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 If a contact is no longer valid, please delete it.

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Whitcomb</td>
<td>Director of Institutional Research</td>
<td><a href="mailto:mwhitcomb@wesleyan.edu">mwhitcomb@wesleyan.edu</a></td>
</tr>
<tr>
<td>Rommel Guadalupe</td>
<td>Assistant Director of Institutional Research</td>
<td><a href="mailto:rguadalupe@wesleyan.edu">rguadalupe@wesleyan.edu</a></td>
</tr>
</tbody>
</table>

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: Wesleyan University
2. Mailing address: 237 High Street
3. City: Middletown
4. State: Connecticut
5. Zip: 06459 International Postal Code (If applicable): 
6. Main phone: (860) 685-2000 International Phone (If applicable): 
7. Source of institutional control:
   - [ ] Public
   - [x] Private (nonprofit)
   - [ ] Proprietary
8. In what year was your institution founded? 1831
9. Religious Affiliation (if no religious affiliation, leave blank) 
10. Which of the following best describes the campus setting of your institution?
    - [x] Urban (located within a major city)
    - [ ] City
    - [ ] Suburban
    - [ ] Rural
11. Classify your undergraduate institution (CDS A3):
    - [x] Coeducational college
12. Academic Year Calendar (CDS A4):
   - Semester
   - Quarter
   - Trimester
   - 4-1-4
   - Continuous
   - Diffs 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: Michael S. Roth
15. Phone: (860) 685-3500
16. Email: mroth@wesleyan.edu

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: Kate Carlisle
   Email: kcarlisle@wesleyan.edu
   Phone: (860) 685-2768

18. Name: Rommel Guadalupe
19. Title: Assistant Director of Institutional Research
20. Telephone: (860) 685-2530 ext.
21. Email: rguadalupe@wesleyan.edu

22. Admissions office mailing address: 70 Wyllys Avenue
23. City: Middletown
24. State: Connecticut
25. Zip: 06459
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 B1):** 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

<table>
<thead>
<tr>
<th></th>
<th>2014 Full-Time Enrollment</th>
<th>2014 Part-Time Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>31. Degree-seeking, first-time freshmen</td>
<td>344</td>
<td>406</td>
</tr>
<tr>
<td>32. Other first-year, degree-seeking</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>33. All other degree-seeking</td>
<td>1,038</td>
<td>1,108</td>
</tr>
<tr>
<td>34. Total degree-seeking (Sum of 31+32+33)</td>
<td>1,385</td>
<td>1,517</td>
</tr>
<tr>
<td>35. All other undergraduates enrolled in credit courses</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>36. Total undergraduates (Sum of 34+35)</td>
<td>1,388</td>
<td>1,526</td>
</tr>
</tbody>
</table>

### Graduate

<table>
<thead>
<tr>
<th></th>
<th>2014 Full-Time Enrollment</th>
<th>2014 Part-Time Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>37. Degree-seeking, first-time</td>
<td>28</td>
<td>22</td>
</tr>
<tr>
<td>38. All other degree-seeking</td>
<td>65</td>
<td>64</td>
</tr>
<tr>
<td>39. All other graduates enrolled in credit courses</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>40. Total graduate (Sum of 37+38+39)</td>
<td>97</td>
<td>91</td>
</tr>
</tbody>
</table>

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.**

<table>
<thead>
<tr>
<th></th>
<th>2013 Full-Time Enrollment</th>
<th>2013 Part-Time Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>44. Degree-seeking, first-time freshmen</td>
<td>344</td>
<td>397</td>
</tr>
<tr>
<td>45. Other first-year, degree-seeking</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>46. All other degree-seeking</td>
<td>1,050</td>
<td>1,093</td>
</tr>
<tr>
<td>47. Total degree-seeking (Sum of 44+45+46)</td>
<td>1,396</td>
<td>1,492</td>
</tr>
<tr>
<td>48. All other undergraduates enrolled in credit courses</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>49. Total undergraduates (Sum of 47+48)</td>
<td>1,401</td>
<td>1,498</td>
</tr>
</tbody>
</table>

### Graduate

<table>
<thead>
<tr>
<th></th>
<th>2013 Full-Time Enrollment</th>
<th>2013 Part-Time Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>50. Degree-seeking, first-time</td>
<td>11</td>
<td>15</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Degree-seek first-time, first year students</th>
<th>Degree-seeking Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>57. Non-resident aliens</td>
<td>67</td>
</tr>
<tr>
<td>58. Hispanic</td>
<td>65</td>
</tr>
<tr>
<td>59. Black or African American, non-Hispanic</td>
<td>58</td>
</tr>
<tr>
<td>60. White, non-Hispanic</td>
<td>431</td>
</tr>
<tr>
<td>61. American Indian or Alaskan Native, non-Hispanic</td>
<td>0</td>
</tr>
<tr>
<td>62. Asian, non-Hispanic</td>
<td>73</td>
</tr>
<tr>
<td>64. Two or more races, non-Hispanic</td>
<td>40</td>
</tr>
<tr>
<td>65. Race/ethnicity unknown</td>
<td>15</td>
</tr>
<tr>
<td>66. Total (sum of 57 through 65)</td>
<td>750</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Fall 2007 cohort</th>
<th>Fall 2008 cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>76A. (CDS B4) Initial 2007 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students</td>
<td>76A. (CDS B4) Initial 2007 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students 715</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>78 A. (CDS B6) Final 2007 cohort, after subtracting the number of students under allowable exclusions</td>
<td>78 B. (CDS B6) Final 2008 cohort, after subtracting the number of students under allowable exclusions 715</td>
</tr>
<tr>
<td>79 A. (CDS B7) Of the initial 2007 initial cohort, how many completed the program in four years or less (by Aug. 31, 2011)</td>
<td>79 B. (CDS B7) Of the initial 2008 initial cohort, how many completed the program in four years or less (by Aug. 31, 2012) 822</td>
</tr>
<tr>
<td>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)</td>
<td>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</td>
</tr>
<tr>
<td>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)</td>
<td>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</td>
</tr>
<tr>
<td>82 A. (CDS B10) Total graduating within six years (sum of CDS questions B7, B8, and B9) 671</td>
<td>82 B. (CDS B10) Total graduating within six years (sum of CDS questions B7, B8, and B9) 663</td>
</tr>
</tbody>
</table>
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).

