

Common Data Set A: General Information (2016-2017)

[Instructions and Help](#)

[Glossary of Terms](#)

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

*Please note that the survey works best with: Chrome, Firefox, or Internet Explorer.

Respondent Information (Not for Publication)

A0

Name:	<input type="text" value="Sarah Daniel"/>		
Title:	<input type="text" value="Planning & Accountability Analyst"/>		
Office:	<input type="text" value="Institutional Research"/>		
Mailing Address:	<input type="text" value="2201 Spong Hall"/>	<input type="text"/>	
City/State/Zip:	<input type="text" value="Norfolk"/>	<input type="text" value="VA"/>	<input type="text" value="23529"/>
Country:	<input type="text" value="United States"/>		
Phone:	<input type="text" value="757-683-3164"/>		
Fax:	<input type="text"/>		
Email Address	<input type="text" value="sedaniel@odu.edu"/>		
Are your responses to the CDS posted for references on your institution's Web site?	<input checked="" type="radio"/> Yes <input type="radio"/> No		
If yes, please provide the URL of the corresponding Web page:	<input type="text" value="www.odu.edu/ira/news"/>		
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 This information will not be published but will help the publishers further refine CDS items.	<input type="text"/>		

Address Information

A1

Name of College/University:	<input type="text" value="Old Dominion University"/>		
Mailing Address:	<input type="text" value="5115 Hampton Boulevard"/>	<input type="text"/>	
City/State/Zip:	<input type="text" value="Norfolk"/>	<input type="text" value="VA"/>	<input type="text" value="23529"/>
Country:	<input type="text" value="United States"/>		
Street Address (if different):	<input type="text"/>		
Main Phone Number:	<input type="text" value="757-683-3000"/>		
WWW Home Page Address:	<input type="text" value="www.odu.edu"/>		
Admissions Phone Number	<input type="text" value="757-683-3685"/>		
Admissions Toll-Free Phone Number:	<input type="text" value="800-348-7926"/>		
Admissions Office Mailing Address:	<input type="text" value="108 Rollins Hall"/>	<input type="text" value="Hampton Boulevard"/>	

City/State/Zip:

Country:

Admissions Fax Number:

Admissions Email Address:

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

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

City/State/Zip:

Country:

Source of institutional control (Check only one):

A2

Public Private (nonprofit) Proprietary

Classify your undergraduate institution:

A3

Coeducational college Men's college Women's college

Academic year calendar:

A4

Semester Quarter Trimester 4/1/4 Continuous Differs By Program Other

If you chose 'Differs', please describe here:

If you chose 'Other', please describe here:

Degrees offered by your institution:

A5

Certificate Diploma Associate Transfer Associate Terminal Associate Bachelor's PostBachelor's certificate Master's

- Post-Master's certificate
- Doctoral
- Doctoral/Research
- Doctoral/Professional
- Doctoral Other

PLEASE NOTE THE FOLLOWING:

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2) Once you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.

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

Name:	<input type="text" value="Sarah Daniel"/>
Title:	<input type="text" value="Planning & Accountability Analyst"/>
Phone:	<input type="text" value="757-683-3164"/>
Email:	<input type="text" value="sedaniel@odu.edu"/>

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Common Data Set B: Enrollment And Persistence (2016-2017)

[Instructions and Help](#)

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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, 2016. Note: Report students formerly designated as "first professional" in the graduate cells.

*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	<input type="text" value="1,322"/>	<input type="text" value="1,405"/>	Line 1	<input type="text" value="15"/>	<input type="text" value="15"/>	Line 15	<input type="text"/>	<input type="text"/>
Other first-year, degree-seeking	<input type="text" value="635"/>	<input type="text" value="850"/>	Line 2	<input type="text" value="249"/>	<input type="text" value="411"/>	Line 16	<input type="text"/>	<input type="text"/>
All other degree-seeking	<input type="text" value="5,073"/>	<input type="text" value="5,888"/>	Lines 3-6	<input type="text" value="1,633"/>	<input type="text" value="2,110"/>	Lines 17-20	<input type="text"/>	<input type="text"/>
<i>Total degree-seeking</i>	<input type="text" value="7,030"/>	<input type="text" value="8,143"/>		<input type="text" value="1,897"/>	<input type="text" value="2,536"/>		<input type="text"/>	<input type="text"/>
All other undergraduates enrolled in credit courses	<input type="text" value="12"/>	<input type="text" value="18"/>	Line 7	<input type="text" value="83"/>	<input type="text" value="74"/>	Line 21	<input type="text"/>	<input type="text"/>
<i>Total undergraduates</i>	<input type="text" value="7,042"/>	<input type="text" value="8,161"/>	Line 8	<input type="text" value="1,980"/>	<input type="text" value="2,610"/>	Line 22	<input type="text"/>	<input type="text"/>
	Men	Women		Men	Women		*Gender Not Specified*	*Gender Not Specified*

Graduate

Degree-seeking, first-time	<input type="text" value="174"/>	<input type="text" value="281"/>	Line 11	<input type="text" value="150"/>	<input type="text" value="193"/>	Line 25	<input type="text"/>	<input type="text"/>
All other degree-seeking	<input type="text" value="386"/>	<input type="text" value="659"/>	Line 12	<input type="text" value="861"/>	<input type="text" value="989"/>	Line 26	<input type="text"/>	<input type="text"/>
All other graduates enrolled in credit courses	<input type="text" value="16"/>	<input type="text" value="48"/>	Line 13	<input type="text" value="247"/>	<input type="text" value="525"/>	Line 27	<input type="text"/>	<input type="text"/>
<i>Total graduate</i>	<input type="text" value="576"/>	<input type="text" value="988"/>		<input type="text" value="1,258"/>	<input type="text" value="1,707"/>		<input type="text"/>	<input type="text"/>
Total all undergraduates:				<input type="text" value="19,793"/>				
Total all graduate:				<input type="text" value="4529"/>				
GRAND TOTAL ALL STUDENTS:				<input type="text" value="24322"/>				

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, 2016. 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	Degree-seeking UNDER-	Total UNDER- GRADUATES
--------------------------------------	----------------------------------	---------------------------------------

	FIRST-YEAR	GRADUATES (both degree- and non-degree-seeking)	
		(including first-time first-year)	
Nonresident aliens	21	285	307
Hispanic/Latino	268	1,651	1,656
Black or African American, non-Hispanic/Latino	1,085	5,704	5,727
White, non-Hispanic/Latino	1,009	9,067	9,137
American Indian or Alaska Native, non-Hispanic/Latino	5	66	67
Asian, non-Hispanic/Latino	129	872	876
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	5	56	57
Two or more races, non-Hispanic/Latino	178	1,294	1,299
Race and/or ethnicity unknown	57	611	667
TOTAL	2,757	19,606	19,793

Persistence

B3 Number of degrees awarded by your institution from July 1, 2015 to June 30, 2016

Certificate/diploma	0
Associate degrees	0
Bachelor's degrees	4003
Postbachelor's certificates	31
Master's degrees	994
Post-Master's certificates	139
Doctoral degrees – research/scholarship	151
Doctoral degrees – professional practice	89
Doctoral degrees – other	0

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 2016 Web-based survey.

For Bachelor's or Equivalent Programs

Please provide data for the fall 2010 cohort if available. If fall 2010 cohort data are not available, please provide data for the fall 2009 cohort.

Fall 2010 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2010. Include in the cohort those who entered your institution during the summer term preceding fall 2010.

B4

Initial 2010 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:

B5

Of the initial 2010 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

B6

Final 2010 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)

B7

Of the initial 2010 cohort, how many completed the program in four years or less (by August 31, 2014):

B8

Of the initial 2010 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2014 and by August 31, 2015):

B9

Of the initial 2010 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2015 and by August 31, 2016):

B10

Total graduating within six years (sum of questions B7, B8, and B9):

B11

Six-year graduation rate for 2010 cohort (question B10 divided by question B6): %

Fall 2009 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2009. Include in the cohort those who entered your institution during the summer term preceding fall 2009.

B4

Initial 2009 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:

B5

Of the initial 2009 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

B6

Final 2009 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)

B7

Of the initial 2009 cohort, how many completed the program in four years or less (by August 31, 2013):

B8

Of the initial 2009 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2013 and by August 31, 2014):

B9

Of the initial 2009 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2014 and by August 31, 2015):

B10

Total graduating within six years (sum of questions B7, B8, and B9):

B11

Six-year graduation rate for 2009 cohort (question B10 divided by question B6): %

For Two-Year Institutions

Please provide data for the 2013 cohort if available. If 2013 cohort data are not available, provide data for the 2012 cohort.

2013 Cohort

B12

Initial 2013 cohort, total of first-time, full-time degree/certificate-seeking students:

B13

Of the initial 2013 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

B14

Final 2013 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:

2012 Cohort

B12

Initial 2012 cohort, total of first-time, full-time degree/certificate-seeking students:

B13

Of the initial 2012 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the

armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

B14

Final 2012 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 2015 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshman in Fall 2015 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2016?

%

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

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Common Data Set C: First-Time, First-Year (Freshman) Admission (2016-2017)

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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 2016. 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.

*Nonstandard field added by The Princeton Review

**Please fill in this field, only if you cannot provide the men/women breakdown.

Total first-time, first-year (freshman) men who applied	<input type="text" value="5177"/>
Total first-time, first-year (freshman) women who applied	<input type="text" value="6175"/>
*Total first-time, first-year (freshman) gender not specified who applied	<input type="text"/>
**Total first-time, first-year (freshman) who applied	<input type="text"/>
Total first-time, first-year (freshman) men who were admitted	<input type="text" value="4418"/>
Total first-time, first-year (freshman) women who were admitted	<input type="text" value="5190"/>
*Total first-time, first-year (freshman) gender not specified who were admitted	<input type="text"/>
**Total first-time, first-year (freshman) who were admitted	<input type="text"/>
Total full-time, first-time, first-year (freshman) men who enrolled	<input type="text" value="1322"/>
Total part-time, first-time, first-year (freshman) men who enrolled	<input type="text" value="15"/>
Total full-time, first-time, first-year (freshman) women who enrolled	<input type="text" value="1405"/>
Total part-time, first-time, first-year (freshman) women who enrolled	<input type="text" value="15"/>
*Total full-time, first-time, first-year (freshman) gender not specified who enrolled	<input type="text"/>
*Total part-time, first-time, first-year (freshman) gender not specified who enrolled	<input type="text"/>
Total full-time, first-time, first-year (freshman) who enrolled *	<input type="text" value="2727"/>
Total part-time, first-time, first-year (freshman) who enrolled *	<input type="text" value="30"/>

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 2016 admissions:

Number of qualified applicants offered a place on waiting list

Number accepting a place on the waiting list

Number of wait-listed students admitted

Is your waiting list ranked? Yes No

If yes, do you release that information to students? Yes No

Do you release that information to school counselors? Yes No

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

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	17
English	4	4
Mathematics	3	4
Science	3	3
Of these, units that must be lab		
Foreign language	3	3
Social Studies	3	3
History		
Academic electives		
Computer Science		
Visual/Performing Arts		
Other (explain)		

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

	Very important	Important	Considered	Not considered
Rigor of secondary school record	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class rank	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Academic GPA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized test scores	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application Essay	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendation(s)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Non-Academic

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

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? Yes No

If yes, please select the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2018**.

