

Common Data Set A: General Information

Respondent Information (Not for Publication)

A0

Name:

Frederick B. Rodgers

Title:

Director of Institutional Research & Effectiveness

Office:

Office of the Provost

Mailing Address:

Alfred University

One Saxon Drive

City/State/Zip:

Alfred

NY

14802-1205

Country:

United States

Phone:

607-871-2958

Fax:

Email Address

rodgers@alfred.edu

Are your responses to the CDS posted for references on your institution's Web site?

Yes

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

<https://www.alfred.edu/about/institutional-research/index.cfm>

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 This information will not be published but will help the publishers further refine CDS items.

Address Information

A1

Name of College/University:

Alfred University

Mailing Address:

One Saxon Drive

City/State/Zip:

Alfred

NY

14802-1205

Country:

United States

Street Address (if different):

Main Phone Number:

607-871-2111

WWW Home Page Address:

www.alfred.edu

Admissions Phone Number

607-871-2115

Admissions Toll-Free Phone Number:

800-541-9229

Admissions Office Mailing Address:

Alumni Hall

One Saxon Drive

City/State/Zip:

Alfred

NY

14802-1205

Country:

United States

Admissions Fax Number:

607-871-2198

Admissions Email Address:

admissions@alfred.edu

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

<http://www.alfred.edu/admissions/apply/>

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

City/State/Zip:

Country:

Common Data Set A: General Information

Source of institutional control (Check only one):

A2

Common Data Set A: General Information

Classify your undergraduate institution:

A3

Common Data Set A: General Information

Academic year calendar:

A4: Academic year calendar

If your academic year has changed because of the COVID-19 pandemic, please indicate as other below.

If you chose 'Differs', please describe here:

If you chose 'Other', please describe here:

Common Data Set A: General Information

Degrees offered by your institution:

A5: Degrees offered by your institution

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

PLEASE NOTE THE FOLLOWING:

1) Saving the form does not Lock it. You may return at any time to make changes or update your data.

2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Frederick B. Rodgers

Title:

Director of Institutional Research & Effectiveness

Phone:

607-871-2958

Email:

rodgers@alfred.edu

Common Data Set B: Enrollment And Persistence

Institutional Enrollment - Men and Women

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, 2021. Note: Report students formerly designated as "first professional" in the graduate cells Please see: https://nces.ed.gov/ipeds/pdf/Reporting_Study_Abroad%20Students_5.31.17.pdf.

***Nonstandard questions added by The Princeton Review**

	Full-Time		Part-Time		Full-Time	Part-Time
	Men	Women	Men	Women	*Gender Not Specified*	*Gender Not Specified*
Undergraduates						
Degree-seeking, first-time freshmen						
	193	195	0		0	
	0	0				
Other first-year, degree-seeking						
	19	35	0		1	
	0	0				
All other degree-seeking						
	474	505	24		14	
	0	0				
<i>Total degree-seeking</i>						
	686	735	24		15	
	0	0				
All other undergraduates enrolled in credit courses						
	1	3	7		14	
	0	0				
<i>Total undergraduates</i>						
	687	738	31		29	

0

0

Men

Women

Men

Women

*Gender Not
Specified**Gender Not
Specified***Graduate**

Degree-seeking, first-time

38

68

11

20

0

0

All other degree-seeking

24

37

67

228

0

0

All other graduates enrolled in credit courses

0

0

3

1

0

0

Total graduate

62

105

81

249

0

0

Total all undergraduates:

1,485

Total all graduate:

497

GRAND TOTAL ALL STUDENTS:

1,982

Common Data Set B: Enrollment And Persistence

Enrollment by Racial/Ethnic Category

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official Fall reporting date or as of October 15, 2021. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

Degree-seeking FIRST-TIME FIRST-YEAR

Degree-seeking UNDER-GRADUATES (including first-time first-year)

Total UNDER-GRADUATES (both degree- and non-degree-seeking)

Nonresident aliens

16	91	96
----	----	----

Hispanic/Latino

44	133	133
----	-----	-----

Black or African American, non-Hispanic/Latino

66	171	172
----	-----	-----

White, non-Hispanic/Latino

225	912	916
-----	-----	-----

American Indian or Alaska Native, non-Hispanic/Latino

0	0	0
---	---	---

Asian, non-Hispanic/Latino

6	25	26
---	----	----

Native Hawaiian or other Pacific Islander, non-Hispanic/Latino

5	8	8
---	---	---

Two or more races, non-Hispanic/Latino

3	29	29
---	----	----

Race and/or ethnicity unknown

22	102	105
----	-----	-----

TOTAL

387	1,471	1,485
-----	-------	-------

Persistence

B3 Number of degrees awarded by your institution from July 1, 2020 to June 30, 2021