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

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; total allowable exclusions

76B–82B)

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 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.

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.

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>100. Total men applied</td>
<td>3,856</td>
</tr>
<tr>
<td>101. Total women applied</td>
<td>5,534</td>
</tr>
<tr>
<td>102. Total applications (sum of 100+101)</td>
<td>9,390</td>
</tr>
<tr>
<td>103. Total men admitted</td>
<td>988</td>
</tr>
<tr>
<td>104. Total women admitted</td>
<td>1,257</td>
</tr>
<tr>
<td>105. Total men and women admitted (sum of 103+104)</td>
<td>2,245</td>
</tr>
<tr>
<td>106. Total full-time, first-time, first-year (freshman) men enrolled</td>
<td>344</td>
</tr>
<tr>
<td>107. Total part-time, first-time, first-year (freshman) men enrolled</td>
<td>0</td>
</tr>
<tr>
<td>108. Total full-time, first-time, first-year (freshman) women enrolled</td>
<td>406</td>
</tr>
<tr>
<td>109. Total part-time, first-time, first-year (freshman) women enrolled</td>
<td>0</td>
</tr>
<tr>
<td>110. Total first-time, first-year enrolled, men and women, full- and part-time (Sum of 106 through 109)</td>
<td>750</td>
</tr>
</tbody>
</table>

Fall 2014 Fall 2013

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 [1,955]
113. Number accepting a place on the waiting list [893]
114. Number of wait-listed students admitted [70]

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.

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

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.

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

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)*

<table>
<thead>
<tr>
<th>Required</th>
<th>Recommended</th>
<th>Required for some</th>
<th>Considered if submitted</th>
<th>Not Used</th>
<th>Row Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>148. SAT or ACT</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>149. ACT Only</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>150. SAT Only</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>151. SAT and SAT Subject Tests or ACT</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>152. SAT Subject Tests</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
</tbody>
</table>

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)

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

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)

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.

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>25th Percentile</td>
<td>75th Percentile</td>
</tr>
<tr>
<td>163. SAT Critical reading</td>
<td>640</td>
</tr>
<tr>
<td>164. SAT Math</td>
<td>650</td>
</tr>
<tr>
<td>165. SAT Writing</td>
<td>650</td>
</tr>
<tr>
<td>166. SAT Essay</td>
<td>8</td>
</tr>
<tr>
<td>167. ACT Composite</td>
<td>29</td>
</tr>
<tr>
<td>168. ACT English</td>
<td>30</td>
</tr>
<tr>
<td>169. ACT Math</td>
<td>28</td>
</tr>
<tr>
<td>170. ACT Writing</td>
<td>8</td>
</tr>
<tr>
<td>171. ACT Reading</td>
<td>30</td>
</tr>
<tr>
<td>172. ACT Science</td>
<td>27</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SAT Critical Reading</th>
<th>SAT Math</th>
<th>SAT Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>173. 700-800</td>
<td>50.85%</td>
<td>51.99%</td>
</tr>
<tr>
<td>174. 600-699</td>
<td>37.38%</td>
<td>39.28%</td>
</tr>
<tr>
<td>175. 500-599</td>
<td>11.57%</td>
<td>8.16%</td>
</tr>
<tr>
<td>176. 400-499</td>
<td>0.19%</td>
<td>0.57%</td>
</tr>
<tr>
<td>177. 300-399</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>178. 200-299</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACT Composite</th>
<th>ACT English</th>
<th>ACT Math</th>
<th>ACT Reading</th>
<th>ACT Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Average Test Scores</th>
<th>SAT Critical reading</th>
<th>SAT Math</th>
<th>SAT Writing</th>
<th>ACT Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>185. 2014 enrolled freshmen</td>
<td>689</td>
<td>693</td>
<td>699</td>
<td>31</td>
</tr>
<tr>
<td>186. 2013 enrolled freshmen</td>
<td>695</td>
<td>702</td>
<td>703</td>
<td>32</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>187. % in top tenth of high school graduating class</td>
<td>64 %</td>
</tr>
<tr>
<td>188. % in top quarter of high school graduating class</td>
<td>%</td>
</tr>
<tr>
<td>189. % in top half of high school graduating class</td>
<td>97 %</td>
</tr>
<tr>
<td>190. % in bottom half of high school graduating class</td>
<td>3 %</td>
</tr>
<tr>
<td>191. % in bottom quarter of high school graduating class</td>
<td>%</td>
</tr>
</tbody>
</table>

