

# Colby Common Data Set 2001-2002

## A. GENERAL INFORMATION

### A1. Address Information

Name of College or University **Colby College**

Mailing Address, City/State/Zip/Country **4000 Mayflower Hill**

Street Address (if different), City/State/Zip/Country **Waterville, ME 04901-8840**

Main Phone Number: **(207) 872-3000**

WWW Home Page Address **www.colby.edu**

Admissions Phone Number **(207) 872-3168**

Admissions Toll-free Number **(800) 723-3032**

Admissions Office Mailing Address, City/State/Zip/Country **4800 Mayflower Hill, Waterville, ME 04901-8848**

Admissions Fax Number **(207) 872-3474**

Admissions E-mail Address **admissions@colby.edu**

Is there a separate URL application site on the Internet? If so, please specify: **www.colby.edu/admissions**

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

- Public  
 Private (nonprofit)  
 Proprietary

### A3. Classify your undergraduate institution:

- Coeducational college  
 Men's college  
 Women's college

### A4. Academic year calendar

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

### A5. Degrees offered by your institution

- Certificate  
 Diploma  
 Associate  
 Transfer  
 Terminal  
 Bachelor's
- Postbachelor's certificate  
 Master's  
 Post-master's certificate  
 Doctoral  
 First professional  
 First professional certificate

**Colby Common Data Set 2001-2002**

**B. ENROLLMENT AND PERSISTENCE**

**B1. Institutional Enrollment—Men and Women** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2001.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
<b>Undergraduates</b>				
Degree-seeking, first-time freshmen	244	244		
Other first-year, degree-seeking	2	2		
All other degree-seeking	616	696	1	
<i>Total degree-seeking</i>	862	942	1	
All other undergraduates enrolled in credit courses	4	0	0	
<i>Total undergraduates</i>	866	942	1	
<b>First-professional</b>				
First-time, first-professional students				
All other first-professionals				
<i>Total first-professional</i>				
<b>Graduate</b>				
Degree-seeking, first-time				
All other degree-seeking				
All other graduates enrolled in credit courses				
<i>Total graduate</i>				

Total all undergraduates: **1,809**

Total all graduate and professional students: **0**

GRAND TOTAL ALL STUDENTS: **1,809**

## Colby Common Data Set 2001-2002

**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, 2001. Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non- degree-seeking)
Nonresident aliens	44 (9%)	88	88 (5%)
Black, non-Hispanic	10 (2%)	39	39 (2%)
American Indian or Alaskan Native	3 (1%)	6	6 (<1%)
Asian or Pacific Islander	23 (5%)	71	71 (4%)
Hispanic	12 (2%)	38	38 (2%)
White, non-Hispanic	396 (81%)	1,567	1,567 (87%)
Race/ethnicity unknown	0	0	0
<b>Total</b>	488	1,809	1,809

### Persistence

**B3. Number of degrees awarded by your institution from July 1, 2000, to June 30, 2001.**

Certificate/diploma	_____
Associate degrees	_____
Bachelor's degrees	<u><b>468</b></u>
Postbachelor's certificates	_____
Master's degrees	_____
Post-master's certificates	_____
Doctoral degrees	_____
First professional degrees	_____
First professional certificates	_____

### Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2001 Web-based survey.

#### For Bachelor's or Equivalent Programs

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1995. Include in the cohort those who entered your institution during the summer term preceding fall 1995.

- B4.** Initial 1995 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: **544**
- B5.** Of the initial 1995 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**
- B6.** Final 1995 cohort, after adjusting for allowable exclusions: **544**  
(Subtract question B5 from question B4)

## Colby Common Data Set 2001-2002

- B7.** Of the initial 1995 cohort, how many completed the program in four years or less (by August 31, 1999): **458**
- B8.** Of the initial 1995 cohort, how many completed the program in more than four years but in five years or less (after August 31, 1999 and by August 31, 2000): **16**
- B9.** Of the initial 1995 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2000 and by August 31, 2001): **3**
- B10.** Total graduating within six years (sum of questions B7, B8, and B9): **477**
- B11.** Six-year graduation rate for 1995 cohort (question B10 divided by question B6): **88%**

### For Two-Year Institutions:

- B12.** Initial 1998 cohort, total of first-time, full-time degree/certificate-seeking students: \_\_\_\_\_
- B13.** Of the initial 1998 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: \_\_\_\_\_
- B14.** Final 1998 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: \_\_\_\_\_

### Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2000 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

- B22.** For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 2000 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2001? **94%**