Certificate/diploma	0
Associate degrees	0
Bachelor's degrees	334
Postbachelor's certificates	0
Master's degrees	132
Post-Master's certificates	74
Doctoral degrees - research/scholarship	7
Doctoral degrees - professional practice	0
Doctoral degrees - other	0

Common Data Set B: Enrollment And Persistence

Graduation Rates

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

For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2021-2022 Survey. <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2014 and Fall 2015 cohorts (formerly CDS B4-B11) into four groups:

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

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

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

For Bachelor's or Equivalent Programs

Please provide data for the Fall 2015 cohort if available. If Fall 2015 cohort data are not available, provide data for the Fall 2014 cohort.

Fall 2015 Cohort

Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
------------------------------------	---	--	--------------------------------------

A - Initial 2015 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students

196	132	126	454
-----	-----	-----	-----

B - Of the initial 2015 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions

0	0	0	0
---	---	---	---

C - Final 2015 cohort, after adjusting for allowable exclusions

196	132	126	454
-----	-----	-----	-----

D - Of the initial 2015 cohort, how many completed the program in four years or less (by Aug. 31, 2019)

83	66	69	218
----	----	----	-----

E - Of the initial 2015 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2019 and by Aug. 31, 2020)

22	12	11	45
----	----	----	----

F - Of the initial 2015 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2020 and by Aug. 31, 2021)

5	0	3	8
---	---	---	---

G - Total graduating within six years (sum of lines D, E, and F)

110	78	83	271
-----	----	----	-----

H - Six-year graduation rate for 2015 cohort (G divided by C)

56	%
----	---

59	%
----	---

66	%
----	---

60	%
----	---

Common Data Set B: Enrollment And Persistence

Fall 2014 Cohort

Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
------------------------------------	---	--	--------------------------------------

A - Initial 2014 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students

224	177	135	536
-----	-----	-----	-----

B - Of the initial 2014 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions

0	0	0	0
---	---	---	---

C - Final 2014 cohort, after adjusting for allowable exclusions

224	177	135	536
-----	-----	-----	-----

D - Of the initial 2014 cohort, how many completed the program in four years or less (by Aug. 31, 2018)

79	83	69	231
----	----	----	-----

E - Of the initial 2014 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2018 and by Aug. 31, 2019)

39	14	19	72
----	----	----	----

F - Of the initial 2014 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2018 and by Aug. 31, 2019)

2	1	1	4
---	---	---	---

G - Total graduating within six years (sum of lines D, E, and F)

120	98	89	307
-----	----	----	-----

H - Six-year graduation rate for 2014 cohort (G divided by C)

54	%
----	---

55	%
----	---

Common Data Set B: Enrollment And Persistence

For Two-Year Institutions

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

2018 Cohort

B12. Initial cohort, total of first-time, full-time degree/certificate-seeking students:

B13. Of the initial cohort, how many did not persist and did not graduate for the following reasons:

- Death
- Permanently Disability
- Service in the armed forces
- Foreign aid service of the federal government
- Offical church missions
- Report total allowable exclusions

B14. Final cohort, after adjusting for allowable exclusions:

B15. Completers of programs of less than two years duration (total):

B16. Completers of programs of less than two years within 150 percent of normal time:

B17. Completers of programs of at least two but less than four years (total):

B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:

B19. Total transfers-out (within three years) to other institutions:

B20. Total transfers to two-year institutions:

B21. Total transfers to four-year institutions:

Common Data Set B: Enrollment And Persistence

2017 Cohort

B12

Initial cohort, total of first-time, full-time degree/certificate-seeking students:

B13. Of the initial cohort, how many did not persist and did not graduate for the following reasons:

- Death
- Permanently Disability
- Service in the armed forces
- Foreign aid service of the federal government
- Official church missions
- Report total allowable exclusions

B14. Final 2015 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):

B15. Completers of programs of less than two years duration (total):

B16. Completers of programs of less than two years within 150 percent of normal time:

B17. Completers of programs of at least two but less than four years (total):

B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:

B19. Total transfers-out (within three years) to other institutions:

B20. Total transfers to two-year institutions:

B21. Total transfers to four-year institutions:

Common Data Set B: Enrollment And Persistence

Retention Rates

2020 (or the preceding summer term).