Note: Top half(189) + bottom half(190) = 100%

192. % of total first-time, first-year (freshman) students who submitted high school class rank | 31 % | 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?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>All international students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All minority students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All student athletes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All legacy/children of alumni admits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All special admission arrangements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students who began studies in summer 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(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.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>194. Percent who had GPA of 3.75 and higher</td>
<td>%</td>
</tr>
<tr>
<td>195. Percent who had GPA between 3.50 and 3.74</td>
<td>%</td>
</tr>
<tr>
<td>196. Percent who had GPA between 3.25 and 3.49</td>
<td>%</td>
</tr>
<tr>
<td>197. Percent who had GPA between 3.00 and 3.24</td>
<td>%</td>
</tr>
<tr>
<td>198. Percent who had GPA between 2.50 and 2.99</td>
<td>%</td>
</tr>
<tr>
<td>199. Percent who had GPA between 2.00 and 2.49</td>
<td>%</td>
</tr>
<tr>
<td>200. Percent who had GPA between 1.00 and 1.99</td>
<td>%</td>
</tr>
<tr>
<td>201. Percent who had GPA below 1.00</td>
<td>%</td>
</tr>
<tr>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th></th>
<th>25th</th>
<th>75th</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

204a. How many first-time, first-year, degree-seeking enrolled students received college credit for at least one Advanced Placement (AP) exam score? 263
204b. How many first-time, first-year, degree-seeking enrolled students received college credit for at least one International Baccalaureate (IB) exam score? 10

Application Fee (CDS C13)

205. Does your institution have an application fee?
- Yes
- No

206. Amount of application fee: $ 55

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? $ 0

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) 01/01

212. Priority date (mm/dd) 01/01

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): 04/01
- 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 2 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: One year

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.)
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 $ 250

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)

<table>
<thead>
<tr>
<th>Applicants</th>
<th>Admitted Applicants</th>
<th>Enrolled Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>253. Men</td>
<td>193</td>
<td>93</td>
</tr>
<tr>
<td>254. Women</td>
<td>244</td>
<td>63</td>
</tr>
<tr>
<td>255. Total</td>
<td>437</td>
<td>156</td>
</tr>
</tbody>
</table>

256. Of the newly enrolled degree-seeking transfer students reported in question 255, how many had an associate degree granted by another institution? 0

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? [8]

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Required of All</th>
<th>Recommended of All</th>
<th>Recommended of Some</th>
<th>Required of Some</th>
<th>Not required</th>
</tr>
</thead>
<tbody>
<tr>
<td>260. High school transcript</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>261. College transcript(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>262. Essay or personal statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>263. Interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>264. Standardized test scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>265. Statement of good standing from prior institution(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Priority Date</th>
<th>Closing Date</th>
<th>Notification Date</th>
<th>Reply Date</th>
<th>Rolling Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>268. Fall (mm/dd)</td>
<td>03/15</td>
<td>06/15</td>
<td>06/01</td>
<td></td>
</tr>
<tr>
<td>269. Winter (mm/dd)</td>
<td>11/01</td>
<td>12/11</td>
<td>12/18</td>
<td></td>
</tr>
<tr>
<td>270. Spring (mm/dd)</td>
<td>11/12</td>
<td>12/18</td>
<td>12/18</td>
<td></td>
</tr>
<tr>
<td>271. Summer (mm/dd)</td>
<td>06/15</td>
<td>06/01</td>
<td>06/01</td>
<td></td>
</tr>
</tbody>
</table>

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): C-

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): 16

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:

<table>
<thead>
<tr>
<th>Selected Institutions</th>
</tr>
</thead>
</table>

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: 25,663

282. Number of undergraduate alumni of record in 2012-2013 (provided for your reference): 24,524

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: 24,594

284. Number of undergraduate alumni of record solicited in 2012-2013 (provided for your reference): 24,232

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: 10,085

286. Number of undergraduate alumni donors in 2012-2013 (provided for your reference): 10,554

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-professorial 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.

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

(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:

<table>
<thead>
<tr>
<th>Inclusions/Exclusions</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows</td>
<td>Exclude</td>
<td>Include only if they teach one or more non-clinical credit courses</td>
</tr>
<tr>
<td>(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status</td>
<td>Exclude</td>
<td>Include if they teach one or more non-clinical credit courses</td>
</tr>
<tr>
<td>(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status</td>
<td>Exclude</td>
<td>Include</td>
</tr>
<tr>
<td>(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like</td>
<td>Exclude</td>
<td>Exclude</td>
</tr>
<tr>
<td>(e) faculty on sabbatical or leave with pay</td>
<td>Include</td>
<td>Exclude</td>
</tr>
<tr>
<td>(f) faculty on leave without pay</td>
<td>Exclude</td>
<td>Exclude</td>
</tr>
</tbody>
</table>
(g) replacement faculty for faculty on sabbatical leave or leave with pay