## Colby Common Data Set 2001-2002

### 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 2001. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied 2,022

Total first-time, first-year (freshman) women who applied 1,887

Total first-time, first-year (freshman) men who were admitted 640

Total first-time, first-year (freshman) women who were admitted 683

Total full-time, first-time, first-year (freshman) men who enrolled 244

Total part-time, first-time, first-year (freshman) men who enrolled 0

Total full-time, first-time, first-year (freshman) women who enrolled 244

Total part-time, first-time, first-year (freshman) women 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  No

If yes, please answer the questions below for fall 2001 admissions:

Number of qualified applicants placed on waiting list 518

Number accepting a place on the waiting list 252

Number of wait-listed students admitted 0

#### Admission Requirements

**C3. High school completion requirement**

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

High school diploma is required and GED is accepted

High school diploma is required and GED is not accepted

High school diploma or equivalent is not required

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

Require

Recommend

Neither require nor recommend

**Colby Common Data Set 2001-2002**

**C5. Distribution of high school units required and/or recommended.** Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

	<b>Units Required</b>	<b>Units Recommended</b>
Total academic units		16
English		4
Mathematics		3
Science		2
Of these, units that must be lab		2
Foreign language		3
Social studies*		2
History*		
Academic electives		2
Other ( <i>specify</i> )		

\* Two of social studies *or* history.

**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.**

	<b>Very Important</b>	<b>Important</b>	<b>Considered</b>	<b>Not Considered</b>
<i>Academic</i>				
Secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Nonacademic</i>				
Interview	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minority status	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Colby Common Data Set 2001-2002

Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### SAT and ACT Policies

#### C8. Entrance exams

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

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

	ADMISSION				
	Require	Recommend	Require for Some	Consider If Submitted	Not Used
SAT I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT (no preference)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT--SAT I preferred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT--ACT preferred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I and SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I and SAT II or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**In addition**, does your institution use applicants' test scores for placement or counseling?

Placement  Yes  No

Counseling  Yes  No

B. Does your institution use the SAT I or II or the ACT for **placement only**? If so, please mark the appropriate boxes below:

	PLACEMENT		
	Require	Recommend	Require for some
SAT I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Latest date by which SAT I or ACT scores must be received for fall-term admission 3/1

Latest date by which SAT II scores must be received for fall-term admission 3/1

D. 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): Applicants whose first language is not English, or whose language of instruction is not English, should take the TOEFL or SAT-II writing test.

## Colby Common Data Set 2001-2002

### Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2001, 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 2001 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 verbal for a category of students) or combine other standardized test results (such as TOEFL) in this item. SAT scores should be recentered 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                    **90%**      Number submitting SAT scores                    **441**  
 Percent submitting ACT scores                    **18%**      Number submitting ACT scores                    **88**

	<b>25th Percentile</b>	<b>75th Percentile</b>	<b>Mean</b>
SAT I Verbal	620	700	660
SAT I Math	630	710	670
ACT Composite	26	30	28
ACT English	26	30	28
ACT Math	26	31	28

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

	<b>SAT I Verbal</b>	<b>SAT I Math</b>
700-800	31	35
600-699	53	55
500-599	14	10
400-499	2	0
300-399	0	0
200-299	0	0

	<b>ACT Composite</b>	<b>ACT English</b>	<b>ACT Math</b>
30-36	28	31	41
24-29	65	61	52
18-23	7	8	7
12-17	0	0	0
6-11	0	0	0
Below 6	0	0	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                    **64%**  
 Percent in top quarter of high school graduating class                    **89%**  
 Percent in top half of high school graduating class                    **100%**  
 Percent in bottom half of high school graduating class                    **0%**  
 Percent in bottom quarter of high school graduating class                    **0%**

Percent of total first-time, first-year (freshman) students who submitted high school class rank: **57%**

## Colby Common Data Set 2001-2002

**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. n/a**

Percent who had GPA of 3.0 and higher \_\_\_\_\_  
Percent who had GPA between 2.0 and 2.99 \_\_\_\_\_  
Percent who had GPA between 1.0 and 1.99 \_\_\_\_\_  
Percent who had GPA below 1.0 \_\_\_\_\_

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

\_\_\_\_\_

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

### Admission Policies

**C13. Application fee**

Does your institution have an application fee?  Yes  No  
Amount of application fee: \$55  
Can it be waived for applicants with financial need?  Yes  No

**C14. Application closing date**

Does your institution have an application closing date?  Yes  No  
Application closing date (fall): 1/1  
Priority date: \_\_\_\_\_