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

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

B22

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

70

%

PLEASE NOTE THE FOLLOWING:

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2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Frederick Rodgers

Title:

Director of institutional Research & Effectiveness

Phone:

607-871-2958

Email:

rodgers@alfred.edu

Common Data Set C: First-Time, First-Year (Freshman) Admission

Applications

C1 **First-time, first-year (freshman) students:** Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2021.

Include early decision, early action, and students who began studies during summer in this cohort.

Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, 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.

Since the total may include students who did not provide gender data, the detail need not sum to the total.

***Nonstandard field added by The Princeton Review**

Total first-time, first-year (freshman) men who applied

2,936

Total first-time, first-year (freshman) women who applied

3,307

***Total first-time, first-year (freshman) gender not specified who applied**

0

Total first-time, first-year (degree-seeking) who applied

6,243

Total first-time, first-year (freshman) men who were admitted

1,857

Total first-time, first-year (freshman) women who were admitted

2,336

***Total first-time, first-year (freshman) gender not specified who were admitted**

0

Total first-time, first-year (degree-seeking) who were admitted

4,193

Total full-time, first-time, first-year (degree-seeking) men who enrolled

193

Total part-time, first-time, first-year (freshman) men who enrolled

0

Total full-time, first-time, first-year (freshman) women who enrolled

195

Total part-time, first-time, first-year (freshman) women who enrolled

0

*Total full-time, first-time , first-year (freshman) gender not specified who enrolled

0

*Total part-time, first-time , first-year (freshman) gender not specified who enrolled

0

Total full-time, first-time , first-year (freshman) who enrolled *

359

Total part-time, first-time , first-year (degree-seeking) who enrolled *

0

C2 Freshman wait-listed students

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

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

Yes

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

Number of qualified applicants offered a place on waiting list

0

Number accepting a place on the waiting list

0

Number of wait-listed students admitted

0

Is your waiting list ranked?

No

If yes, do you release that information to students?

Select...

Do you release that information to school counselors?

Select...

Common Data Set C: First-Time, First-Year (Freshman) Admission

Admission Requirements

C3 High school completion requirement

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

- High school diploma is required and GED is accepted
- High school diploma is required and GED is not accepted

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

Require

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

Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or equivalent). If you use a different system for calculating units, please convert.

Units required

Units recommended

Total academic units

16

16

English

4

4

Mathematics

24

4

Science

23

3

Of these, units that must be lab

23

3

Foreign language

1

Social Studies

23

3

History

Academic electives

Computer Science

Visual/Performing Arts

Other (explain)

Common Data Set C: First-Time, First-Year (Freshman) Admission

Basis for Selection

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

Open admission policy as described above for all students

Open admission policy as described above for most students, but

selective admission for out-of-state students

selective admission to some programs

Other (explain)

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

Academic

Rigor of secondary school record

Class rank

Academic GPA

Standardized test scores

Application Essay

Recommendation(s)

Non-Academic

Interview	Considered
Extracurricular activities	Very important
Talent/ability	Considered
Character/personal qualities	Very important
First Generation	Considered
Alumni/ae relation	Not considered
Geographical residence	Not considered
State residency	Not considered
Religious affiliation/commitment	Not considered
Racial/ethnic status	Considered
Volunteer work	Important
Work experience	Important
Level of applicant's interest	Considered

Common Data Set C: First-Time, First-Year (Freshman) Admission

SAT and ACT Policies

C8 Entrance exams

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

If yes, please select the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2023.