Exclude Include

**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

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

### 2013 Instructional Faculty Members

<table>
<thead>
<tr>
<th>Note: Items 307, 308, 309 and 309a must sum up to item 302</th>
<th>Full time</th>
<th>Part time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>302. Total number of instructional faculty</td>
<td>338</td>
<td>47</td>
<td>385</td>
</tr>
<tr>
<td>303. Total number who are members of minority groups</td>
<td>53</td>
<td>14</td>
<td>67</td>
</tr>
<tr>
<td>304. Total number who are women</td>
<td>160</td>
<td>24</td>
<td>184</td>
</tr>
<tr>
<td>305. Total number who are men</td>
<td>178</td>
<td>23</td>
<td>201</td>
</tr>
<tr>
<td>306. Total number who are non-resident aliens (international)</td>
<td>28</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>307. Total number with doctorate or other terminal degree</td>
<td>320</td>
<td>31</td>
<td>351</td>
</tr>
<tr>
<td>308. Total number whose highest degree is a master's but not a terminal master's</td>
<td>7</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>309. Total number whose highest degree is a bachelor's</td>
<td>9</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>309a. Total number whose highest degree is unknown or other</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>309b. Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>310. Total number whose highest degree is a Doctorate</td>
<td>280</td>
<td>21</td>
<td>301</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th></th>
<th>2-9</th>
<th>10-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-99</th>
<th>100+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Undergraduate Class Sections</td>
<td>151</td>
<td>320</td>
<td>80</td>
<td>67</td>
<td>19</td>
<td>9</td>
<td>9</td>
<td>655</td>
</tr>
<tr>
<td>2013 Undergraduate Class Sections</td>
<td>159</td>
<td>294</td>
<td>73</td>
<td>55</td>
<td>17</td>
<td>23</td>
<td>9</td>
<td>630</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>CIP Major Name</th>
<th>CIP Code Number</th>
<th>Percent of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology, General</td>
<td>42.0101</td>
<td>9</td>
</tr>
<tr>
<td>English Language and Literature, General</td>
<td>23.0101</td>
<td>7</td>
</tr>
<tr>
<td>Political Science and Government, General</td>
<td>45.1001</td>
<td>6</td>
</tr>
<tr>
<td>Physiological Psychology/Psychobiology</td>
<td>42.2706</td>
<td>6</td>
</tr>
<tr>
<td>Economics, General</td>
<td>45.0601</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CIP Major Name</th>
<th>CIP Code Number</th>
<th>Percent of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology, General</td>
<td>42.0101</td>
<td>9</td>
</tr>
<tr>
<td>Economics, General</td>
<td>45.0601</td>
<td>9</td>
</tr>
<tr>
<td>English Language and Literature, General</td>
<td>23.0101</td>
<td>7</td>
</tr>
<tr>
<td>Political Science and Government, General</td>
<td>45.1001</td>
<td>6</td>
</tr>
<tr>
<td>Physiological Psychology/Psychobiology</td>
<td>42.2706</td>
<td>6</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Majors available</th>
<th>Majors offered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Full list of majors offered (view only)

|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|

### Full list of minors offered (view only)

| 24.0103 | 40.0203 | 45.0301 | 45.0601 | 5.0104 | 5.011 | 5.0124 | 5.0125 | 5.0601 | 50.0703 | 54.0101 |
|---------|---------|---------|---------|--------|------|--------|--------|-------|---------|--------|--------|

### Academic Offerings and Policies

#### Special Study Options. (CDS E1) 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](http://www.commondataset.org).

<table>
<thead>
<tr>
<th>320. Accelerated program</th>
<th>Offered?</th>
<th>Participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>321. Cooperative education program</th>
<th>Offered?</th>
<th>Participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>322. Cross-registration</th>
<th>Offered?</th>
<th>Participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>323. Distance learning</th>
<th>Offered?</th>
<th>Participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>324. Double major</th>
<th>Offered?</th>
<th>Participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>38%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>325. Dual enrollment</th>
<th>Offered?</th>
<th>Participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>326. English as a second language (ESL)</th>
<th>Offered?</th>
<th>Participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>327. Exchange student program (domestic)</th>
<th>Offered?</th>
<th>Participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>328. External degree program</th>
<th>Offered?</th>
<th>Participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>329. Honors program</th>
<th>Offered?</th>
<th>Participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>27%</td>
</tr>
<tr>
<td>Subject</td>
<td>Offered?</td>
<td>Participation rate</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>----------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Independent study</td>
<td>X</td>
<td>23%</td>
</tr>
<tr>
<td>Internships</td>
<td>X</td>
<td>72%</td>
</tr>
<tr>
<td>Liberal arts/career combination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-designed major</td>
<td>X</td>
<td>1%</td>
</tr>
<tr>
<td>Study abroad</td>
<td>X</td>
<td>34%</td>
</tr>
<tr>
<td>Teacher certificate program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekend college</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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](#).