ADMISSIONS				
Require	Recommend	Require for some	Consider if submitted	Not Used
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAT or ACT	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACT Only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT and SAT Subject Tests or ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT Subject Tests only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2018** please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

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

If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2018** please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

- SAT with Essay component required
- SAT with Essay component recommended
- SAT with or without Essay component accepted

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

	SAT Essay	ACT Essay
For admission	<input type="checkbox"/>	<input type="checkbox"/>
For placement	<input type="checkbox"/>	<input type="checkbox"/>
For advising	<input type="checkbox"/>	<input type="checkbox"/>
In place of an application essay	<input type="checkbox"/>	<input type="checkbox"/>
As a validity check on the application essay	<input type="checkbox"/>	<input type="checkbox"/>
No college policy as of now	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Not using essay component	<input type="checkbox"/>	<input type="checkbox"/>

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

- Yes No

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

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

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):

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):

Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2016, 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 2016 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. **Do convert New SAT scores (2016) to Old SAT scores using the College Board's [concordance tools and tables](#).**

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 %

Percent submitting ACT scores %

Number submitting SAT scores

Number submitting ACT scores

	25th percentile	75th percentile
SAT Critical Reading	<input type="text" value="450"/>	<input type="text" value="570"/>
SAT Math	<input type="text" value="440"/>	<input type="text" value="570"/>
SAT Writing	<input type="text"/>	<input type="text"/>
SAT Essay	<input type="text"/>	<input type="text"/>
ACT Composite	<input type="text" value="18"/>	<input type="text" value="25"/>
ACT Math	<input type="text" value="17"/>	<input type="text" value="24"/>
ACT English	<input type="text" value="16"/>	<input type="text" value="24"/>
ACT Writing	<input type="text"/>	<input type="text"/>

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

	SAT Critical Reading	SAT Math	SAT Writing
700-800	<input type="text" value="2"/> %	<input type="text" value="2"/> %	<input type="text"/>
600-699	<input type="text" value="13"/> %	<input type="text" value="15"/> %	<input type="text"/>
500-599	<input type="text" value="40"/> %	<input type="text" value="36"/> %	<input type="text"/>
400-499	<input type="text" value="41"/> %	<input type="text" value="41"/> %	<input type="text"/>
300-399	<input type="text" value="4"/> %	<input type="text" value="6"/> %	<input type="text"/>
200-299	<input type="text" value="0"/> %	<input type="text" value="0"/> %	<input type="text"/>
Totals (should = 100%)	<input type="text" value="100"/> %	<input type="text" value="101"/> %	<input type="text" value="0"/> %

	ACT Composite	ACT English	ACT Math
30-36	5 %	5 %	4 %
24-29	27 %	22 %	27 %
18-23	48 %	42 %	37 %
12-17	20 %	28 %	32 %
6-11	0 %	3 %	0 %
below 6	0 %	0 %	0 %
Totals (should = 100%)	100 %	101 %	99 %

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	9 %
Percent in top quarter of high school graduating class	31 %
<i>Top half + bottom half = 100%</i>	
Percent in top half of high school graduating class	69 %
Percent in bottom half of high school graduating class	31 %
Totals (should = 100%)	100 %
Percent in bottom quarter of high school graduating class	5 %
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	70 %

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 3.75 or higher	18 %
Percent who had GPA between 3.50 and 3.74	14 %
Percent who had GPA between 3.25 and 3.49	19 %
Percent who had GPA between 3.0 and 3.24	18 %
Percent who had GPA between 2.50 and 2.99	30 %
Percent who had GPA between 2.0 and 2.49	1 %
Percent who had GPA between 1.0 and 1.99	0 %
Percent who had GPA below 1.0	0 %
Totals (should = 100%)	99 %

C12

Average high school GPA of all degree-seeking, first-time, first year (freshman) students who submitted GPA:	3.28
Percent of total first-time, first-year (freshman) students who submitted high school GPA:	100 %

Admission Policies

C13 Application Fee

Does your institution have an application fee?

Yes No

Amount of application fee

Can it be waived for applicants with financial need? Yes No

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

Same fee: Yes No

Free: Yes No

Reduced: Yes No

Can on-line application fee 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):

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):

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

Other:

Deadline for housing deposit (MMDD): /

Amount of housing deposit:

Refundable if student does not enroll? Yes, in full Yes, in part No

C18 Deferred admission:

Does your institution allow students to postpone enrollment after admission? Yes No

If yes, maximum period of postponement:

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

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:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

For the Fall 2016 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? Yes No

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? Yes No

Early action II closing date:

Early action II notification date:

PLEASE NOTE THE FOLLOWING:

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

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Save Cancel

Common Data Set D: Transfer Admission (2016-2017)

[Instructions and Help](#)

[Glossary of Terms](#)

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Fall Applicants

D1

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

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 2016.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	1517	1350	884
Women	2149	1998	1261
Total	3666	3348	2145

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?

1

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
College transcript(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essay or personal statement	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Standardized test score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Statement of good standing from prior institution(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

D6

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

2.7

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:

[Empty text box for application requirements]

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	3/15	05/01			<input checked="" type="checkbox"/> Rolling Admission
Winter					<input type="checkbox"/> Rolling Admission
Spring		10/01			<input checked="" type="checkbox"/> Rolling Admission
Summer		3/15			<input type="checkbox"/> Rolling Admission

D10

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

Yes No

D11

Describe additional requirements for transfer admission, if applicable:

[Empty text box for additional requirements]

Transfer Credit Policies

D12

Report the lowest letter 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	Unit Type

D14

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

Number	Unit Type

D15

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

D16

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

D17

Describe other transfer credit policies:

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Name:
Title:
Phone:
Email:

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Common Data Set E: Academic Offerings And Policies (2016-2017)

[Instructions and Help](#)

[Glossary of Terms](#)

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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:

Experiential Learning.

E2 This question has been removed from the CDS.

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:

Oral communication and Literature

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Common Data Set F: Student Life (2016-2017)

[Instructions and Help](#)

[Glossary of Terms](#)

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Enrollment

F1 Percentages of first-times, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2016 who fit the following categories:

	First-time, first-year (freshman) students	Under- graduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	10 %	7 %
Percent of men who join fraternities	13 %	9 %
Percent of women who join sororities	8 %	7 %
Percent who live in college-owned, -operated, or -affiliated housing	75 %	23 %
Percent who live off campus or commute	25 %	77 %
Percent of students age 25 and older	1 %	27 %
Average age of full-time students	18	22
Average age of all students (full- and part-time)	18	24

Activities offered

F2 Identify those programs available at your institution

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

-
- Television station
- Yearbook

ROTC

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

Army ROTC is offered:

- On campus
- At cooperating institutions (name):

Navy ROTC is offered:

- On campus
- At cooperating institutions (name):

Air Force ROTC is offered:

- On campus
- At cooperating institutions (name):

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
- Wellness housing
- Theme housing
- Other (please specify)

If you selected Other please specify:

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Common Data Set G: Annual Expenses (2016-2017)

[Instructions and Help](#)

[Glossary of Terms](#)

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Annual Expenses

Provide 2017-2018 academic year costs for the following categories that are applicable to your institution.

G0

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

- Check here if your institution's 2017-2018 academic year costs are not available at this time
- Check here if you are providing 2016-2017 tuition until 2017-2018 costs are available

and provide an approximate date (i.e., month/day) when your institution's final 2017-2018 academic year costs will be available:

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 2017-2018 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	Under-graduates
PRIVATE INSTITUTIONS Tuition:	<input type="text"/>	<input type="text"/>
PUBLIC INSTITUTIONS Tuition: (in-district)	<input type="text" value="9750"/>	<input type="text" value="9750"/>
In-state: (out-of-district)	<input type="text" value="9750"/>	<input type="text" value="9750"/>
Out-of-state:	<input type="text" value="26730"/>	<input type="text" value="26730"/>
NONRESIDENT ALIENS Tuition:	<input type="text" value="26730"/>	<input type="text" value="26730"/>
REQUIRED FEES:	<input type="text" value="296"/>	<input type="text" value="296"/>
ROOM AND BOARD: (on-campus)	<input type="text" value="10864"/>	<input type="text" value="10864"/>
ROOM ONLY: (on-campus)	<input type="text" value="6094"/>	<input type="text" value="6094"/>
BOARD ONLY: (on-campus meal plan)	<input type="text" value="4770"/>	<input type="text" value="4770"/>
Comprehensive tuition/room/board fee (if your college cannot provide separate tuition/room/board/fees):	<input type="text"/>	
Other:	<input type="text"/>	

G2

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

Minimum Maximum

G3

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

G4

Do tuition and fees vary by undergraduate instructional program? Yes No

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

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:	<input type="text" value="1000"/>	<input type="text" value="1000"/>	<input type="text" value="1000"/>
Room only:	<input type="text" value="6094"/>	<input type="text" value="6094"/>	<input type="text" value="6094"/>
Board only:	<input type="text" value="4770"/>	<input type="text" value="4770"/>	<input type="text" value="4770"/>
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):	<input type="text"/>	<input type="text"/>	<input type="text"/>
Transportation:	<input type="text" value="1100"/>	<input type="text" value="1100"/>	<input type="text" value="1100"/>
Other expenses:	<input type="text" value="1875"/>	<input type="text" value="1875"/>	<input type="text" value="1875"/>

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

G6

PRIVATE INSTITUTIONS:	<input type="text"/>
PUBLIC INSTITUTIONS: (in-district)	<input type="text" value="325"/>
In-state: (out-of-district)	<input type="text" value="325"/>
Out-of-state:	<input type="text" value="891"/>
NONRESIDENT ALIENS:	<input type="text" value="891"/>

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Name:

Title:

Phone:

Email:

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Common Data Set H: Financial Aid (2016-2017)

[Instructions and Help](#)

[Glossary of Terms](#)

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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. (Note: If the data being reported are final figures for the 2015-2016 academic year (see the next item below), use the 2015-2016 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.)**

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

2016-2017 estimated or 2015-2016 final

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

Federal methodology (FM)
 Institutional methodology (IM)
 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	34109515	\$0.00
State (i.e., all states, not only the state in which your institution is located)	20832414	1341214
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	4886888	9124687
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	247964	2031658
Total Scholarships/Grants	60076781	12497559

Self-Help

Student Loans from all sources (excluding parent loans)	39178200	54606682
Federal Work Study	3140776	
State and other (e.g., institutional) workstudy/ employment (Note: Excludes Federal Work-Study captured above.)		
Total Self-Help	42318976	54606682

Other

Parent Loans		17699023
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
Athletic Awards		6649395

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.

	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 2016 cohort)	2,727	15,173	4,433
b) Number of students in line a who applied for need-based financial aid	2,464	12,174	2,348
c) Number of students in line b who were determined to have financial need	2,039	10,275	1,907
d) Number of students in line c who were awarded any financial aid	1,980	9,983	1,711
e) Number of students in line d who were awarded any need-based scholarship or grant aid	1,599	7,810	1,270
f) Number of students in line d who were awarded any need-based self-help aid	1,592	8,054	1,204
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	754	2,048	63
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans and private alternative loans.</u>)	360	1,366	74
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 (<u>PLUS loans, unsubsidized loans and private alternative loans</u>)	49 %	46 %	35 %
j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans and private alternative loans.</u>)	11895	10584	6299
k) Average need-based scholarship and grant aid of those in line e	8273	7011	3955
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans and private alternative loans</u>) of those in line f	3866	4603	4332
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans and private alternative loans</u>) of those in line f who were awarded a need-based loan	3427	4315	4318

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.

	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)	251	922	46
o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line n	5,344	4,842	2,129
p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship	80	323	7
q) Average dollar amount of institutional non-need-based athletic grants and scholarships awarded to students in line p	21,607	20,467	5,526

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: * 2016 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2015 and June 30, 2016. * 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)

H4

Provide the number of students in the 2016 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2015 and June 30, 2016. Exclude students who transferred into your institution.

1654

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.	1166	70	30410
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	937	57	26003
c) Institutional loan programs.	0	0	0
d) State loan programs.	0	0	0
e) Private student loans made by a bank or lender.	225	14	24966

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:

24

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

7000

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

190000

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:

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:

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 No

If yes, starting date:

H11 Indicate reply dates:

Students must reply by (date):

or within

 weeks of notification.

Types of Aid Available

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

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.

	Non-need	Need-based
Academics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alumni affiliation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Art	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Athletics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Job skills	<input type="checkbox"/>	<input type="checkbox"/>

	Non-need
ROTC	<input checked="" type="checkbox"/>

	Non-need	Need-based
Leadership	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minority status	<input type="checkbox"/>	<input type="checkbox"/>
Music/drama	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religious affiliation	<input type="checkbox"/>	<input type="checkbox"/>
State/district residency	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

H15 If your institution has recently implemented any major financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level please provide details below:

PLEASE NOTE THE FOLLOWING:

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2) Once you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.

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

Name:	<input type="text" value="Sarah Daniel"/>
Title:	<input type="text" value="Planning & Accountability Analyst"/>
Phone:	<input type="text" value="7576833164"/>
Email:	<input type="text" value="sedaniel@odu.edu"/>

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

<input type="button" value="Save"/>	<input type="button" value="Cancel"/>
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Common Data Set I: Instructional Faculty And Class Size (2016-2017)

[Instructions and Help](#)

[Glossary of Terms](#)

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

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Instructional Faculty

Please report number of instructional faculty members in each category for Fall 2016. 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	835	676	1511
b.) Total number who are members of minority groups	174	115	289
c.) Total number who are women	370	401	771
d.) Total number who are men	465	275	740
e.) Total number who are non-resident aliens (international)	54	4	58
f.) Total number with doctorate, or other terminal degree	678	216	894

g.) Total number whose highest degree is a master's but not a terminal master's	<input type="text" value="148"/>	<input type="text" value="426"/>	<input type="text" value="574"/>
h.) Total number whose highest degree is a bachelor's	<input type="text" value="4"/>	<input type="text" value="22"/>	<input type="text" value="26"/>
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	<input type="text" value="5"/>	<input type="text" value="12"/>	<input type="text" value="17"/>
j.) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students	<input type="text"/>	<input type="text"/>	<input type="text"/>

Student to Faculty Ratio

I-2 Report the Fall 2016 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.