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

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

On a rolling basis beginning (date): \_\_\_\_\_  
By (date): 4/1  
Other: \_\_\_\_\_

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

Must reply by (date): 5/1  
No set date: \_\_\_\_\_  
Must reply by May 1 or within \_\_\_\_\_ weeks if notified thereafter  
Other: \_\_\_\_\_

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

Yes  No  
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  No

**C20. Common application:** Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted?  Yes  No

If "yes," are supplemental forms required?  Yes  No  
Is your college a member of the Common Application Group?  Yes  No

**Colby Common Data Set 2001-2002**

## Colby Common Data Set 2001-2002

### Early Decision and Early Action Plans

**C21. Early decision:** Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment?  Yes  No

If "yes," please complete the following:

First or only early decision plan closing date 11/15

First or only early decision plan notification date 12/15

Other early decision plan closing date 1/1

Other early decision plan notification date 2/1

**For the Fall 2001 entering class:**

Number of early decision applications received by your institution 458

Number of applicants admitted under early decision plan 201

Please provide significant details about your early decision plan: \_\_\_\_\_

**C22. Early action:** Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?

Yes  No

If "yes," please complete the following:

Early action closing date \_\_\_\_\_

Early action notification date \_\_\_\_\_

## Colby Common Data Set 2001-2002

### D. TRANSFER ADMISSION

#### Fall Applicants

- D1.** Does your institution enroll transfer students?  Yes  No  
 (If no, please skip to Section E)  
 If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?  Yes  No
- D2.** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2001.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	66	10	4
Women	68	20	9
Total	134	30	13

#### Application for Admission

- D3.** Indicate terms for which transfers may enroll:  
 Fall  Winter  Spring  Summer
- D4.** Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?  
 Yes  No  
 If yes, what is the minimum number of credits and the unit of measure? \_\_\_\_\_
- D5.** Indicate all items required of transfer students to apply for admission:

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not required
High school transcript	X				
College transcript(s)	X				
Essay or personal statement	X				
Interview		X			
Standardized test scores	X				
Statement of good standing from prior institution(s)	X				

- 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): 3.0
- D8.** List any other application requirements specific to transfer applicants:

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**Colby Common Data Set 2001-2002**

**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.

	<b>Priority Date</b>	<b>Closing Date</b>	<b>Notification Date</b>	<b>Reply Date</b>	<b>Rolling Admission</b>
Fall		3/1	5/15		
Winter					
Spring		12/1	12/31		
Summer					

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

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

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**Transfer Credit Policies**

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

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

**D14.** Maximum number of credits or courses that may be transferred from a four-year institution:  
 Number 60      Unit type credit hours

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

**D16.** Minimum number of credits that transfers must complete at your institution to earn a bachelor’s degree: 60

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

**For the Class of 2005 and beyond a minimum of 128 credit hours must be earned in at least eight semesters of full-time college-level study to receive a degree.**

## Colby Common Data Set 2001-2002

### E. ACADEMIC OFFERINGS AND POLICIES

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

- |   |   |
|---|---|
| <input type="checkbox"/> Accelerated program<br><input type="checkbox"/> Cooperative (work-study) program<br><input checked="" type="checkbox"/> Cross-registration<br><input type="checkbox"/> Distance learning<br><input checked="" type="checkbox"/> Double major<br><input type="checkbox"/> Dual enrollment<br><input type="checkbox"/> English as a Second Language (ESL)<br><input checked="" type="checkbox"/> Exchange student program (domestic)<br><input type="checkbox"/> External degree program<br><input checked="" type="checkbox"/> Other (specify): <i>Summer research assistantships; Colby has coordinated 3-2 engineering programs with Dartmouth, Univ. of Rochester and Case Western Reserve; Colby offers junior-year abroad programs in Ireland, England, France, Spain, Russia; Colby-Bates-Bowdoin have established a study abroad consortium with centers in Quito, Ecuador; London; and Cape Town, South Africa.</i> | <input checked="" type="checkbox"/> Honors program<br><input checked="" type="checkbox"/> Independent study<br><input checked="" type="checkbox"/> Internships<br><input type="checkbox"/> Liberal arts/career combination<br><input checked="" type="checkbox"/> Student-designed major<br><input checked="" type="checkbox"/> Study abroad<br><input checked="" type="checkbox"/> Teacher certification program<br><input type="checkbox"/> Weekend college |
|---|---|

**E2. Has been removed from the CDS.**

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

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Arts/fine arts<br><input type="checkbox"/> Computer literacy<br><input checked="" type="checkbox"/> English (including composition)<br><input checked="" type="checkbox"/> Foreign languages<br><input checked="" type="checkbox"/> History<br><input checked="" type="checkbox"/> Other (describe): <u>Diversity and Wellness</u> | <input checked="" type="checkbox"/> Humanities<br><input checked="" type="checkbox"/> Mathematics<br><input type="checkbox"/> Philosophy<br><input checked="" type="checkbox"/> Sciences (biological or<br><input checked="" type="checkbox"/> Social science |
|--|---|

#### Library Collections

Report the number of holdings. Refer to the most recent Academic Libraries Survey for corresponding equivalents.