<table>
<thead>
<tr>
<th>Offered?</th>
<th>Participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year Experiences</td>
<td>x</td>
</tr>
<tr>
<td>Service Learning</td>
<td>x</td>
</tr>
<tr>
<td>Senior Capstone or Culminating Academic Experiences</td>
<td>x</td>
</tr>
<tr>
<td>Writing in the Disciplines</td>
<td>x</td>
</tr>
<tr>
<td>Undergraduate Research/Creative Projects</td>
<td>x</td>
</tr>
<tr>
<td>Learning Communities</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Offered?</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts/fine arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (including composition)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences (biological or physical)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social/Behavioral Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 [x]
- No [ ]

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Offered?</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Professions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Offered?</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>Vo-tech</td>
<td>Middle/Junior High</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>

358. Specify number of specific subject areas in which you offer education certification: 0

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):

<table>
<thead>
<tr>
<th>Program</th>
<th>Pre-law</th>
<th>Pre-medicine</th>
<th>Pre-veterinary science</th>
<th>Pre-pharmacy</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-law</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-medicine</td>
<td></td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-veterinary science</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-pharmacy</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Program</th>
<th>Washington Semester (American University)</th>
<th>UN Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEA Semester</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>Los Angeles Film Studies Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington Center Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newberry Library Program (IL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York Studio Program (AICAD)</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe: Semester in Environmental Science, Williams-Mystic Maritime Studies

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

<table>
<thead>
<tr>
<th>Schools</th>
<th>Selected Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIB College of Business (IA)</td>
<td>Amherst College (MA)</td>
</tr>
<tr>
<td>Abilene Christian University (TX)</td>
<td>Bowdoin College (ME)</td>
</tr>
<tr>
<td>Abraham Baldwin Agricultural College (GA)</td>
<td>Connecticut College (CT)</td>
</tr>
<tr>
<td>Academy of Art University (CA)</td>
<td>Dartmouth College (NH)</td>
</tr>
<tr>
<td>Acadia University</td>
<td>Mount Holyoke College (MA)</td>
</tr>
<tr>
<td>Adams State University (CO)</td>
<td>Smith College (MA)</td>
</tr>
<tr>
<td>Adelphi University (NY)</td>
<td>Trinity College (CT)</td>
</tr>
<tr>
<td>Adrian College (MI)</td>
<td>Vassar College (NY)</td>
</tr>
<tr>
<td>Art History Institute (FI)</td>
<td>Wellesley College (MA)</td>
</tr>
<tr>
<td>Agnes Scott College (GA)</td>
<td>Wheaton College (MA)</td>
</tr>
<tr>
<td>Alabama Agricultural and Mechanical University (AL)</td>
<td>Williams College (MA)</td>
</tr>
</tbody>
</table>

363. Select countries in which study abroad is offered.

<table>
<thead>
<tr>
<th>Countries</th>
<th>Countries Selected</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIB College of Business (IA)</td>
</tr>
<tr>
<td>Abilene Christian University (TX)</td>
</tr>
<tr>
<td>Abraham Baldwin Agricultural College (GA)</td>
</tr>
<tr>
<td>Academy of Art University (CA)</td>
</tr>
<tr>
<td>Acadia University</td>
</tr>
<tr>
<td>Adams State University (CO)</td>
</tr>
<tr>
<td>Adelphi University (NY)</td>
</tr>
<tr>
<td>Adrian College (MI)</td>
</tr>
<tr>
<td>Art History Institute (FI)</td>
</tr>
<tr>
<td>Agnes Scott College (GA)</td>
</tr>
<tr>
<td>Alabama Agricultural and Mechanical University (AL)</td>
</tr>
</tbody>
</table>
College Credit and placement options offered during the 2014-2015 academic year.

<table>
<thead>
<tr>
<th>Credit only</th>
<th>Placement only</th>
<th>Credit and/or placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>364. College Entrance Examination Board (CEEB) Advanced Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>365. International Baccalaureate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Standard Level (SL)</th>
<th>Higher Level (HL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>✗ 5</td>
<td>✗ 5</td>
</tr>
<tr>
<td>✗ 6</td>
<td>✗ 6</td>
</tr>
<tr>
<td>✗ 7</td>
<td>✗ 7</td>
</tr>
</tbody>
</table>

COMBINED-DEGREE PROGRAMS

368. List names of combined-degree programs.

<table>
<thead>
<tr>
<th>Combined-degree program #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined-degree program Name</td>
</tr>
</tbody>
</table>

CONSORTIA

369. List names of consortia.

<table>
<thead>
<tr>
<th>Consortium #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consortium Name</td>
</tr>
</tbody>
</table>

Student Activities

Fraternities / Sororities

370. Number of social fraternities on campus: 4

371. Number of fraternities with chapter houses: 2

372. Number of social sororities on campus: 1

373. Number of sororities with chapter houses: 0

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.

<table>
<thead>
<tr>
<th>First-time, First-year Students (Freshman),</th>
<th>Undergraduates Fall 2014</th>
</tr>
</thead>
</table>
Student Life

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

<table>
<thead>
<tr>
<th>Student Paper Name</th>
<th>Student Paper URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Argus</td>
<td><a href="http://wesleyanargus.com/">http://wesleyanargus.com/</a></td>
</tr>
</tbody>
</table>

Athletics

405. Sports Information Director and Department website

<table>
<thead>
<tr>
<th>Athletic Department Web address</th>
<th><a href="http://www.wesleyan.edu/athletics">http://www.wesleyan.edu/athletics</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Director name</td>
<td>Michael Whalen</td>
</tr>
<tr>
<td>Athletic Director phone</td>
<td>(860) 685-2908</td>
</tr>
<tr>
<td>Athletic Director email</td>
<td><a href="mailto:mwhalen@wesleyan.edu">mwhalen@wesleyan.edu</a></td>
</tr>
</tbody>
</table>

Current Classification Athletic Sanctioning Body

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

<table>
<thead>
<tr>
<th>NCAA I</th>
<th>NCAA II</th>
<th>NCAA III</th>
<th>NAIA</th>
<th>None of the above</th>
</tr>
</thead>
</table>

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.