Fall 2016 Student to Faculty ratio: to 1 based on students and faculty

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 2016 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 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 2016. 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	<input type="text" value="262"/>	<input type="text" value="695"/>	<input type="text" value="595"/>	<input type="text" value="630"/>	<input type="text" value="212"/>	<input type="text" value="190"/>	<input type="text" value="82"/>	<input type="text" value="2666"/>
Class Sub-Sections	<input type="text" value="34"/>	<input type="text" value="127"/>	<input type="text" value="133"/>	<input type="text" value="51"/>	<input type="text" value="19"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="368"/>

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

Name:	<input type="text" value="Sarah Daniel"/>
Title:	<input type="text" value="Planning & Accountability Analyst"/>
Phone:	<input type="text" value="7576833164"/>
Email:	<input type="text"/>

Common Data Set J: Degrees Conferred (2016-2017)

[Instructions and Help](#)

[Glossary of Terms](#)

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Degrees conferred between July 1, 2015 and June 30, 2016

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 2010 Categories to Include
Agriculture	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	1
Natural resources and conservation	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	3
Architecture	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	4
Area, ethnic, and gender studies	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	5
Communications/journalism	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	9
Communication technologies	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	10
Computer and information sciences	<input type="text"/> %	<input type="text"/> %	<input type="text" value="2"/> %	11
Personal and culinary services	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	12
Education	<input type="text"/> %	<input type="text"/> %	<input type="text" value="6"/> %	13
Engineering	<input type="text"/> %	<input type="text"/> %	<input type="text" value="8"/> %	14
Engineering technologies	<input type="text"/> %	<input type="text"/> %	<input type="text" value="4"/> %	15
Foreign languages, literatures, and linguistics	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	16
Family and consumer sciences	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	19
Law/legal studies	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	22
English	<input type="text"/> %	<input type="text"/> %	<input type="text" value="7"/> %	23
Liberal arts/general studies	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	24
Library science	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	25
Biological/life sciences	<input type="text"/> %	<input type="text"/> %	<input type="text" value="5"/> %	26

Mathematics and statistics	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="1"/>	%	27
Military science and military technologies	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	29
Interdisciplinary studies	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="6"/>	%	30
Parks and recreation	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="2"/>	%	31
Philosophy and religious studies	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	38
Theology and religious vocations	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	39
Physical sciences	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="1"/>	%	40
Science technologies	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	41
Psychology	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="8"/>	%	42
Homeland Security, law enforcement, firefighting, and protective services	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	43
Public administration and social services	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	44
Social sciences	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="12"/>	%	45
Construction trades	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	46
Mechanic and repair technologies	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	47
Precision production	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	48
Transportation and materials moving	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	49
Visual and performing arts	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="3"/>	%	50
Health professions and related programs	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="18"/>	%	51
Business/marketing	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="15"/>	%	52
History	<input type="text"/>	%	<input type="text"/>	%	<input type="text" value="2"/>	%	54
Other	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>	%	<input type="text"/>
Totals (should = 100%)	<input type="text" value="0"/>	%	<input type="text" value="0"/>	%	<input type="text" value="100"/>	%	

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

Name:

Sarah Daniel

Title:

Planning & Accountability Analyst

Review Data Set Form A: Additional General Information & School Spirit (2016-2017)

[Instructions and Help](#)

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General Information

Year school was founded:

Environment:

- Metropolis (In a major city, pop. 300,000 or more, or within its metropolitan area)
- City (In a small/medium city, pop. 75,000 - 299,999, or within its metropolitan area)
- Town (In a large town, pop. 25,000-74,999, or near a large town)
- Village (In a small town, pop. 5,000-24,999, or near a small town)
- Rural (In or near a rural community, pop. under 5,000)

Campus size: (number of acres)

ACT code:

CEEB code:

IPEDS Code:

Religious Affiliation:

If you selected Other please specify:

Number of foreign countries represented by your student population (Degree Seeking Undergraduates):

Indicate which foreign countries are represented by your student population (Degree Seeking Undergraduates)(select all that apply):

- Abu Dhabi
- Afghanistan
- Albania
- Algeria
- Angola
- Anguilla
- Antigua
- Argentina
- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin

- Bermuda
- Bhutan
- Bolivia
- Borneo
- Bosnia and Herzegovina
- Botswana
- Brazil
- British Virgin Islands
- Bulgaria
- Burkina Faso
- Burundi
- Cambodia
- Cameroon
- Canada
- Central African Republic
- Chad
- Chile
- China
- Colombia
- Congo
- Cook Islands
- Costa Rica
- Crete
- Croatia
- Cuba
- Cyprus
- Czech Republic
- Denmark
- Djibouti
- Dominica
- Dominican Republic
- East Timor
- Ecuador
- Egypt
- El Salvador
- England
- Equatorial Guinea
- Eritrea
- Estonia
- Ethiopia
- Fiji
- Finland
- France
- French Guiana
- French Polynesia
- French West Indies
- Gabon
- Gambia
- Georgia
- Germany
- Ghana
- Greece
- Greenland
- Grenada
- Guadeloupe

- Guatemala
- Guernsey
- Guinea
- Guyana
- Haiti
- Honduras
- Hong Kong
- Hungary
- Iceland
- India
- Indonesia
- Iran
- Iraq
- Ireland
- Israel
- Italy
- Ivory Coast
- Jamaica
- Japan
- Jordan
- Kazakhstan
- Kenya
- Kuwait
- Kyrgyzstan
- Laos
- Latvia
- Lebanon
- Lesotho
- Liberia
- Libya
- Liechtenstein
- Lithuania
- Luxembourg
- Macau
- Macedonia
- Madagascar
- Malagasy
- Malawi
- Malaysia
- Mali
- Malta
- Mauritania
- Mauritius
- Mayotte
- Mexico
- Micronesia
- Moldova
- Monaco
- Mongolia
- Montenegro
- Montserrat
- Morocco
- Mozambique
- Myanmar
- Namibia

- Nauru
- Nepal
- Netherland Antilles
- Netherlands
- New Caledonia
- New Guinea
- New Zealand
- Nicaragua
- Niger
- Nigeria
- North Korea
- Northern Ireland
- Northern Mariana Islands
- Norway
- Oman
- Other Not Listed
- Pakistan
- Palau
- Palestine
- Panama
- Paraguay
- Peru
- Philippines
- Poland
- Portugal
- Qatar
- Reunion
- Romania
- Russia
- Rwanda
- Saint Lucia
- Samoa
- Sao Tome and Principe
- Saudi Arabia
- Scotland
- Senegal
- Serbia
- Sierra Leone
- Singapore
- Slovakia
- Slovenia
- Somalia
- South Africa
- South Korea
- Spain
- Sri Lanka
- St Croix
- Sudan
- Suriname
- Swaziland
- Sweden
- Switzerland
- Syria
- Tahiti
- Taiwan

- Tajikistan
- Tanzania
- Thailand
- Togo
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United States
- Uruguay
- Uzbekistan
- Vatican City
- Venezuela
- Vietnam
- Wales
- Yemen
- Yugoslavia
- Zaire
- Zambia
- Zimbabwe

Enrollment by country: Please provide the top 10 foreign countries as represented by your undergraduate student population and the total number of degree-seeking-undergraduates from each country:

	Country	# of students
1)	China	67
2)	Saudi Arabia	63
3)	Ghana	15
4)	United Kingdom	14
5)	India	13
6)	Vietnam	12
7)	Sweden	9
8)	Spain	9
9)	France	9
10)	Phillipines	9

School Spirit

Preferred School Nickname (Shortened version of your school's name we will use to refer to you throughout Review.com):

Preferred School Abbreviation:

(e.g., Pennsylvania State University is PSU):

Additional Popular Nicknames (when students do a name search for your school, these nicknames will work as well as the two above):

Monarchs
Lady Monarchs
Mascot - Big Blue

Prominent Alumni: Please list up to seven, and identify the person's accomplishments:

Name	Identification
Mills Godwin	former governor of Virginia
William E. Lobeck	CEO, National Car Rental System
Kenny Gattison	Coach, New Jersey Nets Basketball Team
Nancy Lieberman-Cline	Basketball Coach and Commentator
Michael J. Bloomfield	Astronaut
Kent Basemore	NBA Basketball

Please check whether your institution falls into any of the categories below regarding the enrollment of populations with significant percentages of minority students:

- Alaska Native-Serving Institutions
- American Indian Tribally Controlled Colleges and Universities
- Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs)
- High Hispanic Enrollment
- Hispanic-Serving Institutions (HSIs)
- Historically Black Colleges and Universities (HBCUs)
- Minority Institutions
- Native American-Serving, Nontribal Institutions
- Native Hawaiian-Serving Institutions
- Predominantly Black Institutions (PBIs)

Additional comments:

Indicate if your school is accredited by any of the following organizations:

- Middle States Association of Colleges and Schools - MSA
- Northwest Commission on Colleges and Universities - NWCCU
- The Higher Learning Commission (formerly NCA)
- New England Association of Schools and Colleges/Inc. / Commission of Institutions of Higher Education - NEASC-CIHE
- Southern Association of College and Schools / Commission on Colleges - SACS-CC
- Western Association of Schools and Colleges / Accrediting Commission for Senior Colleges and Universities - WASC-Sr.

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

Review Data Set Form B: Freshman Admissions (2016-2017)

Instructions and Help

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Freshman Admissions

Name of the Dean of Admissions:

Jeremy Dickerson

Dean of Admissions phone number:

757-683-3685

Dean of Admissions email address:

jdickers@odu.edu

Provide a URL to a page on your website for the Admissions Office:

www.odu.edu/admission

Provide contact person in your Admissions Office for general inquires:

Name:

Shereen Williams

Email:

admissions@odu.edu

Phone:

757-683-3648

URL to web form or page:

www.odu.edu/admission/apply

Provide a URL to a page on your website to a discussion board about your school:

www.odu.edu/admission

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

- HEOP
- EOP
- Conditional admission

Other: (specify)

Percent of first-time, first-year (freshmen) students that came from public schools:

93 %

Choose option offered for CEEB Advanced Placement tests:

- Credit only Placement only Credit and / or placement Neither

How many applications do you receive each year from military personnel (including Active, Reserves, veterans)?

48

Of these, how many are admitted?

48

If applicable, please select the SAT Subject Test(s) you require applicants to submit scores for:

- Mathematics Level 1
- Mathematics Level 2
- Biology E/M
- Chemistry
- Chinese with Listening
- French Test
- French Test with Listening
- German Test
- German Test with Listening
- Italian
- Japanese with Listening
- Korean with Listening
- Latin
- Literature
- Modern Hebrew
- Physics

- Spanish Test
- Spanish Test with Listening
- United States (U.S.) History
- World History

Standardized Testing

Which option below best describes your institutions current standardized testing policy?

- Requires applicants to submit either the SAT or ACT
- Test Flexible
- Test Optional
- Not collecting test scores (does no accept scores for any purpose)

For which entering class will you no longer accept the Old SAT for any admissions purpose (whether required or optional)?

- Entering Fall 2017
- Entering Fall 2018
- Entering Fall 2019
- Entering Fall 2020
- Will accept the Old SAT indefinitely
- Have not decided

Superscore is defined as using the highest subscore for each section across all sittings to generate a new composite score.
 ACT: Math, Science, Reading, and English
 SAT: Math, Critical Reading, and Writing

What is your current policy for ACT scores considered in admissions decisions?

- Superscore across all sittings
- Consider composite scores from all exams the applicant sat
- Consider only the highest composite score from a single sitting

What is your current policy for SAT scores considered in admissions decisions?

- Superscore across all sittings
- Consider composite scores from all exams the applicant sat
- Consider only the highest composite score from a single sitting

Early Action

For the Fall 2016 entering class:

Number of early action applications received by your institution:

Number of applicants admitted under early action plan:

Please provide significant details about your early action plan:

Freshman applicants who submit the application for admission, fee and all credentials by the early action deadline will be notified of an

International Students

Beyond your basic application, what do you require of international applicants?

- English proficiency exam (TOEFL, IELTS)

- Statement of Financial Support
- English translation of transcript
- Proof of VISA status
- Other (please specify)

If you selected Other please specify:

Which exams meet your English proficiency requirement?

- TOEFL
- IELTS
- TOEIC
- Cambridge Exam
- Other (please specify)

If you selected other, please specify:

480 on SAT verbal or ELC Bridge program

Do you require the TOEFL of undergraduate international applicants whose native language is not English?

- Yes No

If yes, what is the minimum TOEFL score required?

Paper-based TOEFL:

550

Internet-based TOEFL:

79

Overlap Schools

Please tell us about the other schools your applicants also apply to. First, select the schools with which your applicant pool has the the greatest overlap by highlighting one or more schools in the "All Schools" list. Then, from among the schools you add to the "Also Apply" list, select the schools that your applicants, often, sometimes and rarely prefer.