**E4.** Books, serial backfiles, electronic documents, and government documents (titles) that are accessible through the library's catalog: 629,310

**E5.** Current serial subscriptions (paper, microform, electronic): 2,230

**E6.** Microforms (units): 303,050

**E7.** Audiovisual materials (units): 21,915

### F. STUDENT LIFE

**F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 2001 who fit the following categories:**

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens)	<u>91%</u>	<u>89%</u>
Percent of men who join fraternities	<u>0%</u>	<u>0%</u>

## Colby Common Data Set 2001-2002

Percent of women who join sororities	<u>0%</u>	<u>0%</u>
Percent who live in college-owned, -operated, or -affiliated housing	<u>100%</u>	<u>94%</u>
Percent who live off campus or commute	<u>0%</u>	<u>6%</u>
Percent of students age 25 and older	<u>0%</u>	<u>0%</u>
Average age of full-time students	<u>18</u>	<u>20</u>
Average age of all students (full- and part-time)	<u>18</u>	<u>20</u>

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

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

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

Army ROTC is offered:

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

Naval ROTC is offered:

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

Air Force ROTC is offered:

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

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Coed dorms  | <input type="checkbox"/> Special housing for disabled students      |
| <input type="checkbox"/> Men's dorms  | <input type="checkbox"/> Special housing for international students |
| <input type="checkbox"/> Women's dorms  | <input type="checkbox"/> Fraternity/sorority housing                |
| <input type="checkbox"/> Apartments for married students  | <input type="checkbox"/> Cooperative housing                        |
| <input type="checkbox"/> Apartments for single students   |   |
| <input checked="" type="checkbox"/> Other housing options (specify): <u>quiet halls, chem-free halls, apartments for seniors only</u> |   |

## Colby Common Data Set 2001-2002

### G. ANNUAL EXPENSES

Provide 2002-2003 academic year costs for the following categories that are applicable to your institution.

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

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2002-2003 academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. **Required fees** include only charges that all full-time students must pay that are *not* included in tuition (e.g., registration, health, or activity fees.) Do *not* include optional fees (e.g., parking, laboratory use).

	FIRST-YEAR	UNDERGRADUATES
PRIVATE INSTITUTIONS:		
PUBLIC INSTITUTIONS		
In-district:		
In-state (out-of-district):		
Out-of-state:		
NONRESIDENT ALIENS:		
REQUIRED FEES:		
ROOM AND BOARD: (on-campus)		
ROOM ONLY: (on-campus)		
BOARD ONLY: (on-campus meal plan)		

Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees): **\$34,290**

Other \_\_\_\_\_

**G2. Number of credits per term a student can take for the stated full-time tuition**      12 minimum      18 maximum

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

**G4. If tuition and fees vary by undergraduate instructional program, describe briefly:** \_\_\_\_\_

**G5. Provide the estimated expenses for a typical full-time undergraduate student:**

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	650	650	650
Room only:			
Board only:			
Transportation:	500	300	500

## Colby Common Data Set 2001-2002

Other expenses:	800	800	800
-----------------	-----	-----	-----

### G6. Undergraduate per-credit-hour charges:

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

# Colby Common Data Set 2001-2002

## H. FINANCIAL AID

### Aid Awarded to Enrolled Undergraduates

**H1.** Enter total dollar amounts **awarded** to 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. Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid columns.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for “non-need-based gift aid” on the last page of the definitions section.)

