
<input type="checkbox"/> 2	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input type="checkbox"/> 4
<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 5
<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 6
<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 7

COMBINED-DEGREE PROGRAMS

368. List names of combined-degree programs.

Combined-degree program #1	
Combined-degree program Name	BA/MA Program in the Sciences

CONSORTIA

369. List names of consortia.

Consortium #1	
Consortium Name	Consortium on Financing Higher Education

Student Activities

Fraternities / Sororities

370. Number of social fraternities on campus:
 371. Number of fraternities with chapter houses:
 372. Number of social sororities on campus:
 373. Number of sororities with chapter houses:

Other Student Characteristics (CDS F1): Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2014 who fit the following categories.

	First-time, First-year Students (Freshman),	Undergraduates Fall 2014

	Fall 2014	
374. % who are from out of state (exclude international/nonresident aliens)	93 %	92 %
375. % of men who join fraternities	1 %	1 %
376. % of women who join sororities	1 %	1 %
377. % who live in college-owned, operated or affiliated housing	100 %	99 %
378. % who live off campus or commute	0 %	1 %
379. % of students age 25 and older	1 %	1 %
380. Average age of full-time students	19	20
381. Average age of students (full- and part-time)	19	20

Student Life

Activities Offered (CDS F2) Identify the programs available at your institution by checking the box next to each program name.

382. Campus Ministries	<input checked="" type="checkbox"/>	383. Choral groups	<input checked="" type="checkbox"/>	384. Concert band	<input checked="" type="checkbox"/>
385. Dance	<input checked="" type="checkbox"/>	386. Drama/theater	<input checked="" type="checkbox"/>	387. International Student Organization	<input checked="" type="checkbox"/>
388. Jazz band	<input checked="" type="checkbox"/>	389. Literary magazine	<input checked="" type="checkbox"/>	390. Marching band	<input type="checkbox"/>
391. Model UN	<input checked="" type="checkbox"/>	392. Music ensembles	<input checked="" type="checkbox"/>	393. Musical theater	<input checked="" type="checkbox"/>
394. Opera	<input type="checkbox"/>	395. Pep band	<input checked="" type="checkbox"/>	396. Radio station	<input checked="" type="checkbox"/>
397. Student government	<input checked="" type="checkbox"/>	398. Student newspaper	<input checked="" type="checkbox"/>	399. Student-run film society	<input checked="" type="checkbox"/>
400. Symphony orchestra	<input checked="" type="checkbox"/>	401. Television station	<input type="checkbox"/>	402. Yearbook	<input checked="" type="checkbox"/>

403. Total number of registered organizations: 230

STUDENT PAPERS

404. List names of student newspapers.

Student Paper #1	
Student Paper Name	The Argus
Student Paper URL	http://wesleyanargus.com/

Athletics

405. Sports Information Director and Department website

Athletic Department Web address:	http://www.wesleyan.edu/athletics
Athletic Director name:	Michael Whalen
Athletic Director phone:	(860) 685-2908
Athletic Director email:	mwhalen@wesleyan.edu

Current Classification Athletic Sanctioning Body

406. Collegiate athletic association that your school belongs to during the 2014–2015 academic year.

- NCAA I
- NCAA II
- NCAA III
- NAIA
- None of the above

Select the men's and women's sports offered for the current academic year. If athletic scholarships are available for a particular sport, mark the appropriate box.

FOR THIS SURVEY:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
- Intramural sports are competitive sports played at your institution among other students at your institution.
- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

Sports and Scholarships

	Gender	Intercollegiate NCAA or NAIA	Scholarships Available?	Intramural	Club (intercollegiate)
407. Archery	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
408. Badminton	Men			<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
409. Baseball	Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Women			<input type="checkbox"/>	<input type="checkbox"/>
410. Basketball	Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
411. Bowling	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
412. Cheerleading	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women			<input type="checkbox"/>	<input type="checkbox"/>
413. Crew (Rowing) Heavyweight	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
414. Crew (Rowing) Lightweight	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
415. Cross-country	Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
416. Curling	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women			<input type="checkbox"/>	<input type="checkbox"/>
417. Equestrian	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
418. Fencing	Men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
419. Field Hockey	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
420. Figure Skating	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women			<input type="checkbox"/>	<input type="checkbox"/>
421. Football	Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Women			<input type="checkbox"/>	<input type="checkbox"/>
422. Golf	Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
423. Gymnastics	Men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
424. Ice Hockey	Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
425. Lacrosse	Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
426. Lightweight Football	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women			<input type="checkbox"/>	<input type="checkbox"/>