All Schools

Your Applicants Also Apply To

And Often Prefer

Often Prefer

Add

Remove

And Sometimes Prefer

Sometimes Prefer

Add

Remove

And Rarely Prefer

Rarely Prefer

Add

Remove

Also Apply

Add

Remove

The University of Texas at Arlington - 1023717
The University of Texas at Austin - 1023590
The University of Texas at Dallas - 1023164
The University of Texas at Tyler - 1023503
The University of Texas Health Science Center at Houston - 1023513
The University of Texas of the Permian Basin - 1023657
The University of Texas-Pan American - 1023790
The University of Tulsa - 1023727
The University of Western Ontario - 1062296
The University of Winnipeg - 1022277
Thiel College - 1024072
Thomas Aquinas College - 1023714
Thomas College - 1024063
Thomas Edison State College - 1022550
Thomas Jefferson University - 1023899
Thomas More College - 1022800
Thomas More College of Liberal Arts - 1022307
Thomas University (GA) - 1022455
Thompson Rivers Univeristy - 1037519
Thompson Rivers University - Open Learning - 1037510
Tiffin University - 1022634
Toccoa Falls College - 1022801
Tokyo University - 1037365
Tompkins Cortland Community College - 1025792
Tougaloo College - 1022802
Touro College - 1062369
Touro College Los Angeles - 1062297
Towson University - 1022803
Transylvania University - 1022804
Trent University - 1022328
Trevecca Nazarene University - 1022805
Tri-State University - 1022630
Trinity (Washington) University - 1022806
Trinity Baptist College - 1022331

Christopher Newport University - 1022886
College of William and Mary - 1022846
George Mason University - 1023322
James Madison University - 1023962
University of Virginia - 1022826
Virginia Commonwealth University - 1022820
Virginia Tech - 1022823

Christopher Newport University - 1022886
George Mason University - 1023322
James Madison University - 1023962
Virginia Commonwealth University - 1022820
Virginia Tech - 1022823

Electronic Application

Do you accept applications prepared using software from third-party vendors? Yes No

If yes, from whom?

Hobson's Apply Yourself/Common Application

Total applications received from third party vendors last year:

24421

Do you have your application available on your web site?

Yes No

If yes, please provide the URL for the online application:

if yes, number of students who used the application on your web site:

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 you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.

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

Review Data Set Form C: Academic Offerings and Policies (2016-2017)

[Instructions and Help](#)

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

*Please note that the survey works best with: Chrome, Firefox, or Internet Explorer.

Academic Offerings and Policies

Percent of all faculty teaching undergraduates (include full-time faculty, adjunct faculty, visiting faculty, etc.): %

Percent of classes taught by teaching assistants: %

Please describe any outstanding honor programs you offer:

Please describe any special requirements for admission to these honors programs:

Indicate combined-degree programs offered:

- BAMD
- BA/JD
- BA/MA
- BA/DDS
- BA/MEng

Specify Engineering Program:

Other combined - degree programs:

Of the class graduating two years ago what percentage of traditional-students:

Pursue further study within one year of graduating: %

Pursue graduate study in arts and sciences programs within one year of graduating: %

Pursue graduate study in education programs within one year of graduating: %

Pursue graduate study in business programs within one year of graduating: %

Pursue graduate study in law school within one year of graduating: %

Pursue graduate study in medical school within one year of graduating: %

NOTE traditional students: A student entering your undergraduate college as a first-time, first-year freshman within one year of graduating from high school.

Non-traditional students:

NOTE Non-traditional students: A student entering your undergraduate college not as a first-time, first-year freshman, or after more than one year of graduating from high school.

Does your school offer special academic programs for non-traditional students seeking to return to school for a degree? Yes No

If yes, please describe the program(s) you offer:

If yes, please provide the URL to a page on your website where programs

for non-traditional students are described:

Does your school offer academic credit for life- or work-experience?

Yes No

If yes, please describe:

undergraduate level through experiential learning credit. In unusual situations the student can petition for an exception.

Online program offerings:

Whom should prospective students contact about your online degree program(s)?

Name:

Susan Kenter

Phone:

800-968-2638

Email:

online@odu.edu

URL:

http://online.odu.edu

Do you offer undergraduate online degree programs?

Yes No

If so, please describe

We offer both fully online programs and degree completion programs.

Do you offer online courses?

Yes No

If so, please describe

Do you offer massive open online courses (MOOCs) or similar open online courses?

Yes No

Please provide a URL that details these offerings

Please provide further detail

If no, is your institution considering offering such courses?

Yes No Unknown

Does your institution offer both online and on-campus degree programs?

Yes No

Is your institution accredited?

Yes No

If so, by what body?

SACSCOC

Do your online programs follow the same semester calendar as your on-campus programs?

Yes No

If not, what schedule do they follow?

Can your online degree program be completed entirely online?

Yes No

If not, please specify terms for completion:

Can students transfer from online to on-campus programs?

Yes No

Can students transfer from on-campus to online programs?

Yes No

Does the physical diploma indicate whether the degree was awarded by an online or on-campus program?

Yes No

Check remedial services offered:

- Math
- Reading
- Study skills
- Writing

Do you offer non-remedial tutoring services?

Yes No

Do you offer academic counseling services?

Yes No

Check special programs offered for physically disabled students:

- Note-taking services
- Reader services
- Tape recorders
- Tutors

Percent of campus that is accessible to physically disabled students:

%

K&W Guide to Colleges Data Set

Below is our full survey for our project: The K&W Guide to Colleges for Students with Learning Differences. Please fill in the survey as completely as possible for consideration. Data will also be used on your school profile online. There are five sections total; A–D, and an open-ended section titled BLURBS. More info [here](#).

K&W Form A: General Contact Information

Student Disability Services

Name of Program for Disability Services

Director

Phone

Fax

Email

WWW Home Page Address

Street Address

Street Address, co.

Street Address, co.

City

State

Zip

Country:

Phone

Fax 757-683-5356
Email oea@odu.edu

Program/Services for Special Need Students

Name of Program/Services for Special Needs Students Office of Educational Accessibility
Type of Program For LD Only
 For LD/ADHD Only
 For all students with disabilities
Phone 757-683-4655
Fax 757-683-5356
Email oea@odu.edu
WWW Home Page Address: https://www.odu.edu/educationalaccessibility
Street Address 1021 Student Success Center
Street Address, co.
Street Address, co.
City Norfolk
State VA
Zip 23508
Country: United States
Phone 757-683-4655
Fax 757-683-5356
Email oea@odu.edu

Learning Center for All Enrolled Students

Name of Learning Center Office of Educational Accessibility
Phone 757-683-4655
Fax 757-683-5356
Email oea@odu.edu
Street Address 1021 Student Success Center
Street Address, co.
Street Address, co.
City Norfolk
State VA
Zip 23508
Country: United States

K&W Form B: Learning Disability Admissions Information

Admissions Procedures

Please provide a brief statement describing the philosophy and goals of your program or services:

The Office of Educational Accessibility is a welcoming, engaging, and supportive environment which offers dynamic

Does the general admissions process differ for students with LD/ADHD who self disclose?

Yes No Not Applicable

If yes, please describe the admissions process for students with learning differences:

Students must follow the same registration procedures as all other applicants. Disability cannot be considered during

Please describe any alternative admission options (i.e. special admit, probationary admit, summer admit):

Is this alternative option available for all applicants to the college?

Yes No Not Applicable

If no, please explain:

Admissions Requirements for Students with Learning Differences

What is the minimum high school Grade Point Average accepted? (on a 4.0 scale)

2.7

What high school courses are required for admission?

Applicants should have completed 4 years of math, 3 years of English, foreign language, science and social studies.

With appropriate documentation, may applicants substitute required entrance courses such as foreign language with other college preparatory courses?

Yes No Not Applicable

Please comment:

Is a pre-admission interview required for the LD Program/Services?

Yes No Not Applicable

Is a pre-admission interview recommended for the LD Program/Services?

Yes No Not Applicable

Is an essay recommended or required for the LD Program/Services?

Recommended Required Not Applicable

What documentation is **recommended** for students with Autism Syndrome Disorder (ASD)? (Please be specific)

Please see the documentation guidelines listed on the office website: <https://www.odu.edu/educationalaccessibility>.

What documentation is **required** for Autism Syndrome Disorder (ASD)?

Please see the documentation guidelines listed on the office website: <https://www.odu.edu/educationalaccessibility>.

What documentation/diagnostic testing is required for LD? (Please be specific)

Please see the documentation guidelines listed on the office website: <https://www.odu.edu/educationalaccessibility>.

What documentation is required for ADHD?

Please see the documentation guidelines listed on the office website: <https://www.odu.edu/educationalaccessibility>.

Where should this documentation be sent?

- Admissions
- Support Program/Services
- Both

Does your college accept high school courses taken in the Special Education Department?

- Yes
- No
- Not Applicable

Do you encourage students to self-disclose a disability in a personal statement during the admissions process?

- Yes
- No
- Not Applicable

Please comment:

Is there a separate application for the Program/Services?

- Yes
- No
- Not Applicable

If yes, name of program:

If yes, is it part of the admissions process?

- Yes
- No
- Not Applicable

If no, is there a separate application required after the student is admitted and has enrolled?

- Yes
- No
- Not Applicable

If there is a special LD program

How many applicants typically apply each year? Number:

OR range from:

To:

How many applicants are admitted? Number:

OR range from:

To:

Total number of students at your school with LD receiving services/accommodations? Number:

OR range from:

To:

Total number of students with ADHD receiving services/accommodations? Number:

OR range from:

To:

Additional Admissions Information

Who is responsible for making the admission decision for applicants who self-disclose LD/ADHD?

- Program Director
- Admissions
- Both
- Not Applicable

Please comment:

Disability is not considered during the admissions process.

Are admitted students with LD required to attend a summer program or special orientation prior to freshman year?

- Yes
- No
- Not Applicable

Please comment:

Are admitted students with ADHD required to attend a summer program or special orientation prior to their freshman year? Yes No Not Applicable

Please comment:

Is there a separate program for students with Autism Spectrum Disorder (ASDS)? Yes No Not Applicable

If yes, what is the name of the program?

Are admitted students with Autism/Aspergers required to attend a summer program or special orientation prior to freshman year? Yes No

Please comment:

Entering Class Profile

Are standardized tests (ACT/SAT) required for admission? Yes No Not Applicable

Please list the standardized test score at mid 50% percentile range:

ACT Mid 50%

Is this different from the mid 50% for the LD/ADHD population? Yes No Not Applicable

SAT Reasoning Test Mid 50%

Is this different from the mid 50% for the LD/ADHD population? Yes No Not Applicable

SAT Subject Tests Mid 50%

Which subject tests are required?

K&W Form C: Accommodations and Services for LD/ADD/ASD Students

Services Provided

What services are available for all students (i.e. math lab, writing center)

Calculators allowed in exams (if appropriate) Yes No Not Applicable

Dictionary allowed in exams (if appropriate) Yes No Not Applicable

Computer allowed in exams (if appropriate) Yes No Not Applicable

Spell checker allowed in exams (if appropriate) Yes No Not Applicable

- Extended testing time? (if appropriate) Yes No Not Applicable
- Scribes? (if appropriate) Yes No Not Applicable
- Proctors? (if appropriate) Yes No Not Applicable
- Oral Exams? (if appropriate) Yes No Not Applicable
- Notetakers? (if appropriate) Yes No Not Applicable
- Distraction-Reduced testing environments? (if appropriate) Yes No Not Applicable
- Recording of lecture allowed Yes No Not Applicable
- Audio books from Learning Ally Yes No Not Applicable
- Audio books not from Learning Ally Yes No Not Applicable
- Do you provide services/accommodations for students with ADHD? Yes No Not Applicable
- Do you provide services/accommodations for students with LD? Yes No Not Applicable
- Do you provide services/accommodations for students with Autistic Syndrome Disorder (ASD) Yes No Not Applicable
- Reading technology Yes No Not Applicable
- Other Assistive Technology? Yes No Not Applicable

Please describe:

JAWS, Zoom Text, Read & Write Gold is available to students as well as other assistive technology that is require for access to classes.

Staff Services

- Are LD Specialists on staff? Yes No Not Applicable
- Please enter either the number of LD Specialists:
- Or enter a range. Minimum:
- Maximum:
- Type: For LD Only For LD/ADHD Only For all students with disabilities
- Are other specialists available? Yes No Not Applicable
- Please comment:

Staff members trained in special education, counseling, or higher education are available to work with all students.
- Is tutorial assistance available? Yes No Not Applicable
- If yes, For LD Only For all enrolled students
- Is there a fee for Program/Services? Yes No Not Applicable
- If yes, how much?

per:

Is fee only for tutoring?

 Yes No Not Applicable

If yes, how much?

per:

Professional Tutors: Please enter either the number of professional tutors:

Or enter a range. Minimum:

Maximum:

Peer Tutors?

 Yes No Not Applicable

Please enter either the number of peer tutors:

Or enter a range. Minimum:

Maximum:

Maximum hours per week students may receive services:

Unlimited?

 Yes No Not Applicable

Do you assist students in finding tutors?

 Yes No Not Applicable

Do you offer "coaching" for students with Aspergers or ADHD? i.e. life skills, special skills

 Yes No Not Applicable

If yes, please describe:

Time management and study skill sessions are available to students who require this type of follow-up with staff members.

Is there a fee for this service?

 Yes
 No

If yes, how much?

per:

Special Accommodations

Do you provide priority registration?