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

2001-2002 estimated or  2000-2001 final

	Need-based	Non-need-based
	\$	\$
<b>Scholarships/Grants</b>		
Federal	799,235	
State	103,900	
Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)	9,960,401	
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	647,589	
<b>Total Scholarships/Grants</b>	11,511,125	0
<b>Self-Help</b>		
Student loans from all sources (excluding parent loans)	1,282,445	1,996,808
Federal Work-Study	647,258	
State and other work-study/employment	73,680	
<b>Total Self-Help</b>	2,003,383	1,996,808
<b>Parent Loans</b>		2,845,308
<b>Tuition Waivers</b>		
<b>Athletic Awards</b>		

**Colby Common Data Set 2001-2002**

**H2. Number of Enrolled Students Receiving Aid:** List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and received financial aid. **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 receiving the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	<b>First-time Full-time Freshmen</b>	<b>Full-time Undergrad (Incl. Fresh)</b>	<b>Less Than Full-time Undergrad</b>
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2001 cohort)	488	1,808	
b) Number of students in line <b>a</b> who were financial aid applicants (include applicants for all types of aid)	281	880	
c) Number of students in line <b>b</b> who were determined to have financial need	214	650	
d) Number of students in line <b>c</b> who received any financial aid	214	650	
e) Number of students in line <b>d</b> who received any need-based gift aid	196	600	
f) Number of students in line <b>d</b> who received any need-based self-help aid	152	507	
g) Number of students in line <b>d</b> who received any non-need-based gift aid	0	0	
h) Number of students in line <b>d</b> whose need was fully met ( <u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u> )	214	650	
i) On average, the percentage of need that was met of students who received any need-based aid. Exclude any resources that were awarded to replace EFC ( <u>PLUS loans, unsubsidized loans, and private alternative loans</u> )	100 %	100 %	%
j) The average financial aid package of those in line <b>d</b> . Exclude any resources that were awarded to replace EFC ( <u>PLUS loans, unsubsidized loans, and private alternative loans</u> )	\$22,603	\$20,792	\$
k) Average need-based gift award of those in line <b>e</b>	\$21,851	\$19,123	\$
l) Average need-based self-help award ( <u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u> ) of those in line <b>f</b>	\$3,471	\$3,951	\$
m) Average need-based loan ( <u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u> ) of those in line <b>f</b> who received a need-based loan	\$2,894	\$2,928	\$

**H2A. Number of Enrolled Students Receiving Non-need-based Grants and Scholarships:** List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who received non-need-based gift aid. Numbers should reflect the cohort receiving the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	<b>First-time Full-time Freshmen</b>	<b>Full-time Undergrad (Incl. Fresh)</b>	<b>Less Than Full-time Undergrad</b>
n) Number of students in line <b>a</b> who had no financial need and who received non-need-based <u>gift aid</u> (exclude those receiving athletic awards and tuition benefits)	0	0	
o) Average <u>dollar amount of non-need-based gift aid awarded</u> to students in line <b>n</b>	\$	\$	\$
p) Number of students in line <b>a</b> who received a non-need-based athletic <u>grant or scholarship</u>	0	0	
q) Average <u>dollar amount of non-need-based athletic grants and</u>			

## Colby Common Data Set 2001-2002

<u>scholarships awarded</u> to students in line <b>p</b>	\$	\$	\$
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## Colby Common Data Set 2001-2002

**H3:** Which needs-analysis methodology does your institution use in awarding institutional aid?

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

**H4.** Percent of the 2001 undergraduate class who graduated between July 1, 2000 and June 30, 2001 and borrowed through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution. **44%**

**H5.** Average per-borrower cumulative undergraduate indebtedness of those in line H4. Do not include money borrowed at other institutions: **\$17,400**

**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 financial aid for undergraduate degree-seeking nonresident aliens:

- College-administered need-based financial aid is available  
 College-administered non-need-based financial aid is available  
 College-administered financial aid is not available

If college-administered financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who received need-based or non-need-based aid: **81**

Average dollar amount awarded to undergraduate degree-seeking nonresident aliens: \$ **32,086**

Total dollar amount of financial aid from all sources awarded to all undergraduate degree-seeking nonresident aliens: \$ **2,598,990**

### Process for First-Year/Freshman Students

**H7.** 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 (Divorced/Separated) Parent's Statement  
 Business/Farm Supplement  
 Other: Either institutional application OR CSS Profile and institutional supplement

**H8.** 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  
 Foreign Student's Financial Aid Application  
 Foreign Student's Certification of Finances  
 Other: \_\_\_\_\_  
\_\_\_\_\_

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

Priority date for filing required financial aid forms: \_\_\_\_\_

Deadline for filing required financial aid forms: **2/1**

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

## Colby Common Data Set 2001-2002

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

- a.) Students notified on or about (date): 4/1
- b.) Students notified on a rolling basis: yes/no If yes, starting date: \_\_\_\_\_

**H11.** Indicate reply dates:

Students must reply by (date): 5/1 or within \_\_\_\_\_ weeks of notification.