427. Martial Arts	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women			<input type="checkbox"/>	<input type="checkbox"/>
428. Racquetball	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women			<input type="checkbox"/>	<input type="checkbox"/>
429. Rifle	Men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
430. Rodeo	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women			<input type="checkbox"/>	<input type="checkbox"/>
431. Rugby	Men			<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
432. Sailing	Men			<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Women			<input type="checkbox"/>	<input checked="" type="checkbox"/>
433. Skiing: Alpine	Men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
434. Skiing: Nordic	Men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
435. Soccer	Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
436. Softball	Men			<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
437. Squash	Men			<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
438. Swimming and Diving	Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
439. Synchronized Swimming	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
440. Team Handball	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
441. Tennis	Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
442. Track and Field (indoor)	Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
443. Track and Field (outdoor)	Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
444. Ultimate Frisbee	Men			<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Women			<input type="checkbox"/>	<input checked="" type="checkbox"/>
445. Volleyball	Men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
446. Water Polo	Men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
447. Water Skiing	Men			<input type="checkbox"/>	<input type="checkbox"/>
	Women			<input type="checkbox"/>	<input type="checkbox"/>

448. Wrestling	Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Women			<input type="checkbox"/>	<input type="checkbox"/>

HONOR SOCIETIES

449. List names of honor societies.

Honor Society #1	
Honor Society Name	Phi Beta Kappa

RELIGIOUS ORGANIZATIONS

450. List names of religious organizations.

Religious Organization #1	
Religious Organization Name	Catholic Student Association
Religious Organization #2	
Religious Organization Name	Wesleyan Association of Christian Thinkers
Religious Organization #3	
Religious Organization Name	Multi-Cultural Campus Ministries
Religious Organization #4	
Religious Organization Name	Wesleyan Christian Fellowship
Religious Organization #5	
Religious Organization Name	Muslim Students' Association
Religious Organization #6	
Religious Organization Name	Unitarian Universalist Campus Ministry

ETHNIC ORGANIZATIONS

451. List names of ethnic organizations.

Ethnic Organization #1	
Ethnic Organization Name	African Students Association
Ethnic Organization #2	
Ethnic Organization Name	Ajua Campos
Ethnic Organization #3	
Ethnic Organization Name	Asian American Student Collective
Ethnic Organization #4	
Ethnic Organization Name	Caribbean Students Association
Ethnic Organization #5	
Ethnic Organization Name	WesQueisqueya
Ethnic Organization #6	
Ethnic Organization Name	Hong Kong Student Association
Ethnic Organization #7	
Ethnic Organization Name	Indonesian Society at Wesleyan
Ethnic Organization #8	
Ethnic Organization Name	Invisible Men
Ethnic Organization #9	
Ethnic Organization Name	Japan Society
Ethnic Organization #10	
Ethnic Organization Name	Korean Students Association
Ethnic Organization #11	
Ethnic Organization Name	Multi-ethnic Interracial Cross-cultural (MIX)
Ethnic Organization #12	
Ethnic Organization Name	PANGEA

Ethnic Organization #13
Ethnic Organization Name Para La Familia

Ethnic Organization #14
Ethnic Organization Name PINOY

Ethnic Organization #15
Ethnic Organization Name Shakti

Ethnic Organization #16
Ethnic Organization Name SUYA

Ethnic Organization #17
Ethnic Organization Name Taiwanese Cultural Society

Ethnic Organization #18
Ethnic Organization Name Ujamaa

Ethnic Organization #19
Ethnic Organization Name Women of Color Collective

Ethnic Organization #20
Ethnic Organization Name Chinese Board Game

Ethnic Organization #21
Ethnic Organization Name Slavic Student Organization

Ethnic Organization #22
Ethnic Organization Name Spectrum

Ethnic Organization #23
Ethnic Organization Name Wesleyan Jewish Community

Ethnic Organization #24
Ethnic Organization Name Wesleyan Malaysian Society

OTHER ORGANIZATIONS

452. List names of other organizations.

Other Organization #1
Other Organization Name http://www.wesleyan.edu/wsaoffice/Student%20Groups.html