<p>| Sports and Scholarships |</p>
<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Intercollegiate NCAA or NAIA Scholarships Available?</th>
<th>Intramural</th>
<th>Club (intercollegiate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>407. Archery</td>
<td>Men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>408. Badminton</td>
<td>Men</td>
<td></td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>409. Baseball</td>
<td>Men</td>
<td>☒</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>410. Basketball</td>
<td>Men</td>
<td>☒</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>411. Bowling</td>
<td>Men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
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<tr>
<td>412. Cheerleading</td>
<td>Men</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
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<tr>
<td>413. Crew (Rowing) Heavyweight</td>
<td>Men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>☒</td>
<td></td>
<td></td>
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<tr>
<td>414. Crew (Rowing) Lightweight</td>
<td>Men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
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<tr>
<td>415. Cross-country</td>
<td>Men</td>
<td>☒</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>416. Curling</td>
<td>Men</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Women</td>
<td></td>
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<tr>
<td>417. Equestrian</td>
<td>Men</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>418. Fencing</td>
<td>Men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>419. Field Hockey</td>
<td>Men</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>420. Figure Skating</td>
<td>Men</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Women</td>
<td></td>
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<tr>
<td>421. Football</td>
<td>Men</td>
<td>☒</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
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<tr>
<td>422. Golf</td>
<td>Men</td>
<td>☒</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>423. Gymnastics</td>
<td>Men</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Women</td>
<td></td>
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<tr>
<td>424. Ice Hockey</td>
<td>Men</td>
<td>☒</td>
<td></td>
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<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>425. Lacrosse</td>
<td>Men</td>
<td>☒</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td></td>
<td></td>
<td>☒</td>
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<tr>
<td>426. Lightweight Football</td>
<td>Men</td>
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<td>Women</td>
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<tr>
<td></td>
<td>427. Martial Arts</td>
<td>Men</td>
<td></td>
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<td></td>
<td></td>
<td>Women</td>
<td></td>
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<tr>
<td></td>
<td>428. Racquetball</td>
<td>Men</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Women</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>429. Rifle</td>
<td>Men</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Women</td>
<td></td>
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<tr>
<td></td>
<td>430. Rodeo</td>
<td>Men</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Women</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>431. Rugby</td>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>432. Sailing</td>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>433. Skiing: Alpine</td>
<td>Men</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Women</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>434. Skiing: Nordic</td>
<td>Men</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Women</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>435. Soccer</td>
<td>Men</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>436. Softball</td>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>437. Squash</td>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>438. Swimming and Diving</td>
<td>Men</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>439. Synchronized Swimming</td>
<td>Men</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Women</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>440. Team Handball</td>
<td>Men</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Women</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>441. Tennis</td>
<td>Men</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>442. Track and Field (indoor)</td>
<td>Men</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>443. Track and Field (outdoor)</td>
<td>Men</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>444. Ultimate Frisbee</td>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>445. Volleyball</td>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>446. Water Polo</td>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>447. Water Skiing</td>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Honor Societies

<table>
<thead>
<tr>
<th>Honor Society #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honor Society Name</td>
</tr>
</tbody>
</table>

### Religious Organizations

<table>
<thead>
<tr>
<th>Religious Organization #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Organization Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religious Organization #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Organization Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religious Organization #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Organization Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religious Organization #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Organization Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religious Organization #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Organization Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religious Organization #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Organization Name</td>
</tr>
</tbody>
</table>

### Ethnic Organizations

<table>
<thead>
<tr>
<th>Ethnic Organization #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Organization Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Organization #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Organization Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Organization #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Organization Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Organization #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Organization Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Organization #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Organization Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Organization #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Organization Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Organization #7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Organization Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Organization #8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Organization Name</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Organization #9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Organization Name</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Organization #10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Organization Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Organization #11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Organization Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Organization #12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Organization Name</td>
</tr>
</tbody>
</table>
452. List names of other organizations.

**Other Organization #1**

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

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.*

<table>
<thead>
<tr>
<th>a. Catholic</th>
<th>11.2%</th>
<th>h. claim no religious preference</th>
<th>47.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Protestant</td>
<td>7.5%</td>
<td>i. don't know</td>
<td>0.1%</td>
</tr>
<tr>
<td>c. Jewish</td>
<td>17.5%</td>
<td>j. Religious affiliation (Q.9)</td>
<td></td>
</tr>
</tbody>
</table>
| d. Muslim    | 1.6%| k. Other
|              |     | Other Christian                | 5.0% |
| e. Hindu     | 1.6%| l. All other                    | 5.2% |
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