 Yes No Not Applicable

How are professors notified about the disabilities?

 Student
 Director
 Both
 Not Applicable

Can students with documented disabilities receive a waiver in courses required for graduation?

 Yes No Not Applicable

LD?

 Yes No Not Applicable

ADHD?

 Yes No Not Applicable

ASD?

 Yes No Not Applicable

Which courses? (i.e. Math, foreign language)

Can students with documented disabilities receive substitutions in courses required for graduation?

Yes No Not Applicable

LD?

Yes No Not Applicable

ADHD?

Yes No Not Applicable

ASD?

Yes No Not Applicable

Which courses? (i.e. Math, foreign language)

Foreign language substitutions are available with sufficient documentation of a language processing disability.

Is American Sign Language accepted as a foreign language?

Yes No Not Applicable

Do you offer skills classes for LD?

Yes No Not Applicable

For all students?

Yes No Not Applicable

In what areas? (time management, test strategies, etc.)

Freshman Focus Group is offered in the fall semester for first-time freshmen.

For college credit?

Yes No Not Applicable

Other services offered for LD/ADHD/ASD?

Will you accommodate requests for single rooms in residence halls for students with appropriate documentation? (such as students with Aspergers)

Yes No

Where should this request be sent:

Disability Services
 Housing
 Both

Is there a specific name for the ASD program:

N/A- there is no specific program

Are there graduate assistants or peer mentors for support?

Yes No

Are there professionals for support?

Yes No

Is there an extra fee associated with ASD specific services?

Yes
 No

If there is a cost associated, what is the annual cost for these services for the 15-16 academic year? If there is not a standard fee, please provide the median annual cost.

How often do ASD students meet with the support person?

Weekly or biweekly meetings as necessary

Please describe the different levels of services available for ASD students, if applicable.

Time-management and study strategies

Is there a vocational service specific for ASD students?

Yes No

Are there social skills groups?

Yes No

How often are they offered?

If there is a fee associated, what is it for programs offered in the 15-16 academic year? N/A

Is there a single-room option for ASD students?

Yes No

If there is an extra cost for this program above the standard cost of a single room, please provide that cost for the 15-16 academic year.

K&W Form D: Special Study Options

Special Study Options

Do you provide services and accommodations for graduate students with LD/ADHD/ASD?

Yes No Not Applicable

Do you have a special summer program for high school students with LD/ADHD/ASD?

Yes No Not Applicable

Do you have a special summer program for pre-college freshmen with LD/ADHD/ASD?

Yes No Not Applicable

K&W: Blurbs

Please enter Blurbs below:

Introduction

Introduction/Philosophy of College regarding students with documented disabilities, documentation required, and resources available

The Office of Educational Accessibility is a welcoming, engaging, and supportive environment which offers

Admissions

Admissions Criteria

Admission to Old Dominion University is based solely on the entrance requirements as described in the university catalog. Disclosure of a

Additional Info

Additional info: i.e. process for accessing services, skills classes, support groups, etc.

Please visit the Office of Educational Accessibility's website at: <https://www.odu.edu/educationalaccessibility>.

Environment

Environment/Location of College

PLEASE NOTE THE FOLLOWING:

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

Name:

Sarah Daniel

Review Data Set Form D: Majors (2016-2017)

[Instructions and Help](#)

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

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Major Series

We have updated a list of Majors for 2016-2017 to comply with the most recent Classification of Instructional Programs (CIP) from 2010. The CIP is divided into three levels: Series, Programs, and Majors. Due to an increase in requests from students to be as specific as possible, we have expanded our data collection to include all three levels. The CIP codes are used only for storage purposes, and only the names of the selected majors will appear on www.princetonreview.com or in our publications.

Please select all undergraduate majors offered at your institution by following this simple 3 step process:

STEP 1: Select the majors your institution offers from the "All Majors" list and click the "Add Majors" button that appears below the list. To remove a major, select the major from the "Your Majors" list and click the "Remove Majors" button

STEP 2: From among the list of majors you offer ("Your Majors"), select the three most popular majors by clicking on the major name and clicking the "Add Popular Major" button. To remove, click the "Remove Popular Major" button.

Or, select majors by series, using checkboxes, by clicking [here](#)

Please note: Be sure to save your changes periodically using the Save button at the bottom of this form. Please note switching between forms without saving your work might result in changes being lost. Also note – this system works best in Firefox, if possible please use this browser.

Majors

All Majors:

Please select from the list below the majors that are offered by your school.

010000 - Agriculture, General.
010100 - Agricultural Business and Management.
010101 - Agricultural Business and Management, General.
010102 - Agribusiness/Agricultural Business Operations.
010103 - Agricultural Economics.
010104 - Farm/Farm and Ranch Management.
010105 - Agricultural/Farm Supplies Retailing and Wholesaling.
010106 - Agricultural Business Technology.
010199 - Agricultural Business and Management, Other.
010200 - Agricultural Mechanization.

Add Majors

Remove Majors

Your Majors:

Please select from the list below the **three** majors with highest enrollment among bachelor degree recipients between July 1, 2015 and June 30, 2016. Only majors you selected above are listed.

511599 - Mental and Social Health Services and Allied Professions, Other.
513801 - Registered Nursing/Registered Nurse.
519999 - Health Professions and Related Clinical Sciences, Other.
520201 - Business Administration and Management, General.
520301 - Accounting.
520601 - Business/Managerial Economics.
520801 - Finance, General.
521201 - Management Information Systems, General.
521401 - Marketing/Marketing Management, General.
540101 - History, General.

Add Popular Majors

Remove Popular Majors

Most Popular Majors:

420101 - Psychology, General.	▲
450401 - Criminology.	
511599 - Mental and Social Health Services and Allied Professions, Other.	▼

Provide a URL to a page on your website for your school's online course catalog:

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- 2) Once you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.

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

Name:	<input type="text" value="Sarah Daniel"/>
Title:	<input type="text" value="Planning & Accountability Analyst"/>
Phone:	<input type="text" value="7576833164"/>
Email:	<input type="text" value="sedaniel@odu.edu"/>

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Save	Cancel
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Review Data Set Form E: Financial Aid (2016-2017)

[Instructions and Help](#)

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

*Please note that the survey works best with: Chrome, Firefox, or Internet Explorer.

Financial Aid

Name of Financial Aid Director:	<input type="text" value="Vera Riddick"/>
Financial Aid Office phone:	<input type="text" value="757-683-3683"/>
Financial Aid Office email:	<input type="text" value="finaid@odu.edu"/>
Financial Aid Office url:	<input type="text" value="http://www.odu.edu/af/finaid/index.shtml"/>
If available please provide a URL to your school's scholarship page:	<input type="text" value="http://www.odu.edu/af/finaid/scholarship"/>
Average amount of each freshman scholarship/grant package:	<input type="text" value="8331"/>
Average amount of each freshman loan package:	<input type="text" value="5675"/>
Please provide the percentage of students receiving ANY financial aid (need-based, merit-based, gift aid, etc.):	
Freshmen:	<input type="text" value="86"/> %
All undergraduates:	<input type="text" value="72"/> %
Highest individual amount an undergraduate earned per year from part-time on-campus work (2015-2016) (not including Federal Work-Study Program):	<input type="text" value="\$15,155.00"/>
Average amount an undergraduate earned per year from part-time on-campus work (2015-2016) (not including Federal Work-Study Program):	<input type="text" value="2781"/>
Do you participate in the Federal Work-Study Program (FWS)?:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Is institutional employment, other than FWS, available?	<input checked="" type="radio"/> Yes <input type="radio"/> No

Merit aid for the purposes of the following questions is defined as grants or scholarships awarded based on academic achievements (GPA, academic interests, standardized test scores, field of study). Aid granted for athletic or artistic reasons should not be counted. The full sum of merit aid should be counted, even if it some or all of the award was used to meet demonstrated need.

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. Do convert New SAT scores (2016) to Old SAT scores using the [College Board's concordance tools and tables](#).

How much merit aid did your school award last year in total to its degree-seeking undergrads? \$

What percentage of the merit aid your school awards is contingent upon standardized test scores (in part or wholly)? %

What is the average award (per student) contingent upon standardized test scores (in part or wholly)? \$

What is the minimum SAT/ACT score required to qualify for merit aid?

SAT:

ACT:

Name the scholarships your school offers that have a standardized test component:

1)

2)

3)

Part-time off-campus employment opportunities for undergraduates are:

Excellent Good Fair Poor

Do you provide financial aid for international students?

Yes No

If yes, please describe or provide URL for more information:

International students can not get federal or state financial aid, but they can receive institutional funds.

PLEASE NOTE THE FOLLOWING:

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- 2) Once you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.

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

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Review Data Set Form F: Student Life (2016-2017)

Instructions and Help

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

*Please note that the survey works best with: Chrome, Firefox, or Internet Explorer.

Student Life

Number of registered organizations:

Please provide a URL to a page on your website that describes all student organization on campus:

If your student newspaper has a website, please provide the URL:

Number of honor societies:

List museums and other special academic buildings/equipment on campus:

Number of social sororities on campus:

Number of social fraternities on campus:

Number of campus-based religious organizations:

Please describe or provide a URL to a page on your website that describe them:

Inclusivity of Housing and Services

LGBT Housing

Does your campus offer LGBTQ students a way to be matched with an LGBT-friendly roommate on the application for campus housing? Yes No

Does your campus provide an LGBT-focused living space, LGBTQ theme floor and/or LGBT/Ally living-learning community program? Yes No

Gender Inclusive Housing

Does your campus offer gender-inclusive housing (defined as housing not segregated into men's and women's spaces-- including double and multiple occupancy bedrooms--and welcoming to students who identify outside of the gender binary) as a standard option available through the on-campus room selection process for **incoming** students? Yes No

Does your campus offer gender-inclusive housing (defined as housing not segregated into men's and women's spaces-- including double and multiple occupancy bedrooms--and welcoming to students who identify outside of the gender binary) as a standard option available through the on-campus room selection process for **returning** students? Yes No

Gender Inclusive Restrooms

Does your campus have a policy requiring at least one gender-inclusive restroom (defined as restrooms not segregated into men's and women's spaces and welcoming to students who identify outside of the gender binary) in all newly constructed or significantly renovated buildings (similar to the legal standard under ADA accessibility)? Yes No

Does your campus provide gender-inclusive restrooms in at least half of administrative and academic buildings? Yes No

Does your campus have a listing/map in print to locate gender-inclusive restrooms and/or provide an easily accessible and/or searchable download online resource? Yes No

Services Offered

Does your school have support groups or related services for gay, lesbian and transgendered undergraduates? Yes No

If yes, please describe or provide a URL to a page on your website that describe them?

<http://odu.orgsync.com/SearchOrgs>

Does your school have support groups or related services for minority undergraduates? Yes No

If yes, please describe or provide a URL to a page on your website that describe them?

<http://odu.orgsync.com/SearchOrgs>

Do you provide assistance in the location of off-campus housing? Yes No

If you require students to live in dorms, for how many years must student reside?

Check additional services offered:

- Daycare for children of undergraduate students
- Health service
- Women's Center

NOTE

Health Service: A school-administered office where students can receive diagnosis and treatment of physical and mental health problems from licensed medical professionals.

Women's Center: A school-administered office offering personal health and safety counseling and/or other services specifically for female students.

Check counseling services offered:

- Birth Control
- Veterans
- Religious
- Military
- Career
- Psychological
- Non-traditional student
- Minority student
- Personal

Green Campus Questions

The Princeton Review is pleased to continue its partnership with the Association for the Advancement of Sustainability in Higher Education (AASHE) to streamline the reporting process for institutions that choose to participate in various higher education sustainability assessments. The intent of this initiative is to reduce and streamline the amount of time campus staff spend tracking sustainability data and completing related surveys.

The Princeton Review will accept data submitted via the STARS Reporting Tool or data submitted directly through our own Review Data Set Form F: Student Life below.

****Note that data submitted below will not be shared with any other organization and will be used exclusively by The Princeton Review.**

The STARS Reporting Tool is available to users now and located here:

<https://stars.aashe.org/pages/register/register-stars.html>

The form below is a copy of the STARS 1.2 form. You can refer to the [manual here](#) for guidance on timelines and definitions.

2016-17 DATA IS DUE TO THE PRINCETON REVIEW VIA EITHER TOOL BY MARCH 3RD, 2017

How will your institution submit the green campus section of the survey? Please check here if your institution will submit data to The Princeton Review via the STARS Reporting Tool located on AASHE's website.
 Please check here if your institution will submit data to The Princeton Review via the form below.

Name of sustainability office: Environmental Health & Safety
Sustainability Contact Name: Douglas Alexander
Title: Director
Address 1: 5255 Hampton Blvd.
Address 2:
City/Town: Norfolk
State/Province: VA
Zip/Postal Code: 23529
Telephone: 757-683-4495
Email: dalexand@odu.edu
URL:

CURRICULUM

ER-9: Sustainability Learning Outcomes

Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

The number of graduates covered by the sustainability learning outcomes 490
Total number of graduates 4606
A list of degree programs that have sustainability learning outcomes Please see attached Course Inventory for a more comprehensive list of courses. The Course Inventory list is as an accurate reflection and as

The website URL where the inventory is posted or a copy of the inventory may be provided instead of this list if the inventory includes the relevant information.