POPULAR CAMPUS EVENTS

453. List names of popular campus events.

Popular Campus Event #1
Popular Campus Event Name Homecoming

Popular Campus Event #2
Popular Campus Event Name Spring Fling

Popular Campus Event #3
Popular Campus Event Name Cultural shows

454. **Religious preference:** Estimated religious preference percentage of fall 2014 enrolled undergraduate students. The religion listed in 454j can only be changed by updating Q9. If your school's religious affiliation appears in both 454j and one of either 454a thru 454g, then only fill out the percentage of students with that religious preference in question 454j. Only one religion can be listed in 454k. (Percentages must equal 100% to be saved).

Note: Only answer the religious preference question if it's based on a survey of students.

a. Catholic	11.2 %	h. claim no religious preference	47.6 %
b. Protestant	7.5 %	i. don't know	0.1 %
c. Jewish	17.5 %	j. Religious affiliation (Q.9)	<input type="text"/> %
d. Muslim	1.6 %	k. Other	5.0 %
e. Hindu	1.6 %	Other Christian	
		l. All other	5.2 %

f. Buddhist	<input type="text" value="2.7"/> %	
g. Mormon	<input type="text" value=""/>	
		100%

455. **Overlap schools:** List up to five institutions that generally have the biggest overlaps (in terms of number of applicants) with your institution's applicant pool. Please use the alphabetical listing of colleges and universities on the left hand side of the grid. Select up to five institutions, then use the right arrow to move those schools to Overlap column. To remove a school from the right side of the grid, click on its name and hit the left arrow to move them back.

List of Colleges		Selected Overlap Colleges
AIB College of Business (IA) Abilene Christian University (TX) Abraham Baldwin Agricultural College (GA) Academy of Art University (CA) Acadia University Adams State University (CO) Adelphi University (NY) Adrian College (MI) Adventist University of Health Sciences (FL) Agnes Scott College (GA) Alabama Agricultural and Mechanical University (AL) Alabama State University (AL) Alaska Pacific University (AK) Albany College of Pharmacy and Health Sciences (NY) Albany State University (GA)	<input type="button" value="==>"/> <input type="button" value="<=="/>	Amherst College (MA) Brown University (RI) Harvard University (MA) Tufts University (MA) Yale University (CT)

ROTC programs offered in cooperation with the Reserve Officers' Training Corps during the 2014- 2015 academic year.

456. Army ROTC is [CDS-F3]:

- Offered on campus
 Offered at cooperating institution. Name
 Not offered

457. Navy ROTC is [CDS-F3]:

- Offered on campus
 Offered at cooperating institution. Name
 Not offered

458. Air Force ROTC is [CDS-F3]:

- Offered on campus
 Offered at cooperating institution. Name
 Not offered

Housing offered during the 2014- 2015 academic year.

459. Institution offers housing:

- Yes
 No

Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution and specify the percentages of students living in each type (CDS F4). Exclude students not living in these housing types from percentages. When calculating percentages, institutional housing should only be counted in one category. For example, if a dorm is both coed and considered to be wellness housing, students in that dorm should be included in either question 460 or 471, not both.