<table>
<thead>
<tr>
<th>College Name</th>
<th>Selected Overlap Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIB College of Business (IA)</td>
<td>Amherst College (MA)</td>
</tr>
<tr>
<td>Abilene Christian University (TX)</td>
<td>Brown University (RI)</td>
</tr>
<tr>
<td>Abrahm Baldwin Agricultural College (GA)</td>
<td>Harvard University (MA)</td>
</tr>
<tr>
<td>Academy of Art University (CA)</td>
<td>Tufts University (MA)</td>
</tr>
<tr>
<td>Acadia University</td>
<td>Yale University (CT)</td>
</tr>
<tr>
<td>Adams State University (CO)</td>
<td></td>
</tr>
<tr>
<td>Adelphi University (NY)</td>
<td></td>
</tr>
<tr>
<td>Adrian College (MI)</td>
<td></td>
</tr>
<tr>
<td>Alfred State University of Health Sciences (FI)</td>
<td></td>
</tr>
<tr>
<td>Agnes Scott College (GA)</td>
<td></td>
</tr>
<tr>
<td>Alabama Agricultural and Mechanical University (AL)</td>
<td></td>
</tr>
<tr>
<td>Alabama State University (AL)</td>
<td></td>
</tr>
<tr>
<td>Alaska Pacific University (AK)</td>
<td></td>
</tr>
<tr>
<td>Albany College of Pharmacy and Health Sciences (NY)</td>
<td></td>
</tr>
<tr>
<td>Albany State University (GA)</td>
<td></td>
</tr>
</tbody>
</table>

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: Yale University (CT)
- 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 | ☑ | 46% |
461. Women’s dorms | ☑ | 1% |
462. Men’s dorms | ☑ | 1% |
463. Sorority housing | ☐ | 0% |
464. Fraternity housing | ☑ | 2% |
465. Apartments for married students | ☐ | 0% |
466. Apartment for single students | ☑ | 16% |
467. Special housing for disabled students | ☑ | 1% |
468. Special housing for international students | ☐ | 0% |
469. Cooperative housing
470. Theme housing
471. Wellness housing
472. Other housing options

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

<table>
<thead>
<tr>
<th>Housing Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singles</td>
<td>51%</td>
</tr>
<tr>
<td>Doubles</td>
<td>28%</td>
</tr>
<tr>
<td>Triples/Suites</td>
<td>1%</td>
</tr>
<tr>
<td>Apartments</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

474. If question 459 was answered yes, how many college-owned, -operated or -affiliated housing buildings does your institution have? 208

475. Average percentage of students on campus during weekends: 98%

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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? 100%

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: 100%

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? 0%

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: 656

495. Percentage of all students who have cars on campus: 32%

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: 48% 

499. Average amount undergraduates may expect to earn per year from part-time on-campus work: $35

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
   - [x] 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.
   - [x] 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?
   - [x] Yes
   - [ ] No

LD Services

504. LD services are available to students who are (check as many that apply):
   - [x] Freshmen
   - [x] Sophomores
   - [x] Juniors
   - [x] Seniors

505. Please select counseling services that are offered to LD students and list how often they meet, per academic year:
   - [x] Academic: [ ] times per academic year
   - [x] Psychological: [ ] times per academic year
   - [x] Student support groups: [ ] times per academic year
   - [x] 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:

<table>
<thead>
<tr>
<th>Diagnostic Testing Service</th>
<th>Remedial English</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Syllabus</td>
<td>Remedial Math</td>
<td>[x]</td>
</tr>
<tr>
<td>Exam on tape or computer</td>
<td>Remedial Reading</td>
<td></td>
</tr>
<tr>
<td>Extended Time for Tests</td>
<td>Special bookstore section</td>
<td></td>
</tr>
<tr>
<td>Learning Center</td>
<td>Substitution of courses</td>
<td>[x]</td>
</tr>
<tr>
<td></td>
<td>Take home exam</td>
<td></td>
</tr>
<tr>
<td>Note-taking Services</td>
<td>Tape Recorders</td>
<td>[x]</td>
</tr>
<tr>
<td></td>
<td>Texts on tape</td>
<td>[x]</td>
</tr>
<tr>
<td>Oral Tests</td>
<td>Tutors</td>
<td>[x]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Other Special Classes □ Typist/Scribe ✗

Other testing accommodations ✗ Untimed Tests □
Priority registration ✗ Videotaped Classes □
Priority seating ✗ Waiver of foreign language degree requirement □
Proofreading services □ Waiver of math degree requirement □
Readers ✗ Other ✗ Time management & academic skills assistance. Individual requests are considered.

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:

<table>
<thead>
<tr>
<th>Tutorial Area</th>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Organizational skills</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Content area</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Writing labs</td>
<td>✗</td>
<td>□</td>
</tr>
<tr>
<td>Math labs</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Study skills</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

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: patey@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.