ADMISSIONS

SAT or ACT	Consider if submitted
ACT Only	Consider if submitted

SAT only

Consider if submitted

SAT and SAT Subject Tests or ACT

Consider if submitted

SAT Subject Tests only

Not Used

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2023** please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

ACT with or without writing accepted

If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2023 please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

SAT with or without Essay component accepted

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

For admission

SAT Essay

ACT Essay

For placement

SAT Essay

ACT Essay

For advising

SAT Essay

ACT Essay

In place of an application essay

SAT Essay

ACT Essay

As a validity check on the application essay

SAT Essay

ACT Essay

No college policy as of now

SAT Essay

ACT Essay

Not using essay component

SAT Essay

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

Yes



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

08/01

Latest date by which SAT Subject Tests scores must be received for fall-term admission:

08/01

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

International students may submit TOEFL or IELTS in

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

- SAT
- ACT
- SAT Subject Tests
- AP
- CLEP
- Institutional Exam

State Exam (specify):

Common Data Set C: First-Time, First-Year (Freshman) Admission

Freshman Profile

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2021, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9 Percent and number of first-time, first-year (freshman) students enrolled in Fall 2021 who submitted national standardized (SAT/ACT) test scores.

Include information for ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores.

Do not include partial test scores (e.g. mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item.

Do not convert SAT scores to ACT scores and vice versa.

If a student submitted multiple sets of scores for a single test, report this information according to how you use the data. For example:

- **If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one**

submission, math from the other).

- If you average the scores, use the average to report the scores.

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

Percent submitting SAT scores

27

Percent submitting ACT scores

3

Number submitting SAT scores

105

Number submitting ACT scores

11

25th percentile

75th percentile

SAT Composite

1,070

1,300

SAT Evidence-Based Reading and Writing

540

630

SAT Math

530

670

ACT Composite

21

29

ACT Math

20

27

ACT English

23

29

ACT Writing

SAT
Composite

8

%

1200-1399

35

%

1000-1199

50

%

800-999

7

%

600-799

0

%

400-599

0

%

Total (should = 100%)

100.0

%

**SAT Evidence-
Based
Reading and
Writing**

SAT Math

700-800

10

%

13

%

600-699

40

%

34

%

500-599

37

%

43

%

400-499

11

%

9

%

300-399

2

%

1

%

200-299

0

%

0

%

Totals (should = 100%)

100

%

100

%

**ACT
Composite**

**ACT
English**

ACT Math

30-36

9

%

18

%

0

%

24-29

55

%

46

%

55

%

18-23

36	%
----	---

36	%
----	---

27	%
----	---

12-17

0	%
---	---

0	%
---	---

9	%
---	---

6-11

0	%
---	---

0	%
---	---

0	%
---	---

below 6

0	%
---	---

0	%
---	---

9	%
---	---

Totals (should = 100%)

100.0	%
-------	---

100.0	%
-------	---

100.0	%
-------	---

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

Percent in top tenth of high school graduating class

	%
--	---

Percent in top quarter of high school graduating class

	%
--	---

Top half + bottom half = 100%

Percent in top half of high school graduating class	<input type="text"/>	%
Percent in bottom half of high school graduating class	<input type="text"/>	%
Totals (should = 100%)	<input type="text"/>	%
Percent in bottom quarter of high school graduating class	<input type="text"/>	%
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	1.9	%

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

Percent who had GPA of 4.0	27	%
Percent who had GPA of 3.75 and 3.99	4	%
Percent who had GPA between 3.50 and 3.74	16	%
Percent who had GPA between 3.25 and 3.49	4	%
Percent who had GPA between 3.0 and 3.24	22	%
Percent who had GPA between 2.50 and 2.99	27	%
Percent who had GPA between 2.0 and 2.49	0	%
Percent who had GPA between 1.0 and 1.99	0	%
Percent who had GPA below 1.0	0	%
Totals (should = 100%)	100.0	%

C12

Average high school GPA of all degree-seeking, first-time, first year (freshman) students who submitted GPA:	3.4	
Percent of total first-time, first-year (freshman) students who submitted high school GPA:	12	%

Common Data Set C: First-Time, First-Year (Freshman) Admission

Admission Policies

C13 Application Fee

If your institution has waived its application fee for the Fall 2022 admission cycle please select no.

Does your institution have an application fee?

Yes

Amount of application fee

\$ 50.00

Can it be waived for applicants with financial need?

Yes

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

Same fee:

No

Free:

Yes

Reduced:

Yes

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

Yes

C14 Application Closing Date

Does your institution have an application closing date?

Yes

Application closing date (Fall):

08/01

Priority date:

02/01

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

Yes

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

On a rolling basis beginning (date):

11/15

By (date):

Other:

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

Must reply by (date):

No set date

Must reply by May 1 or within () weeks if notified thereafter

2 weeks

Other:

Deadline for housing deposit (MMDD):

05

01

Amount of housing deposit:

\$ 300.00

Refundable if student does not enroll?