	Check if Offered	Percentages living in each type during the 2014- 2015 academic year
460. Coed dorms	<input checked="" type="checkbox"/>	<input type="text" value="46"/> %
461. Women's dorms	<input checked="" type="checkbox"/>	<input type="text" value="1"/> %
462. Men's dorms	<input checked="" type="checkbox"/>	<input type="text" value="1"/> %
463. Sorority housing	<input type="checkbox"/>	<input type="text" value=""/> %
464. Fraternity housing	<input checked="" type="checkbox"/>	<input type="text" value="2"/> %
465. Apartments for married students	<input type="checkbox"/>	<input type="text" value=""/> %
466. Apartment for single students	<input checked="" type="checkbox"/>	<input type="text" value="16"/> %
467. Special housing for disabled students	<input checked="" type="checkbox"/>	<input type="text" value="1"/> %
468. Special housing for international students	<input type="checkbox"/>	<input type="text" value=""/> %

469. Cooperative housing	<input type="checkbox"/>	<input type="checkbox"/> %
470. Theme housing	<input checked="" type="checkbox"/>	<input type="text" value="12"/> %
471. Wellness housing	<input checked="" type="checkbox"/>	<input type="text" value="1"/> %
472. Other housing options	<input checked="" type="checkbox"/>	<input type="text" value="20"/> %
		100 %

473. Percentage of college-owned, operated or affiliated housing units that are (percentages must equal 100%):

Singles	<input type="text" value="51"/> %
Doubles	<input type="text" value="28"/> %
Triples/Suites	<input type="text" value="1"/> %
Apartments	<input type="text" value="12"/> %
Other	<input type="text" value="8"/> %
	100 %

474. If question 459 was answered yes, how many college-owned, -operated or -affiliated housing buildings does your institution have?

475. Average percentage of students on campus during weekends: %

476. Are students required to live in school-owned, -operated, or -affiliated housing?

	Yes	No
Freshman year	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sophomore year	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Junior year	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior year	<input checked="" type="checkbox"/>	<input type="checkbox"/>

477. Campus housing is available for all unmarried students regardless of year:

- Yes
 No

478. School provides assistance in locating off-campus housing if on-campus housing is not available:

- Yes
 No

Computers/Facilities/Services offered during the 2014- 2015 academic year.

479. If your institution has a webpage that documents hardware and software specifications required or recommended for new undergraduate entrants, please provide the link to that page:

480. Computer equipment/network access for student use is provided in: (check all that apply)

- Computer Center/Labs
 Residence Halls
 Library
 Student Center

Information Technology

481. What percent of college-owned, -operated, or -affiliated housing units (rooms, apartments, houses) are currently set up for high speed internet access? %

482. Does the school/university have a wireless network?

- Yes (please continue with the next question)
 No (please skip to question 484)

483. To what percentage of college-owned, -operated, or -affiliated housing units does the college currently provide free wireless Internet access? Do not count units in which access is only available through communal hot spots instead of in students' personal living spaces: %

484. If your institution currently utilizes a learning management system(s) for undergraduate students, which of the following functions can all undergraduate students currently perform using this/these system(s)? (Please check all that apply.)

- Access all courses in which they are currently enrolled from a single interface
 Utilize a mobile app for portable display and use
 Grant family members access to account

- Access official or unofficial transcripts
- Determine extent of progress toward achieving degree requirements
- Register for courses
- Submit assignments
- Submit tuition payments
- Apply for financial aid

485. Which of the following functions can undergraduate students currently perform online? (Please check all that apply.)

- Complete and submit course evaluation forms
- Reserve library materials
- Receive instant alerts from campus-wide emergency alert system
- Report emergencies to authorities
- Secure on-campus housing
- Pre-order food or take-out using meal plan credits

486. Does your institution currently offer any online bachelor's degree programs, including but not limited to degree completion programs? (Definition: An online bachelor's degree program is a program for which all required coursework for program completion is able to be completed via distance education courses that incorporate Internet-based learning technologies. Distance education courses are courses that deliver instruction to students who are separated from the instructor, and support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Note that the requirements for coming to campus for orientation, testing, or academic support services do not exclude a program from being classified as an online bachelor's degree program.)

- Yes
- No

487. What percentage of your institution's bachelor degree programs are online bachelor's degree programs? %

488. Does your institution offer any individual distance education courses that grant credit toward a bachelor's degree? (Definition: Distance education courses are courses that deliver instruction to students who are separated from the instructor, and support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Note that requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as a distance education course.)