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available <http://www.odu.edu/af/ehs/about/stars.shtml>

A list or sample of the sustainability learning outcomes associated with the degree programs Examples listed below:
Course Outcomes-

ER-10: Undergraduate Program in Sustainability

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

Does the institution offer an undergraduate degree program that meets the criteria for this credit?

Yes

No

The name of the sustainability-focused, undergraduate degree program (1st program)

Bachelor of Science in Environmental Health

The website URL for the program (1st program)

http://hs.odu.edu/commhealth/academics/bs_envi

The name of the sustainability-focused, undergraduate degree program (2nd program)

Bachelor of Science in Civil Engineering (BSCE)

The website URL for the program (2nd program)

http://eng.odu.edu/cee/academics/undergrad/ce/c

The name of the sustainability-focused, undergraduate degree program (3rd program)

The website URL for the program (3rd program)

The name and website URLs of all other sustainability-focused, undergraduate degree program(s)

RESEARCH

ER-16: Faculty Engaged in Sustainability Research

Criteria

Institution's faculty members conduct research on sustainability topics.

Any level of sustainability research by a faculty member is sufficient to be included for this credit. In other words, a faculty member who conducts both sustainability research and other research may be included.

The number of faculty members engaged in sustainability research

The total number of faculty members engaged in research

Names and department affiliations of faculty engaged in sustainability research

The website URL where the inventory is posted or a copy of the inventory may be provided instead of this list if the inventory includes the relevant information.

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations

The website URL where information about sustainability research is available

ER-18: Sustainability Research Incentives

Criteria

Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit? Unknown
 Yes
 No

A brief description of the institution's program(s) to encourage student research in sustainability

The website URL where information about the student research program is available

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit? Unknown
 Yes
 No

A brief description of the institution's program(s) to encourage faculty research in sustainability

The website URL where information about the faculty research program is available

CO-CURRICULAR EDUCATION

ER-T2-1: Student Group

Criteria

Institution has an active student organization focused on sustainability.

Does the institution have an active student group focused on sustainability? Unknown
 Yes
 No

The name and a brief description of each student group

List up to 4 notable recent activities or accomplishments of student group(s)

List other student groups that address sustainability

The website URL where information about student group(s) is available

BUILDINGS

OP-1: Building Operations and Maintenance

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

2) Operated and maintained in accordance with sustainable operations and maintenance guidelines and policies that cover the following:

Impacts on the surrounding site

Energy consumption

Usage of environmentally preferable materials

Indoor environmental quality

Water consumption

Total building space that meets "Eligible Buildings Criteria"

Square Feet

Please use Gross Floor Area.

Gross Floor Area

Consistent with the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) and the U.S. Green Building Council (USGBC), we define gross floor area as: "Sum of the floor areas of the spaces within the building, including basements, mezzanine and intermediate-floored tiers, and penthouses with headroom height of 7.5 ft (2.2 meters) or greater. It is measured from the exterior faces of exterior walls or from the centerline of walls separating buildings, or (for LEED CI certifying spaces) from the centerline of walls separating spaces. Excludes non-enclosed (or non-enclosable) roofed-over areas such as exterior covered walkways, porches, terraces or steps, roof overhangs, and similar features. Excludes air shafts, pipe trenches, and chimneys.

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M

Square Feet

Building space that is LEED for Existing Buildings: O&M Certified

Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified

Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified

Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified

Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies

OP-2: Building Design and Construction

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the past three years are:

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

Impacts on the surrounding site

Energy consumption

Usage of environmentally preferable materials

Indoor environmental quality

Water consumption

New building space that meets "Eligible Buildings Criteria

Square Feet

Please use Gross Floor Area.

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified

Square Feet

New building space that is LEED Certified

Square Feet

New building space that is LEED Silver certified

Square Feet

New building space that is LEED Gold certified

Square Feet

New building space that is LEED Platinum certified

Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified

OP-3: Indoor Air Quality

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints

Square Feet

Total occupied building space

Square Feet

A brief description of the institution's indoor air quality plan, policy, and/or practices

The website URL where information about the institution's indoor air quality initiatives is available

CLIMATE

OP-4: Greenhouse Gas Emissions Inventory

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

The website URL where the GHG emissions inventory is posted

Does the inventory include all Scope 1 and 2 emissions?

- Unknown
- Yes
- No

Scope 1 Emissions

Scope 1 emissions are direct GHG emissions occurring from sources that are owned or controlled by the institution. Scope 1 emission sources include:

- **Combustion of fuels to produce electricity, steam, heat, or power using equipment in a fixed location such as boilers, burners, heaters, furnaces, incinerators**
- **Combustion fuels by institution-owned cars, tractors, buses, and other transportation devices**

Scope 2 Emissions

Scope 2 emissions are indirect GHG emissions that are a consequence of activities that take place within the organizational boundaries of the institution, but that occur at sources owned or controlled by another entity. Scope 2 emission sources include:

- **Purchased electricity**
- **Purchased heating**
- **Purchased cooling**
- **Purchased steam**

Does the inventory include emissions from air travel?

- Unknown
- Yes
- No

Does the inventory include emissions from commuting?

- Unknown
- Yes
- No

Does the inventory include embodied emissions from food purchases?

- Unknown
- Yes
- No

Does the inventory include embodied emissions from other purchased products?

- Unknown
- Yes
- No

Does the inventory include emissions from solid waste disposal?

- Unknown
- Yes
- No

Does the inventory include another Scope 3 emissions source not covered above?

- Unknown
- Yes
- No

Additional comments:

Scope 3 emissions are all indirect emissions not covered in Scope 2. Scope 3 emission sources include:

- Air travel
- Commuting
- Extraction, production, and transportation of purchased materials and fuels, including food
- Outsourced activities
- Solid waste disposal

Does the inventory include a second Scope 3 emissions source not covered above?

- Unknown
 Yes
 No

Additional comments:

Does the inventory include a third Scope 3 emissions source not covered above?

- Unknown
 Yes
 No

Additional comments:

Does the inventory include a fourth Scope 3 emissions source not covered above?

- Unknown
 Yes
 No

Additional comments:

ENERGY

OP-8: Clean and Renewable Energy

Criteria

Institution supports the development and use of clean and renewable energy sources using any one or combination of the following options.

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid

mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by OP Credit 5: Greenhouse Gas Emissions Reductions and OP Credit 7: Building Energy Consumption.

Transportation fuels, which are covered by OP Credit 14: Campus Fleet, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes

MMBtu

Option 2: Non-electric renewable energy generated

MMBtu

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes

MMBtu

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified

MMBtu

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources

MMBtu

Total energy consumed during the performance year

MMBtu

A brief description of on-site renewable electricity generating devices

A brief description of on-site renewable non-electric energy devices

A brief description of off-site, institution-catalyzed, renewable electricity generating devices

A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes

A brief description of cogeneration technologies deployed

The website URL where information about the institution's renewable energy sources is available

Criteria

Institution meters all energy consumption (including electricity, natural gas, purchased steam) for at least one building.

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?

Unknown
 Yes
 No

A brief description of the metering system

The percentage of building space with energy metering

 %

The website URL where information about the metering system is available

GROUNDS

OP-9: Integrated Pest Management

Criteria

Institution's grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

- 1) ***Set action thresholds***
- 2) ***Monitor and identify pests***
- 3) ***Prevention***
- 4) ***Control***

The size of the campus grounds

 Acres

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan

 Acres

A brief description of the IPM plan(s)

The website URL where information about the IPM plan(s) is available

PURCHASING

OP-10: Computer Purchasing

Criteria

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors?

Unknown
 Yes
 No

The website URL where the EPEAT policy, directive, or guidelines are posted

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed

OP-11: Cleaning Products Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?

- Unknown
- Yes
- No

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed

Expenditures on Green Seal and/or EcoLogo certified cleaning products \$

OP-12: Office Paper Purchasing

Criteria

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Does the institution have an institution-wide stated preference to purchase recycled content office paper?

- Unknown
- Yes
- No

The URL where the recycled paper policy, directive, or guidelines are posted

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed

TRANSPORTATION

OP-14: Campus Fleet

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

- Gasoline-electric hybrid
- Diesel-electric hybrid
- Plug-in hybrid
- 100 percent electric
- Fueled with Compressed Natural Gas (CNG)
- Hydrogen fueled
- Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
- Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet	<input type="text"/>
Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet	<input type="text"/>
Plug-in hybrid vehicles in the institution's fleet	<input type="text"/>
100 percent electric vehicles in the institution's fleet	<input type="text"/>
Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG)	<input type="text"/>
Hydrogen fueled vehicles in the institution's fleet	<input type="text"/>
Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year	<input type="text"/>
Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year	<input type="text"/>
Total number of vehicles in the institution's fleet, including all of the above	<input type="text"/>

OP-15: Student Commute Modal Split

Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

The percentage (0-100) of institution's students who use more sustainable commuting options	<input type="text"/>	%
The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation	<input type="text"/>	%
The percentage (0-100) of institution's students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents	<input type="text"/>	%
The percentage (0-100) of institution's students who vanpool or carpool as their primary method of transportation	<input type="text"/>	%
The percentage (0-100) of institution's students who take a campus shuttle or public transportation as their primary method of transportation	<input type="text"/>	%
The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation	<input type="text"/>	%
The website URL where information about alternative transportation is available	<input type="text"/>	

OP-16: Employee Commute Modal Split

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

The percentage (0-100) of institution's employees that use more sustainable commuting options	<input type="text"/>	%
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The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation %

The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents %

The percentage (0-100) of institution's employees who vanpool or carpool as their primary method of transportation %

The percentage (0-100) of institution's employees who take a campus shuttle or public transportation as their primary method of transportation %

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation %

The website URL where information about alternative transportation is available

OP-T2-26: Bicycle Sharing

Criteria

Institution has a bicycle-sharing program or participates in a local bicycle-sharing program.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program? Unknown

Yes

No

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.)

The website URL where information about the program, policy, or practice is available

OP-T2-27: Facilities for Bicyclists

Criteria

Institution has indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building. Storing bicycles in office space does not count for this credit.

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building? Unknown

Yes

No

A brief description of the facilities

The website URL where information about the program, policy, or practice is available

OP-T2-28: Bicycle and Pedestrian Plan

Criteria

Institution has developed a plan(s) to make the campus more bicycle and pedestrian friendly. The plan(s) may be a part of the institution's master plan.

Has the institution developed a bicycle plan? Unknown

Yes

No

A brief description of the plan

The website URL where information about the plan is available

OP-T2-29: Mass Transit Programs

Criteria

Institution offers free or reduced price transit passes and/or operates a free campus shuttle. The Transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency. The institution must be the entity making the passes available to its community members.

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle?

- Unknown
 Yes
 No

A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options)

The website URL where information about the program is available

OP-T2-30: Condensed Work Week

Criteria

Institution offers a condensed work week option for employees. The institution does not have to offer the option to all employees in order to earn this credit.

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit.

- Unknown
 Yes
 No

A brief description of the program

The website URL where information about the program is available

OP-T2-31: Telecommuting

Criteria

Institution offers a telecommute program for employees.

Does the institution offer a telecommute program for employees?

- Unknown
 Yes
 No

A brief description of the program

The website URL where information about the program is available

OP-T2-32: Carpool/Vanpool Matching

Criteria

Institution participates in a carpool/vanpool matching program.

Does the institution participate in a carpool/vanpool matching program? Unknown
 Yes
 No

A brief description of the program

The website URL where information about the program is available

OP-T2-33: Cash-out of Parking

Criteria

Institution allows commuters to cash out of parking spaces (i.e. it provides financial compensation to employees who do not drive to work).

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)? Unknown
 Yes
 No

A brief description of the program

The website URL where information about the program is available

OP-T2-34: Carpool Discount

Criteria

Institution offers reduced parking fees for car and van poolers.

Does the institution offer reduced parking fees for car and van poolers? Unknown
 Yes
 No

A brief description of the program

The website URL where information about the program is available

OP-T2-35: Local Housing

Criteria

Institution has incentives or programs to encourage employees to live close to campus.

Does the institution have incentives or programs to encourage employees to live close to campus? Unknown
 Yes
 No

A brief description of the incentives or programs

The website URL where information about the incentives or programs is available

OP-T2-36: Prohibiting Idling

Criteria

Institution has adopted a policy prohibiting idling.

Has the institution adopted a policy prohibiting idling?

- Unknown
- Yes
- No

A brief description of the policy

The website URL where information about the policy is available

OP-T2-37: Car Sharing

Criteria

Institution participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.

Does the institution participate in a car sharing program, such as ZipCar or HourCar?