No

C18 Deferred admission:

Does your institution allow students to postpone enrollment after admission?

Yes

If yes, maximum period of postponement:

1 year

C19 Early admission of high school students:

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

Yes

Common Data Set C: First-Time, First-Year (Freshman) Admission

Early Decision and Early Action Plans

C21 Early decision

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

No

applicants for Fall enrollment?

If "yes," please complete the following:

First or only early decision plan closing date:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

For the Fall 2021 entering class:

Number of early decision applications received by your institution:

Number of applicants admitted under early decision plan:

Please provide significant details about your early decision plan.

C22 Early action:

Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?

If "yes," please complete the following:

Early action closing date:

Early action notification date:

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

Early action II closing date:

Early action II notification date:

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I certify that the data contained in this form are accurate, correct, and up-to-date.

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Frederick Rodgers

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Common Data Set D: Transfer Admission

Fall Applicants

D1

Does your institution enroll transfer students? (If no, please skip to Section E)

Yes

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

Yes

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2021.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	106	43	19
Women	101	54	36
Total	207	97	55

Common Data Set D: Transfer Admission

Application for Admission

D3 Indicate terms for which transfers may enroll:

- Fall
- Winter
- Spring
- Summer

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

No

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

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

High school transcript

Required of All

College transcript(s)

Required of All

Essay or personal statement

Required of All

Interview

Required of Some

Standardized test score

Required of Some

Statement of good standing from prior institution(s)

Required of All

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

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

2.5

D8 List any other application requirements specific to transfer applicants:

A portfolio is required for applicants to the School of Art & Design. In addition, at least one letter of recommendation from a faculty member at the institution from which the student is transferring is required. If a faculty recommendation cannot be obtained, recommendations must be submitted by

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

Priority Date

Closing Date

Notification Date

Reply Date

Fall

06/15

08/01

Rolling Admission

Winter

Rolling Admission

Spring

11/15

12/01

Rolling Admission

Summer

Rolling Admission

D10 Does an open admission policy, if reported, apply to transfer students?

No

D11 Describe additional requirements for transfer admission, if applicable:

Transfer decisions are mailed on a rolling basis, usually within four weeks after the application is completed.
Students applying to the School of Art & Design for spring admission have an application deadline of November 15. Students applying to the School of Art

Common Data Set D: Transfer Admission

Transfer Credit Policies

D12

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

C

D13

Number

Unit Type

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

75

credits

D14

Number

Unit Type

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

75

credit hours

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

[Empty input field]

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

45

[Input field containing 45]

D17 Describe other transfer credit policies:

Alfred University accepts transfer credits from those U.S. colleges and universities that are accredited by one of the regional accrediting bodies, such as the Middle States Association of Colleges and Schools. Credits earned at U.S. institutions that are accredited instead because of the recognized national accreditation

Common Data Set D: Transfer Admission

Military Service Transfer Credit Policies

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

American Council on Education (ACE)

Yes

College Level Examination Program (CLEP)

Yes

DANTES Subject Standardized Tests (DSST)

Yes

Number

Unit type

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

75

credits

[Input field containing 75] [Input field containing credits]

Number

Unit type

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

[Empty input field] [Empty input field]

D21 Are the military/veteran credit transfer policies published on your website?

No

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

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

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Common Data Set E: Academic Offerings And Policies

Special study options:

E1 Identify those programs available at your institution. Refer to the glossary for definitions.

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

If you selected Other please specify:

Common Data Set E: Academic Offerings And Policies

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

E3

- Arts/fine arts
- Computer literacy
- English (including composition)
- Foreign languages
- History
- Humanities
- Mathematics
- Philosophy
- Sciences (biological or physical)
- Social science
- Other (please specify)

If you selected Other please specify:

Please note that general education requirements vary by college. Those checked above are representative of the College of Liberal Arts & Sciences, the largest college at Alfred University. In addition, there is a physical education requirement for all students.