- Yes
- No

Library resources/facilities offered during the 2014-2015 academic year

489. School has a library on campus:

- Yes
- No

490. School is a member of library consortium(s):

- Yes
- No

491. List additional library facilities/collections separated by commas and semi-colons as appropriate. Do not include bullets, paragraph breaks, special characters, or other special formatting. *Maximum number of allowable characters is 500*

Scores and Recordings, World Music Archives, Special Collections and Archives, Government Documents, Science Library, Art Library

492. List museums and other special academic buildings/equipment on campus, specifying type separated by commas and semi-colons as appropriate. Do not include bullets, paragraph breaks, special characters, or other special formatting. *Maximum number of allowable characters is 500*

Art center, art galleries, African/African-American studies center, music hall, public affairs center, language lab, electron microscope, observatory, nuclear magnetic resonance spectrometers.

Regulations/rules in effect during the 2014- 2015 academic year.

493. All students may have cars on campus:

- Yes
- No

494. Number of university-owned or operated parking spaces available for student use:

495. Percentage of all students who have cars on campus: %

496. Alcohol is permitted on campus to students of legal age:

- Yes
- No

Student Employment offered during the 2014- 2015 academic year.

NOTE: Do not include Work-Study in this section.

497. Institutional employment is available:

- Yes
- No

498. Percentage of full-time undergraduates who work on campus during the 2014-2015 academic year: %

499. Average amount undergraduates may expect to earn per year from part-time on-campus work: \$

500. Part-time off-campus employment opportunities for undergraduates are: (check one)

- Excellent
 Fair
 Good
 Poor

501. Freshmen are discouraged from working during first term:

- Yes
 No

Programs/Services for Learning Disabled Students offered during the 2014-2015 academic year

502. Check one type that describes your school's LD Program:

- Structured/Proactive/Comprehensive program

Program has separate admissions process and charges fees. Services go well beyond those that are legally mandated and the student is provided with a more structured environment. Low staff/student ratios. Compulsory student attendance. An advisor/advocate is made available to students.

- Self-directed/decentralized services

There is no separate admissions process and eligibility for services must be established by the provision of disability documentation that meets institutional standards. Services may be coordinated through the Disability Services office and are based on need as specified by the documentation. Other offices throughout the campus may also provide services and some services offered are not mandated by laws. Students' progress is not monitored.

- Compliance

Most of the services and accommodations that are provided to students with learning disabilities are those required by law. This type of program can meet the needs of independent students, aware of their needs and able to develop and coordinate their own support systems.

503. Are LD program services available to students that have not self-identified during the application process?

- Yes
 No

LD Services

504. LD services are available to students who are (check as many that apply):

- Freshmen
 Sophomores
 Juniors
 Seniors

505. Please select counseling services that are offered to LD students and list how often they meet, per academic year:

- Academic: times per academic year
 Psychological: times per academic year
 Student support groups: times per academic year
 Vocational: times per academic year

506. Please select counseling services that are offered to LD students and list how often they meet, per academic year:

Diagnostic Testing Service	<input type="checkbox"/>	Remedial English	<input type="checkbox"/>
Early Syllabus	<input checked="" type="checkbox"/>	Remedial Math	<input type="checkbox"/>
Exam on tape or computer	<input checked="" type="checkbox"/>	Remedial Reading	<input type="checkbox"/>
Extended Time for Tests	<input checked="" type="checkbox"/>	Special bookstore section	<input type="checkbox"/>
Learning Center	<input type="checkbox"/>	Substitution of courses	<input checked="" type="checkbox"/>
		Take home exam	<input type="checkbox"/>
Note-taking Services	<input checked="" type="checkbox"/>	Tape Recorders	<input checked="" type="checkbox"/>
		Texts on tape	<input checked="" type="checkbox"/>
Oral Tests	<input checked="" type="checkbox"/>	Tutors	<input checked="" type="checkbox"/>