- Unknown
- Yes
- No

A brief description of the program

The website URL where information about the program, policy, or practice is available

WASTE

OP-18: Waste Diversion

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted

 Tons

Materials disposed in a solid waste landfill or incinerator

 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate

DINING SERVICES

OP-6: Food and Beverage Purchasing

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution's primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

*Grown and processed within 250 miles of the institution
Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)*

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

This credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary on-site contractor.

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100) %

A brief description of the sustainable food and beverage purchasing program

The Website URL where information about the institution's sustainable food and beverage purchasing efforts is available.

OP-T2-4: Vegan Dining

Criteria

Institution offers diverse, complete-protein vegan dining options during every meal. This credit includes on-campus dining services operated by the institution or the institution's primary dining services contractor. (On-site franchises, convenience stores, vending machines, and concessions are excluded from this credit.)

Does the institution offer diverse, complete-protein vegan dining options during every meal? Unknown
 Yes
 No

A brief description of the vegan dining program

The website URL where information about the program, policy, or practice is available

COORDINATION AND PLANNING

PAE-1: Sustainability Coordination

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

Does the institution have a sustainability committee? Unknown

Yes

No

The charter or mission statement of the committee or a brief description of the committee's purview and activities

Members of the committee, including affiliations

The website URL where information about the sustainability committee is available

Does the institution have a sustainability office?

Unknown

Yes

No

A brief description of the sustainability office

The number of people employed in the sustainability office

The website URL where information about the sustainability office is available

Does the institution have a sustainability coordinator?

Unknown

Yes

No

Sustainability coordinator's name

Sustainability coordinator's position title

A brief description of the sustainability coordinator's position

The website URL where information about the sustainability coordinator is available

PAE-5: Climate Action Plan

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?

Unknown

Yes

No

A brief summary of the climate plan's long-term goals

A brief summary of the climate plan's short-term goals

Year the climate plan was formally adopted or approved

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year

- Unknown
- Yes
- No

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment

The reduction level (percentage) institution has committed to

The baseline year the institution used in its GHG emissions commitment (MM/DD/YYYY)

The baseline emissions level institution used in its GHG emissions commitment

The target year the institution specified in its GHG emissions commitment (MM/DD/YYYY)

The website URL where information about the climate plan is available

INVESTMENT

PAE-16: Committee on Investor Responsibility

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?

- Unknown
- Yes
- No

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns

Members of the CIR, including affiliations

Recent examples (within the past 3 years) of CIR actions

The website URL where information about the committee is available

Princeton Review's Supplemental Data Fields

The below data fields are not contained within the CSDC. These fields are for editorial and not rating purposes.

Is your school an ACUPCC signatory?

Yes No

Please list your school's top three undertakings that represent your environmental commitment.

1. All new construction and major renovations are designed to LEED Silver standards at a minimum. We completed two projects this year, one

2. We recycled over 1.7 million pounds of materials last year that would have otherwise gone to landfill .

3. Established the ODU Climate Change and Sea Level Rise Initiative (CCSLRI) which is an effort by researcher and local policy makers to identify the

Does your school's career center provide active and substantive guidance on 'green jobs'? Yes No

Please elaborate here:

What percentage of managed campus grounds are maintained organically?

%

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 you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.

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

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Review Data Set Form G: Campus Safety (2016-2017)

[Instructions and Help](#)

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

*Please note that the survey works best with: Chrome, Firefox, or Internet Explorer.

Campus Health & Safety

Provide a URL to a page on your website where your Campus Security Report can be found (in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act).

	School offers	Students can remain anonymous	Available at a discounted rate	Available for free
HIV testing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HIV counseling/support groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
STD testing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
STD counseling/support groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Contraception	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy testing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy counseling/support groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Childcare services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutritionist/nutritional counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Women-only or women-focused exercise courses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Eating disorder counseling/support groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
After hours transport service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Self-defense courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rape/sexual assault counseling/support groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mental health counseling/support groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Does your school have a sexual assault/rape crisis center?

Yes No

Education, Awareness, and Prevention of Sexual Assault

Information provided should be for the latest 12 month period for which data is available

Please provide a URL to the page outlining programs and resources designed around education, awareness, and prevention of sexual assault on your campus:

Does your institution provide a program or programs addressing one or more of the following issues: **1.** education, **2.** awareness, and/or **3.** prevention of sexual assault

- Yes
- No

The delivery method for the programs included above could best be described as:

- A single in-person session
- Multiple in-person sessions
- A mix of in-person and online activities
- Only online activities
- Other (please specify)

If you selected other, please specify:

If available and applicable, how many hours of participation are required for each mode for the programs included above? Online Activities In-person Activities

Which best describes the population participating in the programs included above?

- Require all incoming first year students
- Require all incoming transfer students
- Require all returning students
- Voluntary basis
- Specific populations
- Other (please specify)

If you selected other, please specify:

Please provide for each program you included in the above questions, if available:

1. (Name of program); (Brief description of program); (URL)
- 2....

Does your school directly sponsor a program created around [bystander intervention](#)?

- Yes
- No
- Plan to implement in the next year
- Researching programs

If available, please provide a URL where your bystander intervention program is explained.

Does your school have a policy regarding affirmative consent between members of the campus community? (Please include policies created by state law, consortium or system rules, or mandated in the code of conduct for your institution)

- Yes
- No
- Plan to implement in the next year

If available, please provide a URL where your affirmative consent policy is explained.

www.odu.edu/content/dam/odu/offices/docs1/sexl

What awareness campaigns take place on your campus?

- Take Back the Night
- V-Day
- Greeks Against Sexual Assault
- Silent Witness Project
- The Clothesline Project
- The Red Flag Campaign

Please list and describe any campaigns to raise awareness of issues of sexual assault that have occurred on your campus in the previous 12 months:

Two Take Back the Nights, Facebook Stalking Panel, Choices Orientation for incoming freshmen, Preview Safety sessions for incoming students and

Fire Safety

Information provided should be for the latest 12 month period for which data is available

1. What percentage of your student housing sleeping rooms are protected by an automatic fire sprinkler system with a fire sprinkler head located in the individual sleeping rooms? %

NOTE: A student housing sleeping room is defined as the actual room in which the occupants live and sleep.

Student housing can include typical residence halls, graduate student housing, married student housing or any housing that is under the control or affiliated with the school, such as private, third-party residence halls built under contract with the school. This does not include Greek housing.

2. What percentage of your student housing sleeping rooms are equipped with a smoke detector that is connected to a supervised fire alarm system? %

NOTE: When the smoke alarm/detector is activated it must transmit a signal to a supervised location, initiating an immediate response by a staff member to investigate. This alarm does not necessarily activate the building fire alarm system.

3. How many malicious fire alarms occur in student housing per year?

NOTE: A malicious fire alarm would be defined as one where a building's fire alarm system is activated even though it is known that there is no emergency condition. For example, someone blows smoke into a smoke detector or a manual pull station is activated.

4. How many unwanted fire alarms occur in student housing per year?

NOTE: An unwanted fire alarm would be defined as one where a building's fire alarm system is activated by non-emergency conditions, yet the fire alarm system responds appropriately to stimuli that it interprets as a fire condition. For example, a smoke alarm that is located too close to a shower and is activated by steam, or is adjacent to a cooking area.

5. What percentage of student housing building fire alarm systems, if activated, result in a signal being transmitted to a monitored location, and security investigates before notifying the fire department? %

6. What percentage of student housing building fire alarm systems, if activated, result in a signal being transmitted immediately to the fire department so they can begin responding? %

7. How many students are trained in fire safety in campus provided housing each semester?

8. What percentage of RAs and housing directors receive fire safety training?

NOTE: For purposes of this question, housing staff will include only personnel such as resident assistants and/or resident directors who live in student housing.

9. How many contact hours of fire safety training is provided to students not living in student housing (i.e., off-campus, including Greek)?

NOTE: This will not include fire safety training provided to specialties such as laboratory assistants. This must be actual training with contact time and not include simply handing out brochures, fire safety articles in the student newspaper, etc. An example of contact hours would include fire extinguisher training that is provided to 30 students in one hour which would equal 30 contact hours.

10. How many regularly scheduled, supervised exit drills are held per year in student housing?

11. How many fires did your school experience last year in student housing?

NOTE: A fire must result in damage to the structure or contents.

12. What is the dollar loss related to fire that has occurred on your campus in residential housing?

NOTE: Dollar loss is direct property damage to the structure and contents and does not include costs such as alternative housing, staff response, etc

13. How many students have been injured by fires in student housing?

14. How many students have been killed by fires in student housing?

15. Does your school ban any of the following items or activities in student housing sleeping rooms?

- candles
- halogen lamps
- smoking
- cooking
- live christmas trees
- ceiling tapestries
- Other (please specify)

NOTE: The "cooking" option excludes cooking done with school-approved/supplied appliances or in school-approved areas, such as kitchens.

If you selected Other please specify:

16. Does your school require fire-resistance ratings on furniture (including, but not limited to, beds, mattresses, desks, and chairs) in student housing sleeping rooms?

Yes No

17. Does your school require that furnishings brought in by the students have fire-resistance ratings?

Yes No

18. How often are fire safety rules-compliance inspections conducted in your school's student housing?

NOTE: This refers to regularly scheduled, in-room inspections conducted by an inspector or trained individual who is knowledgeable about fire safety issues. It does not refer to a security officer making regular rounds. ALL of the rooms must be inspected during these inspections and checked for hazards.

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

Name:

Title:

Phone:

Email:

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Review Data Set Form H: Sports (2016-2017)

[Instructions and Help](#)

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Sports

Intercollegiate Sports Team Name:

Men's:

Women's:

Team Mascot:

What is your institution's most predominant intercollegiate athletic division?

If you selected Other please specify:

Please check all intercollegiate sports offered at your institution.

Sport Name	Varsity		Club	
	Men	Women	Men	Women
Archery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Badminton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Basketball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Bobsledding/Luge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bodyboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bowling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boxing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canoeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerleading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crew/Rowing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-Country	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Curling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Equestrian Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Fencing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Field Hockey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Football	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Golf	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harness Racing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Horseback Riding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Kayaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacrosse	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Light Weight Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martial Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mountain Biking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor Hiking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pistol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Polo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racquetball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Riflery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rodeo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rollerblading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rugby	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sailing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sand Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scuba Diving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Shooting Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skateboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing (Downhill/Alpine)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing (Nordic/Cross-Country)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snowboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soccer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Softball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Speed Skating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surfing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Synchronized Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tennis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Track/ Field (Outdoor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Track/Field (Indoor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ultimate Frisbee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water Skiing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight Lifting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wheel-Chair Basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Windsurfing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What NCAA conferences is the school a member of?:

- Allegheny Mountain Collegiate Conference
- America East Conference
- America Sky Conference
- American Athletic Conference

- American Lacrosse Conference
- American Southwest Conference
- Atlantic 10 Conference
- Atlantic Coast Conference
- Atlantic Hockey Association
- Atlantic Soccer Conference
- Atlantic Sun Conference
- Atlantic Women's Colleges Conference
- Big East Conference
- Big Sky Conference
- Big South Conference
- Big Ten Conference
- Big 12 Conference
- Big West Conference
- California Collegiate Athletic Association
- Capital Athletic Conference
- Centennial Conference
- Central Atlantic Collegiate Conference
- Central Collegiate Hockey Association
- Central Intercollegiate Athletic Association
- City University of New York Athletic Conference
- College Conference of Illinois and Wisconsin
- College Hockey America
- Collegiate Water Polo Association
- Colonial Athletic Association
- Colonial States Athletic Conference
- Commonwealth Coast Conference
- Commonwealth Conference
- Conference Carolinas
- Conference USA
- Deep South Lacrosse Conference
- East Coast Conference
- Eastern College Athletic Conference
- Eastern Intercollegiate Skiing Association
- Eastern Intercollegiate Volleyball Association
- Eastern Intercollegiate Wrestling Association
- Eastern Wrestling League
- ECAC East Ice Hockey League
- ECAC East Women's Hockey League
- ECAC Hockey League
- ECAC Northeast Ice Hockey League
- ECAC Women's West Ice Hockey League
- Empire 8
- Freedom Conference
- Freedom Football Conference (No longer affiliated with the NCAA)
- Gateway Football Conference
- Golden Coast Conference
- Great American Conference
- Great Lakes Intercollegiate Athletic Conference
- Great Lakes Valley Conference
- Great Northeast Athletic Conference
- Great Northwest Athletic Conference
- Great South Athletic Conference
- Great Western Lacrosse League
- Gulf South Conference