### Types of Aid Available

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

#### H12. Loans

- FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)
- Direct Subsidized Stafford Loans
  - Direct Unsubsidized Stafford Loans
  - Direct PLUS Loans
- FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFEL)
- FFEL Subsidized Stafford Loans
  - FFEL Unsubsidized Stafford Loans
  - FFEL PLUS Loans
- Federal Perkins Loans
  - Federal Nursing Loans
  - State Loans
  - College/university loans from institutional funds
  - Other (specify): alternative loans; institutional loans for Canadians

#### H13. Scholarships and Grants

- NEED-BASED:
- Federal Pell
  - SEOG
  - State scholarships/grants
  - Private scholarships
  - College/university gift aid from institutional funds
  - United Negro College Fund
  - Federal Nursing Scholarship
  - Other (specify): \_\_\_\_\_

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

Non-need	Need-based		Non-need	Need-based	
	<b>X</b>	Academics			Leadership
		Alumni affiliation			Minority status
		Art			Music/drama
		Athletics			Religious affiliation
		Job skills			State/district residency
		ROTC		<b>X</b>	Other: underrepresented

**Colby Common Data Set 2001-2002**

## Colby Common Data Set 2001-2002

### I. INSTRUCTIONAL FACULTY AND CLASS SIZE

#### I-1. Please report number of instructional faculty members in each category for Fall 2001.

The following definition of instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey. 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. Institutions are asked to EXCLUDE:

- (a) instructional faculty in preclinical and clinical medicine
- (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,
- (c) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like
- (d) faculty on leave without pay, and
- (e) replacement faculty for faculty on sabbatical leave.

*Full-time:* faculty employed on a full-time basis

*Part-time:* faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Also includes adjuncts and part-time instructors.

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

*Doctorate:* includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology.

*First-professional:* includes the fields of 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) and theological professions (MDiv, MHL).

*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	157	30	187
b.) Total number who are members of minority groups	15	1	16
c.) Total number who are women	60	17	77
d.) Total number who are men	97	13	110
e.) Total number who are nonresident aliens (international)	2	2	4
f.) Total number with doctorate, first professional, or other terminal degree	151	23	174
g.) Total number whose highest degree is a master's but not a terminal master's	5	6	11
h.) Total number whose highest degree is a bachelor's	1	1	2
i.) Total number whose highest degree is unknown or other (Note: Items <b>f</b> , <b>g</b> , <b>h</b> , and <b>i</b> must sum up to item <b>a</b> .)			

#### I-2. Student to Faculty Ratio

Report the Fall 2001 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

## Colby Common Data Set 2001-2002

professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2001 Student to Faculty ratio: **11** to 1.

### I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2001 term.

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

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

Using the above definitions, please report for each of the following class-size intervals the number of *class sections* and *class subsections* offered in Fall 2001. 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
<b>CLASS SECTIONS</b>	77	128	95	27	15	13	1	356

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
<b>CLASS SUB-SECTIONS</b>	15	52	6	0	0	0	0	73

## Colby Common Data Set 2001-2002

### J. DEGREES CONFERRED

Degrees conferred between July 1, 2000 and June 30, 2001

Reference: IPEDS Completions, Part A

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded.

Category	Diploma/ Certificates	Associate	Bachelor's	CIP Categories to Include
Agriculture				1 and 2
Architecture				4
Area and ethnic studies			12.6%	5
Biological/life sciences			13.7%	26
Business/marketing			0.6%	8 and 52
Communications/communication technologies				9 and 10
Computer and information sciences			2.1%	11
Education				13
Engineering/engineering technologies				14 and 15
English			10.9%	23
Foreign languages and literature			6.6%	16
Health professions and related sciences				51
Home economics and vocational home economics				19 and 20
Interdisciplinary studies			1.7%	30
Law/legal studies				22
Liberal arts/general studies				24
Library science				25
Mathematics			2.4%	27
Military science and technologies				28 and 29
Natural resources/environmental science			2.1%	3
Parks and recreation				31
Personal and miscellaneous services				12
Philosophy, religion, theology			3.6%	38 and 39
Physical sciences			7.1%	40 and 41
Protective services/public administration				43 and 44
Psychology			4.7%	42
Social sciences and history			26.9%	45
Trade and industry				46, 47, 48, and 49
Visual and performing arts			4.9%	50
<b>Other</b>				
<b>TOTAL</b>	100%	100%	100%	