Other Special Classes	<input type="checkbox"/>	Typist/Scribe	<input checked="" type="checkbox"/>
Other testing accommodations	<input checked="" type="checkbox"/>	Untimed Tests	<input type="checkbox"/>
Priority registration	<input checked="" type="checkbox"/>	Videotaped Classes	<input type="checkbox"/>
Priority seating	<input checked="" type="checkbox"/>	Waiver of foreign language degree requirement	<input type="checkbox"/>
Proofreading services	<input type="checkbox"/>	Waiver of math degree requirement	<input type="checkbox"/>
Readers	<input checked="" type="checkbox"/>	Other	<input checked="" type="checkbox"/> Time management & academic skills assistance. Individual requests are considered.
Reading Machines	<input checked="" type="checkbox"/>		

507. Is there an advisor/advocate from the LD program available to students?

- Yes
 No

LD Student Tutoring

508. Is individual tutoring available?

- Yes
 No

509. If yes, how often is individual tutoring available? (choose one)

- As needed
 Daily
 Weekly
 Twice per month
 Monthly

510. Other tutorial options that are available to LD students. Check all that are available by setting:

Tutorial Area	Individual	Group
Time management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Organizational skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Content area	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Writing labs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Math labs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Study skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Housing

511. Are single rooms available to students with specific disabilities?

- Yes
 No

512. URL for LD Program/Unit: <http://www.wesleyan.edu/studentaffairs/disabilities/>

513. Person to contact for additional information on LD program:

Name: [Laura Patey](#)

Title: [Associate Dean of Student Academic Resources](#)

Phone: [\(860\) 685-5581](#)

Email: lpatey@wesleyan.edu

International Applicant Information for the 2014- 2015 academic year.

514. Indicate test requirements for undergraduate international applicants whose native language is not English.

	Require	Require for some	Recommend	Consider if submitted
TOEFL (Paper)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOEFL (Internet-based)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Michigan Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IELTS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

515. TOEFL and/or IELTS may be submitted in place of SAT or ACT

- Yes
 No

516. Minimum Required Test Scores

Test	Score
TOEFL (Paper)	<input type="checkbox"/>
TOEFL (Internet-based)	<input type="text" value="100"/>
Michigan test	<input type="checkbox"/>
IELTS	<input type="text" value="7.0"/>
SAT	
Critical Reading	<input type="checkbox"/>
Math	<input type="checkbox"/>
Writing	<input type="checkbox"/>
Combined	<input type="checkbox"/>
ACT	
English	<input type="checkbox"/>
Math	<input type="checkbox"/>
Writing	<input type="checkbox"/>
Combined	<input type="checkbox"/>

517. Average score of admitted students:

TOEFL Paper:
TOEFL Internet-based:
IELTS:

518. If SAT/ACT/SAT Subject Tests are required, check correct statement:

- SAT/ACT/SAT Subject Tests may replace TOEFL/IELTS/Michigan Test
 TOEFL/IELTS/Michigan Test also must be taken

519. Advanced deposit (in addition to tuition/room deposits required of all students) is required of international applicants:

- Yes
 No

520. Preapplication form is required of international applicants:

- Yes
 No

521. Separate application form is required of international applicants:

- Yes
 No

522. Application closing date for international applicants (mm/dd):

Fall enrollment (date mm/dd) / or on a rolling basis beginning (date mm/dd) /
Winter enrollment (date mm/dd) / or on a rolling basis beginning (date mm/dd) /
Spring enrollment (date mm/dd) / or on a rolling basis beginning (date mm/dd) /
Summer enrollment (date mm/dd) / or on a rolling basis beginning (date mm/dd) /

523. Provide the number of degree-seeking, first-time, first-year (freshman) nonresident alien students who applied, were admitted, and enrolled in fall 2014.

Applicants
Admitted applicants
Enrolled

524. Do you offer conditional admission to international applicants?

- Yes
 No

524a. If yes, how many nonresident aliens admitted as degree-seeking, first-time, first-year (freshman) students in fall 2014 received conditional admission offers?