- Heartland Collegiate Athletic Conference
- Heartland Conference
- Hockey East Association
- Horizon League
- Illini-Badger Intercollegiate Football Conference
- Iowa Intercollegiate Athletic Conference
- Ivy League
- Knickerbocker Lacrosse Conference
- Landmark Conference
- Liberty League
- Little East Conference
- Lone Star Conference
- Massachusetts State College Athletic Conference
- Metro Atlantic Athletic Conference
- Michigan Intercollegiate Athletic Association
- Mid-America Intercollegiate Athletics Association
- Mid-American Conference
- Mid-Continent Conference
- Mid-Eastern Athletic Conference
- Middle Atlantic Conference
- Midwest Conference
- Midwestern Intercollegiate Volleyball Association
- Minnesota Intercollegiate Athletic Association
- Missouri Valley Conference
- Mountain East Conference
- Mountain Pacific Sports Federation
- Mountain West Conference
- New England College Wrestling Association
- New England Collegiate Conference
- New England Football Conference
- New England Small College Athletic Conference
- New England Women's and Men's Athletics Conference
- New England Women's Lacrosse Alliance
- New Jersey Athletic Conference
- New York State Women's Collegiate Athletic Association
- North Atlantic Conference
- North Central Intercollegiate Athletic Conference
- North Coast Athletic Conference
- North Eastern Athletic Conference
- North Eastern Collegiate Volleyball Association
- Northeast Conference
- Northeast-10 Conference
- Northern Athletics Collegiate Conference
- Northern Collegiate Hockey Association
- Northern Illinois-Iowa Conference
- Northern Pacific Field Hockey Conference
- Northern Sun Intercollegiate Conference
- Northwest Conference
- Ohio Athletic Conference
- Ohio Valley Conference
- Old Dominion Athletic Conference
- Pacific Coast Softball Conference
- Pacific Coast Swim Conference
- Pacific West Conference
- Pacific-12 Conference

- Patriot League
- Peach Belt Conference
- Pennsylvania State Athletic Conference
- Pilgrim League
- Pioneer Football League
- President's Athletic Conference
- Rocky Mountain Athletic Conference
- Skyline Conference
- South Atlantic Conference
- Southeastern Conference
- Southern Athletic Association
- Southern California Intercollegiate Athletic Conference
- Southern Collegiate Athletic Conference
- Southern Conference
- Southern Intercollegiate Athletic Conference
- Southland Conference
- Southwestern Athletic Conference
- St. Louis Intercollegiate Athletic Conference
- State University of New York Athletic Conference
- Sun Belt Conference
- Sunshine State Conference
- University Athletic Association
- Upper Midwest Athletic Conference
- Upstate Collegiate Athletic Association
- USA South Athletic Conference
- West Coast Conference
- West Virginia Intercollegiate Athletic Conference
- Western Athletic Conference
- Western Collegiate Hockey Association
- Western Water Polo Association
- Wisconsin Intercollegiate Athletic Conference

During the 2015-16 academic year what percentage of your intercollegiate student athletes were: Male % Female %

During the 2015-16 academic year how many students participated in your schools intercollegiate sports?

During the 2015-16 academic year how many students participated in your schools intramural sports?

Please provide the most recent graduation rates for your student athletes

4 year graduation rate for student athletes: %

6 year graduation rate for student athletes: %

NCAA Graduate Success Rate (Division I institutions): %

Academic Success Rate (Division II institutions): %

What was the total home attendance of ticketed intercollegiate sporting events featuring your school during the 2015-16 academic year?

How many national championships has your school won (include all intercollegiate sports, all years):

How many conference championships has your school won (include all intercollegiate sports, all years):

Total number of student athletes from your school that have gone on to play professional sports:

PLEASE NOTE THE FOLLOWING:

Review Data Set Form I: Computer Networking and Facilities (2016-2017)

Instructions and Help

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

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Computer Networking and Facilities

Do you have a campus-wide network in place?

Yes No

Do you have a network or lab fee for computer usage on campus for undergraduates?

Yes No

If so, what is it?

What is the URL of your school's official Facebook page?

<http://www.facebook.com/Old.Dominion.University>

What is the URL of your school's official Twitter page?

<http://twitter.com/ODUofficial>

Do you have a computer ethics policy in place for your school?

Yes No

If yes, please describe or provide URL

www.odu.edu/content/dam/odu/policies/university/3000/univ-3500.pdf

What is the email domain for undergraduate students at your school? (I.e. @college.edu) (please enter one email domain per line in the text box to the right)

@odu.edu

Do you have any alliances or partnerships with technology companies?

Yes No

If so, please describe

Dell & Apple: Strongly Recommended Student Notebook Program; pre-configured computers for offices; percentage discounts; HP, Apple, SUN,

Does your school's tuition include a personal computer for each student?

Yes No

Do you have a special pricing, discount, or resale agreement with hardware vendors?

Yes No

If so, please list them.

Mobile Monarch Program for student notebooks - Dell and Apple

Wireless Network

What percentage of the following areas have wireless network access (please respond only with numbers, and no % sign)?

100 % - Classrooms

100 % - Dorms

100 % - Student union

100 % - Library

100 % - Dining areas

95 % - Common outdoor areas

PLEASE NOTE THE FOLLOWING:

Review Data Set Form J: Visiting Campus (2016-2017)

[Instructions and Help](#)

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

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Visiting Campus

Name of person responsible for organizing prospective student visits:	<input type="text" value="Office of Admissions"/>		
Title (eg. Visiting Coordinator or Director of Admissions)	<input type="text" value="Old Dominion University"/>		
Mailing Address	<input type="text" value="108 Rollins Hall"/>	<input type="text"/>	
City/State/Zip	<input type="text" value="Norfolk"/>	<input type="text" value="VA"/>	<input type="text" value="23529"/>
Phone / Fax	<input type="text" value="757-683-3685"/>	<input type="text" value="757-683-3255"/>	
Email	<input type="text" value="admissions@odu.edu"/>		
Provide a URL to a page on your website where visiting information can be found:	<input type="text" value="www.odu.edu/admission"/>		
Do you have a Campus Visiting Center?	<input checked="" type="radio"/> Yes <input type="radio"/> No		
If yes, please list the phone number	<input type="text" value="757-683-5678"/>		
Days:	<input type="text"/>		
Hours:	<input type="text"/>		
Closed:	<input type="text"/>		

On Campus Highlights

Please provide up to five of the most popular places on campus. (Examples might be a new building, a museum, a coffee shop, an athletic facility)

1.	<input type="text" value="Webb Student Center"/>
2.	<input type="text" value="Student Recreation Center"/>
3.	<input type="text" value="University Village"/>
4.	<input type="text" value="Constant Convocation Center"/>
5.	<input type="text" value="Kaufman Mall"/>
Additional space is provided for other information.	<input type="text" value="Learning Commons"/>

Off Campus Highlights

Please provide up to five of the most popular places off campus. (Examples might be tourist attractions, shopping areas, museums.)

1.	<input type="text" value="Chrysler Museum"/>
2.	<input type="text" value="Busch Gardens"/>
3.	<input type="text" value="Virginia Marine and Science Museum"/>
4.	<input type="text" value="Nauticus"/>

5.

Additional space is provided for other information.

Colonial Williamsburg

Additional Attractions: Norfolk: Scope, Battleship Wisconsin, Spirit of Norfolk, MacArthur Center, Norfolk Botanical Garden, Norfolk Zoological

Campus Tours

Email address for prospective students to sign up for campus tour:

admissions@odu.edu

Provide a URL to a page on your website where prospective students can sign up for a campus tour:

www.odu.edu/admission

Campus Tours Available

Available Not Available

Appointment Required

Required Not required Preferred

Dates

Year-round Academic Year Varies

Times (list available times)

Varies

Varies

Average Length

30 min. 1 hour 2 hour Varies

Provide a URL to a page on your website to an online campus tour or photo gallery:

www.odu.edu/admission

On Campus Interviews

Email address for prospective students to sign up for on-campus interview:

Provide a URL to a page on your website where prospective students can sign up for a on-campus interview:

On Campus Interviews

Available Not Available

Start Date-Juniors (indicate when juniors may start interviewing)

Appointment Required

Required Not Required Preferred

Advance Notice

Yes No

If yes, specify the length of advance notice

1 week 2 weeks 3 weeks Other

Saturdays

Yes No Sometimes

Average Length

30 min. 45 min. 1 hour 1.5 hours 2 hours

Information Sessions

Available Not Available

If available, when

Varies

Faculty and Coach Visits

Email address to inquire about visits with faculty members:

admissions@odu.edu

Provide a URL to a page on your website where prospective students can sign up for, or inquire about, a visit with a faculty member:

admissions.odu.edu

Email address for prospective students to inquire about, or arrange for, a

admissions@odu.edu

visit with a sports coach:

Dates/Times: Subject to faculty/coach availability

Year-round Academic Year N/A

Arrangements:

Contact Admissions Office
 Contact Coach Directly
 Contact Athletic Department
 Other (please specify)

If you selected Other please specify:

Advance Notice

1 week 2 weeks 3 weeks Other

Class Visits

Provide a URL to a page on your website where prospective students can sign up for, or inquire about, class visits:

Dates

Year-round Academic Year Varies

Arrangements

Contact Admissions Office
 Contact Visiting Center
 Other (please specify)

If you selected Other please specify:

Overnight Dorm Stays

Overnight Dorm Stays

Available Not Available

Advance Notice

1 week 2 weeks 3 weeks Other

Arrangements

Contact Admissions Office
 Contact Visiting Center
 Other (please specify)

If you selected Other please specify:

Limitations

Transportation

Transportation

Please provide a description of the types of transportation available to campus e.g., taxis, shuttle buses, buses, and trains. Include the closest airport.

Provide a URL to a page on your website for Public Transportation to campus

Driving Instructions

Please provide driving instructions from major roads or landmarks.

Provide URL to a page on your website for driving instructions to campus:

Provide URL to a page on your website that describes on-campus visitor parking:

Local Accommodations

Please provide a description of available lodging in all price ranges.

Near by

Wide range of hotel and motel options available in Virginia Beach, Williamsburg, and Norfolk.

Far Away

Provide a URL to a page on your website for local accommodation information:

www.odu.edu/about/visitors/lodging

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 you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.

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

Name:

Sarah Daniel

Title:

Planning & Accountability Analyst

Phone:

7576833164

Email:

sedaniel@odu.edu

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Save

Cancel

Review Data Set Form K: Career Services & Employment (2016-2017)

[Instructions and Help](#)

*Please note that in order to save this form, you must fill in the four respondent information boxes at the bottom of the page (Name, Title, Phone #, Email). This must be done each time you save the form. Failure to do so may result in losing the information you have entered.

*Please note that the survey works best with: Chrome, Firefox, or Internet Explorer.

Career Services and Placement

Does your school have a career services office?

Yes No

If yes, please provide a URL to career services page:

Check services in career placement center:

- Alumni network
- Alumni services
- Career/job search classes
- Career assessment
- Internships
- Regional alumni

Are on-campus job interviews available in the career placement center?

Yes No

Does your school provide opportunities for any of the following:

- Cooperative learning
- Experiential learning
- Internships

Please describe the program above of which you are proudest:

During the 2015-16 academic year how many employers visited your school for recruiting purposes?

#

List top five employers who hired 2016 job seeking full-time graduates, and the number of students they hired.

	Employer	Number Students Hired
1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

Employment and Salary Information

What was the median base salary (do not include any bonuses) of your 2016 graduates who accepted employment after graduation?

\$

Percent of 2016 graduates for whom you have usable employment/salary information: %

What was the median base salary (do not include any bonuses) of your 2015 graduates who accepted employment after graduation? \$

Percent of 2015 graduates for whom you have usable employment/salary information: %

Undergraduate Major

Undergraduate Major	Number of 2016 Graduates	Percent of Graduates Seeking Employment	Percent of Graduates Accepting New Jobs	Percent of Graduates With usable Salary Data	Median Base Salary
Biological/Life Sciences	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	\$ <input type="text"/>
Business	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	\$ <input type="text"/>
Communications/Journalism	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	\$ <input type="text"/>
Computer Science	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	\$ <input type="text"/>
Education	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	\$ <input type="text"/>
Engineering	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	\$ <input type="text"/>
Environmental Studies	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	\$ <input type="text"/>
Health Services	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	\$ <input type="text"/>
History	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	\$ <input type="text"/>
Mathematics	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	\$ <input type="text"/>
Philosophy	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	\$ <input type="text"/>
Political Science/Government	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	\$ <input type="text"/>
Psychology	<input type="text"/>	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	\$ <input type="text"/>

Entrepreneurship Offerings

This section will open in April 2017.

Who should students contact with questions about entrepreneurship at your school?

Name:

Title: Executive Director, Strome Entrepreneurial Cente
Address 1: 2004 Constant Hall
Address 2: Old Dominion University
City: Norfolk
State: VA
Zip code: 23529
Phone: 757-683-6140
Email: ngrden@odu.edu
URL: https://www.odu.edu/impact/entrepreneurship/strc

Game Design Offerings

Who should students contact with questions about game design/gaming at your school?

Name:
Title:
Address 1:
Address 2:
City:
State:
Zip code:
Phone:
Email:
URL:

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

Name: Sarah Daniel
Title: Planning & Accountability Analyst
Phone: 7576833164
Email: sedaniel@odu.edu

If you have questions or would like to contact our Technical Support staff, you can e-mail them at surveysupport@review.com

Save Cancel