Common Data Set E: Academic Offerings And Policies

Confirmation:

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Common Data Set F: Student Life

Enrollment

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

First-time, first-year
(freshman) students

Undergraduates

Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)

22

%

23

%

Percent of men who join fraternities

0

%

0

%

Percent of women who join sororities

0

%

0

%

Percent who live in college-owned, -operated, or -affiliated housing

95

%

89

%

Percent who live off campus or commute

5

%

11

%

Percent of students age 25 and older

0

%

3.5

%

Average age of full-time students

Average age of all students (full- and part-time)

Common Data Set F: Student Life

Activities offered

F2 Identify those programs available at your institution

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

Common Data Set F: Student Life

ROTC

F3 (program offered in cooperation with Reserve Officer's Training Corps)

Army ROTC is offered:

- On campus
- At cooperating institutions (name):

St. Bonaventure University

Navy ROTC is offered:

- On campus
- At cooperating institutions (name):

Air Force ROTC is offered:

- On campus
- At cooperating institutions (name):

Common Data Set F: Student Life

Housing

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

- Coed dorms
- Special housing for disabled student
- Men's dorms
- Special housing for international students
- Women's dorms
- Fraternity/sorority housing
- Apartments for married students
- Cooperative housing
- Apartments for single students
- Other (please specify)
- Wellness housing
- Theme housing

If you selected Other please specify:

Theme housing, i.e. Environmental Studies House, Hillel, etc

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Common Data Set G: Annual Expenses

Annual Expenses

Annual Expenses

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

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

<https://www.collegecalc.org/colleges/new-york/alfred-university/>

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

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

Common Data Set G: Annual Expenses

Undergraduate full-time tuition, required fees, room and board

G1 List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2022-2023 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are NOT included in tuition (e.g., registration, health, or activity fees.) Do NOT include optional fees (e.g., parking, laboratory use).

First-Year

Undergraduates

PRIVATE INSTITUTIONS Tuition:

\$ 35,076

\$ 35,076

PUBLIC INSTITUTIONS Tuition: (in-district)

\$ 20,450

\$ 20,450

In-state: (out-of-district)

\$ 35,076

\$ 35,076

Out-of-state:

\$ 35,076

\$ 35,076

NONRESIDENT ALIENS Tuition:

\$ 35,076

\$ 35,076

REQUIRED FEES:

\$ 1,200

\$ 1,200

ROOM AND BOARD: (on-campus)

\$ 13,052

\$ 13,052

ROOM ONLY: (on-campus)

\$ 6,498

\$ 6,498

BOARD ONLY: (on-campus meal plan)

\$ 6,554

\$ 6,554

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

\$

Other:

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

Min 12

Max 18

G3 Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?

No

G4 Do tuition and fees vary by undergraduate instructional program?

Yes

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

0

Common Data Set G: Annual Expenses

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

G5

	Residents	Commuters (living at home)	Commuters (not living at home)
--	------------------	---	---

Books and supplies:

\$ 1,300

\$ 1,300

\$ 1,300

Room only:

\$ 6,498

\$

\$ 6,498

Board only:

\$ 6,554

\$ 6,554

\$ 6,554

Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):

\$

\$

\$

Transportation:

\$ 1,000

\$ 1,000

\$ 1,000

Other expenses:

\$ 1,100

\$ 1,100

\$ 1,100

Common Data Set G: Annual Expenses

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

G6

PRIVATE INSTITUTIONS:

\$ 1,076

PUBLIC INSTITUTIONS: (in-district)

\$ 1,076

In-state: (out-of-district)

\$ 1,076

Out-of-state:

\$ 1,076

NONRESIDENT ALIENS:

\$ 1,076

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Common Data Set H: Financial Aid

Financial Aid Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Aid Awarded to Enrolled Undergraduates

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

If the data being reported are final figures for the 2020-2021 academic year (see the next item below), use the 2020-2021 academic year's CDS Question B1 cohort.)

Include aid awarded to international students (i.e., those not qualifying for federal aid).

Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.

For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)

Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.

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

2021-2022 estimated

Which needs-analysis methodology does your institution use in awarding institutional aid?

Both FM and IM

Need-based \$ (Include non-need-based aid used to meet need.)

Non-need-based \$ (Exclude non-need-based aid used to meet need.)

Scholarships/Grants

Federal

\$ 3,385,480

\$ 36,276

State (i.e., all states, not only the state in which your institution is located)

\$ 2,103,070

\$ 0

Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).

\$ 24,211,954

\$ 5,159,555

Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college

\$ 0.00

\$ 285,109

Total Scholarships/Grants

\$ 29,700,504

\$ 5,480,940

Self-Help

Student Loans from all sources (excluding parent loans)

\$ 4,494,502

\$ 6,471,057

Federal Work Study

\$ 1,335,285

\$ 0

State and other (e.g., institutional) workstudy/ employment (Note: Excludes Federal Work-Study captured above.)