525. Are international students eligible to apply for early decision or early action?

- Yes, both early decision or early action
 Early decision only
 Early action only
 No

525a. If international students are eligible to apply for early decision or early action, provide the number of international students who applied for and were accepted under each program for fall 2014:

Number of applications from international students		Number of international students admitted under plan	
Early decision	<input type="text" value="57"/>	Early decision	<input type="text" value="14"/>
Early action	<input type="text"/>	Early action	<input type="text"/>

526. If your institution actively recruits international students, please check all that apply:

- Overseas visits to local or international secondary schools
 Overseas public college fairs
 Agents
 Social media / other Web-based approaches
 Other (please describe)

527. If your institution conducts off-campus admissions interviews with international students, please check all that apply

- Skype or other Web-based video interview
 Phone
 In-country visits
 In-country alumni interviews
 Other (please describe)

528. Number of foreign countries represented by degree-seeking undergraduate nonresident aliens (Fall 2014):

529. List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2014-2015 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country:

1. China %
2. India %
3. Japan %
4. Singapore %
5. Thailand %
6. Hong Kong %

530. Special services offered for international students: (check all that apply)

- English lab
 International student center
 Special counselors/advisors
 ESL program/classes
 Host family program
 Housing offered during all school holidays
 Dining hall services offered to international students during all school holidays
 Special orientation (1-6 days)
 Special orientation (1-2 weeks)
 Special orientation (2+ weeks)
 Support in local set-up (e.g., bank account, cell phone, etc.)

531. Is any portion of the undergraduate admissions website aimed at prospective international students translated into languages other than English?

- Yes
 No

531a. If yes, how many languages?

531b. If yes, please list the languages: _____

532. International student contact:

Name:
Title:
Phone:
Email:

URL for additional international applicant information: http://www.wesleyan.edu/admission/international_students/index.html

Guidance Facilities/Student Services/Campus Security offered during the 2014- 2015 academic year

533. Check remedial learning services offered: (check all that apply)

- Math
- Reading
- Study skills
- Writing

534. Check additional services offered: (check all that apply)

- Day care
- Health insurance
- Health service
- Nonremedial tutoring
- Placement service
- Women's Center

535. Check counseling services offered: (check all that apply)

- Academic
- Birth control
- Career
- International students
- Military
- Minority student
- Older student
- Personal
- Psychological
- Religious
- Veteran student

536. Check services available in career placement center: (check all that apply)

- Alumni network
- Career/job search classes
- Co-op education
- Interest inventory
- International student internship / job placement assistance
- Internships
- Interview training
- On-campus job interviews
- Resume assistance

537. Check special programs offered for physically disabled students: (check all that apply)

- Adaptive equipment
- Braille services
- Interpreters for hearing-impaired
- Note-taking services
- Reader services
- Special housing
- Special transportation
- Talking books
- Tape recorders
- Tutors

538. Check term that best describes accessibility of campus to physically disabled students:

- Fully
- Partially
- Mostly
- Not at all

539. Check campus safety and security services offered:

- 24-hour emergency telephones
- 24-hour foot and vehicle patrols
- Controlled dormitory access (key, security card, etc)
- Late night transport/escort service
- Lighted pathways/sidewalks
- Student patrols

Graduate Career Data for a recent typical graduating class or from a recent survey of alumni.

540a. In what year were these data collected?

540b. Are these data from:

- Recent typical graduating class
- Recent survey of alumni
- Other (describe)

541. Graduates who pursue further graduate school study. Please answer the following questions cumulatively (i.e., the percentage of students who continue within one year should include the percentage of students who continue immediately).

continue immediately %
 continue within one year %
 continue within five years %

542. Of all graduates who pursue further study, what percentages pursue further study in the following fields:

Business: %
 Law: %
 Medicine: %
 Dentistry: %
 Engineering: %
 Theology: %
 Education: %
 Graduate arts and sciences: %
 Veterinary medicine: %

543. Please select the graduate schools most commonly attended by your recent graduates

List of Colleges		Selected Graduate Schools
AIB College of Business (IA) Abilene Christian University (TX) Abraham Baldwin Agricultural College (GA) Academy of Art University (CA) Acadia University Adams State University (CO) Adelphi University (NY) Adrian College (MI) Adventist University of Health Sciences (FL) Agnes Scott College (GA) Alabama Agricultural and Mechanical University (AL) Alabama State University (AL) Alaska Pacific University (AK) Albany College of Pharmacy and Health Sciences (NY) Albany State University (GA)	<input type="button" value="==>"/> <input type="button" value="<=="/>	Boston University (MA) Columbia University (NY) Johns Hopkins University (MD) New York University (NY) University of Texas--Austin (TX) Wesleyan University (CT) Yale University (CT)