<table>
<thead>
<tr>
<th>Test</th>
<th>Require</th>
<th>Require for some</th>
<th>Recommend</th>
<th>Consider if submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL (Paper)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>TOEFL (Internet-based)</td>
<td>✓</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
515. TOEFL and/or IELTS may be submitted in place of SAT or ACT

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL Paper</td>
<td></td>
</tr>
<tr>
<td>TOEFL Internet-based</td>
<td>100</td>
</tr>
<tr>
<td>Michigan test</td>
<td></td>
</tr>
<tr>
<td>IELTS</td>
<td>7.0</td>
</tr>
</tbody>
</table>

516. Minimum Required Test Scores

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td></td>
</tr>
<tr>
<td>Critical Reading</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Combined</td>
<td></td>
</tr>
<tr>
<td>ACT</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Combined</td>
<td></td>
</tr>
</tbody>
</table>

517. Average score of admitted students:
- TOEFL Paper: 100
- TOEFL Internet-based: 110
- IELTS: 7.5

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) 01/01 or on a rolling basis beginning (date mm/dd) 01/01
- Winter enrollment (date mm/dd) 01/01 or on a rolling basis beginning (date mm/dd) 01/01
- Spring enrollment (date mm/dd) 01/01 or on a rolling basis beginning (date mm/dd) 01/01
- Summer enrollment (date mm/dd) 01/01 or on a rolling basis beginning (date mm/dd) 01/01

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: 1,585
- Admitted applicants: 213
- Enrolled: 67

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:  

<table>
<thead>
<tr>
<th>Number of applications from international students</th>
<th>Number of international students admitted under plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early decision</td>
<td>Early decision</td>
</tr>
<tr>
<td>57</td>
<td>14</td>
</tr>
<tr>
<td>Early action</td>
<td>Early action</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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): 48  

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 26%  
2. India 7%  
3. Japan 7%  
4. Singapore 5%  
5. Thailand 5%  
6. Hong Kong 5%  

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: Alice Hadler  
- Title: Associate Dean for International Student Affairs  
- Phone: (860) 685-2832  
- Email: ahadler@wesleyan.edu
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? 2014

540b. Are these data from:
- [x] 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: 15%
- 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: 0%
- Law: 15%
- Medicine: 7%
- Dentistry: [ ]
- Engineering: 0%
- Theology: [ ]
- Education: [ ]
- Graduate arts and sciences: 47%
- Veterinary medicine: [ ]

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

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

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

<table>
<thead>
<tr>
<th>Firm #1</th>
<th>Firm Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teach for America</td>
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<tr>
<td>Firm #2</td>
<td>Firm Name</td>
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<tr>
<td></td>
<td>Argus Information and Advisory Services</td>
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<td>Firm #3</td>
<td>Firm Name</td>
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<td></td>
<td>Citigroup</td>
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<td>Firm #4</td>
<td>Firm Name</td>
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<tr>
<td></td>
<td>Deloitte</td>
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<td>Firm #5</td>
<td>Firm Name</td>
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<td></td>
<td>Ernst &amp; Young</td>
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<td>Firm #6</td>
<td>Firm Name</td>
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<tr>
<td></td>
<td>Wesleyan University</td>
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<td>Firm #7</td>
<td>Firm Name</td>
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<td>Boston Children's Hospital</td>
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<td>Firm #8</td>
<td>Firm Name</td>
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<td></td>
<td>The Brattle Group</td>
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<tr>
<td>Firm #9</td>
<td>Firm Name</td>
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<tr>
<td></td>
<td>Brigham &amp; Women???s Hospital</td>
</tr>
<tr>
<td>Firm #10</td>
<td>Firm Name</td>
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<tr>
<td></td>
<td>Columbia University Dept. of Psychiatry</td>
</tr>
<tr>
<td>Firm #11</td>
<td>Firm Name</td>
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<tr>
<td></td>
<td>Cravath, Swain &amp; Moore</td>
</tr>
<tr>
<td>Firm #12</td>
<td>Firm Name</td>
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<tr>
<td></td>
<td>Epsilon</td>
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<td>Firm #13</td>
<td>Firm Name</td>
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<td></td>
<td>Goldman Sachs</td>
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<td>Firm #14</td>
<td>Firm Name</td>
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<td></td>
<td>Google</td>
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<td>Firm #15</td>
<td>Firm Name</td>
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<td>JDS Therapeutics</td>
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<td>Firm #16</td>
<td>Firm Name</td>
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<td>J.P. Morgan</td>
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<td>Firm #17</td>
<td>Firm Name</td>
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<td></td>
<td>King???s Academy</td>
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<td>Firm #18</td>
<td>Firm Name</td>
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<td></td>
<td>The Match Corps</td>
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<td>Firm #19</td>
<td>Firm Name</td>
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<td></td>
<td>McKinsey</td>
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<td>Firm #20</td>
<td>Firm Name</td>
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<td>Morningstar</td>
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<td>Firm #21</td>
<td>Firm Name</td>
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<td>Morningstar</td>
</tr>
<tr>
<td>Firm #22</td>
<td>Firm Name</td>
</tr>
<tr>
<td></td>
<td>Smart Agriculture Analytics</td>
</tr>
<tr>
<td>Firm #23</td>
<td>Firm Name</td>
</tr>
</tbody>
</table>
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: 35%

548. Campus size: 316 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: Middletown
    Population: 47,648

551. Major city closest to school: New York or Boston
    Population: 
    Distance from campus (miles): 100

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

- Hartford/Bradley International Airport [ ]

Distance of airport from campus (miles): 35

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

- New York or Boston [ ]

Distance of airport from campus (miles): 

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

- Meriden [ ]

Distance of station from campus (miles): 6

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

- Middletown [ ]

Distance of station from campus (miles): 0

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: http://www.facebook.com/wesleyan.university

558. Twitter: http://twitter.com/wesleyan_u

559. LinkedIn: http://www.linkedin.com/company/wesleyan-university