\$ 0

\$ 0

Total Self-Help

\$ 5,829,787

\$ 6,471,057

Other

Parent Loans

\$ 0.00

\$ 3,345,726

Tuition Waivers

Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.

\$ 0.00

\$ 915,021

Athletic Awards

\$ 0.00

\$ 0.00

Common Data Set H: Financial Aid

Number of Enrolled Students Awarded Aid

H2 List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. Aid that is non-need-based but that was used to meet need should be counted as need-based aid. **Numbers should reflect the cohort awarded the dollars reported in H1.**

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

Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.

	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2021 cohort)	388	1,394	27
b) Number of students in line a who applied for need-based financial aid	376	1,368	21
c) Number of students in line b who were determined to have financial need	336	1,213	18
d) Number of students in line c who were awarded any financial aid	336	1,212	16
e) Number of students in line d who were awarded any need-based scholarship or grant aid	332	1,189	5
f) Number of students in line d who were awarded any need-based self-help aid	245	901	2
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid			

317

1,100

6

h) Number of students in line **d** whose need was fully met (exclude PLUS loans, unsubsidized loans and private alternative loans.)

148

368

2

i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans)

89.77

81.62

37.78

j) The average financial aid package of those in line **d**. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans.)

\$ 31,964

\$ 29,778

\$ 2,776

k) Average need-based scholarship and grant aid of those in line **e**

\$ 29,116

\$ 26,363

\$ 5,450

l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line **f**

\$ 6,028

\$ 6,447

\$ 2,750

m) Average need-based loan (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line **f** who were awarded a need-based loan

\$ 4,164

\$ 4,967

\$ 2,750

H2A Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional--not external--non-need-based scholarship or grant aid.

Numbers should reflect the cohort awarded the dollars reported in H1.

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

Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.

First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
-------------------------------	----------------------------------	-------------------------------

n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)

17	19	0
----	----	---

o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line n

\$ 20,649

\$ 20,322

\$ 0

p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship

0	0	0
---	---	---

q) Average dollar amount of institutional non-need-based athletic grants and scholarships awarded to students in line p

\$ 0.00

\$ 0.00

\$ 0.00

H3 Incorporated into H1 above.

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

Include:

- * 2021 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2020 and June 30, 2021.
- * Only loans made to students who borrowed while enrolled at your institution.
- * CO-Signed loans.

Exclude:

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

H4

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

342

students who transferred into your institution.

H5 Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed. NOTE: The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.

Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans in the first column (nearest \$1)
---	---	---

a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.

#	264	
	77.19	%
\$	33,066	

b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.

#	262	
	76.61	%
\$	23,734	

c) Institutional loan programs.

#	146	
	42.69	%
\$	7,270	

d) State loan programs.

#		
		%
\$		

e) Private student loans made by a bank or lender.

#	0	
	0	%
\$	0	

Common Data Set H: Financial Aid

Aid to Undergraduate Degree-seeking Nonresident Aliens

Note: Report numbers and dollar amounts for the same academic year checked in item H1.

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

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

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

61

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

\$ 17,977

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

\$ 1,096,594

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

- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- International Student's Financial Aid Application
- International Student's Certification of Finances
- Other (please specify)

If you selected Other please specify:

Common Data Set H: Financial Aid

Process for First-Year/Freshman Students

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

- FAFSA
- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- State aid form
- Noncustodial PROFILE
- Business/Farm Supplement
- Other (please specify)

If you selected Other please specify:

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

Priority date for filing required financial aid forms:

3/15

Deadline for filing required financial aid forms:

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

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

a.) Students notified on or about (date):

b.) Students notified on a rolling basis:

Yes



If yes, starting date:

2/15

H11 Indicate reply dates:

Students must reply by (date):

05/01

or within weeks of notification.

2

Common Data Set H: Financial Aid

Types of Aid Available

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

H12 Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS loans

- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (please specify)

If you selected Other please specify:

H13 Scholarships and Grants

Need-based:

- Federal Pell
- SEOG
- State scholarships/grants
- Private scholarships

- College/university scholarship or grant aid from institutional funds
- United Negro College Fund
- Federal Nursing Scholarships
- Other (please specify)

If you selected Other please specify:

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

Academics

- Non-need
- Need-based

Alumni affiliation

- Non-need
- Need-based

Art

- Non-need
- Need-based

Athletics

- Non-need
- Need-based

Job skills

- Non-need
- Need-based

ROTC

- Non-need

Leadership

Non-need

Need-based

Minority status

Non-need

Need-based

Music/drama

Non-need

Need-based

Religious affiliation

Non-need

Need-based

State/district residency

Non-need

Need-based

H15 If your institution has recently implemented any major financial aid programs, such as need-based grants, or waiving costs for families below a certain income level, please describe them below.

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Frederick Rodgers

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Common Data Set I: Instructional Faculty And Class Size

Instructional Faculty

Please report number of instructional faculty members in each category for Fall 2021. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

I-1 The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

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

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

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

Minority faculty: includes faculty who designate themselves as black, non-Hispanic; American Indian or Alaskan native; Asian, Native Hawaiian or other Pacific Islander; or Hispanic.

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as "first professional," including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

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

Full time	Part time	Total
-----------	-----------	-------

a.) Total number of instructional faculty

158	47	205
-----	----	-----

b.) Total number who are members of minority groups

23	2	25
----	---	----

c.) Total number who are women

75	24	99
----	----	----

d.) Total number who are men

83	23	106
----	----	-----

e.) Total number who are non-resident aliens (international)

10	3	13
----	---	----

f.) Total number with doctorate, or other terminal degree

143	30	173
-----	----	-----

g.) Total number whose highest degree is a master's but not a terminal master's

15	17	32
----	----	----

h.) Total number whose highest degree is a bachelor's

0	0	0
---	---	---

i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)

0	0	0
---	---	---

j.) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students

0	0	0
---	---	---

Common Data Set I: Instructional Faculty And Class Size

Student to Faculty Ratio

I-2 Report the Fall 2021 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

students faculty

Fall 2021 Student to Faculty ratio:

8	to 1
---	------

1,445	174
-------	-----

Common Data Set I: Instructional Faculty And Class Size

Undergraduate Class Size

I-3 In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2021 term.

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

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

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

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2021. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled.

Undergraduate Class Size (provide numbers)

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

Class Sections

157	182	66	28
10	9	1	453

Class Sub-Sections

40	20	3	2
0	0	0	65

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Common Data Set J: Degrees Conferred

Degrees conferred between July 1, 2020 and June 30, 2021

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

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2020 Categories to Include
Agriculture	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	
Natural resources and conservation	<input type="text"/>	<input type="text"/>	<input type="text" value="1.50"/>	
Architecture	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	
Area, ethnic, and gender studies	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	
Communications/journalism	<input type="text"/>	<input type="text"/>	<input type="text" value="1.20"/>	
Communication technologies	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	1
Computer and information sciences	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	1
Personal and culinary services	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	1
Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	

		8.68	1
--	--	------	---



Engineering

		25.15	1
--	--	-------	---



Engineering technologies

			1
--	--	--	---



Foreign languages, literatures, and linguistics

		0.59	1
--	--	------	---



Family and consumer sciences

			1
--	--	--	---



Law/legal studies

			2
--	--	--	---



English

		0.30	2
--	--	------	---



Liberal arts/general studies

		0.90	2
--	--	------	---



Library science

			2
--	--	--	---



Biological/life sciences

		4.19	2
--	--	------	---



Mathematics and statistics

		0.60	2
--	--	------	---



Military science and military technologies

			28 and 29
--	--	--	-----------

28 and 29

Interdisciplinary studies

			3

Parks and recreation

			3

Philosophy and religious studies

			3

Theology and religious vocations

			3

Physical sciences

		299	4

Science technologies

			4

Psychology

		9.58	4

Homeland Security, law enforcement, firefighting, and protective services

		1.50	4

Public administration and social services

			4

Social sciences

		1.80	4

Construction trades

			4

Mechanic and repair technologies

			4

Precision production

			4
--	--	--	---

Transportation and materials moving

			4
--	--	--	---

Visual and performing arts

		19.46	5
--	--	-------	---

Health professions and related programs

		2.69	5
--	--	------	---

Business/marketing

		18.26	5
--	--	-------	---

History

		0.60	5
--	--	------	---

Other

		0	
--	--	---	--

Totals (should = 100%)

0	0	100
---	---	-----

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