Full list of graduate schools (view only)

Boston University (MA);Columbia University (NY);Johns Hopkins University (MD);New York University (NY);University of Texas--Austin (TX);Wesleyan University (CT);Yale University (CT)

544. Percentage of graduates who enter job market in field related to major:

within six months of graduation: %
 within one year of graduation: %
 within two years of graduation: %

545. List up to three of your institution's most prominent alumni/ae along with their titles or fields of endeavor. Maximum number of allowable characters is 150.

FIRMS THAT HIRE GRADUATES

546. List names of firms that have hired graduates within the past 5 years.

Firm #1	
Firm Name	Teach for America
Firm #2	
Firm Name	Argus Information and Advisory Services
Firm #3	
Firm Name	Citigroup
Firm #4	
Firm Name	Deloitte
Firm #5	
Firm Name	Ernst & Young
Firm #6	
Firm Name	Wesleyan University
Firm #7	
Firm Name	Boston Children's Hospital
Firm #8	
Firm Name	The Brattle Group
Firm #9	
Firm Name	Brigham & Women's Hospital
Firm #10	
Firm Name	Columbia University Dept. of Psychiatry
Firm #11	
Firm Name	Cravath, Swain & Moore
Firm #12	
Firm Name	Epsilon
Firm #13	
Firm Name	Goldman Sachs
Firm #14	
Firm Name	Google
Firm #15	
Firm Name	JDS Therapeutics
Firm #16	
Firm Name	J.P. Morgan
Firm #17	
Firm Name	King's Academy
Firm #18	
Firm Name	The Match Corps
Firm #19	
Firm Name	McKinsey
Firm #20	
Firm Name	Morningstar
Firm #21	
Firm Name	NBCUniversal
Firm #22	
Firm Name	Smart Agriculture Analytics
Firm #23	

Firm #23	
Firm Name	Success Academy Charter Schools

Firm #24	
Firm Name	Thermo Fisher Scientific

Firm #25	
Firm Name	U.S. Attorney???'s Office

Firm #26	
Firm Name	WH Trading

Firm #27	
Firm Name	Yale University

Environment/Transportation during the 2014 - 2015 academic year.

547. Select the region from which the majority of U.S. students come:

- New England (CT, ME, MA, NH, RI, VT)
- Middle Atlantic (NJ, NY, PA)
- East North Central (IL, IN, MI, OH, WI)
- West North Central (IA, KS, MN, MO, NE, ND, SD)
- South Atlantic (DE, DC, FL, GA, MD, NC, SC, VA, WV)
- East South Central (AL, KY, MS, TN)
- West South Central (AR, LA, OK, TX)
- Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)
- Pacific (AK, CA, HI, OR, WA)

547a. Percentage of U.S. students who come from most popular region: %

548. Campus size: acres

549. Check one:

- Campus is within one mile of city/town
- Campus is more than one mile from city/town

550. City/town where school is located:

Population:

551. Major city closest to school:

Population:

Distance from campus (miles):

552. City where nearest international or other major airport used by your students is located:

Distance of airport from campus (miles):

553. City/town where nearest other airport used by your students is located:

Distance of airport from campus (miles):

554. City/town where passenger train service (e.g., Amtrak) used by your students is located:

Distance of station from campus (miles):

555. City/town where passenger bus service (e.g., Greyhound, Trailways) used by your students is located:

Distance of station from campus (miles):

556. Public transportation (municipal bus/trolley, subway, commuter rail) serves campus:

- Yes
- No

Social Media

Please provide the main link, if any, for the presence on each of the following sites that your institution identifies as its primary handle:

557. Facebook:

558. Twitter:

559. LinkedIn:

560. Google+: